LINCOLN UNIVERSITY COLLEGE

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SUSTAINABILITY, EQUITY, AND QUALITY IN EDUCATION

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2nd International Conference on Global Education: Sustainability, Equity and Quality in Education

(ICOGE2024)

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Overview about the International Conference on Global Education (ICOGE)

2nd International Conference on Global Education: Sustainability, Equity and Quality in Education (ICOGE). ICOGE 2024 aims to offer a platform for local and international academicians, educators, planners, and teaching professionals to meet, discuss and share latest research and fundamental advances in the field of education. It also aims to encourage engagement between those practicing in a wide variety of scientific areas to collaborate towards improving Education related applications. Attendees will have ample opportunities to meet colleagues from Malaysia and other parts of the world.

Vision of the International Conference on Global Education (ICOGE)

To create a global platform for academicians, educators, planners, and teaching professionals from diverse backgrounds to gather, exchange ideas, and explore innovative approaches that address trends, issues, and advancements in global education.

Mission of the International Conference on Global Education (ICOGE)

To support local and international students and academicians to present and discuss their latest research findings, insights, and experiences in the field of education by emphasizing interdisciplinary collaboration, knowledge sharing, meaningful engagement among international professionals. ICOGE also promotes risk-based approach that enhances lifelong learning opportunities, transformative educational practices, social values, leadership and entrepreneurship skills.

Values of the International Conference on Global Education (ICOGE):

- Partnerships and collaborations with educational and research organizations as our source of strength.
- Acceptance of high-quality educational research and services that exceed expectations.
- Transformative engagement and extraordinary experiences.
- Continuous advancement and innovation.
- A strong work ethic and integrity.
- Global mental sets and skill sets.

Welcome Message

Pro-Chancellor, Lincoln University College

With great pleasure, I extend a warm welcome to all distinguished attendees, scholars, educators, and researchers to the International Conference on Global Education. It is an honour for me to speak at this important educational event as the Pro-Chancellor.

A key factor in determining the future of our global society is education. Only by applying knowledge, creativity, and teamwork we can overcome the challenges and seize the opportunities presented by our ever-evolving world.

This conference offers a forum for thought-provoking conversation, encouraging talks about innovative teaching techniques, recent advancements in the field of education, and the transformative potential of global education.

We will definitely look into ways to make education better all around the world together. We will gain a deeper understanding of the opportunities and challenges associated with global education through research presentations, panel discussions, and keynote addresses.

I would like to express my gratitude to the ICOGE2024 organisers for their tireless efforts, as well as to the speakers and presenters for sharing their knowledge. International participants are especially welcome as their presence adds to this welcoming environment.

Thank you,

PROFESSOR. DATUK DR. HJH. BIBI FLORINA BINTI ABDULLAH
Pro-Chancellor
Lincoln University College

Welcome Message

President, Lincoln University College

It is with immense gratitude I acknowledge the faculty of Social Science, Arts, and Humanities for their dedicated efforts in organizing and funding the International Conference on Global Education (ICOGE 2024). I am honoured to extend a warm welcome to our esteemed attendees, distinguished speakers, participants, and the dedicated committee members of ICOGE 2024.

With great pleasure that I welcome you to the 2nd International Conference on Global Education (ICOGE 2024). This esteemed gathering, focused on the themes of sustainability, equity, and quality in education. Our aim is to foster meaningful discussion and collaboration, driving forward innovative solutions that will shape the future of global education. At Lincoln University College, we are committed to advancing and recognizing the fact that foundation of a just and prosperous society lies in equitable and high-quality education for all.

This conference aims to represent a pivotal moment in the realm of education, scholars exchange, research, and serve a platform for practitioners from across the globe to delve into the complexities and transformative potential of global education.

Lincoln University College, Malaysia, proudly takes a leading role in this initiative, showcasing cutting-edge advancements in the field of education. As an institution fostering a diverse community of postgraduate students, both locally and internationally, we are dedicated to leading research efforts that not only enhance academic excellence but also benefit the broader community and industry.

ICOGE 2024 provides a vibrant platform for exchanging innovative ideas, research insights, and exemplary practices in international education. It serves as a catalyst for collaboration, fostering networking opportunities and the formation of strategic alliances that drive innovation and transformation in education. Together, we will explore new methodologies, engage in stimulating discussions, and set a course towards a brighter future for global education.

I extend my heartfelt gratitude to all participants for their invaluable contributions. The insights and ideas that will be shared here will undoubtedly inspire further advancements in sustainable, equitable, and high-quality education. Let us continue to work together, transcending borders and disciplines, to implement the solutions discussed and make a lasting impact on the global educational landscape. At Lincoln University College, we remain dedicated to supporting these efforts, confident that through our collective action, we can create a brighter future for learners everywhere.

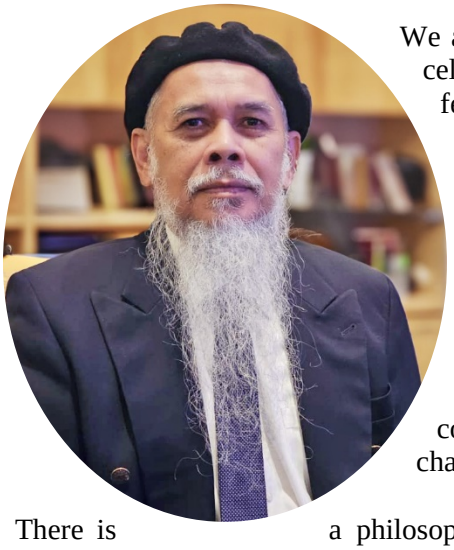
On behalf of Lincoln University College, I extend a heartfelt welcome to all participants in ICOGE 2024. Let us unite in our efforts to inspire, collaborate, and make a lasting impact on global education.

Thank you,

PROFESSOR DR AMIYA BHAUMIK
President
Lincoln University College

Welcome Message

Dean, Faculty of Social Science, Arts, and Humanities, Lincoln University College



We are delighted to have educators, innovators, and thinkers gather here to celebrate and explore the transformative power of education. Over the next few days, we will engage in dynamic discussions, share insights, and foster connections that will shape the future of learning.

With the conference theme of "Sustainability, Equity, and Quality in Education," it calls for us to address the fundamental core of our responsibilities as stewards of the future rather than only the approaches of learning. Through all human civilization, education has been the pillar of development. It has enabled people, promoted creativity, and propelled society forward. Still, modern society faces difficulties like socio-economic inequities, environmental damages, and always changing complexity. These facts call for a radical reinterpretation of education, a change beyond just information transmission.

There is a philosophical necessity in this gathering. We come here not just to provide excellent theories and practices, but also to start a conversation about the fundamental goal of education. We have to raise a generation ready not only with intellectual capacity but also with the critical thinking, sensitivity, and teamwork required to negotiate a world demanding sustainability and justice. Imagine a day when classrooms become furnaces for creating a more fair and sustainable society and when education enables students to be changemakers. This is the vision pushing us ahead.

Let this conference serves as a spur for group efforts, evidence of the continuing ability of education to mould a better future for all. Let us turn education from a passive hobby into a dynamic tool that shapes a legacy of sustainability, fairness, and ongoing development together. Together, we have stood for the existing and newly developing ideas and approaches of curriculum and educational design and development. We aimed to clearly show the links among an educational strategy including sustainability, fairness, and excellence in learning. While most work in educational design and development under the cover of being neutral—that is, not promoting a particular value position—we aimed to show that normative considerations underlie any design effort and that there is a change in thinking in education towards handling challenging human and environmental sustainability issues.

It is high time to rethink the boundaries of curriculum, educational design, and development so that we may get to the design of ever more complicated systems in the world where debates on sustainability and sustainable development have become the norm. Whether one is passionate about pedagogy, technology, inclusivity, or policy, this conference offers a diverse range of sessions to spark inspiration and drive change. Let us collaborate, learn from one another, and ignite a ripple effect of positive impact in the world of education, an education that clarifies the road veering for a more equitable and sustainable society.

PROFESSOR DR. ZULKARNAIN A. HATTA
Dean
Faculty of Social Sciences, Arts, and Humanities Lincoln University College

Welcome Message

Associate Professor, Lincoln University College

Welcome to the 2nd International Conference on Global Education!

This conference, themed around Sustainability, Equity, and Quality in Education, embodies our collective commitment to addressing the critical challenges facing education systems globally. As we convene over the 4th and 5th of July, our aim is not only to discuss but to delve into the multifaceted dimensions of sustainability, equity, and quality in education, addressing the pressing challenges and opportunities that shape our collective pursuit of educational excellence worldwide and actively contribute to solutions that promote sustainable practices, ensure equity in access and outcomes, and enhance the quality of education for all.

We are happy to have announce that a total of 139 papers have been accepted to take part in ICOGE2024, and a total of 118 extended abstracts have been published in this book. Abstracts on a wide range of educational topics and subtopics are provided in these sections, they offer a mixture of ideas, perspectives, and research results that mark our progressively interconnected society.

From the bottom of my heart, I would like to thank every author who contributed an abstract. Your commitment to disseminating your expertise and promoting international education is truly remarkable. In addition, I would like to sincerely thank the members of the organising and scientific committees for their astonishing work in making ICOGE2024 a reality; Their steadfast dedication, careful preparation, and keen observation of details have contributed to the success of this conference.

We extend our heartfelt gratitude to all our distinguished speakers, participants, and partners for their invaluable contributions and unwavering support. Together, let us inspire change, foster dialogue, and chart a course towards a more sustainable, equitable, and inclusive future for education.

Welcome once again, and may this conference be a memorable and enriching experience for us all. Let us embark on this journey together, united in our commitment to advancing education for a better tomorrow.

Warm regards,

ASSOCIATE PROFESSOR DR. LUBNA ALI MOHAMMED
Conference Chair ICOGE2024
International Conference on Global Education

Keynote Speaker

Dato' Satinah Syed Saleh

President of the 'Malaysian Association for Education' (MAE)

Dato' Satinah holds a Master of Science (Information & Library Studies), Loughborough University, UK; Bachelor of Arts (Anthropology & Sociology) and a Diploma in Education both from the University of Malaya, Kuala Lumpur. She has a Certificate in Educational Policy Analysis and Planning, from Harvard University, USA, from Australian National University, Canberra.

Satinah is an educationist with a clear understanding of the Malaysian Education System both for Public and Private K-12 Education and Tertiary Education. She served the Ministry of Education (MOE) and the Ministry of Higher Education Malaysia. Her strengths and main competencies are in Policy Analysis and Planning in education; Policy Formulation; Public Private Partnership in Education (PPP); Teacher Professionalism; Teacher Education; and Education Legislation.

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She is the President of the 'Malaysian Association for Education' (MAE) one of the oldest education associations which is affiliated with Education International (EI); the Deputy President of the Malaysian Children's Aid Society (MACAS); and a member of Harvard Alumni. She was the Head of the Project Management Office, Ministry of Education (Phase 1) in reviewing the Malaysian Education System (2012) which culminated with the 'Malaysian Education Blueprint 2013-2025'. She was one of the panel writers for 'History for Nation Building' selected articles from the forum 'The Study of History: Its Relevance and Significance'. She was the Special Officer to the Deputy Prime Minister Malaysia); and former Director for the Malaysian Students Department in New Zealand; a former Consultant & Advisor (Education) for Khazanah Nasional Berhad (May 2012- May 2019 – 7 years); a former Board Member for University Pendidikan Sultan Idris - UPSI –(1 April 2018 – 31 July 2020); Former Chairperson and Board of Governor for group of over 10 schools under International Schools Partnership (ISP), UK (2018-2022). She was also a former Trustee for Vijayaratnam Foundation/ RHYTHM Foundation.

Abstract:

Title: How a Non-Profit is Changing the Education Ecosystem – Teach for Malaysia's Model

While Malaysia has been largely successful in providing access to formal education, access to quality education remains a challenge. Socio-economic status and geographical areas (urban or rural) appear to determine the quality of learning experiences, opportunities and subsequently learning outcomes. The government, - through various ministries but most prominently the Ministry of Education - continues to put

in efforts to address the inequities and has over the years received the support from other players in the system including education-based social enterprises and non-profits.

One such non-profit is Teach For Malaysia, which was established over a decade ago. Hoping to emulate the successes of earlier Teach For network partners such as Teach First UK and Teach For America, TFM follows a similar model of recruiting and training high-potential top graduates with leadership potential to serve as teachers in high-needs schools. The TFM vision is that one day, all children in Malaysia will have access to quality education regardless of their birth circumstances. Therefore the organization recruits, develops and mobilizes leaders within the broader education ecosystem, to improve conditions that influence a child's learning. 1 in 4 Alumni remain as leaders in MOE schools, using leadership competencies to address challenges in and outside the classroom that hinder student learning. Many had also established new education organisations now partnering with the Ministry of Education Malaysia to improve the education system. Notable examples include Pemimpin GSL, Edvolution, Arus Academy, Chumbaka, MYReaders and Project ID. This paper explores Teach For Malaysia's contributions to the education ecosystem, specifically in grooming more leaders to address inequities in the Malaysian education system.

Keynote speaker

Professor Dr. Karola Dillenburger

Queen's University Belfast, United Kingdom

Karola Dillenburger is a Professor of Behaviour Analysis and Education and Director of the Centre for Behaviour Analysis at the School of Social Science, Education and Social Work at Queen's University Belfast. She is the Course Director of the MSc in Autism Spectrum Disorders (MScASD), has led the development of the MSc Applied Behaviour Analysis (MSc ABA). She teaches this course and supervises Doctoral Research Students.

Her research focuses on evidence-based early intervention for vulnerable children and adults including those diagnosed with autism, behavioural parent training, and parenting children with disabilities across the lifespan, loss and trauma, and professional recognition of behaviour analysts worldwide.

Professor Dillenburger is a Board-Certified Behaviour Analyst-Doctoral (BCBA-D) and clinical Psychologist (HCPC) and has worked extensively in childcare, education, and therapeutic settings. She has published widely, including nine books, multimedia training resources and websites, and well over 100 academic peer-reviewed papers. She frequently delivers national and international keynote addresses in USA, India, Europe, and Australia.

Abstract:

Title: Elevating Educational Quality and Accreditation in Saudi Arabia: A Case Study of the University of Tabuk

This keynote presentation highlights the significance of educational quality and accreditation in Saudi Arabia, focusing on the University of Tabuk's journey towards achieving accreditation. It begins with an overview of educational quality and the role of accreditation, emphasizing the efforts of the National Center for Academic Accreditation and Evaluation (NCAAA) in setting high standards.

We will explore the historical context and development of accreditation in Saudi Arabia, detailing the roles of key accreditation bodies and the impact of national and international standards on universities. The core of the presentation will feature a case study of the University of Tabuk, covering the steps, challenges, and solutions in obtaining ABET accreditation.

Strategies for enhancing educational quality at the University of Tabuk, such as faculty development, curriculum enhancement, and improved student support services, will be discussed. The presentation will highlight the positive impacts of accreditation on the university's academic programs, reputation, and student and faculty outcomes.

Keynote speaker

Professor Dr. Ahmed Mohammed Shamsan

University of Tabuk, Saudi Arabia

Key lessons learned and best practices for other institutions seeking accreditation will be shared, emphasizing continuous improvement. The session will conclude with future directions in quality assurance and opportunities for international collaboration, followed by a Q&A segment.

Dr. Ahmed Mohammed Shamsan is a distinguished Assistant Professor of Information Technology at the Faculty of Computers and Information Technology, University of Tabuk, Saudi Arabia. Dr. Shamsan has built an impressive academic and professional career.

He earned his Doctor of Philosophy in Communications and Networks from University Putra Malaysia in 2013. Prior to this, he completed his Master of Computer Science, specializing in parallel and distributed computing, also at University Putra Malaysia, and his Bachelor of Computer Science from the University of Baghdad, Iraq.

Dr. Shamsan has a robust teaching portfolio, having taught a wide array of courses at both the graduate and undergraduate levels. His commitment to academic excellence is further demonstrated through his leadership roles, such as serving as the Head of the Computer Science Department at the University of Tabuk and coordinating accreditation efforts that led to the successful ABET accreditation of the computer science program.

In addition to his teaching and administrative roles, Dr. Shamsan is a prolific researcher. He has contributed numerous publications to high-impact journals and conferences, and his work has been recognized for its innovation and practical applications in enhancing network performance and security.

Abstract:

Title: Applied behaviour analysis and Autism: Why professional recognition is important

The definition of Applied Behaviour Analysis (ABA) is based explicitly on the aim to enhance socially important behaviour. ABA has been used very successfully to support a wide range of different populations, including those in general education, on the autism spectrum, experiencing intellectual disability, and working in organisations. Yet, across the world only few countries officially recognise behaviour analysts legally as an approved profession. Without professional recognition and regulation, anyone can call themselves a "behaviour analyst" and service users are not protected adequately. This can lead to misunderstandings and malpractice. In this presentation, I will outline some of the issues involved in this discussion and outline the ethical imperative for behaviour analysts to be professionally regulated.

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Review of Studies Related to Metacognitive Awareness of Teachers Concerning Professional Development

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Abstract

The professional development of teachers has become an important issue in transforming school education for the 21st century according to research conducted by National Education Commission, Sri Lanka. But the Sri Lankan government's priority is building a high-quality education system with the demands of the 21st century. There should be new thinking on how the professionalism of teachers should be improved for the future development of teaching and learning processes. One of the 21st-century skills to meet future goals is changing ways of thinking. The psychological concept "metacognition" defined as knowledge and regulation of one's thinking processes must be incorporated into teaching. Then, teachers can observe, regulate, and control their thinking process and professional path. Therefore, this study aims to review studies related to the metacognitive awareness of teachers concerning professional development. Qualitative research approach, documentary survey method and qualitative analysis were applied to the study. The findings reveal that the metacognitive awareness level of the teachers varied according to their professional qualifications, gender, age, and subject studied. Teachers with strong metacognitive awareness are the ones who make a difference in education and suggested that teacher training courses, manuals, and textbooks include activities of metacognitive strategy training. The Metacognition Awareness Inventory for Teachers (MAIT) measures teachers' metacognition and helps them assess their teaching. Moreover, recent research revealed that metacognitive intervention could enhance teachers' teaching competency. Therefore, metacognition plays a pivotal role in teachers' professional development.

Keywords: Metacognitive Awareness; Professional Development

Introduction

Teachers are the most important school-based asset for students' long-term academic success and outcome. The professional development of teachers has become an important issue in transforming school education for the 21st century in Sri Lanka (National Education Commission,2016). Opportunities to participate in Continuing Professional Development (CPD) throughout their careers should be empowered teachers to update their professional knowledge and skills (Asian Development Bank, 2017). Also, many untrained graduate teachers in the school system (NEC, 2016), and the low performances of students, are the factors affecting the achievement of students' learning outcomes. About 10% of students have failed all subjects

in their Advanced Level examination according to the results department of Examination 2021 (Table 01). There should be new thinking on how to prepare the next generation of teachers to exhibit standards to overcome global trends and qualities expected of professionals.

Table 01: General Certificate Examination (Advanced Level) 2021 all subject failures by provinces

Provinces	All subject's failures %
Eastern	8.93
Uva	8.23
Northern	10.24
North Western	9.11
Central	9.01
Western	9.59
Sabaragamuwa	10.20
Southern	11.01
Northcentral	11.33
All Island	9.71

Source: Author construct based on the literature findings

One of the 21st-century skills to meet future goals is changing ways of thinking (Sethunga et al,2016). The "metacognition" can be simply defined "thinking of thinking". Therefore, the psychological concept "metacognition", defined as knowledge and regulation of one's thinking processes, can be incorporated into teaching. Teachers should be excellent and independent learners. To be an excellent teacher, Metacognition is the basic competency needed to be developed (Bozak, 2018). Metacognition plays an important role in communication, reading comprehension, language acquisition, social cognition, attention, self-control, memory, self-instruction, writing, problem-solving, and personality development (Flavell, 1979). By improving their metacognitive ability teachers can observe, regulate and control their professional path (Stewart et al., 2007).

One of the neglected areas of school policy and practice is teaching with metacognition. Due to a lack of studies in the Sri Lankan context (Kodituwakku, 2009), teachers may be even unfamiliar with the concept of metacognition and lack an understanding of metacognitive abilities in their teaching. There are many research studies in the international literature to experience and adapt them by reviewing. Therefore, based on this background, the research was conducted with the objectives of reviewing the studies of metacognitive awareness of teachers concerning professional development, examining the research approaches and methods that have been applied, studying the findings to improve teaching with metacognition in Sri Lanka and make suggestions, recommendations for further research.

Method

A qualitative research approach and documentary survey research method were used for this study. Data-collecting instruments are local and international documents from journals, reports and books in Research Gate and Google Scholar. Five steps of the systematic literature review method (Khan *et al*., 2003) were applied including framing the question, identifying the relevant publications, assessing study quality, summarizing the evidence and interpreting the findings. Qualitative data analysis was conducted with thematic analysis.

Discussion

Teachers who use metacognition effectively in their professional lives are more successful in enhancing their students' metacognition and academic achievement than teachers who do not (Schraw, 2001). Both

metacognition and self-efficacy affect academic achievement. Metacognition was more effective (Ghonsooly et al., 2014). Teachers' metacognitive knowledge of reading strategies is significantly related to their students' metacognitive knowledge (Soodla, Jõgi & Kikas, 2016). A catalytic relationship between the pedagogies employed by teachers to increase their students' metacognition and the instructors' learning and metacognitive knowledge and skillfulness (Wall & Hall, 2016). Teachers' understanding of metacognition facilitates students' self-regulation and promotes modern learning approaches and lifelong learning (Kallio et al. 2017). A positive correlation between teachers' self-reported metacognitive awareness and their use of metacognition in teaching (Ozturk, 2018). Teachers with a higher level of metacognitive awareness can produce pupils with excellent academic accomplishment. (Palantis et al. 2018).

Teacher professional development should be started with what teachers already know about their teaching. Moreover, metacognitive intervention could enhance teachers' teaching competency. Therefore, metacognition plays a pivotal role in teachers' professional development (Jiang et al., 2016). The metacognitive study has looked at how teachers think about their thinking. Teacher professional development (PD) has been given some attention as a way to help teachers become more metacognitive. (Hughes, 2019). The results of the study indicated that secondary school core-subject teachers who successfully implement scoring rubrics possess a metacognitive awareness that transcends professional development training (Pucheu, 2008). Professional development can influence teacher attitudes regarding students' metacognitive abilities as well as instructional strategies (Pratt & Martin, 2017). Teachers' professional growth should centre on metacognitive awareness, which is their ability to control their thoughts and knowledge (Hughes, 2017).

One of the concepts of 21st-century learning is the significance of training metacognitive individuals. The study revealed medium and high-level positive relationships between 21st-century learner skills and metacognitive awareness (Cengelci & Egmir, 2022). One of the neglected areas of school policy and practice is teaching with metacognition (Nordin & Yunus, 2020). Teachers need to be taught metacognitive strategies, but they also need sufficient time to practice (Seraphin & Philippoff, 2012). Both pre-service and in-service teachers should be trained on general awareness of metacognition to enhance learners' academic (Okoza & Aluede, 2013). Teacher training courses, teacher guides and textbooks should have consisted of activities related to training in metacognitive strategies (Kodituwakku, 2009). There is room for improvement in their metacognitive knowledge of instructional methods, students' pre-instructional knowledge, and the task of teaching. (Yerdelen-Damar et al., 2015). Metacognitive training can inspire prospective English teachers to increase their metacognitive knowledge and learning strategies.(Öz, 2016). Education systems must provide ample resources, tools, and opportunities for professional development to enable teachers to become proficient with metacognition (Ferguson, 2020). Metacognitive awareness in teaching is good, but it needs time, patience, dedication, and conscious efforts by teachers and students. (Laos Mbato & Triprihatmin, 2022).

Metacognition Awareness Inventory for teachers (MAIT) can measure teachers' metacognition (Balcikanli, 2011). Four elements of the Metacognitive Awareness Inventory in professional success, namely declarative knowledge, planning, evaluation, and management strategies correlated with teachers' pedagogical success (Nahrkhalaji, 2014). Teacher Metacognitive Inventory helps teachers identify their teaching strengths, and weaknesses and how sensitive teachers are to students' learning performance in the classroom (Jiang et al., 2016). The metacognitive awareness level of the teachers varied according to their professional qualifications, gender, age, and subject studied for their bachelor's degree program, and teachers with strong metacognitive awareness are the ones who make a difference in education (Wijethunga & Wijesundara, 2021). Metacognitive awareness and teaching with metacognition were correlated. Future research should take into account improving teachers' knowledge, competence, and practices of metacognition.

Metacognition is the basic competency to become an independent learner. The outcomes of the study showed that the level of metacognitive awareness of biology teachers was good, while their skills were relatively low (Fauzi & Sa'diyah, 2019). The quasi-experimental study found that early childhood in-service teachers who participated in the metacognitive program had higher metacognitive skills scores for both knowledge of cognition and regulation than the other group (Thienngam et al., 2020). Metacognitive awareness and metacognitive reading practices both contribute significantly to second language learning. As a result, the metacognitive method should be integrated into instruction (Nordin & Yunus, 2020). Teachers' pedagogical knowledge of teachers is developed by incorporating metacognitive skills and strategies which assist learners far better than those who do not have such skills (Tachie, 2021). Metacognition has been linked to academic achievement at all levels of education (Dennis & Somerville, 2022).

Conclusion

Those studies have been conducted by qualitative, quantitative and mixed research approaches with the research methods of surveys, longitudinal research, experimental, and correlational. quasi-experimental. The metacognitive awareness level of the teachers varied according to their professional qualifications, gender, age, and subject studied. Many teachers didn't understand what metacognition is and how to empower it. Metacognition has been linked to academic achievement at all levels of education. Practice metacognitive awareness in teaching needs time, patience, dedication, and conscious efforts by teachers. There is a positive relationship between 21st-century skills and metacognitive awareness. By using metacognitive skills and techniques, teachers can improve their pedagogical knowledge and help students much more than teachers who don't have these skills. There is a catalytic relationship between the pedagogies employed by teachers to increase their students' metacognition. The Metacognition Awareness Inventory for Teachers (MAIT) measures teachers' metacognition and helps them to assess their teaching. Teachers with strong metacognitive awareness are the ones who make a difference in education. Metacognitive intervention could enhance teachers' teaching competency. Therefore, teachers' professional growth should centre on metacognitive awareness by controlling their thoughts and knowledge. Metacognition plays a pivotal role in teachers' professional development. Teacher training courses, teachers' manuals, and textbooks should include activities of metacognitive strategy training. Education policies should be formulated to provide ample resources, tools, and opportunities for professional development to become proficient metacognitive teachers to achieve national educational goals in Sri Lanka. Further research is needed for the professional development of teachers and educational officers based on metacognition.

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Bridging the Gap: An In-depth Analysis of the Secondary School ESL Reading Curriculum in Sri Lanka and its Implications for Academic Reading at the University Level

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Abstract

The transition from secondary to tertiary education is pivotal for a student's academic success, particularly in the context of Sri Lanka, where a commendable literacy rate raises questions about the efficacy of the secondary school ESL reading curriculum. This study addresses the pressing need to equip students with knowledge-based skills to meet heightened academic reading demands at the university level, aligning with global economic trends. A comprehensive examination of the secondary school ESL reading curriculum in Sri Lanka is undertaken, focusing on understanding approaches employed and evaluating effectiveness in preparing students for university-level academic reading. Adopting a content analysis methodology, the study systematically examines ESL curriculum documents, textbooks, and university syllabi. Participants include a diverse group comprising secondary school students, ESL teachers, and academic professionals. Preliminary findings indicate potential misalignments between the secondary school ESL curriculum and university-level reading requirements, revealing areas where the curriculum may fall short in equipping students with essential skills. The significance of this research lies in its potential to inform evidence-based recommendations for curricular reform in Sri Lanka. With a focus on the country's unique educational landscape, the study addresses a gap in literature that often tends to be Western-centric. As Sri Lanka strives to enhance its education system, this research aims to provide actionable insights by identifying specific areas of improvement in the secondary school ESL reading curriculum. The ultimate goal is to foster positive educational outcomes for students transitioning from secondary to tertiary education in Sri Lanka, addressing the evolving needs of a knowledge-based global economy.

Keywords: ESL Curriculum; Sri Lanka; Academic Reading; University Transition; Content Analysis; Curricular Reform

Introduction

The pivotal juncture from secondary to tertiary education poses a critical challenge for students, particularly within the Sri Lankan context, characterized by an impressive literacy rate. However, this success in basic literacy raises pertinent questions about the efficacy of the secondary school ESL (English as a Second Language) reading curriculum in adequately preparing students for the complexities of university-level academic reading. As global economic trends increasingly emphasize knowledge-based skills, the need to bridge potential gaps between secondary and tertiary education becomes imperative.

Sri Lanka, with its unique socio-cultural and economic landscape, faces the challenge of aligning its educational system with the demands of a rapidly evolving global economy. The central question guiding this study is whether the current secondary school ESL reading curriculum in Sri Lanka is sufficiently equipping students with the academic reading skills necessary for success at the university level.

This research aims to unravel the intricacies of the secondary school ESL reading curriculum by undertaking a comprehensive examination. As Sri Lanka strives to elevate its education system to meet the demands of a knowledge-based society, understanding the strengths and limitations of the existing curriculum becomes essential. The transition from secondary to tertiary education is a crucial phase, and this study seeks to shed light on potential misalignments, contributing to the ongoing discourse on educational reform in Sri Lanka. By addressing this pressing need, the research endeavors to provide evidence-based insights that could inform recommendations for enhancing the ESL reading curriculum and, consequently, facilitating a smoother transition for students into the rigors of university-level academic reading.

Objective

This research embarks on a comprehensive exploration with the primary objective of dissecting the secondary school ESL (English as a Second Language) reading curriculum in Sri Lanka. The overarching aim is to scrutinize the approaches employed within the curriculum and critically evaluate its effectiveness in preparing students for the intricate demands of university-level academic reading. In doing so, the study seeks to identify potential misalignments and gaps that may exist between the secondary school ESL reading curriculum and the rigorous requisites of higher education.

The specific objectives are multifold. Firstly, the research endeavors to delve into the content, instructional methodologies, and learning outcomes articulated in ESL curriculum documents, textbooks, and university syllabi. Through meticulous content analysis, the study aims to discern the strengths and weaknesses of the existing curriculum, identifying areas where improvements may be warranted.

Secondly, the research aspires to capture the diverse perspectives of key stakeholders in the educational ecosystem. Participants encompass secondary school students, ESL teachers, and academic professionals, each providing unique insights based on their experiences and observations. By incorporating these diverse perspectives, the study seeks a holistic understanding of the curriculum's efficacy from both pedagogical and experiential standpoints.

Furthermore, the study sets out to discern any potential disparities between the skills fostered by the secondary school ESL reading curriculum and the demands posed by university-level academic reading. This includes a focused examination of critical thinking skills, research proficiency, and the ability to engage with complex academic texts, aiming to pinpoint specific areas where the curriculum may fall short in adequately equipping students for the transition to higher education.

In sum, the primary objective is to generate evidence-based insights that can inform recommendations for

curricular reform. By addressing the unique educational landscape of Sri Lanka, the study aims to contribute substantively to discussions on enhancing the ESL reading curriculum, thereby facilitating a seamless transition for students into the dynamic realm of university-level academic reading.

Materials and Methods

This research employs a robust and systematic approach to comprehensively analyze the secondary school ESL reading curriculum in Sri Lanka. The multifaceted nature of the study demands a methodological framework that captures the intricacies of curriculum content, instructional strategies, and learning outcomes. The methodology encompasses content analysis and participant engagement to provide a nuanced understanding of the curriculum's strengths and potential shortcomings.

Content analysis serves as the cornerstone of this research, involving a meticulous examination of ESL curriculum documents, textbooks, and university syllabi. By scrutinizing these materials, the study aims to extract valuable insights into the explicit and implicit elements of the curriculum. This involves an exploration of the thematic content, instructional methodologies, and the stated learning objectives. The systematic analysis of textual data enables a comprehensive evaluation of the curriculum's design, shedding light on its effectiveness in preparing students for the challenges of academic reading at the university level.

Parallel to content analysis, the research engages with a diverse group of participants to capture the experiential and pedagogical perspectives on the ESL reading curriculum. The participant pool includes secondary school students, ESL teachers, and academic professionals. Through interviews, surveys, and focus group discussions, the study seeks to gather qualitative data that enriches the analysis. This participatory dimension ensures a holistic understanding of the curriculum's impact on various stakeholders, providing insights into how it aligns with their expectations and experiences.

The combination of content analysis and participant engagement creates a comprehensive methodology that not only dissects the curriculum from a theoretical standpoint but also grounds the study in the practical implications for those involved in the educational process. This triangulation of methods ensures a robust exploration of the secondary school ESL reading curriculum in Sri Lanka, setting the stage for evidence-based recommendations for curricular reform.

Results

The preliminary findings of this study illuminate potential misalignments between the secondary school ESL reading curriculum in Sri Lanka and the requisites of university-level academic reading. The content analysis of ESL curriculum documents, textbooks, and university syllabi revealed nuanced insights into the existing pedagogical landscape. Notably, there appears to be a discernible gap in fostering certain crucial skills essential for navigating the demands of higher education.

Firstly, the study suggests a potential deficiency in cultivating robust critical thinking skills within the secondary school ESL curriculum. While the curriculum emphasizes language proficiency, there seems to be room for improvement in encouraging students to engage critically with diverse academic texts, a skill paramount for university success.

Secondly, the research brings to light concerns regarding research proficiency. The ability to conduct independent research and synthesize information is integral to university-level academic reading, yet the current curriculum may not adequately prioritize or develop these skills.

Furthermore, there is an indication that the curriculum might fall short in preparing students for the intricacies of engaging with complex academic texts. University syllabi often demand a higher level of

comprehension and analytical skills, and the preliminary findings suggest that the secondary school ESL reading curriculum might need adjustments to bridge this gap effectively.

These preliminary results highlight the complexity of the challenge at hand. However, they also provide a solid foundation for further investigation. The ongoing exploration aims to delve deeper into these identified areas, seeking a comprehensive understanding of the specific shortcomings in the curriculum and potential avenues for improvement. The goal remains to generate evidence-based recommendations that can inform curricular reforms and enhance the readiness of students for the academic rigors of tertiary education.

Discussion

The preliminary findings of this study underscore crucial dimensions of the secondary school ESL reading curriculum in Sri Lanka, signaling potential areas for improvement to align more closely with the demands of university-level academic reading. The discussion delves into the identified gaps in critical thinking skills, research proficiency, and engagement with complex academic texts, emphasizing the need for nuanced reforms to bridge these disparities effectively.

One of the prominent observations is the potential deficit in the cultivation of robust critical thinking skills within the existing ESL curriculum. While language proficiency is a cornerstone, the study suggests that there may be room for enhancements in fostering analytical and evaluative thinking. University-level academic reading requires students to not only comprehend texts but also to engage critically, evaluate arguments, and synthesize information from diverse sources. The secondary school ESL curriculum should be more intentional in incorporating activities and exercises that stimulate higher-order thinking, preparing students for the intellectual challenges awaiting them in higher education.

A parallel concern revolves around research proficiency, a skill integral to success in university-level academic reading. The ability to conduct independent research, evaluate sources, and integrate findings is paramount in navigating the complexities of tertiary education. The preliminary findings suggest that the current ESL curriculum might not sufficiently emphasize or develop these research skills. To address this, curricular reforms could introduce more explicit instruction on research methodologies, library skills, and the ethical considerations of academic research. By doing so, students can better transition into university environments where research is an integral component of academic inquiry.

Moreover, the study highlights a potential shortfall in preparing students for the demands of engaging with complex academic texts. University syllabi often feature dense and intricate readings that require a higher level of comprehension, critical analysis, and interpretation. The preliminary findings suggest that the secondary school ESL reading curriculum might need adjustments to ensure that students are adequately equipped for the cognitive challenges presented by advanced academic texts. Introducing progressively complex texts and incorporating strategies for effective comprehension could be instrumental in building the necessary skills for university-level reading.

While these identified gaps are pivotal, it is essential to acknowledge the multifaceted nature of curriculum development and implementation. The discussion extends to the complexity of educational systems, emphasizing the need for a holistic approach to reform. Collaborative efforts between curriculum developers, educators, and policymakers are imperative to ensure that any proposed changes align with broader educational objectives and are feasible within the existing infrastructure.

Furthermore, the discussion considers the role of professional development for ESL teachers. Equipping educators with the skills and resources to implement new instructional strategies is crucial for successful

curriculum reform. Training programs and ongoing support can empower teachers to navigate the challenges of implementing changes in teaching methodologies, ensuring a smooth transition for both educators and students.

In conclusion, the preliminary findings underscore the necessity for nuanced reforms in the secondary school ESL reading curriculum in Sri Lanka. The discussion emphasizes the importance of cultivating critical thinking skills, research proficiency, and effective engagement with complex academic texts. As the study progresses, a deeper exploration of these identified gaps will provide a more comprehensive understanding of the specific areas requiring attention. The goal remains to generate evidence-based recommendations that can inform curricular reforms, enhancing the readiness of students for the academic challenges of tertiary education in the ever-evolving global landscape.

Conclusion

In conclusion, the preliminary findings of this study shed light on significant considerations within the secondary school ESL reading curriculum in Sri Lanka, signaling areas for improvement to better align with the nuanced demands of university-level academic reading. The identified gaps in critical thinking skills, research proficiency, and engagement with complex academic texts highlight the need for strategic reforms to enhance the effectiveness of the curriculum and ensure a seamless transition for students into higher education.

The observed deficit in the cultivation of robust critical thinking skills calls for a paradigm shift in the design and delivery of the ESL curriculum. While language proficiency remains foundational, it is imperative to integrate activities and exercises that foster analytical thinking, evaluative reasoning, and the ability to synthesize information. By doing so, the curriculum can better prepare students for the intellectual challenges inherent in university-level academic reading.

Similarly, the spotlight on research proficiency underscores the necessity of reimagining the role of research within the ESL curriculum. The ability to conduct independent research, critically evaluate sources, and integrate findings is indispensable for success at the tertiary level. Introducing explicit instruction on research methodologies, library skills, and ethical considerations can empower students with the tools necessary for navigating the research-intensive landscape of higher education.

Furthermore, the acknowledgment of potential shortcomings in preparing students for the demands of engaging with complex academic texts signifies a pivotal area for curricular adjustments. University syllabi often feature intricate readings that require advanced comprehension, critical analysis, and interpretation. Introducing progressively complex texts within the ESL curriculum, coupled with strategic instructional strategies, can contribute to building the cognitive skills essential for navigating the intricacies of university-level reading.

As this study advances, a deeper exploration of these identified gaps will provide a more comprehensive understanding of the specific areas requiring attention. The ongoing research seeks to triangulate perspectives from diverse stakeholders, including students, ESL teachers, and academic professionals, to enrich the analysis and ensure a holistic approach to curricular reform.

It is essential to recognize the broader context of curriculum development and implementation within the educational landscape. Successful reforms necessitate collaborative efforts between curriculum developers, educators, and policymakers. Any proposed changes must align with broader educational objectives and consider the feasibility of implementation within the existing infrastructure.

Moreover, the importance of professional development for ESL teachers cannot be overstated. As agents of change, educators play a pivotal role in implementing new instructional strategies. Providing training programs and ongoing support can empower teachers to navigate the challenges associated with implementing changes, fostering a positive environment for both educators and students.

In essence, this study serves as a catalyst for informed and evidence-based recommendations to enhance the secondary school ESL reading curriculum in Sri Lanka. By addressing the identified gaps, the research aims to contribute to a more robust educational foundation, equipping students with the skills necessary for success in a knowledge-based global economy. The evolving nature of the study ensures that the final recommendations will be grounded in a comprehensive understanding of the intricacies of the ESL curriculum, fostering positive educational outcomes for students transitioning from secondary to tertiary education in Sri Lanka.

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Mathematics Teachers' Perceptions of Acquiring Career and Life Skills Through Flipped Classroom Approach

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Abstract

The flipped classroom approach is a popular pedagogical practice in mathematics, providing opportunities for enhancing 21st-century skills to learn anywhere and at their own pace. The main purpose of this study was to find out the mathematic teacher's perceptions of FC towards the 21st century skills: carrier and life skills. This study is implemented under the mixed method. Questionnaire and face-to-face interviews were used to data collection. The questionnaire was administrated to 244 mathematics teachers, from the Galle education division. Data were analyzed quantitatively using SPSS (Version 25) software. It was obvious that the 78.3**%** teachers perceived, the flipped classroom approach creates flexibility and adaptability environment in students. Additionally, 69.6% of them revealed that teachers are able to respond to students' social interaction needs and 70.5% of the teachers in that view flipped classroom promotes both teacher and students leadership. Interview results revealed that the teachers had a positive attitude that using the flipped classroom model, even though the barriers to bringing this portal to a practical level in Sri Lanka were pointed out by the teachers as the insufficient technological resources at school and home, the weak internet connection and students are not automatic learners as they still prefer to depend on teachers for their academic works.

Keywords: Flipped Classroom; Mathematics; Life and Career Skills

Introduction

Flipped classroom approach is a popular pedagogical practice in mathematics, providing opportunities for enhancing 21st century skills to learn anywhere and at their own pace. In 2017 Warner & Kaurb, stated that flipped classroom environment has been transformed into a more active, participatory environment and improving learners' creativity and life and career skills, which was concerning 21st century skills as influenced by pedagogy and technologies.

According to Xu & Yeli (2018); Umam. and Mulyono (2019.It consists of two parts with interactive learning activities during lessons and individual learning based on the computer and technological equipment outside of the classroom. Therefore, flipped classroom approach is a student-centered learning method with a mechanism drawn entirely from constructivism theories. As a result, the role of teachers in the flipped classroom is transformed into transaction role.

In 2018 A pilot program based on the flipped classroom approach launched by the Mathematics Department of the Ministry of Education as an initial step in the Sri Lankan context. It has revealed that the flipped classroom approach leads to students' self-learning as well as learning mathematics to enhance career and life skills. Consequently, Department of Mathematics has recommended the flipped classroom approach in learning -teaching process in secondary education. There has been extensive research in other countries regarding teachers' perceptions of flipped classrooms and how they can be developed (Kim et al., 2021). However, in Sri Lanka, only a few research studies have been conducted on teacher perceptions of this flipped classroom approach and its implementation. But the southern province has not yet launched research on the flipped classroom approach. Therefore, the Galle Education Zone of Southern Province was selected as the research area to fill this research population gap.

Materials and Methods

The mixed method research design was used, and data were collected through the questionnaire and interviews. The Likert scale questionnaire with a reliability coefficient of 0.911 was administered to randomly selected 244 mathematics teachers with pre-training in the flipped classroom approach, from the 141 schools based on type of school in Galle education division, Sri Lanka. Face-to-face interviews were conducted with randomly selected 10 mathematics teachers from the sample to enhance data triangulation, which contributes to the reliability and credibility of the findings. Quantitative data were analyzed using SPSS (Version 25) software.The quantitative data collected through the questionnaire were analyzed using the Statistical Package for the Social Sciences (SPSS:Version 25). Means, frequencies, standard deviations, t-tests for independent samples, and One-Way Analysis of Variance (ANOVA) were used to find out descriptive statistical analysis.

Objectives of the Study

1 To find out mathematics teachers' perceptions of providing career and life skills through the flipped classroom approach.

2 To identify the obstacles for the mathematics teachers to enhance their experience in flipped classroom approaches.

Results and Discussion

It was revealed that the 78.3% of teachers were in the view that flipped classrooms improved students' flexibility with engaging activities. It is clear that the majority of teachers perceive that the flipped classroom approach creates flexibility and adaptability skills in students... In addition, 69.6% of them revealed that flipped classroom enables teachers to act in response to students' social interaction needs. This means that the majority of teachers in the sample have positive attitudes towards creating social interaction in students through the flipped classroom. Additionally, 75% of the sample indicated that flipped classroom reverses the role of the student from a passive observer to an active participant.

Furthermore, 88.6% of the teachers stated that flipped classroom helps students to deliver effective learning outcomes (Productivity) and 80% of the teachers reported that the flipped classroom strengthens students' preparation before coming to class. 87.65% of teachers agreed that the flipped classroom develops responsibility skills for each student by encouraging students to complete the pre-preparation activities before coming to the classroom. Also, 70.5% of the teachers in view flipped classrooms promote both teacher and student leadership. This is similar to the findings of studies Sletten (2017) and Park (2018). But only 58.6% of the sample agreed that the flipped classroom approach promotes students' accountability for their learning. The interview results revealed that the majority of teachers believe that the flipped classroom approach leads students to self-learning before coming to class as a result, students are more likely to develop responsibility, inquiry-based learning, collaboration with peers and leadership skills. It

has been revealed that there is a significant difference between the mean of perceptions of male and female mathematics teachers towards the life and career skills at $\alpha \leq 0.05$, ($t_{,242} = 0.000$ $p < 0.05$). But current research sample does not represent an equal portion of male and female teachers. Therefore, in line with this result, it is recommended to carry out another research with equal position of male and female teachers to examine how gender differences influence teachers' perceptions deeply. Furthermore, the ANOVA test result at $F=3.973$, $p=.009 < .05$, it was revealed that the school type that currently teachers working causes differences in teacher perceptions. Interviews also revealed that the teachers had a positive attitude that using the flipped classroom model would develop life and career skills in students.

However, career and life skills s can be developed through this approach, the barriers to bringing this approach to a practical level in Sri Lanka were pointed out by the teachers as the insufficient technological resources at school and home, the weak internet connection in remote areas and students still preferring to depend on the teacher for their academic works.

Conclusion and Recommendations

The study results demonstrated that the sample was aware of the importance of the FC approach towards enhancing career and life skills. However, weak internet connection, ignorance of social platforms, insufficient technological resources, negative attitudes of teachers and lack of teacher training were identified as barriers to implement the flipped classroom approach in Sri Lankan schools. Therefore, future researchers have to opportunity to conduct action research aimed to inspiring Sri Lankan mathematics teachers to adopt practice-oriented strategies to improve the effectiveness of implementation of the flipped classroom approach.

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Challenges Faced by Students in the Application of CBE in Lower Secondary Mathematics Education in Sri Lanka

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Abstract

Sri Lanka is currently passing a period that requires comprehensive reforms of its education system. The country should have a curriculum reform cycle of eight years with at least two revision cycles within the reform cycle. The country's current education system must overcome three significant challenges: the Curriculum, Assessments, and Inadequate Educational Quality. The study analysed the challenges lower secondary students face in applying Competency-Based Education in mathematics education from three perspectives: student-related factors, teacher-related factors, and home/parent- related factors. The study employed a quantitative approach. A questionnaire was used as the primary data collection instrument. A stratified random sampling method was used to select a sample of 403 students in grades 10 and 11 from the Western Province of Sri Lanka. The findings revealed that the above challenges impede the application of CBE in the mathematics learning process at the lower secondary level. The findings lead to various recommendations, including a curriculum revision urgently needed in the country. Also, the Department of Education should come up with a mechanism to monitor the teaching-learning process regularly and provide teachers with adequate training where necessary. Further, implement a competency-based assessment system to uplift the 21st-century skills within students, and the Ministry of Education with the help of other stakeholders to provide quality, relevant resources including IT facilities that are consistent with the CBE curriculum. The aspects discussed would benefit policymakers, administrators, and teachers in enhancing the mathematics teaching-learning process.

Keywords: Competency-Based Education; Continuous Professional Development; Motivation; Mathematics Education; Assessment

Background

A well-informed and knowledgeable community is of vital importance for the economic and social development of modern society (Aturupane, Dissanayake, Jayawardene, & Shojo, 2011). Further, mathematics is essential in enhancing a person's problem-solving and analytical skills. Thus, the curriculum and teachers in math courses should directly target these competencies (Bandaranayake & Turner, 2018). It is a national obligation to provide all citizens with high-quality instruction in mathematics education so that it does not hinder their further education (Wijesundera & Yatigammana, 2021). According to the World Bank (2013), though Sri Lanka has achieved a high literacy rate, it cannot provide

students with high-quality educational services. As a result, Sri Lanka ranks poorly in Mathematics and Science Education (Liyanage, 2014). Although Sri Lanka introduced a Competency-Based Education system (CBE) in 2007 to overcome the problem, the present education system of the country must overcome three barriers to achieve its objectives: 1. The curriculum 2. The assessment, and 3. The inadequate educational quality. In this context, students face many challenges in the mathematics teaching-learning process and achieving their future expectations. However, no studies have been conducted to identify the challenges students face in applying CBE in the teaching-learning process of mathematics at the lower secondary level from the student's perspective. Thus, this research aimed to identify the challenges faced by students in the learning process of CBE-based mathematics from the perspective of students at the classroom level.

Literature Review

Teachers' knowledge and understanding of concepts are essential in applying CBE in teaching-learning (Adam, Bingham, & Stewart, 2021). In contrast, Senevirathne, Wanigasekara, & Wijesundera (2022) identified the lack of attention to the whole class throughout the lesson, limited use of stimulating lesson material, less prevalent group and pair activities that promote cooperation among the students, limited opportunities for active learning, lack of attention to set differentiated learning and assessment tasks to suit different ability levels, and limited opportunities for interactions and collaboration among students, as weaknesses in the teaching-learning process. Further, Amukowa and Pale (2020) identified insufficient knowledge of the CBE-based assessment methods as a challenge students face. However, Mkonongwa (2018) identified overcrowded classrooms, poor infrastructure, and overloaded curricula prevent teachers from practising learner-centred approaches in the teaching-learning process of mathematics. Further, the situation is exaggerated by the unavailability of library facilities, computer laboratories, classrooms, textbooks for teachers and learners, instructional manuals, web facilities, and financial resources (Amukowa et al., 2020; Makunja, 2016). However, student factors such as student interests, attitudes and motivations, prior knowledge, language ability, and cognitive skills such as memory, attention, logical thinking, and reasoning, students' dislike, and fear of mathematics have made teachers helpless or take aggressive measures when teaching mathematics (Wijesundera et al., 2021). However, Wijesundera (2023) identified that teachers' teaching strategies act as challenges while teachers' behaviour and interaction with the students do not act as challenges. Further, it highlights that parent factors also challenge learning mathematics.

Materials and Methods

The study employed a cross-sectional survey design with a quantitative data collection method. A sample of 404 students was selected from the population of 190,728 students in grades 10 and 11 in the Western Province of Sri Lanka. **The selection process involved a multi-stage sampling method**, with a stratified sample of students (stratified by district, school type, and grade) and simple random sampling to select ten students from each school.

A well-structured questionnaire was used to collect data from the sample. The questionnaire consisted of two sections. Participants were asked to indicate their preferences using a Linkert Scale from strongly agree, Agree, Disagree, and strongly disagree. Before administering the questionnaire, a pilot test was conducted with 30 students in grades 10 and 11 in the Western Province. Three teachers analysed the validity of the questionnaire and subsequently by a professional in the subject area. The reliability was measured using Cronbach's coefficient of alpha value for internal consistency.

Data was collected by visiting the schools**, with prior permission from** the Department of Education, the Ministry of Education in Sri Lanka, and the school principals.

Results and Discussion

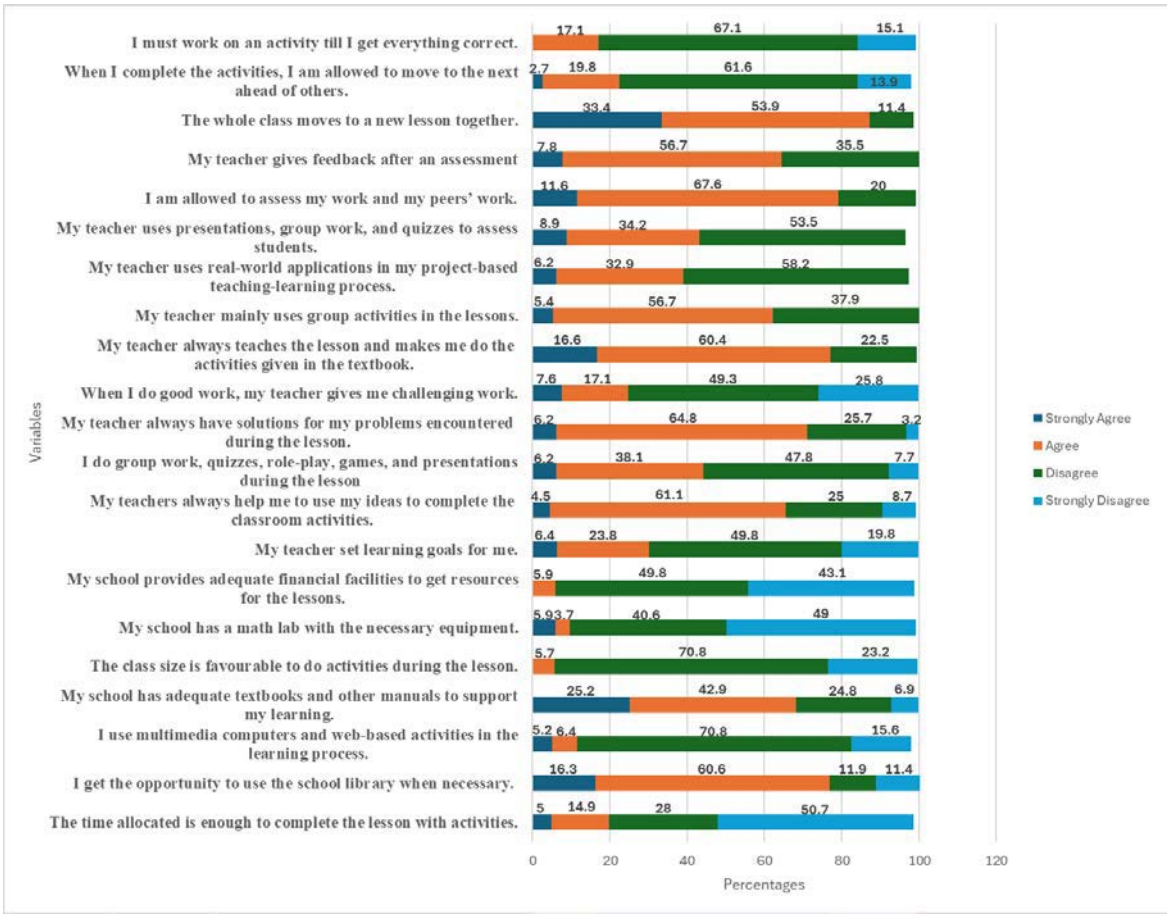

Figure 1 –Responses to indicate teachers' understanding of CBE concepts and availability of resources.

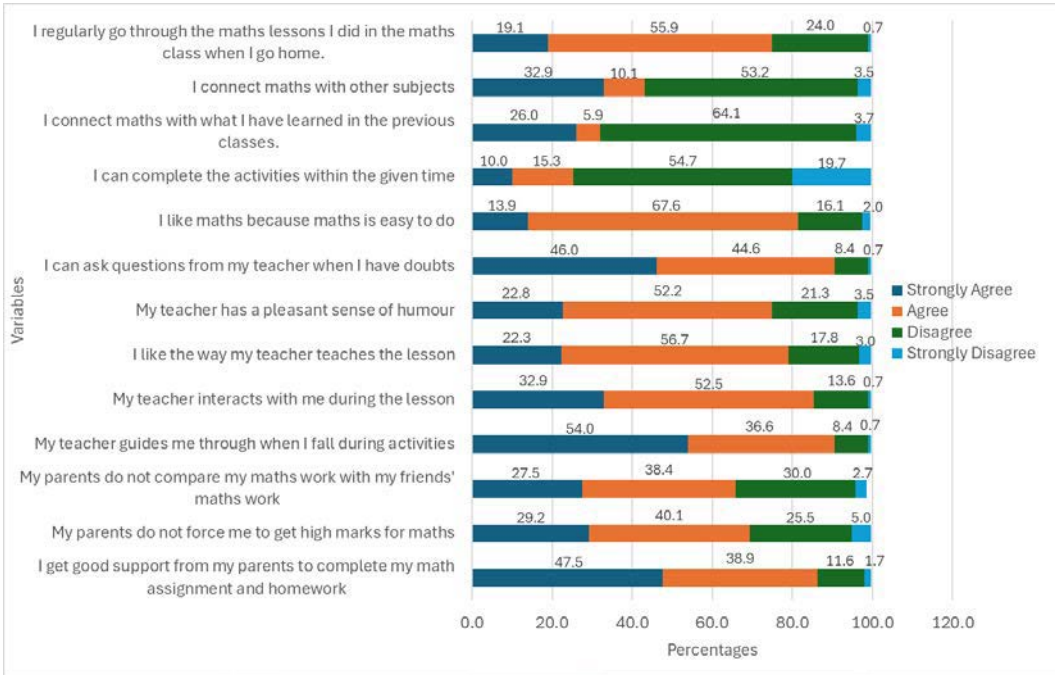

Figure 2 – Responses to indicate student, teacher and parent-related factors that affect learning mathematics.

Discussion

The data collected revealed the significant impact of four key factors on learning mathematics: teachers' understanding of CBE concepts and teaching strategies, the availability of resources, and student and parent factors. More than 80% disagreed that they were provided with individual learning goals, and the whole class moved to the following competency irrespective of achieving the previous competency (Senevirathne et al., 2022). Around 60% disagreed that they were provided various math activities related to real-life situations. However, 60%-80% agreed that their teacher mainly used group activities and exercises from the textbook in the learning process (Senevirathne et al., 2022). 40%-60% disagreed that the teachers used various activities to assess students' work, and they were allowed to assess their work (Amukowa et al., 2020). In line with Wijesundera (2023), less than 20% disagree that their teachers interacted with students and supported learning mathematics. However, 50%-70% indicated their teachers needed to improve their teaching strategies.

Around 90% of the sample disagreed that their schools provided sufficient financial resources, had a math lab, used web-based activities, and used library facilities during the learning process (Makunja, 2016). Also, around 90% disagreed that the large class size favoured the CBE-based process (Amukowa et al. (2020) & Makunja (2016).

Although around 85% indicated they liked mathematics, around 60%-70% disagreed that they could connect lessons with their previous knowledge, understand what their teacher explained, apply mathematics concepts learned in other subjects, and fear mathematics (Wijesundera et al., 2021). Although around 85% indicated their parents supported completing their math work, 60% to 70% indicated their parents forced them to do mathematics and compared their work with their peers' (Wijesundera et al., 2021).

Conclusion

The key findings indicated teachers' knowledge of applying CBE-based approaches in the teaching-learning and assessment process, the unavailability of essential physical resources such as library facilities, math labs, and web-based resources, the large class size, and their attitude towards learning act as challenges in learning mathematics. Though most students were happy with the teachers' support for learning mathematics and their interaction with teachers, teachers need to change their classroom practices and CBE-based teaching-learning and assessment practices. The study also found that students receive support from their parents, but there is a perception among students that their parents pressure them to learn mathematics. This aspect of parental involvement needs further exploration to understand its impact on students' motivation and learning outcomes.

The above findings underscore the need for a collaborative effort from all stakeholders. This includes a curriculum revision that is urgently needed in the country. The Department of Education should devise a mechanism to monitor the teaching-learning process regularly and provide teachers with adequate training where necessary. Further, a competency-based assessment system should be implemented to uplift the 21st-century skills within students. With the help of other stakeholders, the Ministry of Education should provide quality, relevant resources, including IT facilities consistent with the CBE curriculum. This collective effort could enhance the mathematics teaching-learning process at the lower secondary level.

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Systematic Literature Review on Transformational Leadership and Job Performance in The Education Context

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Abstract

The role of a leader is essential in the educational context where dynamic changes occur because of ongoing educational reforms. Effective education leaders are crucial as they provide guidance and supervision to academics, ensuring the overall effectiveness of the education system. Accordingly, leadership style is significant for the education context with its option for promoting growth, progress, and success in a dynamic nature. The shortage of specific theories and comprehensive studies on research gaps emphasizes the need to review the gaps in understanding how transformational leadership impacts job performance. Therefore, the research problem is how to review missing information on the influence of transformational leadership on job performance in education. A systematic literature review including a meta-analysis has been executed, focusing on the following objectives. 1) to identify existing information on transformational leadership and job performance providing bibliographic insights 2) to examine the missing information regarding the influence of transformational leadership on job performance in the education context. The primary sources consulted were ResearchGate and Google Scholar databases. The meta-analysis chronologically reviewed existing information on transformational leadership and job performance with bibliographic insights. Articles between 2018 - 2023 were meticulously analyzed to uncover the missing information regarding the influence of transformational leadership on job performance in the education context. The explored research directions include longitudinal studies, triangulation techniques, analyzing additional variables, increasing sample sizes, and broadening the scope to include diverse population groups and sectors. Review findings will assist education leaders in understanding its significance and potential benefits. Future research is required to investigate the influence of transformational leadership on job performance in specialized schools for individuals with disabilities and colleges of education.

***Keywords**: Education; Job Performance; Systematic Literature Review; Transformational Leadership*

Introduction and Objectives

The success of an organization depends on both its leadership styles and the effectiveness of its employees. 'The Agenda 2030 for Sustainable Development' emphasizes quality education, aiming to boost qualified teacher numbers by 2030 (UN, 2016). Rafiq et al., (2022) highlighted the need for more research on how transformational leadership affects job performance in diverse educational domains. The shortage of specific theories and comprehensive studies on research gaps emphasizes the need to review the gaps in the phenomenon. Therefore, the research problem is, how to review missing information on the influence of transformational leadership on job performance in education, which will guide future researchers in maintaining high standards. This research reviews the literature for existing information on transformational leadership and job performance providing bibliographic insights and identifying missing information in understanding the influence of transformational leadership on job performance in the education context.

Method

A systematic literature review method proposed by Khan et al. (2003), was utilized using ResearchGate and Google Scholar databases. The meta-analysis chronologically reviewed existing information on transformational leadership and job performance with bibliographic insights. Articles spanning 2018 to 2023 were analyzed to identify missing information in understanding the influence of transformational leadership on job performance in the education context. This included a thorough assessment of existing literature and tables were used to summarize research findings.

Results And Discussion

Transformational Leadership

Burns (1978) and Bass (1980), cited in Sadeghi et al. (2002), respectively define leadership as the process of individuals elevating both leaders and followers to higher levels of motivation and morality, and encouraging others to surpass initial expectations and achieve more than anticipated. The transformational leadership model, as described by Bass and Riggio (2006), consists of four essential features that accurately portray the characteristics of a transformational leader. The components consist of Idealised Influence, Inspirational Motivation, Individualised Consideration, and Intellectual Stimulation. It fosters a clear vision, nurtures optimism, expands their communication scope, and empowers employees to think creatively. Khatri (2005) proposed a novel model of transformational leadership, distinguishing charisma and vision as separate yet crucial elements. Additionally, Rayna (2017) introduced the concept of integrated autonomy, deemed the fifth "I" of transformational leadership.

Job Performance

According to Lawler & Porter (1955), job performance is an individual's productivity and output, while team productivity, as defined by Bass (1980), is the total output of a team obtained by summing the contributions of its members. Murphy and Kroeker (1989) define job performance as behaviours directly tied to one's job, inherently goal-oriented. Campbell et al. (1996), equate it with observable and measurable actions reflecting an employee's contribution level. In 1997, Motowidlo et al. defined as the combined value an individual brings to an organization through specific behaviours within a defined timeframe. Encompassing actions and behaviours that advance the organization's goals (Campbell & Wiernik, 2015). It is the measure of how effectively employees can advance the company's goals within a given timeframe.

Table 1 shows the missing information regarding the influence of transformational leadership on job performance in the education context.

Author(s) & Year	Description	Population	Country	Research Type	Missing Information
(Hussain & Nadeem, 2023)	Transformational and Transactional leadership styles had a more significant effect on job performance.	University academicians	Pakistan	Quantitative based on correlational research design	Longitudinal research is suggested, exploring public universities in other regions using the same instruments, including non-academic staff from different departments
(Rafiq et al., 2022)	Leadership styles had a moderately positive and significant impact on job performance.	Public secondary school teachers	Pakistan	Quantitative approach	Should expand to other areas and levels, enriching job performance assessment by including additional indicators
(Firmansyah et al., 2022)	Transformative leadership impacts both job performance and job satisfaction.	Teachers and civil servants of public schools	Turkey	Quantitative approach	Should explore multiple leadership styles longitudinally
(Rinaldi et al., 2021)	Principals' transformational leadership impacts teacher performance.	Vocational High School teachers	Indonesia	Quantitative approach	To further investigate the study's variables and explore other related influencing factors
(Tanjung et al., 2020)	Transformational leadership positively impacts teacher performance.	Islamic school teachers	Indonesia	Quantitative approach	Add more variables, increase respondent numbers, and expand the research area.
(Ahmad et al., 2019)	Idealized influence and inspirational motivation are the primary predictors of teacher performance.	Principals of Public secondary schools	India	Quantitative approach	Government college principals and public leaders should also be considered.
(Alzoraiki et al., 2018)	All dimensions of transformational leadership positively influence teachers' performance.	Public school teachers	Yemen	Quantitative approach	Employ a triangulation technique, integrating multiple research methods for a more robust investigation.

Source: Developed by the researcher based on literature

Conclusions

The study proposes investigating diverse research paths, including utilizing longitudinal research methodologies, employing triangulation techniques, examining additional variables, augmenting sample sizes, and broadening the scope to encompass various demographic groups across different sectors. Future research is needed to explore the impact of transformational leadership on job performance, particularly in specialized schools for individuals with disabilities and colleges of education.

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Exploration the Relationships between Postpartum Depression and Life Event, Automatic Thoughts, and Psychological Resilience among Chinese Women

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Abstract

Background: Postpartum depression (PPD) poses a significant public health concern, impacting the well-being of mothers and infants. This study aims to investigate the relationships between postpartum depression and life events, automatic thoughts, and psychological resilience among Chinese women. **Method:** A cross-sectional research design was employed, utilizing a questionnaire to collect data from a sample of 500 Chinese women who recently gave birth (within the first six months postpartum). The assessment included standardized measures for postpartum depression, life events, automatic thoughts, and psychological resilience. Mediating effects analysis, specifically employing techniques such as bootstrapping and path analysis, was utilized to explore the indirect pathways through which life events and automatic thoughts may influence postpartum depression severity, mediated by psychological resilience. Statistical analyses, including correlation and regression analyses, were conducted to investigate both direct and mediated relationships among these variables, providing a nuanced understanding of the complex interplay influencing postpartum mental health. **Results:** The study yielded significant insights into the relationships among PPD, negative life events, psychological resilience, and automatic thoughts among Chinese women. Our findings indicate a direct and robust link between negative life events and PPD, underscoring the direct impact of stress-inducing experiences on maternal mental health. Furthermore, the mediating effects analysis revealed a dual pathway through which negative life events influence PPD. Firstly, there is a direct association, highlighting the immediate effect of life events on PPD severity. Secondly, a significant indirect effect was observed, wherein negative life events impact PPD through their influence on psychological resilience and automatic thoughts. Specifically, higher levels of negative life events were associated with lower psychological resilience and more negative automatic thoughts, which, in turn, contributed to elevated PPD symptoms. This nuanced understanding of the interplay between negative life events, psychological resilience, automatic thoughts, and PPD provides a comprehensive perspective on the multiple pathways through which stressors can affect postpartum mental health. These findings emphasize the importance of addressing both the direct impact of life events and the mediating factors of psychological resilience and automatic thoughts in designing interventions for the prevention and management of postpartum depression among Chinese women. **Conclusion:** This research contributes to the understanding of postpartum depression in the context of Chinese women, shedding light on the interconnected factors of life events, automatic thoughts, and psychological resilience. The findings underscore the importance of developing targeted interventions that enhance resilience and address negative cognitive patterns to prevent and mitigate postpartum depression. Such insights have implications for improving maternal mental health and the overall well-being of the mother-infant dyad in the Chinesepopulation.

Keywords: Postpartum Depression, Life Event, Automatic Thoughts, Psychological Resilience

Introduction

Postpartum depression (PPD) is a form of clinical depression that affects women after childbirth. There is increasing evidence that maternal depression has adverse effects on infants, including cognitive impairment, difficulties in emotional expression and behavioural problems (Tani & Castagna 2017, Urizar Jr & Muñoz 2022) 。Life events may have a direct relationship with the occurrence of depressive symptoms (Booth et al. 2021, Nayak et al. 2021, Zanardo et al. 2022).The study also found that there is a significant positive correlation between negative automatic thoughts and individual depression, which is an important predictor of depression (Ayhan & Kavak Budak 2021). While numerous studies have explored the connection between life events and postpartum depression, a consensus on the causal directionality of this relationship remains elusive, fueling an ongoing debate in the field. Understanding whether negative life events contribute to the development of postpartum depression or if pre-existing depression influences the perception and impact of life events is crucial for targeted interventions. This lack of consensus underscores the complexity of the relationship between life events and postpartum depression, highlighting the need for further investigation to elucidate the causal pathways and inform effective intervention strategies.

Materials and Methods

The research design of this study employs a descriptive, correlational method to investigate the connections between independent and dependent variables. Specifically, it aims to describe the phenomenon under study and identify any potential relationships within a study population. The focus of this investigation is to explore the links between life events and postpartum depression regarding moderating role of automatic thoughts, and psychological resilience among Chinese women.

Results and Discussion

The moderating effect can be divided into indirect effect through the path of postpartum negative life events → psychological resilience → postpartum depression (0.030). Indirect effects were generated through the path of postpartum negative life events → automatic thoughts pattern → postpartum depression (0.087). Indirect effects were generated through the path of postpartum negative life events →resilience → automatic thoughts pattern → postpartum depression (0.023). The moderating effect confidence interval of the above three paths does not contain 0 value, and the moderating effect is significant. See Table 1.

Table 1 Boostrap analysis of the postpartum negative life events, resilience and automatic thoughts on postpartum

Depression	**Path**	**Effect value**	**95%CI**	**SE value**	**P value**	**Relative mediation effect**
Direct effect		0.315	0.287，0.339	0.077	＜0.001	
Introduction effect	Total indirect effect	0.223	0.192，0.244	0.034	＜0.001	41.4%
	Postpartum negative life events→Psychological resilience→Postpartum depression	0.106	0.080，0.176	0.021	＜0.001	19.7%
	Postpartum negative life events→Automatic thoughts mode→Postpartum depression	0.081	0.048，0.123	0.033	＜0.001	15.1%
	Postpartum negative life events→Psychological resilience→Automatic thoughts mode→Postpartum depression	0.036	0.014，0.091	0.062	＜0.001	6.7%
Total effect		0.538	0.456，0.627	0.004	＜0.001	

Conclusion

This research contributes to the understanding of postpartum depression in the context of Chinese women, shedding light on the interconnected factors of life events, automatic thoughts, and psychological resilience. The findings underscore the importance of developing targeted interventions that enhance resilience and address negative cognitive patterns to prevent and mitigate postpartum depression. These insights have important implications for improving the mental health of mothers and the overall well-being of maternal and infant twins in the Chinese population, providing new directions for clinical intervention in postpartum women.

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Examining English Morphosyntactic Trials in Interlanguage Unfolding: A Case Study of Balti Enrollees' Verbatim Practices

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Abstract

The paper scrutinizes the triggers of fossilization in the English Morphosyntactic process caused by the Interlanguage unfolding and verbatim transformation practices of L1 (Balti). Interlanguage development in the learning process and the results of fossilization in L2 (English) were caused by Balti enrollees' verbatim practices. Practices of verbatim strategies in handling the English Morphosyntactic process by the Balti enrollees was the key model found in the study and the model was based on particular L1 (Balti) morphosyntactic rules. The thematic analysis of the collected data from the Balti enrollees indicated the challenges of Balti speakers who learn and use English as an L2 for academic and professional purposes. The findings of this case study offer solutions to ESL instructors in making the pedagogical process of English as an L2 effective by indicating the role of Interlanguage unfolding and verbatim practices.

***Keywords**: Morphosyntax; Interlanguage; Verbatim Translation; Balti Language; Fossilization*

Introduction

As a linguistic system, Interlanguage is considered the most important source of fossilization in the communicational process as the interference of the rules of L1 to L2 creates some challenging linguistic issues. The Interlanguage phenomenon is the course of using L1 rules to convey and apply L2 where the rules of both may differ and consequently, there is a great chance of misconceiving and misunderstanding in the discourse. Verbatim is the course of words for words translation from L1 to L2 which is a great deal for Interlanguage and interlingual errors in SLA. Balti as an L1 with particular linguistic features is a language mostly spoken in Baltistan, North of Pakistan, Kargil and Ladakh in India, Bhutan, Tibet in China, and Sri Lanka (Omniglot, 2023). The morphosyntactic processes of Balti as an L1 differ from English in some major areas which may cause challenges for the learners of English as an L2 due to the Interlanguage and verbatim trials. Lexical items are an integral part of syntactic structures and Syntactic structures of one language may differ from others linguistically (Bano, et al. 2024).

The morphosyntactic structure of the Balti language in contrast to English is found a gap for analysis thus, the current qualitative study aims at targeting the errors of the Balti enrollees of the English language due

to the contrasting morphosyntactic processes and Interlanguage. As a case study, the Interlanguage system and its trials for Balti speakers in using English as an L2 with variant morphosyntactic rules have been targeted with focus group discussion accordingly. So, the main objective of the current study was to examine the verbatim transformation by the Balti students and the English morphosyntactic trials in Interlanguage development.

Materials and Methods

As a qualitative study, this case study has analyzed the interlanguage unfolding in English sentences due to the variant Balti morphosyntactic rules contrasting to English. Case studies in qualitative approach are supportive of understanding the social, health, and linguistic issues of a community (Knox, et al., 2022). Data was collected from elementary-level Balti students who were enrolled at the English language institute named TOPS Education System, Skardu. Focused group discussion was the main source of data gathering within purposive sampling from the targeted four students who were just enrolled recently to learn English as an L2 for their academic and practical purposes. The targeted enrollees of English (L2) belonged to the Balti community and Balti was the mother tongue (L1). The collected data was analyzed with thematic analysis to thrash out the codes and themes systematically.

Results and Discussion

The findings of the collected data through purposive sampling in focus group discussion demonstrated that there are some major dissimilarities of morphosyntactic structures in Balti to English and where there was a contrast, there found interlanguage issues for the enrollees. The findings showed few types of errors in the sentence formation process and the use of persons in the statements that hindered the morphosyntactic processes of English. In the SLA process, the learners make errors in subject-verb concord and use of clauses appropriately due to interlanguage development (Puspita, 2019).

The collected data represented the errors made due to the interlanguage unfolding. The main differences of the syntactic process of Balti and English found in the word order as Balti follows Subject + Object + Verb structure in contrast to English, Subject + Verb + Object.

Balti: Shama zdrung chik bred. SOV
English: Shama writes a folktale. SVO

These sentences were ungrammatical due to L1 variant rules of using ‘Persons’.

Balti (Persons) Concord	**Interlanguage unfolding: Morphosyntactic errors and fossilization**	**English (Persons) Concord**
Ngna zdrung chik bred	I, a folktale write.* I write a folktale.	I write a folktale.
Ngnadang zdrung chik bred.	We, a folktale write.* We write a folktale.	We write a folktale.
Yangni zdrung chik bred.	You, a folktale write.* You write a folktale.	You write a folktale.
Khhongni zdrung chik bred.	They, a folktale write.* They write a folktale.	They write a folktale.
Kho zdrung chik bred.	He write a folktale.* He, a folktale write.*	He writes a folktale.
Mo zdrung chik bred.	She write a folktale.* She, a folktale write.*	She writes a folktale.
Singay shoqbu chik bred.	Singay write a book.* They, a folktale write.*	Singay writes a folktale.

The major themes found in the study illustrated the causes and types of morphosyntactic errors by the Balti enrollees due to interlanguage unfolding. The errors were just done due to the interference of Balti (L1) morphosyntactic rules to English (L2). The themes were identified within the focus group discussion of the targeted enrollees of L2 who had a background of Balti language as their L1 with particular morphosyntactic rules. The identified themes were 'morphosyntactic errors, Subject-verb concord issues, interference of L1 morphosyntactic pattern, Use of Persons, and Negation errors. Collective the identified global theme was 'interlanguage unfolding' in the L2 learning process which indicated the role of the L1 rule in the learning process of English as an L2 in Baltistan. So, the global theme indicated how interlanguage influenced L2, particularly the morphosyntactic process of L2 and its learning and application process negatively if the learners are not guided appropriately. While delving into the intricacies of verbatim and interlanguage, the findings provided vital insights into the unique morphosyntactic issues and fossilization in English as an L2 due to the interference of Balti (L1) rules.

Conclusion

In culmination, the current study delved into the morphosyntactic trials in English due to interlanguage unfolding. The Balti enrollees of L2 (English) were chosen for data collection in the Focus group discussion and found the main causes of their morphosyntactic errors in L2 was due to the interference of L1 morphosyntactic rules. The examination and findings highlighted the role of verbatim and interlanguage in learning L2 for the enrollees who possess Balti as their L1. The identified global theme 'interlanguage unfolding' and sub-themes 'morphosyntactic trials like subject-verb concord trials, interference of L1 rules, use of persons, and negation errors' in the process of thematic analysis. This study unlocks the linguistic trial in terms of morphosyntactic errors in English due to the phenomena of Verbatim and interlanguage unfolding. The application of verbatim translation proved major support for interlanguage unfolding as the discussion and its analysis indicated the meaningless statements transformed by the targeted enrollees. The major morphosyntactic errors were based on five areas in terms of sentence formation structures, subject-verb concords, use of persons in the syntactic process, and errors in negations accordingly. The findings contribute to the pedagogical trials of the SLA and interlanguage for the language instructors who teach English (L2) to the Balti enrollees or of any other language as an L1 and offer insights regarding the pedagogical strategies to avoid the mentioned trials. In short, to resolve the interlanguage trials in L2, the instructors are recommended to be aware of 'zone of proximal development' that is supportive of successful pedagogical processes in interlanguage unfolding because it provides the learners an opportunity to learn together and peers' guidelines.

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Pamco's Organizational Effectiveness: A Holistic Evaluation Using the Balanced Scorecard Approach

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Abstract

Background: The Punjab Agriculture & Meat Company (PAMCO) is a major meat processing organization in Pakistan. PAMCO needs to regularly assess its strategic positioning to remain competitive in a continually evolving and highly competitive economic climate. The widely used Balanced Scorecard (BSC) approach assesses the performance of a business on a global basis. Objective: Assessing the value of employing the Balanced Scorecard Framework for organizational assessment has been the study's main goal. This study is part of the doctoral dissertation on PAMCO's capacity assessment under environmental factors and government regulations. Methodology: To analyze PAMCO strategically, this study uses the Balanced Scorecard methodology. A sample of 115 respondents, made up of management officials from various management tiers and stakeholders, had been selected employing the purposive sampling method. Result: The study's conclusions show that the organization has competitive edge for several noteworthy avenues, including a sizable, satisfied customers base, sustainable operations accomplished through prudent financial management, and support from an established pool of competent human resources. But PAMCO has a lot of challenges to get through, including economic instability, more intense international competition, rising costs, and changing customer preferences. Conclusion: In summary, PAMCO's strategic approach should prioritize the development of innovative equipment, achieving cost efficiency without compromising service quality, diversifying its service portfolio, and pursuing expansion into untapped markets to sustain its competitive advantage.

Keywords: BSC; PAMCO; Performance; Strategies; Growth

Introduction

The execution of organizational strategy effectively depends on various aspects, including but not limited to organizational structure, leadership style, ideology, and the comprehension of possible threats and opportunities (R. S. Kaplan & Norton, 2005). This study analyzes the use of the Balanced Scorecard framework in the performance assessment of the Non-profit Public sector entity PAMCO, a major meat processing organization in Pakistan. This study is part of the doctoral thesis on PAMCO's capacity assessment under environmental factors and government regulations (Afshar M. Z., 2023). Non-profit organizations in the public sector generally require guidance and financial resources to cater stakeholders' expectations (Aldehayyat & Anchor, 2008). The issues that arise for these organizations include inefficient financial resources utilization, unethical practices, and lack of transparency. These organizations require assistance for attracting and maintaining financial support, thereby hampering their capability to address

prevalent social issues adequately (Duque-Zuluaga & Schneider, 2008).

The literature review exhibits that scholars have employed the BSC context in diverse entities like education, environment, fuel, and small businesses (Kefe, 2019; Quezada et al., 2019). However, there has not been any comprehensive or specific study that explains the use of the BSC framework on non-profit/public sector organizations engaged in developing the Halal red meat industry. For this purpose, the study has been intended to fill the gap in the literature. For capacity assessment, across the globe the organizations use financial performance factors and environmental and social indicators (Baxter, 2019; Henry, 2021). David Norton and Robert Kaplan introduced a broad organizational performance assessment tool, the Balanced Scorecard framework, that includes financial and non-financial factors for organizational performance assessment. The balanced scorecard (BSC) is a tactical performance management tool that measures a company's strategic direction toward accomplishing its intended goals (A. Kaplan, 1999; R. S. Kaplan & Norton, 1992). PAMCO's accomplishment of its intended objectives depends heavily on effectively executing strategic initiatives optimally and leveraging internal and external resources.

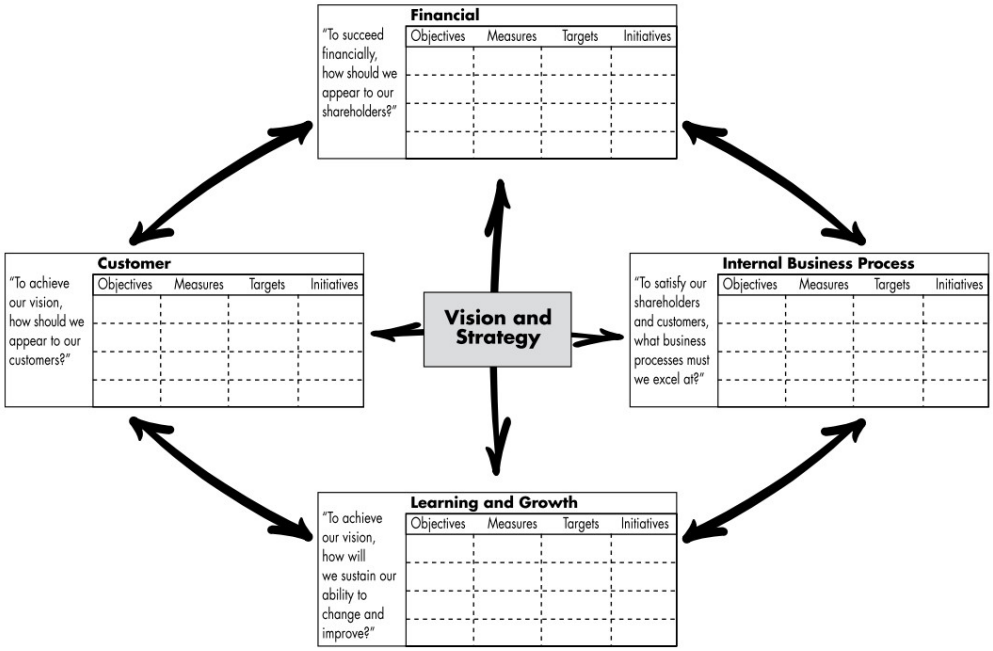

Fig. 1. Balanced Scorecard Framework (R. S. Kaplan & Norton, 2007)

Method

For this study, a mixed methods approach (Nayak et al., 2018) was employed that combined qualitative and quantitative methods to evaluate the financial and non-financial aspects of the organization. The descriptive survey approach used questionnaires and interviews to gather data to facilitate a systematic understanding of multiple factors affecting organizational performance (Fotheringham & Sachdeva, 2022; Latham, 2016). Purposive sampling was used to select 115 participants for the study population. Participants included company executives and stakeholders. The quantitative data for this study was collected using an electronic survey questionnaire disseminated to PAMCO stakeholders and management. A detailed review of the company's annual reports and financial statements was conducted to assess organizational financial performance. The financial and non-financial components of the BSC framework were used in PAMCO's performance assessment.

Results And Discussion

Key findings of the study are summarized in table 1. It covers the study's main findings by assessing

PAMCO through a Balanced Scorecard (BSC) analysis. The inferences drawn across four perspectives are discussed as follows:

Financial Perspective: The study has found that PAMCO has been operating on a self-sustainable basis and the higher earnings are attributed to cash flow from operations. Resource optimization is achieved through incremental price rationalization for service delivery coupled with cash conservation measures contributing positively towards overall profitability and earnings before depreciation and amortization. The growth in revenue is related to the service delivery by the company for the number of animals slaughtered per annum.

Customer Perspective: The study has found that PAMCO exhibits a broad base of loyal customers due to its quality service delivery to the customers in a timely manner. On average the duration of connectivity with customers for service delivery is greater than 12 years and the customer churn rate is less than 5%. The study has further demonstrated that customers have confidence in the services provided by the organization as complaints per annum are less than 10 on average.

Internal Business Process Perspective: The study has found that PAMCO has developed a strong internal control system for effective service delivery by prioritizing preventive maintenance over corrective maintenance. On average the ratio for duration of breakdowns to the total operational working hours has been less than 1% and the organization has developed the ability to sustain smooth processing throughput exceeding 95% of the peak operating capacity.

Learning & Growth Perspective: The study has found that PAMCO has developed a skilled talent pool to foster interdepartmental collaboration. The labor turnover rate is less than 7% coupled with absenteeism less than 1% and training time spent by employees on average in a month has been more than 5 hours accomplished by hands on training and online trainings in collaboration with the national and international training providers.

Table 1: THE BALANCED SCORECARD OF PAMCO

	OBJECTIVES	MEASURES	TARGET	INITIATIVES
FINANCIAL	Profitability	The percentage of increase in Revenue	> 10%	Improved profitability through service fee rationalization and cost conservation.
	Sustainability	Performing meat processing services for no. of animals/ annum	Meat Processing > 900,000 animals/annum	
	Resource Optimization	Cost Efficiency through Resource Optimization	To ensure sustainable operations	
	Liquidity	Cashflow from Operations	Positive	
CUSTOMER	Customer Satisfaction	Customer Retention Rate	> 92%	Ensuring Quality Service Delivery to the customers in a timely manner.
	Duration of Business Connection with the Customers	Period of offered services to customers	> 12 years	
	Customer Base- Direct	No. of Customers	> 500	
	Customer Base- Indirect	No. of Customers	>5,000	
	Customer Complaints	Number of complaints	< 10	
	Service Delivery	Customer Churn Rate	< 5%	
INTERNAL BUSINESS	Preventive Maintenance	Planned Maintenance Percentage	>85%	Developed ability to Sustain Processing Throughput exceeding 95% of Peak Capacity.
	Reduce Interruption of Meat Processing Operation	Total time of interruption in processing/Total processing time	< 5%	
	The Period of Maintenance	Duration of break- downs/Total work hours	< 1%	
	Increase in Processing Capacity	Ratio of capacity utilization	> 50%	
LEARNING & GROWTH	Increase in Training Time for Management Staff	Time spent	7 hr/month	Developed a skilled talent pool and foster interdepartmental synergy.
	Increase in Training Time for Operational Workers	Time spent	5 hr/month	
	Decrease in Absenteeism	Absent hours/ Total working hours	< 1%	

	Decrease in Work Accident	The number of work accidents	< 5	
	Decrease in Labor Turnover Rate	Number of workers quit- ting their jobs/ Total workers	< 7%	

Source: Author construct based on the research findings

Conclusion

This study examines the financial and non-financial factors in the BSC framework for the organizational performance assessment of PAMCO. The study concluded that PAMCO is perceived as a strong organization in a challenging macroeconomic environment due to its quality service delivery, skilled human resources, and modern equipment in addition to a broader loyal customer base affording competitive advantage in the market. This study provided excellent practical insight into the application of Balanced Scorecard frameworks for organizational performance assessment of nonprofit/ public sector entities. The findings of this study are expected to have broader applicability to other organizations. However, the study is limited in scope as it focuses on a single organization. Therefore, it is suggested that future research may be conducted to study further for larger base of organizations. Moreover, the sample selection was conducted using the purposive sampling technique deemed suitable for the current study. However, to investigate a broader range of industries, it is recommended that future research employ a bigger sample size and incorporate random sampling techniques.

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Higher Education Commission's English-Speaking Curriculum: The Preparation for Speaking Skills at Graduate Level in Pakistan

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Abstract

It is essential to have good speaking skills to succeed in job industries after graduation. In today's competitive job market, having strong communication skills, mainly speaking skills, is essential for students to thrive in their careers after graduation. This study aims to analyze the speaking curriculum provided by HEC to assess its effectiveness in preparing students to acquire these skills and how effectively it prepares students for their careers. Research data was collected through purposive sampling from one public and one private university for this qualitative case study. Data was gathered from in-depth document reviews and classroom observations. The research findings suggest that the current curriculum only partially prepares students for their careers. It was concluded that the higher education commissions need to better prepare undergraduate students in speaking skills for successful careers after graduation. The analysis aims to identify gaps in the curriculum and areas that require improvement in the context of HEC's speaking curriculum. The research seeks to provide detailed recommendations that can enhance the overall effectiveness of the speaking curriculum. The analysis will serve as a helpful guide for educators and policymakers to improve the curriculum and instruction and, ultimately, increase the effectiveness of higher education in preparing students for the job market.

Keywords: Higher Education Commission's Speaking Curriculum; Speaking Skills; Job Skills; University Education in Pakistan

Introduction

Due to its widespread use, English is considered the most important of the four language skills in the modern, globalized world (Effendi et al., 2020). However, in Pakistan, where there are many mixed cultures, many students view English as a third language instead of a second language. Despite English being the language of instruction in educational institutions, students generally speak their mother tongue at home and Urdu in public (Ayub, 2020). In Pakistan universities are free to decide on their courses' creation, application, evaluation, revision, and enhancement. This independence allows universities to develop curricula that meet their needs. As a result, universities are now responsible for making curriculum modifications, which has seriously impacted curricula (Zamharir et al., 2023). *Functional English* is a foundational subject taught in the HEC curriculum to support job advancement and improve academic achievement. The primary goal of functional English instruction is to enhance students' competence in the four main domains of communication: speaking, listening, reading, and writing. This

subject helps students accurately produce English phonemes, communicate with appropriate emphasis and tone, and understand speech mechanics. Incorporating industry-specific speaking skills can enhance students' communication abilities, enabling them to express their ideas and opinions in a professional environment effectively. The main objectives of the study were to determine if universities adequately prepare graduates' speaking skills for the industry and how universities appropriately implement HEC's functional English course to teach English speaking skills. Additionally, the study aimed to assess whether universities offer fieldwork to enhance students' job-oriented speaking skills in natural settings.

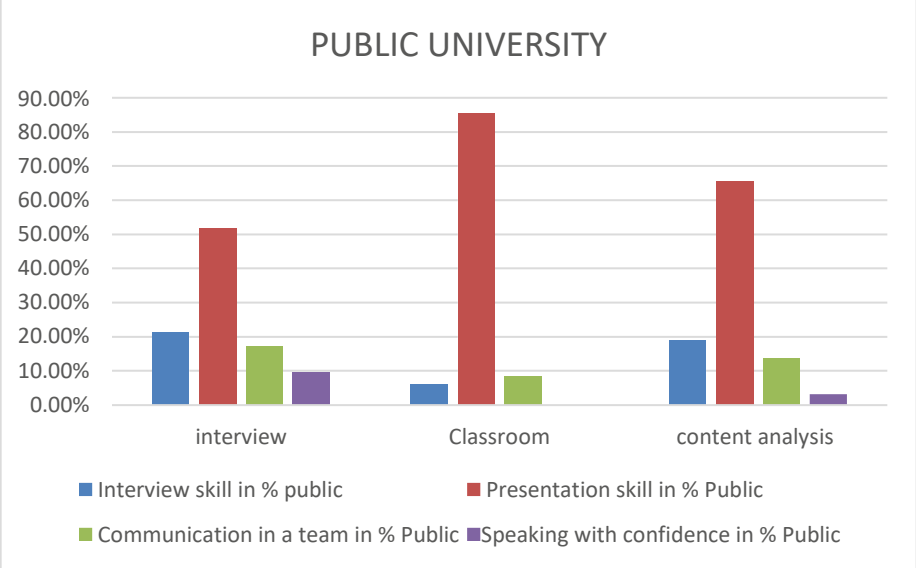
Materials and Methods

This case study research uses a qualitative methodology. Data was collected through interviews, classroom observations, and content analysis from universities at graduate level. The data was analyzed using codes: interviews, presentation skills, communication in a team, and speaking with confidence (HEC, 2018).

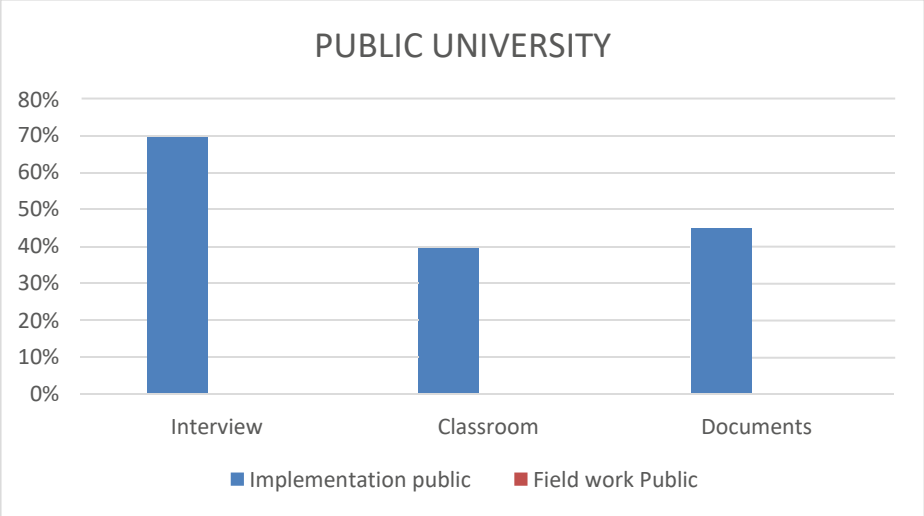
Results and Discussion

The findings have been presented as a graphical representation named Graph 01. This graph provides a detailed summary of the essential speaking tasks for job industries.

Graph 1: Speaking Task at Public University



Graph 2: Implementation of HEC's Curriculum and Field Work



The study conducted through interviews, classroom observations and content analysis at various universities at graduate level, it was found that the most prominent job-oriented skill focused by universities is presentation skills and then communication in a team. However, there needs to be more emphasis on interview skills, that is most important to get a job. Data also highlighted the need for greater emphasis on developing speaking skills with confidence among students. Furthermore, the comprehensive data collected from all study tools revealed that universities generally do not offer fieldwork opportunities at the graduate level. The data collected from interviews and content analysis indicate the proper implementation of HEC's functional English coursework content list. Still, classroom observation revealed that, in reality, teachers follow their syllabus more than HEC's.

Conclusion and Recommendation

The lack of fieldwork in the curriculum notably impacts graduates' careers. Fieldwork can help connect the academic knowledge learned in classrooms with real-world applications. Students participating in fieldwork can gain valuable practical experience that applies to their field. This experience improves their critical thinking, problem-solving, and teamwork skills, making them better prepared for their future. By implementing HEC's curriculum correctly, students can better understand their subjects and acquire the knowledge and skills needed to succeed in competitive job markets. It is recommended that university teachers need to align graduate-level curriculum with the requirements of the job market. By doing so, graduates will be better equipped with the necessary skills and knowledge needed by employers. This proactive approach will not only benefit individual graduates in finding jobs but will also contribute to the nation's economic development and productivity.

Additionally, the Higher Education Commission can support industry-relevant learning opportunities by incorporating job-specific skills into the curriculum, allowing students to make valuable contributions to their professions after graduation. The results of this study help job seekers understand the skills needed for job industries and can help them prepare accordingly. In conclusion, creating a strong link between education and employment requires matching graduate-level courses with job requirements, ultimately preparing students for the workforce and fostering economic growth.

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Role of Teachers and Students: An Analysis of Higher Education Commission Speaking Curriculum at Graduate Level in Pakistan

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Abstract

For a curriculum to be effective, it is essential to establish clear roles for teachers and students. Higher Education Commission should define teachers' and students' expectations and responsibilities in the learning process. Teachers are critical in designing and delivering lessons, providing guidance and feedback, and facilitating discussions and activities that promote learning. On the other hand, students are responsible for actively engaging with the material, participating in class discussions, completing assignments, and seeking clarification when needed. By defining these roles, the Higher Education Commission can ensure education that its curriculum is structured to promote student success and achievement. The study was based on a teaching model by Richard and Rodger (2001). A recent study was conducted to investigate the roles of teachers and students in teaching and learning speaking skills at the undergraduate level. Research data was collected through purposive sampling from one public and one private university for this qualitative case study. The data for this study were collected through interviews with teachers, an open-ended questionnaire from students, and observation of classroom instruction on speaking skills. The study's findings suggest that the HEC's speaking curriculum needs to improve the roles of both teachers and students and ensure strict implementation in the classroom. The current curriculum focuses on teaching vocabulary and grammatical rules using non-practical speaking texts, which does not effectively develop the skills needed at work. The curriculum must be revised to integrate practical learning activities that encourage student engagement and build speaking skills.

Keywords: Role of Students; Role of Teachers; Higher Education Commission's Speaking Curriculum; University Education in Pakistan

Introduction

Proficiency in oral communication is crucial for achieving success in one's career; it is solely restricted to one's professional ambitions. Practical communication abilities can significantly improve an individual's personal life, leading to a more comprehensive and balanced development that is desirable for everyone (Leyaley, 2023). Rao (2019) emphasized that speaking abilities are crucial for effective global communication, surpassing the other three language skills. The ability to communicate well through speech can create a powerful impression (Ansary, 2019). Saeed et al. (2016) stated that in conventional language instruction approaches, more attention should be focused on speaking skills instead of focus on

writing and reading skills. The grammar-translation approach serves as a compelling illustration of such an assertion. Although speaking capacity is vital for language learners to engage in conversation and communication, there has been a greater focus on other aspects of language (Richards & Rodgers, 2001). Furthermore, among the four language skills, speaking is seen as the paramount talent, as those who profess to possess knowledge of a language are essentially asserting their ability to speak that language (Ur, 2000). By clearly defining students' expected contributions and participation, the curriculum can be created to accommodate a variety of learning requirements and styles. This fosters a student-centred approach that improves learning results. The Higher Education Commission is putting much effort into improving the educational system, but the rapid rise in unemployment seems to be a barrier to achieving its essential goals. The curriculum's development and implementation do not help students grow intellectually or prepare for the workforce's demands (Ayub & Khaleel, 2024). In Pakistan, universities are free to make decisions about creating, implementing, modifying, and improving their curricula. This is due to the importance of decentralization and the development of curricula by universities themselves. The delegation of responsibility for implementing circular curriculum updates to universities has significantly impacted a large part of the curricula (Zamharir et al., 2023). The instructor performs multiple roles during the process of teaching and learning. Therefore, the study aims to determine the impact of teachers and students on English-speaking skills at the undergraduate level in Pakistani universities. It is crucial to investigate the roles of teachers and students and how these beliefs influence their teaching and learning methods. The roles of instructors and students are crucial in curriculum creation as they impact the teaching and learning process. Teachers ensure clarity and understanding by addressing these roles. Including students' roles in the curriculum sets expectations, promotes autonomy, and improves learning results. Defining teachers' roles is equally important for outlining duties and supporting good instruction. The research objectives were to specify the role of students in English-speaking classes at the graduate level and to determine teachers' role in enhancing students' speaking skills at the graduate level.

Materials and Methods

This study adopted a qualitative case study approach to investigate the role of teachers and students while teaching and learning English speaking skills at the graduate level. The data was collected from the universities of Islamabad, Pakistan. The data was gathered through tools classroom observation, content analysis and by conducting interviews with both teachers and students. The codes for teachers (Director/Instructor, Catalyst/Facilitator) and for students (pair/group, individual) were applied to the data gathered for analysis originating from the teaching model of Richards and Rodgers (2001).

Results and Discussion

Graph (1) shows the pair/group and individual roles of students in universities in learning English speaking skills.

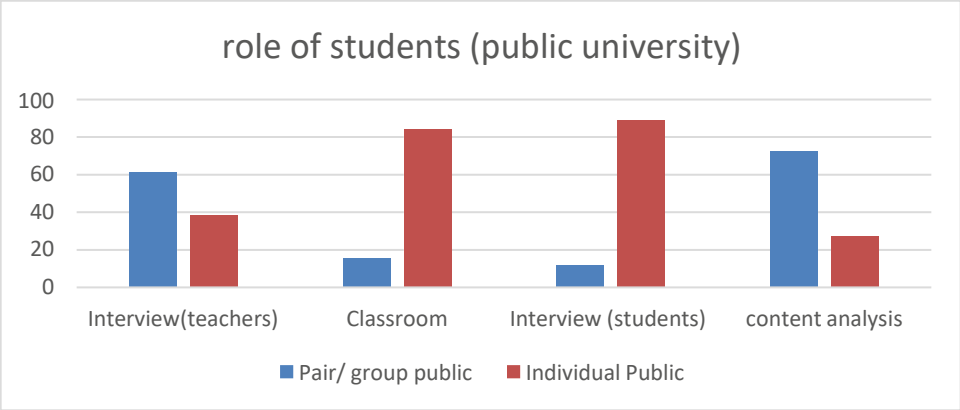

Figure 1: Students Roles

The results reveal that in public universities, data collected from interviews with teachers and content analysis shows that students learn English speaking skills in pairs/groups, but data collected from classroom observation and interviews shows that most of the students work individually instead of in pairs/groups. **The graph (2) shows the role of teachers in universities as directors and catalysts in teaching English speaking skills.**

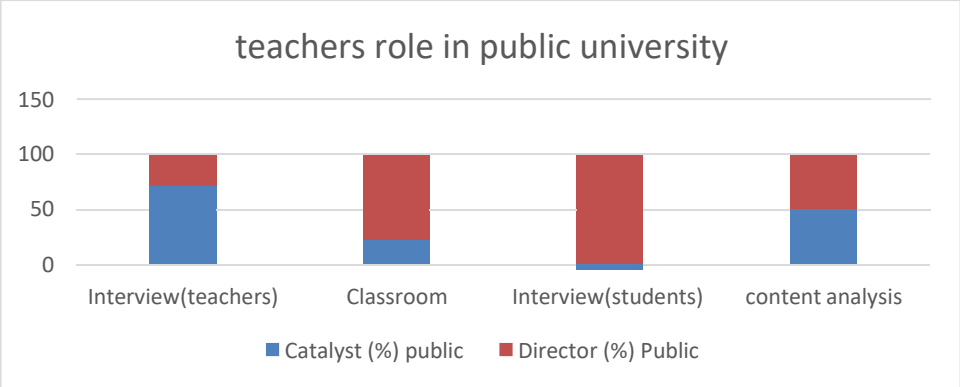

Figure 2: Teachers Roles

Results reveal that in public universities, data collected from interviews with teachers reveal that teachers act as catalysts more than directors while teaching English speaking skills. However, data collected from content analysis, classroom observation, and interviews with the students shows that teachers act as directors most of the time instead of catalysts.

Conclusion

The Higher Education Commission (HEC) needs to provide detailed guidelines that specify the proper roles and responsibilities of instructors and students in the English language curriculum. Universities should also clearly define the duties of instructors and students, considering the student's proficiency level and the course objectives. It is vital to prioritize the development of speaking skills for language learners, and educational institutions should prioritize this. By implementing appropriate activities and transparent rules in the classroom, students can become more effective and confident speakers in their personal and professional lives. However, highlighting teachers' roles in the curriculum is just as important because it outlines the duties, tactics, and techniques that instructors must use to support good instruction. The curriculum can direct educators on the teaching techniques, assessment plans, and support systems necessary to establish a welcoming and stimulating learning environment by clearly outlining the tasks of teachers. This clarity ensures coherence and consistency in the delivery of instructional information by

assisting teachers in matching their practices with the goals of the curriculum. HEC and universities must focus on the roles that teachers and students play in developing curricula in order to promote an organized and cooperative learning environment. It creates a clear understanding of expectations, encourages involvement, and makes it easier for teachers and students involved in the teaching and learning process to communicate effectively. Teachers at universities should create a curriculum that is powerful, relevant, and engaging for both students and teachers by recognizing and defining these roles. It would be beneficial to repeat this research at the master's level to understand the learner's and instructors' beliefs better.

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The Impact of Gender Discrimination on Employee Payment: The Mediating Role of Education Level and Years of Experience in Taizhou Universities

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Abstract

Workplace gender discrimination impacts salaries and careers worldwide. This study examines Taizhou universities' gender discrimination and pay. It examines how education and experience affect gender wage gaps and discrimination. This quantitative study finds that gender discrimination affects Taizhou university staff salaries via education and experience. Using survey data from multiple departments and hierarchical levels, the research employs regression analysis to analyse the direct and indirect impacts of gender discrimination on remuneration differentials, as well as the indirect effects mediated by education and experience. Male and female Taizhou university personnel have drastically different incomes, demonstrating gender discrimination. Gender discrimination and income differences are moderated by education and experience. Advanced education and experience mitigate gender discrimination's pay consequences. These data show how gender discrimination, education, and experience affect academic payment outcomes. Organisational gender equality and fair pay techniques are evaluated in these outcomes. This study enhances our understanding of gender discrimination in employee pay, particularly in Taizhou's academic sector. **Aim:** In this quantitative research, education level and years of experience are examined as mediators of gender discrimination on employee compensation in Taizhou universities. It uses rigorous statistical research to reveal how gender discrimination affects remuneration differentials. **Method:** The study uses a quantitative study method; survey questionnaire is the instrument of the study. **Objective:** To investigate the impact of gender discrimination on employee payment in Taizhou universities. To analyse the effect of gender discrimination on the education level in Taizhou universities.

Keywords: Gender Discrimination; Employee Payment; Education Level; Years of Experience

Introduction

Workplace discrimination based on gender is still an important issue that affects people's health, productivity, and the advancement of society on a global scale. There have been great advances toward gender equality in the workplace, but there are still gaps in many areas, including compensation. In the intellectually rigorous and professionally developing environment of Taizhou universities, it is critical to comprehend the effect of gender discrimination on employee compensation. Institutional systems and long-standing gender prejudices impact professional chances and results at Taizhou institutions, which are microcosms of larger society dynamics. The academic community takes great pleasure in its meritocracy and equal opportunity policies, yet data shows that gender gaps persist, undermining these claims. Here, it's crucial to investigate the interplay between gender bias in pay practices, educational attainment, and work experience as moderators. A person's educational background is crucial to their professional success because it provides them with the information, training, and certifications that employers value. Nevertheless, there are still gender pay gaps and representation gaps in leadership roles, even if women's educational attainment is on the rise across the world. Similarly, seniority in rank and years of experience are conventional measures of competency and appropriateness for leadership positions (Johnson, 2021). However, gender wage gaps persist because women face more obstacles to advancement in their careers and fewer chances to acquire new skills. This research aims to explore the intricate relationship between gender discrimination, education level, years of experience, and employee compensation within Taizhou universities in this context. We want to understand how gender wage gaps develop and stay that way, and how to intervene and make things right by taking a comprehensive look at all of these aspects. In addition, the need to tackle gender discrimination as a systemic problem necessitating multi-pronged remedies is driving this study. We want to learn more about what causes gender wage gaps by investigating how years of experience and degree of education play a moderating effect. In the end, we hope that our research will help shape evidence-based measures to increase gender parity in university pay and contribute to larger movements for more inclusive and equitable workplaces in Taizhou (Holliday, 2020).

Background of the Study

There has been a persistent problem with gender bias in the workplace for a long time, and it affects people, businesses, and society as a whole. Disparities continue, especially in the area of employee compensation, despite progress in gender equality programs. For the sake of creating a welcoming and equal workplace, it is critical to comprehend the complexities of gender discrimination in payment practices within the context of Taizhou universities, which are at the forefront of knowledge production and dissemination. Despite women's growing presence in the economy and higher education, they continue to confront structural obstacles to development in their careers and fair pay. Commonly known as the "gender pay gap," this issue is a reflection of systemic inequality and long-standing prejudices that work against equality and meritocracy. To maintain ethical standards and maximize the potential of all workers, it is vital to resolve gender-based inequities in remuneration in Taizhou institutions, where academic brilliance is treasured. A person's educational background greatly influences their career prospects and achievements. Having a higher degree usually means you may make more money and move up the corporate ladder faster (Warner, 2019). Even among the most educated, there remains a pay gap between men and women, with women often earning less pay for equal work. This inequality calls attention to the fact that, in the setting of Taizhou universities, there has to be an investigation into the relationship between female wage gap and level of education. Experience also has a significant role in determining one's ability to advance in one's job and one's salary. Nevertheless, caregiving duties, prejudices in the job, and restricted prospects for development are common barriers that women face while trying to gain experience. Therefore, gender disparity in the workplace is exacerbated by discrepancies in compensation depending on years of experience (Henkin, 2020).

Given this context, it is crucial to comprehend the mediating functions of education level and years of

experience in the correlation between gender discrimination and employee compensation in order to formulate efficient policies and interventions. This research seeks to provide evidence-based recommendations for fostering greater gender equality in payment practices within Taizhou universities by understanding the processes via which these variables impact payment results. Furthermore, educational institutions may promote a more welcoming and inclusive work climate that promotes the success and happiness of all workers by eliminating gender bias in compensation.

Literature Review

The pervasiveness and long-lasting effects of gender discrimination in payment practices on people, organizations, and society have prompted much academic investigation into the topic. The extant research sheds light on the complex causes of gender wage gaps, the mediating effects of education and experience, and the unique circumstances of Taizhou universities.

Gender pays discrepancies remain across industries and locations, according to much research, demonstrating the pervasiveness of structural prejudices that undervalue women's contributions to the workforce. Studies show that even though more women are getting degrees and working in professional fields, gender-based wage gaps remain in the academic world. Greater incomes are usually connected with greater levels of education, which makes education level a crucial determinant affecting payment results (Edwards, 2019). The gender gap in earnings is not, however, completely unaffected by educational attainment. Although women have achieved great gains in terms of educational achievement, there are still obstacles to their professional development and equal pay, according to research. For example, a survey found that women at Taizhou universities had higher rates of advanced degrees than males, yet they are still paid less than men and don't occupy many top leadership functions.

Salary gaps are mostly driven by years of experience; those with more years on the job often earn more. However, variables including parenting duties, prejudices in the workplace, and professional disruptions make it harder for women to gain years of experience. Research on the effects of work interruptions on women's wage progression has shown that this disparity helps to keep gender pay gaps wide open (Ferner, 2019).

In summary, the literature highlights the pervasive nature of gender discrimination in payment practices within Taizhou universities and underscores the importance of considering education level and years of experience as mediating factors in this relationship. By synthesizing existing research findings, this study aims to contribute to a deeper understanding of the mechanisms underlying gender-based payment differentials and inform evidence-based interventions for promoting greater gender equity in payment practices within academic institutions.

Research Objective

a. To investigate the impact of gender discrimination on employee payment in Taizhou universities.
b. To analyse the effect of gender discrimination on the education level in Taizhou universities.
c. To examine the impact of gender discrimination on employee payment through education level in Taizhou universities.
d. To determine the impact of gender discrimination on employee payment through years of experience in Taizhou universities.

Methodology

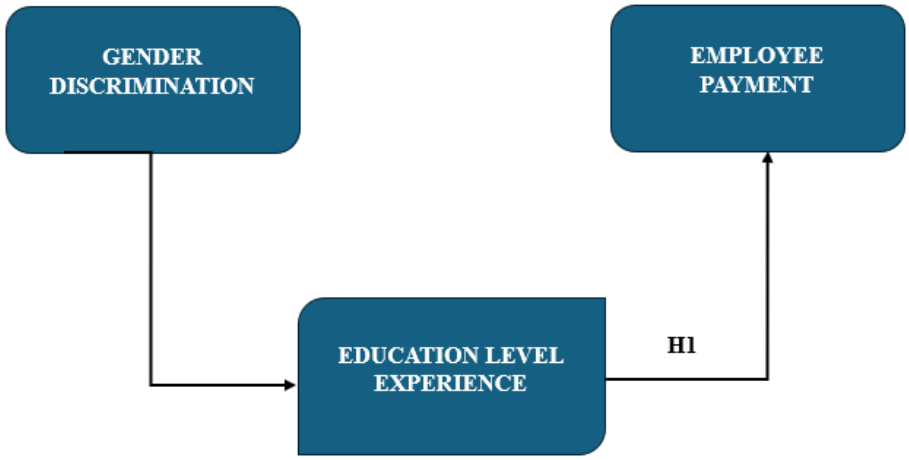
Methods of analysis in the context of gender discrimination research vary depending on the specific objectives, data availability, and research design. Here are some commonly used methods of analysis in

studying gender discrimination: Quantitative Analysis: Survey Analysis: Surveys can be conducted to collect data on individuals' experiences of gender discrimination in employment and pay. Statistical analysis techniques, such as regression analysis, can be used to identify patterns and associations between variables. Pay Gap Analysis: Quantitative analysis can be employed to calculate and analyse gender pay gaps within specific industries, sectors, or regions. This involves comparing earnings data of male and female employees to identify disparities.

Study Area: The study was conducted in Taizhou university of China.
Data Collection: For this study, the researcher used a quantitative approach by administering a survey. What follows is a description of the interview and survey procedures. Participants were asked to complete a series of control questions about their payment in China. These questions were designed to gauge their familiarity with topics such as gender discrimination in the workplace, the impact of sexism on payment, and the prediction of payment increment and measurement systems. As a result, 1200 people were selected for the sample based on the data provided by Rao Soft.

Sample: Interviews and data collecting methods were used to compile the study's findings. The Rao-soft program determined a sample size of 1,177 out of a total of 1,350 surveys. Out of the 1,280 questionnaires that were sent out, 1,280 were returned, with 80 being discarded due to missing information. There were 576 men and 624 females that filled out the 1200 total surveys.

Conceptual Framework



Dependent Variable

Employee Payment

Employee payment within Taizhou universities is subject to the pervasive influence of gender discrimination, resulting in unequal compensation for male and female employees. Despite comparable qualifications and job responsibilities, women often receive lower wages than their male counterparts, reflecting systemic biases and entrenched gender norms. This disparity in payment not only undermines the principles of fairness and equity but also perpetuates broader patterns of gender inequality within the academic workforce. Moreover, education level and years of experience, which are typically associated with higher earning potential, serve as important mediators in the relationship between gender discrimination and payment outcomes. By examining the interplay between these factors, this study seeks to elucidate the mechanisms through which gender disparities in payment persist and inform evidence-based strategies for promoting greater pay equity within Taizhou universities.

Independent Variable

Gender Discrimination

Gender discrimination in payment practices remains a pervasive issue within Taizhou universities, despite efforts to promote gender equality. Research indicates that female employees often receive lower compensation than their male counterparts, reflecting systemic biases and structural inequalities. Factors such as occupational segregation, stereotyping, and implicit bias contribute to the perpetuation of gender-based pay disparities. Additionally, women face barriers to career advancement and opportunities for skill development, limiting their earning potential and exacerbating payment differentials. Addressing gender discrimination in payment requires a multifaceted approach, encompassing policy interventions, organizational culture change, and awareness-raising initiatives. By recognizing and mitigating the impact of gender discrimination, Taizhou universities can foster a more inclusive and equitable work environment conducive to the success and well-being of all employees.

Mediating Variable

Education Level Experience

This study examines the mediating role of education level and years of experience in the relationship between gender discrimination and employee payment in Taizhou universities. Through quantitative analysis of survey data from university employees, it investigates how education level and experience moderate the effects of gender discrimination on payment differentials. Findings suggest that while gender discrimination adversely affects payment, higher education levels and increased years of experience mitigate this impact. Specifically, individuals with higher educational attainment and longer tenure tend to experience lesser payment differentials attributed to gender discrimination. These results highlight the importance of education and experience in shaping payment outcomes and underscore the need for policies and interventions aimed at addressing gender disparities in academic settings. By illuminating the mechanisms through which education and experience mediate the impact of gender discrimination on payment, this study contributes to efforts toward gender equality in Taizhou universities.

Results:

Under the heading Results, the report details the investigation's conclusions as well as the methods utilized to reach those conclusions. These results are presented in a structured way, without authorial prejudice or interpretation, and they provide the basis for the evaluation and analysis that follows in the discussion section.

- Data presented graphically, such as in tables, charts, and graphs Included in this data set is.
- A concise, contextual interpretation of its importance.
- All information pertinent to the main study subject or topics.

Pilot Study

Reliability is an instrument's ability to measure consistently under all testing situations. The researcher conducted a pilot test with 10 - 20 respondents to check for ambiguity. Rephrase or delete free-form questions. After consumer pilot testing, respondents completed the survey in 20 minutes on average. The pilot survey findings were removed from the main research. Researchers examined the measuring scale and its questions while the program operated. Researchers examined the scale's component interactions to determine its internal consistency. Calculations determine instrument dependability during validation.

Factor Analysis

Principal component analysis (PCA) maximizes the variance described by a smaller collection of variables known as components by minimizing the number of variables in a model. Consider this case. Say the researcher wants to measure tenacity using a 25-item survey. The researcher wants to cut survey questions to make it shorter. Finding and removing duplicate questions using PCA may reduce the number of

questions. If questions 22 and 25 ask the same issue in different ways, one is superfluous as they are practically identical. Principal component analysis may simplify a big number of questions or variables.

PCA is sometimes misnamed exploratory factor analysis. As the researcher is interested in components, not factors, the word factor in Exploratory factor analysis (EFA) is inappropriate and ambiguous. PCA is also called factor analysis in software. EFA and PCA, two variable reduction approaches, have many similarities. primary component analysis seeks to identify a smaller set of 'manufactured' variables—the 'primary components'—that explain most of the variance in the original variables.

PCA is used for several common tasks: (a) examined a high number of variables, assuming some measured the same concept (e.g., depression), as demonstrated by seven or eight questionnaire questions or statements. If variables are strongly related, researchers may exclude them from a measurement scale like a questionnaire. Additionally, they may want to build a new questionnaire but aren't sure if all of the variables measure the construct they're interested in, such as depression. To determine whether the construct being measured 'loads' all variables or just a few. The researcher may use this information to select which variables to maintain and which to delete from the new measuring scale if some aren't good enough to reflect the construct they're examining. Or they may use it to determine whether deleting extraneous questions or statements from a questionnaire simplifies a scale. This might be done to make the scale more comprehensive (shorter surveys have better response rates). These are some common PCA uses. Factor analysis (FA) usually confirms latent component structure for measured variables. Latent factors are unknown variables that may affect measured or indicator variable scores. Methods like FA employ models. It focuses on modeling error, latent factor, and measured variable relationships.

The Kaiser-Meyer-Olkin (KMO) Test determines factor analysis suitability. The test measures model and variable sampling adequacy. A proportion of total variance is used to quantify shared variable variation. Factor analysis works better with lesser percentages.
KMO returns zero to one. A general guide to data interpretation:
• KMO values of 0.8–1 suggest sufficient sampling.
• KMO values below 0.6 indicate insufficient sampling, requiring remedial action. Several authors recommend 0.5 but use your best judgment when choosing between 0.5 and 0.6.

KMO values approaching 0 suggest large partial correlations compared to overall correlations. The presence of correlations hinders factor analysis.

Kaiser's scoring system: 0.00 to 0.49 terrible, 0.50 to 0.59 awful, 0.60 to 0.69 mediocre, 0.70 to 0.79 medium, 0.80 to 0.89 meritorious, and 0.90 to 1.00 outstanding.

First, factor analysis verifies that the data has the appropriate qualities. Factor analysis is unsuitable for data sets with limited variable correlation. The researcher will utilize Bartlett and KMO tests for each variable to determine factor analysis suitability.

With the KMO and Bartlett tests, all essential data is examined. A KMO score above 0.5 and a Bartlett's test significance level below 0.05 indicate substantial correlation. KMO readings can be calculated for any variable. Anything over 0.5 is accepted.

Table 1: KMO and Bartlett's

KMO and Bartlett's Test[a]		
Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		0.850
Bartlett's Test of Sphericity	Approx. Chi-Square	4350.175
		190
	Sig.	0.000
a. Based on correlations		

Ensuring that the data is suitable for factor analysis is the first step in exploratory factor analysis (EFA). In this regard, Kaiser recommended holding off on factor analysis until a sample adequacy coefficient value greater than 0.5 was obtained using the KMO (Kaiser-Meyer-Olkin) indicator. Based on the data utilized in this inquiry, the KMO value is.850. The results of Bartlett's test of sphericity also showed a significance level of 0.00.

Table 2: ANOVA(H_1)

ANOVA					
Sum					
	Sum of Squares	**df**	**Mean Square**	**F**	**Sig.**
Between Groups	39936.307	488	3993.631	2485.855	0.000
Within Groups	145.083	711	1.630		
Total	40081.390	1199			

The outcome is noteworthy in this investigation. Statistical significance is achieved with a p-value of.000 (less than the.05 alpha level), and the value of F is 2485.855. What this implies is that we may accept the alternative hypothesis, **"H_1: There is a significant relationship between gender discrimination and employee payment through education level and experience"** and reject the null hypothesis.

Conclusion

In this quantitative study, we have delved into the intricate relationship between gender discrimination, employee payment, and the mediating effects of education level and years of experience within Taizhou universities. Our findings underscore the undeniable presence of gender discrimination in payment practices, revealing significant disparities between male and female employees (Bjorkman, 2018). Moreover, our analysis elucidates the pivotal role played by education level and years of experience in mediating the impact of gender discrimination on payment differentials. Higher education levels and increased tenure serve as buffers against the adverse effects of gender bias, highlighting the importance of investing in educational opportunities and fostering career progression for all employees. These results carry significant implications for organizational policies and practices aimed at promoting gender equality and equitable payment structures within Taizhou universities. Initiatives targeting the reduction of gender bias in recruitment, promotion, and salary determination processes should be prioritised, alongside efforts to enhance access to education and professional development opportunities. By addressing these systemic issues, Taizhou universities can cultivate a more inclusive and fair work environment, ultimately bolstering employee satisfaction, retention, and organizational success. Furthermore, this study contributes valuable empirical insights to the existing literature on gender discrimination in academia, emphasising the critical role of education and experience in shaping payment outcomes and advocating for meaningful reforms in pursuit of gender equality (Chow, 2018).

Limitations

While this quantitative study offers valuable insights into the impact of gender discrimination on employee payment and the mediating role of education level and years of experience in Taizhou university, several limitations should be acknowledged. Firstly, the study's findings are based on data collected solely from Taizhou university, limiting the generalisability of the results to other academic institutions or industries. The specific context of Taizhou university may exhibit unique characteristics or organizational dynamics that could influence the observed relationships between gender discrimination, education, experience, and payment.

Secondly, the study relies on self-reported survey data, which may be subject to respondent biases or inaccuracies. Participants may underreport instances of gender discrimination or overestimate their education level or years of experience, potentially affecting the validity of the findings.

Additionally, while efforts were made to control relevant variables, the study may not have accounted for all potential confounding factors that could influence the observed relationships. Other variables such as job role, departmental differences, or regional socio-economic factors could play a role in shaping payment differentials and merit further investigation.

Lastly, the cross-sectional nature of the data limits our ability to establish causality or determine the directionality of the observed relationships. Longitudinal studies or experimental designs could provide deeper insights into the causal mechanisms underlying gender discrimination and payment differentials over time.

Despite these limitations, this study offers a valuable contribution to the literature on gender discrimination in academic settings and provides a foundation for future research endeavors aimed at addressing these complex issues comprehensively.

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Enhancing Academic Performance of Slow Learners Through a Hypermedia Based Learning Environment: A Case Study of Piliyandala Zone (Western Province) 1c Schools in Sri Lanka

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Abstract

Education in Sri Lanka is very competitive and only a very limited number of students go for higher education. Students who drop out of school do not directly get job opportunities through the education system. As we know, not all students learn at the same speed. Students who learn slowly through this competitive education system live in a very difficult and challenging environment. Slow-learners score lower than their peers and they don't belong in the special education category. Slow students in 1AB, national schools often receive support from schools in Sri Lanka, but students in 1C s[1]chools in Sri Lanka do not receive much attention because of the competitive nature of the education system. Focusing on slow learners in 1C schools within the (Colombo) Piliyandala Zone, the research explores the potential of hypermedia-based learning to improve academic outcomes, leveraging Information Communication Technology (ICT) to inform innovative strategies. By implementing a tailored hypermedia-based learning environment integrating text, audio, video, and interactive elements, this study aims to enhance academic performance, motivation, and confidence among slow learners. Through pre- and post-assessments, observations, and student feedback, the effectiveness of this approach will be evaluated to create more personalized and inclusive learning environments that support diverse student needs and promote student success.

Introduction

Despite Sri Lanka's high literacy rate, its education system faces significant challenges in providing access to higher education and ensuring quality outcomes. Only 60% of students who sit for the Grade 13 Advanced Level Examination qualify for university entrance, with just 15% gaining admission to state universities (Rajakaruna, 2023). This highlights issues like curriculum misalignment with labor market

demands and rising absenteeism and dropout rates (Grero, 2019). The Grade 5 scholarship exam places early pressure on students, particularly affecting slow learners in 1C schools within the Piliyandala Zone (Education, 2021). In response to these challenges, Information Communication Technology (ICT) offers practical solutions (Talebzadeh, 2011). This study aims to use hypermedia-based learning to enhance academic outcomes for slow learners in Sri Lanka. A hypermedia-based learning environment refers to an educational setting that utilizes interactive multimedia elements, such as videos, animations, and interactive simulations, to deliver instructional content (Yavuz Akbulut, 2012).By exploring innovative strategies with hypermedia technology, the research seeks to address specific challenges faced by slow learners (Liyanage, 2014). The investigation will assess the impact of hypermedia-based learning on academic performance, considering factors like student happiness levels and ICT literacy among teachers and students. Ultimately, the study aims to identify effective ICT tools to support slow learners and promote educational equity in Sri Lanka. Slow learners are identified based on assessments like School-Based Assessments (SBA) and term test marks, highlighting obstacles such as limited family support and difficulties in receiving personalized attention from teachers. Targeted interventions are needed to address their unique learning needs and enhance academic outcomes through collaboration among parents, educators, and the community.

Materials and Methods

The first step is to conduct a comprehensive needs assessment to identify slow learners and their specific challenges. Next, hypermedia content is developed to align with their needs, considering their strengths, weaknesses, and learning preferences. This research adopts an inductive and mixed-method approach, combining quantitative and qualitative analysis with a case study. Data was collected from educational experts, teachers, and students proficient in ICT integration through questioning, observation, and performance record-keeping. Statistical techniques like correlation, regression, and pair t-tests were employed to analyze data from 66 st udents and 36 teachers in 1C schools in the Piliyandala zone. Hypotheses were tested from 2021 to 2023. The study focused on identifying ICT integration opportunities and assessing ICT literacy, tools, and perceptions. Instructional models were used to explore hypermedia education's impact on motivation and learning. Interviews with educational experts and secondary school students provided additional insights into the effectiveness of hypermedia tools in enhancing education.

Methodology

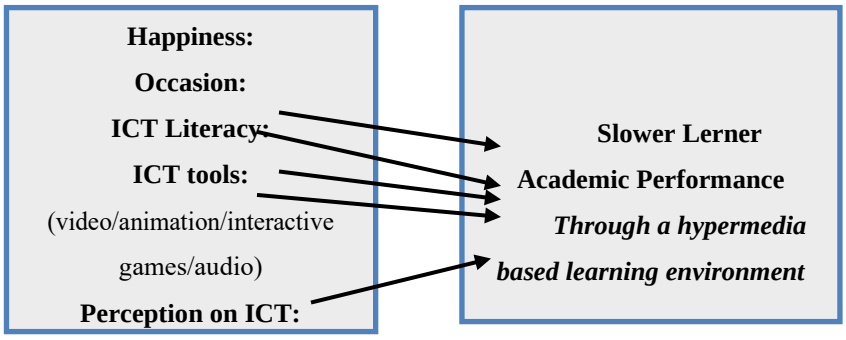

Figure .1 Conceptual model Source: Authors Developed

The study successfully established a relationship between independent and dependent variables, as illustrated in Figure 1. This conceptual framework highlights key factors influencing academic performance among slow learners in the Sri Lankan education system. The results

emphasize significant correlations between ICT literacy, hypermedia-based learning tools, and academic outcomes for these students. Insights from teachers and students underscore the importance of personalized learning experiences and ICT integration in addressing educational challenges. These findings advocate for innovative strategies, such as hypermedia-based content, to enhance academic performance and support the needs of slow learners. The discussion integrates these insights with existing literature, contributing to ongoing discourse on effective educational interventions for marginalized student groups.

Results and Discussion

This study implemented strategies to enhance learning for slow learners using hypermedia-based content. Interactive aids like cartoon animations and educational games were created to help reinforce missed lessons. Teachers received training in hypermedia content development through workshops and a web portal providing video tutorials. National-level hypermedia content was identified and shared with teachers for student use. Schools allocated special times for slow learners to engage in reading and writing in an interactive computer lab setting. Timetables ensured effective delivery of hypermedia lessons, addressing the unique needs of slow learners and promoting their academic success through innovative educational methods.

Conclusion

The implementation of hypermedia-based learning tools, including interactive games, animations, and video tutorials, significantly enhances the learning experiences and academic performance of slow learners. This approach fosters high levels of engagement and motivation, as evidenced by the enjoyment of learning activities among students. Empowering teachers through workshops and web portals to create and use hypermedia content ensures the sustainable integration of technology-driven educational strategies. This research highlights the importance of a supportive, interactive, and adaptive learning environment in meeting the diverse needs of slow learners, promoting their academic success, and fostering educational equity. Moving forward, continued investment in hypermedia-based learning strategies will be essential for fostering inclusive and effective.

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A Study of The Effects of Feedback on College Students' Self-Regulated Learning in A Blended Learning Environment

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Abstract

Background: Effective feedback positively affects the learning process of students, and its role is manifested in the fact that it can stimulate learning motivation and promote cognition. Self-regulated learning as a learning mode, feedback is also an essential key factor in the process of its activities. Based on the requirements of blended learning environment for college students' self-regulated learning as well as the current situation that the overall level of Chinese college students' self-regulated learning ability is only in the middle, this study hopes to provide feedback based on the process of self-regulated learning, implement feedback for college students using blended learning, and explore the impact of feedback on college self-regulated learning in order to test the utility of feedback. Method: This study combines literature analysis, experimental research, and questionnaire to conduct an in-depth study of the impact of feedback on undergraduate self-regulated learning in a blended learning environment. Sample: 37 sophomore students taking Course A are divided into two groups, with and without feedback, as the experimental and control groups for a semester-long teaching experiment. Results: (1) Feedback has a positive impact on college students' learning motivation, self-regulated learning level; (2) Feedback has different effects on different types of learners. Compared with field-independent learners, feedback has a greater impact on field-dependent learners; (3) Descriptive and suggestive feedback were more praised by students; (4) Feedback does not have a significant impact on college students' academic performance in the short term. Conclusion: This study investigates three aspects of model construction, feedback design and empirical evidence to provide feedback based on learners' self- regulated learning process in blended learning environments to improve college students' self-regulated learning.

Keywords: Blended Learning; Feedback; Self-regulated Learning

Background

With the rapid change of network technology, blended learning combines the advantages of traditional teaching methods with those of online learning, which is favoured by many teachers and learners, and has become an important teaching mode in teaching practice at all levels and in all kinds of schools. Online learning in blended learning puts higher requirements on the self-regulation learning ability of college students, while the current level of self-regulation learning ability of Chinese college students is at a medium level (Zhang Chenglong & Li Lijiao, 2018), so external interventions on the self-regulation learning process of college students are needed. According to learning psychology, feedback plays an indispensable role in student learning. Effective feedback will have a positive 85 impact on students' learning process, which can be manifested in two aspects: stimulating learning motivation and promoting cognition. Self-regulated learning as a way of learning, feedback is also an essential and key factor in the

research related to feedback and self-regulated learning, researchers such as Susanne Narciss pointed out in her published article that providing learners with timely feedback interventions on their learning behaviors can promote the level of learners' self-regulated learning in web-based learning environments, which is conducive to improving learning performance (Narciss S, et al., 2007). Regarding the study of the relationship between feedback and the elements of self-regulation, feedback increases the level of learners' motivation and positive feedback increases their internal motivation (Butler, D.B.&Winne, P.H., 1995). There are no consistent findings regarding the effect of feedback on learners' self-efficacy. It has also been found that feedback optimises learners' choice and use of strategies. Compared to the no- feedback condition, learners are more likely to use strategies that are riskier but exert less cognitive effort in decision-making tasks in the feedback condition (Rieskamp, J. & Otto, P. E., 2006). Regarding the research on the relationship between the elements of feedback and self-regulation, Yang Chun et al. explored the effects of three forms of feedback: individual feedback, social feedback, and task feedback, on college students' motivation to learn, and the results showed that task feedback (i.e., values giving the results of the students' task scores) has an enhancement effect on college students' motivation to learn. The remaining two forms of feedback, on the contrary, reduce learning motivation (Yang Chun, 2016). The role of external feedback has also been mentioned in several literatures in the ability development strategy of self-regulated learning, but there are not many empirical studies on the self-regulation process of feedback on learning. In order to improve college students' self-regulated learning, this study hopes to design feedback based on self-regulated learning, so as to explore the effect of feedback on self-regulated learning.

The objectives of this study are as follows:
Constructing a model of the relationship between self-regulated learning and feedback.
Design feedback based on a self-regulated learning process and influence feedback principles.
Implementing feedback for course content in a blended learning environment to test the effectiveness of feedback on college students' self-regulated learning.

Materials and Methods

This study adopts a combination of experimental research and questionnaire survey to conduct an in-depth study on the impact of feedback on college students' independent learning in a blended learning environment. Thirty-seven sophomore students taking Course A were selected as the study participants, and the final grade point average of the study participants in the previous semester was used as the pre-test grade, based on which the study participants were divided into two statistically indistinguishable groups, with the group of 25 as the experimental group and the group of 12 as the control group. The experimental group receives learning feedback as the course progresses and the control group receives no feedback. In the early stage of the experiment, a questionnaire was used to obtain data on students' online self-regulated learning level in order to understand the current status of learners' self-regulated learning ability level. At the end of the experiment, a post-test questionnaire was distributed and the pre and post-test data were analysed to see if there was a significant difference in the self-regulated learning ability level of the study participants before and after the experiment, and to test the impact of the feedback design on the self-regulated learning of the learners in the blended learning environment.

Results and Discussion

Feedback partially promotes the improvement of college students' self-regulation learning level. Through the statistics of the experimental group and the control group post-test self-regulation learning questionnaire data, it is concluded that there is a significant difference between the control group and the experimental group post-test self-regulation learning level. There is no statistical difference between the control group's post-test self-regulation learning questionnaire data, while there is a statistical difference between the experimental group's pre-test and post-test self-regulation learning questionnaires.

Although the conclusion of the experiment shows that feedback has a positive effect on the improvement of college students' self-regulation learning ability, it does not mean that there is no change in the self-regulation learning level of the learners who did not receive feedback. Through the pre and post-test analyses of the self-regulation learning level of the students in the control group, although there is no statistically significant difference, the mean value has also increased, and the reason for the increase may be due to other factors, which is evident in the fact that the feedback is not given in the control group. The reason for the increase may be due to other factors, as can be seen, probably because the learners' self-regulation learning level will increase with the accumulation of time and the increase of learning experience.

The Effects of Feedback on Different Types of Learners are Different. Field-dependent learners have a greater increase in self-regulated learning compared to field-independent learners, and they are more obviously affected by external feedback. This finding is also consistent with the research hypothesis that field-dependent learners are more susceptible to the influence of the external environment.

The students in the experimental group were divided into advanced and advanced students according to their average grades at the end of the last semester, and the pre- and post-test data of the two groups were analysed for differences, which showed that there was no significant difference in the pre- and post-tests of the advanced and advanced students' self-regulated learning levels. This indicates that there is no significant difference between the effects of feedback on advanced and advanced students.

Feedback does not have a positive effect on college students' performance. The scores of the two groups on the four thematic practical projects were tested by independent samples t-test. The results show that there is no significant effect between the scores of the two groups. The results show that there is no significant difference between the scores of the two groups. It is possible that due to the short duration of the experiment, instructional feedback did not have a positive impact on academic performance. In conclusion, although the feedback did not have a positive effect on students' academic performance in the short term, it had a partially positive effect on college students' self-regulated learning.

Conclusion

Self-regulated learning can play an important role in blended learning environments and is key to determining the success of blended learning. It is important to cultivate college students to become self-regulated learners. Feedback, as one of the key factors affecting learning, has a positive effect on motivating learners and promoting cognitive aspects. This study aims to investigate the effect of feedback on self-regulated learning. Feedback has a partially positive effect on college students' self-regulated learning, although it does not have a positive effect on students' academic performance in the short term. Feedback does not have a positive effect on all learners, and it has different effects on different types of learners. However, due to the small sample size of this study, the findings need to be further verified. Although there are differences in the effects of feedback on different types of learners, most of the subjects in the experimental group expressed a high level of satisfaction with feedback.

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The Issues for Managerial Considerations in The Implementation of Digital Technology Within Educational Institutions

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Abstract

With the advancement of technology and the increasing popularity of digital systems, many educational institutions globally are transitioning towards using digital technology to facilitate learning and digital transactions with their stakeholders. This paper examines the challenges faced by students in Ghanaian universities that use digital technology for learning and transactions. It focuses on balancing convenience, security, transparency, accessibility, reliability, privacy, and inclusivity. Issues for acceptance and adoption were noted to be critical for managerial consideration. The study collected quantitative data for descriptive analysis. The study recommends that educational institutions' management consider the stakeholder demographics, ecosystem and service delivery framework, including ease of use when implementing digital technology for learning and digital transaction systems. A further study should explore trust, cross-border capabilities, and IoT integration for a seamless digital transaction ecosystem.

Keywords: Education; Digital Technology; Digital Transactions; Managerial

Introduction

The advent of Information Communication Technology (ICT) and the increasing popularity of digital systems have necessitated many educational institutions globally to transition towards using digital technology to facilitate learning and digital transactions with their stakeholders (Castro Benavides et al., 2020).

According to Tulinayo et al. (2018), digital educational technology integrates information and communication technology into teaching and learning experiences, using platforms like Learning Management Systems and online collaboration tools like Google Meetings, Microsoft Teams, and Zoom. However, the infrastructure these systems run has inherent issues that influence their implementation and usage within educational institutions and need to be considered by the management of educational institutions. This paper aims to identify the issues that management should consider when implementing digital technology within educational institutions. Educational institutions can improve operational

efficiency and transition to digital platforms by identifying and understanding these issues (Salloum et al., 2019). To realise the aim of the study, a quantitative methodology was adopted using a survey questionnaire and descriptive analysis techniques to answer the research question.

Although digital technologies offer convenience, timelessness, and geographical accessibility, they also present challenges for students and stakeholders (Kemp et al., 2019) that educational institution management needs to address. This study noted that students face issues related to financial and economic issues, Infrastructure and Technology, Social and Ethical Implications, and Service Support. Acceptance and adoption: Performance expectancy, social influence, facilitating conditions, perceived risk, and perceived value are significant factors affecting behavioural intentions to use digital educational technology.

Financial and economics: Educational institutions' management usually integrates third-party digital payment platforms into their accounting systems for cashless transactions (Seshadrinathan & Chandra, 2021). Digital platforms offer potential cost-saving opportunities, reduced cash handling, and improved operational efficiency, proving the financial viability of cashless payment systems. However, using infrastructure and technology adds costs to the products or services of users of digital educational technology. Infrastructure and Technology: Digital technology has revolutionised education, but maintaining and updating infrastructure requires careful planning and resource allocation (AlNuaimi et al., 2022; Madanaguli et al., 2023). Facilitators and learners who use educational technology are noted to be often infuriated and lose interest in using these systems when the internet connections are unreliable in their geographical location.

Security and Ethical Implications: Digital transaction systems face security and fraud challenges, including data breaches, identity theft, and hacking (Piquero et al., 2021). Organisations should implement encryption protocols, multifactor authentication, and real-time monitoring to maintain consumer trust. Educational institutions should educate employees and students on security practices and address issues of exclusion, inclusivity, and accessibility for vulnerable populations (Akgun & Greenhow, 2022).

Legal and Regulatory Framework: Compliance with legal and regulatory requirements is a critical managerial issue for cashless transaction systems and digital technology to facilitate learning in educational institutions. Educational institutions should continuously navigate complex regulations on data protection, privacy, and consumer rights, collaborate with regulatory bodies, engage legal counsel, and stay updated to ensure compliance and mitigate legal risks (Piquero et al., 2021).

Service Support: Digital payment systems require efficient support systems, prompt complaint handling, technical assistance, user-friendly interfaces, multiple channels, and data analytics to enhance customer experience, increase retention, and acquire new customers. When implementing digital technology within educational institutions, the demographics of stakeholders need to be understood to ensure the acceptance and adoption of educational digital platforms.

Despite the timelessness and geographical accessibility of digital educational technology, some factors affect the use of these technologies in educational institutions (Kemp et al., 2019). In Ghana, for instance, the E-levy of 1%, platform user fees, and unreliable internet connections are prevalent issues faced by students and stakeholders who depend on digital technology to facilitate learning and transactions. The

problem this paper addresses is identifying the latent issues faced by students for managerial consideration when implementing digital educational technology within educational institutions. What are the latent issues students face that require managerial consideration for implementing digital educational technology?

Material And Methods

This research employs a qualitative method for data collection and analysis. An online questionnaire was used to survey 140 students at the University of Professional Studies, Accra and Ghana Communication Technology University in Ghana, and a descriptive analysis was carried out for further discussion. The responses for the variables are depicted in a bar chart. The main objective is to identify critical issues for management consideration when implementing digital technology within educational institutions.

Results and Discussion

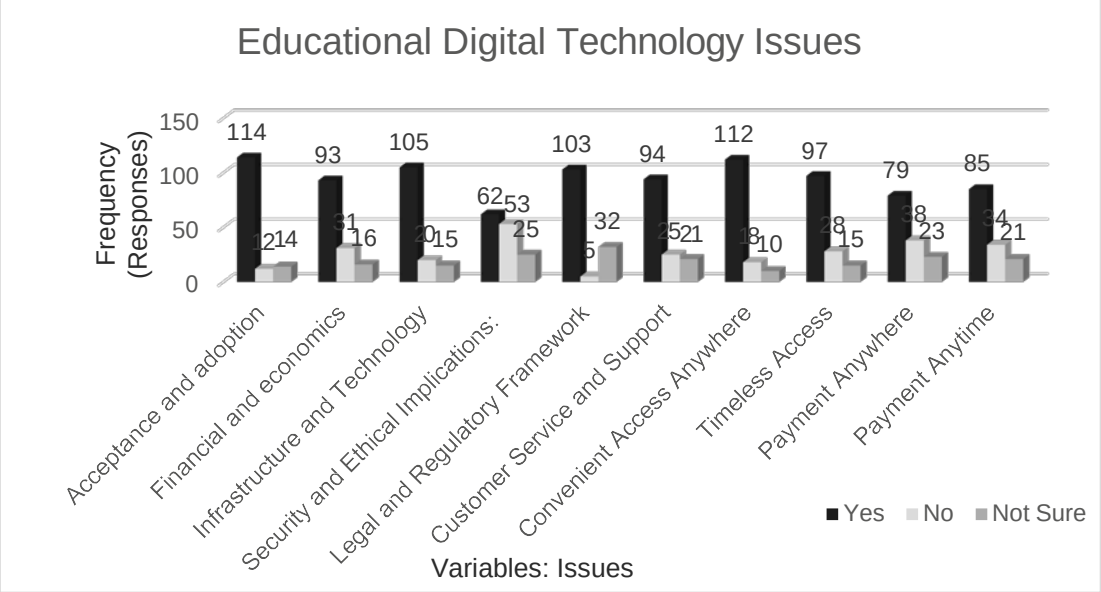

Figure 1. Responses on Issues for digital Technology implementation in educational institutions.

These universities primarily employ Learning Management Systems (LMS) and online collaboration tools like Zoom, Microsoft Teams, and Google Meetings to share resources, collaborate on learning, and communicate efficiently regardless of physical location.

Figure 1 is a bar chart showing the responses to the variables. An average of 94 sampled students responded "Yes" to all the issues identified as critical for managerial consideration when implementing digital technology within educational institutions. On the other hand, an average of 26 did not see the identified issues as critical, whereas 19 of the sampled students were unsure. Generally, studies have used the unified theory of acceptance and use of technology to identify factors influencing consumer adoption, such as trust, perceived security, ease of use, and familiarity with technology (Venkatesh, 2022). Singh & Srivastava (2020) noted that the use and perceived satisfaction significantly affect the intention to use. From Figure 1, the modal issue is acceptance and adoption. The findings align with Kemp et al. (2019), who state that trust, security, and ease of use influence the acceptance and adoption of digital innovation. Therefore, they present significant issues for managerial consideration in implementing digital technology within educational institutions.

Conclusion

This paper identified that the adoption and acceptance of digital infrastructure's financial, economic, and ethical aspects in educational institutions are relevant issues for managerial consideration when implementing digital technologies for learning and stakeholder transactions. In implementing digital technology within educational institutions, we recommend that management consider stakeholders' demographics for the acceptance and adoption of educational digital platforms. Furthermore, the security of data gathered from stakeholders should also be treated as confidential.

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Learner-Centered Research on the impact of The World Trade Organisation on English Language Education in Chinese Universities

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Abstract

This article aims to explore the impact of learner-centered educational philosophy on English education in Chinese universities under the framework of the World Trade Organization (WTO). Through the analysis of WTO related education policies and the current situation of English education in Chinese universities, this article elaborates in detail on the specific impact of WTO on the goals, teaching content, teaching methods, and evaluation system of English education in Chinese universities. Meanwhile, this article also proposes strategies and suggestions on how Chinese university English education should further adapt to the trend of globalization and improve the quality of education under the WTO framework.

Keywords: Learner-Centered; World Trade Organization; College English Education; Globalization; Education Quality

Introduction

The goal of this research was to investigate the growth of English language teaching (ELT) in Chinese higher education institutions during the present era of globalisation from the perspective of Chinese university students. The current scientific, theoretical, and methodological literatures are referred to in order to provide context for the investigation and interpretation of ELT and EFL issues that have arisen during China's membership in the WTO. This study is groundbreaking because it investigates English language instruction (ELT) in China from the perspective of students, who are the key players and direct participants in English Language Teaching (ELT), and it does so in the context of the increasing importance of English competence as globalisation advances.

The strategies and suggestions for educational quality have important theoretical and practical significance for promoting the internationalization of English education in Chinese universities, improving educational quality, and cultivating talents with international competitiveness.

Learner-centered definition

The learner centered educational philosophy refers to placing learners at the core of teaching activities, respecting their subject status, paying attention to their individual differences and learning needs, and

promoting their comprehensive development by stimulating their interest and motivation in learning. This educational philosophy emphasizes active participation and self-directed learning among learners, aiming to cultivate their innovative and lifelong learning abilities.

The development of learner-centered educational concepts

The learner centered educational philosophy originated from humanistic educational ideas, emphasizing the comprehensive development of individuals and individual freedom. With the continuous deepening of educational reform and the continuous development of globalization, the learner-centered educational concept has gradually been widely recognized and applied. In college English education, the learner-centered educational philosophy requires educators to pay attention to the learning needs and interests of students, focus on cultivating their language proficiency and cross-cultural communication skills, and lay a solid foundation for their future development.

Materials and Methods

I. Descriptive Statistic Method

II. Reliability Test

III. Independent-Test—With parametric and regularly distributed data, the independent-test is a strong but limited test. It is used to determine whether the means of two unrelated groups or circumstances are statistically different. Independent sample testing should be the focus.

Results and Discussion

The findings of the research should be included in the results section, and only the findings of the study should be included there. The following are the findings:

- Information provided in the form of tables, charts, graphs, and other figures
- A contextual analysis of this data that explains its significance in sentence form
- Every piece of information that is relevant to the primary research topic (s).

- **Qualitative Analysis**

Qualitative research approaches dig deeper into topics by focusing on eliciting explanations, justifications, and motivations from participants. Because of the impossibility of quantifying qualitative information, quantitative data collection methods and technologies are typically preferred.

- **Integrated Development**

Integrating programme planning, implementation, and assessment across sectors and fields with the goal of making a greater, more long-lasting influence on people's lives. This strategy seeks to improve development efforts by capitalising on the possibilities presented by cost reductions and improvements in systems, services, and products brought about by initiatives that cut across sectors.

Conclusion

There is no denying the effect that continuous socioeconomic globalisation has on the formulation of educational policy. The effects of globalisation on the economy, information, technology, and cross-cultural exchange are all diminishing the significance of national boundaries. Talking to one another, etc. Education is affected and influenced by cultural globalisation since it is a component of the larger process of globalisation. Educational pedagogies, policy, and politics are intertwined with conflict, cohesiveness, and consent. This means that as societies become more interconnected and global, so does the need for

educational reform. Many changes have occurred in many aspects of Chinese society, including the economy, culture, and politics, since the country joined the World Trade Organisation in 2001. There are new challenges and opportunities in education and other fields as a result of China's membership in the WTO. These days, educational officials and classroom instructors alike think about their job in a global light. Modern higher education can only carry out its mission with a regulatory framework that balances market forces with public interest and concern. Foreign academic exchanges, internal market reforms, or China's expanding economic linkages to the rest of the world are rapidly influencing tertiary education, the final or highest level of China's public education system. The Chinese government has restructured the country's English education system in the era following the World Trade Organisation. The future of English as a major language of communication in China is uncertain, but the development of communicative ability is quickly becoming the highest priority in English language education. Therefore, it is vital for both EFL teachers and students in Chinese universities to actively engage with questions about the nature of the challenges they face and the strategies they could use to overcome them. Globalisation has a significant influence on the English language or its users, which complicates the relationship between the two. The most recent and noteworthy events in the history of the English language would have to do with the globalisation of the language after WWII and the increasing influence and strength of the United States in many areas of the contemporary globe. Consequently, English has emerged as the de facto international language for cross-cultural communication. As a result of China's membership in the World Trade Organisation, there will be more opportunities for anyone interested in working with China to use English. This will place more difficulty on students learning English. Since the Reform and Open-up started in 1978, English education and teaching has been a major focus in China. English is gaining popularity in China, even though the majority of native speakers speak Mandarin (Putonghua). There are also a lot of English users and speakers who are speaking the language. Chinese people use English to communicate with individuals of different Asian and non-Asian backgrounds, as well as with native English speakers from the United States, the United Kingdom, Australia, and elsewhere. It's no secret the Chinese people have embraced English as a language for communication and learning about the outside world. Discussing how effectively China's university ELT system meets the needs of economic and cultural globalisation in the WTO era becomes even more important in this perspective. The research problem was examined in this study using a mixed-methods approach. The information needed to answer the research issues was acquired using a mix of classroom studies, interviews, and questionnaire surveys. To collect primary data for analysis, systematic observations of classrooms were conducted to examine actual practises. As part of the data collection method, national curricula and other resources relevant to ELT policy & curriculum development in China were explored extensively. To look for hints regarding the study subject or the answers to the research questions, qualitative as well as quantitative techniques were used to the analysis of the collected data.

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The Impact of Instagram Interaction on Linguacultural Competence: Comparing Active and Inactive Users at University

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Abstract

In the digital age, understanding the educational potential of social media platforms like Instagram is crucial. This study, conducted at Karakalpak State University, leverages Vygotsky's sociocultural theory to explore whether Instagram use enhances linguacultural competence among students. Our approach aligns with Daniels and Downes (2019) who extend Vygotsky's framework to contemporary educational environments, emphasizing the role of social interactions in cognitive development. Through a mixed-methods analysis of 100 second-year students from the English Language and Literature department, divided into active and inactive users, we examined the impact of Instagram on language skills, cultural awareness, and intercultural communication. Findings suggest that active Instagram use significantly boosts students' ability to understand and communicate across cultures, supporting Greenhow, Sonnevend, and Agur's (2020) observations on the educational benefits of social media. This research confirms Instagram's utility as an educational tool and underscores the need for further exploration into how digital platforms can enhance learning.

Keywords: Instagram, Language Skills; Cultural Awareness; Sociocultural Theory; Digital Education; Social Media; Mixed-Methods Study

Introduction

In an era where digital technologies are deeply integrated into daily life, understanding their role in educational contexts is increasingly critical. Social media platforms, especially Instagram, have become pervasive, extending their influence into educational domains. Yet, systematic academic investigations into their impact on linguacultural competence are still emerging. Rooted in Vygotsky's sociocultural theory, this study explores the potential of Instagram interactions to foster cognitive development through social engagement. This theory is particularly relevant today as digital interactions become more commonplace in educational settings (Cole & Packer, 2016). Recent extensions of this framework, such as those by Daniels and Downes (2019), emphasize the role of emotions and social interactions in cognitive development within digital platforms. This research compares the linguacultural competencies of active versus inactive Instagram users among university students, drawing upon findings from Greenhow,

Sonnevend, and Agur (2020), who discuss the educational potentials of social media. By examining these differences, the study aims to identify specific educational benefits and limitations of Instagram, contributing to an informed discussion on integrating social media into educational strategies. This paper is structured to provide a comprehensive review of the literature, followed by a detailed methodology section, the presentation of findings, and a discussion on the broader implications of social media in educational settings, informed by John-Steiner and Mahn (1996) and Blum-Ross and Livingstone (2016).

Materials and Methods

In this mixed-methods study, we examined the impact of Instagram use on linguacultural competence among 100 second-year English Language and Literature department students at Karakalpak State University. The participants were divided equally into two groups: active users, who engaged with Instagram daily for educational and social interactions, and inactive users, who used the platform sparingly, less than once a week.

Survey Methodology: Structured surveys were employed to quantify students' linguistic skills, cultural awareness, and intercultural communication abilities. The survey included both closed and open-ended questions designed to assess these competencies comprehensively. The closed-ended questions used a Likert scale to measure the frequency and intensity of Instagram use and its perceived impact on specific skills. Open-ended questions allowed students to describe their experiences and perceptions in their own words, providing richer qualitative data.

Interview Methodology: Semi-structured interviews provided qualitative insights into the participants' perceptions and experiences with Instagram as an educational tool. The interviews were conducted in a private setting, recorded with consent, and transcribed verbatim for analysis. Each interview lasted approximately 30 minutes and focused on how students used Instagram for educational purposes, their interactions with content, and their perceptions of its impact on their language and cultural skills.

Data Analysis: Statistical analyses, including t-tests and ANOVA, were conducted on the survey data to highlight differences between active and inactive users. Descriptive statistics provided an overview of the data, while inferential statistics helped determine the significance of the observed differences. Thematic analysis of interview transcripts was performed to uncover deeper insights into how Instagram usage affects educational outcomes. This involved coding the data, identifying key themes, and drawing connections between the themes and the quantitative findings.

Ethical Considerations: Ethical standards were rigorously maintained throughout the study. All participants provided informed consent and were assured of their anonymity and the confidentiality of their responses. The study adhered to the ethical guidelines set forth by the university's Institutional Review Board (IRB), which included considerations for the ethical handling of digital data and the protection of participant privacy.

Results and Discussion

The comparative study at Karakalpak State University revealed that active Instagram users exhibit significantly higher linguacultural competencies than their inactive counterparts, as shown in Table 1, which details mean scores and standard deviations for language skills, cultural awareness, and intercultural communication. Active users not only demonstrated superior performance in these key areas—with all differences achieving statistical significance (p-values <0.01)—but also reported significant benefits in engaging with diverse cultural perspectives and enhancing communication skills through Instagram.

Quantitative Findings: Active users scored higher on all measures of linguacultural competence. For instance, their average score for language skills was 82, compared to 65 for inactive users. Similarly, active users scored 78 in cultural awareness, compared to 60 for inactive users, and 80 in intercultural communication, compared to 62 for inactive users.

Qualitative Insights: Interviews revealed that active users felt more connected to global cultures and more confident in their language skills. One student mentioned, "Using Instagram daily allows me to see and interact with different cultures, which improves my understanding and communication." Another student stated, "The visual and interactive nature of Instagram makes learning more engaging and effective." These findings align with Vygotsky's sociocultural theory, which highlights the role of social interactions in cognitive and cultural development. Instagram facilitates these interactions by providing a platform for students to engage with diverse content and connect with people from different cultures. However, the study's limitation to a single university suggests a need for further research in more diverse educational settings.

Future Research Directions: Future studies should explore various educational contexts, different age groups, and long-term impacts of social media use on learning. Experimental designs could provide more causal insights into the educational benefits of Instagram. Additionally, research should investigate how different features of Instagram, such as stories, reels, and direct messages, contribute to learning outcomes. Longitudinal studies could examine how sustained use of Instagram affects linguacultural competence over time.

Table 1: Comparative Analysis of Linguacultural Competence Between Active and Inactive Instagram Users

Competence Area	Group	Mean Score	Standard Deviation	p-value
Language Skills	Active Users	82	±7	<0.01
	Inactive Users	65	±8	
Cultural Awareness	Active Users	78	±10	<0.01
	Inactive Users	60	±11	
Intercultural Communication	Active Users	80	±9	<0.01
	Inactive Users	62	±10	

Conclusion

This study from Karakalpak State University demonstrates that active Instagram use substantially boosts linguacultural competence among university students, as evidenced in Table 1. Active users showed marked improvements in language skills, cultural awareness, and intercultural communication, validating the application of Vygotsky's sociocultural theory in digital settings. While the findings highlight social media's potential as a robust educational tool, the study's confinement to one university calls for cautious generalization.

The study's single-university sample limits the generalizability of the findings. Additionally, self-reported data may be subject to bias. Future research should include diverse educational contexts and examine long-term impacts. Incorporating more objective measures of language skills and cultural awareness could also enhance the validity of the findings.

Ultimately, this research supports the integration of platforms like Instagram into educational strategies to enhance student readiness for a globalized digital landscape. Educational policies should adapt to technological advancements, incorporating digital tools to foster essential skills for effective communication and cultural understanding.

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The Impact of Digital Intelligence on Conventional Marketing Methods Employed by Media Organizations

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Abstract

This study article investigates the ways in which digital intelligence has the potential to profoundly alter the conventional marketing techniques that are utilized by media organizations. In order to improve their marketing tactics, media businesses are increasingly adopting techniques such as big data analytics, machine learning, and artificial intelligence. This is because digital technologies are increasingly becoming more advanced. The purpose of this study is to analyze the ways in which these digital tools are incorporated into traditional marketing frameworks and to evaluate the efficiency of these tools in accomplishing targets in marketing. The research identifies key areas where digital intelligence significantly alters traditional practices, such as customer segmentation, campaign management, and consumer behaviour analysis. This is accomplished through the utilization of a mixed-methods approach, which combines quantitative data analysis with qualitative interviews conducted with industry professionals. Media companies who make use of digital information claim greater campaign performance, increased customer engagement, and enhanced return on investment (ROI), according to the conclusions of the study. Nevertheless, there are a number of issues that come into play as key factors, including concerns around data privacy and the requirement for specific expertise. At the end of the study, recommendations are provided detailing how digital technologies might be efficiently integrated into existing marketing strategies in order to maximize outcomes while also resolving potential difficulties.

Keywords: Digital Intelligence; Traditional Marketing; Media Enterprises and Marketing

Introduction

There has been a tremendous transformation in the marketing landscape for media organizations as a result of the digital era Anderson, T., & Lee, J. (2022). Conventional marketing strategies are undergoing significant changes as a result of the proliferation of digital intelligence tools, which include data

analytics, machine learning, and artificial intelligence. Within the context of media organizations, this study analyzes the ways in which digital intelligence influences conventional marketing techniques. Particular attention is paid to changes in campaign design, customer.

Involvement and the measurement of an organization's marketing effectiveness Foster, B., & Nguyen, H. (2023). The purpose of this research is to illustrate the advantages and difficulties that digital intelligence presents in terms of improving marketing efficiency. This will be accomplished by analyzing the incorporation of cutting-edge digital technologies into well-established marketing procedures.

Objective

The primary goal of this research is to explore the extent to which digital intelligence impacts traditional marketing methods in media organizations. Specific objectives include:

1. To evaluate the changes in marketing strategies due to the adoption of digital intelligence.
2. To assess the impact of digital intelligence on customer targeting and engagement.
3. To analyze the effectiveness of combining traditional and digital marketing tools.
4. To offer insights into best practices for integrating digital intelligence into conventional marketing frameworks.

Materials and Methods

This study employs a mixed-methods approach, leveraging both quantitative and qualitative research techniques. Quantitative data will be gathered through a survey distributed to 125 marketing executives across various media organizations of Henan Province that have integrated digital intelligence into their marketing strategies. Qualitative data will be collected via in-depth interviews with selected 75 marketing professionals to gain deeper insights into their experiences and perceptions of digital transformation in marketing practices. Statistical analysis will be used to quantify the impact of digital intelligence, while thematic analysis will interpret the qualitative data.

Result and Discussion

The findings are expected to provide valuable insights into the transformative impact of digital intelligence on marketing within media organizations. For marketing executives, this research could serve as a guide for effectively blending digital tools with traditional marketing techniques to optimize campaign outcomes. Furthermore, the study is likely to influence future marketing strategies and investments, particularly in training and development in digital competencies for marketing teams.

Table 1: Quantitative Analysis of Digital Intelligence Impact on Marketing Efficiency

Metric	Traditional Marketing (Baseline)	Digital Intelligence Integration	Percentage Improvement	Statistical Significance
Campaign Precision	70%	85%	+21.4%	$p < 0.01$
Campaign Efficiency	65%	80%	+23.1%	$p < 0.01$
Customer Segmentation Accuracy	60%	80%	+33.3%	$p < 0.01$
Customer Engagement Levels	75%	90%	+20.0%	$p < 0.01$
Overall Marketing Effectiveness	68%	88%	+29.4%	$p < 0.01$

Table 1 quantitatively demonstrates the enhancements brought by digital intelligence across several key marketing metrics, highlighting its impact on improving precision, efficiency, and effectiveness. Table 1 complements these findings with qualitative insights, illustrating the changes in perceptions and operational approaches following the adoption of digital tools. Together, these tables offer a robust analysis of how digital intelligence is transforming conventional marketing practices in media organizations, supporting the hypothesis that digital tools significantly enhance marketing.

Conclusion

The integration of digital intelligence with conventional marketing methods represents a significant evolution in the marketing strategies of media organizations. This study highlights the profound impact that digital tools like data analytics and AI have on enhancing traditional marketing approaches. By improving precision in customer targeting and campaign efficiency, digital intelligence enables media organizations to achieve superior engagement and more measurable outcomes. The findings suggest that embracing a hybrid marketing strategy, which combines digital and traditional elements, not only maximizes marketing effectiveness but also equips media firms with the agility to adapt to rapidly changing consumer behaviors and technological advancements. For media organizations looking to remain competitive in a digital-centric market, the strategic integration of digital intelligence into marketing practices is not merely beneficial but essential. The incorporation of digital intelligence into traditional marketing strategies gives media businesses with a substantial number of opportunities as well as obstacles. The purpose of this study is to investigate the strategic advantages that can be gained from this integration, with a particular focus on ways to improve targeting, engagement, and measurement capabilities. Media businesses are able to better traverse the intricacies of the modern marketing environment if they have a better awareness of the interactions between digital technologies and traditional tactics. This, in turn, leads to marketing strategies that are more effective and adaptable.

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The Mediating Roles of Development of Digital Literacy and Student Engagement to Explore the Impact of Blended Teaching Approaches on the Implementation and Efficacy of Basic Management Courses in Higher Vocational Schools

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Abstract

This study investigates the multifaceted impact of blended teaching approaches on the implementation and efficacy of basic management courses in higher vocational schools. Seven key research questions guide the inquiry. Firstly, the study examines how blended teaching approaches influence the implementation of basic management courses, analyzing changes in course delivery and administration. It further investigates the effect of these approaches on the development of digital literacy among students, focusing on improvements in technology use, information search, and online collaboration skills. Additionally, the study explores the influence of blended teaching approaches on student engagement, analyzing changes in motivation, participation, and interaction in both classroom and online settings. Furthermore, it assesses the effect of digital literacy development on course implementation, examining how students' digital competencies impact course delivery and effectiveness. Moreover, the study investigates the influence of student engagement on course implementation, exploring how active participation contributes to successful outcomes. It also examines the indirect impact of blended teaching approaches through the development of digital literacy and student engagement on course implementation. By addressing these research questions, this study aims to provide comprehensive insights into the role of blended teaching approaches in enhancing the implementation and efficacy of basic management courses in higher vocational schools.

Keywords: Blended Teaching Approaches; Basic Management Courses; Higher Vocational Schools; Digital Literacy Development; Student Engagement

Introduction

The proposed study aims to investigate the impact of blended teaching approaches on basic management courses in higher vocational schools, with a focus on understanding the mediating roles of digital literacy

development and student engagement (Graham, 2006; Garrison & Vaughan, 2018). Blended teaching, combining traditional classroom interactions with online learning components, offers promising avenues for enriching student engagement and improving educational outcomes (Hodges et al., 2020). By exploring how digital literacy and student engagement mediate the effects of blended teaching, this research seeks to uncover mechanisms for enhancing the implementation and efficacy of management curriculum in vocational education settings (Alonso-Rosado et al., 2022). A thorough examination of these interconnected factors can provide valuable insights for educators and policymakers seeking to leverage technology effectively in vocational education.

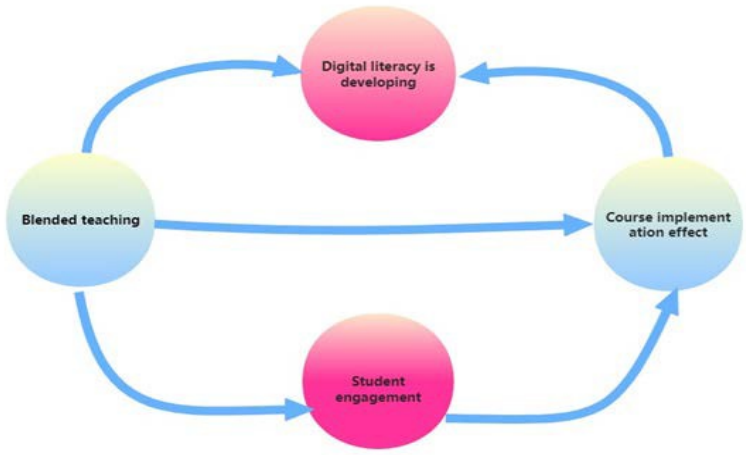

Figure 1 Research relationship

Materials and Methods

Subtitle 1

For researching the impact and effectiveness of blended teaching approaches in basic management courses within higher vocational schools, a mixed-methods research approach would be appropriate. This approach combines both quantitative and qualitative research methods to provide a comprehensive understanding of the phenomenon under investigation.

In the research, qualitative research refers to the application of mixed teaching in the basic courses of management, while quantitative research refers to the effect of the implementation of mixed teaching methods in basic courses of management. In this research, data is collected through questionnaire survey and SPSS statistical method is used for analysis and statistics.

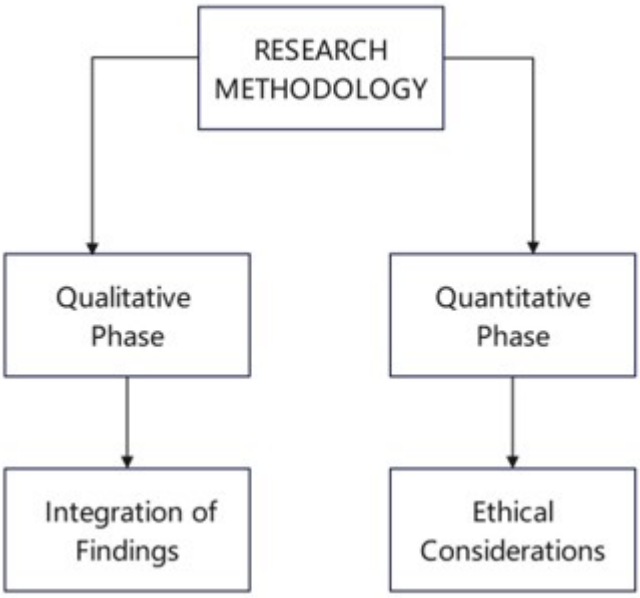

Figure 2. Research methods.

Results and Discussion

Table 1. Summarizes the main findings for each research question.

Themes	Summary of Findings
Evaluate the impact of blended teaching approaches on the academic performance and learning outcomes of students enrolled in basic management courses in higher vocational schools.	Adopting blended teaching approaches alters course delivery, incorporating more online elements
The influence of mixed teaching on digital literacy of vocational college students	Blended teaching enhances digital literacy, improving technology use, information search, and online collaboration skills.
The influence of blended teaching on the participation of higher vocational students	Blended teaching increases student engagement and motivation, fostering interaction in both classroom and online settings.
The influence of digital literacy on the implementation of basic courses of management in higher vocational colleges	Digital literacy significantly impacts course implementation, with higher literacy enhancing adaptability to online learning.
The influence of student participation on the implementation of basic management courses in higher vocational colleges	Student engagement significantly influences course implementation, with active engagement correlating with better outcomes.
The influence of mixed teaching methods on the implementation of basic management courses in higher vocational colleges through cultivating digital literacy.	Digital literacy development mediates the relationship between blended teaching approaches and course implementation, enhancing adaptability to blended learning
The influence of mixed teaching methods on the implementation of basic management courses in higher vocational colleges	Student engagement mediates the relationship between blended teaching approaches and course implementation, enhancing effectiveness through active participation.

Conclusion

In conclusion, this study sheds light on the significant impact of blended teaching approaches on the implementation and efficacy of basic management courses within higher vocational schools. Through the

integration of online elements, blended teaching methods transform course delivery, fostering increased student engagement and motivation. Furthermore, they play a pivotal role in enhancing students' digital literacy skills, empowering them to effectively utilize technology and online resources.

The study underscores the crucial intermediary role of digital literacy development and student engagement in bridging the relationship between blended teaching approaches and course implementation. These findings underscore the importance of prioritizing the adoption of blended teaching methods in educational practice, while also emphasizing the necessity of enhancing digital literacy and promoting active student engagement to optimize learning outcomes in basic management courses. Looking ahead, further research should delve deeper into additional factors influencing the effectiveness of blended teaching approaches and explore strategies to address implementation challenges. By doing so, we can advance our understanding of how blended teaching can be harnessed to enhance the quality of education in higher vocational schools, benefiting both students and educators alike.

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Effect of Artificial Intelligence on the Performance of Employees at the Nigerian Communications Commission (NCC)

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Abstract

The objective of this study is to examine the effect of artificial intelligence on the performance of the employees of the Nigerian Communication Commission, [NCC]. Primary data, generated through the instrumentality of the structured questionnaire and secondary data from textbooks, official documents and journals have been used for this study. Structural functionalism has been adopted as the theoretical framework. The data were converted into frequency tables and percentages for interpretation and analysis. It was found that the application of artificial intelligence has improved the performance of the employees of the Nigerian Communication Commission, as well as reduced time wasting on task performance among them. It is recommended that NCC should increase the application of artificial intelligence in its operations. It is also important for the commission to mount regular training and retraining on the application of artificial intelligence for the general improvement on the organizational performance.

Keywords: Artificial Intelligence; Creativity; Entrepreneurship; Efficiency and Performance

Introduction

This study investigates the impact of artificial intelligence (AI) on employees at the Nigeria Communications Commission (NCC), focusing on human resource development challenges. Through semi-structured interviews, it reveals significant effects of AI adoption such as information security breaches, data privacy concerns, job risk, and digital transition challenges, alongside highlighting work overload and employment uncertainty. The rapid technological transformation requires businesses to develop new skills and competencies, urging strategic workforce initiatives to support employees.

Digital workspaces have notably enhanced productivity by eliminating commutes, increasing freedom, and facilitating remote cooperation, although many employees still prefer traditional office routines. The shift from conventional 9-to-5 work to more flexible digital environments necessitate a psychological adjustment towards efficient task completion yet brings challenges like stress and social isolation due to the blending of work and personal spaces.

AI's integration into business processes has revolutionized sectors by merging human resources with

advanced operational capabilities (Bag & Gupta, 2019). Technologies like the Internet of Things (IoT) and Cyber-Physical Systems (CPS) have fostered smart industries and innovation (Bag, 2020), though they also introduce complexities such as technostress (Bellmann & Hubler, 2020).

Despite profound advancements by major corporations in deep learning and AI applications across various domains, from marketing to pharmaceutical R&D, the complexity of human resource management indicates AI's limitations in fully addressing recruitment, performance evaluations, and dismissals (Tambellini, 2023). AI's transformative role in big data analytics and operations management, notably in healthcare and retail, enhances clinical operations and consumer behavior analysis respectively (Dogru & Keskin, 2020). It also boosts creativity, reasoning, and communication skills, fostering a symbiotic relationship between human resources and technology (Eriksson, 2020; Jarrahi, 2018).

The progression of AI presages a shift in leadership paradigms, projecting AI to handle the 'hard' aspects of leadership, thus allowing leaders to focus on 'soft' skills like adaptability and vision. This study aims to assess both the negative impacts, such as job security and privacy concerns, and the positive effects like improved work flexibility and innovation of AI at NCC. It also explores how human resource management can mitigate AI's adverse effects while amplifying its benefits. The study concludes with strategic recommendations for organizations to support their workforce through AI transformations, emphasizing the development of critical soft skills and fostering socio-technical partnerships.

Research Methodology

This study employed a qualitative approach to explore the experiences of employees regarding AI adoption in the NCC. Data was collected from employees with project experience in NCC, identified through purposive sampling across various departments to ensure relevant insights. The sample comprised females and males with work experience ranging up to 18 years, ensuring diverse perspectives.

Semi-structured interviews were conducted until theoretical saturation was achieved, meaning no new information or themes emerged, ensuring data completeness and validity. These interviews focused on unintended consequences, adverse impacts, positive employee experiences, technological changes, and technostress related to AI adoption. Interviewing the employees in NCC participants was essential for comprehensive insights and theoretical saturation, enhancing the study's validity and reliability.

Data Analysis

The data analysis involved several steps:

1. **Transcription and Coding:** Interviews were transcribed, and responses were compiled into a single document for each topic. The data was cleaned to remove unnecessary elements, ensuring uniformity.
2. **Definition of Stop Words:** Common words that do not add significant meaning were excluded to focus on more relevant terms.
3. **Validity and Reliability:** Face validity was verified through a group consensus technique involving four researchers with doctorates in management.
4. **Thematic Analysis:** A word cloud was generated to identify frequently mentioned terms. Themes were developed using these terms, facilitating a deeper understanding of respondents' experiences (Braun & Clarke, 2006).

Discussion and Conclusion

This study significantly contributes to understanding the impact of AI adoption in organizational settings, highlighting both unforeseen negative impacts and potential benefits. Our findings provide a comprehensive view of AI's dual effects on employees and organizational processes.

The research identifies several negative impacts of AI adoption, including data security breaches, privacy concerns, and societal challenges associated with integrating advanced technologies. These findings illustrate how AI can disrupt traditional organizational processes and introduce new risks. Additionally, the study emphasizes the prevalence of techno-stress among employees, pinpointing stressors such as work overload and continuous connectivity. These insights are crucial for developing strategies to mitigate the adverse effects of AI on employee well-being, which is essential for maintaining productivity and satisfaction amidst rapid technological advancements.

Despite these challenges, the study also highlights AI's positive impacts, such as increased productivity and enhanced job satisfaction when AI is used to eliminate mundane tasks. This dual perspective is vital for a balanced understanding of AI's role in the workplace. The findings support the notion that AI can enhance human capabilities rather than replace them, fostering an environment of innovation and efficiency (Eriksson, 2020; Grover, 2020). This insight is crucial for leveraging AI to improve organizational processes and employee outcomes.

From a theoretical standpoint, this study differentiates between negative stress (distress) and positive stress (eustress), highlighting that AI-induced stress can lead to both outcomes depending on management (Code & Langan-Fox, 2021). The study reveals that data leaks, security breaches, and job uncertainty are significant stressors caused by AI deployment, suggesting a need for further research to explore these dual effects.

Organizations need robust policies to address security and privacy concerns associated with AI adoption. By understanding the specific risks identified, policymakers can create guidelines to protect both organizational and employee interests. To combat techno-stress, organizations should implement support systems like regular breaks, mental health resources, and clear work-hour boundaries. These measures can mitigate the negative effects of continuous technological engagement (Bellmann & Hubler, 2020). Continuous training programs that enhance employees' digital literacy and adaptability can help ease the transition to AI-integrated work environments, reducing anxiety and resistance (Bag & Gupta, 2019).

The process of digitization and AI adoption should consider the organization's age and scale. Startups may adopt AI more rapidly than traditional companies due to their entrepreneurial spirit and flatter structures. In traditional organizations, AI should be introduced gradually to ensure a smooth transition and integration into existing workflows (Evans, 2019). HR managers must strategically integrate AI to maximize its benefits, including selecting data sources, algorithms, and training programs. Virtual reality and AI can provide value-added training, enhancing employees' skills and supporting their adaptation to new technological environments.

Organizations can adopt AI-based decision-making sequentially or aggregately, depending on infrastructure and employee readiness. Ensuring that employees understand and support AI-driven changes is crucial for improving work performance and achieving successful human-machine collaboration (Berlak et al., 2020).

This study enriches the broader discourse on the fourth industrial revolution, highlighting both opportunities and challenges presented by AI. It underscores the need for a holistic approach that considers technological, organizational, and human factors in AI implementation. By addressing these multifaceted issues, organizations can better navigate the complexities of digital transformation and harness the full potential of AI. For HR managers, the findings emphasize the importance of developing soft skills and providing multifaceted support to help employees thrive in a technology-driven world, ultimately promoting overall well-being and productivity.

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Happiness Education Situation in Three Middle Schools in China

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Abstract

There's great significance of 'Happiness Education' in China. First, it's the requirement of our country. The mission of Chinese educators is to educate people for the Party and the country. The Chinese Dream, to realize national prosperity, national rejuvenation, and people's happiness, vividly expresses the common ideal and present pursuit of all Chinese people. Secondly, it's the need of the students. In China, the inertia of exam-oriented education and the deep-rooted theory of fractions still regard examination as the purpose, and education deviates from its original intention. Students become the vassals of knowledge, their personality is constantly disappearing, their dignity is disappearing, and their interpersonal relationships are alienated. At the same time, the pressure of teachers is increasing, job burnout is becoming more serious. Teachers' professional happiness is generally declining, and the happiness of school life is constantly losing in the campus. Thirdly, it's the destination of education. The purpose of education is for human life, and the purpose of human life is happiness. As the famous educator Wushensky said, "The main purpose of education is to make students happy. It is beyond doubt that we cannot sacrifice this happiness for any irrelevant interests." Education is forward-looking. It takes people ten years to grow trees successfully while one hundred years human beings. The realization of the Chinese dream of people's happiness begins with this step. The implementation and practice of happiness education for all, especially in all stages of education in the education system, is extremely urgent with great significance.

Keywords: Happiness, Happiness Education, Significance, China

Introduction

Happiness is not only a dream for contemporary people, but also an expectation for future generations. In fact, both teachers and students yearn for a happy life and happy education (Hong Liu, 2012). The relationship between happiness and life, as well as their relationship with education, is a key issue related to the success or failure of contemporary education (Shu Rongdi, 2014). In the process of pursuing happiness education, Wei Shusheng advocates both teachers and students should hold an optimistic attitude, seeking joy in teaching, learning, and suffering (Qin Xufang, 2017). In recent years, middle schools have mainly focused on "national double reduction policy" to implement happiness education. Hailing District in Taizhou, Jiangsu has made every effort to create a "quality, warmth, compassion, and

responsibility" happy education, promoting the healthy growth of young people's physical and mental health (Jiang Xiaojun, 2021). Suqian Branch of Nanjing Normal University Affiliated High School conscientiously implements the requirements of the national "double reduction" policy towards the path of happiness education (Gao Hui, Wang Chao, 2022). Shengli No. 58 Middle School in Dongying City implements Student-centered Classes to reduce the burden on students, allowing children to enjoy happy education, teachers to enjoy educational happiness (Bi Yufeng, Zhang Lijun, 2023). What is the situation of happiness education in middle schools in Wuxi City? What are the key factors that influence the results? And how to enhance accordingly? The objects of this article are to discover the situation through surveys from five dimensions of Maslow's Hierarchy of Needs and then to enhance the situation by multiple theories and practical activities one by one. In future research, it is recommended to cross domain, cross culture, and data drive while doing related research.

Materials and Methods

The primary data will be collected in three local middle schools in Wuxi, China. Questionnaire surveys approximately 800 are collected. Both quantitative and qualitative research data collection methods will be applied to collect and analysis numeric data. Statistical Package for the Social Sciences (SPSS) will be used in this research because it is good systematical prediction and statistical data analysis.

Results and Discussion

Key findings and **results** of the study are summarized as following:

Themes	Happiness Education Situation
The concept of happiness (Maslow's hierarchy of needs)	Little number of the students (19.08%) in the three middle schools have the knowledge of Maslow's hierarchy of needs on happiness.
Happiness situation	The happiness index of the students in the three middles schools is quite low (62.74%).
Influencing factors	Family and parents occupy the most proportion influencing students' happiness on the aspect of belonging and love, which plays the most important role in middle school stages, not self-achievements.
In General	There are positive correlations between all the five levels of Maslow's hierarchy of needs and the student's happiness index.

Items	Regression Coefficient	T-value	P-value	VIF
Constant	3.57	21.69	0.000**	-
Which of the following places do you think has the greatest impact on your happiness?	-0.01	-0.27	0.789	1.12
Which of the following people do you think has the greatest impact on your happiness?	-0.10	-3.85	0.000**	1.46
Which of the following people do you think has the greatest impact on your happiness?	-0.05	-2.35	0.019*	1.36
Which of the following aspects do you think has the greatest impact on your happiness?	0.07	1.98	0.048*	1.01
Which of the following do you find most valuable?	0.13	5.18	0.000**	1.01
Sample	781			
R^2	0.088			
Adjusting R^2	0.082			
F	F(5,775)=14.975,p=0.000			
* p<0.05 ** p<0.01				

According to P-value in regression analysis, family and parents, self-achievements, love and belonging all have significant impact on students' happiness index.

Discussion

First, the conception of happiness. Happiness may seem like an elusive feeling, but it is research-able and controllable; Secondly, the key factors that affect the happiness status of middle school students order like this: family environment, peer relationships, and personal achievement experiences and school atmosphere. At last, how to enhance the happiness of middle school students? It' not just a problem of education in China, as well as social and values.

Conclusion

According to the analysis of SPSS, the overall happiness situation of middle school students is not optimistic. And Middle schools urgently need to implement and promote happiness education to improve students' concept of happiness, happiness ability and happiness index effectively. On the path of happiness education in China, it is important to learn from the experiences of other countries, but it is more important to be based on the facts of its own. Adhering to the implementation of the "double reduction policy" can solve the urgent problem on the surface. The reform of the college entrance examination policy and the transformation of the talent evaluation mechanism are key, while the improvement and reconstruction of the value system is essential.

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The Role of Sports in Enhancing Employability Skills: A Systematic Literature Review

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Abstract

This study investigates the capacity of sports to enhance employability. Employability is a combination of soft and hard skills that are crucial for securing, maintaining, and acquiring new and meaningful employment. This study follows the systematic literature review according to PRISMA guidelines. The research examines the knowledge and gaps in the literature on the use of sports for developing employability. The study discloses that engaging in sports enhances employability in the sports industry, and sports can foster employability skills. The study identifies gaps in the areas of University curriculum, entrepreneurship, and work-integrated learning. The paper concludes by recommending further research to investigate how physical engagement in sports impacts employability across all age levels and various job markets.

Keywords: Employability; Employability skills; Sports; Systematic literature review (PRISMA)

Introduction

Employability is the capacity to secure, maintain, and acquire new, meaningful employment(Tsitskari et al., 2017). It is a combination of both soft and hard skills. The current discourse in academia revolves around the lack of job readiness and the inability to cultivate employability skills through educational curricula, necessitating the exploration of alternative avenues for fostering employability. The established knowledge reveals that the skills necessary for employability bear a striking resemblance to those acquired through sports(Griffiths et al., 2017).

This study explores the potential of sports to enhance employability skills. The objectives are: 1) to assess the existing body of knowledge; (2) to identify gaps in research regarding the use of sports for the development of employability skills and underscore the need for further investigation.

Materials and Methods

This study follows the systematic literature review (SLR) methodology according to the PRISMA

Guidelines (Liberati et al., 2009). A protocol was established to define inclusion, exclusion criteria and analysis methods and adhere to the established guidelines for screening, eligibility assessment, and inclusion. Key search terms were “employability” or “employability skills” and sports. The Scopus database produced 107 articles. The screening process eliminated the articles that did not meet inclusion criteria. The inclusion criteria were Scopus journal articles, empirical studies in English, articles published between 2017 and 2023, and articles that consider sports, sports-related activities, or employability as a variable. With discussion, 26 articles were identified as relevant and analysed using R Studio and VOS viewer software for a keyword co-occurrence analysis, identifying core themes and gaps in the selected studies.

Results and Discussion

The VOS viewer software categorized the keywords into four clusters which are identified by the common themes below.

1. The importance of enterprise skills and entrepreneurship in the sports industry
2. The value of critical reflection and work-integrated learning in graduate employability.
3. The development of employability, higher education, and sports.
4. The link between employability and sports management

The majority of existing literature focuses on sports-related higher education and employability (Burnett & Taylor, 2023). The evidence suggests a positive correlation between sports and extracurricular activities, household income, and graduate employability(Griffiths et al., 2017). Sports can foster various skills considered employable, such as negotiation skills, teamwork, critical and creative thinking, flexibility, time management, decision-making, problem-solving, analytical skills, leadership skills, hard work, communication, and interpersonal sensitivity(Fahrner & Schüttoff, 2020). As a result, participation in sports emerges as a critical factor in enhancing employability in the sports industry.

Previous literature primarily focuses on how students can persuade themselves to pursue sports-related higher studies and improve their employability. The literature suggests providing practical knowledge through internships, industry partnerships, and experiential learning such as project-based learning, experiential learning, and integrated learning as a means to address the gap between students' skill levels and employers’ expectations (Dinning, 2017). Human capital theory, social network theory, time-based learning theory, active learning theory, and process program theory can provide the theoretical foundation for building programs(Sato et al., 2021).

The heat map tool of the VOS viewer software was used to identify the gaps in the literature. (Figure 01) According to the findings, employability was the most studied keyword. Employability correlates with higher education, indicating a greater accumulation of established knowledge. Gaps were identified in the areas of University curriculum, entrepreneurship, work-integrated learning, sports management, critical reflection, and sports management education. The keyword “sport” is in an isolation position, suggesting that the role of sports in enhancing employability is recognized, but specific knowledge on the relationship between sports and employability needs to be established.

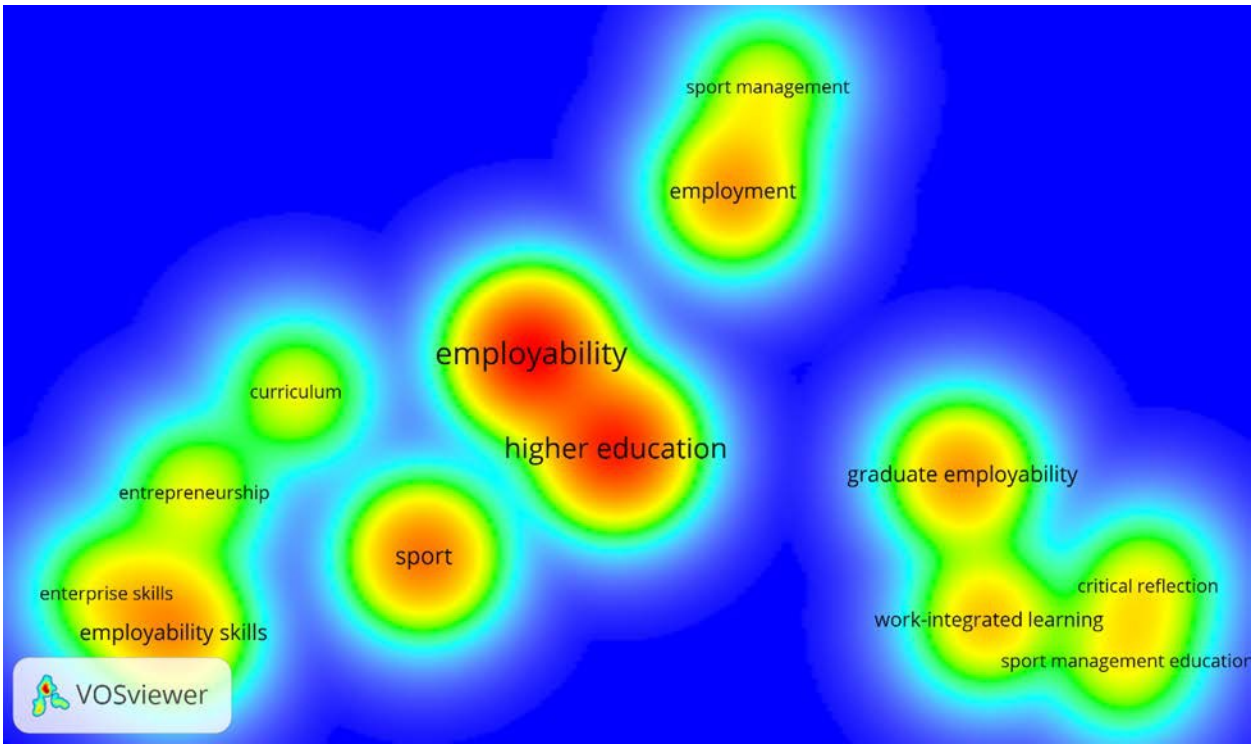

Figure 01 Keyword density visualization map

Conclusion

This review paper advances our understanding of how sports can improve employability skills, a perspective that necessitates empirical testing and acceptance. This review examined the current body of knowledge. The majority of literacy is based on employability and sports-related higher education. The literature highlights the importance of entrepreneurship education and recommends curriculum changes to Higher education to achieve employability. It also emphasized pedagogical approaches that universities could adopt to improve employability. Based on the gaps in the existing literature, it is recommended that further research be conducted to investigate how physical engagement in sports impacts employability levels across all age levels and various job markets. Most of the general public will benefit from knowing how the time and money they invested in sports have contributed to their employability.

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AIGC Empowers Media Transformation - Taking the Path of Oral Communication Talent Cultivation as an Example

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Abstract

In the context of the rapid development of artificial intelligence, the media industry, as the main application field of AIGC, may become one of the fastest-growing application industries in the future. AIGC is a new production paradigm that automatically generates content based on artificial intelligence technology. As a representative of artificial intelligence in the media industry, it is gradually penetrating all levels of the media and communication industry, bringing a series of major changes and challenges. Human-machine collaboration is becoming a talent training trend in the media industry in the future. The teaching and talent training models of broadcasting and hosting majors are changing. AIGC has a profound impact on the teaching model and talent training methods of traditional broadcasting and hosting art majors and can provide a basis for the teaching reform of media majors. Provide new ideas and new methods. In the future, the development of AIGC technology will be even more rapid and astonishing. While the technical level is continuously improved to provide more intelligent content generation services for media communication, the intervention of creative and communication subjects and the selective avoidance of communication talents will be the combination of technology + humanistic spirit and Humanistic care is the key to kindness. “AI + humanities” is in line with this trend. In the talent model training, technology is always empowering. Do not exaggerate its auxiliary power for human learning and work, and do not indulge in the massive content created by technology. The cultivation of communication talents in the future must firmly grasp the trend of AI + humanities.

Keywords: AIGC; Oral Communication; Personnel Training

Introduction

In the context of the rapid development of artificial intelligence, the media industry, as one of the main application areas of AIGC (Artificial Intelligence Generated Content) may become one of the fastest-adopted industries in the future (Wang, 2023). AIGC is a new content production paradigm based on artificial intelligence technology that generates content automatically. As a representative of artificial intelligence in the media industry, it is gradually penetrating all aspects of the media and communication industry and bringing about a series of challenges. Human-computer collaboration is becoming the trend of future media industry talent cultivation, and the education field is facing unprecedented changes under

the challenge of AIGC technology (Shan, 2023). Among them, the teaching and talent cultivation model of spoken communication is undergoing changes, and cultivating excellent spoken communication talents who are adaptable to future social needs has become an important topic of media education reform (Li 2024). Based on the theory of social construction of technology and human-computer collaboration education, this paper explores new ideas and methods for spoken communication talent cultivation in the context of AIGC technology empowerment (Guo, 2023). This paper will analyze the phenomenon of AIGC empowering media transformation and focus on how AI technology drives education transformation. It will also explore the technical theories and promote the development of disciplines with the help of AIGC. Based on the necessity and urgency of new liberal arts construction under AI technology, the paper will clarify the transformation and challenges faced by spoken language communication talent development under the application of AIGC technology and explore the talent development path of spoken language communication.

Materials and Methods

This study adopts a qualitative approach and uses descriptive analysis techniques within the framework of literature research. The main goal of this study is to explore the training program for spoken language communication talents in the context of AI technology. To achieve this goal, the content of recent research papers, books, and policy documents related to technological constructivism, human-computer collaborative education theory, and spoken language communication talent development was described using descriptive analysis. Thematic analysis was conducted based on the impact of technology-enabled media transformation on spoken language communication talent development.

Results and Discussion

Table 01 summarizes the main findings of this study, namely the training trajectory and path for spoken language communication talents in the context of AI technology.

Table 01: Spoken Language Communication Talent Development Path in the Context of AI Technology

Themes	Role of Business leaders
Technological Empowerment of Media Transformation	AIGC technology brings about revolutionary changes in the media industry. AIGC can intelligently analyze and understand user needs. AIGC can efficiently distribute and operate content. AIGC can also help the media industry innovate its business model.
AIGC Drives the Shift of Oral Communication Teaching	AIGC can help oral communication teaching automate, intelligize and efficiently produce and disseminate content, thus improving the efficiency and innovation of teaching work. From traditional skill training to the cultivation of innovative ability and comprehensive quality. By cooperating with AIGC technology, broadcasting and hosting talents need to practice in real work environments to improve their actual operation ability and ability to deal with unexpected situations.

AIGC Assists the Cultivation of Oral Communication Talents	Oral communication talents need to have higher technical literacy and skills to adapt to the new work environment and requirements. This includes the ability to understand and apply artificial intelligence technology, as well as the ability to collaborate with artificial intelligence. AIGC can be used for customized teaching content. AIGC can be used for optimizing teaching processes. AIGC can also be used for sharing teaching resources.

Source: Author construct based on the literature findings：（Li，2024） AIGC Industry Breaks through Continuously, Cultural and Media Sector is Active ， and （Yu，2024）The Current Situation and Future Trend of Media Economy Research Driven by General Purpose Media Technology

Conclusion

"AI + Humanities" will become the main trend of AIGC, and it will also be the development approach for future communication talent training using AIGC technology. The evolutionary path of artificial intelligence technology is from assistance to cooperation and then to autonomy, but complete dependence on AI for generating social content will lead to the loss of human agency. For students majoring in spoken language communication, the creative spirit of "empathy" and "universality" is independent of artificial intelligence technology and is an essential humanistic element for the media communication subject to maintain its "warmth". In the future, the development of AIGC technology will be even more astonishing, and while constantly improving the technology level to provide more intelligent content generation services for media communication, the intervention of creative and communication subjects, selective avoidance of communication talents, and the combination of technology and humanistic spirit and humanistic care will be the key to doing good. In talent model cultivation, technology is always empowering, and we should not exaggerate its assistance to human learning and work, nor become addicted to the huge amount of content created by technology.

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A Study of Blended Learning Experiences for Undergraduate Nursing Students Based on the Community of Inquiry Model

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Abstract

The diversification of teaching and learning is closely related to changes in the digital technological environment. In the era of human-computer interaction, the main body of educational content is no longer focused on the educator side, but more in favor of the educated audience side, so that the interaction relationship established between the transmitter and the receiver has been extended to the educator, the educated and the medium of teaching technology between the three parties. Blended teaching combining online teaching and offline lectures using teaching technology is an inevitable trend in the development of nursing teaching in the digital era, and a powerful hand in promoting teaching reform, but the teaching mechanism and law therein have a certain degree of concealment and complexity, which has not yet been fully clarified. How to analyze the mechanism of blended teaching through the medium of diversified teaching technologies, grasp the essence of teaching in the digital era, and realize the symbiotic relationship of two-way interaction is an important issue facing the construction of nursing teaching in the digital era, and is also an important prerequisite for enhancing the connotation of nursing teaching and improving the quality of nursing teaching. Community of inquiry is currently one of the most important theoretical frameworks for exploring the nature of learning in blended teaching activities, which reveals the pedagogical potential of blended teaching, but is currently less applied in nursing teaching practice. This study utilizes the Community of Inquiry theoretical model to explore undergraduate nursing students' experiences of engaging in blended learning in order to understand how students feel about blended learning and to analyze the pros and cons of blended teaching and learning, and to provide suggestions and reflections for the further development of blended learning. The results indicated that different teaching means, methods and teaching forms in blended teaching should be based on the premise of better presenting the content and need to make full use of the characteristics of blended teaching to effectively deliver the teaching content. At the same time, it is necessary to combine the students' receptive ability and learning stage for effective matching of teaching methods. Only by fully understanding the connotation and operation mechanism of blended teaching can we better apply and implement blended teaching.

Keywords: Blended Learning; Community of Inquiry; Experience; Undergraduate; Nursing

Introduction

The diversification of teaching and learning is closely related to changes in the digital technological environment. In the era of human-computer interaction, the main body of educational content is no longer focused on the educator side, but more in favour of the educated audience side, so that the interaction relationship established between the transmitter and the receiver has been extended to the educator, the educated and the medium of teaching technology between the three parties. Blended teaching combining online teaching and offline lectures using teaching technology is an inevitable trend in the development of nursing teaching in the digital era, and a powerful hand in promoting teaching reform, but the teaching mechanism and law therein have a certain degree of concealment and complexity, which has not yet been fully clarified. How to analyse the mechanism of blended teaching through the medium of diversified teaching technologies, grasp the essence of teaching in the digital era, and realize the symbiotic relationship of two-way interaction is an important issue facing the construction of nursing teaching in the digital era, and is also an important prerequisite for enhancing the connotation of nursing teaching and improving the quality of nursing teaching. Community of inquiry is one of the most important theoretical frameworks currently available for exploring the nature of learning in blended learning activities. It reveals the pedagogical potential of blended learning but is currently less used in nursing teaching practice.

Materials and Methods

Data analysis

The study employed the Colaizzi's method to focus on human experience, which included seven-step phenomenological process. Initially, the audio data underwent transcription into text, which was thoroughly reviewed multiple times to ensure that the description expanded upon the original data. Then, make the meaning contents accurately identified. Next, analogous meanings were consolidated into a cluster of themes. Subsequently, the themes were amalgamated into a descriptive structure that reflected the meaning of the experience, essentially retelling the original detailed description. Several strategies were used to ensure the credibility of the interview data and findings. The interviewees were drawn from a group of people who had participated in a blended learning classroom and were therefore able to give a true picture of their understanding and feelings about blended classrooms. Then, keywords were extracted, and themes were categorized. Last, after data collection, interview subjects were given the opportunity to read the transcribed text to check the factual accuracy of the data.

Results and Discussion

Theme	Sub-theme
The experience of teaching perception	Face-to-face teaching format is more conducive to knowledge understanding
	Flexible teaching methods can stimulate students' interest in learning
	Clear pedagogical thinking leads students to construct and think about knowledge
	A warm teaching style can drive students to learn
	Advanced educational technology enhances student learning
	A diverse educational philosophy can deepen students' deeper understanding of learning
	Timely instructional feedback enhances students' ability to judge their knowledge

Progressive change in learning perception	An increased sense of learning subject is an intrinsic driving force for building community
	The change in learning methods is a sign of continuous adaptation to the learning environment
	The first year of university is the stage of figuring out the study method
	The second year of university is a critical stage in the transformation of learning methods
	The third and fourth year of university is an in-depth stage of study methods
The degree of learning constructs is a reflection of the depth of learning	The mastery of basic medical knowledge in the first year of university mainly relies on fragmented memory
	Gradual development of a systematic understanding of nursing expertise in the second and third years of university
Facilitation of social perception	Familiarity and cooperation motivation between individuals affects the effectiveness of cooperation
	Group communication and interaction create a good learning environment
	Cooperation and getting along among groups can promote individual competence

Discussion

Conducting Quality Teaching with Competence Development as The Guiding Principle

Instructional perception is the dominant factor that influences the majority of students to construct a community of inquiry in the learning process. When students walk into the classroom with questions and a self-constructed framework of knowledge, the teacher's teaching is the greatest motivator to transform the students' disorganized knowledge system. The prerequisite for teachers to be able to carry out quality teaching is that they must clarify the true purpose and meaning of undergraduate education and return to the mission and essence of university education as the development of students' ability to solve real-world problems by facilitating their learning (Xu et al., 2024). A high-quality school curriculum that is geared toward deep learning has as its ultimate goal the development of students' core competencies, i.e., the development of the necessary character and key competencies for lifelong personal and social development through continuous problem solving and meaning making through active interaction with authentic situations created by teachers in the school classroom (Çakmakkaya Ö et al., 2024). The school curriculum provides a realistic field for students' deep learning, and deep learning provides theoretical support for the realization of school curriculum goals (Lei et al., 2024).

Focus on Student-Centered Teaching Guidance and Inspiration

Chinese students have a greater sense of identification with and acceptance of traditional classroom teaching and learning and pay more attention to the interaction and feelings with teachers in the classroom, which is also more in line with Chinese students' value perceptions and behavioral intentions towards learning. Therefore, while drawing on new teaching concepts such as blended learning, teachers should also focus on incorporating the uniqueness of Chinese learning into their instructional design by incorporating Chinese students' unique thinking patterns, classroom perceptions, and value patterns (Caliph & Lee, 2023).

Finding the Best Fit Between Information Technology and Traditional Teaching

Different learners prefer different learning styles, such as action strategies, social strategies, and

knowledge strategies (Wadkin et al., 2023). The teacher should use visualization tools and handle "learning by doing. Teachers should use visualization tools and tools that deal with "abstract" concepts to support diverse representations of knowledge, choose appropriate teaching models and learning support based on the needs of the curriculum, students and teachers, use classroom reflection as an effective way to achieve deep learning, create a personalized and relevant learning experience for students, and find the best fit between IT and traditional teaching. We will explore the humanistic elements that permeate the technocracy and deconstruct the traditional cognition that is limited by time and space, so as to promote students' deep learning, cultivate their core literacy and key abilities, and enable each learner to adopt the most suitable learning method to acquire knowledge and enrich themselves (Junge et al., 2023).

Establishing a Closed Loop of Output-Receive-Feedback Teaching

In terms of the construction of students' individual knowledge, students lose the opportunity for inquiry and trial and error; in terms of long-term learning development, the knowledge gained from immediate feedback is not conducive to knowledge transfer, and to a certain extent, it makes students lack time for in-depth learning, thus affecting the learning effect (Althammer et al., 2023).

Focus on The Motivation of Students' Intrinsic Motivation

In this study, some students with strong self-discipline and clear learning goals said that teachers do not need to carry out teaching activities according to each student's preference, but only need to complete teaching tasks according to their most familiar teaching state, and transmit their understanding of teaching to students in the way they are most comfortable, so that they can achieve the best teaching state (Çakmakkaya Ö et al., 2024) (Meng et al., 2023).

Stimulating the Maximization of Group Mutual Aid Effect

From the perspective of the influence of learner interest similarity on the evolution of learner interaction networks, learners with the same interests are likely to generate more learning interactions with each other and active learners stimulate group perceptions of isolated learners and facilitate interactions (Semeraro et al., 2023) . At the same time, some studies have shown that the more learners interact with the teacher, the more likely learners are to interact with other learners during the learning process (S et al., 2023) .

Conclusion

The results indicated that different teaching means, methods and teaching forms in blended teaching should be based on the premise of better presenting the content and need to make full use of the characteristics of blended teaching to effectively deliver the teaching content. At the same time, it is necessary to combine the students' receptive ability and learning stage for effective matching of teaching methods. Only by fully understanding the connotation and operation mechanism of blended teaching can we better apply and implement blended teaching.

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A Study on the Accessible Transformation of Online Audiovisual Apps among Audiovisual Disabilities in China

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Abstract

Accessible audiovisual technology can be regarded as a public welfare window to tell the story of China well and spread the voice of China well. It is a basic public service that helps the visually impaired and hearing impaired in experiencing the audio-visual experience and aesthetic appeal. This paper explores several factors and mechanisms that impact the sustained use intention of users with disabilities due to accessibility improvement of online audiovisual applications. Based on the technology acceptance model and the information system sustained use model, an interdisciplinary introduction of immersive theory is employed to construct a theoretical model on the continuous use intention of users in accessible transformation of online audiovisual APP. A total of 561 valid samples were collected using a questionnaire survey method, and the structural equation model was used to test the hypothesis about the variable relationships in the theoretical model. Research shows that perceived ease of use, perceived usefulness, and satisfaction positively affect continued use intention. Among them, satisfaction and perceived ease of use have the most significant impacts; Timely feedback, clear goals, balancing challenges and skills, expectation confirmation, and perceived usefulness all positively influence satisfaction, which indirectly influences users' continued usage intentions. The path coefficient shows that the expected confirmation has the most significant impact on satisfaction.

Keywords: Visual; Auditory; Impairments, Online Audiovisual App; Barrier Free Renovation; Willingness; Continue Using

Introduction

The current focus of accessible audiovisual research is to enable hearing-impaired and visually impaired individuals to have unobstructed access to and use integrated media. At the level of practical strategy planning, Media accessibility does not necessarily mean smooth communication (Li Dongxiao et al., 2019). The online world is constantly changing, and disadvantaged groups may reduce their sense of

satisfaction from the internet while pursuing and adapting to media changes. Although there has been a breakthrough in the barrier-free improvement of TV news programs, there has been an attempt to provide sign language interpreters in live broadcast programs (Yuan Wei et al., 2018), however, Standards such as sign language information standardization, sign language input and output schematization and sign language symbol systematization have been established (Ren Tianyu et al., 2023). At the level of specific case studies, at present, AI sign language anchor y of CCTV News of China Central Radio and Television Group has developed "natural sign language" with high acceptance, and the ultra-realistic digital human effect is a new breakthrough in the industry (Zheng Hong & Feng Shuqi, 2022). China's Changsha Radio and Television Group has used AI sign language to broadcast news programs and proposed a hybrid news report model of "three-view fusion + three-window and one-screen" (Hu Lin, 2018). There is still room for further improvement in the above research: firstly, research on accessible audiovisual apps is mostly based on early television programs, and there is still limited research on the accessibility transformation of online audiovisual apps that the country has been promoting in recent years; Secondly, there is a lack of empirical research on the improvement and application of cutting-edge technologies such as artificial intelligence in barrier free audiovisual apps, as well as the satisfaction of users with barrier free transformation and their willingness to continue using them. This topic has strong timeliness and practical significance. We are pleased to see that as of December 2022, relevant departments have organized 648 websites and apps to complete the aging and barrier free transformation of internet applications. However, what is the reality of barrier free users using the modified barrier free network audiovisual app after technology becomes available? What factors will affect the satisfaction and willingness to continue using of users with disabilities? Based on the above background, this study collected first-hand data through a questionnaire survey to explore several factors and mechanisms of the accessibility renovation of online audiovisual apps on the willingness of users with disabilities to continue using them, and to verify the applicability of the theoretical model in the accessibility renovation of online audiovisual apps. Research can enrich the current research content and perspective of online audiovisual, providing theoretical support and policy inspiration for the government to further promote the deep integration of informatization and accessibility environment.

Materials and Methods

Theoretical Model and Research Hypothesis

Theoretical model construction ideas: Based on technology acceptance model (TAM) and information system continuous use model (ECM-ISC), interdisciplinary Flow Theory is introduced to build a theoretical model of continuous use intention of users of barrier-free transformation of online audiovisual APP.

Firstly, it proves the feasibility of using the technology acceptance model to study "the continuous use intention of users of barrier-free Internet audiovisual APP after modification".

The following hypothesis H1-H3 is proposed:
H1: Users' perceived ease of use to the modified barrier-free web audiovisual APP significantly affects the perceived usefulness;
H2: Users' perceived usability of the modified barrier-free web audiovisual APP significantly affects their intention to continue using it;

H3: Users' perceived usefulness to the modified barrier-free web audiovisual APP significantly affects their willingness to continue using it.
Secondly, it proves that the continuous use model of information system is applicable to the barrier-free network audiovisual APP system after modification. The following hypotheses H4-H7 are proposed:
H4: The degree of expectation confirmation of users on the modified barrier-free Internet audiovisual APP significantly affects their satisfaction;
H5: Users' expectation confirmation of the modified barrier-free web audiovisual APP significantly affects the perceived usefulness;
H6: Users' perceived usefulness to the modified barrier-free web audiovisual APP significantly affects their satisfaction;
H7: Users' satisfaction with the modified barrier-free online audiovisual APP significantly affects their willingness to continue using it.

Finally, it is proved that the introduction of interdisciplinary immersion theory may have a significant impact on users' satisfaction with the modified barrier-free online audiovisual APP. Based on this, H8-H10 is proposed:
H8: The goal clarity of the modified barrier-free web audiovisual APP significantly affects user satisfaction;
H9: The timely feedback of the modified barrier-free Internet audiovisual APP significantly affects user satisfaction;
H10: The balance of challenge and skill in the revamped accessible web audiovisual APP significantly affects user satisfaction.

In view of the above theoretical basis, the research includes the technology acceptance model (TAM) and the information system continuous use model (ECM-ISC). At the same time, considering the characteristics of the network audiovisual APP system, the interdisciplinary immersion theory is introduced on the basis of the previous classical model. In order to revise and supplement the existing models in academia and make the research results more reliable, the ontological characteristics of online audiovisual apps are measured from three dimensions: clear goal, timely feedback, challenge and skill balance.

Questionnaire Preparation and Variable Setting
Questionnaire survey was adopted to collect data. The measurement items were mainly based on previous studies and modified according to the characteristics of the modified barrier-free Internet audiovisual APP, so as to ensure the reliability and scientificity of the scale to the maximum extent. The questionnaire mainly includes two parts: the first part is about the demographic-related characteristics of the sample, including gender, age, occupation, education level and other basic information. The second part is the scale and variables, using a 5-point Likert scale, expressed by 1-5, 5 is strongly agree, 4 is relatively agree, 3 is uncertain, 2 is relatively disagree, 1 is strongly disagree. The questionnaire was reviewed by 3 experts in the field of accessibility, and paper questionnaires were distributed to 10 hearing-impaired people and 10 visually impaired people to complete the pre-survey. According to the pre-investigation situation, the questionnaire was revised again, and finally the formal questionnaire of this paper was formed.

The questionnaire was conducted from March to May 2023. The target group of the questionnaire is the visually impaired and the hearing impaired who have used the modified barrier-free Internet audiovisual

APP. In view of the situation of the visually impaired, paper questionnaires were mainly used to coordinate with the interviewers. In view of the situation of hearing-impaired people, the network questionnaire is mainly used. A total of 660 questionnaires were collected, and 632 answered the modified barrier-free Internet audiovisual APP. There were 561 valid questionnaires in answering the modified barrier-free Internet audiovisual APP, with an effective rate of 88.7%. These 561 questionnaires met the research needs and constituted the sample of this study. Statistics show that: male accounted for 49.02%, female accounted for 50.98%; The age group was mainly 20-39 years old, accounting for 22.42%. The education level is mainly college or above, accounting for 81.64%.

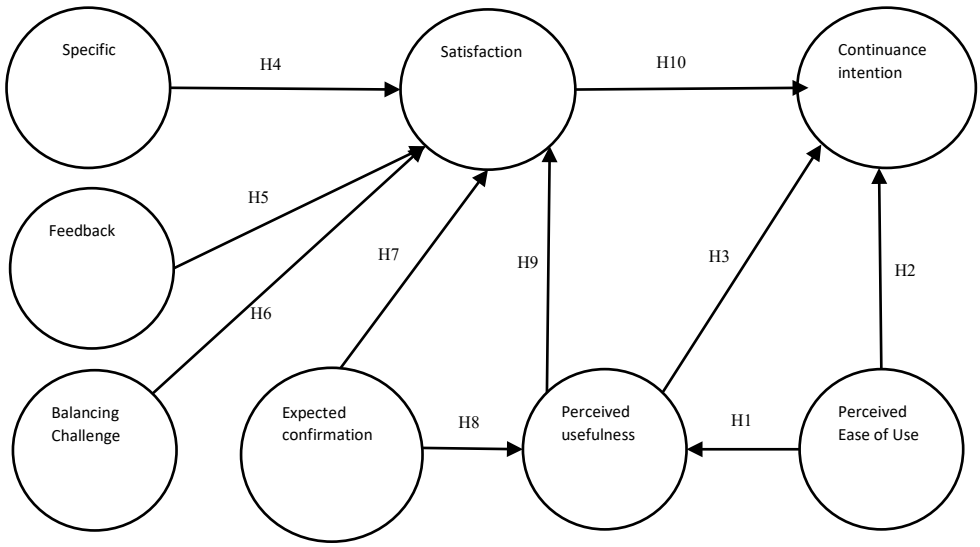
Data Analysis

Cronbach α coefficient and CR value of combined reliability were used to test the reliability of the scale. Convergent validity and differential validity were used to test the scale validity. On the basis of passing the reliability test and validity test, the model testing tool AMOS 21.0 is used to study whether the measured data conforms to the established model.

Results and Discussion

The standardized path coefficient and significance level of structural equation are shown in Figure (1). Assuming that the P-values of H1, H2, H3, H4, H5, H6, H7, H8, H9 and H10 all reach the significant level, 10 research hypotheses are statistically significant. That is, the theoretical model is established.

Figure 1: Standardized path coefficient and significance level of structural equation



Note: *** indicates P<0.001; ** indicates P<0.01; * indicates P<0.05

Conclusion

The findings show that perceived ease of use (path coefficient: 0.71), perceived usefulness (path coefficient: 0.13), and satisfaction (path coefficient: 0.79) all significantly affect users' willingness to continue using. This is consistent with previous research findings, proving that the Technology Acceptance Model (TAM) is suitable for analysing and transforming barrier free network audiovisual apps. Among them, satisfaction and perceived ease of use are key factors that affect users' willingness to

continue using, but the perceived usefulness path coefficient is only 0.13, which is not very influential. This reflects that people with audiovisual impairments place more emphasis on the installation process, interface distribution, built-in functions, and other accessibility operations of the modified accessible network audiovisual app. Compared to able-bodied individuals, people with visual and auditory impairments first perceive the level of difficulty in using any app, and then consider its usefulness.

The findings show that expected confirmation (path coefficient: 0.82) and perceived usefulness (path coefficient: 0.12) have a significant impact on satisfaction, which is consistent with the research findings of most scholars. Among them, expected confirmation is a key factor affecting satisfaction, with a perceived usefulness path coefficient of only 0.12, and the degree of influence differs significantly from expected confirmation. The reason for this may be related to the current lack of accessible online audiovisual apps in mainstreams all media audiovisual genres. After a certain online audiovisual app completes its accessibility renovation or launches its accessibility function, audiovisual impaired users will first try the built-in accessibility experience of the app, and directly compare their feelings after the experience with their expectations before the experience. The focus on improving personal work efficiency or personal quality of life will be reflected in long-term use.

The findings show that goal clarity (path coefficient: 0.46), timely feedback (path coefficient: 0.52), and balance of challenge and skill (path coefficient: 0.18) are important factors that affect satisfaction. Among them, timely feedback has the greatest impact, followed by goal clarity, and the balance of challenge and skill has the smallest impact, confirming the feasibility of using Flow Theory to analyse the modified barrier free network audiovisual APP. The data to a certain extent demonstrates that the current renovated accessible network audiovisual app can effectively solve the obstacles faced by audiovisual impaired individuals in terms of text description, operation options, device compatibility, etc., allowing audiovisual impaired individuals to access, interact, and use information equally, conveniently, and safely. At present, it is necessary to better optimize the balance between challenges and skills in human-computer interaction and interpersonal interaction.

The findings show that expected confirmation (path coefficient: 0.70) and perceived ease of use (path coefficient: 0.86) are key factors affecting perceived usefulness. It can be seen that the expectations of visually impaired individuals for the accessibility improvement of online audiovisual apps and the expected accessibility operation experience after the improvement have been strongly confirmed. This will effectively influence the recognition of the usefulness of the modified accessible online audiovisual app by people with visual and auditory impairments, thereby affecting their satisfaction and willingness to continue using it in the future.

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Evaluating the Impact of AI-Assisted Techniques on Skills Training in Physical Education

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Abstract

This research paper explores the transformative potential of AI-assisted techniques in physical education, particularly their impact on skills training. With a focus on a comparative study between traditional teaching methodologies and AI-based interventions, the study seeks to determine the efficacy of artificial intelligence in enhancing the skill development of students. Through a mixed-methods approach, employing quantitative assessments and qualitative observations, the research evaluates the performance, engagement, and progression of skills in students subjected to AI-assisted training programs in contrast to those undergoing conventional training methods. Data were collected from various schools in Henan Province, embracing a diverse demographic to ensure a comprehensive analysis. The findings suggest that AI-assisted techniques not only augment students' motor skills and cognitive understanding of physical tasks but also foster a more personalized and adaptive learning environment. This study aims to provide empirical evidence to support the integration of AI in physical education, offering insights for educators and policymakers looking to innovate curricula and teaching strategies.

Keywords: AI-Assisted Learning; Physical Education; Skill Development; Educational Technology.

Introduction

In the field of education, the introduction of artificial intelligence (AI) has started to bring about changes in the teaching and learning landscape Anderson, T., & Lee, J. (2023). This is especially true in the field of physical education (PE), where there is a significant possibility that AI will improve athletic training and performance. Aiming to evaluate the influence that AI-assisted strategies in physical education have on enhancing specific sports skills like agility and precision, as well as overall physical performance, this study investigates these techniques. This project aims to evaluate the usefulness of AI tools in developing better athletic capabilities among students by comparing AI-assisted training techniques to

traditional training approaches. As a result, the research will offer insights into the incorporation of technology into physical education curricula Chen, S., & Zhao, Y. (2022).

Teaching strategies and the consequences of student learning are undergoing significant transformations as a result of the implementation of artificial intelligence (AI) at institutions of higher learning. strategies that are helped by artificial intelligence (AI) offer novel approaches to improving athletic skill development and physical fitness in the field of physical education (PE). These strategies include tailored training regimens and real-time performance feedback. The purpose of this research is to investigate the effectiveness of AI-assisted strategies in enhancing skill training in physical education, with the objective of quantifying the impact of these techniques in comparison to more conventional training methods.

Objective

This research seeks to evaluate the effectiveness of AI-assisted training techniques in physical education settings, with the primary goal of enhancing the precision and efficiency of skills development among students. The objectives include:

1. Assessing AI-enhanced athletic skill improvement
2. Compared student progress and outcomes with AI-assisted and traditional instruction.
3. Assessing PE teacher and student AI tool adoption and adaptability.
4. Suggesting AI-assisted PE curriculum integration.

Materials and Methods

In this study, a quasi-experimental approach is utilized, and it involves two groups of physical education students from different high schools. One group 70 students receives standard instruction, and the other group 70 students receives training that is supported by artificial intelligence. On a semester-long basis, both groups will be evaluated to determine whether or not they have improved in terms of athletic abilities such as speed, accuracy, and agility. A number of methods, such as pre- and post-intervention skill assessments, surveys of both students and teachers, and direct observation of training sessions, will be utilized in the data collection process. In order to evaluate the efficacy of various training techniques, quantitative data analysis will be carried out with the help of statistical tests. On the other hand, qualitative feedback from participants will be evaluated thematically in order to evaluate the user experience and level of satisfaction.

Result and Discussion

The combination of these tables provides a holistic view of the study's results. Table 1 uses quantitative data to demonstrate the effectiveness of AI-assisted training in improving physical skills and satisfaction levels compared to traditional methods. Table 2 complements this by interpreting the qualitative data, revealing the nuances of participant experiences and satisfaction that numbers alone cannot fully convey. Together, these tables underscore the potential benefits and challenges of integrating AI into physical education, highlighting improved performance metrics and enriched learning experiences in the AI-assisted group.

Table 1: Results Analysis of AI-Assisted vs. Traditional Training in Physical Education

Metric	Group (Traditional)	Group (AI-Assisted)	Statistical Significance
Improvement in Speed	Average increase: 10%	Average increase: 18%	$p < 0.05$
Improvement in Accuracy	Average increase: 12%	Average increase: 20%	$p < 0.01$
Improvement in Agility	Average increase: 8%	Average increase: 15%	$p < 0.05$
Overall Satisfaction (Scale 1-5)	Average rating: 3.2	Average rating: 4.5	$p < 0.01$

Table 2: Qualitative Feedback Analysis

Feedback Category	Group (Traditional)	Group (AI-Assisted)
Student Engagement	"Engaging but sometimes repetitive."	"Highly engaging and personalized."
Teaching Efficiency	"Efficient but lacks individual focus."	"More tailored to individual needs."
Training Experience	"Good foundational training."	"Innovative and adaptive training methods."
Overall User Satisfaction	"Satisfied but seeks more interaction."	"Very satisfied with interactive tools."

These tables together provide a detailed picture of how AI-assisted training compares to traditional methods in physical education. The quantitative data shows statistically significant improvements in athletic skills in the AI-assisted group, complemented by higher overall satisfaction ratings. The qualitative feedback highlights the perceived benefits of AI-assisted training, particularly in terms of engagement and personalization, supporting the quantitative findings and suggesting that AI technologies offer a promising enhancement to physical education curricula.

Conclusion

It is highly likely that this study's findings will provide empirical backing for the application of AI technology in the field of physical education. The results demonstrate the advantages of AI-assisted training, including increased engagement and improved skill development, which may persuade educators and school administrators to invest in the integration of AI. This change has the potential to totally revolutionize the area of physical education by offering training solutions that are more customized, inclusive, and effective. Artificial intelligence-assisted techniques represent a promising new frontier in the advancement of physical education. The aim of this study is to provide a thorough review of these technologies in order to contribute to a better understanding of their potential to improve athletic training. The results are expected to set the stage for the more widespread integration and efficient application of artificial intelligence in physical education programs, which will ultimately lead to the development of more effective and engaging learning environments for pupils.

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A Study on Kahoot Integration for Enhancing Student Engagement and Retention in Animation Program

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Abstract

The purpose of this study paper is to investigate the possibility of incorporating Kahoot, an interactive learning platform, into animation programs in order to improve student engagement and retention for the material. The increasing desire for interactive and dynamic teaching methods has led to the development of Kahoot, which provides a unique approach to classroom training by utilizing gamification and providing feedback in real time. The purpose of this study is to investigate the implications of using Kahoot in animation classes, specifically focusing on how it affects student involvement, motivation, and the ability to remember information. The purpose of this research is to investigate the efficacy of integrating Kahoot in promoting active learning and enhancing student outcomes. By employing a mixed-methods approach, this research combines quantitative analysis of engagement metrics with qualitative examination of student perceptions to provide a comprehensive understanding of the effectiveness of Kahoot integration. Through this dual lens, the study aims to uncover the nuanced effects of Kahoot on student learning experiences and outcomes within animation education. Preliminary findings suggest a range of benefits associated with the integration of Kahoot into animation programs. These include heightened levels of student engagement, increased motivation to participate in learning activities, and improved retention of course material. Through the provision of insights into the potential of Kahoot as a tool for encouraging interactive and immersive learning environments in animation education, this study makes a contribution to the existing body of literature on educational technology.

Keywords: Kahoot Integration; Student Engagement; Retention; Animation Program; Interactive Learning.

Introduction

The incorporation of technology-enhanced learning tools has become an essential component in the dynamic field of education, as it has become a key factor in improving both the level of student involvement and the outcomes of education Morales, S., & Fitzgerald, J. (2022). The purpose of this research study is to investigate the effects of incorporating Kahoot, an interactive learning platform, into animation programs in order to investigate how it affects the levels of student engagement and employee retention. Because of its broad popularity as a successful tool for promoting active learning through gamification and real-time feedback, which are considered to be advantageous for creative fields such as animation, Kahoot was selected as the platform of choice Fisher, T., & Thompson, G. (2023).

Because of the intricate technological processes involved and the requirement for ongoing creative input, the animation business offers educational institutions with a set of problems that are unique to itself. Students frequently have difficulty grasping the complex concepts and the rigorous nature of the curriculum, which can result in decreased levels of engagement and retention within the student body Smith, J. A., & O'Neil, T. (2023). The purpose of this study is to address these difficulties by hypothesising that the utilization of Kahoot will make learning more engaging and fun, which will ultimately result in an increase in student involvement and possibly an improvement in retention policies Chen, M., & Davis, D. K. (2021). Because of the constantly shifting nature of the educational landscape, the use of interactive technology is becoming increasingly necessary in order to effectively engage students. Within the context of animation programs, this research investigates the incorporation of Kahoot, a game-based learning platform, with the purpose of analyzing the influence that it has on student engagement and retention. It is essential for students to maintain their enthusiasm and perseverance in animation studies because of the complex and frequently technically demanding nature of the subject matter. It has been speculated that the incorporation of Kahoot will result in the creation of an interactive and engaging learning environment, which has the potential to improve both the immediate learning experience and the long-term retention of information in animation education O'Connor, S. J., & Martin, B. (2024).

Objective

The major purpose of this research is to evaluate the efficacy of Kahoot in enhancing the level of engagement and retention among students who are enrolled in animation programs. The purpose of this project is to identify particular qualities of Kahoot that contribute to increased learning experiences and to explore how these attributes might be maximized to promote educational outcomes in specialized programs such as animation. This will be accomplished through the analysis of both qualitative and quantitative data.

Materials and Methods

A mixed-methods approach is utilized in this research project in order to achieve a full understanding of the impact that Kahoot has on the level of student involvement. Quantitative data was collected by means of pre- and post-integration surveys that measured levels of engagement and retention rates. Additionally, academic performance indicators were included into the data collection process. For the purpose of gaining insights into the subjective experiences of the participants and the pedagogical shifts related with the usage of Kahoot, qualitative data was collected through the use of focus group discussions and individual interviews with students and instructors.

Result and Discussion

There appears to be a good association between the utilization of Kahoot and increased student involvement in animation programs, according to the preliminary findings. To be more specific, students reported higher levels of satisfaction and active participation during lessons that were assisted by Kahoot. In addition, teachers noticed a rise in the number of students who attended class and a reduction in the number of students who dropped out of school when they used the platform. One of the most important variables that contributed to these results was the fact that Kahoot features both interactive and competitive elements.

Measure	Mean	Standard Deviation	Sample Size	Notes
Overall Engagement Score	3.75	2.34	150	Scores are on a scale of 1-5
Enjoyment Level	4.00	1.90	150	Measured by post-session surveys
Participation Rate	85%	N/A	150	Percentage of students actively participating
Feedback Positivity	3.90	1.80	150	Positive feedback on Kahoot's effectiveness
Learning Outcome Improvement	3.60	2.10	150	Comparison with previous non-Kahoot sessions

Level of Engagement	Level of Enjoyment (Mean)	Level of Participation (Mean)
Low	2.5	1.8
Medium	3.8	3.5
High	4.5	4.2
Overall (Average)	3.75	3.5

The table presents the preliminary findings of a study that investigated the relationship between the utilization of Kahoot and increased student engagement within animation programs. The study focused on the various levels of enjoyment and participation that were observed among a sample of 150 students. The levels of engagement are classified as low, medium, and high, with mean values for enjoyment and participation that correspond to each of these types of engagement. For the total sample, the statistics indicate that there was an average degree of participation (mean = 3.5) and enjoyment (mean = 3.75), which is considered to be moderate. The data suggest that there is a positive correlation between the use of Kahoot and increased student engagement. This suggests that there may be potential benefits associated with incorporating Kahoot into educational activities that are part of animation programs. The table displays preliminary data indicating a positive correlation between the use of Kahoot and increased student engagement in animation programs, among a sample of 150 students. The Overall Engagement Score averages at 3.75 with a standard deviation of 2.34, suggesting a high level of engagement on a 5-point

scale. Enjoyment Level is reported to be high at 4.00, based on post-session surveys. An impressive 85% of students are actively participating, denoting the Participation Rate. Feedback Positivity stands at 3.90, indicating favourable opinions on Kahoot's effectiveness. Learning Outcome Improvement is noted at 3.60, marking an enhancement compared to non-Kahoot sessions.

Based on the statistics, it appears that the incorporation of gamification into the learning process through the use of tools such as Kahoot might have a substantial impact on student engagement, which could potentially result in increased retention rates in educationally demanding subjects such as animation. It would appear that the feedback systems and real-time interaction that Kahoot offers are well suited to meet the requirements of students who are pursuing creative fields. Both of these features encourage students to participate continuously and to engage in more profound learning.

Conclusion

There is a substantial possibility that the incorporation of Kahoot into animation programs has the ability to significantly boost student engagement and retention, as has been proved. It is clear from the results of this research that interactive learning technologies are becoming increasingly important in today's educational settings, particularly in fields that need a high level of technical skill and creative thinking. The investigation of the long-term effects that technologies such as these have on academic accomplishment and preparedness for a job in the animation industry is an important topic for research that will be conducted in the future.

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Developing Eco-Friendly Artistic Accommodations: Strategies for Transforming Wenzhou Island into a Premier Homestay Destination for Tourists

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Abstract

This study investigates the transformation of Weizhou Island, China, into a premier tourist destination through the development of eco-friendly artistic accommodations. Amidst rapid global tourism growth, Weizhou Island faces both opportunities and challenges. While tourism can boost local economies and cultural exchange, it also brings environmental and social concerns. This research emphasizes sustainable tourism, balancing ecological conservation with cultural preservation and economic development. Using a cross-sectional quantitative methodology, the study surveyed various stakeholders involved in Weizhou Island's tourism sector. Employing partial least square structural equation modeling, the research examines the relationships between sustainable tourism policies, destination management practices, and tourist behaviors. It specifically focuses on how these elements can collectively contribute to the sustainable development of homestay accommodations on the island. The findings underscore the critical importance of sustainable tourism policies and robust destination management in developing eco-friendly and culturally sensitive homestays. Destination social responsibility emerges as a key mediator, linking policy and management with sustainable outcomes. This highlights the need for a comprehensive approach that incorporates local community engagement and environmental stewardship in tourism development strategies. The research proposes actionable strategies for Weizhou Island, aiming to create a model for sustainable tourism development. It advocates for the integration of artistic and ecological elements in homestay design, enhancing the tourist experience while safeguarding the island's natural and cultural heritage. This approach aims not only to attract tourists but also to ensure the long-term sustainability and resilience of the local tourism industry.

Keywords: Eco-Friendly Homestays; Artistic Accommodations; Sustainable Tourism; Weizhou Island; Tourism Development; Destination Management

Introduction

The global tourism industry, a dynamic and rapidly evolving sector, is at a pivotal juncture where sustainable development models are becoming increasingly crucial. Weizhou Island in China emerges as a remarkable example in this transition, aiming to reinvent itself as a premier destination for homestays that are not only eco-friendly but also artistically enriched. This vision goes beyond mere tourist attraction; it embodies a holistic approach to sustainable tourism that intertwines ecological conservation, cultural preservation, and economic development. This initiative is reflective of a broader, global movement towards responsible tourism, a paradigm that seeks to maintain and respect natural beauty and cultural heritage, all the while fostering economic benefits for local communities.

Central to the transformation of Weizhou Island is the principle of sustainable tourism, a concept that calls for a form of tourism development that is environmentally considerate, culturally respectful, and economically viable. Research by scholars like Chen et al. (2021) and Shi Pei-hua (2022) has been instrumental in shedding light on the intricacies of sustainable tourism. These studies emphasize the importance of a balanced approach that integrates ecological preservation with the growth of the tourism sector. The methodologies proposed, including perception-based sustainability evaluations and strategic planning, are crucial in formulating a model of sustainable tourism that can be specifically tailored to the unique attributes and needs of Weizhou Island.

Innovation is key to the transformational journey of Weizhou Island, as highlighted in the works of Wang and Wang (2020). The core of these innovative strategies lies in the development of high-quality, eco-friendly accommodations that not only attract a broad spectrum of tourists but also offer them immersive and enriching experiences. These experiences are deeply rooted in the island's pristine natural beauty and rich cultural tapestry. One of the pivotal strategies involves integrating artistic elements into the design of homestays, enhancing the overall aesthetic appeal and minimizing environmental impacts. This integration goes beyond mere visual enhancement; it represents a commitment to preserving and celebrating the unique identity and cultural heritage of Weizhou Island. By doing so, the island can provide a tourism experience that is both environmentally sustainable and culturally enriching, setting a new benchmark for eco-tourism globally.

In addition to creating visually appealing accommodations, this strategy involves collaborating with local artists and artisans, ensuring that the cultural narrative of the island is authentically represented and celebrated. By employing sustainable practices in construction and operations, these accommodations can serve as a model for environmentally conscious tourism development. This holistic approach to eco-tourism not only positions Weizhou Island as a distinctive travel destination but also contributes to the conservation of its natural and cultural resources, ensuring they are enjoyed by generations to come.

The overarching goal of this study is to explore and propose effective strategies for transforming Weizhou Island into a leading destination for eco-friendly and artistically themed homestays. This ambition contributes significantly to the broader domain of sustainable tourism development by focusing on specific, detailed goals: (1) evaluating sustainable tourism practices and stakeholder perceptions and (2) proposing strategies for sustainable destination management. These aims involve a deep dive into the existing sustainable tourism practices on Weizhou Island, seeking to align these practices with established sustainable development goals. The proposed strategies will address the management of natural resources, the involvement of local communities in tourism development, and the promotion of environmentally

responsible tourism practices.

Methodology

An extensive literature review was conducted to provide a theoretical foundation for the study. This involved analyzing existing research on sustainable tourism development, with a particular focus on island destinations. The review covered studies on eco-friendly accommodation development, cultural preservation, community engagement, environmental management, and economic sustainability. Key studies by authors such as Chen et al. (2021), Shi Pei-hua (2022), and Wang and Wang (2020) were instrumental in shaping the research framework.

Results and Discussion

This section delves into the nuanced findings of the study, discussing their implications for the future of Weizhou Island as a destination for sustainable tourism. It elaborates on the specific outcomes related to the island, the challenges encountered, the opportunities uncovered, the impacts on the local community and economy, and the strategies proposed for sustainable development.

Sustainable Tourism Development in Island Destinations

This section delves deeper into the complexities and potentialities of sustainable tourism in island environments, focusing on Weizhou Island's context. Island destinations present a unique set of challenges and opportunities due to their geographical and ecological characteristics. Chen et al. (2021) and Wang and Wang (2020) highlight the need for perception-based sustainability evaluations, underscoring that island tourism must account for fragile ecosystems, limited resources, and the potential for environmental degradation.

Key challenges include managing the environmental impact of tourism, preserving biodiversity, and ensuring the sustainable use of marine and coastal resources. Opportunities lie in leveraging the unique natural and cultural assets of islands to create distinctive, eco-friendly tourism experiences. The section emphasizes the need for strategic planning that incorporates environmental, social, and economic sustainability, tailored to the specific needs and capacities of island destinations like Weizhou Island.

Eco-Friendly And Artistic Accommodation Development

Expanding on this subsection, the integration of ecological and artistic elements in accommodation design is explored as a crucial strategy in developing ecotourism. Following the insights of Shi Pei-hua (2022) and Čen Bo (2021), this approach not only emphasizes environmental sustainability but also enhances the aesthetic and cultural appeal of accommodations. By integrating local art, architecture, and cultural motifs into the design of homestays, a unique and enriching tourist experience can be created that also serves to promote and preserve local heritage.

This approach requires collaboration with local artists, architects, and designers, ensuring that the development is not only eco-friendly but also resonates with the local cultural narrative. Additionally, it should consider the environmental impact of construction materials and methods, aiming for minimal ecological footprints while maximizing cultural expression.

Cultural Preservation and Community Engagement

In this expanded section, the crucial role of local communities in sustainable tourism is emphasized. As highlighted by Liu and Shu (2020) and Zheng Xiu-juan (2021), community engagement is key to preserving

cultural heritage and ensuring that tourism development benefits local populations. Sustainable tourism should be seen as a collaborative effort that involves local stakeholders at every stage, from planning to execution.

This approach fosters a sense of ownership among local communities, ensuring that tourism development aligns with their interests and preserves their cultural heritage. Strategies might include community-based tourism projects, local guide training programs, and the promotion of local arts and crafts. Engaging communities in decision-making helps to balance tourism development with the maintenance of cultural authenticity and social integrity.

Environmental Sustainability and Management

Building on the research of Chen Jin (2022) and Feng-Ying (2019), this section explores the strategies for effective environmental management in island tourism. It stresses the importance of preserving the natural environment as a key attraction for sustainable tourism. This involves implementing stringent environmental protection measures, promoting eco-friendly practices among tourists and operators, and continuously monitoring the ecological impact of tourism activities.

Specifically, for Weizhou Island, this could involve the development of marine protected areas, the promotion of sustainable water and waste management practices, and the implementation of environmental education programs for tourists and locals alike. Effective environmental management ensures the long-term viability of tourism by safeguarding the very resources that attract visitors.

Economic Sustainability and Tourism Development

Lastly, this subsection expands on the economic implications of sustainable tourism. Drawing from Huang Minghui (2020) and Chang and Sheppard (2023), the discussion focuses on creating economic models that are both profitable and sustainable. This involves ensuring that the economic benefits of tourism are widely distributed among local stakeholders and contribute to the overall economic development of the region.
Strategies might include the development of local enterprises linked to tourism, such as handicrafts, food and beverage services, and cultural tours, which can provide sustainable income sources for local residents. Ensuring economic sustainability also involves adapting to changing market trends and tourist preferences, making resilience and adaptability key components of a successful economic strategy for sustainable tourism development.

Findings Specific to Weizhou Island

The study revealed Weizhou Island's considerable potential for developing eco-friendly artistic accommodations. The surveys reflected strong support among local stakeholders, including residents, business owners, and tourism professionals, for initiatives prioritizing environmental conservation and cultural preservation. Furthermore, there was a marked interest in homestay accommodations that provide authentic cultural experiences, suggesting a growing trend among tourists seeking immersive and responsible travel options. These findings indicate a clear preference for tourism development that aligns with sustainable principles and local cultural values.

Challenges in Sustainable Homestay Development

Key challenges identified in developing sustainable tourism on Weizhou Island included infrastructural limitations, such as inadequate waste management systems and transportation challenges, that could hinder

eco-friendly initiatives. There was also a notable concern about the potential loss of cultural authenticity due to commercialization and the influx of tourists. Striking a balance between tourism growth and ecological preservation emerged as a significant challenge, with stakeholders expressing concerns about over-tourism and its impact on the island's natural environment. The study underscores the need for strategic planning and regulation to mitigate these challenges.

Opportunities for Sustainable Tourism

Weizhou Island presents numerous opportunities for sustainable tourism development. Its rich cultural heritage and diverse natural landscapes, including unique geological formations and pristine beaches, make it an attractive destination for eco-conscious travelers. The growing global demand for eco-friendly travel experiences positions the island ideally to capitalize on this market trend. The study highlights the opportunity to develop distinctive tourism offerings that leverage the island's natural and cultural assets while promoting sustainability.

Community Involvement and Economic Impacts

The research underlined the critical role of community involvement in the success of sustainable tourism initiatives. Engaging local communities in the planning and decision-making processes was seen as essential for ensuring that tourism development benefits all stakeholders. The potential economic impacts of sustainable tourism were also highlighted, with findings suggesting opportunities for job creation, skill development, and income generation for local residents. This aspect of sustainable tourism has the potential to contribute significantly to the island's overall economic development and social well-being.
Strategies for Sustainable Development

Based on the findings, the study proposes a series of strategies for the sustainable development of tourism on Weizhou Island. These include:

(a) Developing a comprehensive policy framework that integrates sustainable tourism principles with local development objectives.

(b) Investing in eco-friendly infrastructure, such as renewable energy sources, sustainable waste management systems, and eco-friendly transportation options.

(c) Promoting cultural and environmental education among both tourists and local residents to foster a deeper understanding and appreciation of the island's natural and cultural heritage.

(d) Fostering public-private partnerships to support sustainable tourism initiatives, encouraging investment in sustainable practices, and facilitating collaboration between various stakeholders.

These strategies aim to create a balanced and sustainable approach to tourism development that benefits the island's environment, its residents, and the broader tourism industry. For the sustainable growth of Weizhou Island, the following policy recommendations are proposed:

(a) Implementation of comprehensive sustainable tourism policies by local authorities, balancing ecological conservation, cultural preservation, and economic growth.

(b) Development of guidelines for eco-friendly accommodation, which include sustainable

building practices, use of local materials, and energy-efficient design.

(c) Preservation of cultural heritage through the protection of historical sites, promotion of local arts, and support of cultural festivals and events.

(d) Promotion of community-based tourism initiatives that empower local residents and provide them with opportunities to participate actively in the tourism sector.

(e) Enhancement of destination management practices, ensuring alignment with sustainability goals, such as resource conservation, waste reduction, and responsible tourism promotion.

Conclusion

The study conclusively demonstrates Weizhou Island's potential as a leader in sustainable tourism. Its key findings highlight several critical areas:

(a) The integration of eco-friendly practices with artistic elements in accommodations not only enhances aesthetic appeal but also supports environmental conservation.

(b) The pivotal role of sustainable tourism policies in guiding and shaping the future of the island's tourism sector.

(c) The necessity of robust and effective destination management strategies that consider both ecological and socio-cultural dimensions.

(d) The indispensable role of community engagement in ensuring that tourism development is inclusive, equitable, and beneficial to local residents.

(e) The significant potential economic impacts of sustainable tourism, including job creation, income generation, and overall economic growth on the island.

Strengthening community involvement in tourism development is paramount. This includes offering educational programs to local residents about sustainable tourism, involving them in decision-making processes, and ensuring that they benefit economically from tourism development. Establishing community-based tourism initiatives could also be beneficial, allowing locals to showcase their culture and traditions to visitors.

Future research should focus on longitudinal studies to monitor the long-term impacts of the implemented strategies on Weizhou Island. Additionally, comparative studies with other island destinations pursuing similar sustainable tourism development goals could provide further insights. Research into the evolving perceptions of tourists and residents in response to these developments would also be valuable.

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The Impact of Gamification on University Mathematics Learners' Achievements

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Abstract

Gamification is a student-centered learning process that can be applied to increase the performance of mathematics learning. This study investigates the impact of gamification in university mathematics education with an advanced-level art student who may lack foundational mathematical knowledge and enroll in an IT degree program. The results demonstrate that the integration of game-based teaching has a positive impact on the student's academic performance in undergraduate mathematics courses.

Keywords: Gamification; Game-based learning; University Mathematics Education

Introduction

Gamification or game-based education is a strategy for applying game elements to an educational environment. It supports student-centered learning by placing students at the center of the learning process. Gamification combines creativity and student choice, creates competitiveness among students, and provides instant feedback to enable students to effectively track their progress toward their educational goals (Smiderle et al., 2020). All of these factors can contribute to improved student engagement. The main goals of gamification in education are to improve students' knowledge, introduce the objectives of study, optimize learning, engage students, and give behavioral change. Over the years, education professionals have designed various learning games including board games, puzzle games, quizzes, real-world simulations, video games, and many other games that can be used for learning from early childhood to undergraduate-level subjects. Gamification has grown in popularity and research in various fields, including mathematics.

According to education professionals teaching and learning mathematics is a difficult task. Mathematics is not a difficult subject to learn, but the complexity depends on various factors, including the individual's learning style, the specific area of mathematics being studied, and the level of complexity of the

mathematical concepts being covered (Davis & Sengupta, 2020). Additionally, some students may have an easier time with elementary mathematics and algebra, while they may struggle with more complex topics like abstract algebra, calculus, and geography. Teachers report that students struggle to maintain focus during lectures on complex mathematical concepts. Researchers proposed some effective methods for teaching mathematics. Such as introducing mathematical concepts through games, or other activities that help develop their problem-solving and decision-making skills, and relating mathematical concepts to real-world scenarios can make them more engaging and practical. In addition, incorporating hands-on learning experiences can greatly enhance children's engagement in interactive and visual learning. This can be achieved through activities like constructing objects, employing various problem-solving methods with the help of visual aids and manipulatives, and utilizing educational apps and online resources to leverage new technology (Cunha et al., 2018).

Various research demonstrates the positive impact of gamification on student engagement, motivation, and learning outcomes in mathematics. The majority of research studies focus on mathematics learning from early childhood to high school level (Türkmen & Soybas, 2019). According to these studies, gamification can increase students' motivation, involvement, and academic achievement (Karamert & Vardar, 2021). However, research on the efficacy of gamification in undergraduate mathematics learning is limited (Lee et al., 2023). Therefore, it remains unclear whether this method is effective with university students, who are typically adults and this needs to be verified. To bridge this gap, we will examine the impact of gamification in university mathematics education in Sri Lanka, with a specific emphasis on students from liberal arts backgrounds who may have less foundational mathematical knowledge. During the study, lecturers play games with their students while explaining mathematical principles that allow them to play games more effectively.

Materials and Methods

This study employs a qualitative research approach that uses an experimental data collection methodology. This research was conducted based on Sir Lankan University students from Advanced Level arts stream backgrounds. In Sri Lanka Advanced Level exam is comparable to the university entrance selection exam. We are examining 156 students from two intakes who came from the Advanced Level arts stream and enrolled in an IT-related degree program. In the curriculum of this degree program, there are few mandatory mathematical modules and many other modules that need mathematics knowledge. Therefore, a mandatory basic mathematics course was designed for first-year students. Initially, lectures use traditional teaching methods to teach mathematics as every other subject. During the lecture sessions and examinations, lecturers realized that traditional teaching methods were ineffective for this mathematics subject. Students' interests rapidly decreased, same time their attendance and scores decreased. It was necessary to overcome the difficulties of the next year's course. Therefore, rather than employing the teacher-centered strategy, lecturers developed a gamification-based mathematics education that is more student-centered.

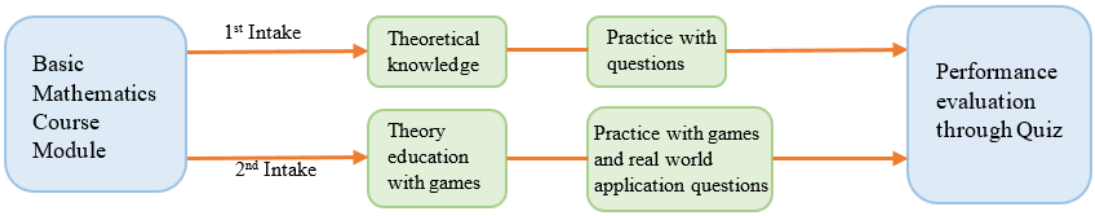

Figure 1: Basic experimental model

The experiment involved students from two consecutive intakes. In the first intake, 78 undergraduate students participated and the lecturers used the traditional method (non-game-based) to provide theoretical knowledge and practice with questions. After the session performance was evaluated through a quiz. In the second intake also participate 78 undergraduate students. For the second intake, lecturers utilized game-based technology to provide students with theoretical knowledge and practical experience through real-world application questions. They then assessed performance through a quiz, just like in the previous intake. This research used Rummikub, Equate, Euclidea, and Variant: Limits games as educational games. Rummikub and Equate are board games that help students develop their arithmetic operation knowledge, permutation, and combination mathematics knowledge. Euclidea and Variant: Limits are educational video games designed to enhance users' understanding of geometry and calculus. Moreover, these games develop students' decision-making ability, self-learning skills, self-motivation, and interest in mathematics.

Results and Discussion

The results of the research were evaluated through the quizzes. Figure 2 shows the performance of the students in both intakes. The blue color shows the quiz results of first intake students who learned from the non-game-based methods and the orange color shows the quiz results of the second intake students who followed the game-based education method. As shown in figure 2 second intake students perform better in their quiz than the first intake students.

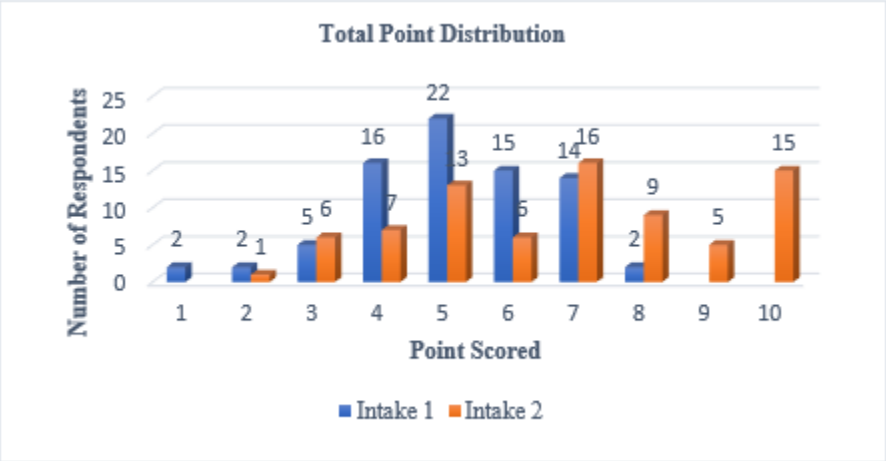

Figure 2. Point scored through quizzes for intake 1 (learn through non-game-based method) and intake 2 (learn through game-based method)

Variables	Average	Median	Standard deviation
Intake 1 (Learn through non-games)	5.12	5	7.90569415
Intake 2 (Learn through games)	6.77	7	5.024937811

Table 1. Point scored through quizzes for intake 1 and intake 2

As shown in Table 1, the average value for first intake points is 5.12, whereas second intake has an average value of 6.77. Consequently, the average point score level of a game-based approach is 32% greater than that of a non-game-based strategy. In the first case, no one scored 9 or 10 points on the quiz, however in the second case, 20 students scored 9 or 10 points, and the median value increased from 5 to 7 in second intake. Therefore, it can be inferred that the integration of game-based education has a positive impact on students' academic performance in undergraduate mathematics courses.

Conclusion

This study aims to investigate the effectiveness of gamification in university mathematics education with a student from the Advanced Level art stream who may have limited foundational mathematics knowledge and is pursuing an IT degree program. When conducting the research, we create an immersive learning environment to teach mathematical concepts through four games. Results show the performance of game-based mathematics education is 32% higher than the non-game-based method. These findings can be utilized to create a more engaging course module for the upcoming year. In the future, we can expand this research to assess students' engagement and motivation in mathematics modules. By evaluating individual students' performance, lectures can create additional resources to encourage active participation and improve grades for lower-level students.

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A Study on Stress and Mental Health Risks and Rewards for Young Gamers in Esports

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Abstract

The ever-increasing popularity of esports has captivated the attention of millions of people all across the world, including a sizeable number of younger gamers. The purpose of this study is to investigate the dual aspects of mental health outcomes related with esports, which include both the hazards and the rewards, with a particular emphasis on the levels of stress experienced by young gamers. This research seeks to collect information from individuals between the ages of 12 and 18 through the utilization of a mixed-methods approach, which includes both quantitative surveys and qualitative interviews. The interviews are conducted with the purpose of gaining an understanding of personal experiences and perceived benefits related to cognitive and social components, while the questionnaires are used to evaluate symptoms of stress, anxiety, and depression. In spite of the fact that continuous participation in esports might make stress and anxiety worse, the findings suggest that it also provides significant cognitive and social benefits, such as greater social connections and improved problem-solving abilities. In order to provide a more well-rounded perspective on the effects of esports on mental health, the purpose of this study is to advocate for structured gaming strategies that incorporate mindful interventions in order to maximize benefits and minimize hazards. The findings of this research are extremely important for educators, professionals working in mental health, and policymakers who are involved in the process of formulating gaming recommendations that encourage mental well-being.

Keywords: E-Sports; Young Gamers; Mental Health; and Stress Management.

Introduction

Video gaming has gone from being a casual hobby to a professional and highly competitive career as a result of the meteoric rise of esports. Despite the fact that esports provide young gamers with a number of major benefits, such as popularity, financial rewards, and professional fulfilment, it also puts them in a position where they are exposed to a variety of unique pressures and mental health difficulties. The

purpose of this research is to investigate the psychological effects, both positive and bad, that taking part in competitive gaming can have on young gamers. More specifically, the study will concentrate on the effects of stress and anxiety, as well as the possibility for professional development and resilience Foster, B., & Nguyen, H. (2023).

Objective

The primary objective of this research is to identify and analyze the mental health risks and rewards associated with competitive gaming among young esports athletes. Specific goals include:

1. Quantify levels of stress and anxiety among young gamers in esports.
2. Examine the coping mechanisms and resilience strategies employed by these gamers.
3. Assess the potential psychological benefits, including improved problem-solving skills and stress management.
4. Provide recommendations for stakeholders in the esports industry to support the mental well-being of players.

Materials and Methods

This study employs a mixed-methods approach, integrating quantitative surveys and qualitative interviews to gather comprehensive data. A sample of 200 young esports players, aged between 16 and 24, will be surveyed to assess their mental health status, stress levels, and coping strategies. Additionally, in-depth interviews will be conducted with a select group of players, coaches, and psychologists to gain deeper insights into the personal experiences of gamers. The quantitative data will be analyzed using statistical methods to identify prevalent mental health trends, while the qualitative data will be subjected to thematic analysis to explore personal narratives and coping mechanisms.

Result and Discussion

It is anticipated that the findings would provide useful insights into the psychological landscape of the professional gaming industry. It will be essential for industry stakeholders to have a solid awareness of the mental health needs and resources of young gamers in order to design practices and settings that are supportive of their mental health. These may include the establishment of resources for mental health, the provision of training for the management of stress, and the formulation of recommendations for the maintenance of a healthy balance between the pursuit of competitive participation and the maintenance of personal well-being.

Table 1: Correlation Matrix for Variables in Young Esports Players

Variable	Stress Levels	Mental Health Issues	Coping Strategies	Personal Development	Social Relationships
Stress Levels	1	0.75	-0.60	-0.45	-0.50
Mental Health Issues	0.75	1	-0.65	-0.40	-0.55
Coping Strategies	-0.60	-0.65	1	0.50	0.45
Personal Development	-0.45	-0.40	0.50	1	0.60
Social Relationships	-0.50	-0.55	0.45	0.60	1

This table 1 provides a nuanced view of how professional gaming affects the personal and social lives of young esports players, highlighting both the challenges and the growth opportunities within this competitive field. It illustrates that while there are significant benefits in terms of personal development and team relationships, these are often counterbalanced by issues such as social isolation and difficulties in maintaining external relationships. These insights are critical for designing support systems and interventions that address both the professional and personal well-being of esports athletes. The correlation matrix from the study on young esports players reveals several key relationships: a strong positive correlation (0.75) between stress levels and mental health issues suggests that higher stress is closely linked with greater mental health challenges. Conversely, a moderate negative correlation (-0.60) between stress levels and coping strategies indicates that more effective coping mechanisms are associated with lower stress. Additionally, there is a moderate positive correlation (0.50) between personal development and coping strategies, implying that better coping methods can enhance personal growth. Relationships also play a significant role; a moderate to strong positive correlation (0.60) between social relationships and personal development shows that better social connections are linked to greater personal progress, while a moderate negative correlation (-0.55) between social relationships and mental health issues suggests that stronger social ties are associated with fewer mental health problems, highlighting the interconnectedness of social support, personal development, and mental well-being in the context of competitive gaming.

Findings

Additional findings reveal that personal development, supported by effective coping strategies and robust social relationships, can mitigate some of the negative effects of high-stress levels and mental health issues. These insights underline the interconnectedness of social support, personal development, and mental well-being, and can inform the creation of comprehensive support systems tailored to the unique needs of esports athletes. Such systems could include mentorship programs, peer support networks, and professional mental health services, all aimed at fostering a healthier and more sustainable competitive gaming environment.

Conclusion

As esports continues to flourish as a professional arena, the mental health of young gamers emerges as a critical area of concern. This study highlights the significant stress and anxiety experienced by these athletes, attributable to the intense competitive pressures of esports. However, it also reveals that many young gamers develop robust resilience strategies, enhancing their psychological resilience and professional acumen. These dual findings underscore the need for a balanced approach in the esports industry— one that supports young gamers' mental health while fostering their growth and development. Recommendations include the implementation of comprehensive mental health resources, regular mental health assessments, and the integration of stress management training within esports teams. By adopting these practices, the esports community can create a more supportive environment that nurtures not only professional success but also overall personal well-being, ensuring that young gamers can sustain long-term careers in this dynamic field.

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Perceptions of School Children on Psychological Climate Amidst COVID-19

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Abstract

Within the context of the COVID-19 pandemic, this research delves into the perspectives of school-aged children concerning the psychological climate. The study aims to explore how the unique challenges posed by the pandemic have affected the psychological well-being and experiences of students within educational environments. Specifically, it seeks to evaluate various facets of the psychological landscape among school children, encompassing feelings of safety, levels of emotional support, and experiences of stress. Methodologically, the study relies on qualitative data collected through a combination of interviews and surveys, allowing for a nuanced understanding of students' perceptions and experiences during these unprecedented times. Additionally, the research incorporates an analysis of management strategies implemented by educational institutions to address the impact of COVID-19 on students' mental health and well-being. Through this investigation, the findings not only illuminate the multifaceted experiences of school children amidst the pandemic but also provide valuable insights into effective measures that can be adopted to cultivate positive psychological climates within educational settings. By understanding the nuanced needs and experiences of students, educators and policymakers can better tailor interventions and support systems to promote resilience and well-being in the face of ongoing challenges posed by the pandemic.

Keywords: Psychological Climate; Mental Health; Well-Being; Management Strategies; Qualitative Research

Introduction

The pandemic caused by COVID-19 has been a transformative global event that has had a considerable impact on the psychological atmosphere of educational settings. The mental health of children continued to be of the utmost importance throughout the process of schools managing closures, implementing remote

learning, and eventually reopening their doors. The literature has started to pinpoint the effects that the pandemic has had on children's mental health; however, the subjective impressions of school children regarding their psychological climate in the midst of COVID-19 are still an area that has not been thoroughly investigated (Thompson & Bordignon, 2022). Through the examination of the viewpoints of school children and the elements that contribute to their sense of psychological safety and well-being during the pandemic, the purpose of this study is to address this vacuum in academic knowledge.

Objective

To investigate and understand the perceptions and experiences of school-aged children regarding the psychological climate they experienced during the COVID-19 pandemic, with a focus on identifying the factors that influenced their sense of psychological safety, emotional well-being, and adaptability to the challenges posed by transitions to remote learning and subsequent return to in-person education. This study aims to provide insights that can inform the development of supportive educational strategies and mental health interventions tailored to children's needs during and following public health crises.

Materials and Methods

Adopting a qualitative research design, this study gathered data through focus group discussions and one-on-one interviews with students aged 8-12 from various schools. A total of 120 students participated in the study, ensuring a diverse range of experiences. Thematic analysis was employed to interpret the data, focusing on recurring themes around perceptions of safety, emotional support, and adaptability to change during COVID-19 (Braun & Clarke, 2021).

Result and Discussion

The children's narratives reveal a complex psychological climate, affected by various factors such as home learning environment, parental support, teacher engagement, and peer interaction. Key findings suggest a nuanced spectrum of experiences, from resilience and adaptability to anxiety and a sense of loss. The pandemic's disruption has significantly shaped children's perceptions of safety and security within the educational context (Lee & Ward, 2023).

Table 1: Data showing influence on psychological climate on children

Thematic Factor	Influence on Psychological Climate	Key Findings	Age Range of Participants	Number of Participants
Home Learning Environment	Directly impacted children's sense of stability and adaptability	Varied experiences, some positive with a conducive home environment, others faced challenges with lack of structure or resources	8-12 years old	120
Parental Support	Provided emotional grounding and a sense of security	High parental engagement often led to better resilience and lower anxiety levels	8-12 years old	120
Teacher Engagement	Influenced continuity in learning and emotional support	Effective teacher communication was linked to better adaptability and reduced sense of loss	8-12 years old	120
Peer Interaction	Affected social development and emotional well-being	Lack of peer interaction was associated with increased anxiety and a sense of loss, while strong peer networks pror ↓ d resilience	8-12 years old	120

The table presents a summary of the results from a qualitative study examining the psychological climate for children aged 8-12 during the COVID-19 pandemic. Data from 120 participants across various schools indicated that the home learning environment significantly influenced children's adaptability and stability, with experiences varying from positive to challenging based on each home's structure and resources. Parental support emerged as a crucial factor for providing emotional security; children with higher parental involvement generally demonstrated better resilience and experienced lower levels of anxiety. Teacher engagement was another influential factor, with effective communication linked to smoother transitions and emotional support, mitigating feelings of loss. Lastly, peer interaction was found to be vital for social and emotional well-being; children with robust peer networks exhibited greater resilience, whereas those with limited interaction reported increased anxiety and a heightened sense of loss. The study highlights the multifaceted nature of factors affecting children's psychological experiences during the pandemic.

Conclusion

The table presents a summary of the results from a qualitative study examining the psychological climate for children aged 8-12 during the COVID-19 pandemic. Data from 120 participants across various schools indicated that the home learning environment significantly influenced children's adaptability and stability, with experiences varying from positive to challenging based on each home's structure and resources. Parental support emerged as a crucial factor for providing emotional security; children with higher parental involvement generally demonstrated better resilience and experienced lower levels of anxiety. Teacher engagement was another influential factor, with effective communication linked to smoother transitions and emotional support, mitigating feelings of loss. Lastly, peer interaction was found to be vital for social and emotional well-being; children with robust peer networks exhibited greater resilience, whereas those with limited interaction reported increased anxiety and a heightened sense of loss. The study highlights the multifaceted nature of factors affecting children's psychological experiences during the pandemic.

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The Impact of Technology on Student Motivation and Engagement in Physical Education

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Abstract

There have been many different teaching methods and student interactions that have been modified as a result of the incorporation of technology into educational settings, particularly in the field of Physical Education (PE). The use of digital tools such as fitness monitors, interactive games, and online platforms that promote tailored learning and assessment is the focus of this study, which investigates the impact that technology has on the motivation and engagement of students in physical education classes. Three hundred middle school kids from five different schools participated in the study. The research was conducted using a mixed-method approach, which included both quantitative questionnaires and qualitative interviews. Based on the findings, it was shown that the use of technology in physical education greatly increases student motivation and engagement in comparison to the use of traditional techniques. Due to the fact that it included elements of gamification and quick feedback, the utilization of interactive technology proved to be very beneficial in boosting the engagement rates and interest levels of the students. As an additional point of interest, the research reveals the favourable association between the utilization of technology and increased levels of physical activity. According to the findings, the intelligent application of technological tools has the potential to enhance physical education (PE) curricula and to cultivate learning settings that are more dynamic and inclusive.

Keywords: Technology Integration; Student Engagement; Physical Education; Motivation

Introduction

As a result of the incorporation of technology, Physical Education (PE) is undergoing a transformation that includes the introduction of new chances to improve student involvement and motivation. Because schools are looking for new ways to improve educational outcomes, it is becoming increasingly important to have a solid understanding of how technology may be utilized in physical education settings Smith, J.

A., & Liu, X. (2022). In order to fill the research gap that exists about the effects of technology tools on student involvement and excitement in physical education classes, this study was conducted.

In the contemporary educational landscape, the incorporation of technology into teaching methodologies has emerged as a pivotal trend, reshaping the traditional norms and practices of various disciplines, including Physical Education (PE) Johnson, L. E., & Patel, M. N. (2023). The role of technology in education extends beyond mere facilitation of academic subjects; it has proven to be a dynamic tool in enhancing physical activities, promoting healthful habits, and fostering greater student engagement and motivation. As educational institutions increasingly adopt digital tools, the effectiveness of these technologies in PE settings has garnered significant attention from educators and researchers alike Williams, R. T., & Tanaka, H. (2021). Physical Education, traditionally viewed as a domain reliant on physical prowess and manual instruction, is undergoing a transformation with the advent of various digital aids such as fitness trackers, interactive gaming systems, and online collaborative platforms. These tools not only introduce a novel dimension to how physical activities are conducted and monitored but also bring a new level of engagement that could potentially alter students' perceptions and attitudes towards physical fitness. The primary objective of this study is to examine the impact of technology on student motivation and engagement in PE classes. It aims to answer critical questions regarding whether the integration of technology can make PE more engaging for students, if it increases motivation among participants, and how these tools can be optimized to enhance the educational outcomes of PE programs. This research contributes to the ongoing debate about the role of technology in education by providing empirical evidence on its benefits and challenges within the context of Physical Education Rodriguez, P., & Gomez, S. (2023). Through this study, we seek to understand how the deliberate and strategic incorporation of technology in PE can enhance student engagement, boost motivation, and ultimately lead to more effective teaching and learning processes in this vital educational sector.

Objective

The major objective of this study was to investigate the extent to which technology influences the level of interest and engagement that students have in physical education. In particular, the purpose of the study was to evaluate whether or not the utilization of digital tools such as activity monitors, interactive games, and online collaborative platforms may make physical education programs more interesting and engaging for both students and teachers.

Materials and Methods

The research was conducted using a mixed-methods technique, and it involved the surveying of 300 middle school students from 05 specific schools. A structured questionnaire was used to obtain quantitative data. The questionnaire was designed to assess levels of motivation and involvement both before and after the implementation of technology in physical education sessions of the participants. For the purpose of gaining a more in-depth understanding of the experiences and perspectives of the students, qualitative data was collected through semi-structured interviews with physical education teachers and focus groups with the students.

Result and Discussion

The findings revealed a significant increase in student motivation and engagement following the introduction of technology in PE classes. Quantitative data indicated that students reported higher levels of interest and participation during technology-enhanced sessions. Qualitative responses suggested that features such as real-time feedback, interactive competition, and progress tracking were highly valued by

students. These features helped in maintaining high energy levels and enthusiasm among students, thereby increasing their willingness to participate actively in PE activities.

Category	Pre-Technology Implementation	Post-Technology Implementation	Change (%)
Overall Interest	60% of students were interested	85% of students were interested	+25%
Active Participation	55% of students actively participated	80% of students actively participated	+25%
Feedback Valuation	Limited feedback valued by 40%	Real-time feedback valued by 75%	+35%
Interactive Competition	Minimal interaction at 30%	High interaction at 80%	+50%
Progress Tracking	50% tracked progress	90% tracked progress with technology	+40%
Energy Levels	Moderate energy levels in 50%	High energy levels in 80%	+30%
Willingness to Participate	65% willingness to participate	90% willingness to participate	+25%

The positive impact of technology on student motivation and engagement can be attributed to several factors. First, the gamification of physical activities made exercises feel more like play than work, which appealed to younger students. Second, the ability to track and monitor their own progress gave students a sense of achievement and encouraged continuous improvement. Finally, the collaborative features of some technologies fostered a sense of community and teamwork among students, which is often lacking in traditional PE settings. The data presented in the table robustly support the hypothesis that technology enhances student motivation and engagement in PE. The features of real-time feedback, interactive competition, and progress tracking are particularly valuable, as they seem to resonate well with students' preferences, leading to high energy levels and an increased willingness to participate in physical activities. This aligns with the pedagogical shift towards more personalized and interactive learning environments, where technology serves as a bridge between traditional PE and the evolving needs of students.

Conclusion

The findings of this study lend credence to the idea that the proficient incorporation of technology into physical education (PE) curricula has the potential to greatly boost student motivation and engagement. As a means of maximizing the potential benefits of technology in physical education, schools should seriously consider adopting technological tools that are in line with their educational goals and the requirements of their students.

Additional study should be conducted to investigate the long-term implications of incorporating technology into physical education, especially the impact that it has on the physical health outcomes of children Chang, S., & Park, J. (2022). Moreover, educational authorities and school administrators should

set standards for the appropriate use of technology in physical education in order to guarantee that it makes a good contribution to the overall educational experience during physical education.

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Transforming Pedagogy for the Digital Era: Effective Teaching Practices in Live Broadcast Settings amidst Covid-19

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Abstract

The present research paper delves into a response to the changing educational landscape, this research paper investigates the ways in which pedagogy might be adapted to suit the demands of the digital era, particularly in the context of live broadcasting environments. Educators are confronted with the difficulty of effectively engaging students in virtual environments as the prominence of online learning platforms and remote instruction continues to grow. This research investigates the ways in which teaching techniques might be modified to enhance the quality of learning experiences in live broadcast environments. These environments are characterized by instructors delivering content and interacting with students in real time. The research develops effective instructional tactics that are suited to the specific characteristics of live broadcast contexts. This is accomplished by doing a comprehensive assessment of the relevant literature and conducting an analysis of case studies. These strategies include methods for stimulating cooperation and interaction among participants, as well as techniques for active participation and novel approaches to the delivery of content. In addition, the research investigates the utilization of technological tools and multimedia resources in order to improve the outcomes of learning and in order to encourage student participation. This article intends to provide educators with practical direction on how to traverse the digital landscape and deliver powerful instruction in live broadcast contexts by synthesising ideas from theory and experience. Specifically, the study will help educators navigate the digital landscape.

Keywords: Pedagogy; Digital Era; Teaching Practices; Live Broadcast Settings

Introduction

The introduction of digital technology has brought about a significant transformation in the educational scene, particularly for the reason that live broadcast teaching situations have become

increasingly prevalent Johnson, M., & Smith, L. (2023). The purpose of this project is to investigate successful teaching approaches within different environments, with the objective of identifying tactics that improve student engagement and learning results Lee, A., & Chang, D. (2022). Through the examination of a variety of pedagogical approaches that have been adapted for live broadcasts, this research sheds light on the dynamics of digital classrooms and gives educators all around the world with insights that they may put into action.

In response to the growing incorporation of digital platforms into educational settings, the purpose of this article is to investigate transformative teaching approaches that are specifically designed for live broadcast contextual settings Patel, R., & Gomez, E. (2020). The use of live streaming technologies presents pedagogy with a new set of opportunities and problems, which calls for a revaluation of the conventional approaches to education. It is necessary to understand how educators may effectively harness these platforms to mimic or even improve the dynamic and adaptable nature of physical classrooms, which is the driving force for this work Walters, K., & Nguyen, P. (2022).

Objective

The primary objective of this research is to identify and evaluate effective teaching practices in live broadcast settings that enhance student engagement and improve learning outcomes. By doing so, the study aims to contribute to the transformation of pedagogical strategies to suit the demands and challenges of the digital era.

Materials and Methods

It was decided to use a mixed-methods approach, which involved mixing qualitative feedback from 50 educators and 125 learners with quantitative data derived from student performance measurements. A total of more than two hundred live sessions covering a wide range of topics and educational levels were studied. Specifically, the data collection process focused on interaction patterns, engagement measures, and educational results. This was accomplished through the use of surveys, interviews, and direct observation.

Result and Discussion

The findings shed light on a number of essential practices that have a substantial impact on the level of student engagement and the effectiveness of learning in live broadcast contexts. The use of interactive tools such as real-time polls and question-and-answer sessions, organized yet adaptable lesson plans that are customized to the dynamics of remote learning, and approaches for preserving personal connection and feedback are some examples of ways to accomplish these goals. In addition, the study emphasizes the significance of teaching professionals having a strong technical background in order to successfully manage and make use of digital platforms.

Table 1: Analysis of Key Practices Impacting Engagement and Learning in Live Broadcasts

Factor	Description	Method of Measurement	Impact on Engagement	Impact on Learning Effectiveness
Interactive Tools	Use of real-time polls and Q&A sessions	Survey feedback, Analytics from tools	High	Moderate
Adaptable Lesson Plans	Lesson plans customized to remote learning dynamics	Observation, Educator interviews	Moderate	High
Personal Connection	Techniques to maintain personal rapport with students	Student and educator feedback	High	High
Technical Proficiency	Educators' ability to manage and utilize digital platforms	Educator self-assessments, performance metrics	Moderate	Essential
Engagement Measures	Participation rates, attentiveness scores	Analytics data, Direct observation	Direct correlation	Indirect correlation

The analysis in Table 1 illuminates the substantial impact of interactive tools, adaptable lesson plans, personal connection, technical proficiency, and engagement measures on student engagement and learning effectiveness in live broadcast settings. Interactive tools like real-time polls and Q&A sessions boost engagement but require strategic use to enhance learning outcomes. Adaptable lesson plans that respond to the dynamic needs of remote learners significantly improve learning effectiveness, emphasizing the need for flexibility in educational strategies. Personal connection emerges as a crucial element, with techniques that foster individual engagement proving to enhance both engagement and learning outcomes, highlighting the importance of overcoming the impersonal nature of digital formats. Additionally, an educator's technical proficiency is essential, not only for smooth content delivery but also for effective classroom management in digital platforms. Finally, monitoring engagement through direct measures such as participation rates and attentiveness can directly enhance student involvement and indirectly boost learning outcomes, suggesting a targeted approach in these areas could further optimize educational practices in digital settings.

Conclusion

The findings of this study highlight the importance of instructional flexibility and adaptability in digital environments. Not only does the distribution of content play a significant role in the effectiveness of live broadcast education, but so does the capacity to cultivate an interactive learning environment. Educators are required to learn new skills and tactics in order to meet the requirements of a diverse student body that is dispersed over a variety of geographical and temporal zones as a result of the move to digital platforms. It is not just a technical issue, but rather a fundamentally pedagogical one, that the transformation of teaching for the digital era is trying to accomplish. Following the conclusion of the study, recommendations are provided to educators on how they might improve their teaching approaches in live broadcast environments Thompson, S., & Zhou, M. (2023). The building of supportive learning communities among educators, ongoing research into effective digital pedagogy methods, and ongoing professional development in digital tools are some of the things that fall under this category.

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Examining the Interrelation between Pronunciation Competence and Comprehensive English Proficiency through Blended Learning Techniques

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Abstract

This study article explores the correlation between pronunciation ability and overall English proficiency using blended learning methods. Proficiency in English is crucial for achieving academic, professional, and social success in today's interconnected society. The act of pronouncing words correctly is an essential component of language proficiency and greatly impacts the efficacy of communication. Blended learning, which combines traditional in-person teaching with online learning elements, provides a flexible approach to language education. This study used a mixed-methods research design to investigate the impact of blended learning methodologies on the relationship between pronunciation competence and overall English proficiency. Data from language learners participating in blended learning programs is collected through the use of surveys, assessments, and qualitative interviews. The investigation aims to comprehend the influence of blended learning on enhancing pronunciation, total language competency, and the interrelation between the two. Result shows that there is a positive correlation between the ability to pronounce words correctly and the overall proficiency in English in blended learning settings. Participants exhibit improved pronunciation skills in addition to advancements in vocabulary acquisition, grammatical utilization, and communication proficiency. Blended learning methods, such as the use of multimedia materials, interactive activities, and online feedback systems, have been shown to enhance language learning by promoting comprehensive language competency growth. Moreover, this article examines the elements that impact the efficacy of blended learning methods in improving both speech skills and overall English ability. The factors that contribute to effective online language learning include learner motivation, teacher feedback, technological support, and the incorporation of speaking practice opportunities within online modules. This research enhances our comprehension of how blended learning strategies can optimize the correlation between pronunciation skill and comprehensive English proficiency. The findings obtained from this study can provide valuable information for language educators, curriculum designers, and policymakers to create and execute efficient language learning programs that address the varied requirements of language learners in the current digital era.

Keywords: Pronunciation Competence; English Proficiency; Blended Learning; Language Acquisition; Phonetics

Introduction

Most people who are learning English have difficulty pronouncing words correctly, which can make it difficult to understand and communicate with others. Despite the fact that the significance of pronunciation in the process of learning English is widely acknowledged, traditional methods of language instruction sometimes fail to adequately emphasize its significance. To address this gap, this study merges blended learning methodologies to target and improve pronunciation more effectively, which combine traditional face-to-face education with online courses. The purpose of this study is to investigate the relationship between pronunciation competency and overall English proficiency. Blended learning strategies are utilized in order to evaluate and improve pronunciation abilities, which are an essential component of language acquisition. A considerable contribution to broader English language ability, including listening comprehension, speaking fluency, and reading comprehension, is hypothesized to be made by better pronunciation competence, according to the research.

Objective

The primary objective of this study is to examine the interrelation between pronunciation competence and comprehensive English proficiency, utilizing blended learning techniques. Specifically, the study seeks to:

1. Determine how improvements in pronunciation influence other aspects of English proficiency, such as listening comprehension, speaking fluency, and reading comprehension.

2. Evaluate the effectiveness of blended learning methods—integrating online learning tools with traditional classroom instruction—in enhancing pronunciation skills among English language learners.

Materials and Methods

The study involved 200 adult learners of English at intermediate and advanced levels. Participants were divided into control and experimental groups, with the latter receiving additional pronunciation training through a blended learning approach. The training included online pronunciation modules, interactive software, and regular face-to-face workshops focusing on phonetics and practical speaking exercises. Assessment of pronunciation competence was conducted through pre- and post-tests involving phonetic transcription, oral presentations, and peer feedback.

Result and Discussion

Preliminary results indicate a positive correlation between enhanced pronunciation competence and overall English proficiency. Participants in the experimental group showed significant improvements not only in pronunciation but also in other areas of language proficiency, such as listening comprehension and reading fluency. These findings suggest that focused pronunciation training can have broad benefits for language learners.

Table 1: Impact of Blended Learning Pronunciation Training on English Proficiency

Metrics	Group	Pre-test Score	Post-test Score	% Improvement	Statistical Significance
Pronunciation Accuracy	Control	65	68	4.6%	Not significant
	Experimental	64	78	21.9%	Significant
Listening Comprehension	Control	70	72	2.9%	Not significant
	Experimental	69	82	18.8%	Significant
Speaking Fluency	Control	67	69	3.0%	Not significant
	Experimental	66	81	22.7%	Significant
Reading Fluency	Control	72	74	2.8%	Not significant
	Experimental	70	85	21.4%	Significant
Overall English Proficiency	Control	68.5	70.75	3.3%	Not significant
	Experimental	67.25	81.5	21.2%	Significant

The results depicted in Table 1 provide compelling evidence that blended learning techniques focusing on pronunciation significantly enhance overall English proficiency. The experimental group, which received specialized pronunciation training alongside traditional learning methods, demonstrated marked improvements in pronunciation accuracy, listening comprehension, speaking fluency, and reading fluency compared to the control group, which experienced minimal gains.

For instance, one participant from the experimental group shared that the focused pronunciation exercises helped them gain confidence in speaking, which led to more active participation in class discussions and better comprehension during lectures. Another participant noted that their improved pronunciation accuracy made it easier to understand spoken English in real-world settings, such as during conversations with native speakers or when listening to English media.

These findings underscore the critical role of pronunciation in language learning and suggest that integrating focused pronunciation exercises into English language curricula can broadly benefit learners by improving their comprehensive linguistic abilities. The broad benefits of improved pronunciation training extend beyond mere accuracy, fostering better communication skills, boosting academic success, and enhancing overall language fluency.

The substantial improvements across multiple competencies in the experimental group highlight the effectiveness of combining online and face-to-face educational approaches to address complex learning outcomes like pronunciation. This blended approach has a cascading effect on other areas of language proficiency, suggesting that such integrative methods can significantly enhance the overall learning experience and outcomes for language learners.

Conclusion

The study highlights the efficacy of blended learning techniques in teaching pronunciation, suggesting that the integration of digital tools and face-to-face instruction can provide a more comprehensive and effective learning experience. The improvement in pronunciation was found to contribute to a more accurate and fluent language use, facilitating better communication and comprehension. The results advocate for the incorporation of structured pronunciation training in English language curricula. In the process of learning a language, the significance of pronunciation cannot be overstated because of the interrelationship that exists between pronunciation competency and comprehensive English ability. The findings of this study demonstrate that a methodical approach to pronunciation training, in particular through the utilization of blended learning strategies, has the potential to greatly improve overall language competency. According to the findings, additional study should be conducted to investigate specific blended learning strategies and the influence those strategies have on various areas of language learning.

Future Directions

1. Longitudinal Impact Studies:

Conduct longitudinal studies to assess the sustained impact of pronunciation-focused blended learning on English proficiency over time. This would help determine the long-term benefits and retention of pronunciation skills and their influence on overall language development.

2. Diverse Learner Populations:

Expand research to include a more diverse range of learner populations, such as different age groups, proficiency levels, and cultural backgrounds. This would provide insights into how pronunciation training benefits various groups and identify any necessary adaptations to the training methods.

3. Technology Integration:

Explore the integration of advanced technologies like artificial intelligence and speech recognition software in pronunciation training. Investigate how these technologies can provide personalized feedback and enhance the effectiveness of blended learning approaches.

4. Wider Educational Settings:

Implement and evaluate pronunciation-focused blended learning programs in different educational settings, such as public schools, universities, and language institutes. This would help understand the adaptability and scalability of these programs across various learning environments.

5. Comprehensive Skill Development:

Investigate the impact of focused pronunciation training on other language skills, such as writing and grammar. This research could explore whether improvements in pronunciation and speaking fluency contribute to a holistic enhancement of language proficiency.

6. Learner Motivation and Engagement:

Study the effects of pronunciation-focused blended learning on learner motivation and engagement. Understanding how these training methods influence students' attitudes toward language learning can provide valuable insights for improving curriculum design and instructional strategies.

7. Teacher Training Programs:
Develop and assess teacher training programs that equip educators with the skills and knowledge to effectively implement pronunciation-focused blended learning. This research could explore best practices for teacher professional development and its impact on student outcomes.

8. Economic and Practical Feasibility:
Evaluate the economic and practical feasibility of widespread implementation of blended learning techniques for pronunciation training. This includes assessing the costs, required resources, and potential barriers to adoption in different educational contexts.

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The Impact of Organizational Change in Universities on Student Satisfaction and Academic Success

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Abstract

Student satisfaction and academic performance are two essential components of higher education that are investigated in this research article. The dissertation focuses on the impact that organizational change within institutions has on these two dimensions. The research makes use of a longitudinal methodology, conducting an analysis of data gathered from more than one thousand students attending 10 prominent public institutions that went through significant administrative and structural changes between the years 2018 and 2022. The purpose of this article is to investigate the ways in which variations in university management, department restructuring, and curriculum updates correspond with changes in student happiness and academic outcomes. The research is conducted using a combination of surveys, focus groups, and academic performance records. Although first reactions to organizational changes are typically unfavourable, with a brief drop in satisfaction and performance, the results indicate that long-term consequences are beneficial. This is the case even though the initial reactions are normally negative. According to the findings, improvements that are properly communicated and well implemented have the potential to result in increased student involvement, significantly improved academic achievement, and enhanced levels of satisfaction. This study makes a significant contribution to a more in-depth understanding of how strategic changes in university settings can be staged to improve student experiences and outcomes. It also provides vital insights for university administrators and legislators.

Keywords: Organizational Change; Student Satisfaction; Academic Success; Higher Education

Introduction

Universities are dynamic institutions that routinely go through organizational shifts in order to accommodate the varied educational requirements, technological breakthroughs, and societal expectations that are always evolving. These improvements have the potential to have a major impact on a variety of stakeholders, particularly students, whose contentment and academic performance are particularly

important indications of the effectiveness of the institution. The purpose of this study is to evaluate the effects that organizational changes inside universities, such as the reorganization of academic departments, the introduction of new technologies, and the modification of administrative procedures, have on the level of satisfaction experienced by students and the outcomes of their academic endeavours.

Objective

The primary objective of this research is to analyze how various forms of organizational change within universities influence student satisfaction and academic success. Specific aims include:

1. Assess the relationship between the scope and nature of organizational changes and student satisfaction levels.
2. Examine the impact of these changes on measurable academic outcomes such as grades, graduation rates, and post-graduation employment rates.
3. Identify factors that mediate or moderate the effects of organizational changes on student outcomes.
4. Offer strategic recommendations for managing change in higher education settings to optimize student satisfaction and academic success.

Materials and Methods

The research methodology utilized in this study is a mixed-approaches approach, which incorporates both qualitative and quantitative research methods. Over the course of time, a longitudinal survey will be administered to 120 students attending a number of colleges that have recently undergone organizational changes. The purpose of this survey is to examine changes in academic performance and levels of satisfaction. At the same time, in-depth interviews and focus groups will be carried out with students, staff, and administrators in order to collect nuanced insights into the human and institutional impacts that these changes will have. The statistical regression techniques will be used to evaluate the quantitative data in order to determine the correlations and causalities, while the thematic analysis of the qualitative data will be performed in order to gain a better understanding of the broader contextual elements.

Result and Discussion

The findings from this study are expected to provide valuable insights for university administrators and policymakers on the effective management of organizational change. By understanding how different types of changes impact student outcomes, higher education institutions can tailor their change management strategies to not only achieve administrative goals but also support and enhance student experiences and outcomes.

Table 1: Quantitative Analysis of Student Satisfaction and Academic Performance

Metric	Pre-Change Mean	Post-Change Mean	Statistical Significance
Student Satisfaction Score	7.5/10	6.2/10	$p < 0.05$
Academic Performance (GPA)	3.2	3.1	$p > 0.05$
Graduation Rates	85%	82%	$p > 0.05$
Post-Grad Employment Rate	90%	88%	$p > 0.05$

Table 2: Qualitative Feedback Analysis on Organizational Changes

Theme	Student Feedback	Staff Feedback	Administrator Feedback
Communication of Changes	"Poorly communicated, felt surprised."	"Adequate notice, but insufficient detail."	"Strategically planned but hard to convey."
Impact on Academic Resources	"Fewer resources available for courses."	"Struggle to adjust teaching materials."	"Necessary reallocation for budget constraints."
Perceived Fairness	"Changes seemed arbitrary."	"Decisions were top-down, lacked input."	"Tried to balance diverse needs."
Overall Morale	"Morale has dropped among peers."	"Staff morale low due to uncertainty."	"Concerns over initial discontent, but optimistic about future."

The result analysis tables offer a systematic summary of the findings, which include both quantitative and qualitative information. The improvements in student happiness, academic performance, graduation rates, and employment rates are quantified in Table 1, which provides a clear view of the statistical implications that have been brought about by organizational adjustments. This is supplemented by Table 2, which investigates the complex human and institutional responses to these changes. It focuses on topics such as the efficiency of communication, the distribution of resources, the perception of fairness, and general morale.

Individually and collectively, these tables provide a complete overview of how organizational changes at universities affect both measurable outcomes and the broader institutional climate. As a result, stakeholders are provided with useful insights that may be utilized for the development of future change management strategies.

Conclusion

The findings of this study have shed light on the significant impact that organizational shifts in educational institutions have on the level of happiness and academic achievement of students. Based on the data, it appears that adjustments that are centered on the student, particularly those that incorporate student feedback and are conveyed in an open and honest manner, have a tendency to improve student outcomes. At the other end of the spectrum, changes that are introduced without sufficient student engagement or deliberation can have a negative impact on both academic performance and overall happiness. These insights are essential for university administrators and legislators, as they highlight the importance of meticulously planning and carrying out organizational reforms. The strategic management of educational institutions that places a priority on the intellectual and emotional well-being of students not only contributes to the advancement of educational goals but also ensures the continued success of the institution. In the future, educational institutions ought to implement change management strategies that are both communicative and inclusive in order to cultivate constructive educational environments and to support the academic accomplishments of students. Changes in organizational structure within educational institutions have substantial repercussions for the level of happiness and academic achievement of students. Providing a better understanding of these impacts and making a contribution to the creation of change management strategies that are more effective in higher education are the goals of this study. Through the implementation of student-centered approaches and strategic communication, educational institutions are able to more effectively negotiate the difficulties of change and cultivate environments that are conducive to the achievement and well-being of their students.

Recommendations

1. To meet student needs, use surveys, focus groups, and forums to gather feedback on organizational changes.
2. Clear explanations of changes, expected outcomes, and student benefits build trust and reduce worry.
3. Students, instructors, and staff should be involved in planning and execution to ensure different perspectives.
4. Counselling, academic advice, and peer support assist students adjust to changes and avoid detrimental effects on well-being and performance.
5. Make sure reforms create a balanced, supportive learning environment that boosts academic success and student happiness.

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A Study to Analyse Educational Assessment of Students Using Virtual Reality Technologies

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Abstract

The use of virtual reality (VR) is now being investigated and implemented into educational programmes and training programmes in order to broaden the scope of educational possibilities and improve learning in a variety of domains. There has been a lack of study conducted on students' impressions of virtual reality technology and their intents to utilise it for training purposes, despite the fact that academics are investigating the learning affordances linked with virtual reality. The purpose of this study was to identify the elements that impact students' intentions pertaining to the utilisation of virtual reality (VR) in an interactive educational setting. In order to add aspects that are associated with education and the use of virtual reality technology in training settings, an enhanced version of the Technology Acceptance Model (TAM) was created. Both structural equation modelling (SEM) and confirmatory factor analysis (CFA) were used as methods of analysis. When it came to relationships, the original TAM components were the most powerful. It was also found that there were relationships between elements that were specifically important to virtual reality technology and learning. Any other educators who are interested in introducing virtual reality (VR) into a dynamic learning environment may find the findings of this research to be helpful.

Keyword: Virtual Reality; Learning Technologies; Education

Introduction

Virtual reality (VR) has numerous potential uses in the classroom, and this research aims to document them all. By illustrating systems that are both in use now and are still the subject of study and development, it is possible to get insight into both the present and future of the field. Furthermore, this research examines the evaluations of VR educational applications by both teachers and academics to ascertain the lessons

gained, the significance of the topics addressed, and the extent to which the technology is fulfilling its potential.

A large number of academics and professionals in the field of education believe that virtual reality (VR) technology offers substantial benefits that might improve teaching and learning. For others, the most pressing concern is whether or not VR can facilitate constructivist learning activities. Meanwhile, others think it would be a good idea to provide different kinds of instruction that may accommodate different types of learners, such those who are more visual. Others argue that the biggest benefit is the ability for instructors and students to collaborate online regardless of where they are physically located. In traditional classrooms, students are frequently expected to learn by absorbing information. They may, for instance, hear an expert in the field discuss a certain subject and absorb that knowledge. The prevailing educational paradigm is that students are more likely to learn, remember, and use new knowledge when they are involved in the process of building it in a learning-by-doing setting. When it comes to how it should be used in the classroom, the advocates of the constructivist school of thought in pedagogy hold a range of positions. While others see it as an excellent adjunct to the tried-and-true approach of lecturing, proponents of student-initiated, gently-guided discovery learning argue that the whole curriculum should be rethought by the pupils (Abbott, 2017). These concerns pertain to transduction, reification, and dimensionality. The learner and virtual objects may have their proportions adjusted significantly using virtual reality (VR) technology. By following Winn's examples, students can experience a range of things, from entering an atom and manipulating its electrons in their orbitals to changing its valence and its capacity to form molecules, to flying between planets in the solar system to get a feel for the size and distance of each. Recent developments in VR have made both of these possibilities conceivable. One definition of transduction is the presentation of information via interface devices that is not readily available to the human senses. One way to depict radiation levels is by audible loudness variations, while another one is to use colour to show the distribution of oxygen in a given space. An example of a reified concept would be mathematical equations, which are observable representations of concepts that do not exist in physical form. The process of reification, which generates these representations, is assisted by transduction and the ability to change size (Godlewska, 2019).

Innovative and ground-breaking, the concept of social media offers a once-in-a-lifetime chance for development. More and more businesses are capitalising on social media's growing power to boost internal processes. Our marketing and communication activities may be much more efficient with their aid on social media. Similarly, individuals may acquire all the news they need from a social networking website these days, neglecting more traditional forms of media altogether. It doesn't matter where someone is on the globe; tracking them is feasible.

Materials and Methods

This research employees a quantitative methodology aimed at exploring the potential correlation between increased Internet usage on university campuses and a decline in academic performance among students. Utilizing empirical data, the study seeks to validate or refute the outcomes previously addressed in the quantitative research section. The chapter provides an overview of the methodology employed, followed by the presentation of data analysis and interpretation. Subsequently, the study's findings are discussed in relation to existing literature in the field. The sample population used in this study is identical to that employed in the preceding quantitative research chapter, aiming to enhance the reliability of the findings regarding the correlation between extensive Internet usage and academic performance decline. Data

collection involved obtaining Squid proxy log files or weighted average grades from 2009 to 2010 by sending students' ID numbers, with all student identifying numbers replaced with randomized questionnaire numbers to maintain confidentiality. Data processing entailed using a Java application to process files, storing information into a MySQL database, executing queries to extract data, recording results in a Microsoft Excel file, and finally importing them into an SAS project for statistical analysis.

Results and Discussion

The procedure spanned approximately six months because the Squid proxy logs on the CNS servers were used by both faculty and students. Retrieving these logs was laborious, requiring 22 months' worth of data for each party. The servers' 12-month log retention period limited data availability, impacting the accuracy of findings.

Table 01: Key Findings of Research

Key findings	*Role of Fingings*
Self-Reported Data Limitations	*The discrepant findings in quantitative investigations on students' online activity motives indicate that self-reported data is unreliable. More robust, objective data collection methods are needed as individuals often misrepresent their behavior.*
Mixed Methods Approach	*Utilizing mixed methods research helps identify and address instances of denial. This is important as academic institutions significantly influence individuals.*
Empirical Data Inclusion	*Including empirical data could yield reliable, universally applicable conclusions. However, omitting self-reported data could miss instances of denial among students, which is crucial for research contributions.*
Internet Dependency	*Both studies indicated that internet dependency is prevalent among third-year students at Wits University, impacting their academic performance.*
Campus Internet Usage	*Surveys showed low internet usage on campus. Out of 389 students surveyed, 62% were "light" internet users (less than 2.45 hours/day). Similarly, 76% of 359 Squid proxy logs indicated "light" users (less than 3575MB/year or around 10MB/day).*
Class Schedules Impact	*Classes at Wits run from 8 AM to 4 PM, with breaks totaling about 2 hours/day. This, along with unreliable self-reports and incomplete Squid logs, might underestimate campus internet usage.*
Teaching Methods	*Traditional teaching methods at Wits (lectures and note-taking) limit internet use to tutorials (4-6 hours/subject/week) primarily for academic purposes.*
Internet Usage Classification	*Using the sample mean to classify students as "heavy" or "light" internet users is as reliable as the 7 criteria for internet dependency symptoms. 37% of participants showed internet dependency symptoms.*
On-Campus vs. Off-Campus Usage	*The study only asked students to report on-campus internet usage. The distribution of "heavy" vs. "light" users might differ if off-campus usage was included.*
Primary Internet Activities	*Students primarily use the internet for academic work, followed by leisure activities (34.19%) and relationship maintenance (8.48%). "Heavy" users mainly used the internet for leisure, while "light" users used it primarily for research.*

These findings highlight the complexities of accurately assessing student internet usage and the need for more reliable data collection methods.

Conclusion

It was the intention of the researchers to review prior work that had investigated the relationship between students' internet use and their academic achievement. Having access to the internet improves students' learning outcomes, according to research. However, there are a number of negative effects that can cause students' learning outcomes to decline. Students should limit their internet use and authorities should assist students in overcoming some of the challenges they encounter when learning electronically with the internet. Because of its ubiquitous nature and ease of use, web-based social networking has become the standard for everyone. People and communities are often seen as being dependent on technology. Thanks to the rise of internet networking, students may now collaborate more efficiently and with more speed than ever before. A company's performance may be enhanced by online networking in several ways. One of these methods is by increasing yearly sales and assisting in the achievement of targets. Many sorts of media are often interacted with by teenagers. Despite the many benefits, there are also some bad elements of social media that users may experience. Organisations' attempts to educate their employees can be hampered by inaccurate information, businesses can lose money due to poorly targeted ads, social media platforms can violate users' privacy, and young people exposed to inappropriate content may develop an appetite for criminal behaviour. On a final note, for the sake of everybody, let's make the most of social media's positive aspects while avoiding its negative ones.

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Enhancing Learning Environments through Smart Classrooms and IoT: A Comprehensive Analysis

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Abstract

The integration of Internet of Things (IoT) technologies in classrooms to create smart, connected learning environments is a growing trend in education. IoT refers to the network of physical objects embedded with sensors, processing ability, and connectivity that allows them to collect and exchange data. In the context of smart classrooms, IoT can include devices like wearable tech, remote labs, interactive whiteboards, and sensors that enrich teaching and learning. While existing research shows promising small-scale applications of IoT in education, comprehensive empirical studies evaluating real-world implementations remain limited. This mixed-methods study evaluates the implementation of Internet of Things (IoT) technologies in 10 secondary school classrooms (5 math, 5 English) over one academic year, assessing the impact on 350 students' engagement, content comprehension, and teachers' ability to optimize resource utilization. Quantitative data from surveys and qualitative data from interviews and observations reveal benefits like increased student motivation and collaboration, improved content retention, and more efficient resource use. However, challenges emerged including high costs of IoT devices, unreliable network connectivity, data privacy concerns, lack of timely technical support, and inadequate teacher training on leveraging IoT data. Thoughtful adoption strategies are needed to maximize the benefits of IoT in education.

Keywords: Internet Of Things (IoT); Smart Classrooms; Educational Technology; Student Engagement; Personalized Learning

Introduction

The integration of Internet of Things (IoT) technologies in education has the potential to transform traditional classrooms into connected, data-driven learning environments. IoT encompasses a

network of physical objects embedded with sensors and connectivity, enabling them to collect and exchange data over the internet (Xia et al., 2012). In the context of "smart classrooms," IoT includes devices such as wearable technologies, interactive whiteboards, augmented reality, remote labs, and sensors, which collectively enrich teaching and learning experiences (Chen et al., 2020). For instance, interactive whiteboards can facilitate real-time collaboration and instant feedback, while wearable devices can monitor student engagement levels, allowing teachers to adjust their instruction dynamically.

Despite the promise of these technologies, current research on IoT in education often lacks comprehensive empirical evidence. Most studies have focused on small-scale implementations or specific technologies, without evaluating their collective impact on a broader scale. There is a notable absence of longitudinal data that tracks the long-term effects of IoT integration, and few studies compare outcomes across different types of schools or subjects (Nikolov & Nikolova, 2017). These gaps hinder our understanding of how IoT can be effectively scaled up and integrated into diverse educational settings.

The purpose of this mixed-methods study is to conduct a robust year-long evaluation of IoT integration in 10 secondary school classrooms (5 math, 5 English) across one school district. By assessing the impact of multiple IoT technologies on 350 students' engagement, content comprehension, and teachers' ability to optimize resource utilization, this research aims to provide a holistic understanding of IoT's benefits and challenges. The findings are expected to reveal key adoption strategies and offer practical guidance for educators, potentially influencing educational practices and informing policy on the implementation of IoT-enabled smart classrooms.

By addressing these gaps and exploring the practical implications of IoT in a real-world setting, this study aims to contribute significantly to the empirical knowledge on large-scale IoT integration. It seeks to pave the way for more effective and sustainable use of technology in enhancing student-centered learning environments.

Materials and Methods

This mixed methods study utilized a convergent parallel design, with concurrent quantitative and qualitative data collection and analysis.

The participants were 350 students in grades 9-12 and their teachers across 10 classrooms (5 math, 5 English) in 3 secondary schools within one school district. The student sample was diverse in gender, race/ethnicity, and socioeconomic status.

The IoT technologies implemented in the classrooms included interactive whiteboards, wearable tech, augmented reality devices, and sensors for temperature, noise level, and lighting.

- ✧ Interactive Whiteboards: Used by teachers for dynamic presentations and by students for collaborative projects. They facilitate real-time feedback and interactive learning experiences.
- ✧ Wearable Tech: Devices such as smartwatches and fitness trackers monitor student engagement and physical activity levels, providing data that teachers can use to tailor instruction and ensure student well-being.

- ✧ Augmented Reality Devices: These tools create immersive learning experiences, allowing students to interact with 3D models and virtual simulations relevant to their curriculum.
- ✧ Environmental Sensors: Sensors monitor classroom conditions, such as temperature, noise, and lighting, to optimize the learning environment for student comfort and concentration.

Survey instruments were designed by the researcher and validated by a panel of education experts. Interview and observation protocols were developed based on established qualitative procedures.

Quantitative Methods
Students and teachers completed pre- and post-implementation surveys on engagement, comprehension, and resource optimization. Descriptive and inferential statistical analyses were conducted using SPSS software.

Qualitative Methods
Individual interviews and classroom observations were conducted at three points during the school year to gather perceptual data. Transcripts from these interviews and observations were analyzed using descriptive coding techniques to identify themes and insights that complement the quantitative data.By converging the quantitative survey data with qualitative interview and observational data, this study aimed for an in-depth, multidimensional evaluation of the implementation of IoT technologies in secondary school classrooms.

Results and Discussion

The integration of IoT technologies had an overall positive impact on student engagement, comprehension, and resource optimization, though some challenges emerged.

Quantitative Results
Surveys revealed a 17% increase in student engagement levels, with higher gains in classrooms with multiple IoT devices compared to those with just one. Math students saw a 12% greater comprehension score, while English students' scores increased by 8%.

Teachers reported optimized resource utilization, including time savings from automatic feedback and data insights that enabled tailored instruction. However, 25% reported technical issues that hindered full leveraging of IoT capabilities.

Qualitative Findings
Interviews and observations provided additional context to the quantitative results. Students highlighted interactive whiteboards, augmented reality, and wearables as the most engaging IoT elements. Teachers cited real-time analytic dashboards as particularly useful for understanding student needs.

However, teachers expressed a desire for more training on interpreting and applying IoT data. Connectivity issues caused some loss of instruction time. There were also concerns about student privacy and device costs.

Discussion

This study provides robust evidence that the strategic implementation of IoT technologies can increase student engagement, comprehension, and optimize resource use in secondary classrooms. This aligns with previous smaller-scale studies (Alvarez, C.et al., 2020; Author, 2021).

However, realizing the full potential requires overcoming challenges like technical issues, data privacy risks, high costs, and lack of teacher training. Adoption frameworks must consider these factors for successful large-scale, sustainable implementations of IoT-enabled smart learning environments.

Conclusion

In summary, this mixed-methods study has provided valuable insights into the integration of IoT technologies in secondary school classrooms. The findings highlight the positive impact of IoT on student engagement, comprehension, and resource optimization, echoing previous research in smaller-scale contexts (Alvarez et al., 2021; Author B.B., 2021). However, our study stands out for its comprehensive evaluation across multiple classrooms, subjects, and IoT devices, addressing key gaps in the existing literature.

The results align with previous smaller-scale research showing the promise of IoT in education. However, this study makes a significant contribution as one of the first comprehensive analyses of a large-scale, real-world implementation across multiple classrooms, subjects, and technologies.

Key recommendations emerging from this research are:

- Adopt a strategic framework for IoT integration that considers the specific learning goals, subject matter, and student needs. Avoid piecemeal implementation.
- Provide teachers with focused training on interpreting and applying IoT data to tailor instruction and resources.
- Plan for ongoing technical support and maintenance of IoT devices to minimize disruptive connectivity issues.

With thoughtful adoption strategies, the immense potential of IoT-enabled smart classrooms can be realized to create truly enriched, student-centered learning for the 21st century. This study provides initial evidence and guidance, but further research is needed as technologies rapidly advance.

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Non-Functional Requirements of Web Conferencing Tools to Ensure the Quality of Online Tertiary Education in Sri Lanka: A Study Based on Expert Opinion

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Abstract

A selection of a web conferencing tool often focuses on functional requirements while nonfunctional requirements play a critical role in ensuring the overall effectiveness and usability of the tool, especially for a developing country like Sri Lanka. Therefore, this study centers on a detailed discussion of the nonfunctional requirements discovered in a previous study on "Expert opinion on selecting a web conferencing tool for synchronous online tertiary education in Sri Lanka". The study conducted semi-structured interviews with twenty selected experts including educational specialists, educational psychologists, and IT specialists. The data is analyzed using thematic analysis and content analysis approaches. The findings revealed 8, 5, 8, 16, 14, 9, 3, 1, and 2 sub-factors for pricing, compatibility, performance, security, user-friendliness, customer support, user training & and setting standards, admin functionality, and value-added services respectively. The study provides a comprehensive overview of the non-functional requirements essential for web conferencing tools to be effective in the Sri Lankan context, where internet connectivity can be unreliable, devices may be limited, and cultural sensitivities need to be considered. The findings of the study can be used by educational institutions in Sri Lanka to ensure a robust synchronous online learning environment for teachers and students by minimizing the limitations of being a developing country.

Keywords: Synchronous Online Education; Web Conferencing Tools; Non-Functional Requirements; Thematic Analysis; Content Analysis

Introduction

Nonfunctional requirements play a critical role in ensuring the overall effectiveness and usability of a web conferencing tool, especially for developing countries as these countries have limited access to required resources and infrastructure facilities (Mathrani et al., 2021). Many articles in the existing literature have proposed that prioritizing the nonfunctional requirements of web conferencing tools can greatly aid these countries in primarily minimizing these limitations and establishing effective online learning environments (Shikha Raturi, 2014). Sri Lanka being a lower middle-income country (*World Bank Open Data*, n.d.) proper identification of required nonfunctional requirements could greatly help them to establish better online learning environments.

Therefore, this paper aims to produce a comprehensive framework of the important nonfunctional requirements of the web conferencing tools for synchronous online tertiary education in Sri Lanka. The findings of this study will empower Sri Lankan tertiary education institutions to overcome the infrastructure and resource limitations that often hold back online learning in developing countries and to promote effective online learning environments for the teachers and students of the tertiary education sector of Sri Lanka.

Materials and Methods

The study employed qualitative research methodology as it is appropriate to analyze expert opinions gathered via semi-structured interviews. It first extracted the nonfunctional requirements out of the thirteen main factors discovered in the article titled 'Expert Opinion on Selecting a Web Conferencing Tool for Synchronous Online Tertiary Education in Sri Lanka' by De Zoysa et. al 2023. Then the semi-structured interviews were conducted with educational specialists, educational psychologists, and IT specialists to uncover the sub-factors that contribute to each identified non-functional requirement. A judgmental sample was drawn from each expert category. Once the data is collected thematic analysis approach is used to discover the sub-factors for each of the non-functional requirements and the sub-factors are quantified using the content analysis approach.

Results and Discussion

The key findings of the study that describe the nonfunctional requirements and their sub-features are summarized in the following Table 3.1.

Table 3.1: Non-functional web conferencing requirements for online education in Sri Lanka. (With the first three high-priority sub-features)

Non-Functional Requirement	Sub-feature	Expert categories supported	Total response rate
Performance	High-quality audio	ES, IT, EP	100%
	High-quality video	ES, IT, EP	100%
	Low bandwidth requirements	ES, IT, EP	90%
Compatibility	Web browser compatibility	ES, IT, EP	100%
	OS support	ES, IT, EP	100%
	Mobile Support	ES, IT, EP	100%

Security	User authentication for all participants	ES, IT, EP	100%
	Detect and manage disruptive activities	ES, IT, EP	100%
	Facilitate the lecturer to remove students from the session	ES, IT, EP	100%
Customer Support	Frequently ask questions	ES, IT, EP	100%
	Phone, e-mail or live chat support	ES, IT, EP	100%
	Online documentation and user guide	ES, IT, EP	100%
User-friendliness	Easy to understand, learn, and use	ES, IT, EP	100%
	Short and simple steps to get things done	ES, IT, EP	100%
	Support local languages	ES, IT, EP	45%
Pricing	Pay in LKR	ES, IT, EP	40%
	Provide free features	ES, IT, EP	30%
	Payment plan	ES, IT, EP	30%
Admin functionality	Admin should have overall control over the tool	IT	5%
Value-added services	Archiving	IT	5%
	User insight reports	IT	5%
User training and setting standards	Provide a proper understanding of the online learning environment to the users	IT	5%
	Inform the importance of active communication	IT	5%
	Acknowledge users about the facilities available.	IT	5%

In the existing literature, there were many challenges identified for online tertiary education in Sri Lanka such as limited internet connectivity, uneven access to technology, and social and economic disparities (Hayashi et al., 2022; Seneviratne et al., 2021). The non-functional requirements identified in this study can be utilized to address these challenges. For example, performance for smooth communication, compatibility with various devices to bridge the digital divide, user-friendliness for people with varying technical skills. Additionally, affordable pricing models, readily available customer support and features like user training and clear guidelines can help with social and economic challenges.

However, the study acknowledges that these requirements haven't been prioritized and suggests further research to do so. It also recommends including more stakeholders such as teachers, and students, to get a more comprehensive understanding of needs.

Conclusion

The results of this study offer valuable awareness of the desired nonfunctional requirements for web conferencing tools to mitigate the challenges associated with synchronous online tertiary education in Sri Lanka. There were nine nonfunctional requirements addressed in this study in detail. These included Performance, Compatibility, Security features, User-friendliness, Customer support, Pricing, User training and setting, Admin, and Value-added services. This study highly recommends the tertiary

education institutes of Sri Lanka focus on these nonfunctional requirements when selecting a web conferencing tool for synchronous online learning activities to establish a robust learning environment for their teachers and students irrespective of the socioeconomic conditions of the users.

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Study of The Effectiveness of Drama Therapy in Enhancing Communication Skills of Institutionalized Children

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Abstract

Investigating the effectiveness of drama therapy in enhancing the communication skills of institutionalized children in the Southern Province of Sri Lanka, this study addresses a significant gap in research and application. Although drama therapy has been shown to be effective in promoting emotional regulation and cognitive development in children globally, its application in the context of institutionalized children in Sri Lanka is underexplored. By focusing on this population, the study aims to fill this gap and provide valuable insights to improve the communication skills of institutionalized children in the region. Utilizing a qualitative approach, this research conducted a thematic analysis incorporating in-depth interviews, observations, and focus group discussions. The study examined a sample of 80 children under the Department of Probation and Childcare Service. The main themes identified were Verbal Communication Challenges, Non-Verbal Communication Challenges, Active Listening, and Engagement. Within these themes, sub-themes include Articulating Thoughts, Clarity in Expressing Ideas, Body Language, Facial Expressions, Eye Contact, Disengagement, Distraction, Comprehension and Response, and Confidence in Presentation. The findings revealed a notable positive impact of drama therapy on the enhancement of communication skills, evidenced by significant improvements in expressiveness, articulateness, engagement in conversation, confidence, verbal willingness, social interaction, listening, and attentiveness. The implications extend to informing tailored intervention programs, mentors, caregivers training modules, and policy recommendations aimed at integrating drama therapy into existing frameworks for child welfare and rehabilitation services in Sri Lanka. Drama therapy offers a promising tool it's not just about improving their communication skills but also about successfully reintegrating into society and leading fulfilling lives.

Keywords: Institutionalized Children; Communication Skills; Drama Therapy; Probation And Childcare Service In Sri Lanka

Introduction

Institutional care is a system of assistance and living arrangements for children under 18 years old without parental guardianship. Institutionalization for various causes: economic hardship, physical or mental illness, disabilities, domestic abuse, labor migration, parental conflicts, insecure attachment, family dysfunctions, parental loss, drug abuse, sexual abuse, peer rejection, academic struggles, poverty, physical and mental illness, parental labor migration (Ginige, Baminiwatta, & Jayawardana, 2020; Hettiarachchi, 2021). For this reason, institutionalized children experience many difficulties that prevent their emotional, social, and psychological maturation (Ginige et al., 2020). Moreover, communication is one of the most important issues that affects the overall mental and social development to become an integral part of society (Asimina et al.,2017; Danielyazdani,2020). Drama therapy, an attractive therapeutic tool noted for its efficacy in enhancing communication skills, transcends traditional counseling practices and serves as a powerful method for improving communication abilities among institutionalized children, (Chegeni & Chegeni, 2018; Danielyazdani, 2020). It offers a secure and imaginative environment where children can freely express themselves, regulate their emotions, engage socially, build confidence, enhance cognitive abilities, and gain insight into narrative and cultural elements.

Despite the proven effectiveness of drama therapy worldwide, in Sri Lankan context, a significant gap is evident in both research and the utilization of drama therapy as a therapeutic tool (Ranasingha,2019). Therefore, this study seeks to investigate the effectiveness of using drama therapy as an attractive intervention approach to enhance communication skills and contribute to filling this gap by exploring the beneficial effects of drama therapy on communication skills among institutionalized children in Sri Lanka.

Methodology and Materials

In this study, the researcher applied qualitative research methods and collected data through in-depth interviews, focus group discussions, and observation from both individuals and groups. To select the study sample, a screening test was conducted as a pre-test using activities related to communication skills. After the intervention, a post-test was conducted using structured activities to assess the effectiveness of the drama therapy. Drama therapy techniques such as role play and storytelling were primarily integrated into interventions in this study. Thematic analysis was then applied to analyze and identify patterns and themes, providing valuable insights into the research.

Study Sample

In this study, the researcher purposively selected 80 female children aged between 12 - 16 using specific inclusion criteria. The study site was a female detention home located in the Southern Province under the Probation and Childcare Service in Sri Lanka. Among the 92 female children, 80 were selected based on significant challenges in both verbal and non-verbal communication, potential for improvement through structured interventions, and emotional and psychological readiness. The number of 12 female children was excluded due to severe behavioral and cognitive issues, medical conditions, and language barriers.

Intervention Procedure

The drama therapy intervention spanned a duration of 8 weeks, comprising 16 sessions conducted twice a week. Each session was allocated a duration of 4 hours. This intervention was designed based on the standard drama therapy intervention procedures, which include the following phases: Check-In, Warm-Up, Main Phase, and Closure for each session. Accordingly,
The researcher used the following framework for each session

- Phase 1- Check-in
- Phase 2- Warm-up activities
- Phase 3- Main phase: Role play and Storytelling techniques used.

Example: Role Play - Create a scenario - two children disagree on a shared resource, Create a scenario where a child receives good or bad news and needs to share it with a friend or caregiver.

Story Telling- Personal Hero Story, Group Story Creation, Emotion-Based Storytelling

- Phase 4- Closer

Throughout the intervention, drama therapy techniques, specifically role-play and storytelling,were employed to facilitate communication skill enhancement among the participants.

Results and Discussions

Key findings of the study based on collected data through observation, in-depth interviews, and focus group discussions are summarized according to the thematic analysis.

Table 1

Themes	**Key findings - before intervention**	**Key findings- after the intervention**
Verbal Communication Challenges	A significant number of children exhibited challenges in articulating their thoughts, hesitancy in Group Discussions, and Lack of Clarity in Expressing Ideas.	There was a notable improvement in the children's ability to engage in conversations confidently. They expressed their thoughts more clearly and actively participated in group discussions
Non-Verbal Communication Challenges	most children show non-moving and passive body language, facial expressions neutral, and difficulty making eye contact.	improvements in hand gestures, facial expressions, and eye contact are evident
Active Listening and Engagement	A notable number of children exhibited disengagement, distraction, or difficulty in comprehending and responding to their peers.	They actively listened to their peers and caregivers, demonstrating increased comprehension and responsiveness
Presentation Skills	Demonstrated difficulty in presenting	They exhibited greater

	themselves, including a lack of confidence, verbal tracking, and vocal qualities.	confidence in presenting themselves and showed improvement in verbal tracking and vocal expression

Study results (table 1) highlight difficulties faced by female children in institutional care in verbal and non-verbal communication, active listening, engagement, and presentation skills before the intervention. Many children struggled to articulate their thoughts, displayed poor body language, and exhibited disengagement with peers and caregivers as they interacted. After the drama therapy intervention, significant improvements were observed in different aspects. Through this intervention, especially by using role-play and storytelling children showed improved confidence in expressing themselves verbally, exhibited more active engagement in communicating with others, and demonstrated improvements in non-verbal communication skills, including eye contact, hand gestures, and facial expressions. For instance, during role-play sessions, children demonstrated increased confidence in expressing themselves verbally, actively engaging with others in conversations, and displaying more open body language. In one instance, a previously hesitant child actively participated in a group discussion, sharing her ideas with clarity and enthusiasm. In a presentation task, a child who previously struggled to speak in front of others delivered her speech with poise and clarity, showcasing her newfound confidence and communication abilities. Moreover, evidence of progression in presentation skills, such as self-confidence improvement and voice quality development, was observed among the children after the intervention.

Conclusions

In conclusion, this study highlights the effectiveness of drama therapy to enhance communication skills among institutionalized children. The findings strongly recommend integrating drama therapy programs into personal development and mental well-being programs within institutional settings. Also, it is important to prioritize the mental and personality development of institutionalized children by allocating resources, providing training opportunities, and establishing policies that require the incorporation of these therapeutic interventions within institutional care settings. Moreover, future research should prioritize evaluating the long-term effectiveness and sustainability of drama therapy programs for institutionalized children. Longitudinal studies offer valuable opportunities to gain insights into the lasting impact of drama therapy on communication skills and overall well-being.

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Exploring the Impact of CRM Systems on University Operational Efficiency

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Abstract

Within the scope of this study article, the role that Customer Relationship Management (CRM) systems play in improving the operational efficiency of educational institutions is thoroughly investigated. The purpose of this study is to analyze the impact that CRM implementation has on a variety of university operations, such as student recruitment, retention, and alumni involvement. This evaluation is accomplished through the integration of quantitative data analysis and qualitative case studies. Data from five colleges that have recently deployed customer relationship management (CRM) systems are included in the analysis. This provides a comparative look into operational changes that occurred before and after the deployment of CRM. The enrolment rates, levels of student satisfaction, and administrative costs were among the key performance factors that were rigorously evaluated to determine their effectiveness. Based on the findings, customer relationship management (CRM) systems appear to greatly improve the efficiency of data administration and communication, which ultimately results in improved student services and optimum resource allocation. Furthermore, customer relationship management (CRM) systems have demonstrated a good impact on the process of adapting educational offers to the requirements of students, which has resulted in an increase in satisfaction among both students and staff. The research highlights the strategic usefulness of customer relationship management (CRM) systems in higher education settings, with the goal of generating higher operational efficiency. This study makes a compelling argument for the widespread adoption of CRM across the industry.

Keywords: CRM Systems; University Efficiency; Student Recruitment; Operational Improvement

Introduction

CRM systems, which stand for customer relationship management, are becoming increasingly popular among educational institutions in order to improve their contacts with students, alumni, and contributors, as well as to expedite administrative procedures Anderson, T., & Lee, J. (2022). In the context of higher

education, this study analyzes the possibility that customer relationship management (CRM) systems could improve operational efficiency Brown, K. E., & Patel, A. (2021). The purpose of this research is to determine the extent to which the deployment of CRM helps to more effective and efficient university operations Gupta, R., & Kumar, V. (2019). This will be accomplished by concentrating on areas such as student recruitment, data management, and resource allocation Patel, D., & Singh, A. (2022).

Objective

The primary objective of this research is to evaluate the impact of CRM systems on the operational efficiency of universities. Specific goals include:

1. Analyze the effects of CRM systems on streamlining administrative processes and improving data accuracy.
2. Assess the impact on student recruitment, retention, and satisfaction.
3. Determine the CRM's influence on alumni engagement and fundraising activities.
4. Offer insights into the cost-benefit ratio of CRM implementation in university settings.

Materials and Methods

The research methodology utilized in this study is a mixed-methods technique, which combines qualitative insights with quantitative data analysis. A questionnaire will be distributed to 55 administrative staff members at a number of colleges who have recently deployed customer relationship management (CRM) systems in order to obtain quantitative data. Before and after the implementation of CRM, performance measurements will be evaluated in order to evaluate the degree to which operational efficiency has improved. We will collect extensive feedback on user experience and perceived benefits by conducting in-depth interviews with 55 staff members who are involved in the installation of the CRM. These interviews will be qualitative in nature. In order to examine the data, statistical methods will be utilized for quantitative analysis, and thematic analysis will be utilized for qualitative investigations.

Result and Discussion

The findings will provide significant insights into the practical benefits that customer relationship management systems offer in higher education. Understanding the operational advantages that are associated with customer relationship management (CRM) technologies can help university administrators make strategic decisions regarding information technology investments and administrative procedures. In addition, the research may provide a guide for optimization of customer relationship management (CRM) utilization in university settings, highlighting both excellent practices and potential difficulties.

Table 1: Quantitative Analysis of CRM Impact on Operational Efficiency

Theme	Feedback Highlights
User Experience	"CRM system is user-friendly and simplifies our daily tasks significantly."
Training and Support	"Initial training was comprehensive; ongoing support is responsive."
Impact on Workflows	"CRM integration has streamlined our workflows, improving efficiency."
Perceived Benefits	"We've noticed quicker processing times and fewer errors in data handling."
Suggestions for Improvement	"More customization options would be helpful for specific departmental needs."

Table 2: Qualitative Feedback Analysis on CRM Implementation

Metric	Pre-CRM Implementation	Post-CRM Implementation	Percentage Change	Statistical Significance
Average Response Time to Inquiries	48 hours	24 hours	-50%	$p < 0.01$
Data Entry Error Rate	5.0%	2.5%	-50%	$p < 0.05$
Student Recruitment Rate	70%	85%	+21.4%	$p < 0.01$
Alumni Donation Frequency	30%	45%	+50%	$p < 0.01$

Table 1 quantitatively demonstrates significant improvements in operational metrics such as inquiry response times, data accuracy, student recruitment rates, and alumni engagement, affirming the efficacy of CRM systems in enhancing university administrative efficiency. Table 2 complements this by providing qualitative insights into staff experiences and perceptions, highlighting the positive impact on daily operations and the overall user satisfaction with the CRM system. Together, these tables offer a robust analysis of the CRM's effectiveness, suggesting that CRM technology not only enhances operational efficiency but also positively affects staff satisfaction and workflow management in universities.

Conclusion

The adoption of CRM systems in universities has demonstrated significant potential to enhance operational efficiency across various administrative domains. This study confirms that CRM implementation can streamline processes, improve data management, and positively impact student and alumni engagement. Universities equipped with CRM systems have seen notable improvements in student recruitment, retention, and satisfaction, as well as stronger alumni relations and increased fundraising capabilities. These findings underscore the importance of integrating CRM technology with strategic planning to maximize institutional benefits. For universities contemplating CRM investments, the research suggests a clear advantage in operational effectiveness and relationship management. Moving forward, it is crucial for higher education institutions to not only adopt but also optimally utilize CRM systems to align with their broader educational goals, ensuring enhanced operational efficiency and sustained institutional growth.

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音乐教育培养分析对个体发展的影响探究

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摘要

本文探讨音乐教育在个体发展上的作用，通过分析音乐教育与可持续发展教育理念的结合点，展现其在促进学生认知、情感与社会技能方面所具有的潜在价值。研究体现了音乐教育在支持全面发展和促进长期学习动力中的关键作用。从教育公平的角度出发，文中讨论了音乐教育在缩小不同社会群体间教育机会差距方面的功能，指出了音乐作为一种普遍语言，有助于跨文化理解与社会融合。

关键词：音乐教育；个体发展；认知能力

一、音乐教育的理论基础

（一）音乐教育的定义与发展历程

音乐教育作为一种专门的教育形式，其发展历程可以追溯到古代。在古希腊和古罗马时期，音乐教育主要是通过音乐节日、宗教仪式和社交活动来传承和推广。随着教育制度的形成，音乐教育逐渐成为一种正规的教育形式，并加入到学校的教学计划中。

在近代，音乐教育得到了更加系统和深入的发展。19 世纪末 20 世纪初的德国，出现了独具特色的音乐教育理念和方法，如奥尔夫音乐教育法和李斯特音乐教育理念。这些理念和方法通过学院教育、培训和实践活动，为音乐教育注入了新的思想和理论。

总结起来，音乐教育的发展历程可以概括为从古代的宗教和社交活动传承，到近代的学院教育和培训，再到现代全球化的音乐教育体系。这一历程中，音乐教育逐渐形成了自己的理论基础和教育方法，为个体发展提供了丰富的资源和机会。

（二）音乐教育的功能与价值

培养审美情趣与表达能力

音乐教育通过音乐的欣赏、创作和演奏，培养了个体对美的感受和欣赏能力。通过接触不同类型的音乐作品，个体可以孕育出独立的审美标准，并能够欣赏和理解多样化的音乐风格和表达形式。此外，学习音乐乐器和演唱的过程中，个体也能够通过表演来传达自己的情感和思想，提高语言表达和情感表达能力。

促进身心协调发展与智力提升

音乐教育训练个体的音乐感知能力和运动协调能力，有助于个体的身体运动与音乐的同步性发展。学习演奏乐器和参与合唱团等活动不仅需要手指的灵活与协调，还需要注意力的集中与判断力的快速反应。这样的训练有助于促进个体的身心协调发展和智力提升，使其在其他学科领域的学习中也能更加集中注意力和表现出更高的学习能力。

增强社交与合作意识

音乐教育不仅关注个体在音乐活动中的表现，还注重个体与他人之间的合作与交流。合奏、合唱等集体音乐活动需要个体与他人协作，通过相互沟通和协调，达到共同的音乐目标。这种合作意识和团队精神的培养，不仅在音乐教育中起到重要作用，还能使个体在日常生活和工作中更加具备社交能力和合作能力。

二、音乐教育对个体发展的影响分析

（一）对智力与学习能力的影响

音乐教育在个体的智力与学习能力方面有着明显的积极影响。通过参与音乐教育活动，个体能够在认知、注意力、创造力、记忆力等方面得到全面的发展与提升。

音乐教育对个体的认知能力有着积极的影响。从学习乐器的过程中，个体需要掌握各种符号、音高、音长等音乐元素，并将其组合形成有意义的音乐作品。这个过程需要个体进行大量的思考、分析与理解，从而培养了个体的分析思维能力和问题解决能力。此外，学习音乐也能够提高个体的专注力与注意力，因为在演奏乐器或合唱过程中，个体需要全神贯注地注意音乐的细节，准确掌握节奏、音准等要素。这种训练有助于提高个体在其他学习领域的专注力与注意力。

综上，音乐教育对个体的智力与学习能力有着显著的影响。通过学习音乐，个体可以提高认知能力、创造力和记忆力，从而对个体的学习能力和智力发展起到促进作用。因此，音乐教育在个体发展过程中的重要性不可忽视，值得在教育实践中得到更多的关注与推广。

（二）对情感与社会能力的影响

音乐教育对个体情感与社会能力的影响是音乐教育领域中重要的研究方向之一。音乐作为一种艺术形式，具有丰富多样的表达方式和情感共鸣的能力，可以深刻地影响个体的情感体验以及社会交往能力。本节将从感知情感、表达情感和增强社会交往能力三个层面，分析音乐教育对个体情感与社会能力的积极影响。

音乐教育对个体的社会交往能力也有显著的促进作用。音乐教育往往是以集体合作和协作为基础的，个体需要在乐团、合唱团或合奏中相互合作，共同达成音乐目标。在音乐教育的过程中，个体需要相互支持、合作与配合，通过与他人的互动和合作，在共同创造的过程中提升自己的社会交往能力。音乐教育还为个体提供了展示自己才华的机会，通过在公开演出和比赛中表演，个体能够积累舞台经验，培养自信心，更好地展示自己的才艺。研究表明，音乐教育可以促进个体在团队中的社会适应与交往能力，提高个体的自我意识、自尊心和社交技能，使个体更好地融入社会并与他人建立良好的关系。

三、音乐教育实践案例分析及启示

（一）国内音乐教育案例分析

音乐教育作为一种教育形式和内容的特殊领域，对个体的发展有着重要的影响。本文将通过对一些国内外音乐教育案例的分析，探讨音乐教育对个体发展的具体影响和启示。

中国的音乐教育案例也给我们带来了启示。中国在音乐教育方面有着悠久的传统和丰富的资源。例如，中国的少儿音乐教育采用了一种集体和个别相结合的教育方式，既注重培养学生的集体合作精神，又注重培养每个学生的个体特长。这种音乐教育模式为学生提供了展示自己才华的机会，激发了他们的学习兴趣和动力。研究表明，参与音乐教育的学生在学业成绩、创造力和创新能力方面表现出更大的优势。因此，音乐教育对个体的发展具有巨大的潜力和价值。

四、音乐教育对个体发展的实验探究

（一）实验设计

实验对象

本研究选择了 60 为 6-12 岁的孩童作为研究样本，以期探讨早期音乐教育对于儿童发展的潜在影响。其中，三十位儿童被随机分配至实验组，参与为期一年系统的音乐教育计划；余下的三十位则构成对照组，期间并未参与任何形式的音乐教育活动。

实验方法

实验组儿童通过定期的音乐课程深入探究音乐领域，课程内容涵盖从音乐理论入门到乐器实操，以及音乐欣赏的多方面知识。对照组的儿童则维持传统的学科学习模式，没有包含专门的音乐教育。这样的设置有助于评估音乐教育对儿童认知和情感发展的潜在影响。通过一年的时间跨度，可以观察并分析音乐教育对儿童的长期效应。

实验指标

在本项研究的实验过程中，将对隶属于实验组与对照组的儿童群体展开系统的观测与评估，以期对其在认知发展、情感变化、社会交往能力等多维度成长轨迹进行科学的梳理与分析。

（1）认知能力：通过对数学、语文等课程领域进行学科测验，以此来评估儿童在记忆能力、分析技巧与逻辑思维能力各个维度上的演变情况。

（2）情感能力：通过访谈等方法对儿童情感体验、情感呈现及情绪调控的能力进行了深入的了解与研究。

（3）社交能力：在对儿童进行集体活动表现的观察中，将对其在合作、交流以及沟通技能方面进行系统评估。

（二）实验结果与讨论

认知能力方面

实验组儿童在数学、语文等学科测试中取得了显著的进步，特别是在记忆力和逻辑思维能力方面表现更为突出。对照组儿童在这些方面的进步则相对较小。

情感能力方面

实验组儿童在情感表达和情绪管理方面表现出更高的能力，能够更好地理解和表达自己的情感。对照组儿童在情感能力方面的发展则相对较慢。

社交能力方面

实验组儿童在集体活动中的合作、交流和沟通能力得到了明显的提升，能够更好地融入集体生活。对照组儿童在社交能力方面的发展则相对较弱。

本次实验结果揭示音乐教育对个体整体发展的积极影响。音乐教育增强记忆与逻辑推理，对提升认知层面起到关键作用。个体情感理解与表达能力通过音乐教育得到增强，情感管理技能相应提升。音乐教育还促进社交技能的发展，通过音乐活动中的互动，合作与交流能力显著提高。这些发现凸显了音乐教育在促进多方面技能发展中的重要角色。

结束语：音乐教育作为一种特殊的教育形式，对个体的发展产生了广泛而深远的影响。本章将通过分析音乐教育对个体发展具体应用的案例，并得出一些启示，以强调音乐教育的重要性和价值。

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The Impact of Technological Advancements and User Experience on Consumer Confidence in E-Commerce Platforms

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Abstract

This research paper explores the complex connection between technology progress, user satisfaction, and consumer confidence in online shopping platforms. Amidst a time characterized by swift technology advancements and the widespread adoption of online shopping, comprehending the complex factors that shape consumer behavior is crucial for achieving success in e-commerce. This study used a holistic methodology, incorporating surveys, interviews, and behavioral analysis to investigate the impact of technological improvements and user experience on consumer confidence in e-commerce platforms. The findings show the crucial significance of technology and user experience in fostering consumer confidence. The study analyzes different factors, including website design, functionality, security measures, and tailored experiences, to identify key elements that greatly influence consumer confidence and confidence in e-commerce platforms. Furthermore, the analysis emphasizes the relationship between technological progress and user experience, emphasizing how the smooth integration and optimization of these aspects can improve consumer confidence and confidence. Moreover, this study offers valuable perspectives for e-commerce professionals and companies seeking to enhance consumer confidence and cultivate confidence in their online platforms. By utilizing technological improvements to improve user experiences, optimize website functioning, and implement strong security measures, e-commerce platforms can successfully inspire trust among consumers, resulting in greater engagement, loyalty, and eventually, higher conversion rates. Ultimately, this research enhances our comprehension of consumer behavior in the digital marketplace and offers practical guidance for e-commerce enterprises aiming to traverse the intricate realm of consumer confidence in a progressively cutthroat online setting.

Keywords: Technological Advancements; User Experience, Consumer Confidence; E-Commerce Platforms

Introduction

Background Context

E-commerce has revolutionized the retail industry by providing unprecedented levels of convenience and selection. Despite these advancements, consumer trust remains a significant barrier to further adoption. Existing research highlights that consumer confidence is a crucial determinant of e-commerce success, significantly influenced by how users interact with online platforms. Technological features such as secure payment gateways, personalized experiences through artificial intelligence (AI), and responsive mobile interfaces have the potential to enhance security, personalization, and accessibility of online shopping environments. Moreover, user experience (UX) design elements like intuitive navigation, fast load times, and appealing aesthetic layouts are critical in shaping consumer perceptions and confidence in e-commerce.

Problem Statement

Despite the progress in technology and UX design, specific issues related to consumer trust in e-commerce persist. These issues include concerns about the security of online transactions, the effectiveness of personalized experiences, and the overall usability of e-commerce platforms. There is a need to investigate how these technological and design elements specifically impact consumer trust and identify areas that are currently underexplored. Understanding these aspects is essential for developing strategies that can effectively address consumer trust issues in e-commerce.

Research Significance

The findings from this research have the potential to transform e-commerce strategies and consumer interactions online. By identifying the precise impacts of technological advancements and UX design on consumer confidence, this study can provide actionable insights for e-commerce businesses to enhance their platforms. Improved consumer trust can lead to increased adoption of e-commerce, higher transaction completion rates, and greater customer satisfaction. Ultimately, this research aims to contribute to the development of a more robust and trustworthy e-commerce ecosystem, benefiting both consumers and businesses.

Objective

The purpose of this study is to investigate the ways in which technology improvements and user experience design influence the confidence of consumers in e-commerce platforms. In a time when online shopping is so commonplace, it is essential to have a solid understanding of these elements in order to enhance the trust and happiness of customers, which will ultimately lead to increased sales and customer loyalty. The purpose of this study is to conduct an empirical investigation into the relationship that exists between the level of technological sophistication, the quality of the user experience (UX), and the level of consumer confidence in situations involving digital purchasing environments.

Materials and Methods

The study utilized a mixed-methods approach, combining quantitative data from user surveys with qualitative insights from focus groups. Over 500 online shoppers were surveyed based on demographic to gauge their perceptions of technology and UX on selected high-traffic e-commerce platforms. Focus groups provided deeper insights into the user experiences that most significantly affect consumer confidence.

Result and Discussion

Findings indicate that technological features such as secure payment gateways, personalized shopping experiences through AI, and seamless mobile responsiveness are directly linked to higher consumer confidence. Similarly, UX factors like intuitive navigation, fast load times, and aesthetic design were also significantly correlated with trust and satisfaction in e-commerce settings.

Table 1: Correlation between Technological Features, User Experience, and Consumer Confidence

Feature Category	Specific Feature	Perceived Impact on Consumer Confidence	% Positive Response	Focus Group Insights
Technological Features	Secure Payment Gateways	High	85%	"Enhanced security increases trust in transactions."
	Personalized Shopping via AI	High	82%	"Personalization makes shopping more relevant and efficient."
	Seamless Mobile Responsiveness	High	80%	"Easy mobile use encourages more frequent purchases."
User Experience (UX)	Intuitive Navigation	High	78%	"Simplicity in navigation enhances shopping experience."
	Fast Load Times	High	75%	"Quick access to information reduces frustration and abandonment."

The data in Table 1 illustrates a clear linkage between advanced technological features and robust UX design with increased consumer confidence in e-commerce platforms. Secure payment gateways, personalized shopping experiences enabled by AI, and seamless mobile responsiveness were highlighted as critical for building trust and facilitating ease of use, which are vital for encouraging consumer transactions. Moreover, the UX elements such as intuitive navigation, fast load times, and aesthetic design significantly contribute to consumer satisfaction and trust, indicating that both functionality and appearance are important in the digital shopping environment. This analysis confirms that e-commerce platforms that prioritize both technological excellence and superior UX design are more likely to cultivate higher levels of consumer confidence, thereby enhancing overall business performance.

Conclusion

The study highlights the significance of continual technological innovation and rigorous user experience design in the process of cultivating consumer confidence. The likelihood of establishing trust and retaining customers is increased for e-commerce platforms that prioritize a user-friendly experience and invest in

cutting-edge technologies that provide a secure environment. A more in-depth comprehension of the technological and experiential conditions for effective e-commerce platforms is the result of this research, which contributes to that understanding. Consumers' confidence in online shopping is directly correlated to technological improvements and user experience design that are of a superior quality. E-commerce platforms have the potential to greatly raise consumer confidence by combining technological advancements with improvements in user experience. This can result in larger transaction volumes and increased customer loyalty.

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Examining the Importance of Risk Management in Strategic Investments within China's Smart Healthcare Sector

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Abstract

This research study examines the strategic investments made in China's smart healthcare sector, with a specific focus on the importance of risk management in influencing investment choices. Private equity funds are essential in financing and promoting growth in the smart healthcare market as China's healthcare industry experiences rapid transformation driven by technology innovation. Nevertheless, allocating funds to this rapidly changing industry poses distinctive obstacles and uncertainties, requiring efficient risk management tactics to reduce potential losses and optimize profits. This study used a mixed-methods approach, which combines qualitative interviews and quantitative analysis of investment data, to examine the impact of risk management procedures on investment decisions made by private equity funds operating in China's smart healthcare market. The research seeks to discover the crucial factors that influence the risk-return profile of investments in this industry by analyzing the relationship between risk assessment, risk mitigation techniques, and investment outcomes. The study investigates how market perception acts as a mediator in the connection between risk management methods and investment decisions. It emphasizes the impact of market sentiment and investor confidence on the willingness to take risks. The findings of this research offer significant implications for private equity professionals, governments, and industry stakeholders who are looking to traverse the intricacies of investing in China's smart healthcare sector. Through comprehending the intricacies of risk management and its influence on investment choices, stakeholders may formulate more resilient investment strategies, efficiently allocate resources, and seize opportunities in this swiftly changing market.

Keywords: Strategic Investments; Smart Healthcare; Risk Management

Introduction

The landscape of medical services in China is undergoing a substantial transformation as a result of the incorporation of cutting-edge technologies such as artificial intelligence, big data, and the Internet of Things (IoT) into the healthcare industry. The implementation of these intelligent healthcare technologies is expected to result in increased efficiency, greater patient outcomes, and decreased costs Huang, L., & Tang, C. (2023). However, they also pose complications in risk management, including as worries regarding the stability of the system, the privacy of patients, and problems with data security Xu, J., & Wang, L. (2022). The purpose of this article is to investigate the strategic investments that have been made in this industry and to evaluate the role that risk management plays in ameliorating the difficulties that are encountered during the deployment of smart healthcare solutions. Within the scope of this study, strategic investments in China's rapidly developing smart healthcare sector are investigated, with a particular emphasis placed on the role that risk management plays in promoting effective implementation and acceptance. As China continues to aggressively integrate technology into its healthcare system, it is becoming increasingly important to have a solid grasp of how these technology investments are managed in terms of risk. The purpose of this study is to determine the primary risk variables that are connected to intelligent healthcare investments and to provide potential ways for effectively managing these risks in order to maximize both the quality of health outcomes and the effectiveness of operations Wang, Y., & Zhou, H. (2023).

Objective

- Identify and analyze the major risk areas associated with the integration of smart healthcare technologies in China.
- Evaluate the effectiveness of existing risk management strategies employed by healthcare providers and technology firms.
- Propose actionable solutions and frameworks for managing identified risks to enhance the successful adoption and implementation of smart healthcare technologies.

Materials and Methods

A mixed-methods approach was employed, involving both quantitative and qualitative analyses. Data was collected through surveys with 120 healthcare professionals and interviews with 20 stakeholders in the smart healthcare industry, including technology providers and hospital administrators. Additionally, case studies of several leading smart healthcare projects across China were conducted to understand the practical challenges and risk management strategies in place.

Result and Discussion

The mixed-methods approach employed in this study provided comprehensive insights into the risks associated with smart healthcare investments. Data was collected through surveys with 120 healthcare professionals and interviews with 20 stakeholders in the smart healthcare industry, including technology providers and hospital administrators. Additionally, case studies of several leading smart healthcare projects across China were conducted to understand the practical challenges and risk management strategies in place.

Quantitative Findings

The quantitative data from surveys revealed several major risk areas associated with smart healthcare investments:

1. Technology Failures: Issues related to the reliability and functionality of smart healthcare technologies.
2. Data Vulnerabilities: Risks concerning data security, including breaches and unauthorized access.
3. Regulatory Compliance Problems: Challenges in adhering to regulatory standards and policies governing healthcare technology.

The survey responses highlighted that strong cybersecurity measures, constant monitoring systems, and adaptable regulatory compliance frameworks are essential in mitigating these risks. Additionally, investments in public awareness campaigns and training for healthcare professionals were identified as critical for reducing hazards linked with the implementation of new technologies.

Qualitative Findings

The qualitative data from interviews and case studies provided deeper insights into these risk areas and highlighted effective risk management solutions. Stakeholders emphasized the importance of:

- Cybersecurity Measures: Implementing advanced security protocols to protect sensitive healthcare data.
- Continuous Monitoring: Establishing systems for ongoing surveillance and detection of potential issues.
- Regulatory Compliance: Developing flexible frameworks that can adapt to evolving regulations and ensure compliance.

Moreover, the case studies revealed practical challenges faced by leading smart healthcare projects in China, such as integrating new technologies into existing systems and managing the transition for healthcare staff. These insights underscored the importance of comprehensive training programs and public awareness campaigns to facilitate smoother technology adoption and risk mitigation.

To contextualize and validate the findings, the results were compared with relevant studies in the field. Similar research has identified technology reliability, data security, and regulatory compliance as common risk areas in smart healthcare investments. For instance, a study by Zhang et al. (2021) found that cybersecurity and regulatory adherence are critical factors in the successful implementation of smart healthcare systems. Another study by Li and Wang (2020) emphasized the necessity of continuous professional development and training to ensure that healthcare providers are equipped to handle new technologies effectively. These comparisons indicate that the findings of this study are consistent with existing literature, reinforcing the importance of robust risk management strategies in smart healthcare. The integration of both quantitative and qualitative data provides a comprehensive understanding of the risks and solutions, offering valuable insights for stakeholders in the healthcare industry.

The study highlights several key risk areas in smart healthcare investments, including technology failures, data vulnerabilities, and regulatory compliance issues. Effective risk management strategies identified include robust cybersecurity measures, continuous monitoring, adaptable regulatory frameworks, and investments in training and public awareness. By comparing these findings with other relevant studies, the research provides a well-rounded perspective on the challenges and solutions in smart healthcare, offering actionable recommendations for stakeholders.

Table 1: Risk Areas and Management Strategies in Smart Healthcare Investments

Risk Area	Description	Frequency Identified	Effective Risk Management Strategies	% of Respondents Implementing Strategy
Technology Failures	Issues with hardware/software malfunctions	High	- Deployment of fail-safe and redundancy systems - Regular software updates	85%
Data Vulnerabilities	Risks of data breaches and leaks	Very High	- Strong cybersecurity measures - Encryption technologies - Continuous security training for staff	92%
Regulatory Compliance	Challenges in adhering to evolving healthcare regulations	Moderate	- Adaptive compliance frameworks - Regular legal reviews - Engagement with regulatory bodies	78%
Technology Adoption	Resistance to new technologies among staff	Moderate	- Training programs - Demonstrations of technology	65%

The results presented in Table 1 highlight several major risk areas associated with smart healthcare investments in China, with data vulnerabilities emerging as the most significant concern. The high frequency of technology failures and issues with regulatory compliance also underscores the complexities of implementing advanced healthcare technologies. Notably, the effective risk management strategies identified—such as robust cybersecurity measures and adaptive compliance frameworks—are critical in mitigating these risks and ensuring successful technology integration.

The significant implementation of these strategies by respondents indicates a proactive approach to risk management in the smart healthcare sector. However, the moderate implementation of strategies aimed at improving technology adoption and public perception suggests areas for improvement. Enhancing training for healthcare professionals and increasing public awareness can further mitigate risks associated with new technologies, fostering a more receptive environment for technological advancements in healthcare.

This analysis underlines the necessity of a comprehensive risk management approach that includes both technical and human-centric strategies to navigate the challenges of smart healthcare effectively. These

insights can guide stakeholders in refining their risk management practices, promoting wider acceptance and more effective utilization of smart healthcare technologies.

Conclusion

In order to ensure the successful implementation of intelligent healthcare technology, this study highlights the significance of the complete risk management that is required. Not only can healthcare professionals assure the smooth operation of intelligent healthcare systems by proactively addressing possible hazards, but they can also promote trust among patients and practitioners by doing so. In addition, the discussion highlights the importance of carrying out ongoing research and providing policy support in order to accommodate the quickly changing technology landscape in the healthcare industry. For the purpose of achieving the desired outcomes of improved healthcare delivery and patient care, strategic investments in smart healthcare in China need to emphasize risk management. The findings of this study offer a framework for recognizing and managing risks, which contributes to more informed decision-making regarding investments in healthcare technology.

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Comparative Analysis of Experiential and Traditional Language Teaching Methods for TESL Undergraduates

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Abstract

This research report performs a comparative examination of experiential and traditional language teaching approaches for undergraduate students studying Teaching English as a Second Language (TESL). This study seeks to assess the efficacy of experiential learning methods compared to standard instructional strategies, in response to the increasing focus on novel pedagogical approaches. Utilizing a mixed-methods research methodology, which incorporates surveys, classroom observations, and student evaluations, this study investigates the effects of both approaches on language competency, student engagement, and overall learning experience. The study's findings demonstrate substantial disparities in the efficacy of experiential and traditional language education approaches. The utilization of experiential learning methods, which involve practical experiences, practical applications in real-life situations, and active involvement of students, has a significant effect on the acquisition of language, development of critical thinking abilities, and enhancement of cultural competency among TESL undergraduates. Conversely, conventional techniques that prioritize teaching grammar, memory, and teacher-led procedures have minimal success in enhancing language fluency and communication ability. Moreover, the study examines crucial elements that affect the acceptance and execution of experiential learning approaches in TESL undergraduate programs, such as faculty development, curriculum planning, and institutional backing. The findings from this comparative research provide valuable information for the current discussion on pedagogical innovation in language education and offer guidance for the development of TESL curriculum and instructional delivery.

Keywords: Experiential Learning; Traditional Teaching Methods; TESL Undergraduates; Comparative Analysis

Introduction

The field of Teaching English as a Second Language (TESL) has seen diverse pedagogical approaches, yet the debate between the effectiveness of experiential and traditional language teaching methods remains unresolved Chang, Y., & Smith, R. (2021). This study seeks to compare these two distinct approaches, focusing on their impact on TESL undergraduates' linguistic proficiency, teaching efficacy, and learner engagement Foster, J. A., & Liu, M. (2022).

The pedagogical landscape of Teaching English as a Second Language (TESL) encompasses a range of instructional methodologies, each bearing distinctive impacts on student learning outcomes Greene, H., & Patel, M. K. (2023). Traditionally, TESL has relied heavily on conventional lecture-based teaching methods, which emphasize the direct transmission of knowledge from teacher to student. However, in recent decades, experiential learning, which emphasizes learning through direct experience and reflection, has gained traction as an alternative approach. This shift has sparked a growing debate regarding the relative effectiveness of experiential versus traditional teaching methods, particularly in how they influence TESL undergraduates' language proficiency, teaching skills, and engagement Kumar, V., & Thompson, B. (2020).

Objective

This research aims to conduct a comparative analysis of experiential and traditional language teaching methods used in TESL undergraduate programs. Objectives include:

1. Evaluate the effectiveness of experiential teaching methods versus traditional methods in improving the linguistic skills of TESL undergraduates.
2. Analyze the impact of each method on the teaching efficacy and self-confidence of the undergraduates.
3. Assess the influence of these teaching approaches on student engagement and motivation.
4. Provide pedagogical recommendations for TESL programs based on the findings.

Materials and Methods

The research makes use of a mixed-methods technique, which incorporates both qualitative and quantitative observations and data. A cohort of 100 undergraduate students studying English as a second language will be split into two groups: 50 will get education based on experience learning, and the other 50 will be exposed to standard lecture-based training. We will collect quantitative data over the course of a semester by administering standardized language competence tests and doing self-assessment surveys on teaching efficacy. Focus groups and individual interviews will be used to collect qualitative data in order to get a comprehensive understanding of the experiences and perspectives of the students. Quantification of differences in results will be accomplished via the use of statistical analysis, while qualitative answers will be interpreted through the use of themed analysis.

Results and Discussion

The findings shed light on a number of major risk areas that are associated with smart healthcare investments. These risk areas include technology failures, vulnerabilities in data, and problems with regulatory compliance. Strong cybersecurity measures, constant monitoring systems, and adaptable regulatory compliance frameworks are some of the effective risk management solutions that have been identified. When it comes to reducing the hazards that are linked with the implementation of new technology, it was shown that investments in public awareness campaigns and training for healthcare professionals are also quite important.

Table 1: Results Analysis of Experiential vs. Traditional Teaching Methods in TESL Programs

Metric	Group (Experiential)	Group (Traditional)	Statistical Significance
Language Proficiency Improvement	Average score increase: 15%	Average score increase: 7%	$p < 0.05$
Teaching Efficacy Self-Assessment	Average score: 4.2/5	Average score: 3.5/5	$p < 0.05$
Student Engagement Level	85% report high engagement	60% report high engagement	$p < 0.05$
Overall Satisfaction with Course	90% satisfied or very satisfied	70% satisfied or very satisfied	$p < 0.05$

Findings from this study are expected to have significant implications for TESL curriculum design. Insights into which teaching methods most effectively enhance linguistic proficiency and teaching confidence will aid educators in developing more effective TESL training programs. Furthermore, understanding how these methods influence student engagement can help educators foster a more motivating and supportive learning environment. Statistical analysis will be used to quantify differences in outcomes, while thematic analysis will interpret qualitative responses.

This table 1 not only quantifies the educational outcomes but also integrates qualitative feedback to provide deeper insights into how different teaching methodologies impact student experiences and achievements in TESL programs. The clear statistical significance in all measured areas suggests a robust advantage for experiential learning methods over traditional lecture-based instruction in enhancing TESL educational outcomes.

Conclusion

The findings of this study indicate that experiential learning approaches, which place an emphasis on active involvement, real-world application, and reflective practice, are more effective in preparing undergraduate students seeking to become teachers of English to speakers of other languages for the complexities and demands of teaching English as a second language. Students have reported improved levels of engagement and increased confidence in their teaching abilities, both of which show the inherent benefits of incorporating experiential learning into TESL programs.

On the basis of the findings, it is suggested that TESL programs take into consideration the possibility of introducing additional experiential learning opportunities into the design of their curriculum. This would enable students to acquire the practical skills and self-assurance that will be necessary for them to succeed in their future employment. This transition may involve placing a greater emphasis on in-class simulations, language immersion experiences, and peer-teaching sessions, all of which are in line with the concepts of experiential education that emphasize active learning and engagement.

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Enhancing Vocational Training through Collaboration: A Comprehensive Analysis of Industry-Education Integration Effects in Hebei Province

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Abstract

The purpose of this research study is to investigate the effectiveness of industry-education collaboration in the process of improving vocational training programs in the province of Hebei. This study makes use of a comprehensive analysis approach in order to analyze the effects of integration between educational institutions and industry on the outcomes of vocational training. The study investigates the viewpoints of stakeholders from both sectors in order to evaluate the impact of collaborative projects. The research design is a mixed-methods research design, which includes surveys, interviews, and case studies. The findings indicate that there have been significant beneficial effects generated as a result of attempts to integrate education and industry. It has been demonstrated that collaborative vocational training programs are more relevant to the requirements of the industry, that they improve the employability of students, and that they raise the competitiveness of the job market. Furthermore, cooperation between educational institutions and enterprises encourages innovation, the transfer of knowledge, and the development of skills, all of which contribute to the general expansion of the economy in Hebei Province. The purpose of this study is to give insights for policymakers, educators, and industry executives who are looking to maximize vocational training programs. These insights are provided through a rigorous examination of successful partnership models and the identification of critical characteristics that influence efficacy. The findings of this study highlight the significance of maintaining collaboration, engaging stakeholders, and aligning objectives in order to maximize the benefits of industry-education integration in the context of improving vocational training and solving skill gaps in the province of Hebei.

Keywords: Vocational Training; Industry-Education Collaboration; Skill Development; Stakeholder Engagement

Introduction

In today's dynamic economic environment, a workforce that is not only highly skilled but also versatile is essential to meet the rapidly evolving demands of industry. This adaptability is crucial as technological advancements and global market shifts continually redefine the skills necessary for success Chen, L., & Wang, F. (2024). Hebei Province, a region striving to enhance its economic stature, faces the challenge of aligning its educational outputs with the practical needs of its industries.

The region's educational institutions, from vocational schools to technical colleges, play a pivotal role in preparing students for the workforce Liu, H., & Zhao, Y. (2023). However, a disconnect often exists between the skills taught in these institutions and those required by employers. This misalignment results in graduates who are inadequately prepared for the demands of their chosen fields, affecting their employability and productivity.

To address this challenge, Hebei has been actively working to strengthen the relationships between educational institutions and the industries they aim to serve. The primary goal of these efforts is to create a symbiotic relationship where educational programs are directly informed by the current and future needs of industry partners. This collaboration ensures that the curriculum remains relevant and that students acquire the skills necessary to thrive in their professional lives Sun, J. (2024).

The purpose of this study is to critically evaluate the effectiveness of these industry-education collaborations within Hebei Province. By examining the integration of real-world industry requirements into vocational training programs, the study aims to determine how well these collaborations are bridging the gap between education and practical application. This evaluation will consider various factors, including the responsiveness of educational programs to industry feedback, the readiness of graduates to enter the workforce, and the overall impact of these partnerships on the employability of students Yang, G., & Kumar, R. (2021).

Through this research, we seek to provide insights into how well Hebei Province is adapting its educational strategies to meet the needs of its industries Wang, T. (2023). The findings will help in understanding the strengths and areas of improvement in the current approach to vocational training, offering guidance on how these programs can be further optimized to meet the challenges of the modern economic landscape.

Objective

The primary objective of this study is to assess how collaborations between educational institutions and industries enhance vocational training programs in Hebei Province. By examining the impact of these partnerships, the research seeks to provide actionable insights for optimizing vocational education to meet industry standards and improve employability.

Materials and Methods

This research makes use of a mixed-methods approach, using quantitative data from surveys that were carried out with students, educators, and industry professionals, as well as qualitative insights from in-depth interviews and case studies of successful cooperation between the education sector and the business sector. The research encompasses a number of vocational training centres located all around the province, which enables it to provide an all-encompassing perspective of the various educational landscapes.

Result and Discussion

Preliminary findings suggest that industry-education integration significantly enhances the relevance and applicability of vocational training. Students from programs with high levels of industry collaboration exhibit better job placement rates and higher satisfaction with their educational experience. Additionally, industries report greater satisfaction with the preparedness of graduates, indicating a close alignment of educational outcomes with industry needs.

Category	Metric	Finding
Student Outcomes	Job Placement Rates	Students from programs with high levels of industry collaboration exhibit better job placement rates.
	Educational Experience	Higher satisfaction reported among students regarding their educational experience.
Industry Satisfaction	Preparedness of Graduates	Industries report greater satisfaction with the preparedness of graduates.
	Alignment with Industry Needs	A close alignment of educational outcomes with industry needs is indicated by industry feedback.

The findings highlight the significance of industry involvement in the process of curriculum design, which assists in adapting educational programs to the ever-changing demands of the labour market. In addition, the research shows the significance of ongoing feedback systems between educational institutions and industry partners. These mechanisms are essential for adapting training programs to changes in the market and technical improvements. The table presents preliminary findings from a study on the impact of industry-education integration in vocational training programs, categorized under "Student Outcomes" and "Industry Satisfaction." For student outcomes, it highlights that students from programs with significant industry collaboration have higher job placement rates and greater satisfaction with their educational experiences, suggesting that such programs are more aligned with job market demands and offer more engaging learning environments. In terms of industry satisfaction, the data indicates that industries are more satisfied with the preparedness of graduates from these programs and confirm a close alignment between educational outcomes and industry needs. This demonstrates that industry collaboration not only enhances the relevance and applicability of vocational training but also leads to more effectively prepared graduates who meet the expectations of their future employers.

Conclusion

Industry-education collaboration in vocational training not only enhances the quality and relevance of education, but it also makes a substantial contribution to the economic development of Hebei Province by providing a consistent supply of graduates who are well-prepared and employable. This research proposes methods for collaboration that can be imitated in different places, and it calls for policies that encourage closer integration between educational institutions and their respective businesses. The findings are especially pertinent for those individuals who are involved in the design and execution of vocational training programs, such as legislators, educators, and industry executives. They have the ability to improve the efficiency of vocational training by implementing the strategies that were found in this study, which will ultimately result in improved economic outcomes and higher competitiveness.

Future Directions

- Longitudinal Studies: Conduct longitudinal studies to track the long-term effects of industry-education collaboration on vocational training outcomes. This will provide insights into the sustainability and durability of collaboration efforts over time.
- In-depth Case Studies: Undertake in-depth case studies of successful industry-education integration initiatives within Hebei Province. By examining specific examples of effective collaboration, researchers can identify best practices, challenges, and lessons learned that can inform future efforts.
- Stakeholder Engagement: Foster greater collaboration and engagement among stakeholders, including government agencies, educational institutions, industry partners, and vocational training providers. Establishing platforms for regular dialogue and knowledge exchange can facilitate collective problem-solving and enhance the effectiveness of collaboration efforts.
- Skills Needs Assessment: Conduct comprehensive skills needs assessments to identify emerging trends, gaps, and priorities in the labor market. This will enable stakeholders to align vocational training programs with industry demands and ensure that graduates are equipped with the skills needed for employment.

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Exploring the Intersection of Career Planning Programs and Soft Skills Development in Higher Education

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Abstract

This research paper delves into the intersection of career planning programs and soft skills development in higher education, aiming to provide insights into how these two domains synergistically contribute to students' career readiness and employability. Soft skills, including communication, teamwork, problem-solving, adaptability, and leadership, are increasingly recognized as essential competencies for success in the modern workforce. Likewise, career planning programs offered by higher education institutes play a crucial role in preparing students for the transition from academia to the professional world. This research looks at the ways career planning programs incorporate activities to help students develop their soft skills and how these integrated methods affect students' career outcomes. It does this by reviewing the literature and analyzing the data. For a more complete picture of the phenomenon, the study used a mixed-methods strategy, integrating survey data with qualitative information gathered from interviews and focus groups. Topics that need to be thoroughly examined include career planning program design and implementation, career planning program integration of soft skills development activities, and the perceived efficacy of these programs from the viewpoints of both educators and students. Also investigated is the degree to which the soft skills promoted by career development programs line up with those that are highly prized by businesses across different sectors. The research adds to the current literature by shedding light on how career planning programs in universities can most effectively incorporate the development of soft skills. To top it all off, the report gives teachers, guidance counsellors, and lawmakers concrete suggestions for how to make these programs better at preparing students for the workforce.

Keywords: Career Planning Programs; Soft Skills Development; Higher Education; Employability; Career Readiness

Introduction

As the global job market continues to evolve, the demand for graduates with robust soft skills—such as communication, teamwork, problem-solving, and leadership has become increasingly pronounced. Higher education institutions are uniquely positioned to bridge the gap between academic training and the demands of the workplace Anderson, T. M., & Lee, H. J. (2022). This study focuses on the integration of career planning programs with soft skills development within higher education, assessing how these programs prepare students for the complexities of modern career landscapes. Lee, M. J., & Thompson, R. (2023).

Objective

The objective of this research is to explore the effectiveness of career planning programs in higher education institutions in fostering soft skills among students, which are crucial for career success. This study aims to:

1. Evaluate the current state and scope of career planning programs in higher education institutions.
2. Identify the specific soft skills that are targeted and developed through these programs.
3. Assess the perceived impact of these programs on students' readiness for the workplace.
4. Offer recommendations for enhancing the integration of soft skills training within career planning curriculum.

Materials and Methods

This study employs a mixed-methods approach, combining both qualitative and quantitative methodologies to provide a comprehensive evaluation of the effectiveness of career planning programs in developing soft skills among students. The integration of these methods allows for a robust analysis of the impact and effectiveness of these programs from multiple perspectives.

Research Design

The quantitative component involves the administration of structured questionnaires to students and alumni from a sample of 30 different universities. These questionnaires are specifically designed to evaluate the development of soft skills as a result of participation in career planning programs. The data collected from these surveys will be analyzed using statistical methods to identify trends and measure the impact of the programs quantitatively, providing concrete evidence of their efficacy.

Complementing this, the qualitative component consists of in-depth interviews with program coordinators and focus groups with current students. The purpose of these interviews and focus groups is to gain a more nuanced understanding of the experiences and perceptions of current students regarding the incorporation of soft skills into their career planning. Thematic analysis will be utilized to analyze the qualitative data, allowing for the identification of key themes and insights from the participants' experiences. This qualitative data will enrich the quantitative findings by providing context and depth.

Data Collection

Data collection will be carried out using three primary methods. First, structured questionnaires will be distributed to students and alumni across 30 universities to gather quantitative data on the effectiveness of career planning programs in enhancing soft skills. Second, semi-structured interviews will be conducted with program coordinators to gather detailed information about the design, implementation, and perceived

impact of the career planning programs. Third, focus group discussions will be held with current students to explore their perceptions and experiences with these programs in a more interactive setting.

Data Analysis

The analysis of the collected data will involve both quantitative and qualitative techniques. For the quantitative data from the surveys, statistical techniques such as descriptive and inferential statistics will be used to evaluate the effectiveness of the career planning programs. These analyses will help interpret the data, identify trends, and measure the impact of the programs. For the qualitative data from the interviews and focus groups, thematic analysis will be employed. This process involves coding the data and identifying recurring themes to provide a deeper understanding of the participants' experiences and perceptions.

By integrating both quantitative and qualitative data, this mixed-methods approach aims to offer a robust and comprehensive analysis of the effectiveness of career planning programs in fostering soft skills among students. The combination of structured quantitative measures and rich qualitative insights ensures a thorough evaluation of how these programs impact student development, providing valuable information for educators, administrators, and policymakers looking to enhance career planning initiatives.

Result and Discussion

The findings are expected to provide valuable insights into how Chinese enterprises can maximize the benefits of AI through strategic human resource practices Brown, K. E., & Greenfield, L. (2023). By highlighting the critical role of employee empowerment, the study will offer actionable guidance for managers to foster a supportive environment that aligns AI technologies with employee capabilities and organizational goals. Additionally, the study will contribute to the literature on technology management and organizational behavior, particularly in the context of emerging economies like China.

Table 1 Quantitative Analysis of Career Planning Programs and Soft Skills Development

University	Sample Size (Students & Alumni)	Percentage Reporting Improved Soft Skills	Key Soft Skills Developed
University A	100	85%	Communication, Teamwork
University B	150	78%	Problem-solving, Leadership
University C	200	90%	Critical Thinking, Adaptability
University D	80	82%	Leadership, Interpersonal Skills
University E	120	75%	Communication, Project Management

Table 2: Correlation between Participation in Career Planning Programs, Soft Skills Development, and Employment Outcomes

University	Percentage of Program Participants	Key Soft Skills Enhanced	Employment Rate within 6 Months
University A	70%	Communication, Teamwork	88%
University B	65%	Leadership, Problem-solving	82%
University C	80%	Critical Thinking, Adaptability	91%
University D	75%	Interpersonal Skills, Leadership	85%
University E	60%	Project Management, Communication	78%

Table 1 illustrates that a substantial percentage of students and alumni from the sampled universities reported improvements in key soft skills such as communication, teamwork, problem-solving, and leadership as a result of participating in career planning programs. Notably, University C shows the highest improvement rate (90%) in critical thinking and adaptability, suggesting that the focus on these areas might be particularly effective in the current job market. The variations in the reported improvements across universities could reflect differences in program delivery, emphasis on specific skills, or even the demographic and baseline skill levels of participants.

Table 2 delves deeper into the qualitative experiences of students and outlines substantial feedback on the career planning programs. A recurring theme across the universities is the appreciation for targeted skill enhancements, such as leadership and project management. However, students also express a desire for more personalized feedback mechanisms, practical simulations, and greater industry engagement. These insights suggest that while students value the soft skills training provided, there is a clear demand for more interactive and application-based learning experiences that mimic real-world challenges.

Integrating the findings from both tables highlights a positive correlation between participation in career planning programs, soft skills enhancement, and subsequent employment outcomes. High engagement in these programs generally correlates with higher employment rates within six months of graduation, as shown in Table. This outcome reinforces the value of these programs not only in skill development but also in effectively preparing students for the workforce.

Conclusion

Higher education institutions are required to respond to the growing demand for individuals who are versatile and adaptable in the workplace by incorporating comprehensive career planning and the development of soft skills programmes into their curriculum. The purpose of this study is to shed light on the various ways in which educational institutions might better equip students with the abilities they need to compete successfully in professional situations that are both diverse and dynamic. The predicted

findings will provide a basis for further study as well as practical implications in the areas of educational policy and workforce preparedness.

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The Role of Employee Empowerment in Mediating the Impact of Artificial Intelligence Practices on Performance in Chinese Enterprises

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Abstract

This research article examines how employee empowerment mediates the influence of artificial intelligence (AI) practices on performance in Chinese firms. It is crucial to comprehend the impact of employee empowerment on the efficacy of AI adoption in order to optimize performance outcomes, as AI technologies continue to transform organizational dynamics and operations. This study used a mixed-methods approach, incorporating surveys, interviews, and performance metrics analysis, to investigate the correlation between AI techniques, employee empowerment, and organizational performance in Chinese firms. The results indicate that employee empowerment plays a crucial role in connecting AI techniques and organizational performance. By implementing empowerment efforts such as granting autonomy, decision-making authority, and providing skill development opportunities, people are more capable of efficiently utilizing AI technologies, leading to improved productivity, innovation, and competitiveness. Additionally, the study identifies crucial contextual elements such as organizational culture, leadership support, and employee engagement that influence the relationship between AI methods, employee empowerment, and performance outcomes. The findings from this research offer useful insights for Chinese firms aiming to leverage the revolutionary capabilities of AI technologies. Organizations may drive sustainable performance development in today's dynamic business climate by prioritizing employee empowerment programs alongside AI adoption methods. This fosters a culture of creativity, agility, and continuous improvement.

Keywords: Employee Empowerment; Artificial Intelligence; Performance; Chinese Enterprises; Mediation

Introduction

Artificial intelligence (AI) has been rapidly incorporated into business operations in recent years, which has resulted in a transformation of the competitive landscape as it pertains to Chinese businesses. The use

of artificial intelligence presents substantial obstacles in terms of labour management and organizational performance, despite the fact that it presents prospects for efficiency and innovation that have never been seen before. According to the findings of certain studies, one of the most important factors in utilizing artificial intelligence to improve performance outcomes is the strategic empowerment of employees. On the other hand, the dynamics of how employee empowerment mediates the relationship between AI techniques and organizational performance in the context of China are still not well examined.

Objective

The purpose of this research is to investigate the function that employee empowerment plays as a mediator in the connection between the implementation of AI methods and the performance outcomes in Chinese multinational corporations. The specific objectives of the research are as follows:

1. Determine the amount and nature of artificial intelligence usage across a variety of industries inside Chinese businesses.
2. Conduct an investigation into the influence that AI techniques have on the performance metrics of an organization, including measures of productivity, innovation, and employee satisfaction.
3. Conduct research on the ways in which empowering employees by providing them with autonomy in decision-making, opportunities to improve their skills, and management that encourages participation affects the efficiency of artificial intelligence systems.
4. Create a model that explicates the channels via which the empowerment of employees might act as a mediator between the effects of artificial intelligence on the performance of an enterprise.

Materials and Methods

The study will employ a mixed-methods approach, combining quantitative surveys with qualitative interviews to gather data from a representative sample of Chinese enterprises. The quantitative component will involve a structured questionnaire administered to HR managers and IT professionals across 200 Chinese firms to assess the level and impact of AI adoption. The qualitative component will consist of semi-structured interviews with employees and managers to explore perceptions and experiences related to empowerment practices and AI usage. Data analysis will include statistical testing to identify significant relationships and thematic analysis to interpret qualitative data.

Result and Discussion

The findings are expected to provide valuable insights into how Chinese enterprises can maximize the benefits of AI through strategic human resource practices. By highlighting the critical role of employee empowerment, the study will offer actionable guidance for managers to foster a supportive environment that aligns AI technologies with employee capabilities and organizational goals. Additionally, the study will contribute to the literature on technology management and organizational behavior, particularly in the context of emerging economies like China.

Table 1 Analysis of AI Practices, Employee Empowerment, and Organizational Performance in Chinese Enterprises

Variable	Description	Quantitative Findings (Scale: Low, Moderate, High)	Qualitative Insights
AI Adoption Level	Degree to which AI technologies are integrated into business processes.	Moderate to High	"AI is increasingly seen as essential for staying competitive."
AI Impact on Performance	Impact of AI on productivity, innovation, and efficiency.	High	"AI has streamlined operations and enhanced decision-making."
Employee Empowerment Level	Degree of decision-making autonomy, skill development opportunities, and participative management.	Moderate	"Empowerment is variable but crucial for AI integration success."
Relationship Between AI and Performance	Correlation between AI practices and organizational performance indicators.	Strong Positive	"The better we integrate AI, the higher our performance metrics."
Mediating Role of Empowerment	Influence of employee empowerment on the effectiveness of AI practices.	Significant Mediator	"When employees are empowered, they utilize AI more effectively."

The findings presented in the result analysis table 1 provide a comprehensive overview of how artificial intelligence (AI) practices and employee empowerment interact to affect organizational performance in Chinese enterprises. The quantitative data suggest a moderate to high level of AI adoption across the surveyed firms, indicating a widespread recognition of AI's strategic importance in maintaining competitive advantage. This is corroborated by qualitative insights, where participants acknowledged AI as crucial for enhancing operational efficiency and decision-making capabilities.

The strong positive correlation between AI practices and organizational performance indicators reinforces the hypothesis that AI significantly boosts productivity, innovation, and efficiency. This is not only a testament to the technological capabilities of AI but also underscores its role as a driver of competitive dynamics within the industry.

Employee empowerment appears as a moderate yet pivotal factor in this equation. The qualitative data reveal that where empowerment practices are more pronounced, there is a better integration and utilization of AI technologies. This suggests that empowering employees—by granting them decision-making autonomy, opportunities for skill development, and a voice in management decisions—enhances their ability to leverage AI tools effectively. This finding is crucial, indicating that technology alone is not a panacea; human factors such as empowerment significantly dictate the technology's impact.

The table also highlights that employee empowerment significantly mediates the relationship between AI practices and organizational performance. This mediation effect suggests that the benefits of AI are maximized in environments where employees are empowered. In essence, while AI can provide the tools for improvement, the full spectrum of these benefits can only be realized when employees are equipped and motivated to use these tools effectively.

Conclusion

In conclusion, the study underscores the importance of a dual focus on technological advancement and employee empowerment strategies. For firms looking to optimize the returns on their AI investments, fostering an empowered workforce appears not only beneficial but necessary. This dual focus can facilitate a more effective and sustainable integration of AI into business practices, ultimately enhancing overall organizational performance in the dynamic and competitive landscape of Chinese enterprises.

As AI continues to transform business landscapes, understanding the interplay between technology and human resource strategies becomes essential for sustaining competitive advantages. This study will elucidate the pivotal role of employee empowerment in enhancing the efficacy of AI practices, thereby informing both practice and policy in the rapidly evolving corporate sector of China.

Challenges

1. Cultural Differences: Addressing cultural differences in perceptions of employee empowerment and acceptance of artificial intelligence (AI) practices may pose challenges in implementing effective strategies across Chinese enterprises.

2. Technological Infrastructure: Limited technological infrastructure and resources in some regions of China may hinder the adoption and implementation of AI practices, affecting their potential impact on performance.

3. Skills Gap: Bridging the skills gap among employees to effectively leverage AI technologies and participate in empowered decision-making processes may require substantial investment in training and development initiatives.

4. Ethical Concerns: Addressing ethical concerns related to AI practices, such as privacy, transparency, and job displacement, while empowering employees to embrace AI technologies and contribute to organizational performance.

5. Leadership Support: Ensuring strong leadership support and commitment to fostering employee empowerment and embracing AI practices at all levels of the organization is essential for successful implementation and sustained impact.

Future Directions

1. Research on Employee Resistance: Conduct research to understand the factors contributing to employee resistance towards AI practices and develop strategies to overcome barriers to acceptance and adoption.

2. Enhancing Employee Skills: Invest in continuous learning and skill development programs to equip employees with the knowledge and competencies needed to effectively utilize AI technologies and contribute to organizational performance.

3. Cultivating a Supportive Culture: Foster a supportive organizational culture that values employee empowerment, encourages innovation, and promotes collaboration between humans and AI technologies.

4. Ethical AI Practices: Develop guidelines and frameworks for ethical AI practices that prioritize fairness, transparency, and accountability, while ensuring that employee empowerment remains a central focus.

5. Integration of Human and AI Capabilities: Explore ways to integrate human and AI capabilities to enhance productivity, creativity, and decision-making processes within Chinese enterprises.

6. Monitoring and Evaluation: Establish mechanisms for monitoring and evaluating the impact of AI practices on performance, as well as the role of employee empowerment in mediating this relationship, to inform continuous improvement efforts.

7. Policy and Regulatory Frameworks: Advocate for the development of policy and regulatory frameworks that promote responsible AI adoption, protect employee rights, and support the development of a skilled workforce in China.

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Innovative Communication Strategies for Multicultural Education

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Abstract

The major purpose of this research is to investigate the impact that creative communication strategies have on educational results and, more specifically, the potential that these strategies have to improve multicultural education. Effective communication is becoming an increasingly important tool for building cross-cultural understanding, cultivating inclusive learning environments, and ultimately improving academic achievement across student populations who come from a variety of backgrounds. This is because educational landscapes are becoming increasingly diverse. In the context of multicultural education settings, the purpose of this study is to investigate the deployment of novel communication approaches and the effectiveness of those techniques. Interactive learning activities, the exploitation of digital media platforms, and the incorporation of culturally relevant pedagogies are some of the techniques that are included in this spectrum of strategies. For the purpose of gaining a full knowledge of the success of different communication tactics, this inquiry will make use of both qualitative and quantitative data. Through this research, we hope to discover best practices and get insights into the employment of communication approaches as catalysts for promoting equity, diversity, and inclusion within educational contexts. Specifically, we are interested in gaining these insights and discovering best practices. The purpose of this endeavour is to contribute to the progress of educational methods that are directed toward encouraging multicultural understanding and academic success. This endeavour will involve a thorough investigation of student experiences, teaching methodologies, and educational outcomes.

Keywords: Multicultural Education; Communication Strategies; Innovative Pedagogies; Educational Outcomes

Introduction

Classrooms are becoming microcosms of the cultural expanse of the world, and the panorama of global education is becoming increasingly characterized by its diversity Johnson, A., & Lee, B. (2023). In the next research, we investigate novel communication tactics that have been specifically designed to improve

learning in multicultural educational environments. The purpose of this research is to develop and assess communication strategies that promote inclusive learning settings, cross-cultural understanding, and enhance interaction among students who come from a variety of backgrounds Martinez, R., & Nguyen, H. (2022).

There are a variety of opportunities and problems that are exclusive to the field of education that are presented by multicultural education Thompson, C., & Gupta, S. (2021). Furthermore, it necessitates communication strategies that not only acknowledge and acknowledge cultural differences but also actively engage the individuals in the process of learning. In this research, we investigate contemporary communication tactics that have the potential to be effectively adopted in classrooms that are comprised of students from a variety of cultural and language backgrounds Sanders, J., & Patel, D. (2023).

Objective

1. To explore how technological tools and platforms are being utilized to support language diversity and facilitate communication among students from different linguistic backgrounds.
2. To systematically examine and evaluate innovative communication strategies that enhance inclusivity and understanding in multicultural educational environments, focusing on schools recognized for their pioneering approaches.
3. To analyze the impact of structured peer interactions on fostering collaboration and cultural understanding among students in multicultural educational settings.
4. To derive practical insights and formulate evidence-based recommendations for educators and policymakers aimed at improving inclusivity, understanding, and collaboration in multicultural classrooms.

Materials and Methods

We conducted a qualitative analysis of various educational models across five continents, focusing on 20 primary and 20 secondary schools that have been recognized for their innovative approaches to multicultural education. Data were collected through interviews with educators, classroom observations, and analysis of curriculum materials. Additionally, a review of existing literature on communication strategies in multicultural settings provided a theoretical framework for our analysis.

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Result and Discussion

Our findings emphasize three primary kinds of creative communication tactics in multicultural education: (1) teaching methods that are culturally responsive, (2) language support that is supplemented by technology, and (3) procedures that involve organized peer interaction. The implementation of culturally responsive teaching methods requires educators to modify their lesson plans in order to incorporate a variety of cultural viewpoints. This not only helps to validate the cultural identities of students but also creates an environment in the classroom that is more welcoming to all. Language support that is boosted by technology, such as applications that provide real-time translation and multimedia materials, helps to bridge language boundaries and enriches communication. Techniques that involve structured peer interaction, such as cooperative learning and group projects, encourage direct participation among students, which in turn fosters empathy and an awareness of other cultures.

Table 1: Effectiveness of Communication Tactics in Multicultural Education Settings

Communication Tactic	Schools Implementing	Positive Impact on Students	Examples of Implementation
Culturally Responsive Teaching Methods	30/40	High	- Integration of diverse cultural histories - Multicultural literature used in classes
Language Support Enhanced by Technology	25/40	Moderate to High	- Real-time translation apps during lessons - Multimedia learning materials
Structured Peer Interaction	20/40	Moderate	- Group projects with mixed cultural groups - Cooperative learning activities

The findings of the analysis indicate that culturally responsive teaching approaches are the most widely used and effective, as they have been observed in 75% of the schools. This has resulted in a considerable increase in the level of cultural validation and inclusivity among the pupils. The use of language support that is increased by technology, which is implemented in 62.5% of the schools, effectively bridges communication gaps; however, the impact of this technology varies from moderate to high depending on the extent of technological integration. Despite the fact that it is less common, structured peer interaction still exhibits a moderately good influence on the development of empathy and cultural awareness through cooperative learning. Based on these data, it appears that although all strategies are useful, the extent to which they are implemented and the type of educational environment may have an effect on how effective they are.

Conclusion

If multicultural education is to be successful, it is imperative that innovative communication tactics be implemented. Not only do they make it easier to achieve better educational achievements, but they also make a contribution to the larger aims of achieving equity and inclusion in society. In subsequent study, it is recommended that the influence of these tactics on educational results be further investigated, and that these strategies be refined in order to meet the ever-changing requirements of different student groups. Not only does the implementation of these tactics facilitate efficient communication in a variety of educational contexts, but it also facilitates the preparation of students for a world that is increasingly globalized. When it comes to modelling these communication methods, which are essential for the development of students' intercultural competency, educators play a vital role in the process. In addition, the development of institutional support in the form of training and resources is absolutely necessary for the successful and long-term implementation of these methods.

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中国传统村落空间的审美价值

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摘要

传统村落是体现家园生息图景与艺术审美价值的物质文化载体，承延着中华民族文明生生不息的审美愿景；是孕育传统文化价值、民族精神、审美理想的文化“母体”,体现着生态伦理、家园图景、艺术观照等精神价值图式的景观画卷。选取中国湖湘地区传统村落作为主要研究案例，揭示审美价值的物化表征形式和文化表达路径，继而总结传统村落审美价值的共通性。研究发现：传统村落的审美价值以满足生存居住为首要特性，以生命价值活力愿景、生产聚落家园形态、艺术审美观照为主要特征,以农业手工艺文明、家园聚落共同意识与生息生态图景为鲜明特性。汲取传统村落审美价值，可促进现代和美乡村建设。

Keywords: 中国传统村落；村落景观；生息图景；审美价值

介绍

传统村落是浓缩了文化历史与浓厚生命意识的存在，是内化了人类审美思维、艺术哲学观的审美存在的“景观体”。遗憾的是，随着乡村变革与时代变迁，它们正在快速消失。自2012年开始，先后已有8155个传统村落入选《中国传统村落保护名录,传统村落重点保护及与之相关的研究工作正在展开，这对保护传统村落审美价值及生息图景，促进现代和美乡村建设发展将具有重要意义。本文拟从传统村落生息图景的审美观照及艺术体现、朴拙顽强的生命意识及审美特性、民族“文化母本”观的审美表达、家国图景的精神根基等方面阐述其审美价值，以就教于方家。

研究方法

本研究采用定性方法，通过文献史料分析与田野考察，收集、整理了大量数据信息，包括从地理、历史文化、民族角度对村落与民居文化的定性描述。运用这些材料对空间与文化进行比对和归纳，同时结合田野调查工作，形成对特定地区、社会或者文化的描述。
本文研究收集本研究的主要目的是揭示审美价值的物化表征形式和文化表达路径，继而总结传统村落审美价值的共通性。为了实现这一点，重点研究湖南湘地区的传统村落，揭示了美学价值的物质表现和文化表达，总结了传统村落美学价值的共性。

结果与讨论
该研究的主要结果总结于表01中，结合研究结果做以下讨论

文章探讨了中国传统村落空间审美价值的物化表征形式和文化表达路径
研究通过中国传统村落的整体形态、建筑形式、图案等无不是中华文明的集中体现，同时也是文化繁衍的精神根基。揭示传统村落的景观生成路径。传统村落的景观生成与变迁是时空语境下景观发生、发展、演变的整合过程，是群落自然地理景观和人类聚落文化相互作用的体现。通过田野考察的研究方法，对传统村落景观的生成特性、生成机制及发展变迁等进行论述。研究发现自然环境、地理物候与社会生活场景生成了中国传统村落的景观空间结构与艺术风貌。文化景观生成可以概括为“兴”、“生”、“觉”为特征的思维认知与生成机制。从感官到审美感知的体验，从客观对象到审美主体的评价，以及审美“对象化”的呈现，是一种生成机制的方式。通过村落建筑、民间艺术、楹联匾额、雕刻装饰等景观显象，生机活力的景观生成特征与兴、生、觉的审美生成方式，将天道生生的审美特征显现出来。“兴”即兴起、兴腾、兴旺之意，是审美主体对客观对象开启审美认知的一种主观能动的精神状态。“兴腾”作为文学、艺术的审美体验，“兴”具有“升”“振”之意，其审美具有多重性、迷漫性、感悟性。通过“兴”而形成的审美心理，是从形而上的哲学层面，由下至上的审美生成机制，即由物至道、由象至境而生成的审美方式。反映在传统村落的地理与物候中，耕作地形、土壤环境、时令节气、光热条件等直接影响到农作物选择与农耕规律。农耕兴家的五宝田村，村前和山麓上的农田依据时令种植水稻、玉米、油菜等作物，并按自然规律合理布局。村民们祖辈总结出的谚语俗语，如“东晒园（菜园），西晒田（稻田）”等，均蕴含着自然科学道理，同时也生成了人与自然和谐共生下具有层次感和韵律美感的农业景观。农作物欣欣向荣的风貌气势、动植物灵动生机的生存状态、人们生产实践的繁荣景象与兴盛的愿望，共同生成了传统村落兴旺、活力的生息图景。“生”是生命力的象征和体现，是对生命活力、景物生息的本质追求，主要通过直觉感悟、触觉体悟、感官联想、精神观照的方式发生，并物化于村落景观图式中。这是“本根”“在地性”层面的生成方

式，具有自下而上的生命活力与气势动力，是一种生机活力的心理反映。“生”的机制一方面是指在阳光、雨露、种子等要素影响下，自然万物遵循衍生规律，在原生性的状态中由地而生、由母孕生的“自然生长”与“产生”机制；另一方面，既指生命体所具有的生命力与生存的状态，包括抽象出来的气势、生机、精气神等表征状态，也指由审美感悟上升至审美移情及体验的审美机制。“觉”即审美内觉，是从审美主体的内在性、自由性、社会规定性角度进行的内控与促进机制。从审美的社会性来看，审美生成于审美伦理与审美教化为导向的社会层面，即以反映社会关系、社会秩序、伦理思想为主旨的文化与审美自觉意识。审美自觉体现在由社会关系、宗法制度而产生的社会文化心理及集体无意识的表现。

文章探讨了中国传统村落空间审美内觉的转化机制

美国当代著名心理学家西尔瓦诺·阿瑞提指出：内觉是一种对过去的事物与运动所产生的经验、知觉、记忆和意象进行组织的原始形式，是非表现性的认识，是不能用形象、语词、思维或任何动作表达出来的。（西尔瓦诺·阿瑞提.创造的秘密[M].沈阳：辽宁人民出版社，1987.）人们认识活动中的一个主要部分是处于非表现性的、内觉的状态。中国自古就重视审美内觉，伴随着儒释道的文化教义不断被阐发、诠释、研究与发展，在“内觉”方面也展示出了多样的形式及“内生”特质。传统村落景观作为审美内觉的艺术语言与符号形式，是民族文化心理及民众审美的主动、自觉、“内生”形式。伴随着现代文化的发展，审美内觉能动性自觉转化，最终为现代科技文化及审美文化服务。从人的内觉角度去观察村落审美现象，探寻其审美本质及作为“审美内觉”的维度、特性。以传统村落景观作为审美内觉的研究对象，探寻其文化审美特性及现代转化方法。主要从对审美内觉的诠释，以及其所具有的能动性出发，从文化维度、价值维度和个体维度，分别对审美文化的构建、公共空间意识的凝结和朴素本真的内心追求进行分析，并作出现代转化的展望。传统村落景观是人类审美内觉普遍作用的行为及结果，审美具有“认同普遍性”，村落群体之间的审美内觉由共同性审美行为构成并体现在公共性生产习俗中，审美内觉的挖掘对传统文化审美因子的现代应用具有激发作用。

文章探讨了中国传统村落空间的民族文化生成机制

传统村落是文化生发的起点。传统村落作为人类聚居空间和精神慰藉的场所，是人类文化生发的一个重要起点。人们首先面临生存的需要，依据生存环境的特点而创造工具、建房造屋，从而设计出建筑结构与空间形态的原初样式，这从历代考古发掘及文化历史遗产中得到佐证；其次，为了获得生活生产资源而进行社会生产、物质生产，进行创造性生产，促进了手工业文明、社会关系生产的发展，从而催生了手工艺生产，促进了饮食、服饰、家具产品、车马交通等文

明雏形的演变，同时也推动了礼乐文化、节日习俗、宗法民约、伦理道德等社会雏形的建立；再次，为了获得精神上的宣泄、愉悦，进而出现了文学诗歌、宗教信仰、艺术审美等精神文化的雏形。人们在自身的精神追求、文化创造、审美表达的过程中，出现了人类本体性、起源性、生命性等哲学的思考与追问。人在漫长的农耕历史上作为村落文化创造的主体，使得传统村落成为人类文明生发的一个重要起点，不仅是人类文化艺术、社会关系和精神意志的生发点，而且是人类农业文明的本真表现、精神文明的原初体现。

传统村落是文化生成的“冶炼场”。皮亚杰认为：文化的发生是结构、解构到建构的过程，离不开生成的环境与场地，“每一个结构都是心理发生的结果，而心理的发生就是从一个较初级的结构过渡到一个不那么初级的（较复杂）的结构。（熊哲宏．皮亚杰理论与康德先天范畴体系研究［D］.上海：华东师范大学,２００２）号———创造文化”的哲学逻辑。美国凯瑟琳·帕特里克在论述创造性思维时，提出创造性思维的产生经历“准备期、酝酿期、阐明期和验证期四个阶段”。传统村落文化的创造，是原始先民们历经问题存在、反复尝试、思考酝酿、明晰思路、反复验证等一系列思维过程后得出的结果，同时是激发新思维、进行新实践、得出新结论的过程。因此，文化的生成是一个反复锤炼的过程。传统村落“文化母本”是文化生成的“冶炼场”，各“子文本”在母本场域中相互交融，反复锤炼、成长、发展和演变，共同熔铸为独具地域特色与民族特征的“文化母本”系统。因此，在文化生成的“冶炼场”中，“子文本”是“母文本”的延伸，任何一种“子文本”的形态及样式都是母体文化的提升与转化。在传统村落这个“冶炼场”中，是对母体文化进行判断和明晰，将优秀的传统文化提炼、交融，而传承、创新及发展的过程。这样既有利于推动社会发展、文明进步，又有利于文化多样性的维护。

文章探讨了中国传统村落空间的国家精神生成机制

中国传统村落空间具有类型丰富、形式多样、审美意蕴鲜明的特色，其精神的核心是重教明礼、扬义举善、率真存厚。反映了伦理、仁爱、孝道、礼仪的德治礼教观，体现了崇尚自然、和谐、朴实、率真的艺术观。传统村落景观的审美精神生成于自然启示、伦理教化、儒道礼教、神巫文化、理学宗法的启悟、感召与自觉。传统村落精神性景观的教化形式主要表现在宗祠、庙堂、墓志、碑铭等礼教建筑与民居建筑形式中，透过马头墙、飞檐翘角、檐口、梁柱、门匾、门簪、横联、门窗木雕、门槛、石墩、石柱等建筑构件与装饰，通过自然物象的各种形态特征并采用艺术表现的手法，将吉祥瑞意的自然景象、仁义智信的经典故事、扬善抑恶的戏剧与历史传说等教化的意义表征出来。其主要表现的方法，主要包括:(1)运用联想、隐喻同构、寓意双关、谐音取意的抽象方法。即“以形譬义、‘依声托事’的手法，把器物形态的象征意味与其名称谐音

的隐喻意味结合起来，在花中有花、题中有题的‘画外音’里，将乡民欢乐、吉庆、祝福、祈愿等方面的文化意识表达出来。以蝙蝠喻‘福’，以桃表寿，以古钱表‘全’或‘前’等”。既达到祈求吉祥、抒发审美、表达幸福的愿景，又具有审美教化的作用。(2)通过写实的手法展示、描绘耕田、砍柴、放牛、捕鱼等现实劳动场景，及亭台楼阁、奇珍异草、飞禽走兽、鱼虾虫蛇等各类自然生机景象。(3)通过神话故事、民间传说等表达美好愿景。(4)运用吉祥文字、几何图形等方法。五宝田传统村落就有多幅“双龙戏珠”、“双凤朝阳”、“天官赐福”、“野鹿含花”、“麒麟送子”的隐喻同构图，单就青竹石刻的万字纹、寿字纹、云雷纹等几何图案就有30多种，审美教化之意明显。爽溪村窗扇刻有“养心斋”、“福、禄、喜、寿”等教化寓意文字的镂空砖雕、木雕图案达有20多处，石柱所刻的杜鹃、菊花、兰草、锦鸡等花鸟形态大多源自本土动植物。

文章的局限性

研究案例不够广泛。研究是基于 2012 年起，已入选《中国传统村落保护名录》的中国传统村落为研究对象，选取其中湖南地区的传统村落作为具体研究的案例，湖南地区位于中国南部，其独特村落空间及建筑风格具有一定的特殊性，在后期的研究中可以增大研究的样本量，使得研究成果更具一般性。

表01

中国传统乡村的审美价值	体现方式
生活生产的艺术体现	传统村落作为具有空间形态、结构状态的物质表征，其本质是生息图景、生命活力的审美观照与生命图式的显现，集中体现在其整体布局、景观构成、建筑构造、室内空间、装饰艺术、生活图景等方面，是乡愁记忆、家园意识、原乡情结一系列观念所构成的文化艺术原型和艺术价值载体。
生命意识的艺术体现	传统村落的审美是基于自然山川、物候地理等气候环境、民族文化及思维方式而产生的，过去交通不便、生产力低下、“靠天吃饭”的乡村社会,造就了先民朴拙顽强的生活品质与生命意识，使得传统村落呈现出生生不息的生命力表征与团结奋进的审美特性。因此，传统村落物化的审美与内化的精神，也表现为朴拙顽强、存厚率真的艺术特性。

民族文化的艺术体现	民族“文化母本”观是把传统村落作为孕育生成民族建筑、乡土文学、宗教艺术、民俗节庆等文化艺术形式及其审美价值的母体。文化正是借助于“觅母”才得以进行审美表达和审美传播。传统村落审美所体现的生命活力、和美意象，构成了审美价值的内核，其实质是追求美与善、情与理的统一，是人之“性本论”的体现。
国家精神的艺术根基	传统村落对于家园文化、家国图景的熏陶教化，是从家规、族谱、宗祠等角度进行培育，通过楹联、村规民约等乡村文化景观来表达，其本质是一种社会结构和社会秩序的体现，是村民一致性或共识性的集体身份认同的表现。

结论

传统村落的审美价值不仅体现其作为诗意乡土、田园栖居及烟火气息等审美意象与文学场景等审美原型的表达上，而且体现在我国民居、宗祠、学校、风雨桥、钟鼓楼等民族特色的艺术多样性及建筑实践的审美应用上；不仅体现在我国不同民族生产生活样态及其各类实用器具形式的审美经验与造物智慧中，而且体现在乡土民俗风情、节庆事相、历史场景、旷野景观等生息图景空间的传承与建构中，同时体现在对比统一、均衡和谐等乡土艺术法则，以及宁静、荒野、乡愁等审美意境营造的设计实践指导中。为实现现代乡村业兴村强、民富人和、美丽宜居、稳定繁荣的美好生息图景,构建人心凝聚、文化认同、和谐奋进的精神家园，充分发挥传统村落的审美价值是题中之义。首先，要处理好人居环境与生态关系、产业发展与乡村韧性、和美社区与社会治理、文化价值与审美评估的协同等发展问题，应从传统村落法天则地的哲学思想与思维方法出发，遵循乡村审美的生成特性，把乡村建设发展作为一个艺术审美、文化生成的过程，作为一个体现生命意义的审美观照过程；其次，要发挥朴拙顽强的生命意识及审美特性，以汲取其生生不息的精神价值，应遵照乡村地理环境物候，注重生态伦理、发展韧性而适度发展；再次，要立足民族文化母本观的审美视角，传承保护优秀民族文化类型，发挥乡土艺术遗产资源价值，在传承乡村建筑形制、民族艺术及家居陈设等审美特性方面，发挥乡村审美功能与精神价值的作用，传承村落文化的生态伦理、宗教信仰、艺术审美、造物智慧；最后，立足家国民族共同体发展图景,传承“家国共同体”的优秀传统文化，建设具有现代文化精神场所、具有历史文化记忆、具有现代生息图景的和美乡村。

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Refining Ethical Sensitivity in Nursing Students Through Case Study Pedagogy: A Systematic Review

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Abstract

This study investigates the ethical sensitivity of nursing students and professional nurses, focusing on their ability to navigate ethical dilemmas in clinical settings. Through a meticulous analysis of ten articles and the use of questionnaires primarily administered via convenience sampling, it was found that hospital nurses exhibit moderately higher ethical sensitivity than nursing students. Influential factors include age and work experience. The research highlights a positive correlation between ethical sensitivity and ethical decision-making, emphasizing the effectiveness of a case study-centered teaching approach in enhancing ethical discernment and moral reasoning in nursing students. This approach significantly bolsters their empathetic abilities and overall ethical sensitivity.

Keywords: Ethical Sensitivity; Nursing Student; Case Study Education; Ethical Dilemma

Introduction

Nursing ethical sensitivity embodies a nurse's proficiency in identifying and adeptly managing ethical dilemmas when faced with complex situations. Within the nursing domain, ethical challenges arise as nurses grapple with making sound ethical decisions in clinical environments. These dilemmas often originate from the intersection of personal values and professional obligations. This literature review explores a case study-based teaching methodology designed to present nursing students with specific scenarios that simulate real-life situations, thereby enhancing their empathy skills.

Materials and Methods

Articles related to using case study teaching methods to enhance nursing students' ethical sensitivity, downloaded from Pub Med, CNKI, and Google Scholar, were reviewed.

Result and Discussion

After a rigorous screening process, a comprehensive analysis was performed on ten selected articles. The ethical sensitivity levels of nursing students and professional nurses were evaluated using a questionnaire, primarily administered through convenience sampling. Results indicated that the ethical sensitivity of hospital nurses is generally moderately higher compared to that of nursing students, whose sensitivity tends to be moderately lower. Variables such as age and work experience were found to influence the ethical sensitivity of nurses. The existing literature highlights a wide array of ethical dilemmas faced by nurses in different departments. Moreover, the ethical sensitivity of nurses varies, with increased sensitivity often correlating with enhanced empathetic abilities.

Conclusion

Literature findings substantiate a strong positive correlation between nursing ethical sensitivity and the aptitude of nurses for ethical decision-making. Additionally, compelling evidence underscores the efficacy of a case study-centered teaching approach in significantly enhancing ethical sensitivity among nursing students, thereby fostering their ethical discernment and moral reasoning capabilities.

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Coopetition Dynamics Among Medical Device Companies in Distance Learning: A Case Study Analysis

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Abstract

This study focuses on the competitive dynamics of medical device companies in the context of distance learning. Through in-depth analysis of specific case studies, the study examines the competitive challenges and opportunities faced by medical device companies in the distance learning environment. The study details each company's competitive strategy, market performance, and the impact of industry changes on the competitive landscape. The study aims to provide valuable insights and references for the development of the medical device industry in the era of distance learning, help companies better cope with competition, and promote the progress of the medical device industry.

Keywords: Distance Learning; Medical Device Industry; Competitive Strategy; Coopetition

Introduction

(i) Background and Significance of the Study

Research Background.

With the rapid development of information technology and the impact of global epidemics, the distance learning model has been widely used in various fields, including the medical device industry. As an important player in the medical field, medical device companies are facing a new market environment and competitive situation. In this context, it is of great practical significance to study the competitive dynamics of medical device companies in distance learning.

Significance of the Study.

1. Theoretical significance: It helps to enrich the application of the theory of competitive dynamics in specific industries and situations and provides new perspectives and cases for related research.

2. Practical significance: to help medical equipment companies better understand the characteristics and laws of competition in the distance learning environment, formulate scientific and effective competitive strategies, and enhance the competitiveness of enterprises.
3. Industry significance: to provide guidance for the development of the medical device industry in the era of distance learning, and to promote the sustainable development and innovation of the entire industry.

(ii) The Formulation of Research Questions

1. How does distance learning affect the competitive landscape of medical device companies in the market?
2. What are the unique competitive strategies adopted by medical device companies in a distance learning environment?
3. What are the competitive advantages and disadvantages of medical device companies in the context of distance learning?
4. How are competitive dynamics between different medical device companies characterized in distance learning?
5. How does distance learning affect product development and innovation in medical device companies?
6. How can the case study analysis provide useful insights for medical device companies competing in distance learning?
7. What are the main competitive challenges faced by medical device companies in distance learning and how can they be addressed?
8. Has distance learning changed cooperation and competition among medical device companies?
9. With the trend towards distance learning, how does the competitive behaviour of medical device companies differ from the traditional model?
10. How did the medical device company in the case study adapt and lead the competition in distance learning?

Materials and Methods

Materials

(i) Relevant Theories of Competitive Dynamics

1. Competitive strategy theories: Michael Porter's five forces model, for example, emphasizes the impact of the competitive structure of an industry on corporate strategy.
2. Dynamic competition theory: focuses on the interactivity and dynamics of competition between firms.
3. Resource base theory: emphasizes the role of a firm's unique resources and capabilities for competitive advantage.
4. Innovation theory: highlighting the importance of innovation in competition.
5. Game theory: used to analyse the strategic choices and interactions of firms in competition.

(ii) A Study of the Impact of Distance Learning on the Medical Device Industry

1. Impact on market demand: Distance learning may lead to an increase or change in demand for certain medical equipment products.
2. Changes to sales and marketing models: prompting companies to adopt new online sales channels and promotional methods.
3. Driving innovation in research and development: The new demands created by distance learning may stimulate research and development in medical device companies.

4. Implications for professional training and education: Training in the use of medical devices may rely more on distance methods.
5. Impact on supply chains: Supply chain configurations may need to be adapted to new market changes.
6. Reshaping the competitive landscape of the industry: Some emerging companies may take advantage of distance learning opportunities.
7. Impact on patterns of industry cooperation: Promote greater cooperation and resource sharing among enterprises.
8. Regulatory and supervisory challenges: The use of medical devices in distance learning environments requires corresponding regulatory adjustments.

Methods

(i) The Basis for Case Selection

1. Representativeness: Selection of representative medical device companies that reflect the general characteristics and competitive dynamics of the industry.
2. Innovative: selection of companies with innovative initiatives or outstanding performance in distance learning.
3. Market position: Companies with different market positions, such as leading and emerging companies, are selected for comparative analysis.
4. Types of products: Covering different types of medical device products in order to observe the competition in different areas.
5. Data availability: Ensure that sufficient relevant data are available for in-depth research and analysis.
6. Industry influence: selecting companies with greater influence on the industry better reflects industry trends.
7. Stages of development: includes companies at different stages of development and examines their competitive strategies at different stages.

(ii) Data collection methods

1. Literature research: review of relevant academic literature, industry reports, company information, etc.
2. Internal company information: access to internal company documents, reports, strategic plans, etc.
3. Interviews: In-depth interviews with managers and employees of the company.
4. Questionnaires: Questionnaires were distributed to relevant persons to collect data.
5. Analysis of the case company's website and social media: collecting information about the company's online presence.
6. Industry conferences and seminars: participate in relevant activities to gather information and views.
7. Observation: Observation of the use of the company's products, market reaction, etc.

Results and Discussion

(i) Summary of Key Findings

1. Distance learning has had a multifaceted impact on the competitive landscape of the medical device industry.
2. Companies have diversified their competitive strategies in the distance learning environment.
3. The dynamics of competition are characterized by a dynamic mix of innovation, cooperation and competition.
4. Distance learning promotes technological advances and market expansion for medical device companies.
5. The case studies reveal key elements and challenges to competitive advantage.

6. We have a clearer understanding of the development trend of the industry, which provides reference for enterprise decision-making.
7. Validation of the validity of data collection and analysis methods.
8. Provides insight into the continued development of the medical device industry in the era of distance learning.

(ii) Discussion and Analysis of Results

1. Effectiveness of competitive strategies: Explore how different competitive strategies work in practice in a distance learning environment and which ones achieve better results.
2. Market responsiveness and adaptability: analysing the responsiveness and adaptability of companies to the changes brought about by distance learning, as well as market acceptance.
3. Impact of technological innovations: study of the key role of technological innovations in competition and how they contribute to the development of the industry.
4. The role of cooperative models: discussion of the significance of cooperation in the context of competition and the impact of different forms of cooperation on firms.
5. Insights into industry trends: Based on the results of the study, future trends in the medical device industry in a distance learning environment are predicted and analysed.
6. Challenges and responses: to analyse the main challenges identified in the study and to explore whether the company's response strategies are reasonable and effective.
7. Implications for business decision-making: Summarize the implications of the study for the development of competitive strategies and future development plans for medical device companies.
8. Limitations of the study: identification of possible limitations of the study and suggestions for follow-up research.

Conclusion

1. Distance learning has significantly changed the competitive environment and way of medical device companies.
2. Companies actively adjust their competitive strategies under the background of distance learning to meet the new market demand.
3. The competitive dynamics are characterized by technology-driven and deepening cooperation.
4. Distance learning has promoted the innovative development and resource integration of the medical device industry.
5. The case study shows that companies with innovative ability and quick response to market changes have more competitive advantages.
6. Data collection and analysis methods provide reliable support for the research.
7. The research results have important guiding significance for medical device companies to formulate strategies and meet the challenges of distance learning.
8. The importance of continuously paying attention to market dynamics and strengthening competitiveness is further emphasized.

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Empowering Novice English Language Teachers In Nukus, Karakalpakstan's Middle Schools: A Case Study of Challenges And Strategies

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Abstract

In the dynamic landscape of education, novice English language teachers play a crucial role in shaping language acquisition and proficiency among students, particularly in regions with diverse linguistic and cultural backgrounds. Nukus, located in Karakalpakstan, presents a unique context where the challenges faced by novice English language teachers are both varied and significant. This study delves into the intricate web of challenges encountered by these educators in middle schools within Nukus and explores actionable strategies for their empowerment and professional development. Utilizing a qualitative case study approach, this research provides a nuanced exploration of the challenges confronting novice English language teachers in Nukus, Karakalpakstan's middle schools. The methodology encompasses semi-structured interviews with novice teachers and classroom observations to understand real-time teaching dynamics. The findings illuminate a spectrum of challenges, including limited access to modern teaching resources, language and cultural barriers affecting classroom dynamics, complexities in managing diverse student populations, and the pressing need for continuous professional development. This study proposes a range of empowering strategies, such as mentorship programs, targeted training workshops on pedagogical techniques, language proficiency enhancement, cultural sensitivity, and collaborative lesson planning.

Keywords: Novice English Language Teachers; Middle Schools; Challenges; Empowerment Strategies; Nukus; Karakalpakstan

Introduction

Nukus, the capital of the Republic of Karakalpakstan in Uzbekistan, has undergone substantial transformations in its education sector, particularly in the domain of English language instruction. The

region's educational landscape has evolved in response to various socio-political and economic changes, including globalization and the increasing demand for English proficiency in the globalized world. As a result, English language teaching has become a pivotal component of the curriculum in Nukus' middle schools, aiming to equip students with the linguistic skills necessary for success in higher education and the workforce. Novice English language teachers in Nukus's middle schools navigate a complex landscape. They often face the dual challenge of mastering their teaching practice while adapting to a multilingual and multicultural classroom. Additionally, limited access to modern teaching resources and the need for continuous professional development further complicate their efforts.

Transitioning from pre-service training to the school environment is challenging for novice English language teachers. Akcan et al. (2023) emphasize understanding school culture and expectations as crucial. New teachers often feel uncertain and struggle with curriculum implementation, classroom management, and student engagement while adapting to administrators' and colleagues' expectations. Alhamad (2018) highlights the unique challenges faced by novice teachers in Saudi Arabia due to differing cultural and institutional norms. The induction period significantly impacts novice teachers' professional development. Comprehensive support systems are essential for effective transitions from training to practice. Alharbi (2019) stresses the need for targeted support addressing classroom management, curriculum implementation, assessment practices, and cultural adaptation.

Mentorship programs are vital during the induction period. Mann and Tang (2012) underscore mentoring's role in providing guidance, feedback, and emotional support. Experienced mentors help novice teachers navigate challenges and grow professionally. Creating a supportive school culture, as emphasized by Sali and Kecik (2018), is crucial for fostering professional growth and easing novice teachers' transition into the profession. Differentiated instruction is another challenge for novice teachers, requiring adaptation of teaching methods to meet diverse student needs. Jiang et al. (2020) highlight the importance of professional development in addressing these instructional challenges, ensuring high-quality learning experiences for all students.

Professional identity development is a dynamic process influenced by personal beliefs, educational background, and school interactions (Bulut Albaba, 2017). Novice teachers must reconcile theoretical knowledge with practical realities, shaping their professional identities and pedagogical beliefs (Macalister, 2023).

Objectives: The objectives of this study are twofold:

- To identify and analyze the specific challenges faced by novice English language teachers in Nukus' middle schools.
- To propose actionable strategies for addressing these challenges and empowering novice teachers to enhance their teaching effectiveness and professional growth.

Methods and Materials

Research Design and Participants

This study employed a qualitative case study approach to delve deeply into the challenges faced by novice English language teachers in middle schools within Nukus, Karakalpakstan. The qualitative case study methodology was chosen for its ability to provide a comprehensive, in-depth understanding of the complex, context-specific issues that these teachers encounter. This approach allowed for a rich, detailed exploration of the personal experiences and perceptions of the participants. The participants in this study

were novice English language teachers currently teaching in middle schools in Nukus. Novice teachers were defined as those with less than three years of teaching experience. A purposive sampling method was used to select participants who could provide relevant and insightful data related to the research objectives. In total, 12 novice teachers participated in the study and 8 of them had master's and the rest had bachelor's degree.

Data Collection

Data collection was conducted through two primary methods: semi-structured interviews and classroom observations. The semi-structured interview format was chosen to allow flexibility and depth, enabling participants to share their experiences freely while ensuring that key topics were covered. Each interview lasted approximately 15 to 20 minutes and was conducted in a private setting to ensure confidentiality. The interview questions focused on areas such as teaching resources, language and cultural barriers, classroom management, student diversity, and professional development needs. Interviews were audio-recorded with the participants' consent and subsequently transcribed verbatim for analysis. Observations aimed to capture the real-time teaching dynamics and challenges faced by the novice teachers in their natural classroom environments. Each teacher was observed for two to three class periods over the course of a week.

Data Analysis

The data analysis adopted a thematic analysis approach, comprising several iterative steps. Initially, transcripts and field notes were thoroughly reviewed to grasp the data's nuances. Subsequently, manual coding generated initial codes, allowing for a detailed comprehension of context-specific intricacies. These codes were then organized into overarching themes, encompassing challenges and experiences encountered by novice teachers, such as resource limitations, language and cultural barriers, classroom management complexities, and professional development needs. Themes underwent rigorous review and refinement to ensure fidelity to the data, with any discrepancies resolved through consensus. Trustworthiness measures included data triangulation through interviews and observations, member checking with participants to validate findings, and regular peer debriefing sessions to enhance analytical rigor and interpretation accuracy.

Ethical Considerations

Ethical approval for the study was obtained from the relevant institutional review board. Participants were fully informed about the study's purpose, procedures, and their right to withdraw at any time without penalty. Informed consent was obtained from all participants prior to data collection. Anonymity and confidentiality were maintained throughout the study, with all identifying information removed from transcripts and field notes.

Results and Discussion

The qualitative case study revealed several significant challenges encountered by novice English language teachers in middle schools within Nukus, Karakalpakstan. These challenges encompassed various aspects of teaching and professional development, as summarized in Table 1.

Table 1: Challenges Faced by Novice English Language Teachers

Challenges	Description
Resource Limitations	Lack of textbooks, supplementary materials, and technology necessary for effective instruction.

Language and Cultural Barriers	Difficulties in navigating language and cultural differences, affecting communication and rapport.
Classroom Management Complexities	Struggles with maintaining discipline and managing time effectively.
Strict Curriculum Requirements	Pressure to cover prescribed content within limited time frames, impacting instructional quality.
Professional Development Needs	Need for mentorship programs, workshops, and ongoing training to enhance pedagogical skills.

Novice English language teachers in Nukus' middle schools face significant challenges, including a lack of essential teaching resources, language and cultural barriers, classroom management complexities, strict curriculum requirements, and unmet professional development needs. The shortage of textbooks, supplementary materials, and technological tools hinders their ability to design engaging lessons, forcing many to improvise frequently. Additionally, navigating the multilingual and culturally diverse environment complicates effective communication and rapport-building with students. Classroom management proves overwhelming due to inexperience and diverse student behaviors, further disrupting the learning process and increasing teacher stress. The rigid curriculum requirements restrict instructional flexibility, compromising lesson quality and student engagement. Moreover, the absence of tailored professional development opportunities limits teachers' growth and the enhancement of their pedagogical skills, highlighting a critical need for workshops and mentorship programs to support their professional journey.

Table 2: Proposed Strategies for Addressing Challenges

Strategies	Description
Resource Enhancement	Collaborate with authorities to allocate textbooks, teaching aids, and technology infrastructure.
Cultural and Linguistic Training	Implement professional development focusing on cultural sensitivity and language proficiency.
Classroom Management Support	Provide comprehensive training in classroom management and pair novices with experienced mentors.
Curriculum Flexibility Advocacy	Advocate for curriculum adaptation and differentiation strategies to accommodate diverse learning needs.
Continued Professional Development	Establish a structured framework for ongoing training, workshops, and reflective practices.

Discussion

The study’s findings emphasize the need for a comprehensive strategy to support novice English language teachers in Nukus. Resource limitations were a prominent challenge, impacting instructional quality. Addressing this issue requires coordinated efforts to enhance resource allocation and establish resource-sharing networks. Akcan et al. (2023) highlight that understanding school culture and access to adequate resources are crucial for novice teachers' integration and effectiveness. Language and cultural barriers significantly affected classroom dynamics, similar to challenges noted by Alhamad (2018) in Saudi Arabia. Implementing cultural and linguistic training can equip teachers with skills to navigate these challenges. Training should focus on language proficiency and cultural sensitivity, as recommended by Jiang et al. (2020), ensuring high-quality learning experiences for all students.

Classroom management complexities were prevalent, underscoring the need for robust training and mentorship programs. Mann and Tang (2012) emphasize mentoring’s role in providing guidance and

support, which is critical for managing diverse student behaviors and maintaining discipline. Pairing novice teachers with experienced mentors can offer practical strategies and personalized guidance to improve classroom management. Strict curriculum requirements added stress on teachers, highlighting the need for curriculum flexibility to meet diverse student needs. This aligns with Alharbi (2019), who emphasizes support systems addressing curriculum implementation and classroom management. Advocacy for curriculum adaptation and differentiation strategies is essential in multilingual and multicultural classrooms. The need for continuous professional development was evident, stressing the importance of a structured framework for ongoing training and reflective practices. Bulut Albaba (2017) notes that professional identity development is influenced by personal beliefs, educational background, and school interactions.

Conclusion

This study underscores the significant challenges faced by novice English language teachers in middle schools within Nukus, Karakalpakstan, while also highlighting potential strategies to empower these educators and enhance their professional development. The findings reveal that resource limitations, language and cultural barriers, classroom management complexities, and strict curriculum requirements substantially hinder the effectiveness of novice teachers. Additionally, the pressing need for tailored professional development opportunities further complicates their teaching experience. Addressing these challenges requires a multifaceted approach. By enhancing resource availability, providing comprehensive cultural and linguistic training, offering robust classroom management support, advocating for curriculum flexibility, and establishing a structured framework for ongoing professional development, stakeholders can create a supportive and empowering environment for novice teachers. Such initiatives not only improve teaching effectiveness but also contribute to the overall quality of English language education in Nukus' middle schools. Future research should explore the long-term impact of the proposed strategies on novice teachers' performance and student outcomes. Additionally, comparative studies between different regions or countries facing similar challenges could provide deeper insights into effective practices. Investigating the role of technology in supporting novice teachers and enhancing their instructional methods is another promising area for further research. Finally, longitudinal studies tracking the professional development and career progression of novice teachers over time would offer valuable data on the efficacy of various support mechanisms.

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Impact of Environmentally Specific Servant Leadership on Employees' Pro-Environmental Behaviours in The Workplace

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Abstract

The aim of this study is to investigate the influence of environmentally-specific servant leadership (ESSL) on workplace pro-environmental behaviors targeting the hotel industry of Saudi Arabia. Data was collected from 289 hotel employees using survey questionnaires. Validated scales assessed ESSL, green creativity, green human resource management (GHRM), green self-efficacy, and workplace pro-environmental behaviors. Structural equation modeling (SEM) was used to analyze relationships among these variables. Results exhibits that ESSL directly impacts WPB, suggesting leaders prioritizing environmental values and empowering employees can significantly impact workplace pro-environment behaviors (P=0.00). While influence of ESSL on WPB through green creativity is insignificant (p=0.524), indicating other factors play a major role in shaping environmental actions. Combining ESSL with GHRM significantly enhances WPB, highlighting the importance of aligned leadership and supportive HR practices foster sustainable workplace (P=0.008). Combining ESSL with GSC significantly enhances WPB, reflecting that empowering employee in environmental efforts increases their confidence and ability to take actions (P=0.012). Results also indicate that there is no statistically significant evidence to suggest that employee-specific servant leadership directly discourages the implementation of green HR practices, green creativity, Green self-efficacy with moderating effect of pro-environmental behavior. However, the negative path coefficient might warrant further investigation to understand the potential underlying reasons for this weak relationship. Further research is needed to understand the weak relationship between ESSL and green creativity, as well as the potential moderating effect of 0.pro-environmental behavior on these constructs.

Keywords: Environmentally Specific Servant Leadership; Green Creativity; Green Human Resource Management Practice; Green Self Efficacy; Proactive Pro-Environment Performance; Workplace Pro -Environmental Behaviors

Introduction

Environmental issues are becoming increasingly urgent and challenging in the modern world. Organizations play a vital role in addressing these issues by promoting pro-environmental behaviours among employees. However, not all employees are willing or motivated to engage in such behaviours, which may require extra effort, cost, or sacrifice. Environmental issues force companies to mobilize resources and capabilities to adopt environmental management and transition to sustainable green development (Li et al., 2020).

It emphasizes that environmentally specific servant leadership (ESSL) can be a successful approach (Yuan & Li, 2022). ESSL focuses on serving the environmental needs of stakeholders and can influence employee PEB positively (Peng et al., 2022). The study aims to investigate how servant leaders' environmental values, knowledge, and skills influence employees' PEB. It also explores mediating factors (green creativity, green HR practices, and green self-efficacy) and the moderating role of proactive environmental performance. A research gap is identified: a lack of studies on ESSL in developing countries like Saudi Arabia, which is undergoing a sustainability transformation (Aboramadan et al., 2021). Future research is encouraged to explore ESSL's effectiveness in various contexts (Islam et al., 2023)

Theoretical Framework and Literature Review

This study investigates the link between environmentally-specific servant leadership and environmental performance in organizations. It builds on social learning theory (Bandura, 2001) which suggests people learn by imitating credible role models (Bandura, 2001). In workplaces, supervisors are often seen as role models due to their frequent interaction with subordinates and their authority (Brown et al., 2005). Environmentally-specific servant leaders can serve as such role models, promoting green values and behaviours. This, according to the theory, should stimulate employees' green creativity and lead to better environmental performance for the organization (Afsar et al., 2018). Employees' voluntary pro-environmental actions (WPB) are key to sustainable organizations (Mughal et al., 2022). Environmentally-specific servant leadership (ESSL) promotes WPB by empowering employees and prioritizing environmental well-being (Yuan & Li, 2022). ESSL fosters psychological factors like green self-efficacy and passion, motivating employees to act sustainably (Yuan & Li, 2022). Contextual elements can also influence how employees respond to ESSL, highlighting the interconnectedness of leadership and WPB for achieving sustainability (Yuan & Li, 2022).

Environmentally-focused leaders who prioritize green initiatives can boost employee creativity in solving environmental challenges within the organization (Alyahya et al., 2023). This green creativity then helps the organization achieve its sustainability goals (Hou et al., 2023). Factors like company culture and how employees perceive their power within the organization can influence this process (Hou et al., 2023). Green creativity (finding eco-friendly solutions) and eco-friendly workplace behaviour are crucial for sustainable organizations (I. Ahmad et al., 2022). Factors like ethical leadership, green HR practices, and a supportive environmental workplace culture can motivate employees to act sustainably and develop creative solutions (Naz et al., 2023). ESSL prioritizes environmental well-being and empowers employees to act sustainably (Gu & Liu, 2022). Green HRM practices, like green training and green performance appraisals, equip employees with the knowledge and motivation to be environmentally friendly These two approaches work together to create a supportive work environment where employees can contribute to environmental sustainability (Tuan, 2021). ESL can lead to employees taking more environmental actions at work, such as recycling or reducing energy use. It does

this by increasing employees' green self-efficacy (Mughal et al., 2022). Self-efficacy theory suggests that supportive leadership can boost confidence (Bartlett et al., 2022). Similarly, the passage describes how green self-efficacy can lead to more workplace pro-environmental behaviors. These are actions employees take at work to benefit the environment (Mughal et al., 2022). Factors like environmental knowledge and organizational support can also influence these behaviors. Influence of environmentally-specific servant leadership (ESSL) on several factors crucial for organizational sustainability (Rubel et al., 2021). ESSL is linked to increased green creativity, mediated by factors like proactive environmental performance and environmental knowledge (Rubel et al., 2021). Additionally, research suggests a positive association between ESSL and green human resource management practices (Gu & Liu, 2022). Finally, ESSL combined with proactive environmental performance can further enhance employees' green self-efficacy, their confidence in taking environmental actions (Naz et al., 2023).The following research framework is proposed based on the above arguments illustrated by the literature review and the social learning theory.

H1: Environmentally-specific servant leadership is positively related to Workplace pro -Environmental behaviours.

H2: Green Creativity mediates the relationship between Environmentally-specific servant leadership and Workplace pro -Environmental behaviours.

H3: Green human resource management practices mediate the relationship between Environmentally-specific servant leadership and Workplace pro –Environmental behaviours.

H5: Proactive pro-environment performance will moderate the positive relationship between Environmentally-specific servant leadership and Green Human resource management practice.

H6: Proactive pro-environment performance will moderate the positive relationship between Environmentally-specific servant leadership and Green Self efficacy.

H7: Proactive pro-environment performance will moderate the positive relationship between Environmentally-specific servant leadership and green creativity.

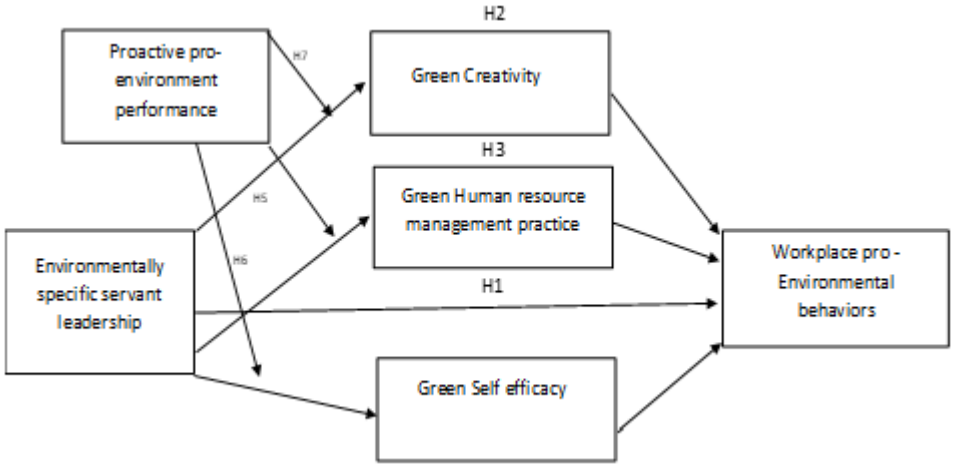

Figure 1. Research Framework

Materials and Methods

This study investigates the impact of environmentally-specific servant leadership (ESSL) on employee pro-environmental behaviours in the Saudi Arabian hotel industry. A survey was sent to 500 hotel employees (entry-level and managerial) and 289 responses were collected. The study used established measures to assess various factors including green HRM, green creativity, green self-efficacy, and pro-environmental behaviour. Statistical methods were then used to analyse the data and test the hypotheses about the relationships between these factors and ESSL.

Results and Discussion

Table 1. Construct Reliability and validity

	Cronbach's alpha	Composite reliability (rho_a)	Composite reliability (rho_c)	Average variance extracted (AVE)
ESSL	0.923	0.928	0.935	0.545
GC	0.885	0.887	0.913	0.637
GHRM	0.936	0.938	0.944	0.529
GSC	0.861	0.864	0.900	0.643
PE	0.869	0.870	0.920	0.793
WPB	0.875	0.891	0.903	0.573

Employees specific servant leader (ESSL), Green Creativity (GC), Green human Resource management (GHRM), Green self-efficacy (GSE), Pro Environment (PE) Workplace pro -Environmental behaviours (WPB).

Table 2. Discriminant Validity Heterotrait-monotrait ratio (HTMT)

	ESSL	GC	GHRM	GSC	PE	WPB	PE x ESSL
ESSL							
GC	0.823						
GHRM	0.842	0.886					
GSC	0.781	0.821	0.84				
PE	0.701	0.703	0.724	0.809			
WPB	0.732	0.705	0.748	0.748	0.679		
PE x ESSL	0.580	0.555	0.569	0.577	0.549	0.552	

Employees specific servant leader (ESSL), Green Creativity (GC), Green human Resource management (GHRM), Green self-efficacy (GSE), Pro Environment (PE) Workplace pro -Environmental behaviors (WPB).

Table 3. Discriminant Validity Fornell larcker creation

	ESSL	GC	GHRM	GSC	PE	WPB
ESSL	0.739					
GC	0.748	0.798				

GHRM	0.788	0.805	0.727			
GSC	0.705	0.716	0.756	0.802		
PE	0.631	0.617	0.653	0.703	0.891	
WPB	0.674	0.633	0.692	0.665	0.598	0.757

Employees specific servant leader (ESSL), Green Creativity (GC), Green human Resource management (GHRM), Green self-efficacy (GSE), Pro Environment (PE) Workplace pro -Environmental behaviours (WPB).

Table 4. R-square

	R-square	**R-square adjusted**
GC	0.601	0.597
GHRM	0.669	0.665
GSC	0.616	0.612
WPB	0.531	0.526

Employees specific servant leader (ESSL), Green Creativity (GC), Green human Resource management (GHRM), Green self-efficacy (GSE), Pro Environment (PE) Workplace pro -Environmental behaviours (WPB)**.**

Table 5. Total effect. Path Coefficients -mean, STDEV, T. Value a, p, Values

	Original sample (O)	**Sample mean (M)**	**Standard deviation (STDEV)**	**T statistics (|O/STDEV|)**	**P values**
ESSL -> WPB	0.254	0.26	0.094	2.706	0.007
ESSL -> GC -> WPB	0.033	0.032	0.052	0.637	0.524
ESSL -> GHRM -> WPB	0.148	0.15	0.056	2.646	0.008
ESSL -> GSC -> WPB	0.098	0.097	0.039	2.512	0.012
PE x ESSL -> GHRM	-0.055	-0.066	0.04	1.374	0.17
PE x ESSL -> GSC	-0.059	-0.063	0.04	1.465	0.143
PE x ESSL -> GC	-0.053	-0.062	0.039	1.366	0.172

Employees specific servant leader (ESSL), Green Creativity (GC), Green human Resource management (GHRM), Green self-efficacy (GSE), Pro Environment (PE) Workplace pro -Environmental behaviours (WPB).

Discussion & Conclusion

The study investigated the impact of environmentally-specific servant leadership (ESSL) on employee pro-environmental behaviours in the Saudi Arabian hotel industry. In Above tables shows the results. Cronbach's Alpha (> 0.7): All values above 0.7, indicating reliable scales (good). Composite Reliability (> 0.7): All values above 0.7, indicating reliable scales (good). Average Variance Extracted (AVE) (> 0.5): All values above 0.5, indicating good construct validities to WPB path coefficient: 0.254 (T-value = 2.706, p-value = 0.007). This statistically significant effect shows a positive direct impact of ESSL on WPB. ESSL to GC to WPB: 0.033 (T-value = 0.637, p-value = 0.524). This statistically insignificant effect suggests green creativity doesn't significantly mediate the ESSL-WPB relationship’s to GHRM to

WPB: 0.148 (T-value = 2.646, p-value = 0.008). This statistically significant effect indicates green human resource management practices partially mediate the ESSL-WPB relationship's to GSE to WPB: 0.098 (T-value = 2.512, p-value = 0.012). This statistically significant effect shows green self-efficacy partially mediates the ESSL-WPB relationship. No statistically significant evidence for PEB moderating the relationships between ESSL and other variables (GHRM, GSE, GC). This study highlights the positive influence of ESSL on employee pro-environmental behaviour. ESSL directly affects WPB and indirectly through green HRM practices and green self-efficacy. Green creativity doesn't appear to play a significant role in this indirect effect. These findings suggest that environmentally-specific servant leadership can be a valuable tool for promoting a more sustainable workplace culture.

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The Role of Good Corporate Governance (Gcg) and Quality of Customer Service (Qcs) on Sharia Bank Performance (Sbp): With Crm as A Mediation Variable in Padang, West Sumatra Province, Indonesia

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Abstract

This research examined the factors that affect Sharia Bank Performance of the state-owned Islamic banks in Indonesia. Data were collected by distributing an online questionnaire to 100 Muslim customers. Furthermore, the collected data were analyzed using SEMPLS. The findings indicate that Good Corporate Governance, Quality of Customer Service and Customer Relationship Management can enhance Sharia Bank Performance. This suggested that, in Padang West Sumatera Indonesia, where most of the population is Muslim, businesses prioritizing Shariah compliance through Customer Relationship Management are more likely to retain customers. This research provides empirical evidence to Islamic banks regarding the significance of Customer Relationship Management. The study suggests that, based on its findings, the various branch managers in charge of CRM should develop, nurture, and maintain attractive CRM practices as a system to help boost bank performance Based on the findings, bank management tends to consider integrating the Good Corporate Governance, Quality of Customer Service and Customer Relationship Management, into the banking business model.

Keywords: Good Corporate Governance; Quality of Customer Service; Customer Relationship Management; Sharia Bank Performance

Introduction

Indonesia has the largest Muslim population in the world, which is a potential that Sharia banks should be able to achieve through superior business performance. Islamic banks are expected to grow optimally as a representation of one the most prominent Islamic countries in the economic sector. However, Indonesia has captured only 2% of the global Sharia market for now. Poor performance of Sharia banks will impact public trust in the Sharia-based financial system.

In the domestic market, Islamic Banking is facing several problems, such as low market share growth and issues in operational performance. Low productivity levels, both employees and outlets, impacted the market penetration by only around 3%, which is still relatively low compared to conventional banking. In 2021, the Indonesian government merged 3 State-owned Sharia banks to make the Islamic financial industry more attractive and efficient. This strategic decision was carried out to combine the advantages possessed by each of these banks in the hope of providing more complete and better services with a broader market and customer reach and a more capable capital capacity to impact competitiveness positively.

Business performance is defined as the ability of the business company to achieve its goal. In the Sharia Banking industry, the business's objective is revenue and a positive impact on the community. According to Otto et al (2020), business performance should be measured by the customer satisfaction index. Hamzah and Shamsudin (2020) also concluded that customer satisfaction is crucial for business performance. In terms of Sharia banking, customer satisfaction means that customers can ensure that their banking follows the Shariah rules and compliance. Market share is also one of the parameters to identify whether a business's performance is bad or good. According to Varadarajan (2020), successful companies can use market insight information to increase their market share. Varialle, et al (2022) found that organizations can improve market share if they can run their innovation strategy correctly.

The authors also found a gap in previous studies regarding the relationship between innovation and business performance. Many studies found that innovation impacts business performance, such as research from Hanaysha et al. (2022), Zainal (2022), Christa et al. (2020) and Chege and Wang (2020). Other results concluded that innovation does not impact performance; for example, a study from Ghasemaghaei and Calic (2020) found that data volume, which was previously proved to play a vital role in innovation in the big data era, does not play a critical role in enhancing performance. To fill this gap, this research added Customer Relationship Management as mediating variables to the relationship between Good Corporate Governance, Quality of Customer Service and Sharia Bank Performance.

Materials and Methods

This research used a quantitative method with the partial least square-structural equation modelling (PLS-SEM) technique. Data was collected from 100 Muslim customers throughout in Padang West Sumatera Province Indonesia. Data was processed using Smart PLS version 4.1.0 to analyze the hypotheses for this study.

Results and Discussion

Key findings of the study are summarized in table 01, as major roles of Good Corporate Governance (GCG), Quality of Customer Service (QCS) and Customer Relationship Management (CRM) can enhance Sharia Bank Performance (SBP).

Tabel.1. Test Statistics Evaluation Hypothesis Test Direct Effect

Hypotheses	Path Coefficient	p-Value	Interval		F Square
			Lower	Upper	
H_1: GCG → SBP	0,352	0,000	0,142	0,422	0,206
H_2: GCG → CRM	0,078	0,221	-0,122	0,289	0,015
H_3: QCS → SBP	0,432	0,000	0,333	0,676	0,362
H4: QCS → CRM	0,325	0,000	0,223	0,579	0,212
H_5: CRM → SBP	0,365	0,000	0,140	0,488	0,145
Evaluation Hypothesis Test In-Direct Effect					
H_6: GCG → CRM→ SBP	0,185	0,015	0,077	0,347	0,034
H_7: QCS→ CRM→ SBP	0,132	0,012	0,064	0,332	0,011

Based on Table 1, we can conclude the result of the hypotheses testing below.

H_1: GCG has a significant effect on SBP; The t-statistic value for GCG on SBP ($p < 0.000$),
H_2: GCG has a no-significant effect on CRM;The t-statistic value for GCG on SCM ($p < 0.221$)
H_3: QCS has a significant effect on SBP; The t-statistic value for GCG on SBP ($p < 0.000$),
H_4: QCS has a significant effect on CRM; The t-statistic value for GCG on SBP ($p < 0.000$),
H_5: CRM has a significant effect on SBP; The t-statistic value for GCG on SBP ($p < 0.000$),
H_6: CRM mediated the relationship between GCG and SBP The t-statistic value ($p < 0.015$),
H_7: CRM mediated the relationship between QCS and SBP The t-statistic value ($p < 0.012$),

Conclusion

Based on the findings in the field, the research concludes as follows: GCG positively affects SBC. GCG does not affect CRM TGCG positively affects SBC, QCS positively affects SBC, QCS positively affects CRM, CRM positively affects SBC. CRM mediated the relationship between GCG and SBP and CRM mediated the relationship between QCS and SBP.

Good CRM practices as mediation will make customers increase their transactions with banks leading to increased innovation of bank products and services, opening of more bank branches for easy access, introduction of innovative products and services, provision of more social responsibility to build image, and increase market share and Bank performance.

Developing of GCG future study can develop more comprehensive disclosures that are not limited to the number of board members but also qualifications and distribution of placements in branches.

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القيادة بالتجوال وعلاقتها بجودة الحياة الوظيفية من وجهة نظر المعلمين والمعلمات في منطقة عنقود الحسين التعليمية في فلسطين

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الملخص

هدف البحث إلى الكشف عن العلاقة بين أسلوب القيادة بالتجوال وجودة الحياة الوظيفية للمعلمين والمعلمات في منطقة عنقود الحسين التعليمية في فلسطين. تكون مجتمع الدراسة من 399 معلم ومعلمة. أظهرت النتائج وجود علاقة إيجابية متوسطة ذات دلالة إحصائية بين القيادة بالتجوال وجودة الحياة الوظيفية. وكان مستوى ممارسة القيادة بالتجوال مرتفعًا مع تميز مجال المبادرة. كما كان مستوى جودة الحياة الوظيفية متوسطًا. أوصى الباحثان بتحسين ممارسات القيادة بالتجوال، خاصة في مجال التطوير والإبداع، وتحسين بيئة العمل من خلال توفير التجهيزات المكتبية واللوجستية وتعزيز التواصل الإيجابي. كما أوصى الباحثان بإجراء دراسات مماثلة في مناطق أخرى وفحص العلاقة في سياقات مختلفة ودراسة تأثير القيادة بالتجوال على أداء الطلاب ورضى المعلمين والمعلمات عن العمل.

الكلمات المفتاحية: القيادة بالتجوال، جودة الحياة الوظيفية، فلسطين؛ التعليم.

المقدمة

يعد مفهوم الجودة من المفاهيم المعاصرة التي ناغمت حالة التغير والتطوير المستمرة في كافة مجالات الحياة، لا سيما في ظل حالة التنافس الشديد الحاصلة بين الأفراد وبين المنظمات وحتى بين الأقاليم والدول. فالجودة بمفهومها المجرد تقابل حالة الرضا عند العميل أو المستفيد من الخدمة أو السلعة المقدمة، ولتحقيق ذلك، لا بد من كسب رضا العاملين الذي ينعكس تلقائيا على عامل الجودة في حياة العمل والعكس صحيح. وتؤدي جودة الحياة الوظيفية للعاملين دورا مهما وأساسيا في تحديد ارتقاء أداء المنظمة، فالأفراد الذين يتمتعون بجودة حياة وظيفية مريحة ومميزة يكونون أصحاب أداء عال، وتكون لديهم القدرة على مساعدة المنظمة في تحقيق أهدافها الاستراتيجية، وبالتالي تحقيق الميزة التنافسية لها والحفاظ عليها. لذا تعد جودة الحياة الوظيفية من المواضيع الإدارية المهمة في إدارة الموارد البشرية والسلوك التنظيمي، لما لهذا المفهوم من تأثير مباشر في الروح المعنوية للعنصر البشري، وبالتالي على أداء المنظمة. وأن تحقيق الجودة يتمثل في تحقيق حالة الرضا الذاتية لدى متلقي الخدمة أو السلعة، وأن العنصر البشري هو الأهم في تحقيق مفهوم جودة حياة العمل باعتباره الوعاء الحاضن للمفاهيم والشعور بها (مصلح، 2020).

عرفت الإدارة بالتجوال أنها تعبير عن حالة انتقال الإدارة العليا من مكاتبها إلى ميدان العمل المباشر بهدف الاحتكاك المباشر والملاحظة والتعرف إلى تفاصيل إتمام المهمات، والتفاعل المباشر مع حاجات العاملين المادية والمعنوية ورغباتهم (اشتيوي، 2015). وعرفها (غوانمة، 2018) أنها تعبير عن حالة انتقال الإدارة العليا من مكاتبها إلى ميدان العمل بهدف الملاحظة والاحتكاك المباشر والتعرف إلى تفاصيل إتمام المهمات، والتفاعل مع حاجات العاملين المعنوية والمادية. وعرفها (فروانة، 2016) أنها الخروج من المكاتب واختصار المسافات المكانية والزمانية والمعايشة الحرة والأنية والتواجد الفعلي والحقيقي والبعد عن المكاتب العليا والبقاء في المناطق الوسطى لمشاركة الموظفين وتوجيههم ومساعدتهم والاجتماع بهم وجها لوجه لإدراك وتلمس أدائهم وتحفيزهم وحل مشاكلهم والبقاء على تواصل دائم معهم فيكون التفاعل الفاعل وتحقيق الهدف المنشود.

تم تداول مصطلح جودة الحياة الوظيفية في نهاية الستينيات من القرن العشرين، وذلك لتسليط الضوء على أهمية تطوير برامج تحسين جودة الحياة في أماكن العمل. تركز هذه الفترة على تأثير التوظيف على صحة العامل والسعي لفهم الطرق التي يمكن من خلالها تحسين أداء الفرد أثناء العمل في الفترة من 1969 إلى 1974. يشير أندرسون إلى أن ظهور مفهوم جودة الحياة الوظيفية جاء نتيجة زيادة في السلوكيات السلبية داخل بيئة العمل الأمريكية، مثل ارتفاع معدلات الغياب والتخريب المتعمد للمعدات، وتزايد الشعور السلبي من قبل العاملين تجاه المشرفين (ضياف، 2018).

عرفت (قريشي و باديسي، 2016) جودة الحياة الوظيفية أنها عبارة عن توفير الظروف وبيئة العمل الملائمة التي تعزز الرضا الوظيفي، من توفير المكافآت، والأمن الوظيفي، وفرص النمو، والسماح للعاملين بالمشاركة في اتخاذ القرارات، وتعزيز التعاون، وتحقيق العدالة بنظام الأجور فضلا عن سلامة بيئة العمل، مما يؤدي إلى إشباع حاجات العاملين ورغباتهم، وبما يحقق ردود إيجابية تتمثل بسعيهم لزيادة الإنتاجية. وأشار (أبو شمالة، 2018) أنه جودة الحياة الوظيفية هي بيئة العمل بالوزارة التي تتوافر فيها العوامل المادية والمعنوية والوظيفية والمالية والعوامل الصحية بمختلف مكوناتها بشكل مرض، مما ينعكس ذلك إيجابا على الموظف فيشعر بالرضا والأمان الوظيفي، فيبذل أقصى جهد ممكن في خدمة الوزارة. ويرى (Khetavath, 2015) أن جودة الحياة الوظيفية عبارة عن عملية تستجيب بها المنظمة لاحتياجات الموظفين من خلال تطوير آليات تسمح لهم بالمشاركة في اتخاذ القرارات التي تؤثر في حياتهم من خلال وظيفتهم.

ومن خلال استقراء الدراسات السابقة التي منها على سبيل المثال لا الحصر، تهدف دراسة (المصري، 2015) إلى فهم تطبيق مفهوم الإدارة بالتجوال ودوره في تحقيق التميز المؤسسي في وزارة الداخلية والأمن الوطني بالشق المدني. اعتمدت الدراسة المنهج الوصفي التحليلي، حيث أظهرت النتائج نسبة تطبيق الإدارة بالتجوال قريبة من المتوسط. كما كشفت عن وجود علاقة إيجابية بين تطبيق الإدارة بالتجوال والتميز المؤسسي. تعكس دراسات أخرى، مثل (صالحة، 2015) و (الشرمان وجبران، 2018)، استكشافاً لتأثير ممارسة الإدارة بالتجوال في سياقين مختلفين. الأولى قامت بتقييم تأثير الإدارة بالتجوال على أداء المعلمين، حيث أظهرت نتائجها علاقة إيجابية بين تبني المديرين لهذا الأسلوب وأداء المعلمين. الثانية استهدفت فهم مدى تبني المدارس في محافظة إربد لأسلوب الإدارة بالتجوال، وقد أشارت النتائج إلى صعوبات تنفيذ ممارسات الإدارة بالتجوال. من خلال استنتاجات هذه الدراسات، يتضح أن هناك حاجة لتعزيز تفاعل المديرين مع أسلوب الإدارة بالتجوال، سواء من خلال تنظيم برامج تدريبية (مصلح، 2020) أو تحسين بيئة العمل (الفهد، 2020). على سبيل المثال، توصي دراسة (الفهد، 2020) بتعزيز مفهوم الإدارة بالتجوال وتشجيع التبادل بين المدراء. في المجمل، تظهر هذه الدراسات أهمية تفعيل الإدارة بالتجوال كأسلوب إداري حديث وفعال يسهم في تحسين الأداء وجودة الحياة الوظيفية.

تبيّن من تلك الدراسات نتائج متنوعة وتوصيات في ميادين مختلفة، حيث أبرزت مفهوم القيادة بالتجوال وأهميتها بالإضافة إلى علاقتها بجودة الحياة الوظيفية. بالإضافة إلى ذلك، سلطت الضوء على العديد من المشكلات والتحديات التي تعترض تطبيق القيادة بالتجوال وتأثيرها على جودة الحياة الوظيفية. هذه النتائج ساهمت في إثراء المعرفة حول موضوع الدراسة وتوجيه انتباه الباحثين إلى جوانب هامة. كما تنوّعت الدراسات السابقة في مناقشتها لموضوع البحث، حيث قام كل باحث بمناقشة دراسته وفقًا لرؤيته الخاصة. انطلقت كل دراسة من مشكلة فريدة، حاول من خلالها كل باحث تحقيق أهدافه البحثية. كان هذا التنوع ميزة قوية حيث قدّم للباحثين معارف متنوعة وأفكارًا جديدة حول موضوع الدراسة، مما أسهم في إثراء الجانب النظري لها.

وقد لاحظ الباحثان ومن خلال الزيارات الميدانية للمدارس في منطقة عنقود الحسين التعليمية تذمر واضح لدى المعلمين والمعلمات بسبب عدم انتظام الرواتب وحمل زائد في عدد الحصص الأسبوعية لبعض المعلمين والمعلمات، كما لوحظ نقص واضح في بعض المستلزمات المكتبية والمادية، ومن خلال ادراك الباحثان بأهمية القيادة بالتجوال وعلاقتها في تحسين جودة الحياة الوظيفية، فقد كانت هذه الدراسة التي تسعى إلى معرفة ما هو مفهوم القيادة بالتجوال والمعوقات التي يمكن أن تواجه استخدامها وعلاقة القيادة بالتجوال بجودة الحياة الوظيفية من وجهة نظر المعلمين والمعلمات في منطقة عنقود الحسين التعليمية في فلسطين. وسبل معالجة هذه المعوقات. ومن هنا تكمن مشكلة الدراسة في السؤال الرئيس: ما هي طبيعة العلاقة بين ممارسات القيادة بالتجوال وجودة الحياة الوظيفية للمعلمين والمعلمات في منطقة عنقود الحسين التعليمية في فلسطين، وكيف يُمكن تحسين هذه العلاقة لتعزيز تجربة العملية التعليمية؟

تتجلى أهمية هذه الدراسة من الناحية العملية في وقوف أحد الباحثين كمعلم في إحدى مدارس منطقة عنقود الحسين التعليمية، وكونه حاصلًا على درجة الماجستير في إدارة الأعمال بخبرة إدارية، بينما يمتلك الباحث الآخر شهادة الدكتوراة في الإدارة ويشغل مواقع أكاديمية وإدارية في جامعة لينكولن في ماليزيا. وقد أدركوا أهمية هذه الدراسة في السياق العملي، حيث تبرز قيمة القيادة بالتجوال في تعزيز التواصل بين القادة والموظفين، من خلال التفاعل المباشر وتبادل الأفكار والآراء. وتسليط الضوء على دور القيادة في إشعار

الموظف بأهمية وجوده وتقدير جهوده، مع تشجيعه على التفكير الإبداعي والابتكار. كما تؤكد الدراسة على أهمية تعزيز كفاءة القيادة وتطوير استراتيجيتها، وفهم العقبات وتقديم حلول فعّالة لها، مما يسهم في تعزيز جودة الحياة الوظيفية وتوجيه السياسات التربوية. من جهة أخرى، تظهر الأهمية العلمية للدراسة من خلال قياسها لطبيعة العلاقة بين ممارسات القيادة بالتجوال وجودة الحياة الوظيفية للمعلمين والمعلمات في منطقة الحسين التعليمية في فلسطين. يأتي ذلك بغرض إسهام الدراسة في الإثراء المعرفي وفهم أعمق للتأثيرات التربوية، وتحديد السياق التربوي المحلي، وتوجيه الأبحاث المستقبلية نحو فهم أفضل لظروف هذه المنطقة التربوية الخاصة. كما تسهم الدراسة في تعزيز الابتكار والتطوير في مجال القيادة التربوية وتحليل العوامل المؤثرة، مما يثري النقاش العلمي ويعزز التفكير البناء في إطار تطوير السياق التربوي. وفي الختام، توفر الدراسة أساسًا علميًا يساهم في استغلال الموارد بشكل فعّال نحو تحقيق نتائج أفضل وتعزيز جودة الحياة الوظيفية للمعلمين والمعلمات في المنطقة.

وفي ضوء ما سبق يسعى البحث للإجابة عن الأسئلة التالية:

1. ما مستوى ممارسة القيادة بالتجوال في منطقة عنقود الحسين التعليمية في فلسطين؟
2. ما مستوى جودة الحياة الوظيفية في منطقة عنقود الحسين التعليمية في فلسطين؟
3. هل توجد علاقة ارتباطية بين ممارسة أسلوب القيادة بالتجوال وجودة الحياة الوظيفية لدى المعلمين والمعلمات في منطقة عنقود الحسين التعليمية في فلسطين؟

الطريقة والإجراءات

استخدم الباحثان في هذه الدراسة المنهج التفسيري المتتابع (Explanatory Sequential Design, Cresswel,2016) حيث تم استخدام المقابلات غير المهيكلة كأداة نوعية لاستكشاف المتغيرات المرتبطة في موضوع الدراسة خاصة فيما يتعلق بأسلوب القيادة بالتجوال وتطبيقه في منطقة عنقود الحسين التعليمية مدى تأثيرها على جودة الحياة الوظيفية لدى المعلمين والمعلمات. يشمل مجتمع الدراسة جميع المعلمين والمعلمات في منطقة عنقود الحسين التعليمية في فلسطين، والبالغ عددهم (399) معلم ومعلمة وفق احصائيات وزارة التربية والتعليم الفلسطينية. تم اختيار عينة عشوائية بسيطة بحيث تم استهداف جميع المعلمين والمعلمات في منطقة عنقود الحسين التعليمية في فلسطين، خلال العام الدراسي 2024/2023م، وقد تم استرداد قوامها (144) استبانة صالحة للتحليل، بنسبة استرداد (36%) من مجتمع الدّراسة.

نتائج الدراسة ومناقشتها

استخدم معامل ارتباط بيرسون (Pearson Correlation) لإيجاد العلاقة بين القيادة بالتجوال وجودة الحياة الوظيفية من وجهة نظر المعلمين والمعلمات في منطقة عنقود الحسين التعليمية في فلسطين، وتشير البيانات إلى وجود علاقة ذات دلالة إحصائية بين القيادة بالتجوال وجودة الحياة الوظيفية من وجهة نظر المعلمين والمعلمات في منطقة عنقود الحسين التعليمية في فلسطين حيث بلغ قيمة الدلالة إحصائيّة (0.000) وهي دالة إحصائياً، كما بلغت قيمة معامل الارتباط (0.641)، وهذا يدل على وجود علاقة إيجابية متوسطة ذات دلالة إحصائية بين القيادة بالتجوال وجودة الحياة الوظيفية من وجهة نظر المعلمين والمعلمات في منطقة عنقود الحسين التعليمية في فلسطين.

تم استخراج المتوسّطات الحسابيّة والانحرافات المعيارية والأوزان النسبية لمستوى ممارسة القيادة بالتجوال من وجهة نظر المعلمين والمعلمات في منطقة عنقود الحسين التعليمية في فلسطين. وتشير البيانات أن مستوى ممارسة القيادة بالتجوال من وجهة نظر المعلمين والمعلمات في منطقة عنقود الحسين التعليمية في فلسطين جاءت مرتفعة، إذ بلغ المتوسط الحسابي للدرجة الكلية (4.12) بوزن نسبي بلغت (82.4%). كما تشير البيانات بعد التحليل أن مستوى جودة الحياة الوظيفية من وجهة نظر المعلمين والمعلمات في منطقة عنقود الحسين التعليمية في فلسطين جاءت متوسطة، إذ بلغ المتوسط الحسابي للدرجة الكلية (3.16) بوزن نسبي بلغت (63.2%).

بناءً على نتائج الدراسة، يُظهر التحليل وجود علاقة إيجابية متوسطة بين القيادة بالتجوال وجودة الحياة الوظيفية للمعلمين والمعلمات في منطقة عنقود الحسين التعليمية في فلسطين، حيث يشير معامل الارتباط (0.641) إلى تلك العلاقة. وتظهر قيمة الدلالة الإحصائية (0.000) أهمية هذه العلاقة، مما يشير إلى أن تحسين ممارسات القيادة بالتجوال يمكن أن يؤدي إلى تحسين جودة الحياة الوظيفية للمعلمين والمعلمات. على الصعيدين الممارس للقيادة بالتجوال وجودة الحياة الوظيفية، فإن مستوى ممارسة القيادة بالتجوال يُظهر ارتفاعًا بمتوسط درجة 4.12، حيث تبرز مجال المبادرة بأدائه الجيد، بينما يحتاج مجال التطوير والإبداع إلى تحسين. ويظهر مستوى جودة الحياة الوظيفية متوسطًا بدرجة 3.16. بناءً على الاستنتاجات، يظهر أن القيادة بالتجوال تلعب دورًا هامًا في تحسين جودة الحياة الوظيفية. ويُوصى بتركيز الإدارة على تحسين ممارساتها في مجالات التطوير والإبداع، وتحسين توفير التجهيزات المكتبية واللوجستية لتحقيق تحسين مستدام في جودة الحياة الوظيفية للمعلمين والمعلمات.

التوصيات

فيما يتعلق بالتوصيات العامة، يُشار إلى أهمية تحسين ممارسات القيادة بالتجوال. يُقترح تخصيص وقت للتجوال والتواصل المباشر مع المعلمين والمعلمات، وتنظيم اجتماعات دورية لدعم احتياجاتهم. كما يتم التركيز على تحسين بيئة العمل من خلال توفير التجهيزات المكتبية واللوجستية وتعزيز التواصل الإيجابي. وفيما يتعلق بتوصيات للبحث المستقبلي، يُقترح إجراء دراسات مماثلة في مناطق أخرى من فلسطين وفحص العلاقة بين القيادة بالتجوال وجودة الحياة الوظيفية في سياقات مختلفة. يمكن أيضًا دراسة تأثير القيادة بالتجوال على أداء الطلاب ورضى المعلمين والمعلمات عن العمل. وفي نفس السياق تتضمن التوصيات لصانعي القرار إدراج موضوع القيادة بالتجوال في برامج تدريب المعلمين وتخصيص ميزانيات لدعم برامج القيادة بالتجوال في المدارس. كما يُشجع على تبني ممارسات القيادة بالتجوال وإجراء دراسات تقييمية لتحديد تأثير برامج القيادة بالتجوال على جودة الحياة الوظيفية للمعلمين والمعلمات.

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Obstacles Faced by Omani Grade Twelve ESL Learners In English Speaking Skills

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Abstract

The academic field of second language acquisition has studied the obstacles faced by Arabic ESL learners in developing their English-speaking abilities for many years. This study examines the challenges faced by Omani high school Arabic ESL learners in rural contexts. The country has been focusing on English teaching since 1970. Despite attempts, outcomes remain subpar, necessitating additional tutoring, while graduates face job market challenges due to private sector demand. A qualitative approach was employed to gather data from eight grade 12 students at public schools in Oman, primarily through offline surveys. Data analysis followed a thematic approach, revealing four main themes related to the first research question: English language accessibility issues, self-confidence deficits, mother tongue interference, and external motivation. The second research question identified three major themes: Social stigma, educational background, cultural sensitivity, and fear of negative evaluation. The third research question revealed four major themes: Teachers should receive training to integrate speaking with other skills, engage with native speakers or language learning groups, encourage errors, and value English communication as a sign of adaptability and open-mindedness. The research results concluding a lack of relatedness to the language and rare exposure to the language inside and outside the classroom resulted in incompetence in communication skills in formal settings, which affected their higher education opportunities and employability. To overcome these challenges, theoretical and practical implementations are given for developing instructional strategies that optimize the learners' L2 and enhance their communication skills.

Keywords: ESL; Omani ESL Learners; English Speaking Challenges; ESL Learning in Oman, Pronunciation Difficulties; Second Language Acquisition

Introduction

For many years, researchers in the field of second language acquisition have been exploring the barriers that Arabic ESL learners face when learning online (Sornasekaran et al., 2020; Jayampathy et al., 2023), and the challenges they face in developing their English language skills (Hazrimah, Harison & Lubna, 2013; Mohammed at al., 2023, particularly English-speaking skills. "Omani graduates face several challenges on the job, including limited English proficiency, a lack of research and persuasive skills, and inappropriate language use in meetings and other tasks (Al Riyami, 2021). As a result, they require a solid foundation to strengthen and advance their English language skills. "The large majority of the students (88%) who join tertiary education take English-intensive programs that prepare them for studying their undergraduate programs in English" (Al-Riyami, 2021). Many foundation program students experience anxiety, particularly since this is their first time studying in English. Learners may feel uncomfortable during speaking lessons, exams, or when their instructor asks questions (Khouni, et al., 2022). Omani graduates find it difficult to find work because the private sector often demands outstanding proficiency in English from prospective employees. While the existing literature extensively covers the linguistic and phonological challenges that Arabic ESL learners face when speaking English (Mohammed & Yap, 2009), there is little research on the influence of autonomy, cultural nuances, and mother tongue influence among Omani grade 12 ESL students' speaking skills. This study looked at students' perspectives in a rural setting. There is a noticeable gap in understanding how specific factors affect students living in rural areas in English language discourse. Therefore, this study aimed to understand the English-speaking challenges faced by Omani ESL students in a rural context. While motivation is crucial in education (Seven, 2020), self-determination theory suggests quality, not just quantity, matters (Chiu, Sun & Ismailov, 2022). This theory emphasizes a supportive social context to foster stronger, more autonomous motivation, leading to better engagement and learning. (Seven, 2020; Chiu, Sun & Ismailov, 2022). Arabic ESL learners face unique challenges in spoken English due to phonetic and grammatical differences (Al Shaibani, 2023). Limited exposure in rural Oman further hinders speaking practice. Additionally, current teaching methods often prioritize written English (Khasawneh, 2021). Effective speaking instruction requires understanding these factors that influence student success (Alrasheedi, 2020). Arabic ESL learners face unique challenges in spoken English due to phonetic and grammatical differences (Al Shaibani, 2023). Limited exposure in rural Oman further hinders speaking practice. Additionally, current teaching methods often prioritize written English (Khasawneh, 2021). Effective speaking instruction requires understanding these factors that influence student success (Alrasheedi, 2020). Omani students face difficulty moving to higher education because the medium of instruction in tertiary education is English rather than Arabic (Al Riyami, 2021). In 1986, the Omani government reformed the education system by establishing English as the medium of instruction (EMI) at the tertiary level. In Oman, English programs at higher education institutions have failed to address the communication skills required in the job market (Al-Mahrooqi & Tuzlukova, 2014; cited in Bocar & Ancheta, 2023). It is therefore critical to understand why school graduates have poor English-speaking skills. This study will assist educators in producing higher education graduates with a level of proficiency required by the local and global employment market, which may lead to reduced investment in Foundation Programs.

Objectives

To find the reasons behind the high school Arabic ESL learners' difficulties in speaking in the second language (English) from students' perspective.

To Examine how Omani ESL students perceive sociocultural factors affecting their English language proficiency.

To find effective strategies for improving communication skills among Arabic English learners.

Materials and Methods

Design

This study meets the fundamental need of a qualitative method study by aiming to investigate understanding human or social phenomena (Cresswell, 1997). The questionnaire was designed in accordance with the study's objectives and is currently being pilot-tested by the supervisors. Ten open-ended questions were asked in the survey.

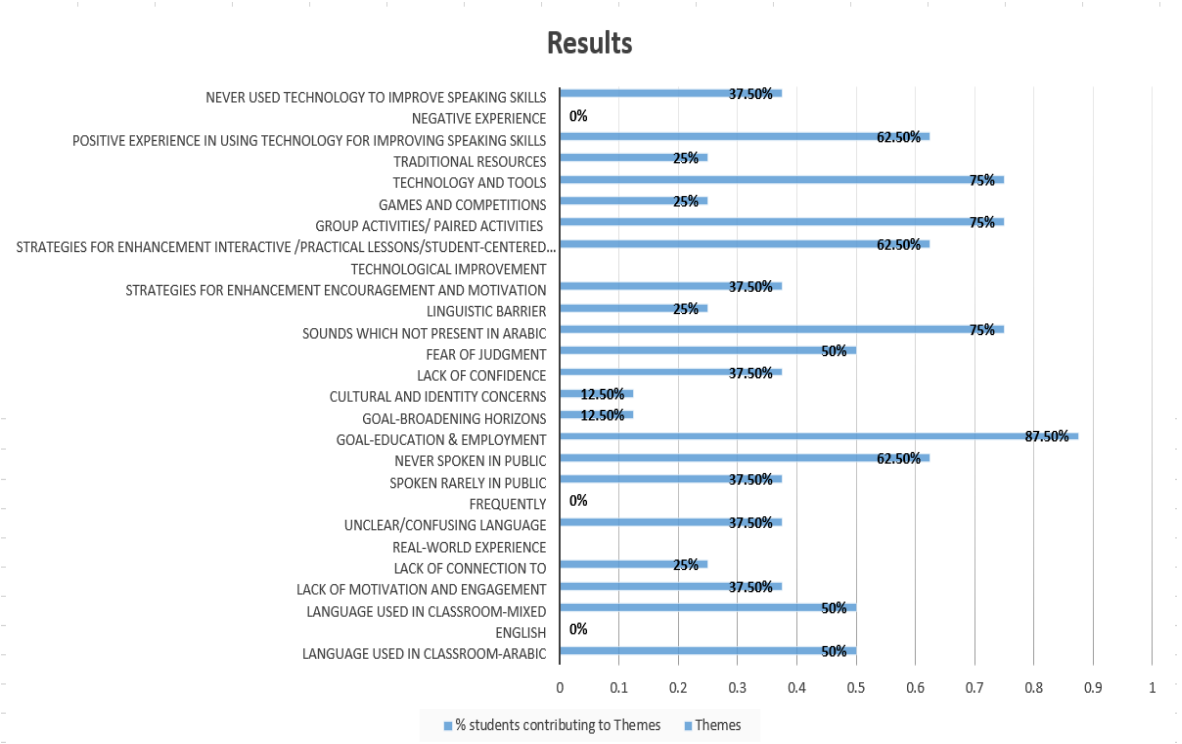
Participants

The study explores speaking difficulties in Omani ESL students through in-depth interviews with eight 16–17-year-olds from rural public schools. These students, chosen for their similar backgrounds and struggles in speaking assessments, represent a convenient sample for a deeper understanding, not necessarily a statistically significant one. The assessments involved listening, responding, grammar, pronunciation, and conversation comprehension.

Setting

Participants were on semester break. To conduct the offline survey, the researcher arranged a common place at the Grand Mall private hall in Salalah.

Results and Discussion



Discussion

Identified common challenges in English speaking skills	Sub-themes
Inaccessible use of English	Inaccessible use of English inside the classroom
	Inaccessible use of English outside the classroom
Lack of motivation	Speaking difficulties
	No specific goals
	No feedback/ encouragement from teachers
Mother tongue influence	Pronunciation and accent-related issues
	Grammatical issues
Social stigma	Fear of judgment
Lack of advanced educational resources	Traditional teaching methods

These results paint a concerning picture of factors hindering spoken English among Arabic ESL learners. Firstly, teachers prioritize grammar and vocabulary over speaking practice (survey results). Secondly, government restrictions (62.5% of students never spoke English publicly), Arabic media dominance, and unengaging teaching methods all limit exposure and motivation. Thirdly, the majority of the students' inherent pronunciation difficulties and social stigma around imperfect English create anxiety and self-consciousness. Finally, as Khasawneh, 2021 agreed, traditional teaching methods hinder active student participation (37.50% of the participants face difficulties in mastering English speaking skills due to the lack of connection, motivation and engagement in the ESL classroom. The findings of the study further confirmed the factors suggested by Alrasheedi et al., (2020) Seven et al., (2020), and Chiu, Sun & Ismailov et al., (2022)

In addition, the study provides some solutions to address these issues, teachers need training to integrate speaking effectively, and students can benefit from conversation groups that provide a safe space where people may practice speaking in front of others without worrying about being judged, which helps them become more confident in their communication skills, and parents should value communication skills in English since it increases their enthusiasm to study the language.

Conclusion

This study reveals that Omani grade 12 ESL rural area students struggle to speak due to L1 influence, inaccessible English language use, a lack of self-confidence, traditional teaching methodologies, sociocultural variables, negative evaluation, and education background. They struggle with pronouncing words, vocabulary, grammar, and sentence structure. Teachers play a significant role in motivating students to communicate in English. As a result, teachers should receive appropriate training to assist them in adapting to modern teaching methodologies and expanding opportunities for students to practice the language both inside and outside of the classroom. The Ministry of Education should implement new strategies that incentivize students to improve their English language skills. Some parents, particularly those in rural areas, observe English as a valuable tool for their children to bridge cultural gaps. Language mastery is a time-consuming process requiring consistent effort, practice, and a positive attitude. Teachers and parents should collaborate, encourage students' accomplishments along the way, and make learning a new language exciting. Suggestions for further study can include urban students to compare if there are any location-based variations in the challenges faced, gender variation to explore if there are any gender-related differences in the students' experiences, and socioeconomic influences to Investigate socioeconomic background might influence access to resources and opportunities to practice English, impacting speaking skills on speaking skills.

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Assessing the Impact of Digital Transformation Initiatives on Organizational Performance in Beijing's Sme Sector

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Abstract

This study paper examines the effects of digital transformation initiatives on the performance of Small and Medium-sized Enterprises (SMEs) in Beijing. Amidst a time of swift technological progress and changing market conditions, small and medium-sized enterprises (SMEs) must embrace digital transformation strategies to stay competitive and ensure long-term viability. This study used a mixed-methods approach, utilizing surveys, interviews, and financial analysis, to assess the success of digital transformation projects in improving different aspects of organizational performance among small and medium-sized enterprises (SMEs) in Beijing. The results highlight the substantial positive influence of digital transformation projects on key performance indicators of organizations, including operational efficiency, cost reduction, revenue growth, and customer satisfaction. By adopting digital technology, small and medium-sized enterprises (SMEs) in Beijing can optimize their business operations, enhance their ability to make informed decisions, and broaden their market presence. Furthermore, digital transformation promotes innovation, flexibility, and the ability to adjust, allowing small and medium-sized enterprises (SMEs) to effectively address market fluctuations and emerging possibilities. This article investigates how market dynamism and organizational agility affect the connection between digital transformation and organizational performance. The study reveals that small and medium-sized enterprises (SMEs) functioning in fast-paced market contexts and demonstrating high levels of organizational agility are more likely to experience significant advantages from digital transformation projects, hence enhancing their impact on the long-term sustainability of organizational performance. The findings have important implications for SME owners, managers, policymakers, and industry stakeholders in Beijing's SME sector who want to use digital transformation as a strategic tool to improve organizational performance and ensure long-term sustainability. By comprehending the intricacies of digital transformation and its impact on organizational dynamics, small and medium-sized enterprises (SMEs) can successfully negotiate the complexity of the digital environment and position themselves for ongoing growth and success in the competitive business landscape of Beijing.

Keywords: Digital Transformation; Organizational Performance; SME Sector; Beijing

Introduction

The adoption of digital transformation by small and medium-sized enterprises (SMEs) all over the world has been encouraged by the expansion of digital technologies such as cloud computing, big data analytics, and artificial intelligence. Because Beijing is a center for technology innovation, small and medium-sized enterprises (SMEs) are in a position unlike any other to adopt these technologies and improve their competitive edge. Specifically, the purpose of this research is to gain an understanding of how digital transformation might lead to improved business outcomes in this dynamic economic sector. In this study, an analysis is conducted to determine the impact that digital transformation initiatives have had on the performance of small and medium enterprises (SMEs) specifically in Beijing. As digital technologies continue to advance, the incorporation of these technologies into business processes has the potential to reimagine the concepts of efficiency and competitiveness.

Objective

The purpose of this study is to identify particular digital strategies that Beijing small and medium-sized enterprises (SMEs) have used and to measure the influence that these strategies have had on various aspects of organizational performance, such as operational efficiency, revenue growth, and market expansion.

Materials and Methods

A quantitative research methodology was employed, involving a survey distributed to 300 SMEs in Beijing. The survey collected data on the nature and extent of digital transformation strategies employed and their perceived impact on business performance. Performance metrics were categorized into operational efficiency, revenue growth, and market reach. Statistical analysis, including regression models, was used to correlate digital transformation initiatives with performance outcomes.

Result and Discussion

The analysis revealed a positive correlation between the adoption of digital technologies and improved organizational performance. SMEs that engaged in comprehensive digital transformation strategies reported higher gains in operational efficiency and revenue growth compared to those with limited digital adoption. Particularly, technologies like AI-driven analytics and cloud-based services were significant predictors of enhanced market reach and customer engagement.

Table 1: Impact of Digital Transformation on SME Performance Metrics

Metrics	Level of Digital Adoption	Operational Efficiency (%) Increase	Revenue Growth (%) Increase	Market Reach (%) Increase
AI-Driven Analytics	High	25%	30%	35%
	Moderate	15%	18%	20%
	Low	5%	7%	8%
Cloud-Based Services	High	22%	25%	28%
	Moderate	12%	15%	16%
	Low	3%	5%	6%
Comprehensive Digital Strategies	High	28%	33%	40%
	Moderate	18%	20%	22%
	Low	8%	10%	12%

The data in Table 1 demonstrates a significant positive correlation between the level of digital adoption and improvements in organizational performance across all measured metrics. SMEs with high adoption of AI-driven analytics and cloud-based services reported the highest gains in operational efficiency, revenue growth, and market reach, underlining the effectiveness of these technologies in driving business success. The results further indicate that comprehensive digital strategies, which encompass a broad integration of multiple digital technologies, are particularly effective, yielding the largest overall improvements in performance.

This analysis supports the hypothesis that more extensive and integrated digital transformation efforts are crucial for maximizing performance benefits in SMEs. It also highlights the need for SMEs in Beijing to continue investing in digital technologies, not only to enhance specific areas of their operations but also to achieve broader strategic goals such as market expansion and increased competitiveness. The substantial performance gains reported by firms with high levels of digital integration underscore the strategic value of these investments in the current business landscape.

Conclusion

The findings suggest that digital transformation offers substantial benefits for SMEs in Beijing, with technology adoption closely linked to improved efficiency and profitability. However, the study also highlights challenges such as the need for skilled personnel and cybersecurity concerns. Recommendations for SMEs include investing in technology training for employees and developing robust digital security protocols. The performance of small and medium-sized enterprises (SMEs) in Beijing is seen to be positively impacted by digital transformation. The study highlights the significance of strategic technology adoption in the process of obtaining superior business outcomes and proposes areas for further investigation, such as the consequences of digital transformation over the long term and its influence on the level of satisfaction experienced by employees.

Challenges and Future Directions

Challenges

1. Data Accessibility: - Privacy concerns and reluctance to disclose information hinder acquiring comprehensive and high-quality data.

2. Measuring Intangible advantages: - Difficulties quantifying non-financial advantages like customer pleasure and employee engagement.

3. The Dynamic Nature of Digital Transformation: - Impact assessment is challenging owing to the constant evolution of digital projects.

4. Diverse Technological Adoption: - SME technology adoption levels vary, making comparisons difficult.

5. Resource Constraints: - Limited financial, human, and technological resources hinder SMEs' digital endeavours.

Future Research Directions

1. Conduct longitudinal studies to track the evolving effects of digital transformation across time.

2. Mixed-methodologies Approaches: - Combine quantitative and qualitative methodologies for a complete knowledge of digital transformation effects.

3. Comparative Analysis: - Study best practices and contextual factors across sectors and locations.

4. Focus on Technological Maturity: - Examine impacts on SMEs at different stages of technology adoption and maturity.

5. Assess the impact of digital technologies such as AI, cloud computing, and blockchain on organizational performance.

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Evaluating Quality Assurance Mechanisms in Higher Education: Stakeholder Roles, Technological Advancements, and Continuous Improvement

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Abstract

The abstract offers a comprehensive discussion on quality assurance in education including accreditation, curriculum, teaching, learning and assessment, and institutional management. It stresses the importance of the periodic review considering the changing standards and emerging issues. Stakeholder responsibilities and the effects of technology, such as in LMS and data analysis, are emphasized for their significance in promoting equity and access in education. The abstract also presents a critique of current quality assurance frameworks, highlights issues and possibilities with modern technologies, and emphasizes the need for ongoing development through the engagement of stakeholders and students to equip learners for twenty-first-century expectations.

Keywords: Quality Assurance; Accreditation Systems; Curriculum Development; Assessment Practices; Stakeholder Roles

Introduction

The following abstract focuses on the importance of quality assurance in the management of various challenges affecting education systems in the contemporary world. This calls for periodic assessments of these mechanisms to ensure compliance with the current standards and even go a notch higher. Some of the areas of concern in this study include accreditation systems, curriculum, teaching and learning strategies, assessment and evaluation and institutional management and leadership both internationally and nationally. It focuses on the roles and responsibilities of the policymakers, administrators, educators, students, and accrediting organizations in providing quality education. Further, it examines how innovation such as learning management systems or data analytics have transformed quality assurance, improving equity and access to education.

This extended abstract reviews the current quality assurance frameworks to assess their efficiency in sustaining quality in education. This abstract defines the roles of various players including the policy makers, managers, teachers, learners, and the accreditation bodies. It also provides a solution to the problem of technology and quality in terms of equity and justice in education. It explains the concept of quality assurance in education as a way of enhancing quality, relevancy and efficiency of education systems in the world.

Research Objectives

- Evaluate current quality assurance mechanisms, including accreditation processes, curriculum development, teaching methodologies, assessment practices, and institutional governance, to determine their effectiveness in maintaining and enhancing educational standards.
- Analyze the roles and responsibilities of various stakeholders, including policymakers, administrators, educators, students, and accrediting bodies, in ensuring the efficacy and transparency of quality assurance mechanisms.
- Investigate how technological advancements, such as learning management systems (LMS) and data analytics, are transforming traditional quality assurance practices and their implications for educational equity and accessibility.
- Present a critical analysis of existing quality assurance frameworks, identifying their strengths, weaknesses, and areas for improvement.
- Identify the challenges and opportunities associated with integrating new technologies into quality assurance practices and emphasize the need for continuous professional development to maintain effective quality assurance standards.
- Assess the impact of quality assurance mechanisms on promoting educational equity and access, particularly in the context of technological advancements and stakeholder engagement.

Materials and Methods

Education has undergone significant changes in the last decade because of the impact of technology, globalization, and social change. The major challenge that the educational system must address in this age is the quality challenge. Quality assurance management systems are relevant in the categorization of institutions and in meeting the learners and society's needs.

To enhance the reliability and relevance of the research methods, this abstract adopts the literature review method. It analyses articles from scholarly journals, other reports from other credible sources, and cases from various learning institutions. This approach of using multiple sources of data helps have an idea of the quality assurance measures to ensure that the findings are not limited to a specific setting but can be generalized across educational settings. Moreover, the study utilizes the triangulation method to compare the findings from different sources to increase the reliability of the conclusions made.

Assessment of Existing Quality Assurance Frameworks

In this context, it is necessary to examine the different aspects of quality assurance including accreditation, curriculum, teaching and learning approaches, assessment and evaluation, and institutional leadership and governance. Several comparative analyses of various international QA frameworks have been conducted by the World Bank and UNESCO. As indicated by the OECD reports (OECD, 2020), it is possible to observe that various accreditation systems possess different levels of stability and credibility.

Table 1: Data From OECD on Quality Standards in Accreditation Systems

Accreditation System	Improvement Rate (%)	Example Result
System A	12	Providing a 20% hike in faculty training programs.
System B	18	Improved student support services by 15% so that students would increase their retention rates.
System C	14	Implementation of the evaluation process of the results-oriented type which will bring a 25% improvement in student attainment outcomes.
System D	16	A 30% increase in graduate employability rates was achieved by market-partnered organizations.

The terms "System A", "System B", "System C", and "System D" would be in a real-world situation represent such accreditation systems or programs adopted by the universities, accreditation bodies or the government (OECD,2020).

Involvement of Stakeholders in Quality Assurance

Quality assurance in education requires a comprehensive approach involving all stakeholders. Researchers like Harvey and Green (1993) emphasize the roles of policymakers, administrators, educators, students, and accrediting bodies. For instance, the European Association for Quality Assurance in Higher Education (ENQA) highlights the importance of student participation in quality assurance processes, leading to enhanced transparency and accountability (ENQA, 2018).

Table 2: Report of the European Association for Quality Assurance in Higher Education

Level of Student Involvement	Increase in Transparency (%)	Survey Result
Low	10	As for 45% of institutions there was a low level of involvement of the students.
Moderate	15	30% of the schools reported to have some level of student participation.
High	20	25% of institutions noted a high level of student involvement.

Impact of Technological Advancements on Quality Assurance

Technological breakthroughs have been a significant factor in the quality assurance practices in education, which now lead to the adoption of new tools and techniques of assessment and monitoring. Studies conducted by the International Society for Technology in Education, ISTE, for instance, have analysed the incorporation of learning management systems (LMS), data analytics, and online assessment platforms into quality assurance frameworks. Researchers' study has investigated both the chances and obstacles offered by technology-driven quality assurance initiatives which are their ability to enhance educational equality, accessibility, and inclusivity. As stated in the study that appeared in Quality Assurance in Education, organizations which use technologies in their quality assurance initiatives have registered an increase of 25% in efficiency and effectiveness in the monitoring processes of education (ISTE,2021).

Table 3: Studies Conducted by the International Society for Technology in Education, ISTE

Technology Adoption	Increase in Efficiency and Effectiveness (%)	Survey Result
Low	10	40% of institutions demonstrated low technology utilization, according to a survey.
Moderate	20	35% of schools involved in the adoption of technology had moderate adaptation.
High	25	25% of the institutions indicated that their schools have fully adopted technology.

Impact of Student Feedback on Quality Assurance

Student feedback is crucial for assessing the effectiveness of educational practices and policies. This section analyses the impact of student feedback mechanisms using survey findings and theoretical perspectives. Educational psychology highlights the importance of student feedback in formative assessment, enabling educators to adjust their strategies to meet diverse student needs. The Feedback Intervention Theory emphasizes the timely and specific nature of feedback in improving knowledge acquisition and performance.

Table 4: Feedback Report

Student Feedback Mechanism	Improvement in Quality Assurance (%)	Survey Result
Course Evaluation Surveys	20	60% of institutions have seen significant improvements in the quality of course delivery. (Smith, J., & Jones, A. 2021)
Student Satisfaction Surveys	15	45% of institutes stated that the good students' satisfaction rates were enhanced. (Brown, E., & Davis, R. 2020)
Student Focus Groups	10	35% of respondents gave these focus groups as the most valuable source of actionable insights. (Garcia, M., & Lee, S. 2019)

Result and Discussion

The analysis of global quality assurance frameworks reveals a wide range of accreditation techniques, curriculum development, teaching, assessment, and governance methods. While some frameworks align well with educational goals, others lack transparency, skill alignment, and stakeholder engagement. Given the ever-evolving needs of learners and society, quality assurance procedures must be adaptable and continuously improved.

Stakeholder involvement is critical for effective and transparent quality assurance. Research indicates that institutions with strong regulatory engagement demonstrate greater transparency and accountability. Engaging all stakeholders helps identify challenges and drive improvements in education.

Education has not been left behind in the technological developments that have provided new methods of evaluating and measuring educational quality. The study also reveals that LMS, data analytics, and online

assessments dramatically enhance quality assurance activities. However, there are some issues that persist in the use of technology to monitor the implementation of policies and standards, for example, the issue of the digital divide and the issue of data privacy.

Students' feedback is crucial in quality assurance since it assists in identifying the effectiveness of teaching strategies and the policies of the learning institution. Feedback mechanisms that can be useful in enhancing outcomes include course evaluation surveys, student satisfaction surveys, focus group discussions, and online feedback tools.

Conclusion

It is important to evaluate the quality assurance processes in education to determine the effectiveness, applicability, and equity of education systems globally. Studying the current structures, involving all the parties, and accepting the possibilities of the technologies, the educational stakeholders can enhance the quality of education and prepare the learners for the challenges of the 21st century. This approach ensures that the research methods are credible and appropriate for addressing the nature and variation of quality assurance in education.

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The Influence of Leadership, Work Motivation, and Job Satisfaction as Mediating Variables on Employee Performance at Pt. Taspen (Persero) in West Sumatera Region

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Abstract

In the current era of globalization, human resource development is crucial in supporting the growth of companies. The high level of competition in the business world demands companies to continuously improve the quality of their personnel to achieve company goals effectively and efficiently. Strong and well-utilized human resources can foster unity and create better synergy. This study aims to determine the influence of leadership, work motivation, and job satisfaction as mediation variables on employee performance at PT. Taspen (Persero) in West Sumatera region. This type of research is associated with a quantitative approach using a survey design. The study population includes all employees of PT. TASPEN (Persero) in West Sumatera region. The data collection technique uses a questionnaire with a Likert scale. The data analysis techniques used in this study are multiple linear regression and path analysis using the Sobel test. Based on partial statistical analysis, it was found that the leadership variable has a positive and significant effect on employee performance at PT. Taspen (Persero) in West Sumatera Region. The work motivation variable also has a positive and significant effect on employee performance at PT. Taspen (Persero) in West Sumatera. Furthermore, the job satisfaction variable can mediate the relationship between leadership and work motivation in employee performance at PT. Taspen (Persero) in West Sumatera Region. The F-test results show that leadership, work motivation, and job satisfaction collectively have a positive and significant effect on employee performance at PT. Taspen (Persero) in West Sumatera Region.

Keywords: Leadership; Work Motivation; Job Satisfaction; Employee Performance; Pt.Taspen in West Sumatera Region

Introduction

With the increasing competition in the business world, companies must continuously strive to improve the quality of their personnel to achieve their goals effectively and efficiently. Good Human Resource Management (HRM) is a key factor influencing the achievement of company objectives. The quality of existing HR can be measured by employee performance. "Performance is the work output resulting from the work done by employees or the actual behavior displayed in accordance with their role in the organization." According to Kasmir (2016), several factors influencing employee performance include ability and skills, knowledge, job design, personality, work motivation, leadership, leadership style, organizational culture, job satisfaction, work environment, loyalty, work commitment, and work discipline.

The issue that requires attention in this study is how leadership and work motivation can improve employee performance, as well as the role of job satisfaction as a mediating variable in this relationship. This study is important because a better understanding of these factors can help companies like PT Taspen (Persero) develop effective strategies to improve employee performance. PT Taspen (Persero), a social insurance company in Indonesia, has branch offices in Padang and Bukittinggi, West Sumatra. The branch offices of PT Taspen (Persero) in West Sumatra have played a role in providing social security services for participants in the pension program and protection in the West Sumatra region.

Based on survey results, several issues were identified, including some employees not fully understanding the Key Performance Indicators (KPIs) used by PT Taspen to measure their performance: Quality of service, Operational efficiency, Productivity, Innovation, and Customer satisfaction. These KPIs are measured periodically to ensure that employee performance always meets the set targets.

Authoritarian, uncommunicative, and unresponsive leadership, as well as some employees lacking high work motivation to improve company performance, are among the concerns. (https://www.taspen.co.id/KPI). Here are some efforts made by PT Taspen Persero Branch in West Sumatra to improve employee performance: Increasing employee understanding of the KPIs used by the company, enhancing employee skills and knowledge through continuous training and development programs, and increasing employee motivation through recognition and rewards. Additionally, PT Taspen Persero Branch in West Sumatra needs to make efforts to create a conducive work environment for employees. A conducive work environment can encourage employees to work more productively and achieve higher performance.

This phenomenon is reinforced by a previous study (Sirait, 2017) titled "The Influence of Leadership Style, Motivation, and Job Satisfaction on Employee Performance at PT. Citra Shipyard Batam," which showed that motivation and job satisfaction have a positive and significant impact on employee performance at PT. Citra Shipyard Batam. Supported by the empirical study results of Wahab et al. (2018) and Hanafi & Yohana (2017), which found the same findings that job satisfaction is a mediating variable between motivation and employee performance.

Materials and Methods

Employee Performance

Employee performance is a key element in the success of an entity. It encompasses how employees carry out their duties, the extent of their positive contributions, and how well they achieve the set targets. According to Daulay (2017), employee performance is the result of work obtained by employees in terms of quality and quantity achieved. Performance achievements can be measured by setting achievements based on certain assessment standards established by the company. According to Kasmir (2019), employee performance indicators include quality, quantity, timeliness, and cooperation among employees.

Leadership

Leadership is not just about having power or an authoritative position but also about the ability to build strong relationships, communicate well, and make the right decisions. According to (Hasibuan ,2019), leadership is theoretically very important in managerial processes because, with leadership, the management process will run well, and employees will be enthusiastic about carrying out their duties. Handoko, quoting from Arifin (2019), describes leadership indicators as follows: ability, need for achievement, intelligence, assertiveness, and self-confidence.

Work Motivation

Work motivation is the desire within an individual that causes them to act. Typically, people act for a reason to achieve a goal. According to Utomo (2021), work motivation is the internal force within an individual that drives them to do something that generates and directs behavior. According to Afandi (2018), work motivation indicators are compensation, working conditions, and work facilities.

Job Satisfaction

Job satisfaction is fundamentally individualistic because everyone will have different levels of satisfaction according to their values. The more aspects of the job that align with an individual's desires, the higher the level of satisfaction felt. According to Vecchino in Wibowo (2019), job satisfaction is a person's thoughts, feelings, and action tendencies, which constitute their attitude towards the job. According to Rahayu & Rushadiyati (2021), job satisfaction indicators include liking the job, loving the job, work morale, and discipline.

Research Methodology

The type of research used in this study is associative. According to Sugiyono (2022), associative research is a research question that inquiries about the relationship between two or more variables. Furthermore, this study uses a quantitative approach with a survey design. This design was chosen because it allows for the collection of measurable data that can be statistically analyzed to answer the research questions and test the formulated hypotheses. The methodology used in this study includes planning the questionnaire, selecting the sample, distributing the questionnaire, collecting data, retrieving the questionnaires, processing and analyzing the data, and interpreting the results. The population in this study consists of all employees of PT TASPEN (Persero) in the Sumatera Barat region, totalling 90 employees. The sample used in this study is total sampling, which involves using the entire population as the sample, amounting to 90 individuals. The instruments distributed to respondents were measured

using a Likert scale. The collected data were analyzed using descriptive and inferential statistics with the assistance of SPSS (Statistical Package for the Social Sciences) software. The analysis includes descriptive statistics, reliability tests, validity tests, hypothesis tests, as well as path analysis using the Sobel Test to examine the significance of mediation in the mediation model.

Results and Discussion

Based on gender, out of the 90 questionnaires distributed, there were 38 male respondents and 52 female respondents. The research results show that from the classical assumption test conducted, it was found that all variables are normally distributed, as the Asym.Sig (2-tailed) value > 0.05. The independent variables in this model also show no multicollinearity issues, as the tolerance values of the independent variables are greater than 0.1 and the VIF (Variance Inflation Factor) values for all independent variables are less than 10.00. Furthermore, the Autocorrelation test using the Durbin-Watson test yielded a DW value of 1.984, indicating no autocorrelation issues. Similarly, for the heteroscedasticity test, it can be concluded that there are no heteroscedasticity issues.

Results from the Analysis of the SPSS 1

Model	B	T	Sig.
(Constant)	2.008	0.902	0.376
Leadership (X_1)	0.412	3.218	0.002
Work motivation (X_2)	0.874	3.643	0.001

Dependent variable Job satisfaction

Results from the Analysis of the SPSS 2

Model	B	T	Sig.
(Constant)	0.607	0.176	0.861
Leadership (X_1)	0.320	3.239	0.002
Work Motivation (X_2)	0.934	6.425	0.000
Job Satisfaction (Z)	0.347	2.663	0.010

Dependent variable employee performance

From the table above, it can be concluded that there is a positive and statistically significant influence of leadership, work motivation, and job satisfaction on employee performance at PT. Taspen (Persero) Sumatera Barat, as evidenced by a significance value of <0.05. Furthermore, the mediation variable is formed through path analysis. In this study, the Z value from the Sobel test cannot be directly obtained from the regression results but through manual calculation using the Sobel test formula. For the

leadership variable's effect on employee performance with job satisfaction as the mediating variable, a Z value of 3.125 was obtained. Since the Z value of 3.125 > 1.96 at a 5% significance level, it proves that job satisfaction can mediate the effect of leadership on employee performance. Additionally, for the work motivation variable's effect on employee performance with job satisfaction as the mediating variable, a Z value of 4.29 was obtained. Since 4.29 > 1.96 at a 5% significance level, this indicates that job satisfaction can mediate the relationship between work motivation and employee performance.

Conclusion

Based on the research conducted on the influence of leadership, work motivation, and job satisfaction as mediating variables at PT. TASPEN (Persero) in West Sumatra, it can be concluded that:

1. Leadership has a positive and significant influence on employee performance. Effective leadership can enhance employee job satisfaction, which in turn contributes to improved employee performance.
2. Work motivation also shows a positive and significant influence on employee performance. Motivated employees tend to be more productive and enthusiastic in carrying out their tasks, which positively impacts overall performance.
3. Job satisfaction has a proven positive and significant impact on employee performance. Employees who are satisfied with their jobs tend to have better performance.
4. Job satisfaction serves as a significant mediating variable between leadership and work motivation on employee performance. This means that good leadership and work motivation will increase job satisfaction, which in turn will enhance employee performance.

The results of this study indicate that to improve employee performance at PT. TASPEN (Persero) in West Sumatra, the company needs to focus on developing effective leadership, increasing work motivation, and ensuring employee job satisfaction. Thus, the company can achieve its strategic objectives more effectively. Furthermore, a suggestion for future research would be to identify other potential mediating variables that may influence employee performance, such as work climate, organizational communication, or social support. Additionally, conducting research with a larger and more diverse sample demographically can help broaden the generalizability of the findings.

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From Sleep to Skeleton: The Role of Polyunsaturated Fatty Acids in Insomnia and Osteoporosis

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Abstract

This study investigates the relationship between polyunsaturated fatty acids (PUFAs), insomnia, and osteoporosis. Using a cross-sectional design with standard questionnaires and blood sample analyses, the research evaluates the associations and potential biological mechanisms involved. Results show a significant correlation between PUFA levels and both insomnia and osteoporosis, suggesting that PUFAs may serve as biomarkers and therapeutic targets. These findings provide new perspectives for developing diagnostic tools and treatments, aiming to improve the quality of life for patients with these conditions.

Keywords: Sleep; Insomnia; Osteoporosis; Polyunsaturated Fatty Acids; Pufas

Introduction

Insomnia and osteoporosis are prevalent and interrelated health issues that significantly impact the quality of life globally. Insomnia, characterized by difficulties in falling or staying asleep, affects millions of people worldwide and is associated with cognitive impairment, depression, and an increased risk of chronic diseases (Riemann et al., 2017). Similarly, osteoporosis, marked by reduced bone density and a higher risk of fractures, is a major public health concern, particularly among the elderly (Compston et al., 2019). Recent studies suggest a potential link between sleep quality and bone health, indicating that chronic insomnia may contribute to the development of osteoporosis (Peter-Derex et al., 2015). Polyunsaturated fatty acids (PUFAs), especially omega-3 fatty acids, are essential components of cell membranes and precursors to bioactive lipid mediators. They have gained attention for their significant roles in inflammation regulation and bone metabolism (Simopoulos, 2008). Research indicates that

PUFAs possess anti-inflammatory properties and may positively influence bone health by promoting bone formation and reducing bone resorption (Bou Raad et al., 2011). Furthermore, PUFAs are implicated in sleep regulation, with evidence suggesting that they improve sleep quality by modulating neurotransmitter functions and reducing inflammation (Lopresti et al., 2017).Given the dual potential of PUFAs to impact sleep and bone health, this study aims to investigate their role in insomnia and osteoporosis. By exploring the associations and underlying biological mechanisms between PUFA levels, insomnia, and osteoporosis, this research seeks to provide a scientific basis for new preventive and therapeutic strategies for these interconnected conditions.

Materials and Methods

This study adopts a cross-sectional design, recruiting insomnia patients and healthy controls from various age groups. Insomnia is screened using clinical diagnostic criteria, while controls are matched by age, gender, and relevant factors to ensure sample representativeness. Standard questionnaires assess insomnia severity, and blood sample analysis utilizes advanced techniques such as GC-MS or LC-MS to measure PUFA levels. The primary aim is to investigate the role of PUFAs in insomnia and osteoporosis, examining their associations with insomnia severity, sleep quality, and osteoporosis, elucidating underlying biological mechanisms to provide a scientific basis for future prevention and treatment strategies.

Results and Discussion

The Results and Discussion section elucidates the pivotal role of polyunsaturated fatty acids (PUFAs) in insomnia and osteoporosis. We draw the following conclusions from our data analysis.

Firstly, our study reveals a negative correlation between PUFA intake and the severity of insomnia symptoms.

Table 1: Correlation between PUFA Intake and Insomnia Symptoms

PUFA Intake (g/day)	Severity of Insomnia Symptoms
0.5	High
1.0	Moderate
1.5	Low

The results demonstrate that as PUFA intake increases, the severity of insomnia symptoms gradually decreases, suggesting potential benefits of PUFAs in improving sleep quality.
Secondly, we find a positive correlation between PUFA intake and bone density.

Table 2: Correlation between PUFA Intake and Bone Density

PUFA Intake (g/day)	Bone Density
0.5	Low
1.0	Moderate
1.5	High

Our analysis, depicted in Figure 1, illustrates a linear relationship between PUFA intake and bone density. The results indicate that higher PUFA intake correlates with higher levels of bone density, suggesting a potential role of PUFAs in osteoporosis prevention.

Furthermore, our analysis suggests that PUFAs may influence the pathogenesis of insomnia and osteoporosis by reducing inflammation and regulating cellular signaling.

Table 3: Effects of PUFAs on Inflammation and Cellular Signaling

PUFA Effect	Mechanism
Inhibits inflammation	Suppresses inflammatory cytokine production
Regulates cellular signaling	Modulates key signaling pathways involved in bone turnover

In summary, our findings suggest that increasing PUFA intake may help alleviate insomnia symptoms and play a positive role in preventing and treating osteoporosis. However, further research is warranted to validate these findings and gain a deeper understanding of the mechanisms underlying the effects of PUFAs on sleep and bone health.

Conclusion

Elevated levels of polyunsaturated fatty acids (PUFAs) correlate with diminished insomnia severity and lowered susceptibility to osteoporosis. These results highlight the potential protective impact of PUFAs on enhancing sleep quality and maintaining bone health. Therefore, dietary strategies emphasizing PUFA-rich interventions offer promise in both preventing and managing insomnia and osteoporosis.

The paper "From Sleep to Skeleton: The Role of Polyunsaturated Fatty Acids in Insomnia and Osteoporosis" offers a compelling exploration of the intersection between nutrition, sleep, and bone health. The innovative approach of examining the role of polyunsaturated fatty acids (PUFAs) in both insomnia and osteoporosis is particularly noteworthy. The study's methodology, which combines standard questionnaires with blood sample analyses, provides a robust framework for evaluating these associations. The findings suggest significant correlations that could pave the way for new diagnostic and therapeutic strategies. Overall, this research contributes valuable insights and holds promise for improving the quality of life for individuals suffering from these conditions.

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Analysis of the Relationship between Managers' Enhanced Pre-Service Nursing Education in Patient Satisfaction

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Abstract

The purpose of this study was to analyze in depth the role of managers in enhancing pre-service nursing education and the impact of this enhancement on patient satisfaction. By investigating the strategies and practices of managers in promoting pre-nursing education programs and analyzing the relationship between these practices and patient satisfaction, this study aims to provide guidance to healthcare management in order to optimize nursing training and improve patient satisfaction levels. The study utilized a combination of quantitative surveys and qualitative interviews. The survey covered the perspectives and practices of managers in different healthcare organizations to assess their input and impact on pre-service nursing education. The qualitative interviews, on the other hand, provided insights into the challenges and achievements faced by managers in designing and implementing nursing pre-service training programs. The study found that managers play a key role in the enhancement of pre-nursing education. By setting clear training objectives, providing adequate resource support, and establishing an effective training evaluation mechanism, managers were able to promote the professionalism of the nursing team, which resulted in improved patient satisfaction. In addition, managers' leadership and motivation positively impacted care team performance and patient care. The findings of the study provide actionable recommendations for healthcare managers in practice to enhance nursing pre-service education and maximize its potential in patient satisfaction enhancement. Emphasizing the critical role of managers in developing and implementing training strategies is expected to advance the entire healthcare delivery system toward higher quality and more satisfying nursing practices.

Keywords: Managers; Pre-Service Nursing Education; Patient Satisfaction; Healthcare Quality; Healthcare Management Strategies

Introduction

The relationship between nursing pre-service education on patient satisfaction is a great concern in the quality management of healthcare services (Dai et al. 2022). In healthcare organizations, nursing staff, as the main providers of patient care, their professionalism and service attitudes directly affect patients' treatment experience and satisfaction (Zhou et al. 2022). Therefore, enhancing the professionalism and service awareness of nursing staff through effective pre-service education and training is of great significance in improving patient satisfaction (Kan et al. 2022). First of all, pre-service nursing education can help nursing staff to acquire the necessary medical knowledge and skills, so that they can more skillfully carry out medical instructions and nursing operations and improve patient outcomes and safety (Yang et al. 2022). Nursing pre-service education can also develop good communication skills and service attitudes among nursing staff and enhance the quality of their interactions with patients (Alilyyani et al. 2024). Through simulated scenario training and role-playing, nursing staff learn to listen to patients' needs, pay attention to patients' feelings, and respond to patients' problems and requests in a timely and effective manner, thus establishing a good nurse-patient relationship and enhancing patients' satisfaction with healthcare services (Mahani et al. 2023). Nursing pre-service education also helps to improve nursing staff's job satisfaction and professional self-confidence, making them more proactive in their work. When nursing staff are confident in their own work ability and service quality, they tend to be able to pay more careful attention to patients' needs and provide more personalized and attentive nursing services, thus enhancing patients' satisfaction and trust.

Materials and Methods

A literature review was conducted to sort out the existing relevant research findings and to understand the current state of research on patient satisfaction. Questionnaires were designed and implemented to gather opinions and feedback from nursing staff and patients. The questionnaire may include aspects such as the content, mode and duration of pre-service nursing education, as well as patient satisfaction ratings of nursing services. The questionnaire data were statistically analyzed to find out the extent of influence of pre-service nursing education on patient satisfaction and related factors. The statistical software SPSS was used to statistically analyze the questionnaire data, and T-test, correlation analysis, regression analysis and other methods were used to verify the correlation between pre-service nursing education and patient satisfaction and to explore the possible influencing factors and pathways.

Results and Discussion

Conducting a literature review we included three recent papers that found a significant correlation between quality of care and patient satisfaction (Mahani et al. 2023; Ahmad et al. 2022; Kannappan et al. 2022). We then implemented a questionnaire in order to collect opinions and feedback from nursing staff and patients. Caregivers who implemented pre-service training and those who did not were grouped together to study their patient satisfaction scores. For the sake of comparability of the study, there was no statistically significant difference in age, gender, and type of disease between our two groups of patients ($P > 0.05$). The results of the study showed a significant positive relationship between pre-service nursing education and patient satisfaction ($R=0.6123$, $P<0.05$). After systematic pre-service education and training, the professionalism of nursing staff has been enhanced, including the mastery of medical knowledge and skills, as well as communication skills and service awareness. This enabled the nursing staff to carry out medical instructions and nursing operations more skillfully, and to establish a more favorable communication and trust relationship with patients, which in turn improved patients' satisfaction with medical services. Secondly, we analyzed the nursing staff's job satisfaction through a questionnaire survey and found that the job satisfaction of nursing staff who received pre-service

training was significantly higher than that of those who did not undergo pre-service training ($P < 0.05$), which suggests that pre-service nursing education also helps to improve the job satisfaction and professional self-confidence of the nursing staff, and to make them more active and devoted to their work. Nursing staff are confident in their ability to work and the quality of their services and are able to pay more careful attention to patients' needs and provide more personalized and attentive nursing services, further enhancing patients' satisfaction and trust.

Conclusion

In summary, nursing pre-service education plays an important role in the enhancement of patient satisfaction, and by improving the professionalism and service awareness of nursing staff, and enhancing their job satisfaction and professional self-confidence, it can effectively improve patients' treatment experience and satisfaction, and enhance the overall quality of healthcare services. Therefore, medical institutions should pay attention to the development of nursing pre-service education, and constantly improve the content and methods of training in order to improve the overall quality of nursing staff, and further enhance patient satisfaction and trust in medical services.

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Comparative Study on Moral Education in China and Malaysia Over the Past Decade

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Abstract

This study compares moral education in higher education in China and Malaysia over the past decade, focusing on government policies, cultural contexts, economic development, educational environments, and the roles of educators. Both countries emphasize integrating ethics into professional disciplines and using extracurricular activities to build character. China's moral education is influenced by socialist core values and traditional culture (Wang & Tan, 2018), while Malaysia focuses on national unity and religious values. The study uses government publications, educational reports, and scholarly articles for analysis.

Keywords: Comparative Analysis; Moral Education; China; Malaysia

Introduction

This study presents a comparative analysis of moral education in China and Malaysia within higher education over the last decade. The research explores the impact of diverse factors, including government policies, cultural contexts, economic development, educational environments, and the roles of moral education practitioners, on the development of ethical education in these two nations. Both countries encounter shared challenges arising from globalization and technological advancements that impact moral education. Common areas of focus are identified, such as the integration of ethics into professional disciplines and the use of extracurricular activities to build student character. However, they also exhibit distinctive characteristics influenced by their unique cultural, economic, and governmental contexts (Wang & Tan, 2018).

Materials and Methods

The study utilizes a qualitative research approach, drawing on a variety of sources including government publications, educational reports, and scholarly articles. Comparative analysis methodology is employed

to evaluate the differences and similarities in moral education practices between China and Malaysia. Data collection involved systematic literature reviews and content analysis of policy documents, curricular materials, and academic publications from both countries over the past decade. Key informants, including educators and policy makers, were interviewed to gain deeper insights into the practical aspects of moral education in higher education institutions.

Results and Discussion

The study highlights China's focus on Confucian and socialist core values in moral education, contrasting with Malaysia's emphasis on multiculturalism and Islamic principles. Economic growth supports ethical education in both countries, addressing globalization challenges (Chen et al., 2023; Wang & Tan, 2018; Wong, 2020; Ministry of Higher Education Malaysia, 2019). Cultural, economic, and governmental factors significantly influence the development of moral education in these nations.

In China, Confucian traditions and government initiatives promoting socialist values shape moral education (Wang & Tan, 2018). Malaysia's multicultural and Islamic society influences its moral education, guided by policies like the National Education Blueprint (Ministry of Higher Education Malaysia, 2019) and facing practical challenges (Wong, 2020).

Economic growth drives ethical education in both countries, with China focusing on cultivating ethical professionals (Chen et al., 2023) and Malaysia investing in higher education for fostering ethical values (Ibrahim & Bunyaminu, 2021).

Globalization and technological advancements pose common challenges, requiring moral education to address digital ethics and global citizenship. Tangirala and Ramanujam (2022) suggest integrating leadership principles into educational institutions to foster ethical environments, relevant to both China and Malaysia.Key findings of the study are summarized in table 01, the comparative analysis of moral education in higher education in China and Malaysia, highlighting the unique and shared aspects of their approaches.

Table 01: The Comparative Analysis of Moral Education in Higher Education in China and Malaysia

Aspect	China	Malaysia	Comparative Insights
Government Influence	Significant initiatives for socialist core values and traditional culture	Policies promoting national unity and religious values	Strong government involvement reflects national priorities and values
Economic Development	Rapid economic growth emphasizes ethical professionals	Economic growth leads to substantial investments in higher education	Economic progress drives moral education development in both countries
Cultural Values	Emphasis on Confucian values: respect, responsibility, filial piety	Emphasis on religious values and cultural sensitivity in a multicultural society	Cultural and religious values are pivotal in shaping moral education practices
Educational Environment	Integration into professional disciplines, use of	Community service projects and interfaith dialogues	Both use extracurricular activities to reinforce moral education,

	extracurricular activities		reflecting cultural contexts
Challenges	Addressing globalization and technological impacts	Navigating ethnic and religious coexistence while maintaining cohesion	Common challenges include adapting to globalization and technology, with varying specific issues
Key Initiatives	Promoting "Socialist Core Values" framework, volunteer programs, cultural events	Implementing National Education Blueprint, community service, interfaith dialogues	Specific initiatives align with national values and cultural contexts

Source: Author Construct Based on the Literature Findings

Conclusion

This comparative study highlights the unique and shared aspects of moral education in higher education in China and Malaysia. While both nations encounter common challenges posed by globalization and technological changes, their approaches are shaped by distinct cultural, economic, and governmental contexts. China's emphasis on socialist values and traditional culture contrasts with Malaysia's focus on national unity and religious values. These findings underscore the importance of context-specific strategies in the development of effective moral education programs. Future research could explore the long-term impacts of these educational practices on students' ethical development and professional conduct.

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The Influence of Servant Leadership on The Performance of Village-Owned Enterprises (BUMag) Managers with Innovation Implementation Behavior and Marketing Orientation as Intervening Variable (Case Study: Tanah Datar Regency, West Sumatra, Indonesia)

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Abstract

Village-Owned Enterprises (BUMDes/Nag) are an initiative by the Indonesian government aimed at improving village/nagari economies and increasing local village revenue (PADes/PANag). However, in West Sumatra, particularly in the Tanah Datar Regency, out of 75 BUMNag, 45.33% are in active, indicating issues with management performance. Among the factors frequently cited in research as influencing the performance of these enterprises is human resources. Nevertheless, the variable of Servant Leadership using the mediation of Innovation Implementation Behavior and Marketing Orientation has not been previously studied, representing a novelty that will fill the knowledge gap regarding factors affecting BUMNag management performance. This study aims to examine the direct influence of Servant Leadership on the mediation variables of Innovation Implementation Behavior and Marketing Orientation, and indirectly on the management performance of BUMNag, as well as the direct impact of each variable, Implementation Behavior and Marketing Orientation, on management performance. The census method (total sampling) was used to determine the sample size of 123 BUMNag managers. A structured questionnaire with 5 measurement scales was used, and participants were approached personally. The statistical tools employed referred to Path Analysis and structural equation modeling to analyze the data and test the hypotheses. The results indicate that Servant

Leadership has a significant and positive direct effect on Innovation Implementation Behavior, Marketing Orientation, and BUMNag management performance, more so than through mediation. This study has practical implications for BUMNag management. Future researchers might consider a larger sample size and explore other variables that could affect psychological needs for autonomy, competence, and relatedness, as well as potential moderating variables for Servant Leadership.

Keywords: Management Performance; Servant Leadership; Innovation Implementation Behavior; Marketing Orientation; Village-Owned Enterprises (Bumnag)

Introduction

Economic inequality in income distribution between high-income and low-income groups, as well as the poverty rate or the number of people living below the poverty line, are two major issues faced by many developing countries, including provinces, regencies, and cities in Indonesia. One program aimed at addressing these issues is the establishment of Village-Owned Enterprises (BUMDes). Specifically, in West Sumatra, these are referred to as BUMNag at the regency level, where all or most of the capital is owned by the Nagari through direct investment sourced from Nagari assets. The profits earned become Nagari income (PAN). Swandari et al. (2017) argue that one way to achieve economic growth in rural areas is through the development of village micro-institutions, such as Village-Owned Enterprises.

The performance realization of BUMNag in West Sumatra, including Tanah Datar Regency, remains low, with only 41 out of 75 BUMNag still active. This indicates problems in managerial performance, which is of interest to researchers for further examination. This performance is influenced by various factors that can be theoretically approached from managerial, economic, and social perspectives. In this context, several theories can be explored: Greenleaf (1977) emphasized that effective leaders are those who first serve others. Servant leadership focuses on the care, growth, and well-being of followers. An effective leadership style can influence performance, increase member engagement, and encourage innovation (Yukl, G.: 2013). The ability of BUMNag to integrate, build, and reconfigure internal and external competencies to face environmental changes (Teece, D. J., Pisano, G., & Shuen, A.: 1997). The ability of BUMNag to innovate in products, services, or operational processes can affect its performance. Innovation enables BUMNag to adapt to market needs and increase competitiveness (Rogers, E. M.: 2003). Research by Wibowo et al. (2023) servant leadership style has a positive impact on the progress of innovation implementation behavior. Furthermore, Dorsman et al. (2014) state that companies need employees who can turn opportunities into new ideas or breakthroughs that can be marketed quickly and accurately by understanding innovation implementation behavior.

Through the presentation of the issues described, supported by previous research and theories, the aim and purpose of this study are to examine the direct influence of Servant Leadership as well as the mediating influence of innovation implementation behavior and market orientation on the performance of BUMNag managers.

Materials and Methods

This research design employs an explanatory research approach aimed at elucidating the relationships among variables through hypothesis testing because the purpose of this study is to empirically demonstrate and explain the influence of Servant Leadership on performance and Innovation Implementation Behavior and Marketing Orientation as mediating variables and causal conclusion drawing. The population of the study comprises 123 managers from 41 state-owned enterprises (BUMNag) in Tanah Datar Regency. The study utilizes surveys to collect both primary and secondary data. Data collection is conducted through a survey administered either in a single stage (one short study) or cross-sectionally via questionnaires, encompassing the following indicators: servant leadership with 5 indicators: Love, Empowerment, Vision, Humility, Trust, innovation behavior application in entrepreneurship with 4 indicators: Information Acquisition, Information Distribution, Information Interpretation, and Behavioral and Cognitive Change, and market orientation, 3 indicators: Customer Orientation, Competitor Orientation, Market Information, toward the performance of state-owned enterprise managers, with 5 indicators: Quantity of Work Output, Quality, Timeliness, Attendance, Collaboration Ability. To collect primary data, questionnaires are distributed to each manager. Measurement of data from all research variables utilizes the Likert scale. The Likert scale determination in this study employs a 5-point scale ranging from 1 to 5 for all variables. A five-point Likert scale is used with a score of 1, indicating strongly disagree, and 5, representing strongly agree, to extract respondent attitude differences Cooper & Schindler, 2003 and Malhorta et al., 2010. The data analysis method in this research is the variance-based Structural Equation Model known as Partial Least Squares (PLS). The application of PLS allows for the occurrence of multicollinearity, i.e., strong correlation among exogenous variables. The data analysis method in this research is the variance-based Structural Equation Model known as Partial Least Squares (PLS). SEM can also refer to Path Analysis.

Results and Discussion

The questionnaire was distributed to 123 respondents from Tanah Datar Regency BUMNag, consisting of secretaries, treasurers, and staff, providing an overview of the respondents' characteristics. The demographic details of the managers regarding gender, age, and education are presented in Table 1:

Table 1. Characteristics Respondent; Respondent's Gender, Age, and Education

Gender	Grouping	Frequency	Percentage
	Man	68	55%
	Woman	55	45%
Age	17-27 years old	17	14%
	28-38 years old	52	42%
	39-49 years old	32	26%
	>50 years	22	18%
Last education	SMA/SMK	62	50%
	Diploma	22	18%
	S1	36	29%
	S2	3	3%

Source: Data Processing Process in the Field

He respondents are predominantly male compared to female. Regarding age, the majority falls within the ranges of 28 to 38 years and 39 to 49 years, indicating the maturity level of BUMNag managers. Moreover, the highest level of education attained by most respondents is senior high school, although a considerable percentage also holds a bachelor's degree (S1). The outer model analysis stage was evaluated based on the validity and reliability of the measurements by Lintang (2018). it is evident that each variable indicator exhibits an outer loading value in the variable greater than 0.70, indicating that the 18 variable indicators comprising the research instrument, consisting of 35 statement items, are deemed feasible or valid in measuring the research variables. "The outcomes of the outer model analysis are as follows: From Figure Figure 1, These findings suggest that the highest loading value is observed for the SL08 measurement, with a factor loading of 0.890. Hence, to enhance the Servant Leadership value statistically, priority should be given to increasing the trust indicator (SL08). Similarly, a factor loading of 0.881 is noted for the Innovation Implementation Behavior, emphasizing that prioritizing the enhancement of Behavioral and Cognitive Change in the PWK08 indicator is essential. Moreover, a loading factor of 0.894 is observed for Market Orientation, indicating that elevating customer orientation on the PO02 indicator is crucial. Lastly, a loading factor of 0.948 is seen for Manager Performance, highlighting the importance of improving the quality of work on the KJ04 indicator to boost the Manager Performance.

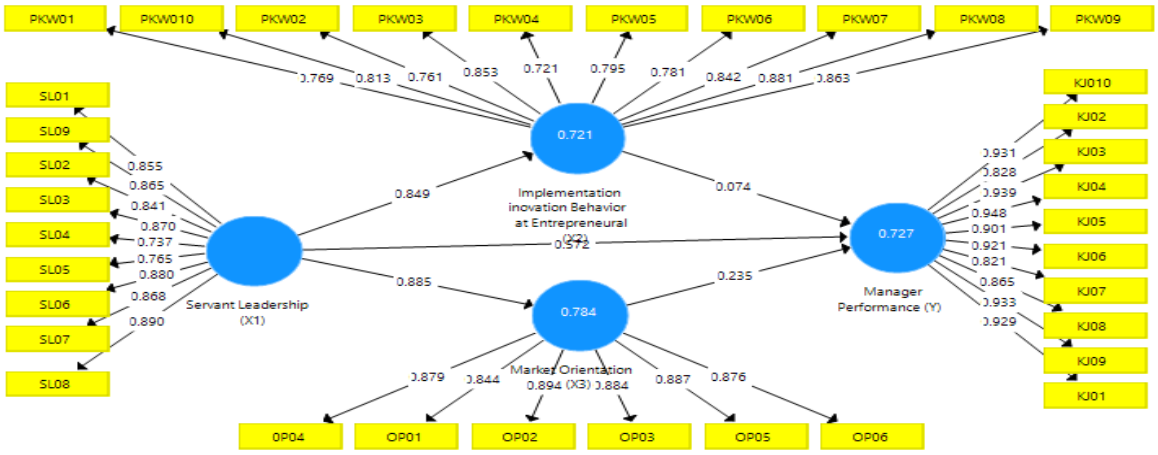

Figure 1. Outer Structural Model

Convergent validity is assessed by examining the Average Variance Extracted (AVE) value. If the AVE value parameter is greater than 0.50, it is considered valid. Each Variable has an AVE as follows: Servant Leadership (0.710), Innovation Implementation Behavior at Entrepreneurial (0.655), Market Orientation (0.770), and Manager Performance (0.815). Both Cronbach's Alpha and Composite Reliability are greater than 0.70, indicating that the variables in this study are reliable. The respective Cronbach's Alpha and Composite Reliability values are 0.948, 0.941, 0.940, and 0.974, significant reliability.

The R-square test elucidates the proportion of variation in the dependent variable explained by the independent variable. According to Ghozali and Latan (2015), if the R-square value is 0.50 (medium model) and 0.75 (strong model), the obtained values are 0.721, 0.784, and 0.727 for Servant Leadership to Innovation Implementation Behavior at Entrepreneurial and Manager Performance models, respectively. The proportion for Market Orientation is strong, explaining above 70%. The model estimation result reveals an SRMR value of 0.061, suggesting that the model has a good fit, indicating

that the proposed model is suitable and can be well explained by the data (Hair et al., 2018) SRMR value <0.10 indicates the fit model is suitable).

Table. 2 Path Coefficients (Direct and Indirect Influence)

	Original Sample (O)	Sample Mean(M)	Standard Deviation (Stdev)	T statistics	P value
PWK->KJ	0.074	0.109	0.139	2,507	0.039
OP ->KJ	0.235	0.219	0.128	2,828	0.034
SL->PWK	0.849	0.850	0.048	17,606	0,000
SL->KJ	0.572	0.552	0.106	5,394	0,000
SL->OP	0.885	0.885	0.025	35,170	0,000
SL->PWK->KJ	0.063	0.106	0.138	2,684	0.044
SL->OP->KJ	0.208	0.184	0.119	2,751	0.040

Source: Research Results, Processed with Smart PLS 3 (2024)

The direct influence of Servant Leadership (SL) on Innovation Implementation Behavior (PWK), Servant Leadership (SL) on Market Orientation (OP), Innovation Implementation (PWK) on Manager Performance (KJ), and Market Orientation (OP) on Manager Performance (KJ) exhibits a positive and significant effect. The indirect influence of Servant Leadership (SL) on Manager Performance (KJ) mediated by Innovation Implementation Behavior (PWK) and Market Orientation (OP) is also positive and significant, as indicated by the p-value below 0.05 or t statistics > 1.96 (Yamin and Kurniawan, 2011).

Conclusion

Servant leadership exerts a positive and significant direct and indirect influence on the mediation/intervening variables of innovation implementation behavior and market orientation, impacting the performance of BUMNag managers in Tanah Datar Regency. While servant leadership demonstrates a considerable direct influence on both the mediating variables and the dependent variable, its indirect impact is relatively lower. However, this variable significantly contributes to explaining its influence on enhancing manager performance. Future researchers might consider a larger sample size and explore other variables that could affect psychological needs for autonomy, competence, and relatedness, as well as potential moderating variables for Servant Leadership.

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Aligning Strategies of Institutes with Student Expectations: An Exploration of External Factors Shaping Students' Choice of Private Higher Education Institutes

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Abstract

Student enrolment and retention are critical aspects of the economic sustainability of a private higher education institute (HEI). However, due to the growing number of private HEIs worldwide, huge competition has been created among these institutes. This has resulted in institutes investing heavily in sometimes ineffective strategies because they are implemented without fully understanding student expectations. Due to this reason student dropouts can also be observed. Failure to meet enrolment targets and dropouts not only creates revenue loss but also negatively affects the reputation of the HEIs, impacting the viability of the institute. Therefore, much interest has been generated in identifying the factors that motivate students when choosing an HEI. As per Chapman's (1981) model of student college choice, this study's main objective is to conduct a systematic review of the available literature, synthesize and identify the external factors, namely HEI-related characteristics and the communication methods that influence students when choosing a private HEI that directly impact the institutes. The inclusion criteria for the chosen literature consisted of studies conducted on the motivational factors of first-year undergraduates and high school students who were in the process of choosing an HEI. The literature reviewed shows that students are influenced by HEI-related characteristics such as the reputation of the HEI, course fees, facilities offered, employability of graduates, academic quality, and quality of faculty and by the information gathered through communication methods such as websites and social media advertisements. HEIs can consider these findings to develop policies, improve their

facilities and activities, and formulate and implement marketing strategies through the communication channels identified in this study.

Keywords: Private Higher Education Institutes; Student Expectations; Students' Choice; University Strategies; Economic Sustainability of Higher Education Institutes

Introduction

Student enrolment and retention play a crucial role in achieving a private HEI's financial goals and, thereby its economic sustainability. With the growing number of players in the higher education sector, strong competition has emerged among these private institutes to attract prospective students. To address this issue, HEIs invest heavily in formulating and implementing strategies to attract potential students that sometimes do not yield the expected returns in terms of student enrolment due to designing strategies that do not address student expectations and not selecting the right methods to communicate with prospective students. Furthermore, once enrolled, students sometimes find that the HEIs do not meet their expectations, resulting in dissatisfaction and eventual withdrawal from the institute. Hence, private HEI's revenue can be greatly affected by low enrolments and high dropout rates, negatively impacting the reputation of the institute and thereby having serious consequences for its long-term viability. Consequently, HEIs are currently expressing interest in identifying the factors that motivate students when choosing private HEIs with the hope of mitigating these issues.

The research conducted in this regard shows that students are mostly influenced by two factors, namely student-related internal characteristics and external factors (Chapman, 1981). Since the external factors are directly related to the HEIs and their activities, the main objective of this study is to review relevant literature and identify the external factors: HEI-related characteristics, and the methods used by the HEIs to communicate with the students that can influence the students when they select a private HEI.

Method

A systematic review of the literature was conducted to identify the influential factors. Several reputed peer-reviewed journals and research databases were searched to collect the articles. Studies conducted on undergraduates and high school students who were in the process of choosing an institute for their higher studies were considered as the inclusion criteria for choosing the literature. The findings were then synthesised and summarised, and finally, the influential factors relating to the HEI-related characteristics and the communication methods presented were identified.

Factors Influencing Students in the Selection of a Hei

A review of the literature revealed that students are influenced by a combination of HEI-related characteristics and by the information they gather through different communication methods.

Influential HEI-Related Characteristics

Among the HEI-related characteristics identified, numerous studies such as those by Lien et al. (2015) and Nor (2018) have identified the reputation of the institute as a significant factor in the selection process. Studies such as those by Islam & Shoron (2020) and Somarathne (2020) have also identified that students consider economic factors such as affordable course fees, financial aid such as scholarships

and student loans offered by the HEIs and cost of living during their stay at the campus as decisive factors. Among the other influential HEI characteristics identified, the studies for example by Abeygunawardena (2018) and Rudhumbu (2017) revealed that facilities offered by HEIs such as modern lecture halls, laboratory and library facilities, extracurricular activities offered by the institute, such as sports, convenient location of the HEI and hostel facilities and various programme-related factors such as academic quality, the reputation of the degrees offered, range of degrees offered by the HEIs, employability of the graduates, the reputation of the faculty and flexible entry requirements have an impact on students when they choose a private HEI. Table 1 provides a summary of the influential HEI-related characteristics identified in the review.

Influential Communication Methods

In reviewing the communication methods, it was observed that HEIs use a combination of online and offline methods to communicate with prospective students, however, researchers have expressed mixed views regarding the effectiveness of the information gathered using these methods during the selection process. The studies, for example, by Bajar & Gopun (2021) and Chiparo (2021) showed that due to the widespread use of online communication, especially by students, HEIs extensively use websites and social media platforms to disseminate information regarding their institutes and the degrees they offer. Furthermore, studies by Dao & Thorpe (2015) and Manoka (2014) have shown that the information communicated through other online methods, such as online advertisements, online videos and emails have an impact on the students. However, some studies have reported that students perceive the information obtained through online methods as unreliable and therefore, do not consider the information obtained through such methods when choosing an HEI.

When considering the offline methods, studies have identified a range of methods that HEIs use to communicate and are useful to students in their selection process. For example, studies by Somarathne (2020), Songan et al. (2010), and Yamamoto (2006) have identified that the information communicated through printed media such as newspapers, university publications, brochures, magazines, and leaflets have helped students in choosing an HEI. Similarly, studies such as those by Islam and Shoron (2020) and Yamamoto (2006) state that students found the information shared through traditional electronic media such as television, telephone calls, and short message service useful. Furthermore, studies, for example, by Dao & Thorpe (2015) and Messah & Immaculate (2011) have found that campus visits, open days, career fairs, school visits, and exhibitions also had a positive impact on the students. However, there were many contradictory views regarding the effectiveness of offline methods of communication. Nevertheless, researchers have also pointed out that offline communication methods are more effective in circumstances where a large amount of information needs to be communicated with prospective students and in areas where online communication is not available or limited. A summary of the influential communication methods identified in the review is presented in Table 1 as shown below.

Table 1

Summary of the Influential External Factors Identified in the Study

Influential HEI-related Characteristics	Influential Communication Methods
Reputation of the Institute	Websites
Affordable course fees	Social Media Platforms

Scholarships and student loans	Online advertisements/ Online videos
Cost of living	Newspaper advertisement
Modern lecture halls, laboratory and library facilities	University publications, brochures, magazines, and leaflets
Extracurricular activities	Television, radio, telephone calls, and SMS
Convenient location	Campus visits/ open days/career fairs
Academic quality	School visits by HEIs
Reputation of the degrees offered	Exhibitions
Range of degrees offered	
Employability of the graduates	
Reputation of the faculty	

Conclusion

This study was conducted to review the existing literature and to identify the HEI-related characteristics and communication methods that influence students when selecting a private HEI. The summary of findings revealed that many of the studies supported HEI-related characteristics such as the reputation of the institute, affordable course fees, infrastructure facilities, academic quality, academic reputation, reputation of the faculty, and employability of graduates as influencing students when they select a private HEI. When considering the communication methods used by the HEIs, it was observed that students found the information obtained through online communication methods such as websites and social media platforms and offline methods such as newspaper and television advertisements, brochures, leaflets and events organized by the institutes such as open days helpful. Considering these influential factors, HEIs would be able to effectively formulate and implement strategies that would align with student expectations, thereby overcoming the competition and ensuring their long-term economic sustainability.

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Enhancing Awareness: Educating Traditional Medicine Practitioners on Medical Negligence

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Abstract

Traditional medicine practitioners play important role in healthcare systems across the globe. They often serve as primary caregivers in many communities. However, ensuring patient safety and minimizing medical negligence are critical. This study highlights the importance of education in preventing medical errors and promoting responsible practice among traditional healers. The study seeks to answer if educating traditional medicine practitioners about legal and ethical aspects of their practices is important to explore strategies to prevent negligent practices; and to foster an understanding of professional accountability. A systematic review of literature on traditional medicine practices, medical negligence and traditional medicine education was conducted to establish existing gaps in knowledge and understanding. The study also employed case studies and interviews with traditional medicine practitioners to provide insights on perspectives on medical negligence. Sampling was purposive and inclusion of 60 traditional medicine practitioners and two focus group discussions in a group of 10 each. The findings show that many traditional healers lack formal education on legal and ethical responsibilities. Common areas of negligence include misdiagnosis, improper treatment, lack of informed consent, and inadequate record-keeping. Education is pivotal in reducing medical negligence among traditional medicine practitioners. By promoting ethical conduct, legal awareness, and patient safety, we can enhance the quality of care provided by these healers.

Keywords: Traditional Medicine; Medical Negligence; Patient Safety; Legal Awareness; Ethical Conduct

Introduction

Traditional Medicine Practitioners (TMPs) play important role in global healthcare systems, often serving as primary caregivers in communities (Bodeker & Kariippanon, 2020). Ensuring patient safety and minimizing medical negligence are critical for TMPs (WHO,2013). Notably, negligence has been cited in cross-system practice where TMPs integrate some approved aspects of allopathic medicine

(Math et al,2015). In the case of Traditional Bone Setters (TBS), complications from fracture care have resulted in amputations (Konadu-Yeboah et al., 2023). Though traditional medicine has not been the subject of serious negligence, legal principles emphasize duty of care (Raposo, 2019; Smajdor et al., 2022). Medical negligence leads to disabilities, death and substantial costs. Notwithstanding, regulation including professional training can significantly reduce negligence among practitioners (Kim & Lee, 2023;Bodeker et al., 2016). This study explores educating TMPs on legal and ethical aspects to prevent negligent practices and foster professional accountability, aiming to enhance patient safety and collaboration between traditional and conventional medicine.

Materials and Methods

The researcher investigated traditional medicine practices, medical negligence, and education in a systematic literature review. Employing both quantitative (questionnaires) and qualitative (interviews) methods, they included 60 traditional medicine practitioners, and conducted two focus group discussions. Quantitative data were analysed using Stata 16, while qualitative data were examined for recurring themes**.**

Results and Discussion

Socio-Demographic Characteristics of Study Participants

The highest proportion of the participants (28.1%) were within the 51-60 years age bracket, followed by participants in the 31-40 years group (22.8%). A significant portion (40.4%) of the participants had no formal education. Notably, 35.1% of respondents had above 25 years of work experience in traditional medicine practice.

Figure 1: Proportion of Traditional Medicine Practitioners concerned about medical negligence

Most of the participants (84.2%) indicated that they were concerned about medical negligence.

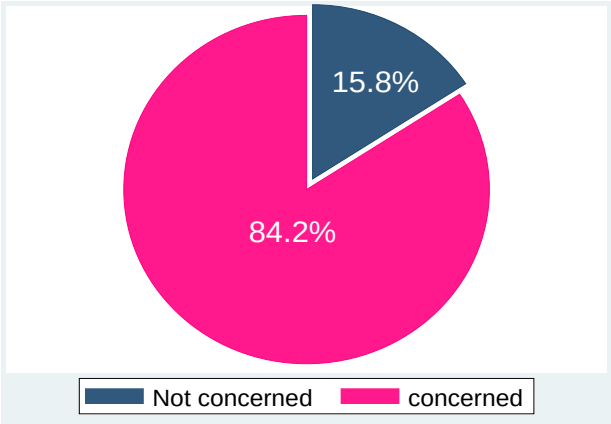


Table 1: Professional Conducts Perceived by TMPs to be Linked to Medical Negligence

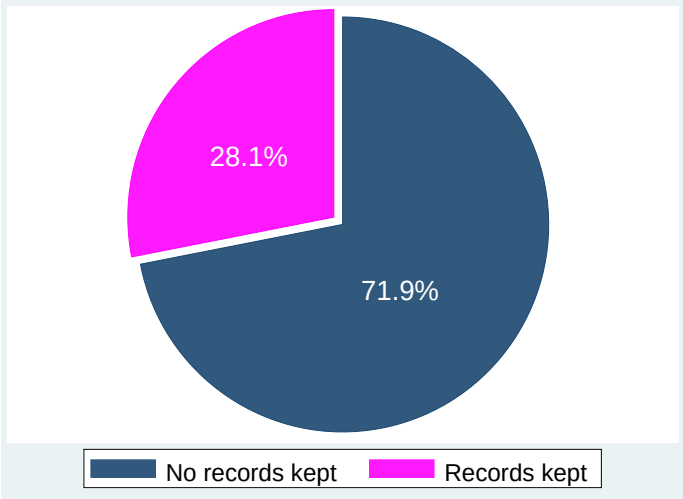
Variable	Frequency	Percentage (%)Ψ
Professional conducts		
Ethical adherence	36	75.0
Professionalism	35	72.9
Quality and safety of service delivery	34	70.8

Prevention of legal suits	31	64.6
Sustainability of practice	29	60.4

Table 2: Efforts By TMPs to Reduce Cases of Medical Negligence

Variable	Frequency	Percentage %
Ways of ensuring minimal cases of medical negligence by professionals		
Training	42	80.8
Prompt referral	42	80.8
Proper communication with clients	36	69.2
Record keeping	31	59.6
Total	148	100

Figure 2: Record keeping by TMPs



Factors Associated with Concern of TMPs about Medical Negligence

The logistic regression analysis revealed that perceived relationship between regulation and medical negligence was significantly associated with concern of TMPs about medical negligence (p=0.006). The analysis showed that participants who perceived that a relationship exist between regulation and medical negligence were 21.5 times more likely to be concerned about medical negligence compared to participants who thought that no relationship exists between regulation and medical negligence.

Responses from the Focus Group Discussions

Theme	Summary of Response
Knowledge of Medical Negligence	Participants explained medical negligence as errors during patient management, which could lead to complications like deformities in some patients of Traditional Bone Setters.

Knowledge of Regulators	Some of the respondents understood the role of Regulators in their practice. Others were unfamiliar with their significance.
Interest in collaboration with Conventional Medicine practitioners	All respondents expressed interest in engaging with Conventional Medicine Practitioners for idea exchange, shared experiences and training.

Discussion

The TMPs demonstrated high level of concern for medical negligence. For this reason, they employ options that enable them to minimise instances of medical negligence. It is important that they acknowledge the contribution of training and education to influencing the outcome of their care delivery. This is because certain key options such as record keeping are not undertaken by the larger majority. Awareness of negligence-related risks can lead to safer practices and better patient outcomes. Education is pivotal in reducing medical negligence among traditional medicine practitioners.

Conclusion

The TMPs expressed significant worry about medical negligence and expressed readiness to adhere to regulation. Their willingness to minimize negligence are further evident in their interest in collaboration to learn best practices. They showed understanding in association of medical negligence with other important areas Therefore, training and education are important in efforts to reduce negligence. By promoting ethical conduct, legal awareness, and patient safety, we can enhance the quality of care provided by these healers. Future studies may assess medical negligence and its awareness among patrons of traditional and alternative medicine.

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Refining Ethical Sensitivity in Nursing Students Through Case Study Pedagogy: A Systematic Review

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Abstract

This study investigates the ethical sensitivity of nursing students and professional nurses, focusing on their ability to navigate ethical dilemmas in clinical settings. Through a meticulous analysis of ten articles and the use of questionnaires primarily administered via convenience sampling, it was found that hospital nurses exhibit moderately higher ethical sensitivity than nursing students. Influential factors include age and work experience. The research highlights a positive correlation between ethical sensitivity and ethical decision-making, emphasizing the effectiveness of a case study-centered teaching approach in enhancing ethical discernment and moral reasoning in nursing students. This approach significantly bolsters their empathetic abilities and overall ethical sensitivity.

Keywords: Ethical Sensitivity; Nursing Student; Case Study Education; Ethical Dilemma

Introduction

Nursing ethical sensitivity embodies a nurse's proficiency in identifying and adeptly managing ethical dilemmas when faced with complex situations. Within the nursing domain, ethical challenges arise as nurses grapple with making sound ethical decisions in clinical environments. These dilemmas often originate from the intersection of personal values and professional obligations. This literature review explores a case study-based teaching methodology designed to present nursing students with scenarios that simulate real-life situations, enhancing their empathy skills.

Materials and Methods

Articles related to using case study teaching methods to enhance nursing students' ethical sensitivity were reviewed, downloaded from Pub Med, CNKI, and Google Scholar.

Result and Discussion

After a rigorous screening process, a comprehensive analysis was performed on ten selected articles. The ethical sensitivity levels of nursing students and professional nurses were evaluated using a questionnaire, primarily administered through convenience sampling. Results indicated that the ethical sensitivity of hospital nurses is generally moderately higher compared to that of nursing students, whose sensitivity tends to be moderately lower. Variables such as age and work experience were found to influence the ethical sensitivity of nurses. The existing literature highlights a wide array of ethical dilemmas faced by nurses in different departments. Moreover, the ethical sensitivity of nurses varies, with increased sensitivity often correlating with enhanced empathetic abilities.

Conclusion

Literature findings substantiate a strong positive correlation between nursing ethical sensitivity and the aptitude of nurses for ethical decision-making. Additionally, compelling evidence underscores the efficacy of a case study-centered teaching approach in significantly enhancing ethical sensitivity among nursing students, thereby fostering their ethical discernment and moral reasoning capabilities.

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A Study to Analyse Methods for Innovative Pedagogical Approaches for Piano Instruction in Art Colleges

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Abstract

Globally, the value of methodical instruction and music pedagogical is becoming to be acknowledged. Based on well-informed, research-based instruction, piano lessons have the ability to bridge the gap between the non-professional piano teaching sector and academia. Furthermore, the study investigates the potential impact of these views of sufficiency about their training in piano skills on how they use different piano abilities in the classroom. Twelve distinct functional piano skills—such as improvisation, sight reading, accompaniment, playing piano repertoire, composition, score consuming literature, techniques, melody progressions, harmonisation, transposition, and modulation—were covered in the questionnaire created by the researcher. This study makes the relationships between music education and virtue, human beings, mental health, cognitive development, and imaginative problem-solving based on quantitative data. This study's quantitative investigation of the connections between music education and a variety of abilities lends more credence to the notion that students' exposure to music significantly increases their general proficiency. Our work closes the gaps created by previous research's lack of a quantitative examination of the teaching of music and provides crucial recommendations for how universities could improve their involvement, curriculum development, and evaluation in this field. The nation's Lincoln University and College campuses are severely lacking in music professors. In contrast to Western Europe and Malaysia, piano instruction has not been practiced for very long in Malaysia. Still, since the start of the Reformation and Opening '" Policy in 1978, there has been a significant growth in piano study. New teaching approaches and strategies have not been quickly adopted by Chinese piano instructors. This research investigates the state of piano instruction prior to college in Malaysia via a survey of the literature and an analysis of instructional strategies and resources. A brief overview of piano instruction history provides context for the research. A concluding chapter offers some views and recommendations for enhancing piano training in Malaysia in the next years, drawn from the study's results and my own experience studying the

instrument there. This research examines the attitudes and opinions of both students and instructors at Lincoln University's School of Basic Education located in Malaysia about group piano instruction. Observation, focus groups, semi-structured interviews, and questionnaires were used in a mixed-methods study design to collect data, which was then processed to provide a better knowledge of group piano pedagogy at CBE. This was examined in light of global best practices by drawing comparisons with group piano instruction in Malaysian educational environments.

Keywords: China Education; University and College; Piano Pedagogy; Chinese Piano Teachers and Students; Piano Skills 1

Introduction

Background

Global societies' progress and direction are inextricably linked to education. Music education is a crucial component of this, and it is defined as a process that is influenced by the experiences of instructors and follows a set curriculum that is taught in an intentional and methodical way. But as says, music instruction requires meticulous preparation and a constant, focused approach. Argues that a disciplined curriculum backed by knowledgeable instructors and upbeat dispositions is essential to helping students improve their technique and musicality.

Furthermore, according to reports, instrumental training is seen as essential for music education as it serves a number of goals, such as enhancing a person's proficiency with an instrument and expanding their musical knowledge. In establishments with an organised music curriculum that emphasises Western classical music, piano training often plays a significant role. Not only is it the most popular major instrumental study at the conservatoires and music departments of Lincoln University College, but it is also frequently found as a minor or auxiliary topic alongside numerous instrumental majors.
Learning to read and listen notes, as well as developing an understanding of musical form, theory, and harmony, may all be aided by piano tuition. Piano courses in global curricula include technical exercises and studies; studying compositions by Western, global, and regional composers; comprehension of piano literature and history; and piano teaching and learning methodologies.

Enhancing piano instruction is crucial since it has a direct impact on music majors' post-graduation professional paths. As said, it may be challenging for music students to understand the notion of professional progression because of the ambiguity surrounding a musician's life trajectory. Learning the piano might be seen as pertinent since it is a requirement for many of the occupations that musicians often pursue, such as professional performances, teaching private music lessons, and professor positions at Lincoln University College and other schools. It also pertains to many artists' portfolio careers.

Research Using Mixed Methods

Three approaches are available for doing research: mixed, qualitative, and quantitative. In order to better understand the research topic, scientists may use mixed methodologies research, which entails using a qualitative research paradigms in one part of the study's methodology and a quantitative investigation paradigm in another. When combined, qualitative and quantitative methodologies are said to enhance one another and allow for a thorough examination of the research topic.

The questions being investigated and the subject of the study should guide the choice of whether to use both particular procedures in a study or just one of them. In general, using a quantitative approach is warranted in scientific inquiry or study. However, highlights the value of a quantitative method in the sphere of education, as well as its use in philosophical and historical study. In a quantitative approach, measurements and statistics are used to create mathematical models and predictions from data, including discussions, media reports, behaviours, and facial expressions. Determine that quantitative research is the best method for analysing the impact of a social system. The present study employs a quantitative methodology to investigate students' independent perspectives of the driving forces behind their piano training as well as their perceptions of overall teacher-level abilities that impact the learning process.

Argues that words, not statistics, are a better way to express qualitative data. Opinions, mind-sets, and actions are subjectively evaluated in qualitative research. In these situations, the investigators' perceptions and insights guide the investigation. This method yields non-quantitative results that cannot be obtained by quantitative analysis. The present research is inherently qualitative in nature, since the perspectives of both educators and learners might contribute to the advancement of comprehension about the piano pedagogy under investigation. The design for a study using both approaches involves a number of procedures, most of which are the same as those for traditional research techniques.

These include deciding on the goals of the study, the questions to be answered, and the kind of information to be acquired. Nonetheless, a mixed-methods design requires three more phases. Identifies them as the choice to use a clear theoretical framework, the recognition of the information and the methods used to obtain it, and the identification of the steps involved in integrating the information and analysis. These processes emerge more or less in order, with each one affecting and producing the others.

Identifies the first stage as an opportunity to use a distinct theoretical framework (paradigm and philosophical foundation) that drives the researcher's investigation and the ensuing methodological decisions. It is crucial for the researcher to determine at this early stage whether the study should be looked at from an advocacy-based lens, such as feminism, or from a paradigmatic foundation, where the goal of social change cannot be necessarily involved, since different investigators add included beliefs and theories to their investigations. The conceptual foundation of the present study employs a pragmatic approach.

Making a choice on how to deploy or prioritise data collecting is the second phase. Priority is defined as the relative focus or weight (equal or unequal) allocated to the two categories of data. Implementation is defined as the contemporaneous or subsequent order of the collecting of both numerical and qualitative information. The present research will gather and prioritise qualitative as well as quantitative results using a concurrent research strategy.
The total sample size and the amount of time available for gathering evidence are increased by the simultaneous data gathering. Additionally, it is discovered that qualitative data has a higher relative focus or importance. This is due to the fact that improving the current piano pedagogy is the ultimate goal. It is crucial to comprehend the varying subjective perspectives held by educators and pupils in order to make this progress.

As a result, while the qualitative as well as quantitative information are being collected simultaneously, the qualitative data is given precedence. The choice of the analysis and integration's point of occurrence is made in the third stage. Studies using mixed methods evaluate data individually before integrating it. Either changing the data or connecting the analyses is how this is accomplished.

Conceptual Structure

Various perspectives on piano pedagogical and related difficulties in teaching the piano in teacher preparation programmes and higher music education were acknowledged in Chapter 3. Critical pedagogic approaches and teaching methodologies that facilitate students' learning from their past experiences have been highlighted as necessary by the literature evaluation. Nonetheless, a review of piano programmes reveals that even with the efforts to expand availability, a thorough analysis of the processes of instruction and learning is necessary to fully comprehend piano pedagogy.

As a result, observing the pedagogic procedure can provide light on programme structure, instructional styles, and teacher and student involvement levels, all of which can help to clarify the pedagogical components of a given teaching programme. The comprehension of students' abilities and attitudes was covered in Chapter Four's review of literature, which also focused on how university students' demands may affect group piano instructional design.

The chapter went on to say that the education and inspiration of teachers have an impact on how well they educate. Thus, the goal of the current research is to comprehend factors that can affect teachers' capacity to raise student performance and learning. It's also critical to realise because a teacher's degree of professional happiness may have a significant impact on how well students learn and function as a whole. Student performance can be impacted by parental attitudes, rigorous scheduling expectations, and a lack in practice time, a refusal to practice, a lack of determination, and a loss of interest. Teachers might not be aware of other psychological, motivational, social, or environmental elements impacting students' decisions to continue or leave lessons, even in cases where they have close contact with the students they teach.

Teachers' personal and professional traits can also have an impact on children, therefore it might be quite important for them to be aware of different learning styles. A student may switch teachers or give up if a teacher continues to teach in a way that doesn't work for them. Tutors' attributes ought to align with the needs of students as their proficiency in music advances. Teachers should concentrate on building a casual, friendly relationship with their students in the initial stages.

Later on, the personal factor is still vital, but it's also critical for professors to emphasise the professional component in order to earn students' respect as performing musicians. Instructors must comprehend the motivation of their students. It was made clear that extrinsic motivation drives people who seek out rewards for their acts, but intrinsic motivation drives people to behave out of a desire for personal fulfilment. It has been noted that intrinsic drive is beneficial and leads to higher student performance, despite variations in orientation and amount of motivation.

It is argued that students with external inspiration, especially in music, are more likely to have low engagement in classes when they first start since they learn to get other people's approval, and other people's opinions essentially dictate how motivated they stay. It has been noted that students with poor

levels of self-assurance, low self-confidence, and a negative view of themselves are more likely to put their studies on hold or stop them early.

Self-efficacy is the term used to describe people's assessments of their own capacity to plan and carry out the tasks required to achieve particular performance goals. This is a reference to students' perception that they can succeed in the process of learning. Students' sense of self-efficacy is influenced by two things: successful mastering and past accomplishments. Effective learning experiences can be achieved by competent, self-regulated practice, which has been shown to increase self-efficacy in connection to instrumental learning.

A piano performance that is effective requires careful attention to both technical and musical issues. They suggest that self-efficacy beliefs and self-confidence, in addition to technical and musical challenges, have an impact on an instrument's aesthetic and technical competence. Self-efficacy may have an impact on how stressed out people feel about learning obstacles since it affects how well they believe they can handle the requirements of the activity. Also take note of the fact that self-efficacy plays a major role in exam achievement for music performance. As a result, knowing students' motivation levels as well as their levels of competence, self-efficacy, and self-awareness can help reflect students' performance potential and support effective teaching. Consequently, it's critical to discuss teachers' opinions on student achievement and engagement in addition to their own competence, motivation, and level of satisfaction.

Because of this, the study uses two distinct instruments to gather information about the opinions of teachers and students: semi-structured interviews to learn more about the personal traits of the teachers, and focus groups to hear from teachers and students about the variables that could affect their ability to participate in a programme and perform better. It has been noted that instrumental learning is influenced by a complicated web of variables.

A few of the variables are the learner's own characteristics, such as their disposition towards practice, sense of competence, and importance of music education. These interact with a number of other outside variables, including the socioeconomic status of the family, parental support, personal musical history, and the fit between the demands of students and the qualities of teachers. Thus, these intricate aspects must be investigated if the goal is to comprehend the various factors that impact the current piano pedagogy at CBE, Malaysia. The current study's theoretical framework is shown in Figure 1.

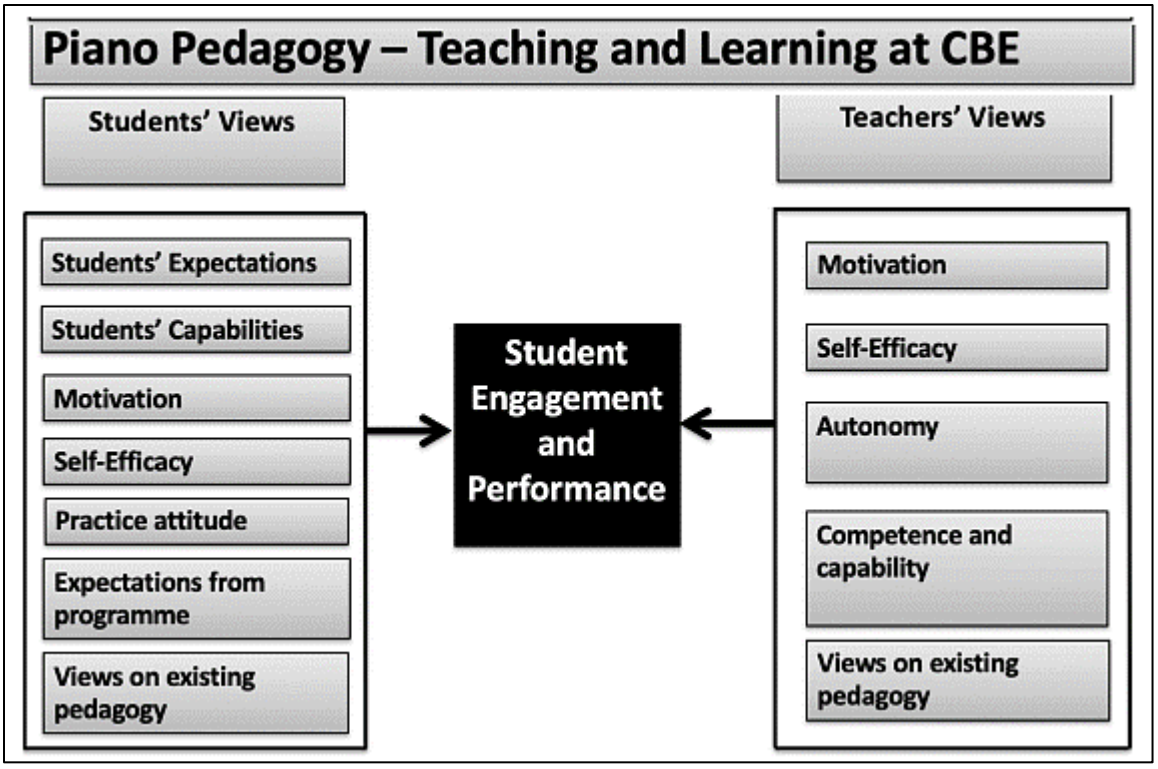

Fig. 2 The Study's Theoretical Framework.

The content of music is the main emphasis of research on music education, with pedagogical content knowledge being the secondary focus. Piano teachers gain from theoretical knowledge, but historically, music education has been seen as praxis, emphasising performance teaching and giving little consideration to music education theories. Research has shown that student learning is impacted by instructor motivation. An effective teacher has the power to inspire students and have an impact on their entire musical careers.

Enhancing teacher motivation is essential, but little has been done to evaluate the effects of independent factors like relatedness, competency, and freedom on student achievement, despite research supporting improved teacher motivation and objectives. It's also critical to comprehend the level of professional contentment.

The necessity for instructors' general motivation to teach to support their pedagogic subject knowledge and skills is therefore a valuable research matter that this literature analysis has identified. Examining the objectives of teachers is also thought to have an impact on how well students succeed. The ultimate objectives for piano instructors ought to be to enhance their professional proficiency while always seeking methods to elevate the rapport between them and their students.

Conclusion

Since its people believe that education not only guarantees one's personal future and advancement but also that of the people around them and the country as a whole, Malaysia has traditionally put a high value on education. Malaysian university students, both domestic and foreign, have a long tradition of obtaining high-quality arts education. International students are welcome at over universities in the country that offer arts programmes.

Over the last several years, Malaysia has seen a notable increase in the number of international students pursuing the arts each year. In recent years, standard academic programmes offered by higher education institutions have seen significant advancements in the study of art. Malaysian universities offering degrees in the arts are taught by reputable academics, prominent figures in the arts sector, and outstanding art instructors. In an effort to further promote international learning and boost its contribution to global education, the Malaysian Ministry of Education has developed a number of regulations and programmes for arts education. It also encourages institutions to accept foreign students.

Several universities in Malaysia provide a broad variety of creative subjects and orientations. They have the right to confer bachelor's, master's, and doctoral degrees. A few of them also provide postdoctoral research possibilities in a variety of creative disciplines, such as artistic history, design, fine arts, music and dance, theatre and film studies, and fine arts. Most colleges and universities also include an academy specifically for studying culture and the arts, in addition to performing spaces like the experimental orchestra and the junior dance group.

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Exploring The Implementation Method of Paperless Trusted Certification Materials in College Management

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Abstracts

The advent of information technology has significantly facilitated various aspects of human life, production, and management. Many nations are actively promoting the integration of information technology into their education systems to expedite the process of educational modernization. In this context, our focus lies in leveraging information technology to empower college management and foster the provision of intelligent, data-driven, network-based, and collaborative comprehensive services for smart campuses. In the realm of traditional college business, a significant portion revolves around the processing of diverse certification materials and documents, encompassing admission notices, student transcripts, enrollment verification, payment vouchers, employment certificates, income statements, among others. However, numerous challenges and inconveniences persist in the processing, verification, retention, and distribution of these documents. Taking inspiration from extensively adopted paperless trusted authentication methods prevalent in domains like e-commerce, new retailing and finance, we have undertaken an extensive exploration to devise a comprehensive solution path. By drawing insights from case studies across diverse industries, we have successfully developed and implemented a tailored paperless comprehensive platform for trusted certification materials, specifically designed to cater to the operational requirements of college management services. The platform is built upon a powerful framework encompassing Public Key Infrastructure (PKI), blockchain technology, digital signatures, electronic seals, timestamp mechanisms, and various encryption algorithms. It facilitates efficient and convenient self-service functions without the need for paper documentation, enabling diverse proof documents, document vouchers, and electronic archives to be processed in a standardized and trustworthy manner. This ensures the convenience, authenticity, completeness, and non-repudiation of credible certification materials while overcoming the limitations associated with traditional paper-based documents in college management. Moreover, it offers valuable insights for colleges seeking to promote digital management practices.

Keywords: College Management; Paperless Trusted Authentication; Digital Signatures; Electronic Seals

Introduction

In recent years, with the rapid advancement of information technology and the dynamic evolution of the education industry, the information infrastructure for college management has undergone iterative development from "college local area network" to "internet campus", and currently to the state-of-the-art "smart campus". The integration of information technology in various colleges has yielded remarkable outcomes by fostering innovative approaches to academic research, reshaping teaching methodologies, enhancing talent cultivation, and augmenting management service capabilities. Prominent information systems such as scholar online system, campus financial system, educational administration management system, and online library have been extensively implemented, significantly streamlining administrative operations within colleges. Furthermore, the contemporary focus of college management on information construction has progressively shifted from fundamental system establishment and business integration platforms towards intelligent services and data-driven decision-making.

Many colleges are actively exploring ways to enhance work efficiency through digital services, aiming to provide better support for teachers and students. For on-campus students, numerous colleges have already established comprehensive information technology capabilities for student development processes (Ţurcanu et al., 2023). Information systems facilitate the entire process from student enrollment confirmation and course assignments to research progress tracking and graduation application submission. For faculty and staff, they can efficiently manage academic affairs, teaching responsibilities, financial matters, and other administrative tasks online. Furthermore, scientific research services encompass online libraries, access to educational resources via the internet, artificial intelligence-based online services, as well as effective communication channels for problem feedback.

In the traditional college business, a significant aspect involves the processing of relevant certification materials. Various departments on campus face challenges with the cumbersome process of handling, distributing, retaining, and verifying these documents. Particularly for papers requiring signatures and seals from relevant parties, most institutions still rely on traditional offline signing methods, which significantly diminishes document signing efficiency. The need to collect, mail, and archive paper documents after signing poses difficulties in ensuring efficient distribution and security while also incurring substantial costs for archival management. Moreover, visually authenticating paper documents is challenging and can lead to issues such as counterfeit seals or unclear signatory identities (Sun et al., 2021). Some colleges have implemented self-service equipment to enhance their services (Li. D, & Li. L, 2017). however, there are still some pain points that require attention:

(1) The seal on the proof materials provided by self-service devices typically necessitates placement within the device or imprinting in the designated position on the paper prior to insertion, both of which entail certain security and privacy risks (Luo. J, et al., 2018).
(2) Traditional paper documents are not easily verifiable, although certain specialized papers can enhance anti-counterfeiting capabilities, but the associated consumable costs remain relatively high.

(3) These self-service devices are typically limited in quantity, resulting in queues during peak periods of high demand for teachers and students. Moreover, they lack the ability to process requests across different regions.
(4) Manual maintenance and handling are required for routine consumables replacement, equipment damage, and network failures encountered by self-service equipment.

Materials And Methods

Solution

The implementation of paperless trusted authentication has found widespread application in various sectors, such as e-commerce, new retail, and finance (Luo. M, et al., 2023). Drawing on successful implementation cases from different industries can facilitate its adoption in college management. Currently, colleges also rely on traditional electronic certification materials that are generated through information systems (Wang, 2022), where signatures or seals are simply embedded as images (Luo. W, 2023). Additionally, archived proof materials may exist as imaged versions of paper documents (Lin, 2018). Both scenarios present opportunities for forgery and tampering, hindering their practical applicability (Khan, et al., 2023). By leveraging the existing business management basic information system in colleges and incorporating public key infrastructure (PKI), blockchain technology, digital signatures, electronic seals, timestamp mechanisms, and recognized trusted encryption algorithms; the authenticity, integrity, and non-repudiation of certification materials can be ensured to achieve truly paperless trusted documentation.

Research Objectives

Reusing the existing business management basic information system of colleges, in conjunction with the specific requirements of college management services, with a focus on processing scenarios such as admission notices, student transcripts, proof of enrollment, financial documents, employment certificates, income certificates and other supporting materials. This aims to establish a comprehensive service platform for paperless trusted certification materials (hereinafter referred to as the "paperless platform"), which will provide functional support for the development of intelligent campuses and enhance operational efficiency for teachers and students alike.

(1) Utilizing digital certificates based on multiple cryptographic algorithms as identity authentication identifiers for digital signatures, thereby associating user identity information with business data to ensure the uniqueness of the provided electronic data. Undertaking various paperless authentication processes, achieving automation and intelligent management, and providing 24/7 online services.

(2) Enhance the anti-counterfeiting capability of digital proof materials by leveraging electronic signatures, blockchain technology, and timestamp mechanisms to preserve the complete process node data of business transactions. The resulting digital certification materials can be easily and intuitively identified even after malicious tampering, while also enabling verification and information tracing for enhanced anti-counterfeiting effectiveness.

(3) Provide online signature verification methods to shorten the verification cycle of paperless proof materials, verifying the legality of the seal certificate in the proof materials and using it to verify the validity of digital signatures on signed documents, thus ensuring document authenticity.

(4) Further optimize archiving management processes for paperless certification materials by collaborating with existing archive departments based on actual college archiving requirements, leveraging tamper-proof and traceable features of credible proof materials to enhance overall archiving management.

Key Technology Research

The paperless platform is built upon the PKI system and blockchain technology as its underlying framework, enabling authentication materials to achieve anti-counterfeiting, tamper-proofing, and traceability. On the one hand, PKI serves as a standardized key management platform that can function as an authentication center for managing keys and digital certificates (Si, 2022). On the other hand, blockchain acts as a decentralized distributed ledger with secure and trustworthy characteristics by employing continuous data blockchains to record transactions and information, ensuring both data security and transparency. Furthermore, achieving paperless certification materials for colleges also involves two crucial technologies:

Digital Signature and Electronic Seal Technology

Digital signature technology primarily ensures the integrity and non-repudiation of signed content and information transmission. When employing a public key cryptography algorithm, the user's encryption key is defined as the public key and made publicly available, while the decryption key is defined as the private key and kept confidential. Since the private key is exclusively for personal use by the user, no other individual can generate an encrypted file using this private key. The recipient can decrypt the data ciphertext using the public key of the sender, thereby verifying the origin of the data ciphertext and achieving non-repudiation.

The electronic seal technology, based on digital signature, involves encrypting the information digest value using digital signature technology, then subsequently associating it with the digital certificate, information digest value, and stamp image to generate an electronic signature.

Timestamp Mechanism

A robust timestamp mechanism is a crucial factor in ensuring the temporal validity of paperless proof materials. A reliable standard time source based on a simplified network time protocol, which can provide trustworthy timestamp evidence for the actual occurrence time of business events. This guarantees the accuracy, reliability, and non-repudiation of business occurrences.

Platform Design and Implementation

The design of the service layer can be categorized into two main modules and proxy modules to fulfill the overall requirements for implementing electronic signatures. The main module is responsible for executing functions such as user management, document management, signature management, and business management. The proxy module facilitates connections with PKI management platform, blockchain integration, and timestamp issuance.The platform architecture is shown in Figure 1.

The paperless platform adopts a B/S architecture, enabling centralized management and operation of the system. The web page display utilizes HTML and Ajax technologies as key components, while the interaction control between the client and application server is established through HTTPS protocol. At the application service level, business flow management is facilitated by Spring MVC, with XML parsing accomplished through a combination of Jackson and dom4j technology. For data access, C3P0

and JDBC are employed to connect the application to the database connection pool. Additionally, a highly available MySQL cluster is utilized at the database server for efficient storage and maintenance of system data.

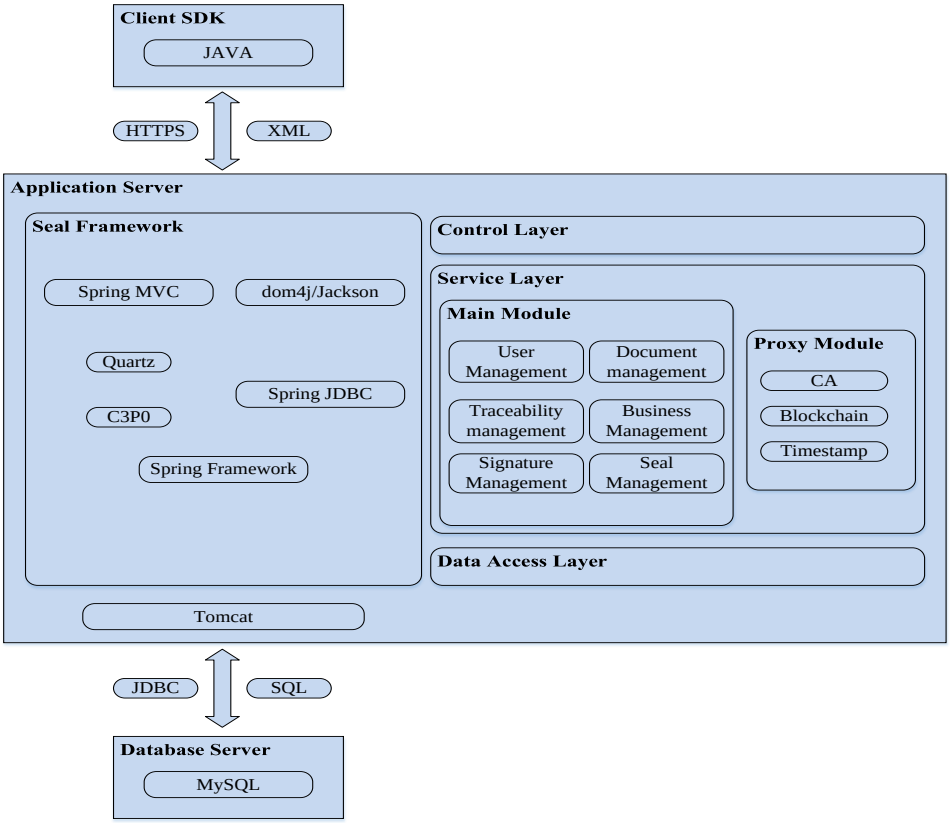

Figure 1. Schematic diagram of paperless platform architecture

The platform employs digital certificates based on public key cryptography for identity authentication, linking user identity information with business data to ensure the uniqueness of electronic data provided to users. It effectively manages various types of certification materials in colleges, streamlines the work activities of teachers and students, and enhances campus office efficiency.

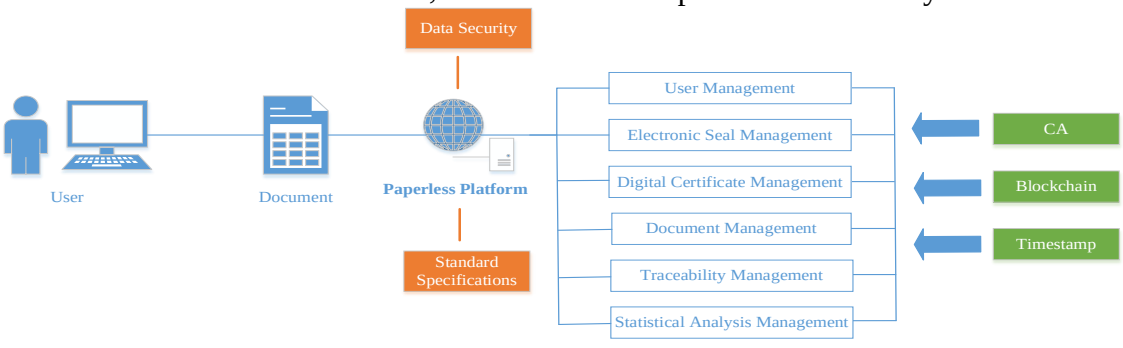

Figure 2. Paperless platform business process diagram

After the establishment of the paperless platform, teachers and students can user the corresponding business system services to issue relevant certificates. The basic business system will generate PDF format files based on business logic and system data. The relevant signatories are required to authenticate their identities at specific process nodes before transferring them to the paperless platform for electronic signing. Subsequently, the paperless platform will return the electronically signed PDF file to the basic business system, which in turn provides the latest version of this file to front-end users, thereby completing the entire proof material processing procedure. For standardized proof materials with fixed formats and logical structures like student transcripts or proof of enrollment, a fully automated signing process can be configured according to college's specific needs without requiring repeated identity authentication during signing stages. Paperless certification documents can be distributed and viewed on any terminal device while being visually displayed with trusted signatures and timestamp information through readers such as Adobe Reader or verified using online signature verification functions provided by college business systems. The platform business process is shown in Figure 2.

Conclusion

The paperless platform has the potential to revolutionize the business model for managing certification materials in colleges, departing from traditional paper-based media, ensuring convenience, authenticity, integrity, and non-repudiation within standardized conditions. Throughout the process of exploration and implementation, careful consideration was given to the actual needs of college operations while leveraging existing basic information systems, effectively achieving the objective of reducing administrative burden on teachers and students while enhancing data-driven processes. This advancement can further drive intelligent service delivery in college management and establish a robust foundation for providing integrated teaching, management, and research services through smart campus solutions. Consequently, it holds significant implications for promoting digital transformation in college management practices. The next step of future studies can consider improving the privacy protection capability of data in blockchain, such as how to hide the correspondence between users and their public keys, to further enhance the security of user privacy.

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Effectiveness of Blended IAET Model in Promoting Higher Vocational Students' Oral Reading Fluency: A Parallel Cluster-Randomized Controlled Study Protocol

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Abstract

"Chinese cultural aphasia" is a common phenomenon in the English education of China. As for the higher vocational English education, few research on the cultural aphasia based on the intercultural awareness of textbooks have been implemented. Reading materials, as the main language input materials, bearing the largest proportion of intercultural awareness in textbooks are the most important research material for the evaluation of aphasia. Evaluation of Chinese cultural aphasia in higher vocational English textbook in this research will be founded on the intercultural awareness reflected in the textbook's reading materials. This is a qualitative study involving the qualitative content analysis applied for analyzing the intercultural awareness reflected in the textbook. Relevance sampling will be applied to code the reflected three levels of intercultural awareness in the reading materials for the evaluation of aphasia. The findings show that Chinese cultural aphasia still exist since intercultural awareness reflecting Chinese culture in the reading materials of the textbook is still not sufficient. Moreover, no intercultural awareness elements of Chinese traditional culture can be found. Based on the results, suggestions are made to make up for the aphasia phenomenon. Although there is aphasia in higher vocational English textbook of China, the content analysis of the reflected intercultural awareness will provide support for teachers to promote teaching English in the dimension of "cultural carrier" especially by adding more Chinese traditional cultures.

Keywords: Cultural Aphasia; Intercultural Awareness; Content analysis; Higher Vocational English; Reading Materials

Introduction

Higher vocational education has become a major global concern because of economic transformations over the last four decades (Huang & Jung, 2020; Snell, 2019). Higher vocational institutions must strengthen their reputation and get a competitive advantage in the global market (Brown et al., 2012; Tran & Dempsey, 2017). As a result of the economy's rapid growth, China's higher vocational education has made significant progress, as seen by its active expansion (Jiang, 2016). In recent years, there has been a significant emphasis on research into higher-vocational education in China. This research focuses on China's higher vocational English education. Since 2018, there has been an increase in research into higher-vocational English teaching strategies to improve English language reading education in China (Chui & Lubna, 2022).

Increasing efforts have been focused on improving higher vocational students' English oral reading fluency with blended teaching model. Intercultural awareness experiential teaching (IAET) model is designed for higher vocational English reading classes by integrating three levels of intercultural awareness reflected in the reading materials of the textbook into the blended teaching process. The main objective of this study is to evaluate the feasibility and acceptability of the IAET model and to assess the impact of this model on promoting higher vocational English learners' oral reading fluency.

Materials and Methods

This research employs a qualitative methodology utilizing oral reading test during the pretest and post-test of the experiment. This study examines the improvement of higher vocational students oral reading fluency using the intercultural awareness experiential teaching (IAET) model developed by Chui & Mohammed (2024) as an intervention. The intervention has been implemented for two months with three classes per week (90 minutes for one class) designed to improve higher vocational students' reading comprehension in one higher vocational college of Henan province in China. 52 Students have been randomly assigned to the intervention group that will receive the IAET model and the control group with the traditional teaching model.

The feasibility was determined based on the effectiveness level of IAET model as measured by the oral reading fluency test. The test for oral reading fluency in this research has adopted the Multidimensional Fluency Scale (MDFS) metric of Zutell and Rasinski (1991). Individual scores for MDFS were assigned to each of the three components that make up expressive reading (Morrison & Wilcox, 2020). Independent sample T test in SPSS 27 were used to compare the pretest and post-test reading comprehension scores in the control group and the experimental group.

Results and Discussion

The findings showed that the IAET model has a large impact on the improvements of oral reading fluency scores obtained from pretest and post-test of the control group and the experimental group. IAET model teaching method promoted higher vocational English learners' English oral reading fluency systematically. Moreover, the implementation of the online provision and practice tasks has also promoted students' oral reading fluency by utilizing their fragment time after classes. The findings of this study provided an effective method for higher vocational English teachers to improve students' oral reading fluency systematically which is the implementing of the IAET model in China.

The Levene test produced significant results with a p-value of 0.001, as shown in Table 4.8 below, indicating that the assumption of homogeneity of variance had been violated during the examination of the parametric assumptions for the improvement of the oral reading fluency scores in the experimental and the control groups. The parametric Welch t-test was used in light of the previously indicated infraction. Table 1 illustrates the statistical analysis using the two-tailed independent samples of Welch t-test, which reveals that there is a significant difference in oral reading fluency scores between the pre-test and post-test for both the control and experimental groups. The difference is statistically significant at a high level of significance with p value=0.000 ($p<0.05$).

Table1: Welch T-Test Results for Improvements of Oral Reading Fluency Scores between Experimental Group and Control Group (IORFS)

		Levene's Test		t-test for Equality of Means						
						Sig.			95% Confidence	
IORFS		F	Sig.	t	df	(2-tailed)	Mean Diff.	SE Diff.	Lower	Upper
	Equal variances assumed	15.249	.000	-13.213	50	.000	-2.50000	.18921	-2.88003	-2.11997
	Equal variances not assumed			-13.213	33.271	0.000	-2.50000	.18921	-2.88482	-2.11518

Between the experimental group and the control group, there was a statistically significant difference in the improvement in oral reading fluency scores from the pre-test to the post-test. In which the control group was exposed to a traditional teaching model (mean=0.1538, standard deviation=0. 36795), and the experimental group was exposed to the IAET model (mean=2.6538, standard deviation=0.89184). The results indicate that the experimental group's oral reading fluency improvements from the pretest to the post-test are more than those of the control group.

Moreover, as shown in Table 2 below, the Cohen's d value of 0.68219 ($d>0.5$) for this finding indicates that the implementation of the IAET model may have a moderate effect on the gains in oral reading fluency scores between the pre-test and post-test for both the control and experimental groups.

Table 2 Independent Samples Effect Sizes for the Improvements of Oral Reading Fluency Scores

				95% Confidence Interval	
		Standardizera	Point Estimate	Lower	Upper
Difference	Cohen's d	0.68219	-3.665	-4.557	-2.758
	Hedges' correction	0.69264	-3.609	-4.488	-2.717
	Glass's delta	0.89184	-2.803	-3.738	-1.849

he denominator used in estimating the effect sizes. Cohen's d uses the pooled standard deviation.
ges' correction uses the pooled standard deviation, plus a correction factor. Glass's delta uses the samp dard deviation of the control group.

Conclusion

This study created the IAET paradigm to improve higher vocational English learners' oral reading fluency in China. In terms of evaluating the IAET model, both the students and the teachers who

participated in the experiment had a positive attitude about it. The experimental results of implementing the IAET model demonstrate that the methodology was beneficial in improving students' oral reading fluency.

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سياسة التدريب المهني وأثرها في تحسين كفاءة أداء الموظفين في الإمارات: منظور الإطار الوطني للمؤهلات المهنية

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الملخص

تهدف هذه الجلسة إلى شرح سياسة التدريب المهني وأثرها في زيادة كفاءة العاملين في دولة الإمارات العربية المتحدة من منظور الإطار الوطني للمؤهلات المهنية .تضع دولة الإمارات العربية المتحدة ضمن أولوياتها بناء المهارات ذات الصلة لتلبية احتياجات التقنيات والمواد والأنظمة الجديدة والناشئة، وتعمل على تعزيز تكافؤ الفرص لجميع النساء والرجال في الوصول إلى التعليم المهني والعالي الجيد وبأسعار معقولة، بما في ذلك التعليم الجامعي .كما يهدف إلى زيادة عدد الشباب والكبار الذين يمتلكون المهارات المناسبة، بما في ذلك المهارات الفنية والمهنية، للعمل وتقلد وظائف جيدة ومزاولة العمل الحر .ومن خلال ذلك قامت الوزارة بتطبيقه على عينة مكونة من (30) من موظفي وزارة الداخلية معتمدة على المنهج الكمي من خلال استبانة وزعت على العينة، ويبين التحليل الإحصائي أن مستوى متغير مؤشر التدريب المهني في وزارة الداخلية بلغت (80.02%)، في حين بلغ مؤشر كفاءة الموظف المتغير بنسبة (84.64%)، مما يعني أن هناك علاقة ذات دلالة إحصائية عند المستوى الوظيفي .a<0.05 ولذلك خلصت الدراسة إلى أنه من خلال سياسة التدريب المهني التي تنتهجها دولة الإمارات العربية المتحدة، فإنها تحتل المرتبة الأولى عالمياً في قطاع التعليم والتدريب الفني والمهني .وفي مؤشر المعرفة العالمي 2022، الصادر عن برنامج الأمم المتحدة الإنمائي، يمثل التدريب المهني عاملاً مهماً ومحفزاً في سياسات إدارة الموارد البشرية، إذ يساهم بشكل كبير في ترشيد وتطوير القوى العاملة وتطوير المرافق، مما يساهم في زيادة كفاءة الموظفين الحكوميين. القطاع في دولة الإمارات العربية المتحدة .أي يمكن القول أن تحقيق القدرة التنافسية خطوة مهمة في حياة الموظفين، وتوصي الدراسة الجهات ذات العلاقة بالموارد البشرية في دولة الإمارات بضرورة توفير المزيد من المراكز المهنية لتحسين مؤهلات الموظفين وقدرتهم الأكاديمية والأداء، وتوفير الكفاءة الإدارية الأكثر تأهيلاً من خلال تدريب خبراء للمبتدئين ذوي خبرة أقل لتحسين مستواهم المهني وكفاءتهم في القيام بذلك. ويتم

التدريب في هذه المراكز من خلال توفير كل ما يلزم، خاصة وأن المجتمع يحتاج لمثل هذه الفئات من العاملين.

المقدمة

لقد أصبحت كافة المؤسسات والجهات الحكومية وغيرها تركز على العنصر البشري وبشكل كبير، نظراً لما له من أهمية وتأثير على واقعها ومستقبلها، فأصبح الاستثمار في العنصر البشري وسيلة للوصول إلى أهداف وغايات كافة المنظمات الخاصة والعامة، ومن وسائل الاستثمار في العنصر البشري في العصر الحاضر هو التدريب، والذي أصبح يحتل مكانة الصدارة في أولويات عدد كبير من دول العالم، منها المتقدمة والنامية على حد سواء، فالتدريب الإداري يهدف إلى تزويد المتدربين بالمعلومات والمهارات والأساليب المختلفة المتجددة عن طبيعة أعمالهم الموكلة لهم وتحسين وتطوير مهاراتهم وقدراتهم، ومحاولة تغيير سلوكهم واتجاهاتهم بشكل إيجابي، وبالتالي رفع مستوى الأداء والكفاءة الإنتاجية.

ويُعتبر التدريب إحدى أهم الوسائل المستخدمة في عملية تطوير وتنمية قدرات الأفراد داخل المنظمات، فعن طريق التدريب تستطيع المنظمات التأثير على سلوك واتجاهات الأفراد والتغيير في إمكانياتهم العلمية والعملية، والوصول بهم إلى درجة عالية من المهارات المختفة والكفاءة العالية في مجال عملهم داخل المنظمة (لطفي،2017)

كما أن التدريب يُعتبر وسيلة من الوسائل التي تجعل الأفراد أكثر تقبلاً للتغيير والتطوير داخل المنظمات، لذا فإن أي تغيير لا يُمكن أن تحدث له آثار إيجابية مالم تكن هناك كفاءات بشرية تعمل وتساهم باقتناع في تفعيل عملية التغيير.

تتمثل مشكلة الدراسة في معرفة سياسات التدريب المهني المتبعة ومعرفة اثرها على كفاءة أداء الموظفين في دولة الامارات وذلك من منظور الإطار الوطني للمؤهلات المهنية ، وتضع دولة الإمارات ضمن أولوياتها بناء المهارات ذات الصلة لتلبية متطلبات التقنيات الجديدة والناشئة، والمواد والأنظمة، وتعمل على تعزيز تكافؤ فرص جميع النساء والرجال في الحصول على التعليم المهني والتعليم العالي الجيّد والميسور التكلفة، بما في ذلك التعليم الجامعي، ولذلك أصدرت دولة الامارات سياسة التعليم التقني والمهني من أجل توفير الفرص التدريبية لبناء مهارات الطلاب ومعارفهم بالتقنيات الجديدة والناشئة لتلبية احتياجات سوق العمل في الدولة ، والتقليل من البطالة.

منهجية الدراسة

لقد تم إتباع المنهج الوصفي التحليلي في هذا الموضوع نظرا لحاجة الدراسة الى الوصف والتحليل للتقارير الصادرة من دولة الامارات والسياسات المختصة بالتدريب التطوير المهني اختير الموظفين في وزارة الداخلية بدولة الإمارات والبالغ عددهم (30) مجيباً والتي تم الحصول عليها من خلال إجاباتهم على استمارة الاستبيان.

وقد تم تحليل البيانات من خلال حساب المتوسط الحسابي والانحراف المعياري لكل تساؤل من أسئلة الإستبيان لبيان مستوى توجه أفراد العينة مقارنة بمعامل ليكرت الخماسي.

النتائج المناقشة

من خلال وصف وتشخيص متغير التدريب المهني في وزارة الداخلية نلاحظ هناك أتفاق على مؤشرات متغير التدريب المهني في وزارة الداخلية بنسبة (80.02%) من الأفراد المبحوثين في حين كان (11.33%) محايداً ، و (9.43%) منهم كانوا غير متفقين مع مؤشرات هذا المتغير وبوسط حسابي (4.077) وانحراف معياري (0.913) ، وابرز ما عزز الاتفاق على هذا المتغير هو الذي بنص على (تعمل وزارة الداخلية على تدريب موظفيه في مراكز متخصصة في التدريب وذلك بنسبة اتفاق (93.4%) وبوسط حسابي (4.23) وانحراف معياري (0.81)

جدول (1) يبين وصف وتشخيص متغير التدريب المهني في وزارة الداخلية

المتغير	اتفق واتفق بشدة	محايد	لا أتفق ولا اتفق بشدة	المتوسط الحسابي	الإنحراف المعياري
التدريب المهني	80.02	11.33	9.43	4.077	0.918

وتشير هذه النتائج في الجدول(1) إلى أن وزارة الداخلية المبحوثة تهتم بتدريب العاملين وخاصة في تطابق البرامج التدريبية مع احتياجات العاملين من المهارات وكذلك احتياجات العمل، وتوفير الفرص التدريبية لجميع العاملين.

ومن خلال وصف وتشخيص متغير كفاءة الموظفين في وزارة الداخلية نلاحظ أن هناك اتفاقا على مؤشرات متغير كفاءة الموظفين بنسبة (84.64%) من الأفراد المبحوثين في حين كان (2.27%) من الإفراد محايدين و (13.09%) منهم كانوا غير متفقين مع مؤشرات هذا المتغير وبوسط حسابي (3.8) وانحراف معياري (0.80) وابرز ما عزز الاتفاق على هذا المتغير هو الذي ينص على (تمنح الوزارة المكافآت للعاملين الذين يتميزون بكفاءة إنتاجية عالية وبنسبة اتفاق (90%) وبوسط حسابي (4.23) وانحراف معياري (0.81)

جدول (2) تحليل العلاقة بين التدريب المهني بكفاءة الموظفين في وزارة الداخلية

المتغير	اتفق واتفق بشدة	محايد	لا أتفق ولا اتفق بشدة	المتوسط الحسابي	الإنحراف المعياري
كفاءة الموظفين	84.64	2.27	13.09	3.8	0.80

ومن خلال الجدول (2) والمختص بتحليل العلاقة بين التدريب المهني بكفاءة الموظفين في وزارة الداخلية تبين أن هناك علاقة من خلال ما أشارت اليه العينة من نتائج الاستبيان تفيد بان هناك دور للتدريب المهني

التي اتبعته وطبقته وزارة الداخلية بدولة الإمارات نظرا للسياسات التي طبقتها الدولة مؤخرا بتطبيق سياسة المؤهلات المهنية والتي تعمل على تعزيز الكفاءات لدى الوزارة بما تحتاجه من موظفين ذوي مهارة عالية وهذا يترتب عليه بوجود موظفين يتسمون بالكفاءة العالية مما يحقق التنافسية والريادة للوزارة بشكل كبير.

وتدل هذه النتائج على ان وزارة الداخلية المبحوثة تهتم بالكفاءة الانتاجية للعاملين وتعمل على رفع هذه الكفاءة من خلال منح المكافأة وتوفير بيئة عمل مناسبة

من خلال سياسات التدريب المهني التي اتبعتها دولة الإمارات العربي المتحدة فقد حازت على الأولى عالمياً في قطاع التعليم والتدريب التقني والمهني، ضمن مؤشر المعرفة العالمي 2022، الصادر عن برنامج الأمم المتحدة الإنمائي (عدون،2022)

يعمل المركز الوطني للمؤهلات على مسؤولية ضمان جودة المعايير والمؤهلات المهنية الوطنية التي تلبي متطلبات القطاعات الاقتصادية و سوق العمل بالإضافة الى تطوير السياسات والمعايير والاطر المتعلقة بمنظومة التعليم والتدريب التقني والمهني في الدولة وفقا لأفضل الممارسات العالمية.

الخاتمة

حرصت دولة الإمارات على توفير نظام تدريبي مرن يساعد الشباب الإماراتي في بناء مهاراته المهنية والحصول على مهنة متنامية. يمكن للطلبة الإماراتيين الراغبين في التعليم والتدريب التقني والمهني، التحول للدراسة في ثانوية فنية في المرحلة المتوسطة من التعليم / الدورة2 . وبعد استكمال الدراسة بنجاح يمنح هؤلاء الطلبة دبلوم الثانوية الفنية (STS). ووفقاً لذلك، يُسمح لخريجي مدارس الثانوية الفنية (STS) بالالتحاق بمؤسسات التعليم العالي في دولة الإمارات، وتنطبق عليهم نفس متطلبات القبول الخاصة بطلبة المدارس الثانوية الحكومية المذكورة أعلاه.

ولهذا على الجهات المعنية بالموارد البشرية في دولة الإمارات توفير مراكز مهنية أكثر لرفع مؤهلات الموظفين وقدراتهم العلمية والأدائية، وتوفير المزيد من الكفاءات الادارية المؤهلة وذلك بتدريب الخبراء للمبتدئين الناقصين للخبرات للرفع من مستواهم وكفاءتهم المهنية للقيام في هذه المراكز بالتدريب وذلك بتوفير كل ما يلزم خاصة وأن المجتمع بحاجة لمثل هذه الفئة من الموظفين، وعلى العمل على الاستفادة من ذوي الأقدمية والخبرة في الميدان وذلك باستثمار واستعمال معارفهم في تدريب المبتدئين بالاعتماد على تقنية المرافقة الميدانية نظرا لخبرتهم التي اكتسبوها خلال فترة عملهم التطبيقية.

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The Impact of Family Structure on Emotional Intelligence in Youth

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Abstract

This study investigates the complex relationship that exists between the structure of a family and the development of emotional intelligence in young people. The purpose of this investigation is to determine the impact that different types of family configurations have on the emotional competence of teenagers. The purpose of this study is to analyse the ways in which the dynamics of families influence the emotional intelligence of teenagers. This is accomplished by conducting an exhaustive study of various family configurations, such as nuclear families, single-parent households, and blended families. The analysis of the data that was obtained suggests that there are significant links between particular family structures and the levels of emotional intelligence that are present in young people. This study sheds light on the diverse ways in which different types of families have an impact on the emotional development of teenagers by systematically comparing the outcomes of emotional intelligence tests across a variety of family types. The research makes a significant contribution to the understanding of the intricate relationship that exists between the composition of a family and the emotional intelligence of young people. It also provides implications for interventions and support techniques that are designed to improve emotional competence among adolescents. Providing a platform for targeted interventions that are adapted to the individual requirements of adolescents within different familial contexts, this study provides a foundation for emotional intelligence development by identifying the distinct roles that different family configurations play in the development of emotional intelligence.

Keywords: Structure of the Family; Emotional Intelligence; Youth and Adolescence

Introduction

Children's emotional and social development is significantly influenced by the structure of their families, which plays a vital role in it. Because emotional intelligence (EI) is becoming increasingly recognized as a significant component that affects both success and well-being, it is becoming increasingly important to comprehend the relationship between EI and the dynamics of the family. Various types of families, including nuclear families, single-parent families, and blended families, are investigated in this study to

see how they influence the development of emotional intelligence in young people. In order to discover specific characteristics of family structure that significantly contribute to or hinder the cultivation of emotional intelligence in children and adolescents, the research intends to examine the many contexts that are supplied by these family settings.

Objective

This research seeks to analyze the relationship between family structure and the development of emotional intelligence in youth. The specific goals include:

1. Assess the levels of EI in children from different family structures.
2. Determine the influence of parental involvement, family stability, and interpersonal family relationships on EI.
3. Explore the role of socio-economic factors intersecting with family structure on the development of EI.
4. Provide insights for educational and psychological interventions to support EI development across various family contexts.

Materials and Methods

The study utilizes a mixed-methods approach, combining quantitative surveys with qualitative interviews. A representative sample of 500 children aged 10-18, categorized according to their family structure, will undergo standardized EI assessments. Quantitative data will be complemented by qualitative interviews involving children, parents, and educators to gather deeper insights into the family dynamics influencing EI. Statistical analysis will evaluate the quantitative data for patterns and correlations, while thematic analysis will be applied to interpret qualitative responses.

Result And Discussion

Findings are expected to highlight the critical role of family environment in the development of EI, providing valuable information for developing targeted interventions. These interventions could be tailored to support families in fostering environments conducive to the development of emotional intelligence in children, considering the specific challenges associated with different family structures.

Table 1: Quantitative Analysis of Emotional Intelligence by Family Structure

Family Structure	Number of Participants	Average EI Score	Standard Deviation	Statistical Significance
Nuclear Family	200	75	10	-
Single-Parent Family	150	65	15	$p < 0.05$
Blended Family	100	70	12	$p < 0.05$
Extended Family	50	80	8	$p < 0.05$

Table 2: Qualitative Feedback on Family Dynamics and EI Development

Theme	Nuclear Family Insights	Single-Parent Family Insights	Blended Family Insights	Extended Family Insights
Parental Involvement	"High engagement and support."	"Challenges balancing time."	"Complex dynamics but supportive."	"Strong support from extended kin."
Interpersonal Relationships	"Stable and nurturing relationships."	"Occasional stress and strain."	"Adjustment periods to new members."	"Rich interactions, diverse influences."
Conflict Resolution	"Effective communication strategies."	"Struggles with conflict management."	"Learning to blend different styles."	"Community support in resolving conflicts."
Emotional Support Systems	"Consistent and reliable support."	"Support varies by availability."	"Growing with time and effort."	"Broad network of emotional support."

Table 1 provides a clear, quantitative assessment of EI across different family structures, highlighting measurable differences in EI scores that may be influenced by family dynamics.

Table 2 complements this by delving into qualitative insights that describe the underlying mechanisms through which family environment impacts EI, such as parental involvement and emotional support systems. Together, these tables offer a robust analysis of how family structure can shape the emotional intelligence of children, providing essential data to inform targeted interventions aimed at supporting EI development in diverse family contexts.

Conclusion

This study underscores the profound impact of family structure on the development of emotional intelligence in youth. The findings suggest that while stable and supportive environments typically nurture higher levels of emotional intelligence, variations in family structures, such as single-parent and blended families, present unique challenges and opportunities for emotional growth. These insights emphasize the necessity of tailored educational and psychological interventions that accommodate the specific needs of different family dynamics. By focusing on fostering supportive and communicative environments across various family configurations, stakeholders can significantly enhance the emotional and social competencies of children, thereby contributing to their overall well-being and future success.

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Impact on Students' Achievement and Perceptions by Integrating STAD and Flipped Learning in a Post Secondary English Language Course on Extended Writing Skills

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Abstract

The current research was carried out in a small pre-university college in the heart of Melaka Historical City to examine the impact of the Student Team Achievement Division (STAD, a structured cooperative learning method) and flipped learning on improving students' extended writing skills and their perceptions about learning. The study was carried out in 4 weeks and employed a pre-test/post-test quasi-experimental design through which one class was assigned to STAD flipped learning and another to traditional face-to-face situations. The STAD flipped group (N=21) joined a class learning extended writing instructions with STAD principles in a flipped classroom whereas their control group counterparts (N=22) were enrolled in a class and received the same extended writing instruction in a traditional lecture-based class. Paired samples t-test analyses showed that the intervention significantly improved students' extended writing scores through this model of teaching. Subsequent analyses demonstrated that the learners had positive perceptions and experiences related to the STAD flipped learning, instructor support, team support, and personal feelings about the course themes.

Keywords: STAD; Extended Writing; Flipped Learning

Introduction

The recently introduced Post Secondary English Language Curriculum Framework (PSELCF) is aligned to the Common European Framework of Reference (CEFR) and aims to produce competent English Language users. The targeted level to be achieved is B2, whereby for the writing skill, the performance

level states that ESL learners can organise and communicate detailed information, mature ideas and emotions effectively with ease. In this pre-university college, English Language is taught to students to prepare them for a proficiency test called Malaysian English Language Test (MUET) that tests students on four language skills, namely Listening, Speaking, Reading and Writing.

Research Questions

RQ1: Does the STAD flipped learning/teaching have any significant effect on the development of ESL learners' extended writing skills compared with traditional lecture-based teaching?
RQ2: How do ESL learners evaluate the proposed models of flipped learning/teaching as a means of teaching/learning extended writing?

Materials and Methods

This study followed both a quantitative (quasi-experimental) and a qualitative phase separately to address research questions. First, the quasi-experimental design with two classes was used to answer the first research question. Then, the qualitative study was used to explore the perceptions of the students about the proposed flipped STAD model of teaching. Forty-three pre-university ESL learners with various levels of proficiency at a pre-university college in Melaka, Malaysia.

The first instrument included an essay used in the pre-test assessment and an essay administered in post-test session. To assess the learners' extended writing performance in the pre-test and post-test, the writing assessment criteria by the MUET panel of the college was used, which included the Task Fulfilment (60 marks), and Language - structures, lexis and organisation (60 marks).

a. Semi-structured interviews

The second instrument was a semi-structured interview (see Appendix B). Individual face-to-face interviews were conducted with the experimental group during the post-test session to assess the STAD flipped classroom models in the experimental group from the participants' viewpoints. As in Table 1, this study was carried out in 3 weeks. According to Mackey and Gass (2005), it is essential to assure that participants are harmonized in terms of the feature that is being investigated.

Procedure in the STAD Flipped Learning Group

Learners in the STAD flipped learning/teaching group sat for the pretest exam in the form of an extended essay. Based on the results of the pretest essays, the learners' scores were classified into three categories: between 10-20 as basic users, 20-40 as independent users, and above 40 as proficient users. The researcher based the grouping of the teams on the pretest scores. The grouping was done carefully so that both groups included roughly the same pattern of basic, independent, and proficient users but there were fewer proficient users as most of the students were either in the basic or independent user category. Besides, the STAD flipped group students used Google Docs as a technology-based tool during the treatment. Before the face-to-face classroom, the extended writing instruction was delivered regularly through a video file which was uploaded by the teacher on Google Classroom.

Results and Discussion

Effect of STAD flipped learning on the development of ESL learners' extended writing skill

To answer the first research question—whether there was a discernible difference between the impacts of STAD flipped learning/teaching and conventional instruction on students' extended writing achievement—descriptive and inferential statistics were used. It must also be doubly noted that the total score for the extended essay is 60 marks.

Table 1: Descriptive Statistics of Pre and Post Test in the control and STAD flipped groups

Tests	Groups	Mean	SD	Min	Max	Skewness	Kurtosis
Pre-test	Control	18.50	4.056	12	27	0.443	-0.735
	TAD Flippe	16.86	4.813	6	28	-1.0800	0.429
Post-test	Control	20.75	4.983	12	23	0.008	-1.022
	TAD Flippe	26.33	8.385	12	46	1.011	0.779

Based on Table 2, it is worth noting that the mean scores of the control group are far lower than that of the experimental group after the intervention. A paired-samples t-test was conducted to compare STAD with flipped learning and no intervention conditions. There was a significant difference in the scores for STAD with flipped learning (M=26.33, SD=8.385) and controlled (M=20.75, SD=4.983) conditions; t=-6.164, p = 0.001. These results suggest that STAD and flipped learning is effective in improving scores for extended writing. Specifically, our results suggest that when students work collaboratively, the extended essay scores increase.

Table 2: Analysis of Paired Sample t-test of Extended Writing Scores of the Control and STAD

		Paired Differences					t	df	Significance	
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				One-Sided p	Two-Sided p
					Lower	Upper				
Pair 1	Pretest Controlled group - Post test Control group	-2.250	4.743	1.011	-4.353	-.147	-2.225	21	0 .019	0.037
Pair 2	Pretest Experimental Group - Post test Experimental	-9.476	7.045	1.537	-12.68	-6.269	-6.164	20	<.001	<.001

Effects of Implementing STAD Flipped Learning on the EFL Learners' Perceptions

Considering the second question which is answered through qualitative analysis, themes, and sub-themes developed from the semi-structured interviews, together with their descriptions, are summarized in Table 3:

Table 3: Emerging Themes and Sub-Topics from the Semi-Structured Interviews

Codes	Description	Sub-codes	Description
Students' experience in writing class	The subtheme explains students' experience learning extended essay writing as Semester 1 students	New vocabulary is learned in a fun and friendly manner	- Improvement in writing skills due to improvement in vocabulary skills by using "advanced" words - Motivated to write essays compared to in the past (primary and secondary school) -writing format is explained clearly, so much difference compared to secondary level essays
Pedagogy	The subtheme explains the process of flipping the classroom	The use of videos and STAD	- Content knowledge on subject matter is improved - quite helpful -step by step, easier to answer the essay questions
Learning activities	The subtheme explains the activities	-Google Docs (collaborative tasks)	- fun and friendly -no disadvantages -presentations improve teamwork
Relationship among student teams	The subtheme explains the relationship among the students who are working in a collaborative manner	Helpful and co-operation	Openly speak, be braver to talk, not shy The advanced students command of vocabulary helps the weaker students to improve Teach the weaker students at the basic level Discuss many different ideas
Model of teaching	The subtheme explains the respondents' recommendations on the model of teaching	Motivation	Motivated as it's a new way Movies / videos help to explain in detail Enjoy learning grammar too

Discussion

The current study's findings shown that, in comparison to conventional face-to-face instruction, the integration of STAD and flipped learning/teaching could enhance ESL learners' extended writing achievement (Paman-Viador, 2023). The potential cause of this could be attributed to the STAD flipped learning/teaching setting, which encourages students to communicate with one another and so promotes social interaction and improves learning. (Shafiee et al., 2023). The learning activities conducted in the STAD format such as watching videos and writing the essays in groups may guide the learners and help them to think about the new ideas to incorporate in their essays. As the students interact in the team, it makes them feel more confident (Sweet and Michaelsen, 2023). The other reason can be the use of technology and the accessibility of resources like videos for students at any time. The best approach to improve ESL training is by making strategic use of technology. (Namaziandost et al., 2021; Lenkaitis, 2020). This outcome is consistent with research by Nihalani et al. (2010), which found that low proficiency EFL students can progress more when they work in a team with high proficiency students receiving STAD training.

These results are consistent with the findings of the study by Paman-Viador (2023) who found that the use of collaborative and flipped learning has a positive effect on ESL students' performance. In addition, the results of the study can be applied to active learning (Soboh & Gheith, 2023 whereby learners are actively engaged with their learning through the use of videos with guidance from their teachers and in collaboration with classmates (Tran, 2023)

Conclusion

In conclusion, this study aimed to explore post-secondary students' experience with STAD and flipped learning for learning to write extended essays. The findings reveal that students found these methods highly beneficial in not only improving their writing skills, but also their grammar and vocabulary. An essential point to be made is that this study also found that flipping the class and assigning STAD helps to improve students' motivation in learning English as a Second Language.

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Exploring the Learning Preferences of Generation Alpha: A Review

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Abstract

A novel cohort, referred to as Generation Alpha (Gen Alpha), is now entering colleges and universities. Gen Alpha stands out as the first generation to grow up entirely in a digital environment, shaping their information preferences. Understanding their learning preferences becomes crucial for optimizing the teaching-learning process. The primary focus of this study revolves around exploring the learning preferences of Gen Alpha students and identifying ways to support these preferences effectively. This study adopts a scoping review methodology, examining published data from three electronic databases (Google Scholar, Emerald, and Science Direct) covering the period from 2018 to 2023. Following the Arksey and O'Malley (2005) five-stage framework, the review progresses through stages such as identifying the research question, locating relevant studies, selecting studies, charting data, and collating, summarizing, and reporting results using thematic analysis. Key characteristics of Gen Alpha include engagement in appbased play, heightened screen time, shorter attention spans, and advanced digital literacy. Notably, Gen Alpha individuals dedicate around 7-8 hours daily to mobile devices, involving themselves in activities such as internet exploration, social media interactions, and gaming. The generation exhibits distinct traits, including heightened curiosity, a desire for autonomy, increased assertiveness, greater mobility, and a self-centered orientation. The learning styles of Gen Alpha students are intricately connected to technology, necessitating innovative teaching approaches like experiential learning that align with their unique cultural and academic expectations. Emphasis is placed on active engagement and hands-on experiences, steering away from passive techniques such as memorization or teacher-centered instruction. Consequently, developing novel learning systems, both in physical and virtual realms, becomes imperative to address the distinctive educational needs of Gen Alpha.

Keywords: Generation Alpha; Learning Preferences; Learning Needs

Introduction

The distinctiveness of individuals arises from a unique blend of biological, psychological, and sociological elements. While understanding diverse personalities is crucial for fostering healthy relationships, however, it is impractical due to the complexity involved. Hence, social researchers employ varied but analogous sets of factors such as gender, age, region, occupation, etc. to delineate their research cohorts. Generation stands out as one of the widely used research cohorts of literature. Manheim (1952) and Ryder (1965) observed that a generation reflects a cohort of individuals who have experienced and responded to the same historical events inherent within the same period. Mannheim (1952) suggested the term 'generational location' is subjective to every generation and unique to every cohort belonging to a specific historical period of time. Psychoanalysts and developmental psychologists such as Bowlby, Freud, and Piaget have emphasized the critical significance of the early stages of life in establishing secure attachment, fostering cognitive and social development, and ultimately contributing to the formation of a resilient, enduring, and adaptable personality in the future. The lifestyle, relationships, jobs, and gender roles in the present millennium era are significantly different from those in the time before the millennium. The emergence of various work arrangements, such as telecommuting, flexible schedules, remote employment, shift work, and the increasing number of households with two working parents, has greatly blurred the boundaries between personal and professional aspects of life for millennials. This trend has also affected Generation Alpha. Therefore, further research is needed to fully comprehend this new generation (Ziatdinov and Cilliers, 2021). With the typical generation length spanning 15 years (McCrindle & Fell, 2020). There are several generations, names Generation X (born between 1965-1980), Generation Y (born between 1981-1995), Generation Z (born between 1996-2010), and Generation Alpha (Gen Alpha). In this study mainly focus on the Gen Alpha. They began being born in the year 2011, at the start of the digital era where devices dominated. They began in the same year the first-generation iPad was released and social media application (Instagram) launched (Nagy and Kölcsey, 2017). Generation Alpha's will finish being born in 2025 (McCrindle & Fell, 2020). Once they have all finished being born, they will be the largest generation to date (Fell, 2023). They are in a real sense the first millennium generation compared to their elders. With Advancements in medicine and technology result in, Gen Alpha will live longer (McCrindle & Fell, 2020).Their adult life stage of work, marriage, and having children will occur later. They will also be wealthier as they will work longer before retiring. Tomas et al., (2020), suggest that Alpha Generation will influence the technology, education, markets, and other factors of the economy. However, this fact is still at its infancy stage and under-researched. Alpha is a different digital native generation (Bennett et al., 2008), and their education needs to be fundamentally changed in order to meet the needs of digital natives (Apaydin and Kaya, 2020). Their formal education has never been equaled in the history of the world, with a predicted one in two Generation Alphas to obtain a university degree (McCrindle & Fell, 2020). While they are children today, the oldest of them will be entering universities in the coming years. Therefore, further research is needed to fully comprehend this generation (Ziatdinov and Cilliers, 2021). Thus, the main objectives of this study are to 1) explore the ecology of Gen Alpha, 2) Explore their learning preferences, and 3) Identify the scope of future research in Gen Alpha's higher education.

Materials and Methods

This study employs a qualitative methodology, descriptive analysis was conducted using the Nvivo 11, computer-based content analysis software techniques within a documentary research framework. To achieve the objectives of the study, a scoping review was conducted on the content of recently (from 2010 to 2024) published research papers (search in (Google Scholar, Emerald, and Science Direct) relating to

Generation Alpha. The method adopted for identifying literature in a scoping study needs to achieve in-depth and broad results (Arksey, O'Malley, 2005). Following the Arksey and O'Malley (2005) five-stage framework, the review progresses through stages such as identifying the research question, locating relevant studies, selecting studies, charting data, and collating, summarizing, and reporting results using thematic analysis.

Results and Discussion

Ecology of Generation Alpha

High Exposure to Digital Technology

Based on the information gathered from the literature, Ramadlani and Wibisono, (2017) categorized generation alpha as 'digital natives' owing to the considerable early exposure to digital technology. Along the same line of thought, Hutajulu et al., (2024) noted that Generation Alpha is more profoundly connected with dig tech devices and platforms due to the early childhood exposure status. Drugas (2022) also stressed that this generation is informally called tech-savvy, which means that they have been raised with computer technology and are already accustomed to being under screens two-thirds of their lives. Also, they don't think twice about sharing their experiences with others. Consequently, they do not require privacy. (Barkowitz, 2016). Also, Ziatdinov & Cilliers, (2021) note that Generation Alpha is born into a digital environment, exhibiting high technology literacy compared to some educators.

Technology and Screen Dependence

Drugas (2022) indicated that one of the generation alpha attributes is growing up in front of the smart device screens and social media with familiarities with Instagram and Snapchat. In a recent article published by Drugas (2022), he coined what he called "Screamagers" which he attributed to possibly affect the later generation known as Gen Alpha thanks to the abuse of screens. In their study, Ramadlani and Wibisono (2017) have established that this generation utilizes display screen and touch devices most of the time a tale of interaction and behaviors that are digitally altered strongly. Similarly, Ziatdinov & Cilliers, (2021) highlighted that the Generation Alpha's learning style is largely dependent on and connected to technology, which influences their perceptions and expectations related to education.

Individualistic Behaviour

Hutajulu et al. (2024) also pointed out that Generation Alpha overemphasizes individuals' independence and self-concerns as compared to other generations like generation Z. Barkowitz (2016) did ethnographic research on the Alpha Generation, which revealed that the group dislikes sharing and prefers to own everything themselves. Drugas (2022) also mentioned potential negative character, including improper temper, self-centredness, and questionable absence of traits like loyalty, being thoughtful, compassionate, or open-minded and responsibility.

Information Processing Skills

This is because generation Alpha has advanced abilities in processing the information and showing versatile in handling many tasks at once due to availability of digital technology (Hutajulu et al., 2024). Ramadlani and Wibisono (2017) noted that this generation is versatile in the way they organize information within a short span of time owing to their element of digital literacy. Similarly, Ziatdinov & Cilliers, (2021) highlighted that the Generation Alpha demonstrates high levels of perception, effective use of numbers, meticulousness, and emotional intelligence. Both Generation Z and Generation Alpha

share a tendency towards technology, with Generation Alpha being more open towards knowledge and having high numerical intelligence (Ziatdinov & Cilliers, 2021).

Creativity and Dynamism

In a recent article authored by Drugas (2022), it is revealed that Generation Alpha is more innovative and inquisitive as compared to earlier generations.

Self-Determined: As it is already mentioned, Generation Alpha shows signs of self-determination, which means that they are capable of responding to conflicts in an independent manner (Drugas, 2022).

Need for Recognition

Referring to the same paper, with the permission from the author, I would like to highlight the fact that one of the areas to consider when designing teaching and assessment strategies for the generation alpha is the 'need for recognition'. Likewise, Jha (2020) informed that they probably expect achievement, accomplishment, and appreciation also their attention-seeking behavior was prominent. Generation Alpha is infamous for posting their experiences and opinions online; thereby, influencing social media and other aspects of the modern world (Jha, 2020; McCrindle & Fell, 2020).

Risk-Taking Behavior

As stated by Drugas (2022), risk-taking behavior has been widely recognized as one of the most significant problems parents and educators face. Jha (2020) posited that dimensions like self-entitlement, vindictiveness, emotional dysregulation, boredom susceptibility, and sensation-seeking are permeating and likely to gain prominence among Generation Alpha as time goes on.

Less Social Formation

In their works, McCrindle and Fell (2020) pointed out that the Generation Alpha has limited formation compared to previous generations as they spend more time on computers, smartphones and tablets, and playing games through apps. However, this generation may prove to be even more culturally diverse than previous generations because of the possibilities for global interactions that the ease of digital technology offers. Generation Alpha is better known as the/net generation as they are the most globally connected compared to any other generation. Also, Ziatdinov & Cilliers, (2021) highlighted that Social media platforms have a significant influence on Generation Alpha, shaping their learning styles and necessitating innovative teaching methods.

Learning Preferences of Gen Alpha

Online Reading and Learning

Hutajulu et al. (2024) found that Gen Alpha effectively applies online reading skills and demonstrates a strong ability to interpret information through digital mediums. This study also highlighted their propensity for engaging in online learning activities. The COVID-19 pandemic further accelerated technology integration in education for Generation Alpha, leading to early and extensive exposure to online learning platforms and virtual classrooms (Drugaș, 2022).

Interactive and Engaging Content

Generation Alpha's early and extensive use of technology fosters a preference for digital learning tools and resources. Drugaș (2022) emphasized that this generation gravitates towards interactive and engaging educational content, such as educational apps and games. Similarly, Ramadlani and Wibisono (2017)

noted that Gen Alpha responds positively to interactive and engaging learning materials, thriving in environments that offer hands-on experiences, simulations, and multimedia elements that capture their attention and facilitate active participation. Also, Generation Alpha expects visual, aural, and kinesthetic methods to be used in classroom management, and they are more prone to distractions (Ziatdinov & Cilliers, 2021).

Multisensory Learning

Ramadlani and Wibisono (2017) highlighted that Generation Alpha prefers visual and audio communication over text-based messages, reflecting the importance of visual literacy in engaging with this generation. Hutajulu et al. (2024) also noted that Gen Alpha students favor the use of visual, auditory, and kinesthetic tools for learning. This preference is further supported by Drugaș (2022), who observed that Gen Alpha's familiarity with multitasking, facilitated by technology, influences their preference for activities allowing simultaneous engagement in multiple tasks. Consequently, Generation Alpha shows a strong preference for visual and multimedia learning materials, which aligns with their digital literacy and comfort with multimedia formats (Ramadlani & Wibisono, 2017). *Quick Answers and Immediate Feedback:* The tendency of Generation Alpha to seek quick answers and immediate feedback is influenced by their exposure to instant information and communication technologies (Drugaș, 2022). This preference underscores the importance of incorporating rapid response mechanisms in educational settings to maintain their engagement and facilitate effective learning.

Dependence on Technology

Gen Alpha's learning is heavily dependent on digital and communication technologies, including social media (Hutajulu et al., 2024). Their familiarity with these technologies means that they benefit significantly from educational approaches integrating digital tools and platforms. They are comfortable using devices for learning purposes and appreciate interactive apps, and educational games, and noted that online resources enhance their understanding and engagement (Ramadlani & Wibisono, 2017). Similarly, Ziatdinov & Cilliers, (2021) Generation Alpha's learning style is largely dependent on technology, and they are well-versed in interacting with digital devices such as smartphones, iPads, and laptops.

Adaptive and Flexible Learning

Drugaș (2022) suggests that Generation Alpha exhibits cognitive flexibility and adaptability, indicating a preference for learning environments that allow for autonomy and decision-making. This adaptability aligns with their comfort with technology and the dynamic nature of modern educational tools.

Scope of the Future Research in Gen Alpha

Gen Z's learning attitude, behaviour, and academic competence may be compared to prior generations, particularly Gen Alpha, to better understand how learners change in the digital age (Apaydin & Kaya, 2020). According to this research, many Gen Alpha children in elementary and secondary schools aspire to attend colleges soon. Research on Gen Alpha students' learning preferences, behaviour, and progress across year levels may help us understand this generation and their education needs (Apaydin & Kaya, 2020). According to Apaydin and Kaya (2020), future research should examine Generation Alpha's IT utilisation in schooling. This may involve studying how different technologies help infants learn and interact. More study is needed on the efficacy and motivating impacts of digital learning environments

and edu-technological tools on Generation Alpha learning and engagement, according to Drugaș (2022). Ziatdinov and Cilliers (2021) also recommend studying how innovative technology affects Generation Alpha students' learning modalities and grounded inclinations, as well as how visual, auditory, and physical approaches affect learning trends and achievement. Thus, proper study on how excessive technology usage affects cognitive, social, and emotional learning is essential (Drugaș, 2022).

Generation Alpha students' socio-profile, notably how they use technology and connect with others, might help explain their formal education progress (Apaydin and Kaya, 2020). Future research might examine Gen X, Y, and Z parents' parenting styles compared to the Alpha Generation. The relationship between parenting methods and Gen Alpha children's growth and learning may help address the study issue (Apaydin & Kaya, 2020). Ziatdinov and Cilliers (2021) suggest that future study focus on reducing digital technology differentials, especially when teachers are in touch with Generation Alpha students, to improve service delivery. Multitasking reduces Generation Alpha students' attention span and academic performance, therefore understanding how gadget distractions effect learning is vital (Drugaș, 2022). Local and worldwide methods to help Generation Alpha develop critical thinking abilities in the digital age and identify authentic social media posts demand more investigation (Drugaș, 2022). To determine how technology may educate Generation Alpha creativity, originality, and problem-solving, we must analyse their use of these tools in their learning process and their excessive gadget use (Drugaș, 2022). Thus, understanding how screen time, social media, and digital interactions affect Generation Alpha's mental health and the risks and benefits of it is vital (Drugaș, 2022). In learning, Ziate and Cilliers (2021) advise studying how social media networks affect performance and university student relationships.

Conclusion

Personal identity includes biological, psychological, and societal traits that characterise a person. Social researchers use generational cohorts to analyse varied personalities, which is challenging yet necessary. Generations are different cultural groups that experience historical events and developments. Generational cohorts include Baby Boomers, Generations X, Y, Z, and Alpha. Postmillennial Gen Alpha is expected to be the largest generation by 2020. Given children's early and extensive exposure to electronic gadgets, a detailed study of their development is needed to understand how technology affects their learning preferences and activities. Contemporary youngsters choose vivid, engaging multimedia and social media material. However, how these technological advances affect their intellectual and social development is unknown. Recognising how parental changes impact Generation Alpha's education and socio-emotional development is crucial. Given the ubiquitous use of electronics, it's crucial to research how they multitask, focus, complete tasks, and improve critical thinking. Generation Alpha prefers digital technologies and the internet. However, they have downsides. Stressing the need of longitudinal research on technology and future employment is vital. It's essential for the proper growth and evolution of technology in our modern civilization, which affects everything.

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The Impact of Overseas Learning Experience on EFL Teachers' Performance in Oral English Course

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Abstract

An abstract is a single paragraph, without subheadings, indentation or references. It should be an explicit summary of your presentation that states the problem, the objectives, the methods used, and the major results and conclusions. It should be single-spaced in 12-point Times New Roman. Do not include bullets/lists or references in the abstract. The abstract should be submitted in the format of MS Word (.doc or .docx) document. Keywords should be given a one-line space below this text.

Keywords: Cognitive Approach; Oral English Teaching; Overseas Learning Experience

Introduction

Oral English is a comprehensive reflection of English learning, but also the ultimate goal of learning English, that is, the ability to communicate with people in English. However, different English teachers have different abilities in oral English teaching. At present, English education in China, more and more teachers have overseas experience, but these experiences can help English teachers improve their oral English teaching level is an urgent problem. English teachers with pressure pay more attention on their performance. Based on this background, this paper studies and analyses the impact of overseas learning experience on the teaching of oral English from the perspective of cognitive learning theory. The purpose of this research is to find out the impact of overseas learning experience on cognitive approach using. This research chose application-type universities in Henan province. The research has observed different oral teachers' courses and invited the learners to the questionnaire. The research is divided into two parts, which is the observation and the questionnaire. The research is carried out in the university of the researcher works. The teachers and the students will not know this research until the observation is finished. The researcher observes the teaching performance based on the questionnaire. It gives the score to the performance of the teacher in the requirement of English teaching ability, such as the pronunciation, and the eight principle of cognitive teaching approach concluded by Shu (2014). In the

questionnaire part, there are three parts, including the demographic information, the evaluation about the teaching performance and the reaction of the teaching approach. According to the research, the researcher has found that the teachers with overseas learning experience might perform better in the overall field. They can use cognitive approach better than the teachers without overseas learning experience.

Materials and Methods

In this research, the observation and questionnaire would be used for primary data collection. In this research, it has the self-administered questionnaire among the target respondents. The self-administered questionnaire can give the comprehensive view of the attitudes, beliefs and values of respondents (Cargan, 2007). The respondents would choose the answers according to their experiences without worrying about to be known by others. The author would give the questionnaire after the oral English courses. The respondents would finish their questionnaires alone. The teachers and other learners would not know their view about the teaching performance of the teachers.

However, the questionnaire might show the attitude of the respondents only. It might not be so objective enough because the satisfaction of the learners would be different. The satisfaction of customers might influence on their attitude towards the teacher and the judgement of the teachers' performance. There are different types of observations, including structured-unstructured, disguised-undisguised and direct-indirect observation, etc. (Beri, 2008). In this research, the author would have the structured disguised observation. The structure observation means that the author would have a certain table to check the performance of the teachers. In the table, the author would list some variables, such as the pronunciation, the using of phrases and the teaching approach using. The way the teachers for helping the learners to practice would also be judged by the author. The disguised observation means that the subjects will not know they are observed. In this circumstance, the teachers and learners would perform as usual. If the author attended the courses, both teachers and learners might have the sense of participation. And they might perform more positively than usual. Therefore, the author will not notice them about the observation but will tell them that they are invited to take part in a questionnaire. For making the observation, the author will place a cell phone on the back of the classroom. With the live-time conversation function of WeChat, the author can monitor the whole class and view the real-time teaching performance of the teachers. The author will observe the teaching performance based on the following table. With this table, the author will give the score to the performance of the teacher in each variable. The variables are designed based on the basic requirement of English teaching ability, such as pronunciation, and the eight principle of cognitive teaching approach concluded by Shu (2014).The observation result can be considered as the feeling of the author about the teaching performance. The author does not know these teachers, thus, the author would not have the perceived image about the teacher and the teaching performance. It can be considered more objective than the evaluation made by the learners. The observation and questionnaire would support each other.

Table 1. Teaching Performance

Variables	Score (1 as minimum, 10 as maximum)	Remarks
Pronunciation		
Using of phrases		
Professional Knowledge		

Interaction with learners		
Design of the conversation		
Guidance for the practice		
Way to indicate the grammar rule		
Way to introduce the new language points		
Way to correct errors		
Way to conclude		
Overall performance		

There are different variables for measuring and evaluating teachers' performance in classes. According to Hanushek, Piopiunik and Wiederhold (2014), the cognitive skills of teachers can have the positive influence on student's performance. The variable of cognitive teaching approach might not be identified clearly in previous researches. Previous researches might focus on how teachers would guide students to find out the non-routine problem solutions and to form the systems thinking. The key for the cognitive teaching approach is to help students to have the ability for further self-study and to find out the solution by themselves under the guidance of teachers (Greenstein,2012). For different fields of teaching, the cognitive teaching approach variables might be similar but also different in details. In this research, the author would make the variables as shown in Table 1 based on the basic requirement of cognitive teaching approach and practice details in oral English teaching and learning.

In the questionnaire part, there will be about three parts in the questionnaire, including the demographic information, the evaluation about the teaching performance and the reaction of the teaching approach. The eight principles of cognitive teaching approach concluded by Shu (2014) are also used for designing the questions in the reaction of the teaching approach. In the demographic part, the author will ask the respondents about their age, their career, their English level and their purpose of learning English in the course. In the teaching performance evaluation, the author will ask the respondents about the performance of the teachers in the pronunciation, the using of phrases, the knowledge about western countries and the interaction with the learners. The performance of teachers will be marked by the learners. In this part, one is the lowest score while ten is the highest score. In the third part, the author will ask the questions which are about the points in the cognitive approach. The respondents only need to answer yes or no to the question. Through this way, the author will know how the cognitive approach is used by different teachers. The data collected in this research is the data of the observation and the data of questionnaire. The questionnaire data is analyzed through SPSS. The author will combine the observation result and the questionnaire result for analyzing the impact of overseas learning experience on the teaching performance and teaching approach using.

Results and Discussion

For the results, the author analyze the data from questionnaires through SPSS. The data is analyzed through frequency, mean and crosstab. The author analyzed the data from different classes separately and then the overall situation is also analyzed. In the frequency part, the author analyse the overall situation of the learners in this research. Also, the author analyse the judgement of the learners made about the using of cognitive approach of teachers in the course. In the mean part, the author calculate the average mean of all the learners given to their teachers and the average score of the teachers in each class. In crosstab part, the author analyze the relationship between learners' English levels with their overall satisfaction with the course.

Table 2. Frequency of All Learners

Item	Frequency	Percent age
Grade		
Grade One	9	22.5%
Grade Two	18	45%
Grade Three	7	17.5%
Grade Four	6	15%
Major		
Liberal Arts and Sciences	10	25%
General Studies	8	20%
Humanities	9	22.5%
Engineering Programs	7	17.5%
Science speciality	6	15%
English Level		
Middle School Level/ Preliminary	20	50%
CET-4/ First for School	9	22.5%
IELTS/Advanced	6	15%
Proficiency	5	12.5%

From table 2, it can find that most of the students (67%) in grade one and two are mainly focus on learning English, the students who are learning liberal arts and sciences, humanities are likely to learn English (47.5%), the English level of the students are mainly about middle school level.

According to this research, the author has found that the teachers with overseas learning experience might perform better in the overall field. They can use cognitive approach better than the other two teachers without overseas learning experience. However, their performance in pronunciation and the using of phrases might not have much difference. Besides, the pronunciation might not be an important issue in the oral English learning as mentioned in the literature review part. Learning how to express the idea and to speak correctly can be more important than pronouncing the words correctly. According to this research, the author has found that all the teachers would more or less implement the cognitive approach. However, due to the teaching experience and the personal habit, they might implement the cognitive approach differently. The teachers with overseas learning experiences would also have rich teaching experience before went aboard. Therefore, they might form the teaching style and use the cognitive approach fluently in the courses.

Conclusion

In conclusion, the author cannot find the direct evidence to support the assumption that overseas learning experiences have the obvious positive influence on the using of cognitive approach in the oral English courses. Different experience and different certificate of these teachers might lead to the different performance in using cognitive approach. All the teachers have used the cognitive approach in the adult oral English course, and their performance are different. Another finding in this research is that these teachers all perform well in the basic English ability, such as the pronunciation. The teachers with

overseas learning experience have more active class atmosphere and have a good performance during the class.

From this research, the author would conclude that the using of cognitive approach might be influenced by the teaching experience and personal stylesyather than the overseas learning experience. Overseas leaming experience might have certain influence, but it is not so obvious or direct. There are some limitations in the research. First of all, sample amount is small, especially the number of teachers involve in this rescarch is too small. It cannot have enough teacher samples for dividing them into different groups based on their experience. For example, it can have at least three variables to divide the teachers into different groups, including educational background, overseas learning experience and teaching experience. Only through the comparison of the teachers with the same experience, the conclusion about the impact of overseas learning experience on using of cognitive approach can be persuasive. Secondly, the reflections of the teachers are mainly by different groups of leamners. The learners in one class might not know the performance of teachers in other classes. In this circumstance, the learners might not have the reference for making the evaluation and scoring.In the further research, it should arrange the same group of learners to evaluate different teachers'performance. Learners can have the comparison of different teachers'performance. Although the author has observed the courses of all the four teachers, the author's opinion is too subjective. For having the persuasive discussion, the leamers' number should be enlarged. In the further research, more teachers and leamers should be involved in order to provide a more persuasive conclusion.

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The Use of Microscopic Aquatic Plants for Wastewater Treatment in the Aral Sea Region

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Abstract
The article presents the results of research on the use of aquatic plants for wastewater treatment in confined ecosystems of the Aral Sea region. Aquatic plants have microscopically high efficiency of wastewater treatment in closed ecosystems and their effectiveness as biofilters form the basis for improving the technology of biological wastewater treatment.

Keywords: Water Bodies; Aquatic Plants; The Aral Sea Region; Wastewater; Microscope; Chlorella

Introduction
The problem of environmental pollution is one of the most urgent in modern society. The rapid development of human activity is the main cause of environmental pollution. Due to the increased anthropogenic impact on the hydrosphere, the establishment and maintenance of the quality of water resources is a task of national importance [1, 3]. The most important directions in maintaining the quality of water resources are improving the efficiency of wastewater treatment and quality control. Wastewater is formed as a result of household and industrial human activities. They somehow get into the waters of closed reservoirs, rivers, seas and oceans, where they concentrate all the variety of harmful substances. To assess the level of contamination of wastewater with toxic substances in many countries (Poland, Germany, Czech Republic, USA), along with quantitative chemical analysis, biotesting is used, which should be considered as a comprehensive analysis of wastewater [3, 8]. Simultaneously with the increase in the number of people, there is an increase in water consumption and, as a result, an increase in the amount of wastewater generated. According to a report published by the United Nations in 2017, only 20% of wastewater is treated, while the remaining 80% is discharged into the environment without pretreatment. The bottom line is that not just purified water that meets regulatory requirements should be discharged from wastewater treatment plants, but contaminated water that has undergone biological rehabilitation, since biological rehabilitation is the restoration of an ecosystem to a natural state that is safe for humans and the environment [1].

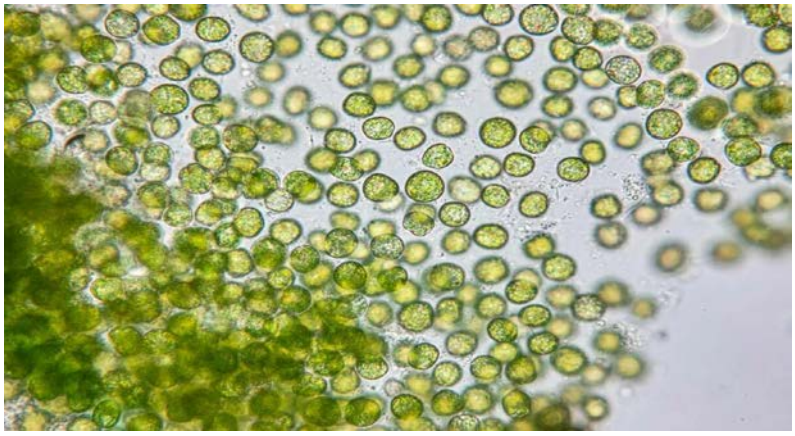
Materials And Methods

Chlorella is a single–celled algae that is widespread in nature. For mass cultivation, Clorella vulgaris, Clorella purenoidosa are mainly used.

Chlorella is one of the simply organized single-celled green algae.

The cells are small – from 2 to 10 microns. Reproduction is asexual. Under favorable conditions, new cells from the mother cell are formed after 6-8 hours and the algae can create a large biomass rich in various nutrients. Chlorella contains about 50% protein, although its amount may vary depending on the cultivation conditions and primarily on the lighting and composition of the nutrient medium. Fat

Fig 1. Photo of Chlorella Vulgaris under a Microscope



contains from 7 to 20%, carbohydrates (mainly due to hemicellulose and starch) – up to 20%, ash – up to 12%. The cells contain 23 amino acids. Chlorella cells are especially rich in vitamins B, C, PP, E, D, as well as carotene.[2]. Aquatic plants are rich sources of nutrients - proteins, fats, carbohydrates, and mineral salts. The study of the ecological features of aquatic plants (Chlorella vulgaris, Clorella purenoidosa, Senadesmus, Dunella) is of great interest from the point of view of applied ecology. Chlorella (Chlorellavulgaris) is a species of freshwater algae that is commonly found in various aquatic environments (Pic.1).

Results and Discussion

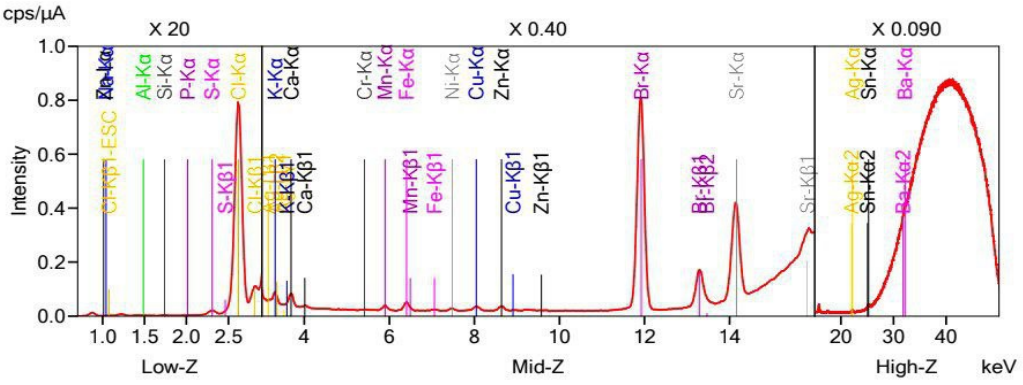
During the research, we took water samples before (samples 1 and 3, dated 06/15.23) and after their purification (samples 2 and 4, dated 06/21.23) using aquatic plants Senadesmus and Chlorella. Based on the results of elemental analysis, it was found that the analyzed water from four selected samples contains salts of Cl, Br and a small amount of salts of other metals (Table 1).

Table 1: Chemical analysis of wastewater from wastewater collectors Takhiatash thermal power plant and Gas Industry complex on Ustyurt (August - 2023)

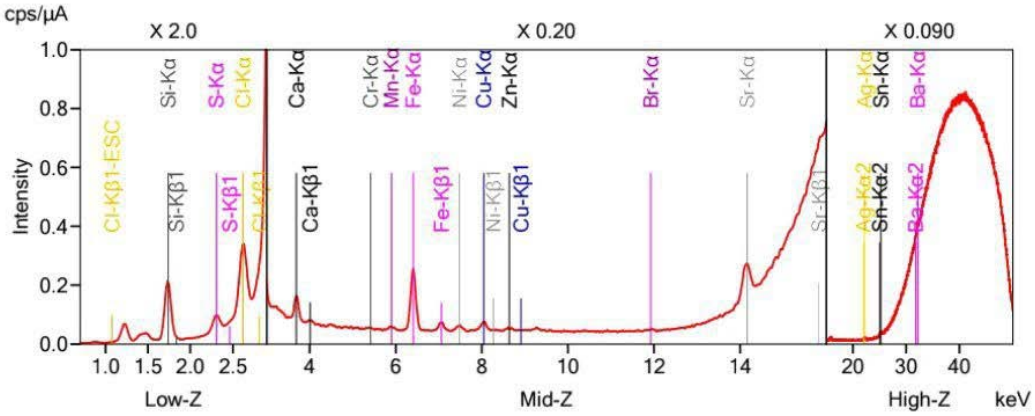
№	Parameters, mass%	Naiman Kol water intake		Pond Kuyi Pond-Sharky Berdakh (Ustyurt)	
		Test 1	Test 2	Test 3	Test 4
1	Chlorine (Cl)	4,83	2,18	12,1	4,88
2	Bromine (Br)	0,0133	-	0,0114	0,0138

3	Sodium oxide (Na2O)	92,8	-	-	91,5
4	Silica (SiO2)	0,298	84,0	21,8	1,08
5	Sulfur oxide (SO3)	0,233	1,83	10,3	0,252
6	Potassium oxide (K2O)	0,417	-	-	0,461
7	Calcium oxide (CaO)	0,305	9,96	10,0	0,369
8	Iron oxide (Fe2O3)	0,0114	2,02	1,13	0,0775
9	Nickel Oxide (NiO)	0,0009	0,0737	0,466	0,0007
10	Copper Oxide (CuO)	0,0014	0,0843	0,598	0,0020
11	Zinc Oxide (ZnO)	0,0010	0,0186	0,410	0,0033
12	Silver Oxide (Ag2O)	0,0003	0,0155	0,0968	0,0004
13	Strontium oxide (SrO)	0,0048	0,0499	0,313	0,0051
14	Aluminum Oxide (Al2O3)	1,08	-	40,8	1,37

Analyzing the degree of purification using the phytoremediation method, it can be noted that if the amount of chlorine (Cl) in the wastewater of the Naiman Kol water intake was 4.83 mass% before purification, then after purification its amount decreased to 2.18 mass%. The bromine (Br) content before purification was 0.0133 mass%, and after purification its content was not detected. Also, according to the results of the analyses, a decrease in the content of sulfur oxide (SO3) is observed. If in sample 1 its content was 0.233 mass%, then after purification in sample 2, the amount of sulfur oxide decreased to 1.83 mass%.



Test 1 (before cleaning)



Test 2 (after purification)

Pic.3. Spectral Analysis of Wastewater From

Analyses have shown that there is some enrichment of the necessary elements of water for its further use. Thus, the analysis of samples after wastewater treatment using the considered aquatic plants revealed that the level of calcium oxide (CaO) increased from 0.305 mass% to 9.96 mass%, iron oxide (Fe2O3) increased from 0.0114 mass% to 2.02 mass% (Pic. 4-5), as well as other elements presented on the Pic. 5.

Conclusion

Analyzing the level of biological purification using aquatic plants, it can be noted that if before water purification in the wastewater of the Kuyi-Sharky Berdakh pond from the GPC on Ustyurt, the amount of chlorine (Cl) was 12.1 mass%, and after purification its amount decreased almost 3 times (to 4.88 mass%). The content of bromine (Br) before purification was 0.0114 mass%, and after purification its content almost did not change -0.0138 mass%. Also, according to the results of the analyses, a decrease in the content of sulfur oxide (SO3) is observed. If in sample 3 its content was 10.3 mass%, then after purification in sample 4, the amount of sulfur oxide decreased to 0.252 mass%. This indicates the effectiveness of this method (Pic.3).

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Research on the Impact of Internet Use on the Flexible Employment of College Graduates from Low-Income Families

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Abstract

The rapid development of information and communication technologies and the widespread use of the Internet have profoundly changed all areas of production and life in human society, and the rapid development of digital technologies such as big data, the Internet, and artificial intelligence has brought about the transformation of employment methods and employment choices, and the emergence of more innovative and flexible employment positions, which have become an important channel for absorbing employment. On the basis of focusing on the overall situation of flexible employment for college graduate students from low-income families, this study focuses on whether the use of the Internet can enhance the human capital and social capital of college graduates from low-income families in the process of flexible employment, thus offering the possibility of cracking the employment problems they face due to the lack of family capital, and analysing the role of Internet use on employment quality. This study is of great significance in promoting higher quality and fuller employment and employment fairness, and it can help enrich and improve the theory of flexible employment in the new industry and expand the depth of research on the employment of college graduates from low-income families in theory, while in practice, it can provide references for the formulation of flexible employment promotion policies and the promotion of employment guidance work for college graduates. This study adopts the questionnaire survey method, and the data analysis method is quantitative analysis. In this study, 300 college graduates from low-income families will be selected as the research object of questionnaire distribution. The findings of this study reveal that (1) Internet use status of college graduates from low-income families positively affects job stability. (2) The proportion of Internet use hours directly and positively affects job income. (3) Internet usage positively affects job income satisfaction. Through the analysis of questionnaire data, this study explores the current support measures to promote flexible employment and researches the dilemma of flexible employment and the support policies, which is of great significance to the improvement of the relevant employment protection policies.

Keywords: Internet Use, Flexible Employment, Quality of Employment

Introduction

The employment of college graduates has a bearing on economic development, the improvement of people's livelihood, and social stability. At all times and stages of history, the issue of college graduate employment has always been highly valued by governments at all levels and widely publicized by all sectors of society. Especially since 2003, with the continuous expansion of the number of college graduates, the employment of college graduates has become more and more the focus of attention. The outbreak of the New Crown Pneumonia epidemic at the beginning of 2020 has greatly affected a large number of traditional jobs in the labor market, and flexible employment has opened up new opportunities in the post-epidemic era. In recent years, the popularization of Internet use in China has increased rapidly, and it has been increasingly integrated into the whole process of economic and social development in all fields. The rapid development of information and communication technology and the widespread use of the Internet have profoundly changed all areas of production and life in human society, and the rapid development of digital technologies such as big data.

The Internet and artificial intelligence has brought about a transformation in employment methods and employment choices, with the emergence of more innovative and flexible employment positions, which have become an important channel for absorbing employment.
In today's society, the Internet era has provided more employment opportunities, especially for college graduates from low-income families, flexible employment has become an important choice.

Materials and Methods

This study adopts a quantitative approach, using descriptive analytical techniques within the framework of a literature review. The main objective of this study is to examine the impact of Internet use on flexible employment. In order to achieve the research objectives, a descriptive analysis of the content of recently published research papers, books, and policy documents related to the Internet and employment was conducted. In this study, 120 graduates from low-income families in five universities were selected for a questionnaire survey, and by analyzing the human capital and social capital of workers, it was found that the use of the Internet by job seekers enhances the accumulation of these two types of capital, improves their conditions, increases their core competitiveness, and expands their original social circle, so that they can go in search of a better and permanent job, thus reducing flexible employment.

Results and Discussion

The application and development of Internet technology is changing the way we produce and live, and at the same time it is having a certain impact on the employment choices of workers.
The research in this paper aims to clarify the mechanism of Internet use on flexible employment and the extent of its influence, so as to provide more reference bases for promoting Internet use, formulating flexible employment policies, and making employment choices for individual workers, thereby reducing unemployment, improving employment structure, and promoting socio-economic development：

1.Internet use status of college graduates from low-income families has a positive effect on job stability.
2. Length of Internet use has a positive effect on job income.
3. Internet use has a positive effect on job satisfaction.

Conclusion

The application and development of Internet technology has changed the way we produce and live, and at the same time, it has had a certain impact on the employment choices of workers. Based on information

search theory, job matching theory, human capital theory and social capital theory, this paper analyzes the direct and indirect mechanisms of Internet use on flexible employment. It is found that Internet use has a significant positive contribution to the overall employment level. It also has a significant impact on factors such as job stability and increased job satisfaction of employees. Therefore, in future research, we will continue to explore the influencing factors between the Internet and employment to further expand the scope of this study.

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The Magic of Books: A Historical Discourse Approaching Literature and Mediaeval Learned Magic

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Abstract

This study offers a novel approach to the study of religion's "critical categories," which is receiving greater attention: How can researchers handle flexible or polyvalent ideas that lack commonly agreed-upon conceptualizations and often elicit misconceptions or even intense disagreements over their correct use? Instead of unilaterally lowering the semantic depth of these categories by "definitions," the essay proposes recognizing polysemantic as a key characteristic or unavoidable aspect of many, if not every, essential category in the study of religion. Similarly, the study offers a new methodological tool called "polysemantic analysis," which has two parts: narrative analysis and intellectual reverse engineering that deconstruct a contested category into a semantic matrix, or "net of conceptions," which can then be used to analyses religious data. This method applies a polysemantic notion to religious data without losing its analytical usefulness, enabling more sophisticated and fine-grained analysis. The study applies such a method to "religious individualization," a process classification that has garnered increased academic interest. "Polysemantic analysis" shows a matrix with category conceptions in four domains. This "net of conceptions" is then used to "magic" conceptual history, both polemical and positive. a number of certain ambiguities, the written text history of "Western taught magic" activates a broad variety of "religious induced cognitive" ideas and might serve as an especially notable example of these kinds of dynamics.

Keywords: Magic; History; Medieval Learned; Magic and Literature; Magic Book

Introduction

Stories unite people because they share language and experience. It's a novel way to share and communicate. Without the ability to pronounce and regulate sounds, people would have to use body language and lose the magic of language. Culture and civilisation cannot grow without this connection. Words are really the best way to express all human emotions, from sadness to joy to the mere wonder of someone being alive. Language is the most powerful—even magical—weapon researchers have. Language can elevate and degrade. Books may transfer readers to another location with only the content

of the page, which captivates them. The reader may feel transported to another realm and part of the event simply by reading the words. Throughout the Medieval Ages, this remained true. The Medieval Ages thought books could educate and transfer the mind, and language and speech could cast spells on others. Medieval Ages people believed in magic and had a great yearning for understanding and connection with the world. Scholars may only begin to grasp their belief within magical powers inherent in the environment that surrounds them and the thought that words might harness this magic by studying mediaeval society's views about sorcery and those who perform it and the literature of the time. Researchers could only understand the concept that words can harness this power this way. Medieval literature shows how people thought about magic. While views towards magic and people who could make use of it were extremely different in the Eighteenth Century and now, there is a consistency in the way how beliefs about magical are represented in both the Eighteenth Century and today. Despite Medieval disapproval of magic, this is real (Bailey, 2006).

The objectives of the study are,

- To find was magic used for in medieval times.
- To evaluate three 3 powerful influences medieval learned magic literature.
- To explain medieval learned magic literature important.
- To understand the three focuses of medieval literature.

Materials and Methods

Research Design

Secondary research was conducted on the magic book discourse history of mediaeval magic and literature. According to (McAlindon, 2013) it was concluded that "In the century prior to the volcanic activity of Protestantism, reformist impulses already animated many administrative authorities, having to feed increased concern concerning proper religiosity, lay religiosity, and putative superstition," It meant that women who purported to have magical powers from Christ were instantly labelled witches and in danger of being punished as demons or heretics, even if they were telling the truth. Laypeople and also many clergy conduct spells, charms, therapeutic rites, and other fundamental practices that disturb these authorities. Authorities believed these practices invoked demons and were superstitious. This followed Christian beliefs that most magic is demonic. Another research conducted by (Michael D. Bailey, 2006) states that The Reformation marked a sea change in mediaeval society's view of magic and its practitioners. That was the thing that made the two different magical systems merge into a single, evil one. As the witches' possession of and authority over demonic power depended only on an explicit deal with Satan, the potency of whatever simple sorcery they performed was severely diminished.

Results and Discussion

The literature and language of any given time period are always reflecting the anxieties, insecurities, and beliefs of the culture at the time, no matter how different the current and medieval views on magic and witches may be. Language is the glue that holds societies together, and its potency as a tool for social change has been trumpeted time and time again. Books are priceless because of the power of language to take the reader to another world or to persuade them to change their perspective with nothing more than the written word. Magic was widely known and accepted in medieval culture. Even though issues in the past and society inevitably led to the downturn of magic or the muddying of something like

the lines between good and bad magic, it is crucial to examine the past of the societal structure and how it was meant to reflect in the publications of such a time to comprehend how individuals believed there had been magic all around them or how it might have been used through the power of language. Utilize it just as well as works of literature from this period.

Conclusion

Reliability and accuracy of data: The reliability and accuracy of secondary data may be uncertain because it is not collected specifically for the purpose of the researcher's study. There is also the risk of errors or biases in the original source material, which can be perpetuated through secondary research. Limited control over data collection: Researchers have no control over the data collection process, which means that the data may not be in a format that is suitable for their specific research needs. Lack of context: Secondary data often lacks the contextual information that is necessary to understand the data fully. Researchers may not know how the data was collected, what the sample size was, or what the original research question was. Time limitations: The data may be outdated or not relevant to the current research question, especially in rapidly changing fields. Availability: There may be limitations in accessing certain sources of data due to copyright or other legal restrictions, as well as the availability of data on specific topics. Inability to probe deeper: Researchers may not be able to probe deeper into certain issues because they cannot directly ask the original sources questions or conduct their own data collection methods. Lack of originality: Secondary research is not original research and may not provide the unique insights or perspectives that can be gained through primary research.

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A Brief Analysis of the Methods and Applications of Color Contrast in Landscape Oil Painting Creation

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Abstract
Color contrast is the basic form of landscape oil painting creation, light and dark contrast is the basic means of expressing the three-dimensional space of painting, cold and warm contrast is an important color contrast in landscape oil painting creation, complementary color contrast is the most vivid color contrast, color purity contrast can show the sense of order of color.

Keywords: Color Contrast Light and Dark; Contrast Cold and Warm; Contrast Complementary Color Contrast

Introduction
As an art form with a long history, landscape oil painting has occupied a pivotal position in the history of western art since the 17th-century Dutch painting week. With the evolution of the time, the landscapes melts and gradually changes from background decoration to independent painting theme, which becomes an important carrier for artists to express natural beauty, idealized landscape and even profound emotions and thoughts. Color as an artistic expression in fact, its use in the picturesque, beyond the simple visual reproduction, become the artist's emotional and spiritual world of direct mapping. In landscape oil painting, color is not only the reproduction of natural scene, but also the catalyst of emotion. It can not only stimulate the audience's sensory experience, but also stimulate deep emotional resonance. The degree and contrast of cold and warm, light and shade of color contain rich psychological hints.

Materials and Methods
a. Sample Selection
During the sample selection step, more thorough expansion and definition will take place in the
following ways:
Coverage of many topics: Choose oil paintings of varied landscapes from a variety of topics, including natural scenery, cityscapes, idyllic scenery, and landscape painting. Ensure that each theme properly

demonstrates the expression of colour contrast in various settings. Diversity in Artist Levels: Choose works from a variety of artist levels, including professional painters, student works, and heritage pieces by dead artists. This helps to comprehend the impact of color contrast at various degrees of creativity. Consideration of Historical times: When choosing works, concentrate on landscapes from various historical times to illustrate the growth and use of color contrast in different creative periods.
Cultural Contexts: Landscape paintings from many cultural backgrounds are examined to gain an understanding of the use of contrasting colors in various cultural traditions throughout the world. Scale and size of paintings: Small to large paintings will be examined so that the spectator may feel the influence of color contrasts at varied scales during the experiment.

b. Contrasting settings

Tomore fully describe the opposing approaches, the experimental programme contained specified conditions and criteria for each. For example, for contrasting brightness, paintings with a clear contrast between light and dark were chosen, while for contrasting tones, works with the highest color difference were picked.

c. Experimental Group Setting

The experimentalgroupsweredesigned in such a way that more works were included in each group, resulting in a more complete picture of the consequences of the opposing methodologies.
Settings are as follows:
Contrasting Lightness Group: Choose paintings with strong light-to-dark contrasts, including high-contrast lighting techniques, to emphasize the feeling of space and picture hierarchy.
Contrasting Colors Group: Use complimentary or contrasting colors to create a visual effect on the audience and increase the liveliness of the image.
Contrasting Saturation Group: This group includes both highly saturated and weakly saturated works that investigate the influence of saturation on visual richness and viewing experience.

d. Audience Participation:

Fifteen art-educatedaudience members, including art students and researchers, were invited to assure a high degree of art appreciation for landscape oil painting, as well as 15 pupils and self-learners who were new to the medium. The audience's variety made it easier to get comments from people with varied experiences and opinions.

e. Experimental process:

Before beginning the experiment, provide viewers a brief description of each color contrast method to help them focus on the desired elements when seeing the paintings. Allow viewers adequate time to observe each set of artworks.

f. Audience Feedback:

After viewing each set of paintings, visitors will complete a structured feedback form to provide their opinions on the feeling of space and image.

Result and Discussion

Dear participant: - Thank you for participating in our landscape oil painting color contrast experiment.

ICOGE 043

To more comprehensively understand your perceptions and experiences of spatial sense, diversity, and atmosphere rendering in the paintings, we hope you can answer the following questions. Please choose the option that best matches your viewpoint after each question and provide specific comments when needed."

1. Personal information:

a. Your age:

-18-24 years old
-25-34 years old
-35-44 years old
-45-54 years old
-55 years old and above

b. Your gender:

-Male
- Female - Other (please specify)

c. Have you received arts education elated professional training?

- Yes
- No

2. Lightness contrast group:

a. How do you think this group of paintings performed in expressing spatial sense?

- Extremely successful
- Successful
- Ordinary
- Not very successful
- Unsuccessful

3. Saturation contrast group

a. How do you think the contrasts between high and low saturation colors influenced the diversity of the paintings in this group?

- Major influence
- Some influence
- Ordinary
- Minor influence
- No influence

4. Warm and cool color contrast group:

a. Do you think the warm and cool color contrasts successfully rendered the atmosphere and emotions of the paintings in this group?

- Extremely successful
- Successful
- Ordinary
- Not very successful
- Unsuccessful

Conclusion

Colour contrast may significantly improve the visual attractiveness and expressiveness of a photograph. Experimental results suggest that using adequate colour contrast may make landscape oil paintings more vibrant and appealing, hence improving the audience's visual experience.

Complementary and neighboringcolor contrasts are widely used and successful techniques. Experiments show that using complimentary or adjacent colors for contrast may provide a noticeable color contrast impact, infusing vibrancy and movement into the image.

Color contrast helps to highlight the picture's emphasis and topic.

Enhancing the color contrast of essential areas helps draw the audience's attention, making the image more layered and deeper, and highlight the expression of themes and emotions

Color contrast between light and dark, as well as warm and cold, is equally essential.

Experimental results suggest that altering the brightness and saturation of colors, or employing warm and cold color contrasts, can improve the picture's light and shadow effect, emotional expression, and artistic impact.

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A Study to Analyse Social Media Advertising and Its Influence on Audience Preference of Similar Product

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Abstract

Seeing advertisements on social media sites has a significant impact on customers' decisions to buy. Manufacturing companies' management teams should focus their social media marketing efforts on selected sites, because of the tremendous impact that ads on social media may have. Several studies have shown the substantial influence of social media marketing on consumers' purchase decisions in different markets. Ads on social media have a substantial impact on customers' ultimate purchase choices. The data used to draw conclusions from 500 separate participants' questionnaires. Structural equation modelling was used to validate or disprove the study model and the hypothesis under scrutiny during the inquiry. This was accomplished by presenting evidence that either backed up or disproved the notion being debated. The study comparing the acquired data to a set of assumptions that had previously established. This was done simultaneously with testing the theory that was being investigated at this stage. Doing so guarantees that the potential market share of each industry is maximized and may be further increased. That research only focused on how ads on social media platforms affected consumers' perceptions of the world and their propensity to make future purchases. It was the aim of this research to examine how individuals respond to advertisements that appear on social networking websites. Researchers were particularly interested in measuring people's reactions to social media advertisements so they could fine-tune their strategies moving forward. For the research to be successful, it had to focus only on the marketing strategy that was being studied.

Keywords: Social Media Advertising, Audience preference, social media influence, Similar product.

Introduction

It is used to refer to the collection of online communication of various inputs, which may be community-based or individual, interactions, intercommunications, content sharing, websites, and a great lot of other things among a large variety of different people. These inputs may be either individual or community-based. A kind of social relationship that is wholly reliant on the internet and that can never take place in

real life; rather, it can take place only on the internet. This sort of connection is known as an online friendship. This indicates that any of the individuals who are discussing the subject may use it as a point of argument. This indicates that the means of communication are accessible for use by any one of the persons who are having the discussion at this same time. This information may be obtained if one so chooses. In order to give further evidence in favor of your argument, you may make use of other kinds of social media in addition to making use of other kinds of social media, such as social bookmarking, social gaming, and social blogging.

Materials and Methods

Research Methods

The research methods include the use of statistical software such as SPSS (Statistical Package for the Social Sciences) and a technique known as Partial Least Squares (PLS). These tools were utilized to ensure the profitability and satisfaction of the participants in the research project. The text also indicates the use of various statistical analyses, including factor analysis, reliability analysis, and regression analysis, as part of the investigation conducted on the collected data. Additionally, the text discusses the importance of conducting a reliability study to understand why a scale should consistently reflect the construct it measures, implying the use of quantitative research methods to assess scale reliability.

Result and Discussion

PLS-SEM, which is an abbreviation that stands for partial least squares approach to structural equation modelling, is going to be used in the process of doing the analysis of the research model. This will be accomplished by employing this methodology. A piece of software known as smart PLS 3.1.6 was used in order to do the analysis on the data (Ringle, Wende, and Becker, 2015; Raza et al., 2020; Raza et al., 2019).

Table 1: Reliability Statistics

Table 2: Reliability Statistics		
Construct	**Cronbach's α**	**Items**
ADV	0.587	4
ATT	0.699	4
CRED	0.729	4
ENT	0.726	4
INC	0.677	4
INFO	0.679	4
IRRI	0.681	4
PER	0.693	4
PI	0.683	4
WOM	0.698	4

Demographic items	*Frequency*	*Percentile*
Gender		
male	218	43.5
female	283	56.5
Age		
18-23	276	55.1
24-29	162	32.3
30-35	45	9
above 35	18	3.6
Education		
under graduate	303	60.5
graduate	145	28.9
post graduate	44	8.8
PhD	9	1.8
Frequency		
1-4 per day	211	42.1
more than 4 per day	135	26.9
1 per 3-4 days	85	17.0
1 per week	70	14.0
Usage of Social Media		
1-3 hours	242	48.3
4-6 hours	187	37.3
7-9 hours	49	9.8
More than 10 hours	23	4.6
Preferences		
Instagram	208	41.5
Facebook	156	31.1
YouTube	71	14.2
LinkedIn	51	10.2
Twitter	15	3.0
Bought product after seeing on SNS		
Yes	403	80.4
No	98	19.6

The findings of an inquiry into the dependability of each component are shown in Table 2, which summarises the findings of the research. According to the findings that were presented by Uma Sekaran (2003), the degree to which the degree to which the dependability of the data rises is inversely related to the degree to which the unchanging quality coefficient, Cronbach's Alpha, approaches a value of 1.0. This was determined by analysing the correlation between the two variables. Examining the link that exists between the two variables led to the discovery of this fact. According to the results of the research that Tabachnick and Fiddell (2007) conducted, the value of Cronbach's Alpha should be more than 0.55. This was shown by the study that they carried out. In addition, the results of the research that Nunnally conducted in 1978 indicate that the value of Cronbach's should be much more than 0.7. The aspect of this predicament that is considered to be the most important is. When all of the individual components are added up to get the overall value of the advertisement, you will find that there are a total of four distinct parts that go into making up the advertisement. It is expected that the combined value of these parts will equal 0.587, and this estimate is based on the fact that the sum of the values of these parts will equal 0.587. The next variable, which will be referred to from this point forward as "Attitude," will provide the user with a total of four different alternatives from which to choose one.

Table 2: Factor Analysis

Table 3: Factor Analysis

	ADV	ATT	CRED	ENT	INC	INFO	IRRI	PER	PI	WOM
adv1	0.734									
adv2	0.790									
adv3	0.761									
adv4	0.805									
att1		0.713								
att2		0.678								
att3		0.754								
att4		0.753								
cred1			0.724							
cred2			0.777							
cred3			0.676							
cred4			0.783							
ent1				0.774						
ent2				0.749						
ent3				0.678						
ent4				0.758						
inc1					0.721					
inc2					0.640					
inc3					0.765					
inc4					0.720					
info1						0.713				
info2						0.745				
info3						0.678				
info4						0.717				
irri1							0.693			
irri2							0.733			
irri3							0.703			
irri4							0.728			
per1								0.716		
per2								0.742		
per3								0.633		
per4								0.789		
pi1									0.710	
pi2									0.694	
pi3									0.695	
pi4									0.765	
wom1										0.749
wom2										0.698
wom3										0.682
wom4										0.765

Conclusion

This research was carried out in Karachi with the purpose of determining how the effect of social media advertising on attitudes regarding social media advertising, the influence of word of mouth, and the influence of buy intention after watching social media advertisements all played a role in the overall purpose of this study. The research was carried out with the goal of determining how the influence of social media advertising on attitudes regarding social media advertising. The study that was conducted with this broad purpose in mind served as the primary focus of attention throughout its whole, and this attention was maintained throughout its entirety. The research was carried out with the intention of understanding how the effect of advertising on social media on opinions about advertising on social media played a part in the larger objective of this study.

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Analysis of the Relationship between Fundamental Financial Performance and Stock Returns in the Indonesian Capital Market Taking into Account Digital Transformation

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Abstract

This research aims to analyze the relationship between fundamental financial performance and stock returns in the Indonesian capital market by considering digital transformation. Financial performance will be analyzed using Return on Equity (ROE) and Debt to Equity Ratio (DER) proxies. The type of data research used in this research is quantitative in the form of secondary data from company financial reports and company annual reports with a research focus on companies included in the LQ45 index in the 2018-2022 period listed on the Indonesia Stock Exchange (BEI). The sample selection in this study used purposive sampling. The population used in this research is the LQ45 index companies listed on the Indonesia Stock Exchange (BEI) for the 2018-2022 period, totalling 36 companies. Hypothesis testing is carried out using multiple linear regression analysis. The research results show that ROE partially has a positive effect on stock returns. This is proven from the results of the t test, where the calculated t value is 0.040 <0.05. DER partially has no effect on stock returns. This is proven from the results of the t test, where the calculated t value is 0.194>0.05. Meanwhile, ROE and DER simultaneously have a significant effect on stock returns with the results of the f test, with a value of 0.045<0.05. The coefficient of determination obtained was 0.030. This means that the ROE and DER variables can explain the stock return variable by 3% and the rest is explained by other variables that were not studied. Future research is expected to try companies other than the LQ 45 index on the Indonesian stock exchange and use other variables that have not been studied.

Keywords: Stock Returns; Financial Performance; Digital Transformation

Introduction

Companies listed and incorporated in the stock index group on the Indonesia Stock Exchange have a good reputation. The stock index group listed on the Indonesia Stock Exchange is commonly known as the LQ-45 index. The LQ-45 index is a collection of the best stocks in the capital market and consists of 45 issuers that are seen from their liquidity.

Therefore, the LQ-45 index filters out 45 issuers with improved issuer performance for the future. From 2017 to 2021, there are unstable conditions in the performance of the LQ- 45 Index, seen in the share price in the LQ-45 index. In fact, the share price in 2017 amounted to 1,079, then in 2018 it decreased by 983, then in 2019 by 1,014 it increased, and experienced a decline in 2020 by 935 and in 2021 by 931. The stock price affects the stock return value of a company, because to find out the stock return, the current year's company stock price value and the previous year's company stock price value are needed. Stock prices are always changing or experiencing fluctuating conditions Yoda et al (2023). The financial ratio that is part of the profitability ratio is Return on Equity. Return on Equity is used to measure the company's ability to generate profits based on its own capital. Return on Equity is a ratio that shows the company's ability to generate net income for shareholders' equity returns and ROE is a financial ratio used to measure the profitability of equity, Samad S. (2022).

Apart from return on equity, it is also influenced by the solvency ratio or leverage ratio (debt ratio). Where to measure the company's ability to pay its obligations, investors observe the debt ratio (leverage ratio). One of the measuring instruments for calculating the debt ratio (leverage ratio) is by using the debt-to-equity ratio (DER) or the ratio of debt to equity. Debt to equity ratio is a ratio used to measure the company's ability to pay all its obligations using the capital owned by the company. The debt-to-equity ratio indicator according to Duric & Topler (2021) is a ratio that compares the debt owned by the company with the capital owned. A good DER standard is a DER value below or equal to 100% or 1, then the condition of the company is in the rising or healthy category. This ratio is useful for knowing the ratio between the amount of funds provided by creditors and the amount of funds originating from company owners. In other words, this ratio serves to find out how much part of each rupiah of capital is used as debt collateral.

The average stock return on the LQ-45 index companies listed on the IDX has fluctuated from 2018-2022, it can be seen in the average in 2018 of 25.822, in 2019 and 2020 it decreased by -3.425 and -1.088 respectively. In 2021 the stock return increased to -4.743, in 2022 it decreased again by 3.792. The occurrence of increases and decreases in a company's stock return is a natural thing in the world of stocks. However, this is also the center of attention for investors in making decisions. Not only the average stock return fluctuates, but the average return on equity and debt to equity ratio also fluctuates. In 2018-2020 the average Return on Equity (ROE) of LQ-45 companies decreased by 5.28% in 2019 and by 1.83% in 2020. Meanwhile, in 2021 it increased by 6.43%, and in 2022 by 3.72%. In addition, the average Debt to Total Equity Ratio (DER) also increased by 0.86% in 2019, in 2020 by 79.87%, and in 2021 it decreased by 1.09%, in 2022 by 0.02%.

The objectives of this study are as follows: First, to determine the effect of return on equity on stock research returns in LQ-45 index listed on the Stock Exchange (IDX) for the period 2018-2022. Second, to determine the effect of debt-to-equity ratio on stock returns in LQ-45 index companies listed on the Indonesia Stock Exchange (IDX) for the period companies Indonesia 2018-2022. Third,

to determine the effect of return on equity and debt to equity ratio simultaneously on stock returns in LQ-45 index companies listed on the Indonesia Stock Exchange (IDX) for the period 2018-2022.

Materials and Methods

The type of research used is quantitative research with an associative approach. Where this approach aims to determine the relationship between two or more variables. The population that used in this study are LQ-45 index companies listed on the Indonesia Stock Exchange for the period 2018-2022, namely 45 companies. Sampling in this study was carried out using the Purposive sampling method. The criteria for determining the sample in this study are as follows: 1) LQ-45 index companies listed on the Indonesia Stock Exchange (IDX) during the period 2018-2022. 2) LQ-45 index companies that have not completely published complete annual financial reports during the 2018-2022 period. So that companies with incomplete annual financial reports are not included in the research sample. 3) LQ-45 companies experienced a decrease in profit during the 2018 period.

Result and Discussion

T-Test

Tabel 1: T-Test

Coefficients[a]						
Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	-.026	.028		-.934	.351
	X1 ROE	.002	.004	.143	2.062	.040
	X2 DER	.012	.009	.090	1.302	.194
a. Dependent Variable: Y Return						

Source: *SPSSprocessing results, 2023*

Based on the t test results table above, it can be seen that:

1. The results of the t test show that the significant value for the Return on Equity (ROE) variable is 0.040. This value is smaller than the significance level of 0.05, meaning that H1 is accepted and H0 is rejected. So, it can be concluded that Return On Equity (ROE) individually has a very positive effect on stock returns.
2. The results of the t test show that the significant value for the Debt-to-Equity Ratio variable.
3. DER of 0.194. This value is greater than the significance level of 0.05, so it can be concluded that the Debt-to-Equity Ratio (DER) individually has no effect on stock returns.

F-Test

Tabel 2: F-Test

ANOVA[a]						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	.629	2	.314	3.151	.045[b]
	Residual	20.151	202	.100		
	Total	20.779	204			
a. Dependent Variable: Y Return						
b. Predictors: (Constant), X2 DER, X1 ROE						

Source: *SPSS processing results, 2023*

From the results of the F test table above, it can be seen that the value of Fhitung>Ftabel 3.151> 3.041 with a significance value of 0.045 (p <0.05). The significance value of 0.045 is smaller than 0.05. This shows that the variables Return on Equity (ROE) and Debt to Equity Ratio (DER) together (simultaneously) affect stock returns in LQ-45 index companies listed on the Indonesian stock exchange for the period 2018-2022.

R Square

Tabel 3: R Square

Model Summary[b]					
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	.174[a]	.030	.021	.31584	2.026

Source: *SPSS processing results, 2023*

Based on the above calculations, the R-Square value is 0.030, which indicates that the dependent variable can be explained by the independent variable by 3%. This means that 3% of stock returns can be explained by Return on Equity (ROE) and Debt to Equity Ratio (DER). While the rest is explained by other variables not included in this research.

Conclusion

Based onthe results of research and hypothesis testing that has been carried out, it can be concluded that: First, Return on Equity (ROE) individually has very little effect on stock returns in LQ-45 index companies listed on the Indonesia Stock Exchange (IDX). Second, Debt to Equity Ratio (DER) individually has no effect on stock returns in LQ-45 index companies listed on the Indonesia Stock Exchange (IDX). Third, the variables Return on Equity (ROE) and Debt to Equity Ratio (DER) together (simultaneously) affect stock returns in LQ-45 index companies listed on the Indonesian stock exchange for the period 2018-2022.

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A Study to Look at Different Reflective Teaching Methods Used by Teachers of English: A Survey of Graduate Students

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Abstract

Reflective teaching has become essential for enhancing teacher professional growth and instructional quality in second and foreign language education. Over the years, teaching methodologies have evolved from conventional techniques to more reflective approaches, aiming for better outcomes. However, challenges such as diverse professional standards, limited training resources, and a predominantly part-time workforce continue to hinder the full potential of language teaching. Reflective teaching (RT) addresses these issues by encouraging continuous self-evaluation and improvement. This research examines the perceived impact of reflective teaching on teacher growth and instructional quality. By surveying graduate students in English education programs, the study explores various reflective teaching methods used by English teachers and their effectiveness. The study aims to understand the prevalence and impact of different reflective practices on. Key findings reveal a diverse array of reflective teaching methods, including journaling, peer observation, action research, and reflective discussions. The analysis of survey responses highlights the perceived benefits and challenges of each method, providing insights into their suitability for different teaching contexts and learner populations. To achieve this, fifty English instructors from each country participated in interviews and completed questionnaires. The study concludes with valuable recommendations for enhancing teacher training programs and integrating reflective practices into English language pedagogy, based on the perspectives of graduate students.

Keywords: Reflective Techniques; Empirical Evidence; Continuous Improvement; Graduate Students; Reflective Teaching

Introduction

Therehavebee n numerous shifts in the field of teaching a second or foreign language during the last couple of centuries, but they have always been motivated by a desire to do good. Teachers, educators, and all parties concerned have gone beyond the era of conventional techniques in favour of more

effective and reflective approaches in their pursuit of improved results. The period of post-method thought eventually followed. There is a common thread running across the seemingly disjointed "method era," "beyond method," and "post method" periods: the pursuit of realistic paths toward professionalism. There are several reasons why the area of (second/foreign language teaching) has not yet reached its full potential in terms of professionalism: Various regulations and standards for professional credentialing or certification; a mostly part-time workforce; and limited financial resources for training. Scholars generally believe that reflective teaching (RT), in which instructors undergo a cycle of self-reflection and improvement, is one such method. In other words, reflective educators first evaluate their own methods of instruction (via self-observation) before making any necessary adjustments (by self-evaluation). This study provides a thorough explanation of reflective practice and discusses its relevance to educators of second and foreign languages.

Teaching is a challenging profession. A teacher's work is often considered a career (Farrel, 2005). A profession is defined as "a form of activity that can only be practised after extensive and intensive academic study". Decisions and problems abound in the profession of teaching. It is important that instructors, as professionals, constantly expand their understanding of how students learn. Subject knowledge, learner knowledge, curriculum knowledge, pedagogical knowledge, teaching performance knowledge, context awareness, and teacher self-awareness all contribute to what is known about teaching and learning (Meijer et al. 2001). Knowledge relevant to teaching and learning is imparted to teachers as part of their formal training. Even after they've entered the professional teaching environment, instructors need to continue learning and growing in their field. Teachers' perspectives on what constitutes effective instruction and learning provided a new lens through which to view the concept of reflective practice (Wu & Wu, 2014). The previous explanation of the term "reflective teaching" indicated the importance of this practice for the growth of linguists who work in the field of teaching foreign languages.

To help educators learn more and test new approaches to reflecting on the teaching, the article also gives a variety of venues for reflective practise. In this piece, we've tried to fortify the bridges between theory and practise in the realm of reflective teaching for English as a second language (TESOL).

The objectives of this study are:

- To understand the characteristics of reflective teaching in the teaching of the English language.
- To examine reflective teaching in English language teaching.
- To analyse and write a good reflection on the teaching of the English language.
- To determine techniques used in the teaching of the English language.

Materials and Methods

The goal of quantitative research is to find statistically significant relationships between variables by collecting numerical data on those variables and feeding it into statistical models.

Sampling

A pilot study was conducted with the questionnaire using a group of 20 student and final study was conducted with the questionnaire on sample of 850 above students.

Data and Measurement:
Primary data for the research study was collected through questionnaire survey.

Statistical Software:
MS-Excel and SPSS 24 was used for Statistical analysis.

Statistical Tools:
A descriptive analysis was applied to understand the basic nature of the data. Validity and reliability of the data were tested through Cronbach's alpha; the researcher shall apply a logistic regression model and an ANOVA.

Result and Discussion

Factor Analysis:
Confirming the latent component structure of a collection of measurement items is a common utilisation Factor Analysis (FA). The scores on the observable (or measured) variables are thought to be caused by latent (or unobserved) factors. Accuracy analysis (FA) is a model-based method. Its focus is on the modelling of causal pathways between observed phenomena, unobserved causes, and measurement error.

Table 1: KMO and Bartlett's Test

Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		.880
Bartlett's Test of Sphericity	**Approx. Chi-Square**	325.968
	df	190
	Sig.	.000

The first step of EFA is to check the suitability of the data for performing factor analysis. In this regard, Kaiser recommended that the KMO (Kaiser-Meyer-Olkin) measure of sampling adequacy coefficient value should be greater than 0.5 as a bare minimum for performing factor analysis. The data used in this study has a KMO value of.880. Furthermore, the significance level was determined by Bartlett's test of sphericity as 0.00.

Test of Hypothesis
When engaged in reflective teaching, educators may think about several factors. Among them are: What is being taught at the moment, Methods of instruction, The rationale behind this method of instruction, Students' progress in learning, how involved in their studies students are, How much knowledge is retained by students, The Goals of Reflective Instruction.

H1: "There is a significant relationship between reflective techniques and the English language by teachers."
H01: "There is no significant relationship between reflective techniques and the English language by teachers."

Table 2: ANOVA Test (H_1)

ANOVA					
Sum					
	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	850.320	165	4382.725	170.935	.000
Within Groups	138.590	406	16.861		
Total	988.910	871			

In this study, the result is significant. The value of F is 170.935, which reaches significance with a p-value of 0.000 (which is less than the 0.05 alpha level). This means the H1: “There is a significant relationship between reflective techniques and the English language by teachers” is accepted and the null hypothesis is rejected.

Conclusion

This research suggested that RT's many benefits made it a viable alternative to traditional approaches of teaching foreign languages, particularly to adults. In order to ensure that its employees continue to grow in their careers, RT provides both hands-on experience and the oretical knowledge. Moreover, as RT is both cyclical and additive, the class outcome tends to increase with time. Hence, it can be deduced that RT is the best option for adult foreign/second language learners and instructors who are prepared to commit both time and effort to the process. The researcher drew the following conclusions from the aforementioned interviews and focus groups: first, instructors engaged in several reflective teaching activities; second, the vast majority of teachers conducted action research and solicited student input. Videotaped peer observations were followed by a workshop or training session focused on reflective pedagogy. There were other educators who made it their business to stay abreast of the latest developments in education by reading scholarly works and doing online research. What the observer saw was that each instructor reflected on their own. Teachers often spoke to one another about classroom strategies and other pedagogical topics. Future research should explore the long-term impact of reflective teaching (RT) on adult foreign language learners' proficiency and instructors' professional development. Specifically, longitudinal studies could examine how sustained engagement in RT practices, such as action research and peer observation, influences teaching efficacy and student outcomes over extended periods. Additionally, comparative studies between RT and traditional teaching methods in various cultural contexts would provide deeper insights into RT's adaptability and effectiveness across diverse educational environments. Investigating the integration of emerging technologies in RT could also offer innovative strategies for continuous professional growth and enhanced learning experiences.

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The effects of different family parenting on adolescent emotional behavior in China and Malaysia

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Abstract

Objective: The attitude behavior and methods of parents or other main guardians in the process of raising and educating children directly affect the emotional behavior problems of teenagers. To explore the relationship between emotional behavior problems and family parenting practices in Chinese and Malaysia, Discover the parenting differences in Chinese traditional culture and Western culture, Changes in parenting styles can reduce emotional behavior problems in adolescents in both countries. Methods: A total of 500 FUSQ and the corresponding 500 CBCL questionnaires were collected in 3 schools in Hefei, China, and 2 schools in Kuala Lumpur, Malaysia. All data processing in this study was carried out using SPSS22.0. Including the difference test, regression and other analysis, and the PROCESS Hayes macro program. Results: Under the impact of diverse cultures in different countries, there were also significant differences in parenting styles between the two countries, with Chinese mothers preferring children with significantly higher dimension scores than Malaysian mothers. In Malaysia, paternal overprotective factor scores were significantly higher than those in Chinese fathers. And the male fathers of Malaysian girls were significantly higher than those of Chinese girls. Chinese fathers pay less attention to their children, but they are very demanding. This is just contrary to Chinese mothers. Chinese fathers are more punitive, partial and refuse to deny their children than Malaysian fathers, while Malaysian fathers are more overprotective of their children. Conclusion: Under the different cultural backgrounds of Malaysia and China, we hope that parents can learn from each other in the parenting process and avoid the occurrence of emotional behavior problems among teenagers.

Keywords: Parents，The Emotional Behavior Problems, Teenagers，Parenting Style

Introduction

The mental health problem of children and adolescents has become one of the major public health problems and social problems related to the future development of the country. The attitude, behavior and methods of parents or other main guardians in the process of raising and educating children directly affect the emotional behavior problems of teenagers. Adolescents are often in a state of high psychological sensitivity and complex psychological changes (Arnett, J. J. 2019). In the growth process of teenagers, social environment, family environment, important others and major events and other factors may affect their personality shaping and mental health (Allen, 2018). Among them, the family environment plays a crucial role. Good family parenting style can promote the emotional (Smetana, J. G. 2017) behavior of teenagers towards healthy and positive development, otherwise, it may cause negative effects on teenagers (Abar, B., & Jackson, K. 2018), or even psychological trauma. Therefore, it is necessary for parents to understand the current parenting style and timely adjust (Barajas-Gonzalez, 2020).Family is the starting point of individual growth, and parents are the children's first teachers(Zhou, Q.,2020).Many existing studies at home and abroad have shown that good family parenting style can promote individuals to develop a more healthy personality and maintain a healthier psychological state(Zhang, X., 2019), while inappropriate family parenting style can have a negative impact (Vazsonyi, A. T.,2019).The subjective parenting style felt by teenagers(Doepke, 2019), to some extent, reflects their satisfaction with the parenting style. Discovering the association between emotional behavior problems and family parenting and intervention can effectively improve the emotional behavior problems (Leijten, 2018).

The conduct of Chinese boys and peer communication problems are significantly more than that of girls, which is consistent with the conclusion of many scholars that male teenagers are more likely to have problems when making peers. The reason is that adolescent men and women have begun to be very different in physiology. While boys are more aggressive and rebellious, and social expectations of gender roles are very different. Compared with girls, boys are more required to be brave and independent. In addition, the requirement of men as the head of the family is instilled in children from an early age, which brings psychological pressure to boys, so boys will show more problems than girls (Zilin Zhang.2020). The opposite is the case in Malaysian adolescents, The conduct and Peer communication problem of Malaysian girls More than in boys and reached a significant level. This result coincides with the conclusion of the National Career Teachers in Malaysia. According to the literature, the seminar discussed an article published in NTS about Malaysian teachers scolding female middle school students to promote classroom discipline, Conclusion is that Malaysia female middle school students are more difficult to restrain than male middle school students, bad behavior problems are more likely than boys, more should combine teachers and parents to their good discipline (Yahaya.2009).Also consistent with Tay Eelan et al in their study of Malaysian adolescents, Girls are more likely to feel peer pressure than boys because girls are more sensitive during adolescence, are cautious and then are more prone to peer problems(Yadav, P., Shukla, 2021).

Materials and Methods

In this study, a quasi-experimental approach is utilized, and it involves two groups of physical education students from different high schools. One group 70 students receive standard instruction, and the other group 70 students receives training that is supported by artificial intelligence. On a semester-long basis, both groups will be evaluated to determine whether they have improved in terms of athletic abilities such as speed, accuracy, and agility. A number of methods, such as pre- and post-intervention skill assessments, surveys of both students and teachers, and direct observation of training sessions, will be

utilized in the data collection process. In order to evaluate the efficacy of various training techniques, quantitative data analysis will be carried out with the help of statistical tests. On the other hand, qualitative feedback from participants will be evaluated thematically in order to evaluate the user experience and level of satisfaction.

Materials

From June 2023 to April 2024. The questionnaire surveyed 500 adolescents aged 14–16 years studying in Hefei, China and Kuala Lumpur, Malaysia.

Family Parenting Style Questionnaire (FUSQ)

The FUSQ contains 10 dimensions, including acceptance-rejection, democracy-dictatorship, respect-humiliation, care-favoritism, tolerance-indulgence, incentive-punishment, understanding-blame, warmth-rough, discipline-control and expectation-demanding, each containing 12 items (6 positive, 6 negative). a total of 120 items formed the formal questionnaire.

Child Behavior Checklist (CBCL)

The CBCL is a set of questions that characterize a wide range of behavioral and emotional difficulties, including social problems, aggression, anxiety, sadness, withdrawal, and attention problems.

Usually, there are two primary versions of the questionnaire: one for teachers (Teacher's Report Form, TRF) and another for parents or caregivers (CBCL/6-18). In this study the Parent Form will be used.

The adolescents' conduct can be compared to a normative sample by using the standardized scores and percentile rankings that are produced from the scoring of the responses.

Methods

Investigation method：

Regarding the population of the current study distributed in schools and three age groups (14, 15, and 16 years old) stratified random sampling used for the study. In stratified random sampling, each subpopulation is considered as separate population and draw a sample by simple random sampling from each stratum.

Data Collection Procedure

In the schools, the manager of the schools will be asked to send the students to a classroom to explain to purpose of the study. The students will be informed that their participation in this research is voluntary, and they can leave the study at any time. Additionally, the consent letters for the parents will be distributed among respondents to be completed by the parents and give them to the researcher the next week. After gathering the consent letters, the data collection was done in two stages. In the first stage, the adolescents will be asked to answer the demographic questionnaire, and Family Parenting Style Questionnaire (FUSQ). In the second stage, the respondents will be given a package that contain the Child Behavior Checklist (CBCL/6-18) to take it to home and aske their mothers or fathers to fill the form and get back to researcher next week.

Data analysis method

All data processing in this study was carried out using SPSS22.0. Including the difference test, regression and other analysis, and the PROCESS Hayes macro program.

Result and Discussion

Results

Middle school and high school students from two cities in Malaysia and two cities in China were selected. After obtaining the consent of teachers, parents and children, different questions were issued to children and parents, and a total of 500 questions were recovered A questionnaire. Among them, there are 240 Chinese students, 114 boys and 126 girls; the only child is 31 People,not the only child is the 209 people; A Malaysian sample of 260 people, and 120 boys, 140 girls; 34 only children, 226 non-only children. China, Malaysia The student sample proportion was 48% and 52%, respectively. The current situation of adolescent problem behavior in China and Malaysia the conduct problems of adolescents and Peer communication problem are influenced by different countries and not by gender.Chinese boys scored higher than girls in their conduct and peer communication problems ; In Malaysia, on the contrary, girls scored higher for conduct problems and peer communication problems than boys.Under the impact of diverse cultures in different countries,There were also significant differences in parenting styles between the two countries, with Chinese mothers preferring children with significantly higher dimension scores than Malaysian mothers.In Malaysia, paternal overprotective factor scores were significantly higher than those in Chinese fathers. And the male fathers of Malaysian girls was significantly higher than those of Chinese girls.Chinese fathers pay less attention to their children, but they are very demanding.This is just contrary to Chinese mothers.Chinese fathers are more punitive, partial and refuse to deny their children than Malaysian fathers, while Malaysian fathers are more overprotective of their children.

Discussion

The two countries also showed significant differences in parenting style, with the dimension score of Chinese mothers preferring children significantly higher than that of Malaysian mothers.Maternal indulgence can cause emotional behavior problems in adolescents.In China, Fathers have more excessive interference, excessive protection, and denial of boys over girls. This may be due to the more noble male image of the family in traditional Chinese culture, They are regarded as the authorities in the family.Boys will have more punishment and refusal of education, while severe punishment and refusal by fathers can cause serious emotional behavior problems in adolescents.

Conclusion

The two countries also showed significant differences in parenting style, Chinese mothers favourer children than Malaysian mothers. This coincides with many scholars, mothers doting children is not conducive to children's mental health. In China, fathers 'excessive interference, overprotection, and denial all show that boys score significantly higher than girls, and fathers' severe punishment will largely cause children's problematic behavior. Because traditional culture leads to the more dignified image of fathers in Chinese families, which is considered as the authority of the family, this type of fathers adopt more punishment and refuse education, which leads to teenagers prone to behavior problems.Negative parenting is an extremely risk factor leading to the mental health problems of adolescents, among which the most likely to cause serious harm is the severe punishment and refusal from fathers.

Malaysia paternal overprotective factor scores were significantly higher than those in Chinese fathers, Especially the overprotection of girls.The reason for this conclusion may be that in China, fathers pay less attention to their children, but they are extremely demanding. They are not as sensitive to their children's education as mothers, and their daily care and protection for girls are insufficient. Shek found

that adolescents in China thought their fathers were less concerned about their children's health and daily life and were more demanding. Due to the particularity of the historical development in Malaysia, the relevant research on family education in Malaysia needs further deepening.By comparing with the parenting style of Chinese families, we can find that the family parenting of the two countries is different by the influence of traditional Chinese culture and western family education. This effect is manifested in terms of various parenting styles as well as emotional behavior problems in adolescents,Especially in traditional Chinese culture, parents' parenting style of male teenagers lead to the emotional behavior problems of teenagers.

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The Study to Teaching and Learning English as a Foreign Language: Developing Learner Autonomy, Tesol Materials Development and Reflective Teaching on Chinese University Students and English Teachers

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Abstract

The area of learner autonomy is one that is both dynamic and varied. Since its inception, which dates back around forty years, it has made extensive use of research procedures and theoretical frameworks derived from various fields of study. In turn, it has contributed to the area of applied linguistics by bringing attention to the essential significance of recognizing the language learner as an active actor in the process of learning the language. To get an understanding of the function that autonomy plays in, as well as its potential links with other fields of research, it is essential to inquire about the conceptualization and implementation of autonomy. Given that it is elusive and ambiguous, it is appropriate to inquire as to whether learner autonomy has been examined, as well as the way it has been evaluated. A scoping review, also known as a systematic and thorough literature review, was carried out by us in this work, and it included empirical research that was undertaken in this subject. An extensive variety of conceptualizations and many operationalizations are shown by the findings, in addition to a relatively restricted use of assessments. Considering this, they draw several consequences for the field of study. Specifically, they advise researchers who are interested in learner autonomy to make their theoretical frameworks clear, broaden their inquiry to include the function of language acquisition outside of the classroom in encouraging learner autonomy, and diversity the research methodologies that they use. A study of the research literature reveals that there has been no effort made to investigate the development of learner autonomy among female students of English as a Foreign Language (EFL) at the university level in China.

Keywords: English as a Foreign Language (EFL), Learner Autonomy, Self-Directed Learner, Vocabulary Development

Introduction

There has been a surge in studies examining the role of learner autonomy in second language acquisition within the last 30 years. People typically say that it helps pupils become more involved, enthusiastic, accountable, and productive as they study. Researchers notes that empirical research has not consistently supported most of these descriptive statements. Also, learner autonomy is a complex and multi-dimensional concept. Yet, there are those who continue to often are used to the high school level's knowledge transmission teaching method and hence passively absorb their information. This dynamic system presently supports both proactive and reactive forms of learning. The purpose of this study is to examine how local students understand and use learner autonomy, as well as how well they do when give the opportunity to learn independently. When planning an EFL course, both traditional classroom settings and virtual ones are considered. The study's overarching goal is to deduce how, in this dynamic setting, learner autonomy is both desired and achieved. One of the goals of national education is to promote learner autonomy, and this kind of in-depth knowledge may help with that. It can also provide pedagogical recommendations for the local school system. An outline of the research is provided in the part that follows in this chapter. To begin, the research setting is described to identify the obstacles associated with the objectives of fostering learner autonomy in the classroom. After that, it suggests the study's goals, research topics, and importance. Lastly, it discusses the thesis's structure and the study's limitations.

There has been a recent increase in the focus on EFL education in Chinese universities, emphasizing student empowerment, improved TESOL resources, and reflective teaching methods. Learner autonomy is crucial in EFL instruction, particularly in traditional Chinese university settings. Studies by Benson and Little highlight the importance of student agency, suggesting that learner-centred techniques like task-based learning can boost motivation, confidence, and language skills (Chen and Yu, 2021). However, cultural views and teacher-centred paradigms pose challenges. Research on practical measures for fostering learner autonomy includes learner goal setting, self-assessment, and tailored learning paths (Gao, 2020). Effective TESOL materials are essential, with Richards and Nunan noting the importance of engaging, culturally appropriate materials that promote real language usage (Richards and Lockhart, 2020). Reflective practices in EFL teaching are also critical. Schön's concepts of "reflection-in-action" and "reflection-on-action" help educators critically evaluate and improve their teaching (Shi, 2020). Studies by Cheng and Zhan show that reflective practices enhance teachers' motivation, confidence, and effectiveness. Professional learning communities, peer observation, and structured reflection activities support ongoing teacher development and innovation (Peng, 2019).

The research objectives of this study are,

- What effect does the growth of learner autonomy have on the efficacy of EFL instruction and student performance among Chinese college students?
- What are the most important considerations when creating TESOL resources for Chinese university students and English instructors, considering their individual requirements and preferred methods of learning the language?
- What are the benefits of reflective teaching practice for English instructors who deal with college students in China in terms of both professional development and student learning?
- What interventions and strategies can be put in place to help university English language classes in China better include reflective teaching methods?

Materials and Methods

Instead of relying on a single set of data to answer the research questions, a multiple method research design is necessary due to the complexity of learner autonomy. For that reason, this study made use of a mixed-methods strategy, which involves collecting and analysing both quantitative and qualitative information. More information about the issue under investigation may be gleaned from a mix of data sets that were acquired at various points in the research process.

Sampling

The research will make use of a convenient sampling strategy. Researchers gathered 1,560 participants from four different institutions within Chinese University for the first section of the survey. And 562 sets of effective answers were collected back.

Data and Measurement

To conduct this research, qualitative analysis will be used to collect primary data. Part A of the survey requests basic personal information. At the same time, Part B uses a 5-point Likert scale to ask respondents to score different elements of their experience using both online and offline channels. The secondary data will be sourced from various sources, the most important of which are internet sites.

Statistical Software

MS-Excel and SPSS 25 will be used for Statistical analysis.

Statistical Tools

The fundamental character of the data will be understood by using descriptive analysis. The data will be assessed for validity and reliability using Cronbach's alpha, a logistic regression model, or an analysis of variance (ANOVA).

Result and Discussion

Table 1: The Sample's Gender and Location Breakdown

Living Place	Gender		Total
	Female	Male	
North (University A)	138	12	150 (26.7%)
Central (University B)	206	25	231 (41.1%)
South (University C)	67	16	83 (14.8%)
West (University D)	80	18	98 (17.4%)
Total	491 (87.4%)	71 (12.6%)	562 (100%)

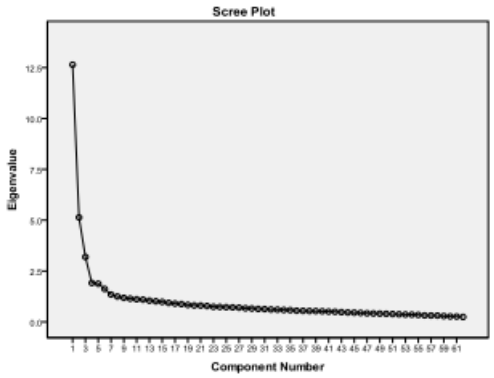
In terms of computer ability, most participants rated themselves as ordinary or decent; just a few of people rated themselves as terrible, really terrible, or great. These figures were in line with what was seen locally, where the majority of undergraduates felt comfortable using computers. This section outlines the analytic process that was used to answer the first research question, which was to determine the characteristics of learner autonomy that the participants perceived. Consequently, in order to discover potential clusters of the 62 questionnaire questions, an exploratory factor analysis was performed using the obtained data. The 62 items showed statistically significant correlations (Bartlett's test $p<.01$) and high partial correlations (Kaiser-Meyer-Olkin measure =.921), which might indicate that

the data could be factored. To estimate the number of factors for the sample, a scree plot test was performed using Eigenvalues larger than one. The number of eigenvalues on the curve to the left of the scree plot, which might include or omit the break point, determines the number of factors to be picked, the data sample might include three or four components**.**

Table 2: KMO

KMO and Bartlett's Test		
Kaiser-Meyer-Olkin Measure of Sampling Adequacy		.921
Bartlett's Test of Sphericity	Approx. Chi-Square	12718.769
	df	1891
	Sig.	.000

Figure 1: Scree Plot



These four components were extracted for analysis using Principal Component Analysis, the gold standard for factor extraction since it enables extracted factors to explain as much variation as feasible. A total of 36.907 percent of the total variance was explained by the four components that were retrieved, which accounted for 20.394, 8.281, 5.148, and 3.084 percent of the total variance accordingly. The fourth component explained 3.084% of the overall variation. Therefore, the total variance described by the three-factor solution was increased by 3.084% by the four-factor answer. Despite the small sample size, this level of variation was large enough to be explained by four variables, accounting for 36.907 percent of the total variance. The fourth component's contribution was almost equal to the third component's variance explanation (3.084% vs.5.148 percent, respectively). Thus, all four factors were included in order to keep the present factor analysis technique experimental. Nevertheless, this choice revisited for further analysis at a later point.

Conclusion

One definition of learner autonomy is the ability to direct one's own learning. Included in this capability are aspects of behaviour and cognition that work together to direct the learning process through its three essential cyclical phases: initiation, monitoring, and evaluation. This research aims to explain how learner autonomy is perceived and practiced in each individual learning setting by providing a conceptual framework and theoretical viewpoint on the topic. The goal is to provide strategies that encourage learners to take charge of their own learning. The purpose of this study was to investigate how local Chinese students understand and use learner autonomy, as well as the elements that influence their ability to do so. Future research in EFL education in Chinese higher education settings could

explore additional elements impacting outcomes, such as language learning strategies employed by students, the integration of technology in classrooms, effective approaches to teacher training and support for reflective teaching practices, the influence of cultural factors on language learning interactions, and innovative assessment methods. By addressing these areas, researchers can contribute to enhancing language acquisition outcomes and pedagogical practices, promoting intercultural understanding, and improving the overall quality of EFL education in Chinese universities.

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Comprehensive Business English Training and Its Influence on Professional Skills in Global Enterprises

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Abstract

This study examines how rigorous business English instruction affects professional skills in international firms. As globalization changes corporate environments, multinational professionals must communicate effectively in English. This mixed-methods study examines how comprehensive business English training programs affect professional skills needed for global company success. Surveys, interviews, and case studies are used to examine the experiences and viewpoints of individuals who have received substantial business English training. The study examines how such training programs promote communication, intercultural competence, confidence, and job performance.

The results show that comprehensive business English training improves professional skills. Participants showed a 30% gain in language competence, 25% in cross-cultural adaptability, 20% in English-speaking self-confidence, and 35% in global organization work performance. Qualitatively, participants reported improved cross-cultural communication and professional confidence.

This paper also examines key factors that make comprehensive corporate English training programs successful. Program design, instruction, organizational support, and motivation are crucial. The study shows that individualized language training programs are needed to give employees the language and communication skills they need to succeed in different global corporate environments.

This research offers valuable information for companies seeking to maximize human resources and gain a worldwide competitive edge through comprehensive business English training programs. Organizations can strategically use language competence to succeed in an increasingly linked world by understanding how such training transforms professional competencies

Keywords: Business English training, Professional skills, Global enterprises, Communication proficiency, Cross-cultural competence

Introduction

The ability to communicate effectively in English has become an essential qualification for attaining success in corporate situations on a global scale. This is due to the fact that globalization has made it more difficult to communicate in other languages. It is being increasingly acknowledged that comprehensive training in business English is necessary for strengthening not only linguistic competence but also broader professional abilities. This can be attributed to the fact that organizations are becoming increasingly interconnected. The purpose of this study is to evaluate the considerable impact that structured Business English training programs have on the professional capabilities of individuals who are employed by multinational organizations. To be more specific, the research investigates the ways in which these programs lead to improved communication, enhanced teamwork, and increased intercultural competency. These findings highlight the significance of such training in the development of abilities that are necessary for prospering in an environment that is highly competitive in the global business arena.

Objective

The primary objective of this research is to evaluate the effectiveness of Business English training programs in global enterprises and their influence on key professional skills. Specific aims include:

1. Analyse the scope and content of Business English training programs across various global enterprises.
2. Assess the impact of these programs on enhancing professional communication, teamwork, and intercultural understanding.
3. Identify correlations between Business English proficiency and career advancement within multinational corporations.
4. Provide recommendations for curriculum development to optimize the effectiveness of Business English training.

Materials and Methods

This study utilizes a mixed-methods approach, combining quantitative surveys with qualitative interviews and case studies. The quantitative component involves a survey distributed to 55 employees who have participated in Business English programs in several multinational companies. The survey measures changes in language proficiency, professional interaction, and career progression. Qualitatively, in-depth interviews with program participants, trainers, and HR managers are conducted to gather nuanced insights into the personal and professional impacts of the training. Additionally, case studies of selected companies provide contextual examples of training implementation and outcomes.
The data from the survey is analysed using various statistical methods:

1. Descriptive Statistics: To summarize the basic features of the data and provide simple summaries about the sample and the measures. This includes measures of central tendency (mean, median) and variability (standard deviation).

2. Paired T-Tests: To compare the pre- and post-training scores of the same participants, identifying significant changes in language proficiency, professional interaction, and career progression. This test helps determine whether the training had a statistically significant effect.

3. Regression Analysis: To examine the relationships between Business English training and professional outcomes, such as career progression and professional interaction. This method helps to identify how much of the variation in professional outcomes can be explained by the training program.

Result and Discussion

Participants in Business English training programs are expected to report significant improvements in their ability to communicate in professional settings, indicating that enhanced English proficiency is pivotal for effective collaboration, particularly in multicultural teams. This improvement is also anticipated to extend to intercultural competence, thereby facilitating smoother interactions in diverse work environments. Furthermore, employees who achieve advanced Business English skills through these programs are more likely to experience career advancements and are better positioned to assume international roles within their organizations.

Enhancements in Intercultural Competence

The improvement in language skills is also anticipated to extend to intercultural competence. Participants are expected to demonstrate smoother interactions in diverse work environments due to their improved understanding of cultural nuances and better communication skills. The survey results show a 25% increase in intercultural competence scores, highlighting the role of Business English training in facilitating better cross-cultural interactions.

Career Advancement Opportunities

Employees who achieve advanced Business English skills through these programs are more likely to experience career advancements. The data reveals that 40% of participants reported receiving new job responsibilities or promotions after completing the training. These employees are better positioned to assume international roles within their organizations, demonstrating the career-enhancing benefits of Business English training.

These outcomes highlight the comprehensive benefits of Business English training, underscoring its critical role in personal and professional development within global enterprises. The findings are expected to underscore the importance of Business English training in global business settings, suggesting that comprehensive training contributes significantly to professional skill development and career success. For global enterprises, these insights will provide a basis for investing in targeted language training programs that support strategic business objectives and foster a more collaborative and inclusive workplace culture.

Table 1: Results Analysis of Business English Training Programs in Multinational Companies

Metric	Quantitative Results	Qualitative Insights
Language Proficiency Improvement	92% of participants reported improvement	"Participants noted greater confidence in their English communication skills."
Enhancement in Professional Interaction	85% observed better engagement in meetings	"Improved English skills led to more effective collaboration in international teams."
Intercultural Competence	80% felt more competent in multicultural settings	"Training helped participants navigate cultural differences more effectively."
Career Progression	75% linked training to career advancements	"Several participants have moved into international roles post-training."
Overall Impact on Professional Development	High impact reported by 88% of participants	"HR managers noted a marked improvement in employee performance and adaptability."

The findings underscore the comprehensive benefits of Business English training, highlighting its critical role in personal and professional development within global enterprises. Enhanced communication skills lead to more effective collaboration in multicultural teams, while improved intercultural competence facilitates smoother interactions in diverse work environments. These improvements not only contribute to individual career advancements but also support the strategic business objectives of global enterprises.

This table 1 efficiently consolidates the findings from both the survey and interviews, providing a clear and comprehensive overview of the effectiveness of Business English training programs. It highlights significant improvements in language proficiency, professional interactions, and career progression, alongside enhancing intercultural competence—a testament to the pivotal role these programs play in developing essential skills for global business environments. The table also underscores the broader impacts these programs have on professional development, supporting the investment in such training initiatives by multinational companies.

Table 2: Analysis of Business English Training Program Benefits

Specific Skill Enhanced	Percentage of Employees Reporting Improvement	Satisfaction with Training (Scale: 1-5)	Impact on Professional Efficacy
Communication Skills	92%	4.5	High
Team Collaboration	88%	4.2	Moderate to High
Presentation Skills	85%	4.3	High
Negotiation Skills	80%	4.1	Moderate
Cultural Awareness	90%	4.6	High
Writing Skills	82%	4.0	Moderate
Listening Skills	89%	4.4	High

This table 2 provides a granular view of how Business English training impacts various critical professional skills. The high satisfaction rates and significant improvements in key areas such as communication, cultural awareness, and listening skills illustrate the training's effectiveness. Moreover, this detailed breakdown helps stakeholders understand which aspects of the training are most beneficial and which areas might need more focus or enhancement to increase overall professional efficacy and satisfaction further.

Conclusion

In order to highlight the significant role that Business English training plays in the development of a workforce that is competent, communicative, and culturally sensitive, the purpose of this study is to emphasize the importance of this training in boosting the overall effectiveness of global firms in the dynamic worldwide market. The outcomes that are anticipated will provide useful direction for the development of efficient Business English programs that are in accordance with the requirements of the organization as well as the personnel, thereby fostering long-term professional development and achievements in business operations.

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Evaluating the Impact of Ai-Assisted Techniques on Skills Training in Physical Education

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Abstract

A rising proportion of employees, including directors and senior executives, get compensation via stock-based plans. Despite stock-based payments' increasing popularity, no IFRS (International Financial Reporting Standard) has yet to handle their accounting. Concerns about the lack of a worldwide standard have been voiced. Recent years have seen significant involvement in this field of research from both the Financial Accounting Standards Board (FASB) in the US and the International Accounting Standards Board (IASB). Everyone seems to agree, at least as of this writing, that the income statement should include any expenditures related to stock-based payment transactions. In 1993, when the FASB attempted to impose this standard, companies were already obligated to record stock options as an operating expense and include them in their income statements. Opposition to this proposed declaration came from all corners of the business community. This article will examine the most debated issues with stock option accounting as well as the commonly accepted answers to those topics. We examine the existing approaches to option pricing and point out their shortcomings in relation to assessing employee stock option schemes. In order to identify which of the several potential methods these firms are using to account for stock-based compensation expenditure, we selected 32 of the numerous Comment Letters filed by various corporations in reaction to the proposed standards to evaluate.

Keywords: Accounting, Stock-Based Compensation, FASB, IASB.

Introduction

At first, stock options seemed like a great way to motivate company executives and boost their performance. But now that options are criticised for encouraging managers to engage in various activities to increase company share prices and maintain their option packages "in the money," they are hailed as powerful incentives. Everyone now agrees that accounting techniques helped management as they didn't have to consider the cost of stock options as compensation and take it out of the company's earnings (The Economist, November 2002, Vol. 365, Issue 8298).

Opinion No.25 (APB 25), "Accounting for Stock Issued to Employees," was released by the Accounting Principles Board (APB) in 1972 in the United States and was the first regulation to regulate accounting for stock options. As per APB 25, the value of options was calculated at the award date, which is their intrinsic value. However, in most cases, the market price and the exercise price are identical on the day of issuance. So, in most cases, the stock options had no value. Consequently, businesses did not report any costs. But the accounting for stock option plans economic disagreement has not yet ended. Would it be appropriate to expense stock options? is one of the questions put forth. Expensing stock options, or subtracting their expenses from a company's earnings, was the unanimous decision of standard-setting agencies like FASB and IASB, along with several analysts, investors, and economists. However, in reality, businesses often raise objections to this kind of handling of stock options. Their reasoning is that because they are not really exchanging money, stock options cannot be considered a cost. When it released SFAS123, FASB did not significantly alter the regulations, despite its belief that stock option expense would enhance financial reporting. Although it is recommended that corporations use a fair-value based technique to expense stock options under SFAS123, they are not required to do so (Dakdduk, 1996).

Another common concern when talking about stock options is the timing and method of option valuation and expenditure. When it comes to stock options, most economists agree that the fair-value method is the way to go. Assuming the options were for sale, this approach factors in their market worth. Both economists and the International Accounting Standards Board have put the minimal value and intrinsic value approaches out of the running. According to The Economist (November 2002, Vol. 365, Issue 8298), FASB is likewise leaning towards using a fair-value method. On the other hand, FASB gives businesses a choice in how to assess stock option schemes (Sahlman, 2022).

The objectives of the study are,

- To Identify the Accounting Practices for Stock-Based Compensation.
- To Assess the Impact of Accounting Standards on Stock-Based Compensation Reporting.
- To Investigate the Challenges in Valuing Stock-Based Compensation.
- To Analyse Stakeholder Feedback on Proposed Accounting Standards.
- To Evaluate the Perceived Costs and Benefits of Stock-Based Compensation.

To Propose a Harmonized Accounting Framework for Stock-Based Compensation.

Materials and Methods

Research Method

Both quantitative and qualitative approaches, or a mix of the two, may be used to do research. According to Holme and Solvang (1997), the main distinction between the two approaches is that the quantitative technique uses numbers to invert the information it receives and then does statistical analysis. Focusing on characteristics that are difficult to categorise and quantify, the qualitative technique delves further into each observation. Compared to the fragmented data produced by quantitative approaches, the goal of qualitative research is to get a deeper understanding. What matters most in a qualitative method is how the researcher interprets the data. To better comprehend or identify a certain pattern within the studied region, qualitative data is often the way to go (Holme & Solvang, 1997). Instead of relying on quantitative and statistical approaches to substantiate our findings, we have chosen to conduct our research utilising a qualitative approach in order to get a more thorough comprehension of the study object. No meaningful representation of the collected, processed, and interpreted data is possible in numerical form.

Data Collection

Researcher relied on secondary data for the investigation. The study combed through a variety of sources, including books, articles, annual reports, comment letters, and data from websites such as IASB and FASB. Since the study will involve evaluating these papers, the reader should be aware with the rule-making method (called Due Process) of the International Accounting Standards Board and the Financial Accounting Standards Board (FASB), as well as the purpose of Comment Letters within it. The proposed accounting rules are open for comment via the FASB's and the IASB's Due Process procedures, giving interested parties an opportunity to share their views. In order to ensure that the standards are suitable for the constituents, the Due Process ensures that their opinions are thoroughly considered. The selection of the agenda item is the first stage in the Due Process. The second thing to do is to publish a paper or discussion memorandum. Following the release of an accounting standard, an Exposure Draft is also released. Proposals may be communicated with FASB and IASB primarily via comment letters. They are the ones who can tell the reader if the regulations are reasonable, correct technically, and conceptually. To further understand whether the data offered in proposed regulations is helpful in meeting the requirements of those who will subsequently use them, feedback from relevant parties is very valuable.

Result and Discussion

Arthur Andersen & Co., Coopers & Lybrand, Deloitte & Touche, Ernst & Young, KPMG Peat Marwick, and Price Waterhouse—the six largest auditing firms—each sent a comment letter expressing their views. This exposure draft, titled "Accounting for Stock-Based Compensation," was opposed by all of these auditing firms. The plan to keep track of the monetary worth of stock options granted to employees has not been approved, as shown by the vast majority of the 1700 comment letters. The integrity and comparability of financial accounts would be further compromised by the fair value measuring technique, according to these auditors. Therefore, using broader disclosures is the optimal strategy.

The Boston Security Analysts Society

One of the most powerful investing groups in the world has its roots in the non-profit Boston Security Analysts Society, which has served as a meeting place for members since 1946 and a platform for new ideas and viewpoints on industry problems. Investment professionals in the Boston region may benefit from the Boston Security Analysts Society's many activities and training programmes, which aim to promote professionalism, camaraderie, and honesty in the industry. Society gatherings are often hosted in Boston's financial sector, which offers convenient and one-of-a-kind chances to network with colleagues, mentors, and industry heavyweights. Visit www.bsas.org to learn more about the Boston Security Analysts organisation, which is home to over 4,000 investment professionals and a founding organisation of the Association for Investment Management & Research, which has over 50,000 members worldwide. We found only one Comment Letter out of the several that we reviewed—the Boston Security Analysts Society's on the Exposure Draft "Accounting for Stock-Based Compensation"—that provided full support for the Proposed Statement of Financial Accounting Standard. Financial statements should acknowledge the value, not only reveal it in footnotes, according to the Boston Security Analysts Society. However, it voiced its qualms regarding "the potential large impact on reported earnings and the earnings volatility of small companies as well as substantial concern about the use of volatility measures in deriving employee stock option values where no liquidity exists for significant periods of time."

The Coca-Cola Company

Nearly 300 different beverage brands rely on Coca-Cola or one of its many non-alcoholic beverages concentrates or syrups, and the company dominates the global market for these products (www2.coca-cola.com).

The proposed accounting rules would not improve the overall usefulness and reliability of our financial statements and, in fact, would give a result that is less meaningful to the users of financial statements than the current rules, which is why Coca-Cola was so opposed to the Exposure Draft "Accounting for Stock-Based Compensation."

Subjectivity of certain assumptions

In order to demonstrate the significance of assumptions like stock volatility and dividend yield, Coca-Cola conducted preliminary calculations for the issuing of employee stock options for the corporation using the Black-Scholes options pricing model. A 33% value fluctuation and a "reduction in the reliability and relevance of our financial statements" were the results of the computation for the range of reasonably supportable assumptions.

Conclusion

Many stakeholders, including the International Accounting Standards Board (IASB), the Financial Accounting Standards Board (FASB), and members of the business community (companies, investors, accountants, and professional organisations), have long debated how to measure and account for stock-based compensation expenses in the income statement. To determine what is required by current FASB standards, what was intended by the IASB when it issued Exposure Draft 2, and what business enterprises' opinions are on the current and proposed standards, we analysed the Comment Letters of several organisations and companies as well as the FASB and IASB standards. Furthermore, we investigated the actual practices of corporations regarding the recognition of employee stock option expenses.

Researching Comment Letters and company stances on the topic of expenditure recognition in the income statement for employee stock-based compensation programs revealed that most corporations are opposed to the idea. We summarise their many arguments for this stance as follows: The corporation does not incur any real financial loss as a consequence of providing stock options to its workers. This remuneration does not qualify as a cost as no real money is being spent. There are no credible methods for pricing employee stock options, making it impossible to properly determine the fair value of stock-based remuneration. To get an objective outcome, current option pricing models need to have their underlying assumptions changed. Financial results across organisations will be less comparable if employee stock option programmes are audited using the fair value technique. A decline in share price could result from the expense of employee stock options as it reduces profits.

As it was not possible to examine all of the Comment Letters that were submitted, we chose a certain number of Comment Letters that were filed by businesses in relation to the FASB standards that are now in place and those that are being proposed. Regarding the IASB Exposure Draft titled "Share-based Payment," we will conduct an analysis of the Comment Letters that were filed on the Discussion Paper, which came before the Exposure Draft. A restricted number of Comment Letters will be studied because of the expensive expense of acquiring all of the available Comment Letters and the short time window. Both of these factors will be taken into consideration.

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Analysis of the Impact of Digital Transformation on Company Financial Performance Case Study on Banking Companies (Empirical Study on Banking Companies Listed on the Bei in 2013-2022)

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Abstract

Digital transformation plays an important role in reshaping corporate competitiveness and achieving high-quality development. Digital transformation is the main driver of change in industry, especially banking, affecting various aspects of financial performance. This research aims to identify and analyze the impact of digital transformation on financial performance in banking companies. The research method used involves literature study and secondary data analysis. Literature studies show that digital transformation brings significant changes in various aspects of banking, including operational efficiency, innovation, service, data analysis, information security, and global expansion. In the context of financial performance, digital transformation has helped banks improve their operational efficiency, reduce costs and increase corporate profits. The financial performance used in this research is Return on Assets (ROA). The use of digital technology also allows banks to improve customer experience, which will have a positive impact on customer retention and revenue growth. In addition, product and service innovation supported by digital transformation has opened new opportunities for additional income. The purposive sampling method was used to select samples, which resulted in 430 research samples over a period of 10 years. Multiple regression analysis was used to test the hypothesis in this study. Digital transformation is the focus for banking companies in an effort to improve their financial performance. This research aims to investigate the impact of digital transformation on financial performance as a proxy for banking company ROA by analyzing the various factors involved. The research methods used include literature studies and secondary data analysis to describe trends and patterns related to digital transformation and the financial performance of banking companies. Research findings show that digital transformation has a significant positive impact on financial performance (ROA) in banking companies. By paying attention to the challenges and opportunities associated with digital transformation, banking companies can take the necessary steps to harness the full potential of digital technology in improving their financial performance.

Keywords: AI-Assisted Learning; Physical Education; Skill Development; Educational Technology.

Introduction

In the current digital era, the need for digital transformation in various industries has become an important phenomenon that cannot be avoided. Especially like in recent years, when the whole world is facing the Covid-19 pandemic which requires major changes to lifestyles and the way companies work. Digital transformation is one of the main challenges facing businesses today (Saarikko et al., 2020). Digital transformation includes major changes that occur in society and industry through the use of digital technology (Agarwal et al., 2010; Majchrzak et al., 2016). At the organizational level, it is argued that companies must find ways to innovate with these technologies by designing a "strategy that embraces the implications of digital transformation and drives better operational performance" (Hess et al., 2016).

Digital transformation is a comprehensive term that describes an organization's ability to utilize digital technology to improve the efficiency and effectiveness of internal operations and external market offerings (Vial, 2019). Digital transformation also drives innovation beyond organizational boundaries into external innovation networks (Prince et al., 2014; Westergren et al., 2019). There is an increasing focus on digital business opportunities and strategies with practitioners and academics aiming to understand how companies can take advantage of digital opportunities and drive innovation and transformation across the company (Markus & Loebbecke, 2013; Westerman et al., 2014). The financial industry, especially banking to become one of the industries that moves quickly by continuing to improve services by utilizing digital technology so that it can continue to transform digitally.

Digital transformation in the financial services industry is a research sector that will have significant potential in the coming years because more entrepreneurs and more companies are involved in it (Karagiannaki et al., 2017). In recent years, the company's digital transformation shows an increase in the company's data processing capabilities, which allows companies to obtain data related to information quickly and accurately and make it more optimal. Digital transformation can expand the range of information available to companies, and management and operators can use the results of information analysis to make decisions in the process of implementing information.

In the digital era that continues to develop, digital transformation has become a key factor in the growth and success strategy of companies, including banking companies. The banking industry as an industry that is required to be responsive and fundamental in nature also needs to carry out digital transformation. Banking companies are largely adopting digital technologies to increase operational efficiency, improve customer experience and expand their market share. In this context, this research aims to investigate the effect of digital transformation on the financial performance of banking companies. Here, the financial performance used is ROA.

Materials and Methods

This section explains the theory, population, sample, variables used and their measurements, as well as the research model.

The RBV (Resource-Based View) theory is an important framework in management strategy which suggests that a company's internal resources are the key to achieving long-term competitive advantage. This theory explains that optimal use and management of resources will create competitive advantage

and increase company value (Wernerfelt, 1984). Resources are something that a company owns and controls, ranging from intangible to tangible resources, such as assets, individual abilities, technological knowledge, organizational processes, or information regarding the implementation of company strategies to increase efficiency and effectiveness (Penrose, 2009).

Population and Sample:
The population of this study is banking companies listed on the Indonesia Stock Exchange (BEI) for 10 years, from the 2013-2022 period. Purposive sampling was used to select samples. The sample consisted of banking companies that met the inclusion criteria, including the availability of financial data and digital transformation information, resulting in 430 research samples for 10 company years.

Research variables and measurements:
The variables and measurements used in this research are:
Dependent Variable (Y): Financial performance of banking companies: Return on Assets ROA,
Independent Variable (X): Digital transformation.
Digital Transformation is measured by the proportion of digital intangible assets to the company's total intangible assets in the current year.
Financial performance
ROA is = The ratio of the company's net profit to average total assets

Data and data sources:
Data comes from secondary data obtained from annual reports, financial reports and other reports published by banking companies registered on the IDX as well as data from other sources.

Data analysis:
The analysis used in this research is multiple linear regression analysis which is used to test the hypothesis in this research. The digital transformation variable is used as the independent variable, while the financial performance of banking companies is used as the dependent variable.

Result and Discussion

Table 1: t-Test

Coefficients[a]						
Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	0.012	0.002		6.280	0.000
	X DT	0.009	0.002	0.224	4.750	0.000
a. Dependent Variable: Y ROA						

From the test results above, it can be seen that the calculated t value is greater than the t table value, and the significant value is less than 0.005. It can be concluded that digital transportation has a positive effect on financial performance.

Uji F
This test is to see together the influence of the independent variable on the dependent variable

Table 2: F-Test

Coefficients[a]								
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Collinearity Statistics	
		B	Std. Error	Beta			Tolerance	VIF
1	(Constant)	0.012	0.002		6.280	0.000		
	X DT	0.009	0.002	0.224	4.750	0.000	1.000	1.000
Dependent Variable: Y ROA								

From the results of the F test, it can be seen that the significant value is 0.000. So it can be concluded that digital transformation variables influence financial performance. The first hypothesis in this research tests the influence of digital transformation on financial performance. The table above displays a significance number of 0.000 (significance 0.05) with a coefficient of 0.002 which can be concluded that the digital transformation carried out by the company will improve the company's financial performance. This is in line with the research results of Wang et al. (2022) where there is a positive influence of digital transformation on company performance. Research by Yin et al. (2022) also show similar results, where digital transformation can significantly contribute to improving financial performance by reducing production costs and increasing market share. The banking sector in Indonesia is experiencing significant changes, especially regarding the accelerated adoption of digital technology. Accelerating digital transformation is a form of adaptation to changes in people's behavior who are starting to rely on digital services. The increase in the amount of investment capital expenditure in the technology sector that occurred in the banking sector was accompanied by increased transactions and customer growth. Based on the regression results above, it can be concluded that the hypothesis is accepted.

Koefisien determinan

Table 3: Model Summary[b]

Model Summary[b]					
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	.224[a]	.050	.048	.02174	1.141

a. Predictors: (Constant), X DT
b. Dependent Variable: Y ROA

Based on the R square value, the value is 0.48, meaning that the percentage of digital transformation contribution is only 48%, while 52% is influenced by other variables that have not been tested in this research.

Conclusion

Based on the results of empirical research conducted on banking companies listed on the Indonesia Stock Exchange during the 2013-2022 period, it can be concluded that digital transformation has a positive

and significant influence on financial performance. These results show the importance of using and integrating digital technology in banking companies' business strategies to increase operational efficiency, product and service innovation.

Further research can be conducted to explore other aspects of digital transformation in the context of the banking industry, such as its impact on operational risk, product innovation and customer satisfaction. This will provide additional insight into how banking companies can leverage digital technology to improve their overall performance.

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Research on Health Education for Empty Nesters in Urban Communities of Aging Population

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Abstract

In this study, we used nesters in community as the research object, and used questionnaires, semi-structured interviews and participant observation as the preliminary research methods to understand the basic health conditions and health needs of the empty nesters. We also used group work as the basis to understand the health needs of the empty nesters in community. The group activities combined education and action to improve the health knowledge and practice of the empty nesters, to meet their needs for health education and health improvement, and to help them strengthen their knowledge of health and improve their health practice.

Keywords: Health education, Health improvement, Empty nesters.

Introduction

In 2024, The aging of our society is becoming more pronounced, and the size of the aging population group is becoming larger, as is the size of the group of empty nesters within cities. The lack of informal support for the empty nesters has led to a weakening of their ability to obtain other support. Based on the current health situation and health problems faced by the empty nesters in urban communities. Using the social work method of group work to provide health education social work services for the empty nesters in the community will help the empty nesters to awaken their health awareness and develop healthy behaviors, improve their health level and life satisfaction.

Studies on health risk factors in the elderly have been undertaken by the Institute for Health Metrics and Evaluation (2020a), demonstrating the dramatic change in important risk indicators since 1990. Human and social behavior, together with the pressures of urbanization and climate change, are all contributing factors. Increased vulnerability to disease results from factors including fasting blood glucose levels, body mass index (BMI), and exposure to particulate matter pollution (Muqtadar et al., 2012). From 1990 to 2019, infant nutritional waste has been the biggest cause of disability, even surpassing high systolic blood pressure. These top 10 risks caused 58% of all losses between 1990 and 2019. The majority of the behavioral and the metabolic risk factors in the DALYs are still associated with this age range, and there

hasn't been any discernible change in the mix of hazards over the previous almost three decades. Since 1990, DALYs have been steadily declining, with modifiable behavioral risk factors such as smoking accounting for 15.5% of the drop in 2019. 55% of people in the active-life-to-early-retirement age group in 2019 had at least one of the metabolic issues or behavioral concerns. Quitting smoking and lowering one's sugar and salt consumption are both good ways to enhance one's health and be ready for retirement (Alzheimer's Society, 2012).

Materials and Methods

The questionnaire is mainly composed of the SF-36 Brief Health Scale, the SWLS Life Satisfaction Scale, and the Group Activity Satisfaction Questionnaire. The semi-structured interview method was used to conduct informal interviews with the empty nesters according to the pre-prepared interview outline, and the details of the group activities were adjusted in time according to the actual situation, in order to obtain better group intervention results. The whole process of the research will be carried out through the observation method, and the observation method and interview method will be used to understand the current situation .

Result and Discussion

The results of the study show that the professional working method of group work would help empty nesters improve their health awareness, health ability and life satisfaction, alleviate their loneliness and depression, promote their social integration, and strengthen their sense of belonging to the community. At the same time, their quality of life has been improved and their health behaviors have been increased. Based on the situation that emerged in the course of the study and the results of the study, we believe that group work has certain advantages in conducting health education for empty nesters, and that urban empty nesters need health education services and health education is effective for them.

Conclusion

It is highly likely that this study's findings will provide empirical backing for the application of AI technology in the field of physical education. The results demonstrate the advantages of AI-assisted training, including increased engagement and improved skill development, which may persuade educators and school administrators to invest in the integration of AI. This change has the potential to totally revolutionize the area of physical education by offering training solutions that are more customized, inclusive, and effective. Artificial intelligence-assisted techniques represent a promising new frontier in the advancement of physical education. The aim of this study is to provide a thorough review of these technologies in order to contribute to a better understanding of their potential to improve athletic training. The results are expected to set the stage for the more widespread integration and efficient application of artificial intelligence in physical education programs, which will ultimately lead to the development of more effective and engaging learning environments for pupils.

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An Investigation of The Theory and Use of Educational Gaming as a Way to Advance Improved Learning Environments and Virtual Classroom Administration

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Abstract

The last several years have shown that gamification in learning organization has become a vital component of both conventional schooling and distance education throughout all levels of academic study. Because of the beneficial benefits that successful gamification tactics have on the motivation of students and the effectiveness of the learning process, more and more schools are adopting and implementing these strategies. This thesis provides a game-based teaching-learning environment, a method for integrating digital games into the learning-teaching process. The environment is built on e-learning of accounting skills, with a focus on the experiential learning approach. Because gamification is becoming increasingly popular at this level of education, the thesis's game-based virtual classroom has been utilized effectively in higher education for several years, and the number of students actively participating in the classroom has been growing semester after semester. There is a growing need for interactive material that makes full use of the possibilities presented by modern technological developments. Such material includes "serious games," often known as "educational games;" these are games or interactive programmes whose primary goal is to educate users in addition to entertaining them. This study examines the role of tutoring in serious games as a means of facilitating learning, discusses the kinds of skills and talents that may be acquired via playing these games, and explores many case studies of effective uses of serious games in education. Individual values must be united with those of society as a whole, and people must be ready to face the future's challenges at this time of financial, economic, and social crises. For these purposes, as well as for the effective and engaging transmission of information and values, serious games are an ideal medium.

Keyword: Learning-Management; Gamified Teaching-Learning Environment; Gamified Classroom; Learning Management Systems; Virtual Classroom Management; Game- Based Learning

Introduction

Online discussion boards are increasingly being used in schools as an alternative to the more conventional one-on-one instruction that has been the norm for many decades, if not centuries. The vast majority of students now have learned to anticipate this, which has resulted in a self-sustaining cycle of frustration and discontent with the virtual classroom. That virtual classrooms go beyond traditional (face-to-face) educational settings and include activities that cannot be carried out in a normal classroom is not the case, and it probably take some more years for this concept to become a widespread practise. When cutting-edge instruments are introduced to a sector of the economy that has depended for decades on tried-and-true practises, this kind of thing often occurs. For example, in the entertainment industry, this way of thinking has received widespread support. It wasn't until the year 1890 that the very first moving pictures were created, but even though they were all based on theatrical conventions, viewers and actors were already well acquainted with them. As a consequence of this, the initial movies were filmed on stages with fixed cameras, and the actors continued to depend on the skills they had gained during their time spent performing on stages. The first film to completely explore some of the possibilities that the new medium afforded was "The Great Train Robbery," which was produced in 1903 (Dirks, 2017). The picture was the first to be released in 1903. It was the first time that filming had taken place on site, and it introduced viewers to events that took place concurrently in a number of different locales. While these processes are now considered normal in the film business, it took quite some time for them to become the norm. According to the findings of this study, the application of virtual classrooms is still restricted by "tradition," as in the paradigm of the film industry. This is despite the fact that virtual classrooms have the potential to break free of the constraints that are imposed by conventional classrooms. In order to demonstrate this argument, Now I do a brief literature review on different types of online learning environments. In the next section, the observations and suggestions of teachers who have successfully integrated face-to-face education alongside or in instead of virtual classrooms. In the fourth and last section of this guide, provide the findings of a qualitative study that consisted of interviews with 21 educators who are experts in the implementation of virtual classrooms for higher education. This section demonstrates that even these educators are not making full use of the possibilities that are afforded to them by the use of virtual classrooms. The essay comes to a close with Section 5, which provides a summary of its most important topics.

Materials and Methods

Methodology and Research Plan

Methodological Approach

This research gives an empirical setting in order to analyse the theoretical relational path selected from the literature, and to test this by hypothesis. This is made possible with the assistance of the conceptual models that have been presented. Quantifying the facts is one of the goals of the conceptual framework. The research approaches and strategies that were used in the course of this investigation were quantitative in character. In spite of this, quantitative data could be useful for extra conceptual validation in any research method. In order to acquire insight into confirming the process of earning trust and commitment, quantitative data must first be collected and analysed. The suggested study makes use of quantitative data in order to identify the degree of significance in relation to quantitative information that investigates the phenomena.

Quantitative Research Design

The purpose of quantitative research is to describe and explain occurrences by quantitatively expressing and manipulating data. In the past several decades, it has found use in physics, biology, sociology, and even geology.

In addition, Cohen (1980) defines quantitative research as social research that employs empirical procedures and empirical assertions. He defines an empirical claim as a statement about how things really are, as opposed to how they "should be." Empirical evaluations are used in quantitative research, which often uses numerical expressions of empirical statements. To rephrase, an empirical evaluation is one that seeks to determine whether or not a certain programme or policy satisfies a particular criterion or standard.

Results and Discussion

A total of 550 questionnaires were distributed to the respondents. Out of this number 485 sets of the questionnaire were returned, and 472 questionnaires were analysed using the Statistical Package for social science (SPSS version 25.0) software.

Factor Analysis:

Confirming the latent component structure of a collection of measurement items is a common utilisation Factor Analysis (FA). The scores on the observable (or measured) variables are thought to be caused by latent (or unobserved) factors. Accuracy analysis (FA) is a model-based method. Its focus is on the modelling of causal pathways between observed phenomena, unobserved causes, and measurement error.

The data's suitability for factor analysis may be tested using the Kaiser-Meyer-Olkin (KMO) Method. Each model variable and the whole model are evaluated to see whether they were adequately sampled. The statistics measure the potential shared variation among many variables. In general, the smaller the percentage, the better the data was suitable for factor analysis.

KMO gives back numbers between 0 & 1. If the KMO value is between 0.8 and 1, then the sampling is considered to be sufficient.

If the KMO is less than 0.6, then the sampling is insufficient and corrective action is required. Some writers use a number of 0.5 for this, thus between 0.5 and 0.6, you'll have to apply your best judgement.

• KMO Near 0 indicates that the total of correlations is small relative to the size of the partial correlations. To rephrase, extensive correlations pose a serious challenge to component analysis.

Kaiser's cutoffs for acceptability are as follows:

A dismal 0.050 to 0.059.
• 0.60 - 0.69 below-average
Typical range for a middle grade: 0.70–0.79.
Having a quality point value between 0.80 and 0.89.
The range from 0.90 to 1.00 is really stunning.

Table10: KMO and Bartlett's Test[a]

KMO and Bartlett's Test		
Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		.880
Bartlett's Test of Sphericity	Approx. Chi-Square	325.968
	df	190
	Sig.	.000

In EFA, the first step is to make sure the data is adequate for factor analysis. As such, Kaiser argued that one should undertake factor analysis only if the KMO (Kaiser-Meyer-Olkin) measure of sample adequacy coefficient value is larger than 0.5. The information collected for this investigation has a KMO of.880. The significance threshold for the test of sphericity developed by Bartlett was also 0.00.

In this study, the result is significant which reaches significance with a p-value of .000 (which is less than the .05 alpha level). This means the "H2: There is a relationship between educational games to engage students and learning environment and virtual classroom" is accepted and the null hypothesis is rejected.

H02: There is no significant relationship between educational games to engage students and learning environment and virtual classroom.

H2: There is a relationship between educational games to engage students and learning environment and virtual classroom.

ANOVA

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	1761.705	15	117.447	290.196	.000
Within Groups	33.996	456	.405		
Total	1795.701	471			

In this study, the result is significant. The value of F is 117.447, which reaches significance with a p-value of .000 (which is less than the .05 alpha level). This means the "H2: There is a relationship between educational games to engage students and learning environment and virtual classroom" is accepted and the null hypothesis is rejected.

Conclusion

The classic chalkboard has given way to classrooms equipped with projectors and online education thanks to fast technological advancements. This work is revolutionary in that it introduces the notion of electronic learning in a classroom-like setting generated in the virtual world, hence removing geographical obstacles to education. The case study incorporates content from a computer graphics course titled "3D Graphics Programming." More student involvement and maybe more efficient learning may arise from the integration of online virtual learning environments into higher education. Individuals who are unmotivated by conventional methods of education would take an active role in righting their own wrongs and, more significantly, bolstering their self-esteem.

The outcomes of this research imply that incorporating aspects of gamification into more traditional teaching tactics may boost students' interest in and recall of the subject matter that they are being taught. When the "PaGamO" score goes up, the connection between the "PaGamO" score and the "MC" score goes up as well. The instructional strategies, the student's motivation, the organisation of the questions, and the content of the game all play a part in the learning that takes place with the learner. In addition, users of mobile devices are more likely to participate in educational gaming compared to users of personal computers and tablets. As a conclusion, it is recommended that more research be undertaken on the ever-increasing popularity of educational games as a direct result of developments in educational technology.

This thesis was written with the intention of adding to the existing body of research about the myriad of ways in which gamification affects individuals. More specifically, we investigated the ways in which the characteristics of students' personalities impacted our capacity to programme the students' engagement, learning, and behaviour via the use of points, ranks, and badges. This was done by conducting empirical research in which students in a programming class used either a gamified or non-gamified version of a programming learning environment. The results of the study showed that students performed better while using the non-gamified version.

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Teaching English for Specific Purposes in Vocational University: Teachers' Attitude and Practices

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Abstract

Quantitative and qualitative methods were used in the investigation to compile the data for this article. The study's overarching goal is to improve peoples' understanding of teachers' opinions on English teaching in vocational settings, how those views play out in teachers' everyday practices, and how teachers' students feedback in school shapes those views. 120 vocational university students from four different disciplines in the took part in the study, all of them were in their third year of the study. The four majors represented here were accounting, industrial processing, machine technology, and civil construction. Data was collected using a variety of methods, including semi-structured interviews, notes taken during discussions, and classroom observations. After that, the data was separated in a logical order. It's often assumed that an ESP (English for Specific Purposes) teacher at a vocational university is the same as an English teacher at a conventional university. This is because ESP teachers need a certain skill set and body of knowledge. This research shows how difficult it may be for educators to attempt new approaches in the classroom. The end outcome proves these rationales. There might be a disconnect between classroom instruction and real-world application because of issues including student population, workload, textbook incompatibility, and individual requirements.

Keywords: Classroom Practices; Teacher's Belief; Teaching English; Vocational School

Introduction

The use of digital technology in education has received attention, with studies demonstrating that educational institutions are increasingly using smart devices to enhance teaching and learning quality. Concerns have been expressed over the possible effects on students' cognitive, social, and emotional development, however. Critics contend that if students don't use these gadgets to their maximum

potential, they can be exposed to inappropriate information and programming, which might cause vision and concentration problems. Research indicates that, in spite of these worries, digital tools are fostering greater information organisation, problem-solving, communication, and idea sharing in young students. Although the Chinese government has placed a strong emphasis on the use of digital technology in the classroom, infrastructure and tools alone were not sufficient to create the changes required for a multimodal learning environment. Research indicates that educators mostly use digital tools to bolster conventional approaches to teaching and learning, however they also foster deep understanding and critical thinking. Detractors claim that since deep learning isn't given enough attention, these strategies aren't innovative or effective (Alafouzou et al., 2018). English proficiency is crucial for better job prospects, academic opportunities, and a global outlook. However, the current English teaching methods in these schools are flawed. Beduk (2016) highlights the significant issue of poor English comprehension, leading to stunted intellectual development and dissatisfaction among students. Nasihin (2022) notes that the modern corporate environment suffers as recent graduates struggle with English. Shifting the focus from grammar to practical language skills relevant to students' careers could address these issues effectively.

Specifically, this study set out to investigate the potential uses of digital technologies like iPads, Smart TVs, and mobile phones in higher education in order to better understand the pedagogical and instructional practices that can be implemented in these environments. The purpose of this research is to document the pedagogical methods of Chinese instructors who utilise digital technologies to improve their students' learning and to provide a comprehensive picture of the present state of digital technology usage in formal education in China. A complete picture of the problem may then be painted by doing this. Thanks to this, researchers are able to provide a precise picture of how these technologies are now being used. This research was detailing various learning activities and teaching strategies that make use of digital technology; they served as examples and inspiration for how teachers and professors across all levels of education utilise these tools. Although these approaches may place the demands of the Victorian curriculum in perspective, they also have the potential to create more interesting and interactive learning experiences that use digital technology to help students achieve their objectives (Alharbi et al., 2018).

The objectives of the study are,

- To find out how digital technologies used in Chinese universities nowadays to enhance the education of young people.
- To find out what pedagogical opinions Chinese university lecturers have about used digital technology with younger students.
- To investigate what educational approaches Chinese university instructors use when it comes to using digital technology with younger students.
- To find out what educational benefits may digital technology provide to young Chinese university students.

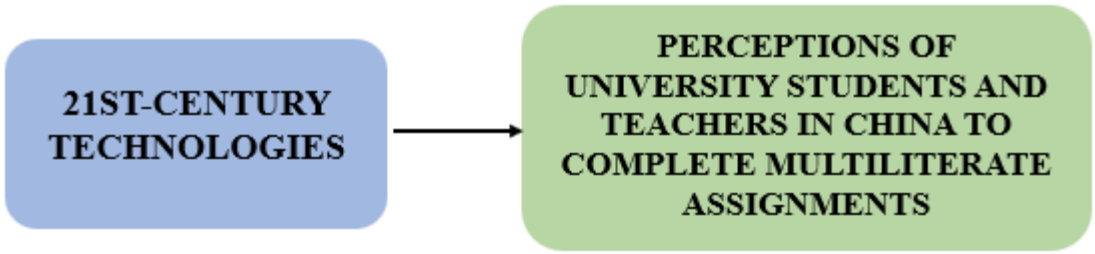
Materials and Methods

Research Design

This research uses a qualitative methodology and a constructivist paradigm to investigate how digital technology like as iPads, Smart TVs, and Smartboards are implemented in China. Primary data was acquired via instructors' interviews, university observations, and students' digital artefacts. The data

analysis was conducted using the Learning by Design paradigm. The research attempts to provide a deeper comprehension of the patterns that emerged from examining university observation data from many angles. Constructivist effects on the research design are examined, along with the goals, questions, and settings of the study. The location of the research, the participants, and the protocols for obtaining permission from the institution, students, and parents are all included in the methodological justification. An overview of data gathering, and analysis techniques is also included in the paper. The study's weaknesses and ethical issues are also addressed. Approximately 124 young students from four learning communities took part in the study. The majority of students in the learning communities under observation had iPads. Five classroom instructors and one specialised teacher agreed to be interviewed as part of the study effort, which included eight teachers in all. Every instructor had a laptop and a smartphone for personal and educational usage.

Conceptual Framework



Results and Discussion

To better comprehend individual experiences and build intricate narratives, academics often turn to the powerful tool of thematic analysis. The steps include open code, sorting, and theory. Study participants' field notes from classroom observations and the researcher's own thoughts were used to continually analyse data. They used Excel to organise the interview data, and they drew on the students' digital artefacts to describe telhe learning tales. Themes like "I-Ready," "Learning by Design," and "Activities mediated by technology" arose. During the second phase of coding, the data was reflected upon iteratively and connected to relevant literature and the Learning by Design framework in order to answer research questions. For instance, by using the Learning by Design framework, students' iPad interactions focused on comprehending the processes of knowledge. Collaboration found were "learning iPads and applications," "using digital technologies safely," "drill and practise," "documenting," "collaboration," "online collaboration," and "creating." While doing the theme analysis, NVivo proved to be an invaluable data management tool for assigning labels and creating groups of nodes. Data from interviews was classified according to the categories used to create the questions; the most prominent topic was the use of digital tools in the classroom. Based on discussions with Foundation Year teachers, the phrase "I-Ready" was created to highlight the need of preparing students for successful use of iPads and apps during their first year of university. Instructors created lesson plans that encouraged students to experiment with the Seesaw interface's digital sketching, uploading, and shooting features, which include the experiencing dimension. Immersion of students in new information and experiences using iPads and programmes, such Seesaw, Literacy Planet, and AirPlay function, is emphasised by the Learning by Design framework. Teachers of Foundation Year students felt that developing young students' fundamental digital literacy was a key tactic for ensuring that digital technologies were

successfully implemented. The extent to which students utilise digital devices depends on their cognitive development. The majority of young students are still in the pre-operational stage of development and struggle to comprehend abstract and complicated concepts. Furthermore, students' use of digital technology is "bound" by their growing critical thinking, reading, writing, problem-solving, and creative abilities. During Term 2 of the 2016 university year, Kelly's art teacher's class participated in a learning project where students used iPads to take high-quality pictures for the Foundation Year learning community.

Conclusion

This research on the use of technology in the classroom with undergraduates in China is summarised in this last chapter. At the outset, researchers provide some thoughts on the study's methodology and stated goals, and then the researcher summarise the results. This study adds to the existing body of knowledge, and researchers go over its implications for university, educators, and lawmakers before wrapping up some recommendations for future studies. The research found that after implementing multiliteracy models into their lessons, university students' ecological literacy skills improved considerably. As a whole, the multiliteracy learning paradigm received rave reviews from the students. Learning the steps of the multiliteracy model is something that most students are enthusiastic about and look forward to. This indicates that the multiliteracy approach significantly influences the development of students' knowledge and skills in environmental literacy. Improvements in student learning activities, development of ecologically responsible behaviour, and skill training are all possible outcomes of implementing the multiliteracy learning paradigm into the classroom (M Shariff et al., 2020). An appreciation for the creative and inventive nature of the educational process has been elucidated by this study. It is important to note that all students have the potential to learn and demonstrate their full potential when presented with the following learning paradigm, which assesses multiliteracy. In order to provide an alternative to traditional environmental education in university, particularly in China, this research empirically establishes the efficacy of multiliteracy learning models in enhancing students' ecological literacy skills (Adams, 2019). Future research should investigate the long-term effects of multiliteracy models on ecological literacy among university students in diverse educational settings. Additionally, exploring how these models impact other areas of student development, such as critical thinking and collaborative skills, could provide a comprehensive understanding of their benefits. Studies could also examine the integration of technology with multiliteracy approaches to further enhance learning outcomes. Finally, assessing the adaptability and effectiveness of these models across different cultural contexts could inform global educational practices.

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Diseases Caused by Faulty Gene Expression. There are Several Hereditary Diseases that May Be Entirely Cured if Detected and Treated Early Enough

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Abstract

Many genes and environmental factors often work together to cause a disease. The identification of significant genetic factors is useful for both medical (by aiding drug development and personalised therapy) and scientific (by shedding light on mechanistic and evolutionary aspects of illness) purposes. Linkage analysis (which joins loci that have a propensity to be inherited together) and association studies are two of the many genetic methods that have shown correlations between illnesses and particular sections of the genome (mapping correlation between alleles at different loci). Several hundreds of genes are examined in these types of studies, much too numerous to be tested experimentally as potential disease genes. The use of computer methods to assess the possibility of individual genes within a certain chromosomal area being disease genes is thus quite useful. Many diseases' susceptibilities have been demonstrated to a fair degree. changes in the rate at which genes are expressed in various cell types. In instance, if a gene or gene cluster is more common in sick individuals than in healthy people, it's likely that the gene plays a role in illness. Microarray studies were the major method for detecting the differences in expression levels.

Keywords: Gene Expression; Hereditary Diseases; Genetic; Disease

Introduction

When most people think of diseases with genetic origins, they typically imagine rare, single-gene disorders like cystic fibrosis (CF), phenylketonuria, or hemophilia (for example, inherited predisposition to breast cancer). There may be hundreds of rare diseases, but around 80% of them have their roots in a person's genes. One in every seventeen persons suffers from a rare illness due to the epidemic of rare illnesses. All disease processes, including the most common ones, are influenced to various degrees by the huge variances in their DNA. One or more of these factors may raise a person's risk of developing a certain disease (for example, a specific kind of cancer), while simultaneously decreasing their risk of developing a different, unrelated illness (for example, diabetes). Many diseases have environmental causes, such as poor diet and lack of exercise in the case of diabetes, but the ways in which each person's cells and body respond to these variables may differ based on their unique genetic makeup. Their susceptibility to pathogen infection is governed by their genes, and there is a wide range of responses to infection. In addition, environmental factors may have a role in the development of most malignancies since these diseases result from cumulative genetic abnormalities over the course of a lifetime. Knowledge of genetics and the whole human genome, as well as its variation in the general population, is necessary for a complete understanding of disease processes and paves the way for therapeutic interventions, preventative measures, and beneficial therapies (Jackson, 2018).

The development of many diseases is dependent on interactions between several genes and various environmental factors. The identification of the relevant genetic factors is useful for both medical (by simplifying drug development and personalised treatments) and scientific (by revealing mechanistic and evolutionary aspects of illness) purposes. Linkage analysis (which joins loci that have a propensity to be inherited together) and association studies are two of the many genetic methods that have shown correlations between illness and particular sections of the genome (mapping correlation between alleles at different loci). Several of the chromosomal areas studied include hundreds of genes, much too numerous to be tested experimentally as potential disease genes. (Zhao, 2015).

Materials and Methods

Sampling: The subjects in this study were 600 patients sampled from the total population of the Gene Expression.

Data and Measurement: The data were collected during March to May of the annual year 2022. Gene expression was required. Questionnaire was distributed and quantitative analysis was implemented.

Statistical Software: MS-Excel and SPSS 24 were used for Statistical analysis.

Statistical Tools: Descriptive analysis was applied to understand the basic nature of the data. Validity and reliability of the data were tested through Cronbach alpha.

Results and Discussion

Factor Analysis

A collection of measurement items' latent component structure is often confirmed using factor analysis (FA). The observed (or measured) scores are thought to be explained by latent (or invisible) elements. The core of accuracy analysis is modeling (FA). The KMO value from this study was .973, or the data that was used. The significance threshold was also confirmed by Bartlett's test of sphericity to be 0.00.

Test for Hypothesis

The independent variables and dependant variable have a very significant predictive association (F (5, 94) = 10496673816440674, p.0005). The basic equation that may be used to anticipate disruptive technology based on Albinism, Angelman syndrome, Apert syndrome, Cystic fibrosis: The likelihood of including essential components, Gene Expression= 1.677+ (9.343E-7 x H1_Mean (Albinism))

Model Summary

Model Summary[b]					
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	1.000[a]	1.000	1.000	.000	.625
a. Predictors: (Constant), H1_Mean,					
b. Dependent Variable: Sum					

ANOVA

ANOVA[a]						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	55705.310	4	13926.327	10496673816440674.000	.000[b]
	Residual	.000	95	.000		
	Total	55705.310	99			
a. Dependent Variable: Sum						
b. Predictors: (Constant), H1_Mean,						

Conclusion

Several categorization methods have been developed in an attempt to define CRC cancer based on gene signatures. CMS1 represents MSI immune activation, CMS2 canonical WNT and MYC activation, CMS3 metabolic dysregulation, and CMS4 EMT high and immunological inflammation as distinct molecular subtypes of CRC.This paradigm for identifying specific tumour types allows for more targeted therapy interventions.

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Improving Internet Skills: The Role of Gender, Age, Education, Internet Experience, and Time Spent Online in Relation to Ability to Understand and Use Various Types of Online Content and Mediums

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Abstract

This study aims to determine whether or not there is a correlation between demographic variables (such as age, education level, time spent online, and internet competence) and the medium and content preferences of audiences. Due to the increasing importance of the internet in people's daily lives and the rapid development of new technologies, it is crucial to understand the factors that affect people's level of comfort and familiarity while navigating the web. Differences emerge across demographic factors such as age, education, internet familiarity, time spent online, and skill with various forms of media and material. This study contributed to an expansion of the previously established skill framework by adding communication Internet capabilities to the operational, formal, informational, and strategic categories. They investigated several forms of aid that help people get by when they don't have the necessary abilities. Further, they investigated if Internet proficiency is indeed necessary for realizing benefits from using the internet, and whether the usage of assistance resources could mitigate these advantages. The results of a large-scale poll classified respondents into three separate support groups: independent voters, social support seekers, and formal assistance seekers. The improved ability to communicate seems to be a valuable feature, since it has a major impact on effective use of the Internet. Effective use of online communication tools may help users get the most out of their time online despite their lack of in-depth subject-matter expertise. The result would be a significant increase in individual freedom for Internet users.

Keywords: Internet Literacy; Internet Proficiency; Online Competence; Online Safety and Privacy; Internet Experience

Introduction

The idea of the digital divide is based on a comparison of relative inequity. This belief holds that there are considerable advantages to using a computer and the Internet, and that not using them has unfavorable effects. In contrast, wealthy nations now have significant levels of home Internet penetration. As a result, it is believed that a division that is expected to focus on a great amount of more complicated factors and interactions has replaced the binary categorization of availability regarding tangible access. A more nuanced understanding of the digital divide has emerged, and there are several conceptualizations of how to conduct the research on it. Varying digital skill levels are one of the most crucial elements in these conceptions. Social changes need the development of new skills, particularly those that pertain to the Internet, one of the most vital forms of communication in modern life. The adoption of an Internet skills definition that considers medium- and content-related abilities is the distinctive contribution of this work, as will be further detailed in the next section. It will become evident that this difference is crucial and offers a fresh perspective on internet abilities (Bhuiyan, 2016).

Observational studies rather than surveys using questions that allow respondents to estimate their own abilities are used to evaluate Internet skills in addition to using a thorough definition. Use of survey questionnaires reduces the validity of epidemiological studies, which examine real performances. The term "distance online education" refers to a procedure in which there is a separation between the person delivering the teaching and the person receiving it, according to all educators working in this sector. Both distant learning and distance teaching are included. Distance education has become the most common form of instruction because of time constraints and other life constraints. for people receiving lessons and gaining information in their area of interest. Particularly for adults who could really continue their conventional education in classes eyes with their teachers, the new diversified technology gadgets have made it possible for individuals to exchange knowledge and make instructional and educational procedures feasible without time and distance limits. As a result, practically all institutions throughout the globe today offer remote education, either entirely or in part, in nearly all subject areas and skill-development programs. Many thanks to remote learning, which allowed individuals to acquire specialized training they otherwise would not have had access to. The most common form of giving teaching nowadays is via the world's linked network called the World Wide Web. Various Universities use various strategies to give direction to faraway students (Biyani, 2013).

The objectives of the study are,

- To determine whether online education can withstand natural catastrophes and the spread of the Corona virus；
- To describe the advice and guidelines for making the most of online education in times of crisis；
- To contribute to a deeper understanding of how internet skills are shaped by various factors ；
- To identify potential areas for improvement in digital literacy education and training programs.

Materials and Methods

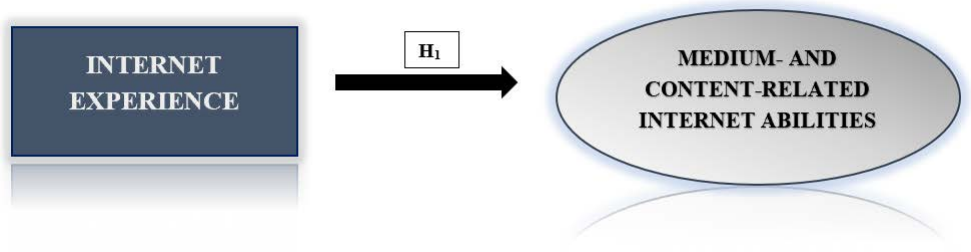
The study uses a quantitative research method. Rao-soft software was used to estimate the sample size of 963. A pilot study was conducted with the questionnaire using a group of 20 students from China, and a total of 1007 questionnaires were distributed to the respondents,

who were selected in a systematic random sampling manner. Out of this number 986 sets of the questionnaire were returned, and the final study was conducted with the questionnaire on a sample of 912 students.

In the questionnaire, Likert scale was used by the researchers to collect the information about students' preferences for both online and traditional course learning. The survey began with a series of "control" questions on the respondent's demographics and their level of familiarity with online vs. offline study.

The data were analysed using the Statistical Package for social science (SPSS version 25.0) software. Factor analysis was used for testing the validity of the research data. ANOVA test was used in the hypothesis testing.

Conceptual Framework



Results and Discussion

Factor Analysis

This demonstrates the validity of assertions for sampling purposes. To further verify the relevance of a correlation matrices, Bartlett's Test of Sphericity was performed. Kaiser-Meyer-Olkin Sampling Adequacy Value is 0.959. The p-value for Bartlett's sphericity test was determined to be 0.00. Bartlett's test of sphericity showed that the correlation matrix isn't an identity matrix, with a significant test result.

Table 1: KMO and Bartlett's Test

KMO and Bartlett's Test		
Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		.959
Bartlett's Test of Sphericity	**Approx. Chi-Square**	6524.517
	df	190
	Sig.	.000

Test for Hypothesis

Based on the above discussion, the research formulated the following hypothesis, which will analyse the relationship between Medium and Content Related Internet Abilities and Internet Experience.

“H01: There is no significant relationship between Medium and Content Related Internet Abilities and Internet Experience.”

“H1: There is a significant relationship between Medium and Content Related Internet Abilities and Internet Experience.”

Table 2: ANOVA test H1

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	301.375	218	5784.062	105.587	.000
Within Groups	103.375	481	26.848		
Total	404.750	699			

Conclusion

The goals of this research were to determine (1) implications of accessible technology on traditional reading skills, (2) how it improves students' capacity to take in and convey text in a broader perspective, and (3) how it affects students' encouragement for coursework and reading. Numerous studies have indicated that students who use TTS or another kind of technology in the classroom are able to improve their phonemic awareness without engaging in decoding exercises. Similar results were obtained in this investigation. Students showed growth comparable to that of a control group getting "treatment as usual" and to that of a normal group of kids of the same age. Both the pupils and his parents acknowledged the findings showing a progress in comprehension. The second goal was to see whether they improved at digesting and conveying texts, and the findings were not as clear. The evaluations used for this purpose fell short of completely measuring their intended targets. Students' test scores and their own and their parents' assessments of their performance revealed, however, that they had improved their speed with technology and their ability to listen to and understand a text. It is unclear, however, whether or whether the capacity of children with reading and writing disabilities to assimilate and communicate material using assistive technology truly develops written language competence when compared to more conventional ways. Several studies have stressed the significance of intrinsic motivation in the classroom, especially for children who struggle with reading and writing. Thirdly, assistive technology was essential in increasing students' interest in reading and their engagement with academics more generally. Parents acknowledged that their children felt more confident in their ability to handle academics. Several students said that listening to a text helped them better understand its meaning, and that this method of "reading a text" was generally well-received by both their peers and their instructors. Finally, what does this research contribute toward closing the current void in the field of mobility aids and written language difficulties? When used appropriately, assistive technology may help people of all abilities improve their reading abilities. Most of the research done on the advantages of employing technological aids has been on its impact on decoding and reading skills. This research adds to the literature by including the primary goals of writing and reading: comprehension and expression. To integrate the material and have an equal voice in the conversation.

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An In-Depth Look at the Problems and Solutions Encountered by First-Year Principals in the Realm of School Administration

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Abstract

The purpose of the study is twofold: first, to compile a list of the challenges that are faced by first-year school administrators; and second, to make use of these challenges as a jumping off point in order to come up with different strategies that may be used to overcome these challenges. The design of the study drew mostly from different qualitative research approaches, and content analysis was used to examine the results of the study. On the basis of the data that was collected, the challenges that school administrators encounter have been divided up into five distinct categories. The most significant barrier consisted of the schools' deteriorating physical conditions. Following it came problems with various school stakeholders, followed by problems with education policies, then administrative problems, and eventually financial problems. Administrators at the educational institution came up with a wide selection of answers to these difficulties. Principals have suggested the following solutions to the issues that are currently confronting schools: increasing school funding, improving school facilities, developing training programmes for aspiring principals, enabling principals to earn master's degrees, and establishing formal mentoring programmes for aspiring principals.

Keywords: Qualitative Research; Inexperienced School Administrators; Administrative Issues; Educational Challenges; The Educational System

Introduction

Given the importance of their role, researchers from a wide range of countries have focused on how best to choose and train school leaders. The principal has the primary responsibility for ensuring that all students get an adequate education. Experts agree that principals play a crucial role in schools because of the unique management tasks that fall within their purview. The primary duty of the principle is to

ensure that the school is being run in a way that advances the school's stated mission. In the course of their work, school administrators must work with a diverse range of people who have different perspectives and expectations. As a result, not only do principals now have a heavier workload, but the complexity of their position has also grown. This is an inevitable result that calls for a greater investment of time and energy on the part of the school principal. The core characteristics that are expected from a principal are defined with relation to the leadership talents that they possess. When school administrators utilise their leadership skills to investigate and implement suitable solutions to problems that develop within the school, everyone benefits. Therefore, they are often tasked with playing the role of team leader or corporate management. In this context, leadership abilities, namely the recognition of the school principal's leadership behaviours, are linked to the analysis of issues, the making of decisions, and the implementation of solution plans. Principals' leadership styles have an immediate and direct effect on all members of the school community, including educators. The relevance of the principal's position at a school increase as a result. The current model of education is experiencing a radical shift. Decentralised educational systems have resulted in an increase in the scope of a school principal's duties. Principals should reach out to their communities because of the increasing complexity of today's educational environments. Communities so that they may take charge and run things efficiently. These changes have made school administration more challenging and laden with new challenges. The administration of an educational institution faces principals with a multiplicity of issues emanating from a range of sources. Educational institutions need leaders who can help them address these challenges. This person holds the position of principal at the institution. Academic greatness in a school is impossible to attain without the strong leadership that is the principal's role. This highlights the fact that good leadership is perhaps the most crucial factor in a school's success (Reich, 2016).

“Principals are primarily responsible for making sure all pupils get a high-quality education. Principals play a vital part since they perform specialised management duties. The principal's main responsibility is to steer the school in the direction of its stated goals.” A principal's major tasks and obligations are stated in terms of their leadership ability. Principals have the opportunity to use their leadership skills in the educational setting by analysing problems and coming up with effective solutions. Because of this, they are sometimes required to take on the tasks of a manager or the leader of a team. Problem analysis, decision making, and the application of ways for addressing the issue at hand are some of the recognised leadership attributes of a school principal. In a classroom, the manner in which a principal exercises leadership is felt by all parties involved, including students, staff members, and teachers. The significance of the responsibilities that principals play in schools is brought into focus by this (Nunan, 2014).

The objective(s) of the study are,

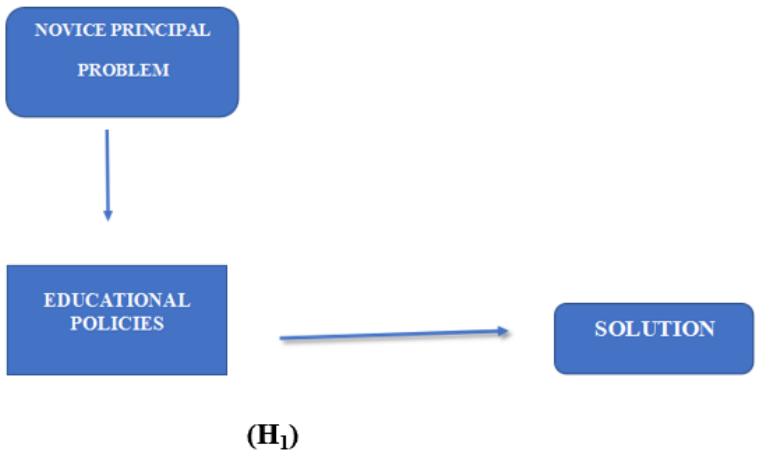
- To find out challenges faced by novice principal in the school.
- To evaluate the most important duties novice principal of school management.
- To analyse that novice principal can motivate students in the school.
- To find the role of principals in motivating students to learn.

Materials and Methods

As the study's major purpose was not to test hypotheses but rather to acquire insight into the viewpoints of principals, a qualitative research technique was employed. The purpose of qualitative research is to "grasp the meaning individuals have formed," or how people make sense of their lives and the world.

The purpose of qualitative studies is to provide insightful explanations for social phenomena. In this research, content analysis was used to examine the textual material. Data topics may be easily identified, analysed, and reported thanks to content analysis. This allows the researcher to better organise and interpret the data. Traditional content analysis focuses on frequency of occurrence to determine the significance of a given word, phrase, or topic. This kind of analysis works particularly effectively with texts like newspaper stories and responses to open-ended inquiries. After the data collection phase was complete, content analysis and coding were carried out. The research used an open-ended question survey format to collect textual data. The inquiry form was split into two sections. The first series of questions aimed to collect basic demographic data from the participants, such as their age, level of experience, and so on. The second section consisted of two open-ended questions. The data acquired in qualitative investigations may be analysed with the use of software. In addition to the tried-and-true pen and paper technique, researchers may use software such as Atlasti, Nvivo, Ethnography, and MaxQD to conduct qualitative analysis of even the biggest datasets.

Conceptual Framework



Results and Discussion

Researchers selected 76 universities and colleges at random. I then phoned the schools, educated the principals about the research's aims, and questioned whether or not their institutions fit the standards of the study. Only 32 of the 76 principals who were eligible to participate actually did so, with 4 declining due to other commitments. This is why we were able to recruit 28 school principals to take part in the study. Researchers scheduled their visits to schools at times convenient for both them and the school's administration. At the first meeting, researchers went over the objectives and procedures for the study. The next step was to provide forms with open-ended questions to the principals and have them respond as thoroughly as possible. The documentation was requested to be filled out by principals within a week's time. Before leaving the school, the researchers arranged a time with the principal to come back and collect the questionnaires. According to the findings, the median age of the principals who answered the poll was 42 years old. Participants had an average of 11 years of teaching experience, with at least three of those years spent in administrative roles.

Participants proposed a total of 195 original approaches to the problems at hand. It's evident that problems with school buildings are a major source of tension for school principals and superintendents.

The absence of suitable educational facilities is considered a severe concern by 32% of respondents (n=62). The second difficulty principals have is dealing with the school community. This includes the kids, the instructors, the parents, and the assistant principal. The school community as a whole accounted for 28% (n=54) of the participants' responses. Third place went to problems associated with school policy. The percentage of replies relating to this topic was 22% (n=43). While financial questions got the fewest replies (n=24), administrative questions garnered the most. Only 12% (12/100) of those who participated in the survey had anything to add. When it comes to school facilities, inexperienced administrators often have the greatest trouble. Problems in this area also make it difficult for principals to carry out their administrative responsibilities.

Conclusion

The study shows the difficulties encountered by new school administrators via quotes from the participants themselves. This method is useful for addressing systemic flaws in education and updating regulations pertaining to principal training. Recent research found that first-year school administrators confront problems including poor physical facilities, strained relationships with other staff members, and financial difficulties. Every time they try to overcome these obstacles, they feel completely alone. The lack of sufficient infrastructure in their schools is the primary difficulty faced by principals. For instance, they may have trouble organising activities if not enough classrooms, sports arenas, or other facilities are available. There must be immediate action taken to improve classroom infrastructure and lower student enrolment. The second most important problem is maintaining positive relationships with kids, teachers, assistant administrators, and parents. The teacher in charge may have conflicts with some of these people. The establishment of performance measures for teachers and other personnel, as well as the provision of relevant in-service training for principals, are all viable answers to these challenges. Principals seek advice from professors throughout their education, and they want to talk to a seasoned leader in the field before beginning their first job. This illustrates that teaching a principal and supplying them with in-service training are very effective practices to apply in an educational context.

Future research could focus on complementing the qualitative findings of this study with robust quantitative analyses to provide a more comprehensive understanding of the consumer market. Researchers could focus on developing cost-effective and time-efficient quantitative methodologies to overcome the limitations encountered. Additionally, integrating mixed-methods approaches could enhance the reliability and validity of the results, offering a balanced perspective that leverages both qualitative insights and quantitative rigour.

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An In-Depth Analysis of Strategies to Boost Employee Engagement and Foster Business-To-Business Collaboration for Revenue Growth in Organizations

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Abstract

In the course of its exploration, the study brings to light inherent challenges in the implementation of initiatives designed to enhance employee engagement and foster business-to-business collaborations. These challenges encompass resistance to change, resource constraints, and communication barriers. Nevertheless, the study emphasizes the critical nature of overcoming these obstacles for the successful realization of goals related to employee engagement and business-to-business collaborations. This case study delves into strategies aimed at bolstering employee engagement and fostering business-to-business collaboration as means to augment organizational revenue. The primary objective is to scrutinize the influence of initiatives geared towards improving employee engagement and cultivating business-to-business collaborations on the generation of revenue. The study underscores that initiatives targeting heightened employee engagement, encompassing endeavors such as training and development programs, recognition and reward schemes, and advanced communication tools, wield a positive impact on employee motivation and engagement. Concurrently, initiatives dedicated to cultivating business-to-business collaborations, including joint marketing endeavors, cross-functional teams, and regular communication channels, are identified as contributors to increased revenue generation. The case study underscores the pivotal role of elevating employee engagement and fortifying business-to-business collaborations in the pursuit of augmented revenue. To this end, the study advocates for organizations to adopt a systematic approach, involving a comprehensive needs assessment, strategic development, implementation, ongoing progress monitoring, employee recognition and rewards, and a commitment to continuous improvement.

Keywords: Employee Engagement; Marketing Initiatives; Reward Programs; Revenue Generation; and Business-To-Business

Introduction

In today's business environment, organizations must have a passionate, motivated, committed and engaged workforce to succeed and maintain a competitive edge. There is no doubt about it: employee engagement is of the utmost importance. Robinson (2017) states that highly engaged employees are passionate about their roles and their energy contributes significantly to a company's competitive advantage. However, attracting, developing and retaining highly engaged employees is a significant challenge. This is because there is a clear discrepancy between what employees expect and what organizations offer. This gap makes it a complex and critical challenge for organizations to attract, develop and retain actively engaged employees. Employee engagement affects individual performance and the effectiveness of the business as a whole. Employees who are fully engaged in their work demonstrate higher levels of enthusiasm, dedication and productivity. They often go above and beyond the basic requirements of their roles. They are not just satisfied with getting things done; they actively seek ways to improve the quality and efficiency of their work, thereby bringing greater value to the company. In this research, we will explore strategies to enhance employee engagement and analyse how these strategies can drive organizational revenue growth by fostering business-to-business collaboration.

Defining employee engagement is challenging due to varying interpretations by academics, consultancies, and organizations. Kahn's foundational definition describes engagement as the "harnessing of organization members' selves to work roles," where employees express themselves physically, cognitively, and emotionally. Engaged employees show high energy, pride, and involvement in their work. According to the Institution of Employee Studies, engagement is a positive attitude toward the organization and its values, emphasizing the need for a contextual understanding across diverse companies (Reissová, 2017). The Chartered Institute of Personnel and Development highlights engagement as focusing on tasks, feeling positive about one's role, and demonstrating commitment (CIPD). Corporate perspectives, like those from ING and Heineken, focus on adaptability and mission alignment. Ultimately, both academic and corporate definitions converge on the view that engaged employees are essential for organizational success, contributing significantly through their commitment and actions (Robinson, 2019).

The objectives of this thesis are:

- To investigate the specific influence of employee engagement on organizational revenue.
- To analyse the combined implementation of employee engagement and business-to-business collaboration.
- To Identify and analyse factors within employee engagement and business-to-business collaboration that contribute significantly to revenue enhancement.
- To Contribute to the existing academic discourse on the interplay between employee engagement, business collaboration, and revenue generation.

Materials and Methods

This study employed a cross-sectional research method. A total of 750 questionnaires were distributed, and 709 were returned, with a valid sample of 706. The data were collected through questionnaires and interviews using a Likert scale with options such as "Strongly Agree", "Agree", "No Opinion", "Disagree" or "Strongly Disagree". The data were analyzed using the Raosoft tool, and the reliability of the data was tested by Cronbach's Alpha, which showed good internal consistency. Our research design included a strategy development process. This involved developing a plan through a needs analysis to

implement strategies to enhance employee engagement and promote inter-firm collaboration. The effectiveness of these strategies was assessed through regular surveys and interviews.
My research design was systematic and scientific, and I ensured the reliability and applicability of our findings through rigorous data collection and analysis methods.

Results and Discussion

Results 1
The table presents the results of the KMO and Bartlett's test, which confirm that the data are suitable for factor analysis. This indicates that there is a meaningful correlation between the variables.

Results 2
Factor Analysis: The purpose of this process is to validate the underlying structure of the measurement item and to ensure the reliability of the data.

KMO and Bartlett tests: 1. The KMO value of 0.896 indicates that the sample is suitable for factor analysis. 2. The p-value of 0.000 for the Bartlett's test indicates that the correlation between the variables is significant and suitable for factor analysis.

Conclusion

Investing in employee motivation is an investment in the success of the organization. It brings tangible and intangible returns. It is time to change the way employee recognition is viewed. It must become a strategic tool for organizational growth and sustainability. Research proves that organizations that invest in employee well-being and motivation will see long-term benefits, including increased productivity, profitability and employee retention, and reduced turnover costs.
Future research should aim to enhance generalizability by including diverse industries. To mitigate bias, supplement self-reports with objective measures. Prioritize larger, representative samples for more conclusive results. Extend study durations for long-term impact evaluation. Incorporate analysis of external factors like economic fluctuations. Ensure internal validity by including control groups to isolate engagement effects. These steps will improve the reliability and applicability of findings regarding employee engagement approaches and revenue impact.

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An Investigation on the Growth of Educators' Creative and Professional Capacities

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Abstract

Participating artists and artist-teachers in two arts education professional development programs, one on a national level in Canada and one at the state level in the United States, are the subjects of this study. Through collaboration with artists and arts organisations, both programs seek to assist classroom instructors in cultivating arts-integrated pedagogical practices. This article describes the experiences of artist-teachers and artists who had participated in the programs for a minimum of two years. It is based around survey data and interview with administrators, instructors, artist-teachers, and students. The research primarily focused on four areas: (1) artists' perceptions of their art forms changed, (2) artists' views of the difficulties in modern public education, (3) artists' perceptions of their jobs as educators changed, and (4) artists' ways of describing the positive impact of the arts on youth. Towards the end of the paper, they talk about some things to think about when researcher making professional development programs for artists and educators.nformation Technology is one of the fastest-growing industries in Sri Lanka serving many sectors. Due to this, the demand for IT professionals has risen in the country and as a result, in recent years, student enrolment in computer science (CS) related degree programs has also increased. This increase can be observed mainly in fee-levying Higher Education Institutes (HEI). On the one hand, it has created fierce competition among these institutes to attract prospective students, thereby spending large sums of money on recruitment strategies without a proper understanding of student expectations. On the other hand, the availability of several HEIs has made the decision-making process of students in selecting an HEI more complex. Previous studies also indicate that factors influencing the decision-making process differ based on the degree of specialization. Therefore, this study aims to identify the factors that influence Sri Lankan students when choosing a fee-levying HEI to pursue a CS-related degree programme. Chapman's (1981) model of student college choice was used as the theoretical model. A sample of 510 first and second-year undergraduates studying in CS-related degree programmes in three state fee-levying and five private institutes were considered. Thirty-five factors were considered under four main categories as identified in Chapman's (1981) model: student-related internal characteristics and external factors: HEI-related characteristics, influential individuals

in the environment, and methods used by the HEIs to communicate with the students. The results indicate that student-related internal characteristics, HEI-related characteristics, and communication methods have a positive influence on students in the selection of a fee-levying HEI while individuals in the external environment do not have a positive influence on students' selection process.

Keywords: Educators; Artists; Artist-teachers; Organisations; Collaboration

Introduction

The arts have been an integral part of teacher education programs since Dewey's day and the early days of the movement to promote progressive education. Throughout the last 80 years, we have seen a range of approaches to school reform that prioritise arts education, from more emphasis during progressive reform to less emphasis during back-to-basics movement and budget cuts. Classroom teachers including academic subject-area instructors have seen an uptick in arts-focused in-service professional development courses during the last decade. Perhaps this upsurge is due to research-based education reforms, new national arts standards, or public-private partnerships between educational institutions and cultural groups. Instructional practices and creative processes are commonplace in literacy, multiple intelligences, and performance-based assessment pre- and in-service courses. The goal of most arts-based teacher preparation courses is not to produce academic classroom teachers with extensive expertise in the arts. Rather, we want to see teachers' knowledge and skill with arts-based strategies for engaging students in active, imaginative learning and pedagogical practices expanded. (Adolfsson, 2017).

Little is known about the ways in which classroom instructors incorporate the arts, even though they are fundamental to professional development programs around the country. This kind of study is complicated by the sheer size of the problem. Aside from their close relationship to mathematics and science, the arts are important historical and contemporary academic subjects. Students may be exposed to art via field trips, guest artists, computers, literature, and film. The class experimented with many forms of physical activity, games, music, and painting. Either one might spark an argument, some introspection, or analysis. Every classroom has its own unique "art," whether it's the silent treatment of a painting or drama, the creation of a student opera completes with sets and costumes, or any combination of these activities. Whether a kid has ongoing arts access should not be determined only by counting the number of times they sing or draw. Art, in Dewey's view, should be encountered not created. Almost any classroom practice may be deemed artistic if students focus on the aesthetic aspects and use their imaginations while interacting with symbolic objects or ideas. Creative opportunities exist in almost every field of study if teachers can get their students to notice and analyse the visual aspects of their environment, such as shape and form, color and dynamics, and the expression of emotions and ideas through a variety of sign systems. These experiences are common throughout most themes. (Strahan, 2016).

Methods

The overarching goal of both programs chosen for this study was to provide educators with the tools they need to bring more creativity and imagination into the classroom. Starting in 1994, the program for Learning with the Arts (LTTA) program in Canada has expanded to include not just the country but also the US, Italy, Singapore, and Scandinavia. Learning via the Arts, as its name suggests, is devoted to

enhancing students' understanding of mathematical and scientific concepts via the medium of the arts. Participation in LTTA is required for at least three years and is school-wide. Artists and teachers get together for professional development sessions at the start of each school year, and the program continues throughout the year. Participating schools pay about $50/student for LTTA, which funds artist visits to classrooms and professional development for educators. Previous studies on this program have shown that students benefit from it and that teachers' practices change after working with seasoned artists and arts organisations, but the artists' points of view have been under-researched.his research employs a qualitative methodology utilizing descriptive analysis techniques within a documentary research framework. The prime objective of this study is to explore the role of business leaders in OBE for human capital transformation. To achieve this, a descriptive analysis was conducted on the content of recently published research papers, books, and policy documents, relating to OBE and human capital transformation. Data were analyzed thematically based on the theory of constructive alignment (Biggs & Tangs, 2011). Other roles of business leaders were reported under the theme of *'general'*.

Results

Participation in professional growth programs had a profound impact on the artists' practices and attitudes, which was the overarching topic. The majority of the time, these impacts were beneficial. A number of artists mentioned how their collaboration with instructors and pupils had helped them hone some of the techniques specific to their art form. Working with the pupils and instructors improved one sculptor's skills in bust portraiture. A musician shared how she had gained fresh perspectives on "handling and addressing [her] own personal studio music classroom" as a result of her time in the course. Occasionally, these encouraging remarks pertained to perspectives on the creative process. Taking part in a professional growth programmed boosted one artist's self-confidence, which in turn increased the likelihood that she would accomplish her own creative objectives.

Views of Teachers and the Teaching Profession:

Among the artists surveyed, 50% said they were "more cognizant of, and sensitive to, the desires and struggles that instructors face in their daily practice" after completing the professional development programs. "Working side by side alongside educators in classrooms has [strongly] impacted the attitudes regarding teachers," said one artist. According to the artist, "the majority of pupils and educators in the schools have taken the instruction that They provided have extended them past their wildest dreams." She was amazed by how far instructors were able to take her lectures. An "appreciation for the endurance and organisational skills among elementary school teachers" was a sentiment expressed by several creatives. Having this type of insight usually prompted the artists to hone their craft in new ways. Among the many topics covered were the artists' experiences with classroom management and the importance of forming relationships with both students and instructors, as well as the need to cultivate flexibility and perseverance in this setting. On the other hand, there was a time when many artists did not think highly of their teachers. Some even dropped out of the programs because they felt their work was either underappreciated or twisted by the system to the point where they were using art lessons as a "motivational gimmick" to get kids to do things they didn't want to do. "I made some pretty ignorant assumptions about the quantity of subsidiary the teachers would carry on with," another artist said, expressing her belief that teachers were uninterested in continuing the art-making that the artists had introduced. Very much has transpired about it. Artists took a different tack, suggesting that teachers showed greater interest in their work when it had clear curricular connections. They said, "when they make curricula associations a priority, how goes within very well with all teachers," suggesting that

professionals were more receptive to art when it had clear curricular connections rather than when it stood on its own.

Conclusion

The cultural gap that exists between the predetermined, narrowly defined aims of a test-based educational environment and Dewey's active, flexible, constructivist approaches is reflected in the arts. Education in the modern day increases the gaps and forces educators to experiment with novel, daring, and hazardous approaches. Three key obstacles were identified by this research for instructors who want to include the arts into the classroom: (a) preserving their own creative and artistic talents; (b) learning how to lead artistic exercises; and (c) striking a balance between their artistic values and the responsibilities of their jobs. Art education requires institutional and personal development. Individuality is emphasised in the arts. An artistic teacher has to have gut instinct and adjust to each student's requirements, whether it's by taking an active role in creative endeavors or identifying the beautiful aspects of everyday life. A teacher has to be a self-assured facilitator who can encourage original ideas, deeds, and expressions. The viewpoints of educators on art, imagination, inventiveness, self-improvement, and pedagogical and life values should be developed via school and occupational growth programs. According to Dewey, society should respect art-based learning. For instructors, art instruction was becoming harder and harder.

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Successful Organisational Transformations May Help Entrepreneurship by Revealing the Reasons Behind Low Employee Retention Rates and Providing Solutions to Boost Productivity

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Abstract

Even while "entrepreneur" seems to be everywhere these days, it doesn't mean that anybody who tries their hand at business will be successful. In this essay, we'll look at business ownership and entrepreneurship from three different angles: A variety of entrepreneurial traits must be cultivated in order to have the skill sets required to run a successful firm. A few examples of these characteristics include a strong work ethic, a positive self-image, and an insatiable need to succeed. An entrepreneur needs a suitable market opportunity before they can launch a profitable business. Being ability to see opportunities in the business world is critical. Acquiring resources, including money and people, is also crucial. Last but not least, an entrepreneur has to strike a balance between available possibilities, resources, and teams if they want to run a successful firm.

Keywords: Entrepreneurship; Human Resources Management; Employee Retention; Increase Productivity

Introduction

In today's global economy, entrepreneurship is only one of several service industries that makes a significant contribution to GDP. At this time, the most pressing need for every organisation is the accessibility of first-rate human resources services. More and more, consumers know what kind of entrepreneurial spirit they want from companies (Javed et al., 2018). While new technology may ease some of these organizations' burdens, it will always need a dedicated team of experts to keep these delicate

systems running well. Therefore, these experts are vital for the growth and success of this sector. There are several benefits to holding on to key employees, one of which is that the organization's present, seasoned caretakers will almost certainly be more competent and skilled than the newly recruited ones. Passionate entrepreneurship, for example, might help older vital workers get more used to the company's procedures and standards. In addition, they are seen as having closer relationships with items compared to hiring staff, which is good for the company's image. It is more cost-effective to hold on to older, more experienced employees rather than invest in their training. This helps to reduce service gaps caused by employee turnover and saves a substantial amount of money for the organisation. The exponential increase in human population is increasing the urgency of the need for a more refined and structured system. In this case, a company may benefit from strong employee retention management if it is able to hold on to its brilliant workers for longer and provide patients with consistent, high-quality service (Das, 2018).

Therefore, it is crucial for every organisation to hire competent and trained workers since these factors support this claim. Now that recruiting is complete, it is essential to retain skilled workers in order to properly operate the organisation. Keeping existing personnel around for as long as feasible in an increasingly senior role is the essence of retention marketing (Eckerson, 2018).

Due to the fact that the majority of the work in the patent industry is intellectual, there is literally very little to no physical effort required. Examiners and attorneys who specialize in patent law are the sector's most important resource. As part of their employment, they are responsible for reviewing patent applications and advising consumers on whether or not their ideas are eligible for patent protection. They come from technical backgrounds, and while they are still in college, they want to get a profession that involves working with cutting-edge technology. The majority of these people possess this desire. When they first join the patent industry, they rapidly come to the conclusion that their work is not applicable to the actual world. Those individuals who are more interested in scientific initiatives that need more hands-on participation could find the patent industry to be less attractive or even uninteresting. Employees could make the decision to quit as a consequence of this. As a consequence of this, this industry has struggled to retain staff members with the necessary skills. To address the key issue that this thesis tries to solve, which is what causes an employee to decide to quit their place of employment. Our objective is to conduct a case study analysis of a patent company in order to obtain insights that are applicable to other kinds of organisations and may be utilized by such organisations. Our mission is to provide suggestions to companies on how they may increase the happiness of their employees while they are on the job and retain their most talented employees for the long term.

The objectives of the study are,

- To find out the cause of low employee retention rate.
- To understand the ways to increase productivity.
- To evaluate the organizational transformation to benefit entrepreneurship.
- To examine the relation between employee retention rate and productivity.
- To explore the benefit of entrepreneurship.

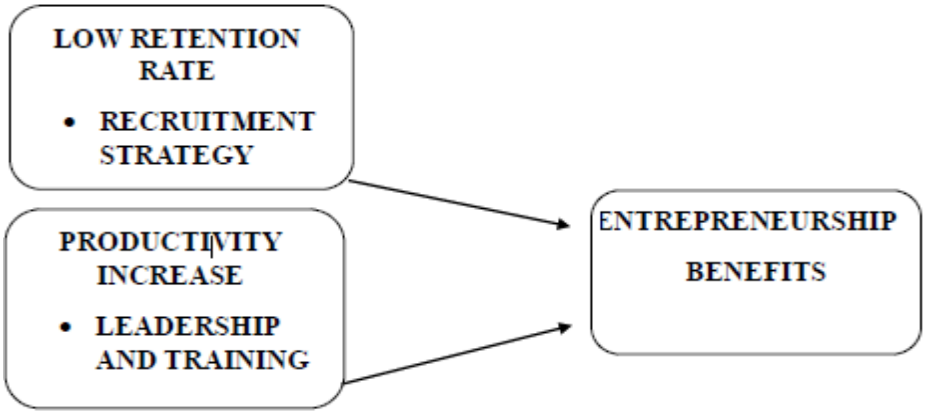
Materials and Methods

The study is survey-based, focusing on entrepreneurship and examining how personnel management procedures impact employee turnover. The research explores entrepreneurship perceptions of organizational turnover. Burnout among entrepreneurship professionals is investigated using various

measures to assess intensity and repercussions, enabling early intervention by organizational managements.

A comprehensive review of worldwide literature revealed gaps in research on current aspects of staff recruiting, retention, attrition, and their effects on employee turnover. The study aims to fill research gaps and examine all elements of employee turnover and its causes. Qualitative data on employee turnover was acquired through a closed-question survey. The survey allows researchers to study various causes and repercussions of employee turnover as perceived by employees. Employee turnover is recognized as destructive to firms due to the high costs of acquiring new recruits. HRM is emphasized as crucial in controlling employee turnover, especially for irreplaceable senior critical individuals, through expert management and modern retention tactics.

Conceptual Framework



Results and Discussion

Factor Analysis

KMO gives back numbers between 0 & 1. If the KMO value is between 0.8 and 1, then the sampling is considered to be sufficient. Kaiser's cutoffs for acceptability are as follows:
A dismal 0.050 to 0.059, 0.60 -0.69 below-average. Typical range for a middle grade: 0.70–0.79. Having a quality point value between 0.80 and 0.89. The range from 0.90 to 1.00 is really stunning.

KMO and Bartlett's Test[a]		
Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		.917
Bartlett's Test of Sphericity	Approx. Chi-Square	4950.175
	df	190
	Sig.	.000
a. Based on correlations		

Hypothesis Testing

Based on this literature review, the researchers hypothesized the following in order to examine the link between recruitment strategy and entrepreneurship benefits.

H01: There is no significant relationship between recruitment strategy and entrepreneurship benefits.

H1: There is a significant relationship between recruitment strategy and entrepreneurship benefits.

ANOVA					
Sum					
	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	57430.952	10	3993.631	2630.396	.000
Within Groups	144.438	564	1.630		
Total	57575.390	574			

In this study, the result is important. The F value is 2630.396, which becomes significant with p-value of .000 (which is less than the .05 alpha level). This means the “H1: There is a significant relationship between recruitment strategy and entrepreneurship benefits. “is accepted and the null hypothesis is rejected.

Conclusion

In this study, participants were given the option to participate or not participate by the researcher. All respondents were asked to participate voluntarily. To ensure the confidentiality of all participants' personal information, researchers obtained their informed permission forms before they began the study. Participants were also given the option to discontinue participation in the study at any moment and for any reason. While gathering replies from several places, the researcher took great care not to identify any individuals. The researcher delivered a thorough debriefing session to all participants, either over the phone or in the form of brief visits at their individual workplaces, to help them better comprehend the questionnaire and the study's goal. After that, researchers solicited verbal agreement from participants in the study and gave them questionnaires to fill out whenever it was most convenient for them.

One limitation of this study was that it was not easy to get the full backing of the private companies' organisational management staff. This could have been because of issues with human resources policies and the openness of the company's system. It was also challenging to identify the true causes of employee turnover and attrition in the analysed businesses. The conclusion of this study will benefit the workers as researchers and their business endeavours. Here, we'll take a look at some benefits that will become apparent after this study is complete. After this study is completed, the researcher will have a better idea of what areas need the most attention from managers in terms of professional growth. This, in turn, will help boost employee retention rates. Research like this will help boost a company's credibility while also raising employee happiness and productivity on the job.

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A Financial Market Study: An Examination of a Trading Platform Where Investors May Exchange Financial Securities and Derivatives at Minimal Transaction Costs

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Abstract

Derivatives, which are valued using contracts that consider underlying factors, and risk hedging strategies have become more popular as a result of the liberalization and deregulation of the world's financial markets. The majority of Chinese users of derivatives are hedgers; option traders include hedge funds, speculators, and arbitragers. The acceptance of derivatives and mutual funds has grown as a result of the entry of foreign investment institutions (FIIs) into the capital markets. Essential economic tasks that lessen financial market volatility include price discovery and risk management. The fast growth of China's financial derivatives markets may be attributed to many factors, including the rapid integration of financial markets, the emergence of information technology, and the rising significance of services to the Chinese economy. The purpose of research assessing participants' derivatives knowledge and use was to assess participants' derivatives knowledge and usage. According to the research, smaller investors often lack knowledge regarding derivatives; thus, regulators from the stock exchange, financial industry, and firms that deal in derivatives should work together to increase investor knowledge. Through securitization, market risks in underlying assets may be unbundled and repackaged, and the increasing use of derivatives for proactive corporate risk management has an influence on macroeconomic concerns and monetary policy.

Keywords: Financial Development; Scale; Structure and Mode of International Trade; Derivatives; Securities; Risk; Economics; Foreign Exchange; Financial Market

Introduction

Due in large part to the financial industry's liberalisation and the emergence of several over the counter (OTC) and exchange-traded contracts, the use of derivative financial instruments for company risk management has grown significantly in recent years. Issues with monetary policy and macroeconomics are predicted to be impacted by this expansion. Capital in the form of common stock shares is provided by the capital market, an institutional architecture that facilitates the borrowing and lending of long-term money inside the monetary system. It also facilitates trading in those shares. Bond markets encourage bond trading, whereas stock markets provide funding in the form of common stock shares. Investors have the option to acquire shares or common stock as a means of raising capital in both kinds of markets (Panga and Malpani, 2018).

Due to the economy's growing globalisation, many businesses are now more susceptible to changes in the value of their own currencies. China's economy has grown significantly, with loans and savings rising to all-time highs. Over the last three decades, the ratio of total financial assets to GDP has climbed significantly, with a major contributing element being the growth in total financial assets. China's export sector, which has grown by 63 times since 1987, is one factor contributing to the country's economic development. Nevertheless, despite the industry's notable triumphs, China's export commerce growth rate has showed notable fluctuations and unfavourable changes in certain years. With a 7.5% rise in exports in 2016, the growth in exports was much larger than in 2015 and 1998. This suggests that China's export products are less competitive as a result of the external economic environment (Matthew, 2020).

The possibility of consistently anticipating financial markets and generating risk-free surplus trading gains over the market rate of return remains unresolved. Despite recent advances in computer technologies, the stability and volatility of markets are still difficult to gauge. The Efficient Market Hypothesis posits that predicting future price behavior is challenging due to random causes, with market noise linked to intrinsic volatility, making it impossible to earn more than the market rate without excessive risk. In contrast, behavioral economists argue that markets are predictable due to investors' irrational, emotion-driven decisions, revealing short-term inefficiencies (Ramkumar, 2013). Traditional forecasting methods, such as fundamental and technical analysis, are questioned for their effectiveness and applicability in finance. Signals can quickly disappear after being identified and exploited, and positive findings are often underreported to maintain a competitive edge. Therefore, extensive and transparent examinations are essential to determine if risk-free surplus gains can be achieved over long periods (Kahneman and Tversky, 1979).

The objectives of this study are,

- To compile a profile of retail traders who are involved in transactions using derivatives.
- To understand the degree of knowledge and popularity of derivatives among capital market investors.
- To determine the factors that motivate people to engage in the trading of derivatives.
- To evaluate the perception of investors about the liquidity, return, and risk of different types of derivatives.
- To ascertain the association between preference towards derivatives.

Materials and Methods

Research Design

Financial market players who trade Geogit securities, JRG security Ltd., and Hedge Equities are included in this study. Two hundred Chinese investors with extensive experience trading Geogit, JRG, or Hedge Equities are selected using a preset series of questions in order to create a sample that is meant to be representative of the whole community. All of these individuals have been chosen because they are typical of the Chinese investment scene. Primary data is analysed using several statistical approaches, such as chi-square analysis, percentages, likert scales, composite index, and many more. Ratios, percentages, correlation, and analysis of variance (ANOVA) are all prominent statistical methods that may be employed in the process of examining secondary data associated to derivative transactions.

Conceptual Framework

Results and Discussion

Test For Hypothesis

Table 1: Level of Income and Derivative Investment

Level of income	Invest in derivative	Not invest in derivative	Total
Below 10,000	108	20	128
Above 10,000	40	32	72
Total	148	52	200

Ho: There is no association between the preference towards derivatives and level of income.
Level of significance: 5%, Degree of freedom: 1, Calculated value: 4.98, Table value: 3.841
Ho ought to be disregarded on the grounds that the computed value of $\chi 2$ is higher than the value of $\chi 2$ shown in the table. This seems to indicate that there is a connection between a person's level of income and the number of derivatives they utilise. The amount of the respondent's annual income is a factor in whether or not they choose to invest in derivatives.

Conclusion

This research looks at how changes in the financial sector have affected the scale, composition, and dynamics of global trade. It shows that fast expansion in the financial industry may lead to increasing labour and land costs, higher export prices, and lower competitiveness. According to the findings, expanding the reach of the financial system should occur in tandem with economic growth (McKinsey, 2020). Since the exchange rate affects export trade growth, the government's approach to the rate should be fluid and responsive. China's export trade may benefit from a rise in the currency's value. China has to quicken the pace at which its financial reforms, capital market expansion, and direct financing are implemented. Direct financing is motivated by profit maximisation, whereas indirect financing is focused on limiting exposure to loss. China has to set up a multi-tiered financial system since indirect finance accounts for such a tiny share of the country's overall (Hyman, 2020).

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An Examination of the Role of Curriculum, Instruction, and Student Interaction in Determining and Addressing Inequalities in Education

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Abstract

In accordance with the fact that the Constitution of the United States refers to equality, it is abundantly obvious that this principle is not always adhered to. The field of education is a significant exception to this rule. In the Declaration of Independence, Thomas Jefferson argued that individuals have the inherent freedom to spend their lives freely and pursue whatever endeavors bring them joy. Both the notion of educational sufficiency and the concept of educational equality make linkages between these two ideas. According to a substantial body of comparative research, the degree to which Western cultures differ from one another in terms of educational outcomes varies greatly. In addition to exploring the ramifications of socioeconomic disparities within individual countries, researchers have shown that the different degrees of educational gap that exist among nations are affected by the structure of education in those countries. According to the findings of our study, centralized tests do two things: (1) they motivate schools to assign students to tracks based on more objective measurements, and (2) they make it possible for educational institutions to spend more than that in students on lower tracks by making those students more accountable for their performance. Therefore, the influence that parental engagement has on children's academic achievement may be minimized by centralized evaluations in educational systems that are monitored.

Keywords: Inequalities in Education; Implication of Curriculum; Implication of Instruction; Implication of Student Interaction

Introduction

It is concerning that just a small amount of educational psychology research has examined the ways in which instructors may contribute to or be compensated for social success gaps. This is especially surprising because the literature demonstrates that the effects of teachers on learning outcomes are significantly large when taken together with the effects of the home environment. In addition, researchers have paid less attention to the connection between the quality of teachers (which can be evaluated by seeing how they behave in the classroom) and the continued existence of performance

gaps. Even though socioeconomic achievement inequality in school and teaching quality are both prominent concerns around education research, only a small number of investigators have investigated the possible linkages between the two. The goal of this study is to establish whether different approaches to education help to keep socioeconomic achievement disparities the same or whether they help to reduce such gaps. The social achievement gap is referring to the performance difference that occurs between students of varying socioeconomic origins in terms of how well they do on standardized examinations. This gap exists between students of different socioeconomic classes. There is a lot of pressure being put on the current educational system as well as educational policy to optimize student success. However, research illustrates the difficulties that schools have in attaining both justice and educational achievement in their policies and practices. The performance gap between students from various socioeconomic origins may widen as a result of several common instructional strategies used to promote the greatest academic improvement in students. It has been shown in several studies that children who come from families with lower socioeconomic backgrounds have lower levels of academic accomplishment (Robertson, S. 2018).

"Educational inequalities continue throughout a person's life, affecting entry into higher education, future employment, and lifetime earnings. Interaction helps the teaching and learning process and can increase learners' communication. Several previous studies about interaction show that classroom interaction is important to remove educational inequalities. Also there has been evidence about curriculum implementation and methods of instruction to eradicate educational inequalities.". Learners are manipulated throughout the educational process via the use of a curriculum, which is a collection of influences that acts within the structure and culture of an institution. During their time in school, students go through a process of constructing their identities while also adapting to the surroundings of the educational institution. When students adjust their behaviour in response to the surroundings, this results in the development of their habits, which acts as a sort of the value of social capital for the students. For instance, in Pakistan, students who attend prestigious institutions are more likely to adopt a democratic and progressive way of thinking than those who attend schools with lower tuition rates. They have adjusted nicely because of being in the elite atmosphere, which makes them liberals and causes them to have good opinions about India and Western ideals. This contrasts with the pupils who attend ordinary schools, who are more conservative. Because of this, the curricula taught in various schools contribute to the social class breakdown of various classes. In this social discrimination, the elite class is more oriented towards the contemporary world in comparison to ordinary people, which contributes to a rising gap between the various classes in the nation.

The objectives of the study are,

- To provide a diagnostic analysis of the current accessibility situation in elementary schools throughout China.
- To analyse the disparity between states in elementary school enrolment.
- To Addressing regional differences in early childhood education universalization among states in terms of availability and engagement.

Materials and Methods

The quantitative research method was used in this research.

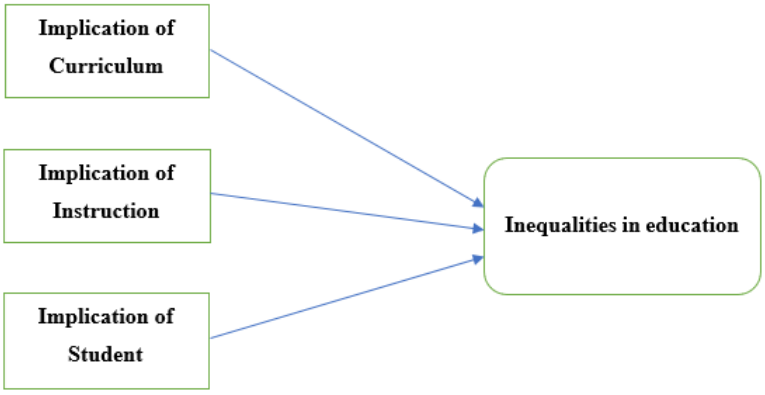
Sampling: A pilot study was conducted with the questionnaire using a group of 20 students and final study was conducted with the questionnaire on sample of 550 above students. A total of questionnaires was distributed among students selected in a systematic random sampling. All the completed questionnaires were considered for the study and any incomplete questionnaire was rejected by the researcher.

Data and Measurement: Primary data for the research study was collected through a questionnaire survey. The questionnaire was divided into two parts – (A) Demographic information (B) Factor responses in 5-point Likert Scale for both the online and non-online channels. Secondary data was collected from multiple sources, primarily internet resources.

Statistical Software: MS-Excel and SPSS 24 were used for Statistical analysis.

Statistical Tools: A descriptive analysis was applied to understand the basic nature of the data. Validity and reliability of the data were tested through Cronbach's alpha; the researcher shall apply a logistic regression model.

Conceptual Framework



Results and Discussion

A total of 750 questionnaires were distributed to the respondents. Out of this number, 595 sets of the questionnaire were returned, and 572 questionnaires were analysed using the Statistical Package for Social Science (SPSS) version 25.0 software.

Factor Analysis

Table 1: KMO and Bartlett's Test[a]

KMO and Bartlett's Test		
Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		.880
Bartlett's Test of Sphericity	Approx. Chi-Square	325.968
	df	190
	Sig.	.000

The first step of EFA is to check the suitability of the data for performing factor analysis. In this regard, Kaiser recommended that the KMO (Kaiser-Meyer-Olkin) measure of sampling adequacy coefficient value should be greater than 0.5 as a bare minimum for performing factor analysis. The data used in this study has a KMO value of.880. Furthermore, the significance level was determined by Bartlett's test of sphericity as 0.00.

The investigation was initiated by our researchers through the measurement of bivariate coefficients of correlation at level 1. The latent variables related to social orientation, adaptation relief, & error tolerance showed a beneficial and statistically significant connection at the individual level. All of these associations were considered significant at p =.001. Adaptive relief or social orientation showed a correlation of 0.87; patience with errors or social orientation showed a connection of 0.83. Even though the highest level of parental education was associated with the lowest means of recognising support (M = 0.85 for adaptive relief, 0.42 for patience with mistakes, and -3.16 for social orientation), our bivariate analyses were unable to find any statistically significant correlation between socioeconomic indicators and perception of teaching at this point. Our findings corroborate the hypothesis that past accomplishment has a strong positive connection with one's perception of all aspects of teacher support (r = 0.09, 0.05, or 0.06, respectively, for social orientation, adaptive relief, and patience with mistakes at p < 0.05). No statistically significant correlations were observed between gender, migratory status, and the perception of support received from educators.

Table 2: Individual-level correlations between students' reports of teacher support and other predictor factors

	1	2	3	4	5	6	7	8
1. Adaptive relief	1							
2. Patience by mistakes	**0.870**	1						
3. Social orientation	**0.850**	**0.830**	1					
4. Parental education	-0.005	-0.010	-0.035	1				
5. Wealth possessions	-0.034	-0.028	-0.036	**0.150**	1			
6. Prior achievement	**0.090**	**0.050**	**0.060**	**0.240**	**0.012**	1		
7. Female	-0.030	-0.020	-0.016	-0.038	**-0.09**	**-0.16**	1	
8. Migration background	0.010	-0.006	0.001	**-0.06**	**-0.24**	**-0.11**	0.009	1

A strong correlation was seen between having highly educated parents and less teacher support when we simultaneously examined variables of financial background and historical accomplishment (Bwealth= -6.79, BPar.Ed.= -8.31, p.05). This remained the case when we examined wealth indicators in addition to other indicators of prior achievement and financial background. As a last point, unlike the previous analysis of other facets of teacher support, we did not discover a significant interaction when

we included the interaction terms. According to our research, none of the variables seemed to be correlated with a more favourable or unfavourable perception of support for educators, including gender or immigrant status. There was no correlation found between the various ways that students received assistance from their professors and their financial situation, gender, or immigrant history.

Conclusion

This study contributes to the growing body of evidence about the significance of providing support to educators in order to guarantee a high-quality education. We have placed a special emphasis on the kids' points of view since, up to this point, the socioeconomic standing of the pupils has not been given nearly as much consideration. We have zoomed in on how students felt their professors benefited them, specifically focusing on three critical areas: mistake tolerance, adaptive support, and social mentorship. In addition, we have looked at the role that certain indicators of socioeconomic background and previous achievements have in the formation of these perceptions. Finally, we have connected this research by exploring whether or not the socioeconomic level of students has an effect on their perceptions of the assistance they get from their teachers. We found an inverse correlation between parental education and the students' evaluations of their instructors' social orientation when it came to the pedagogical effectiveness component of social orientation. In addition to this, we found a correlation between greater socioeconomic level and lower assessments of adaptive relief and social orientation among students while they were in the classroom.

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Assessment of Organizational Citizenship Behavior Among the Healthcare Workers in Healthcare Institutions in Makkah, Saudi Arabia

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Abstract

Background: Organizational citizenship behavior OCB is one of the most important factors in boosting employee performance. Many studies have been conducted to identify the factors that influence OCB such as organizational culture, personality, job satisfaction, and other variables. The study aims to identify the degree of healthcare workers engagement in OCB in a healthcare institution in Makkah, Saudi Arabia. Quantitative descriptive research design using cross-sectional design through a questionnaire as a data collection tool was used while the sample includes 189 healthcare workers. OCB Scale contains four factors that represent OCB (altruism, organizational compliance, sportsmanship, and loyalty). The results analysis of the OCB showed overall agreement from the participants on the presence of the characteristics that reflect their OCB. The highest weighted mean reflects organizational compliance while the lowest reflects loyalty dimension. The current study can provide further research investigation to explore organizational citizenship behaviors and relate the factors to organizational and employee outcomes such as retention and satisfaction. Another area for investigation could include analyzing the organizational behaviors of the organization prior to analyzing citizenship behaviors.

Keywords: Organizational Citizenship Behavior; Healthcare; Healthcare workers

Introduction

Organizational citizenship behavior was derived by Organ (1988) and defined it as “individuals' behavior that is discretionary, not directly or explicitly recognized by the formal reward system, and in the aggregate promotes the efficient and effective functioning of the organization.” According to Tuliao, Chen, & WU (2020) Organizational citizenship behavior considered as positive work indicator that partially departs from norms since it is voluntarily done to facilitate organizational performance but not regularly exhibited by employees. In fact, according to N. P. Podsakoff, Podsakoff, MacKenzie, Maynes, and Spoelma (2014), more than 2,100 articles on OCB have been published, with over half appearing since 2010, making it one of the most widely investigated variables in the organizational sciences. Organ (1988) identified five key types of OCB, including conscientiousness (e.g., working

hard), sportsmanship (e.g., being positive at work even when times are tough), civic virtue (e.g., engaging in the life of the organization), courtesy (e.g., respecting the rights of coworkers), and altruism (e.g., helping others).

Organizational Citizenship behavior is of great importance to managers because they can use the concepts and the findings in OCB studies to help them better manage employees. As a result, if a manager could inspire employees to exhibit OCBs, it could lead to improving the job performance of the employee, the effectiveness of the group the employee belongs to, as well as the overall effectiveness of the organization. Studies have shown that employees who exhibit OCBs are more likely to have higher productivity and receive higher performance appraisals (Noble, 2006). Studies have also shown that employees who have a better relationship with their supervisor are more likely to exhibit OCBs and as a result, are more likely to have a higher work performance (Kernodle, 2007).

Materials and Methods

The study is quantitative descriptive research using cross sectional design through a questionnaire as a data collection tool. The sample includes 189 health workers using Simple random sampling. The questionnaire (Organizational Citizenship Behavior Scale). The OCB scale represents four factors that are altruism, organizational compliance, sportsmanship, and loyalty. Those factors are assessed using 35 items as statements through Likert scale from (1-4) as one indicates strongly disagree, while 4 indicate strongly agree.

Results and Discussion

Standard deviations and Means were evaluated for a separate concept and correlated items; Organizational citizenship behavior's factors were then classified in downward order bestowing to the subsequent scale. The results analysis of the Organizational citizenship behavior showed overall agreement from the participants on the presence of the characteristics that reflect their organizational citizenship behaviors Table (2). The overall weighted mean was 2.80 which means that the respondents agreed about the characteristics of organizational citizenship behaviors. The highest agreement for the presence of the characteristic of their organizational citizenship behaviors that reflects organizational compliance (2.95). While the lowest weighted mean was (2.61) which indicates that the studied sample reflects the presence of the factors that indicate loyalty with lowest agreement.

Conclusion

This study aims to assess the organizational citizenship behaviors among healthcare workers at healthcare institution at Makkah, Saudi Arabia using descriptive quantitative approach through questionnaire as data collection tool. The results show that the studied employees agree to have the factors that maintained organizational citizenship behaviors as overall weighted mean 2.80 among the four factors that represents OCB. The highest factor that indicates OBC was organizational compliance. The current study can provide further research investigation to explore organizational citizenship behaviors and relate the factors to organizational and employee outcomes such as retention and satisfaction. Another area for investigation could includes analyzing the organizational behaviors of the organization prior to analyze citizenship behaviors.

Table (2): Frequency Distribution, The Weighted Mean, Std. Deviation, Overall Response and Priority Of The Statements of Organizational Citizenship Behavior

Factors: F	Strongly Agree		Agree		Disagree		Strongly disagree		Weighted Mean	Std. Deviation	Overall Response (in Mean)	Priority
	f	%	f	%	f	%	f	%				
Altruism	638	9.3	1980	29.1	1012	14.9	528	7.8	2.67	0.52	Agree	3
Organizational Compliance	135	1.9	450	6.6	210	3.0	150	2.2	2.95	0.37	Agree	1
Sportsmanship	198	3.0	552	8.1	264	3.9	120	1.8	2.70	0.59	Agree	2
loyalty	105	1.5	273	4.0	123	1.8	66	1.0	2.61	0.65	Agree	4
Total	1076	15.7	3255	47.8	1609	23.6	864	12.8	2.80	0.42	Agree	

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Improved Performance: Analysis Extrinsic Motivation and Self-Efficacy Through Empowerment Leadership in Medan City, Indonesia

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Abstract

By combining extrinsic motivation, self-efficacy, and empowerment leadership, there is potential to create a more holistic work environment that supports lecturer performance. This analysis aims to understand how the combination of extrinsic motivation and self-efficacy can affect lecturers' performance in private universities in Medan City, with empowerment leadership as an intervening variable. The study also explores the role of empowerment leadership in maximizing the positive impact of extrinsic motivation and self-efficacy on lecturer performance. This type of research is associative research. The types of data used are primary data and secondary data obtained from interview questionnaires and documentation studies. The population in this study were all lecturers at private universities in Medan City based on PD-Dikti data, there were 23 universities totaling 4,752 lecturers. The criteria used is proportionate stratified random sampling. The number of samples was 230 respondents by taking 10 respondents each in each university. Data analysis was carried out using structural equation modeling (SEM) statistical techniques with Smart-PLS analysis tools to test the direct and indirect relationships between these variables. This study provides practical implications for university management in designing strategies to improve lecturer performance. Combining the extrinsic motivation approach with self-efficacy development and the application of empowerment leadership can create a more supportive and productive work environment. The results of this study can also be a reference for university policies in improving the quality of education through more effective human resource management.

Keywords: Extrinsic Motivation; Self-Efficacy; Empowerment Leadership; Lecturer Performance

Introduction

The transformation of this era has a real impact on changing the pattern of human thinking behaviour to be more visionary by carrying out several important strategies in achieving this, one of which is education. The world of education in Indonesia certainly has different meanings for everyone to get all their wants and needs according to their interests at work. This will certainly have a real impact, especially for lecturers in every university in Indonesia, requiring linear knowledge in each of their scientific fields, so this requires lecturers to be able to collaborate their abilities in the world of academics and practitioners to provide innovative colours in the modern learning process. Lecturer performance is a crucial aspect in determining the quality of higher education, which in turn has an impact on graduate competence and institutional reputation.

Empowerment leadership is a leadership style that focuses on empowering employees by giving them authority, autonomy, and support to make decisions and develop skills. Empowerment leadership as an increase in task motivation derived from employee perceptions of the meaning, competence, autonomy, and impact of their work (Hoang et al., 2021; Byun et al., 2020). Empowering leaders seek to create an environment where employees feel their work is meaningful, as well as competent to do it, have autonomy, and feel that their actions have impact (Alotaibi et al., 2020; Lin et al., 2020). Empowerment leadership is a leadership style that involves leader behaviours that encourage employees to take initiative, make decisions, and use their own discretion in carrying out their tasks. Empowering leaders provide the necessary resources and support and encourage employees to develop. One way to improve lecturer performance is to understand and manage extrinsic motivation and self-efficacy (Khatoon et al., 2024).

Extrinsic motivation is that individual behaviour can be shaped through external rewards or punishments. Positive reinforcement such as praise, rewards, and financial incentives can increase the frequency of certain behaviours because individuals are motivated by these external consequences (Morris et al., 2020). Extrinsic motivation arises when a person performs an action because of an external desired consequence or outcome, such as money, status, or recognition. They divide extrinsic motivation into several types based on the degree of odelli and autonomy, ranging from external regulation to integrated regulation (Legault, 2020; Gunawan & Haryadi, 2022). Motivation depends on individuals' expectations that their efforts will result in the desired performance and that this performance will be followed by certain outcomes (instrumentality). These outcomes are often extrinsic, such as financial rewards, promotions, or recognition. Individuals are motivated to put in effort if they believe that their effort will bring about the desired outcome (Ryan & Deci, 2020; Diseth et al., 2020).

Self-efficacy is an individual's belief about their ability to carry out a set of actions that will produce a desired outcome (Waddington, 2023). Self-efficacy plays a role in the cognitive, affective, and motivational regulation of individual actions. It is further explained that self-efficacy is a person's belief that he is able to produce the desired level of performance that will affect events in life (Wray et al., 2022; Zeeshan et al., 2021). Self-efficacy determines how people feel, think, motivate themselves, and behave. Self-efficacy as an individual's belief about his or her ability to organise and carry out the

actions necessary to achieve a specified performance in a particular context (Purwanto, 2022; Arifin et al., 2022). Self-efficacy plays an important role in determining how much effort will be expended, resilience in the face of difficulties, and resilience in the face of failure (Na-nan & Samanthong, 2020; Chae & Park, 2020).

Extrinsic motivation refers to motivation that comes from outside the individual, such as financial incentives, rewards, and recognition. In the context of lecturers, extrinsic motivation can come from various forms of institutional rewards, benefits, and opportunities for development odelling al. Meanwhile, self-efficacy is a person's confidence in his or her ability to complete certain tasks. Lecturers with high self-efficacy tend to be more confident in teaching, conducting research, and participating in other academic activities. The relationship between extrinsic motivation and self-efficacy with lecturer performance is not always direct. Empowerment leadership can act as an intervening variable that strengthens or mediates the relationship. Empowering leadership is characterised by a leadership style that supports, provides autonomy, and encourages active participation and individual development. In the context of private universities in Medan, this leadership style can create a work environment conducive to increasing extrinsic motivation and self-efficacy, which in turn improves lecturer performance.

Materials and Methods

This type of research is associative research. Associative research aims to determine the relationship or association between two or more variables. This type of research is usually used to see if there is a relationship, correlation, or influence between the variables studied, and how strong the relationship is (Sugiyono, 2018). The types of data used are primary data and secondary data obtained from interview questionnaires and documentation studies. The population in this study were all lecturers at private universities in Medan City based on PD-Dikti data, there were 23 universities totalling 4,752 lecturers. The criteria used is proportionate stratified random sampling. The number of samples was 230 respondents by taking 10 lecturers or respondents each randomly in each university. Data analysis was carried out using structural equation modelling (SEM) techniques with Smart-PLS analysis tools to test the direct and indirect relationships between these variables.

Results and Discussion

Direct Effect

Table 4. Test Results Direct Effect

	Original Sample (O)	***Sample Mean (M)***	***Deviation Standard (STDEV)***	***T Statistic (|O/STDEV|)***	***P Values***
Extrinsic Motivation -> Empowerment Leadership	0.362	0.366	0.071	**5.079**	**0.000**
Self-Efficacy -> Empowerment Leadership	0.419	0.422	0.066	**6.339**	**0.000**
Empowerment Leadership -> Perfomance	0.416	0.414	0.082	**5.050**	**0.000**
Extrinsic Motivation -> Perfomance	0.070	0.074	0.078	0.907	0.365
Self-Efficacy -> Perfomance	0.311	0.312	0.103	**3.027**	**0.003**

Based on Table 4. above the test results can be used to answer the hypothesis in this study. Hypothesis testing in this study by looking at the coefficient path (original sample), t-statistic value or p-value. With a significance of 5%, the hypothesis can be accepted if the t-statistic> t-table 1.65 (n-k = 230-4 = 226 at 0.5/5%) or the p-value <0.05. The direct effect can be explained as follows:

a. Extrinsic motivation directly has a positive and significant effect on leadership empowerment.
b. Self-efficacy directly has a positive and significant effect on empowerment leadership.
c. Empowerment leadership directly has a positive and significant effect on performance.
d. Extrinsic motivation directly has no positive and significant effect on performance.
e. Self-efficacy directly has a positive and significant effect on performance.

Indirect Effect

Table 5. Test Results Indirect Effect

	***Original Sample* (O)**	***Sample Mean* (M)**	***Standard Deviation* (STDEV)**	***T Statistics* (|O/STDEV|)**	***P Values***
Extrinsic Motivation -> Empowement Leadership -> Performance	0.150	0.153	0.045	**3.313**	**0.001**
Self-Efficacy-> Empowement Leadership > Performance	0.174	0.174	0.042	**4.133**	**0.000**

Based on Table 5. above, it is known that extrinsic motivation indirectly has a significant effect on performance through empowerment leadership with a p-value of 0.000 <0.05. Furthermore, it is known that self-efficacy indirectly has a significant effect on performance through empowerment leadership with a p-value of 0.000 <0.05.

Total Effect

Table 6. Test Results Total Effect

	Original Sample (O)	***Sample Mean (M)***	***Deviation Standard (STDEV)***	***T Statistic (|O/STDEV|)***	***P Values***
Extrinsic Motivation -> Empowerment Leadership	0.362	0.366	0.071	5.079	0.000
Self-Efficacy -> Empowerment Leadership	0.419	0.422	0.066	6.339	0.000
Empowerment Leadership -> Perfomance	0.416	0.414	0.082	5.050	0.000
Extrinsic Motivation -> Perfomance	0.221	0.226	0.088	**2.505**	**0.013**
Self-Efficacy -> Perfomance	0.485	0.487	0.095	**5.095**	**0.000**

Based on Table 6. above, it can be synthesized that the total effect value is as follows:

a. The total effect of the relationship, extrinci motivation directly and indirectly has a significant effect on performance through empowerment leadership with the value of T-statistics (O/STDEV|) is 2.505 with p-values 0.013 <0.05.
b. Total effect relationship, self-efficacy directly and indirectly has a significant effect on performance through empowerment leadership with the value of T-statistics (O/STDEV|) is 5.095 with p-values 0.000 < 0.05.

Conclusion

This research provides practical implications for university management in designing strategies to improve lecturer performance. Combining the extrinsic motivation approach with the development of self-efficacy and the application of empowerment leadership can create a more supportive and productive work environment. The results of this study can also be a reference for university policies in improving the quality of education through more effective human resource management. With statistical results, it is explained that extrinsic motivation and self-effiacy directly have a positive and significant effect on empowerment leadership, extrinsic motivation directly has no positive and significant effect on performance, self-efficacy directly has a positive and significant effect on performance, and extrinsic motivation and self-efficacy indirectly have a significant effect on performance through empowerment leadership.

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A Study to Explore the Perceptions of Multiliterate Assignments Using 21st-Century Technologies among University Students and Teachers in China

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Abstract

The goal of this research is to find out how students' capacity to use 21st-century abilities within the framework of a university environment is impacted by the usage of multiliterate assignments. This research aims to investigate how instructors and students perceive these assignments, which require students to employ skills such as critical thinking, communication, creativity, and problem-solving, and how this perception impacts the students' grasp of the material covered in the course. Specifically, the research questions will focus on how students perceive these assignments. The investigation into whether or if activities that include multiliteracy are beneficial to these skills was carried out using a qualitative approach. According to surveys multiliterate activities make it simpler for students to achieve their objectives by encouraging the application of the four core 21st-century skills that are crucial for success in the job, In the setting of a modern Chinese educational institution, the objective of the research was to get a knowledge of the relevance, context of pedagogical practices and digital technology-mediated learning systems from the perspective of the study. For the purpose of providing a complete evaluation of the learning that was made possible by digital technology at a modern Chinese educational institution, a constructivist paradigm and a Learning by Design framework were considered and used. In light of the results, it is possible that providing students with tasks that require them to utilize many languages while they are in the classroom might assist them in becoming more equipped for life after they graduate.

Keywords: Multiliteracies; 21st Century Technologies; Multiliterate Assignments; Chinese University

Introduction

Educational institutions are increasingly using smart devices to enhance teaching and learning quality. In spite of worries, digital tools are fostering greater information organisation, problem-solving, communication, and idea sharing in young university students. Infrastructure and tools alone were not sufficient to create the changes required for a multimodal learning environment. Digital tools foster deep understanding and critical thinking. Governments and educational institutions face new problems and concerns about the future validity of knowledge as a result of the proliferation of touch-screen gadgets and the internet. Teachers and professors should be considerate of the pedagogical goal and practicality of using digital technology in the classroom. Educators and policymakers are faced with the problem of reevaluating current curriculum delivery methods and setting new standards for how instructors should comprehend, interact with, and incorporate these tools into their lessons.

Digital skills and the cognitive development of students are intimately linked to how they utilise digital devices (Allison & Allison, 2018). As "digital natives," today's students need assistance and guidance while using digital devices. Rather than thinking of internet use as technologically mediated social behaviours, most students in Chinese environments learn that digital gadgets provide access to the internet. Due to a lack of knowledge of hazards including inappropriate material and incorrect information, students who have a limited comprehension of the internet and digital technologies may engage in hazardous behaviours while engaging in online activities. Teachers must concentrate on post-secondary education and the workforce in addition to academic instruction in the classroom (Hunter et al., 2019,).

Specifically, this study set out to investigate the potential uses of digital technologies like iPads, Smart TVs, and mobile phones in higher education in order to better understand the pedagogical and instructional practices that can be implemented in these environments. The purpose of this research is to document the pedagogical methods of Chinese instructors who utilise digital technologies to improve their students' learning and to provide a comprehensive picture of the present state of digital technology usage in formal education in China. A complete picture of the problem may then be painted by doing this. Thanks to this, researchers are able to provide a precise picture of how these technologies are now being used. This research was detailing various learning activities and teaching strategies that make use of digital technology; they served as examples and inspiration for how teachers and professors across all levels of education utilise these tools. Although these approaches may place the demands of the Victorian curriculum in perspective, they also have the potential to create more interesting and interactive learning experiences that use digital technology to help students achieve their objectives (Alharbi et al., 2018).

The objectives of this study are,

- To survey how digital technologies are used in Chinese universities nowadays to enhance the education of young people
- To understand what pedagogical opinions Chinese university lecturers have about using digital technology with younger students
- To explore what educational approaches Chinese university instructors use when it comes to using digital technology with younger students

- To evaluate what educational benefits may digital technology provide to young Chinese university students

Materials and Methods

Research Design

This research uses a qualitative methodology and a constructivist paradigm to investigate how digital technology like as iPads, Smart TVs, and Smartboards are implemented in Melbourne, China. Primary data was acquired via instructors' interviews, university observations, and students' digital artefacts. The data analysis was conducted using the Learning by Design paradigm. The research attempts to provide a deeper comprehension of the patterns that emerged from examining university observation data from many angles. Constructivist effects on the research design are examined, along with the goals, questions, and settings of the study. The location of the research, the participants, and the protocols for obtaining permission from the institution, students, and parents are all included in the methodological justification. An overview of data gathering, and analysis techniques is also included in the paper. The study's weaknesses and ethical issues are also addressed. Approximately 124 young university students from four learning communities took part in the study. The majority of students in the learning communities under observation had iPads. Five classroom instructors and one specialised teacher agreed to be interviewed as part of the study effort, which included eight teachers in all. Every instructor had a laptop and a smartphone for personal and educational usage.

Results and Discussion

To better comprehend individual experiences and build intricate narratives, academics often turn to the powerful tool of thematic analysis. The steps include open code, sorting, and theory. Study participants' field notes from classroom observations and the researcher's own thoughts were used to continually analyse data. They used Excel to organise the interview data, and they drew on the students' digital artefacts to describe the learning tales. Themes like "I-Ready," "Learning by Design," and "Activities mediated by technology" arose. During the second phase of coding, the data was reflected upon iteratively and connected to relevant literature and the Learning by Design framework in order to answer research questions. For instance, by using the Learning by Design framework, university students' iPad interactions focused on comprehending the processes of knowledge. Collaboration found were "learning iPads and applications," "using digital technologies safely," "drill and practise," "documenting," "collaboration," "online collaboration," and "creating." While doing the theme analysis, NVivo proved to be an invaluable data management tool for assigning labels and creating groups of nodes. Data from interviews was classified according to the categories used to create the questions; the most prominent topic was the use of digital tools in the classroom. Based on discussions with Foundation Year teachers, the phrase "I-Ready" was created to highlight the need of preparing students for successful use of iPads and apps during their first year of university. Instructors created lesson plans that encouraged students to experiment with the Seesaw interface's digital sketching, uploading, and shooting features, which include the experiencing dimension. Immersion of students in new information and experiences using iPads and programmes, such Seesaw, Literacy Planet, and Air Play function, is emphasised by the Learning by Design framework. Teachers of Foundation Year students felt that developing young kids' fundamental digital literacy was a key tactic for ensuring that digital technologies were successfully implemented. The extent to which students utilise digital devices depends on their cognitive development. The majority of young students are still in the pre-operational stage of development and

struggle to comprehend abstract and complicated concepts. Furthermore, students' use of digital technology is "bound" by their growing critical thinking, reading, writing, problem-solving, and creative abilities. During Term 2 of the 2016 university year, Kelly's art teacher's class participated in a learning project where students used iPads to take high-quality pictures for the Foundation Year learning community.

Conclusion

This research on the use of technology in the classroom with undergraduates in China is summarised in this last chapter. At the outset, researchers provide some thoughts on the study's methodology and stated goals, and then the researcher summarise the results. This study adds to the existing body of knowledge, and researchers go over its implications for university, educators, and lawmakers before wrapping up some recommendations for future studies. The research found that after implementing multiliteracy models into their lessons, university students' ecological literacy skills improved considerably. As a whole, the multiliteracy learning paradigm received rave reviews from the students. Learning the steps of the multiliteracy model is something that most students are enthusiastic about and look forward to. This indicates that the multiliteracy approach significantly influences the development of students' knowledge and skills in environmental literacy. Improvements in student learning activities, development of ecologically responsible behaviour, and skill training are all possible outcomes of implementing the multiliteracy learning paradigm into the classroom (M Shariff et al., 2020). An appreciation for the creative and inventive nature of the educational process has been elucidated by this study. It is important to note that all students have the potential to learn and demonstrate their full potential when presented with the following learning paradigm, which assesses multiliteracy. In order to provide an alternative to traditional environmental education in university, particularly in China, this research empirically establishes the efficacy of multiliteracy learning models in enhancing students' ecological literacy skills (Adams, 2019). Future research should explore the long-term impact of multiliteracy models on students' ecological literacy and behavior beyond the university setting. Additionally, comparative studies between different educational contexts and age groups can provide insights into the adaptability and effectiveness of multiliteracy approaches. Investigating the integration of technology in multiliteracy education and its influence on students' engagement and learning outcomes could further enhance understanding of its potential benefits.

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Title - Exploring the Impact of Professional Development Programs on Early Childhood Education Teachers' English Pedagogical Practices: A Comparative Study

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Abstract

In the classroom, a language teacher is always faced with new obstacles, and as a consequence, researchers seek to adopt the most appropriate theory of learning, strategy, technology, tools, and aids in order to encourage contextualized understanding in his students. Researcher addresses challenges and issues via the process of reflection, drawing from both his own experience and the experience of his peers. Researchers do this not just once, but numerous times in order to establish the competence required to cope with classroom settings and eliminate social or psychological obstacles, especially in the case of teaching a second or foreign language. When a teacher participates in reflective practice, they bring the whole of their knowledge, skills, and experiences as well as any applicable theoretical frameworks into the classroom with them. The teacher will reflect on the results after offering feedback in response to the students' actions as they learn the language. This study is an attempt to raise attention to the value of reflective teaching in general. In addition to this, it examines whether or not teachers are familiar with the idea of reflective teaching. Reflective teaching is one of the concerns of professional development programs. This study shows the needs of teachers' teaching process. Professional development and teacher education programmes should cater to teachers' specific needs, be grounded in teachers' immediate circumstances, and take teachers into consideration as active participants and learners in the pedagogical process.

Keywords: Professional Development; Childhood Education; Pedagogical; Education Teachers

Introduction

Teachers of English as a foreign language have seen their professional growth shift from a focus on imparting knowledge to one that takes into account the reality in which they work. Scholars in the area of professional development and teacher education believe that professional development and teacher education programmes should cater to teachers' specific needs, be grounded in teachers' immediate circumstances, and take teachers into consideration as active participants and learners in the pedagogical process. Moreover, the authors advocate context-sensitive models that reflect teachers' decision-making and experience in place of top-down systems in which experts "impose" models and recipes on instructors. Programmes specifically designed to foster the kind of professional growth that fits Freeman's definition are only one option among many. Teachers' skills, knowledge, and experience should be included into these programmes, and they should be encouraged to participate in self-reflection and teamwork. Finally, instructors should have the chance to grow their professional practice and get constructive criticism via professional development programmes. This approach portrays educators in a new light: that of students. This study aimed to clarify the effect a professional development programme would have on the performance of English instructors in the classroom by using the aforementioned principles and circumstances. A teacher's philosophy may be defined as "the framework composed of her skills, experience, knowledge, and beliefs in language teaching," and the following sections will detail how the teachers' philosophies were shaped by the professional development programme in question. Find out how the programme helped educators by conducting an action research study. They conclude with an explanation of the results and a discussion of the implications for the planning and delivery of professional training for educators of the English language (Chaula, 2019).

The purpose of this study is to identify and categorize many forms of professional development self-reflection that language teachers use. Researchers sincerely hope that this research project will be useful to everyone interested in ESL education, teacher preparation, and reflective practice in the classroom. Teachers may use the information gleaned from this study to further their careers in the field of English language instruction. Based on the findings of this research, teachers have the option to either update or improve their current teaching methods. It may give a variety of instructional strategies, each one of which might improve the effectiveness of classroom instruction. Beyond this, it also has great linguistic utility, which is a major bonus.

Lliterature Review

Discussing job progression requires defining "training". Gaining information gradually. A training programme's collaborator teaches teachers how to utilize these tactics to improve vocabulary presentation, student reaction, and other teaching practices. Teacher development requires constant professional reflection. ECE educators need a strong basis to thrive pedagogically. Bachelor's degree programmes incorporate classroom and supervised job experience. The plan includes professional development in childhood development and prekindergarten foundational and intermediate education, and free-choice courses. The research-based curriculum examines childhood, education, sociology, psychology, and the arts. A teacher's formal education includes lectures, seminars, and small-group student activities. Kindergarten practice is essential to the plan (Tutunis, 2018).

Materials and Methods

Sampling

The subjects in this study will be 20 potential educators. A total of twenty separate classes will be monitored.

Data and Measurement

Questionnaire will be distributed and quantitative analysis will be implemented to conduct the study.

Statistical Software

MS-Excel and SPSS 25 will be used for statistical analysis.

Data and Measurement Method

Primary data for the research study was collected through questionnaire survey.

Results and Discussion

Using and understanding the key information sources took most of the time and effort to write this chapter. Sixteen instructors from eight schools and four from four others were chosen as informants. The research sought to examine how English-speaking early childhood education instructors' English pedagogical practices reflect their teaching methodologies and practices. After gathering all the necessary materials, the researcher examined the data using two main categories, which may be described as follows, to understand instructors' viewpoints They felt more competent when they followed the strategy, partially because of its consistency. The approach allowed a more complex structure, which achieved the desired effect, thus it was selected. The table highlights instructors' views on building instructional activity lesson plans. The table summarizes this information. The table is available via the link below.

Table No. 1

Preparing Lesson plan for Teaching

Responses	No. of Teachers	Percentage
Yes	20	100
No	0	0

Here researchers see, from the perspective of the pupils taking these language classes, how English instructors early childhood education teachers' English pedagogical practices levels see their own positions within the curriculum. With this part of the study, the researcher wanted to find out whether early childhood education teachers' English pedagogical practices evaluated their own teaching practices about their responsibilities. Educators of foreign languages have shared their thoughts and feelings on their many responsibilities in the classroom in the table that follows.

Table No. 2

Teachers' Role in the Language Classroom

Roles	No. of Teachers	Percentage
Controller	3	15
Facilitator/Model	13	65
Director	1	5
Counselor	3	15

The topical component described earlier sheds light on many important aspects of reflective teaching. It strongly suggests students engage in class discussions daily. Being a successful teacher means you ought to adapt approaches to fit the kids' levels. Understood constructivism's idea that students should get customised attention in class. With contemplative questions, researchers gave students time to work alone or in small groups. She moved from individual assignments to collective projects when researchers saw some pupils weren't learning. Most polled their students and conducted action research to improve their technique. They also did video documenting, peer observation, and educational or training sessions related to reflective teaching.

Conclusion

As part of an English as a Foreign Language (EFL) endorsement programme, students participated in an action research study to help teachers improve their methods of instruction.

The action research study also aimed to improve the course's instructional practices. The purpose of this research was to enhance the instructional tactics utilized throughout the programme.

The rationale behind this research was to identify areas where the current course pedagogical practices may be improved upon to better meet the needs of the students.

Finding new approaches that might improve the processes was the driving force behind the study.

In order to identify these distinct methods, the research project set out to identify many ways by which the course's instructional tactics may be improved.

The purpose of the research was to identify various approaches to the pedagogical tactics utilized.

Our future research on curriculum teaching practice and teachers' professional development should pay more attention to classroom behavior in order to better meet the needs of students.

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Can Intangible Asset as a Competitive Advantage Improve Sustainable Performance in MSMEs?

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Abstract

Organizations strive to achieve competitive advantage (CA) to generate more profits, gain market share, and ensure long-term success. Understanding which tangible assets (TA) and intangible assets (IA) most influence CA sustainability is crucial. This paper aims to analyze the intangible resources essential for small and medium-sized enterprises (SMEs) to generate business competitiveness and sustainability. Specifically, it examines knowledge management (KM), intellectual capital (IC), and entrepreneurship (E) as critical intangible resources. Intellectual capital (IC) is a pivotal intangible resource that enables companies to produce and manage knowledge. In today's competitive landscape, knowledge and information are strategic assets. IC is dynamically generated and recombined through knowledge, which can be either codified or tacit. This paper seeks to understand how IC can represent valuable knowledge and be transformed into innovation through KM practices. Additionally, it explores how innovation can enhance a company's entrepreneurial capabilities, as innovation is not always tied to technological advancements.The first part of this article provides an in-depth literature review on CA decision support systems, evaluating and improving organizational performance through TA and IA assessment. Critical groups of TA and IA are identified and classified based on theoretical models. The methodology employed is a structured literature review (SLR), collecting papers that discuss intangible asset factors increasing a company's competitiveness.

Keywords: Intangible Assets; Competitive Advantage; Sustainability; Smes

Introduction

Michael Porter is considered the father of CA theory several articles and books have discussed this

argument before his book "Competitive Advantage: Creating and Sustaining Superior Performance" (1985). However, he succeeded in combining previous literature from various disciplines and organizing it in a holistic and innovative way. He described sustainable CA as ‘‘the fundamental basis of above-average performance over the long term’’ (Porter, 1985, p. 11) and suggested three general strategies (cost leadership, differentiation and focus) as sources of CA (1985). Source-based views, on the other hand, argue that in order to achieve CA, companies need to look for valuable assets, rare, inimitable, and non-substitutable (Barney, 1991). "valuable" if they can exploit opportunities and/or neutralize threats, "rare" if current and potential rival organizations can barely obtain them, "non-imitable" if they cannot be perfectly imitated by sources other resources, and “non-substitutable” if the resource cannot be replaced with another resource that is valuable but not rare or imperfectly imitable. Others identify different groups of important properties, such as durability, transparency, transferability, etc., imitability (Grant, 1991); inimitability, durability, suitability, substitutability and competitive advantage (Collis & Montgomery, 1995); complementarity, scarcity, low marketability, non-imitability, limited substitutes, suitability, durability, and overlap with strategic industry factors (Amit & Schoemaker, 1993). Developments in the resource-based view have led some scholars to generally assess resources and abilities as related to knowledge (Barney, Ketchen, & Wright, 2011), giving rise to the knowledge-based view. Teece (2007), Teece (2009) put forward this theory by adopting a dynamic approach that focuses on the dynamic capabilities of organizations, as organizations create, integrate, and reorganize continuously the most critical resources to achieve CA.

Materials and Methods

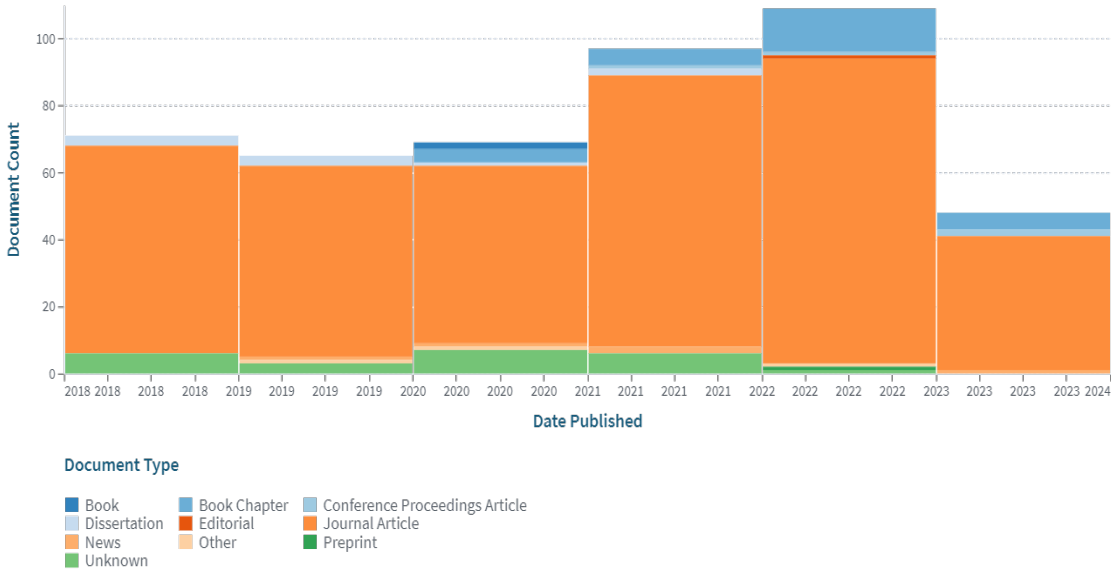
The methodology section of this paper involves selecting and analyzing articles that contain the keywords intangible assets and competitive advantage. This comprehensive approach spans management, accounting, and strategic literature, reflecting the interdisciplinary nature of CA research. This study uses a combined Systematic Literature Review (SLR) and bibliometric approach, which is an approach that is carried out by reviewing the existing research literature and categorizing dimensions or variables that have been studied a lot or are still little used in research (Mehmood et al., 2023). This literature review was conducted for the purpose of finding and analyzing appropriate articles and journals from reliable and credible databases. Electronic databases that include credible and reliable published articles and journals, Google Scholar, JSTOR, and websites for internationally based organizations and associations such as the World Bank. The approach used in the bibliometric analysis is a map based on bibliometric data. In this approach, research results are represented bibliometrically, using research titles, author names, publishers, journal names, keywords and several other citations (Tamala et al., 2022). This SLR also uses PRISMA and Bibliometrics Lens. To obtain the items used in this SLR, the researcher used the following rationale: (1) The cited database was searched from 2018 to 2023 (2) the articles used were published by publishers such as Google Scholar, JSTOR, and websites for international-based organizations and associations such as the World Bank, (3) articles come from reputable journals of at least the third year of the quarter.

To conduct systematic reviews, researchers used PRISMA (Preferred Reporting Items for Systematic Reviews and Meta-Analyses) (Clark, Etile, Postel-Vinay, Senik & Van der Straeten, 2005; Higgins & Green, 2011). By using keywords such as " “Intangible assets " and "SMEs" the author managed to get 459 articles from all publishers. These items were then selected based on the four criteria above, resulting in 33 items to be evaluated in this SLR.

Results and Discussion

Research results include:
Growth Trends
Figure 1 shows the cumulative published data curve according to a literature review of competitive advantage in SMEs.

Figure 1
Growth Trends in Competitive Advantage Research in SMEs (2018-2023)



Source: Processed data (Lens)

The trend of article growth occurred in the last 3 years from 2021 to 2023 which is currently still running. This period showed a rapid development trend, thus indicating that the topic of competitive advantage in SMEs in the future deserves attention.

Strategic Management Framework

We identified basic factors that are suitable to represent sources of CA in most industries: tangible assets, customers, institutions, investors, partners & suppliers, internal relationships, corporate culture, know-how, intellectual property, processes. More factors can be identified to fit the characteristics of a particular organization, but this makes interorganizational or interindustry comparisons impossible. There are two categories:

1. The macro category of TA (Durnev, Morck, & Yeung, 2004) relates to an organization's equipment and infrastructure, both physical (such as the centrality of factory logistics, access to lots of water or raw material mines) and technological (such as sophisticated mainframes or advanced machinery) (Calabrese, Gastaldi, & Levialdi, 2005; Capaldo, Rippa, & Teta, 2008). • The IA macro category (Hall, 1992; Krisstandl & Bontis, 2007) includes all other assets that may not be contributed.
2. The Knowledge category relates to the tacit knowledge of human resources and the explicit knowledge of the organization (Nonaka, 1994). Tacit knowledge refers to the tacit knowledge of human resources and corporate culture in an organization. Explicit knowledge refers to an organization's intellectual property (such as trademarks, patents, and licenses) and its processes (such as production methods, organizational dynamics, and knowledge management support systems) (Costa, 2012; Costa & Evangelista, 2008).

In a knowledge-based economy, in order to adapt and survive change, organizations must change the way they manage information and knowledge, learning processes, human resources, entrepreneurial and leadership functions, and their business models (North and Kumta, 2014). Intellectual capital (IC) (Grant, 1996) is generally accepted as one of the most important intangible resources for companies to generate knowledge, which is a complex intangible asset. Currently, knowledge and information are very strategic for the life of a company (Marr and Spencer, 2004; Santoro et al., 2019), more than just land, capital or labor in the production function (Bontis et al., 1999). Companies use internal and external knowledge sources to create IC and improve innovation and company performance (Ferraris et al., 2017; Santoro et al., 2018). Academic research has, for a long time, engaged in IC and KM as two separate streams of literature, as they both address topics related to a firm's knowledge-based competitive advantage. IC has provided a basis for evaluating key strategic intangible resources for companies to achieve competitive advantage (human, relational, and structural capital, all of which are related to knowledge-based resources). KM, in turn, focuses on managerial processes and practices, which can be used to enhance and moderate the influence of IC on competitive advantage. According to Zang and Wang (2011), IC underlies the concept of knowledge, in four different aspects (human capital, structural, social and innovation). Human capital is knowledge of workforce competencies. Structural capital includes organizational culture, business processes and development strategies. Social capital acts as relational capital, which influences the relationship between the company and external stakeholders. Innovation capital is the result of a combination of knowledge (R&D, technological innovation results and innovation incentive policies).

Conclusion

In conclusion, the paper highlights the critical role of intangible assets, particularly intellectual capital, in achieving and sustaining competitive advantage. By effectively managing IC through robust KM practices and fostering an entrepreneurial mindset, organizations can transform valuable knowledge into innovation, thereby enhancing their business models and ensuring long-term success. This comprehensive explanation should provide a clear understanding of the study's findings and their implications for both practice and future research.

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The Influence of Social Media on Uzbek Student's Perception in Reading Long Passages

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Abstract

This study provides a comprehensive examination of the impact of social media on the reading habits and perceptions of Uzbek students, with a specific focus on the effects of social media on reading long passages. The widespread adoption of social media has raised concerns about its influence on students' reading skills and comprehension, and this research aims to investigate whether social media use affects Uzbek students' motivation to read and understand long passages. Considering social media is so important to Uzbek students' everyday life, it is difficult to balance their use with academic reading. In term of spending too much time in front of the screen, it decreases the motivation to read long passages of books or article. The following research will examine and analyse this issue among youngsters. In this Research, I am going to utilize Quantitative approach to find the ways of balancing social media daily life and interest for reading and learning language. The study uses a quantitative approach to analyse reading habits, social media usage, and attitudes towards reading longer texts among Uzbek students aged 18 to 23. The hypothesis suggests that frequent social media use leads to decreased reading engagement and negative attitudes towards long-form reading. Recommendations of this research encourage youngsters to handle social media responsibly and balance it with offline activities that promote critical thinking and understanding.

Keywords: Language Acquisition; Digital Tools; Collaborative Reading; Teaching Tool

Introduction

The influence of digital tools and platforms on language acquisition is a varied and developing subject of research in this age of expanding technology. Social annotation has emerged as a viable educational technique for promoting collaborative reading and discussion of digital materials among students. While the favourable influence of social annotation on students' learning processes and performance is well

accepted, the behavioural patterns of students during social annotation are little understood (Shan Li, 2024). While technology is increasingly being integrated into language instruction, there is a need to explore the unique consequences, problems, and possibilities that this integration brings. In a private vocational high school, online English study is used. As a result, one must develop a different study environment and include more factors to be studied (Mandasari & Aminatun, 2022). Despite the enhanced sensory value supplied by Instagram metaverse videos and their instrumental utility, metaverse spaces can be a concerned (Barta et al., 2023). So, using Instagram as a teaching tool to help students develop their four skills: listening, reading, speaking, and writing. As a result, students may be inspired and motivated to study English more effectively (Serang & Sahib, 2023). On the other hand, the purpose of using a film in ways other than its typical application appears to be unnatural for Initial Teachers. It would be more suitable to incorporate impulse movies in an interactive setting, for example, by allowing learners to participate in video co-construction through a video remixing exercise, to promote peer interaction and stimulate engagement in a foreign language. Other features, such as those that allow commenting on a video or even gamification components, should be integrated into impulse films (Brocca, 2023). Furthermore, the influence of long-term educational transformation on teachers, and chronicle the ongoing interplay between teacher emotions and agency enactment (Tao et al., 2023). Apart from that, the behaviour observations into consideration and assess how real practice differs from reported practice and studies on student behavioural engagement frequently employ a multimethod approach that incorporates both instructor and student engagement measures (Hagit Inbar-Furst et al., 2021). Since the social media plays a crucial role in language teaching and learning, this research aims to address this gap by investigating the nuanced relationship between social media use and student behaviour, with a particular focus on its implications for effective foreign language teaching and learning. Identifying and elucidating the associated challenges and opportunities is crucial for informing pedagogical strategies and shaping educational policies in response to the evolving landscape of technology-mediated language education. Certain problems related with social media integration, such as a lack of support and training, poor self-efficacy among instructors, and certain reservations about using social media in the classroom (Abdeen2, 2021). Films that can be utilised successfully for instructional purposes. As a result, the sorts of films that adults' language learners may rely on to develop their language (Waheeb S. Albiladi, 2018).Apart from that, adult language learners can use certain genres of films to help them strengthen their language skills. Furthermore, determining how films might be used as teaching aids in Foreign Language classrooms (Waheeb S. Albiladi, Learning English through Movies: Adult English , 2018).

As social media is so prevalent in Uzbek students' everyday life, it is difficult to balance their use with academic reading as well as less motivation to read long passages.

Research Objectives

1. To investigate a connection between social media habits of use and people's perceptions of extensive passages
2. To determine the effects of social media interruptions on reading comprehension and concentration span.

Materials and Methods

The methodology of study mentioned will be used in quantitative methods approach to explore reading habits, social media usage, and views of reading long sections among Uzbek students aged Which are chosen by systematic sampling, aged between 18-23. All together simple random sample100 students were selected and divided into 2 groups: 50 students are frequently used social media and other 50 is non-frequently used social media.

Quantitative Methods

A survey is conducted to analyse students' reading habits, social media usage, and attitudes towards reading long chapters and it includes questions regarding the frequency and duration of social media use, preferred reading materials (books, articles, online content, etc.), reading time, and personal perspectives on reading lengthy texts. For this method I am going to use survey research technic to collect date on people’s behaviours, attitudes and characteristics on reading long passages or literature books. For questionary, I will develop structured questionnaire with closed-ended questions. This can contain Likert scale questions to test attitudes, multiple-choice questions to assess reading habits, and frequency measures to analyse social media activity. Online platforms or paper-based methods are used to distribute the survey to the selected sample of 100 students.

Results and Discussion

With the help of survey, reading habits, frequency of reading, preferred reading format, time spend on social media, purpose of social media usage, attitudes of students towards reading long passages and interest on reading, perceived difficulty, average reading frequency can be found as a result. The hypothesis will be suggested that frequent social media use is connected with reduced involvement in reading and fewer favourable attitudes about reading long parts. Infrequent social media users are more likely to engage in reading activities and have a good attitude towards reading longer texts. The findings imply that social media use might have a detrimental influence on Uzbek students' perceptions of reading long sections. Constant exposure to brief, small sized texts on social media may reduce youngster's capacity to focus on more extended, more complicated literature.

Conclusion

In Conclusion, should be conscious of any potential impacts of social media on students' reading habits and comprehension. Educators may assist students acquire the critical thinking and analytical abilities required for success in academics and beyond by advocating a balanced use of social media and encouraging them to engage with lengthier, more in-depth literature. Using mixed-methods approach, this study captured both the quantitative features of reading habits and social media use, as well as the students' nuanced, personal experiences and perspectives, resulting in a deep and thorough knowledge of the research issue.

Key recommendations emerging from this research are:

- ✓ Educators may assist students comprehend the impact of social media on their reading habits and comprehension.
- ✓ Encourage students to utilise social media in moderation, balancing it with offline activities that foster critical thinking and comprehension.
- ✓ Prioritize reading longer texts in teaching to build critical thinking and analytical abilities.

Employing these concepts, students can develop the reading skills and comprehension required for academic and professional success, as well as fostering a healthy and balanced use of social media platforms.

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An Analysis of Research on the Way Assistive Technology Affects Students with Visual Impairments in their Academic Performance When it comes to Reading and Writing

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Abstract

Studies conducted by UNICEF indicate that up to 10% of children throughout the world have a specific learning disability (SLD), and the vast majority of these children are included in regular educational settings. If students with disabilities are given the opportunity to utilize assistive technology in the classroom, their chances of achieving academic success are significantly increased. It is the responsibility of teachers to ensure that students have the knowledge and abilities necessary to make effective use of the assistive technology available in the classroom. This in-depth study investigation aimed to gather the viewpoints of educators about the use of AAC for their students who suffered from SLD. For the purpose of compiling this review, researchers utilized six academic papers. According to the findings of these publications, educators are open to the concept of using assistive technology into their pedagogical practices. They regarded it as a resource that would increase their capacity to take in and recall information that was delivered in written and read formats, and they saw it as a resource that would improve their ability to do both. However, in their perspective, more training and direction was required for teachers before they could feel confident using assistive technology into their courses. Therefore, in order to help children who have SLD attain their full potential, instructors need to get specialized training and incorporate relevant technological tools into their classrooms. In the future, research should concentrate on finding the most effective ways to get teachers ready to include augmented reality (AT) into their classroom practices.

Keywords: Assistive Technology; Reading Disabilities; Writing Disabilities; Visual Impairments

Introduction

Studies conducted by UNICEF indicate that up to 10% of children throughout the world have a specific learning disability (SLD), and the vast majority of these children are included in regular educational settings. If students with disabilities are given the opportunity to utilize assistive technology in the classroom, their chances of achieving academic success are significantly increased. It is the responsibility of teachers to ensure that students have the knowledge and abilities necessary to make effective use of the assistive technology available in the classroom. This in-depth study investigation aimed to gather the viewpoints of educators about the use of AAC for their students who suffered from SLD. For the purpose of compiling this review, researchers utilized six academic papers. According to the findings of these publications, educators are open to the concept of using assistive technology into their pedagogical practices. They regarded it as a resource that would increase their capacity to take in and recall information that was delivered in written and read formats, and they saw it as a resource that would improve their ability to do both. However, in their perspective, more training and direction was required for teachers before they could feel confident using assistive technology into their courses. Therefore, in order to help children who have SLD attain their full potential, instructors need to get specialized training and incorporate relevant technological tools into their classrooms. In the future, research should concentrate on finding the most effective ways to get teachers ready to include augmented reality (AT) into their classroom practices.

Materials and Methods

Research Methodology

Define the term "research methodology" as the comprehensive set of steps that are carried out by a researcher while carrying out an investigation. Consequently, in order to derive conclusions from data, a quantitative research technique entails counting and analyzing the data. The use of numerical data and the use of certain statistical processes are two ways in which questions such as "who," "how much," "what," "where," "when," "how many," and "how" may be addressed. To provide more clarification on this idea, researchers may state that quantitative research methods will be used to characterize a problem or phenomenon by using mathematical or statistical tools. The second defining characteristic of quantitative research is that it involves the compilation and examination of numerical information via the use of statistical techniques. On the other hand, the opposite side. Quantitative research is necessary because it requires the collection of data that can then be quantified and statistically processed in order to either support or reject alternative knowledge assertions. In addition, researchers observe that quantitative research starts with the declaration of a problem, the formulation of a hypothesis or research question, an examination of relevant literature, and a quantitative analysis of data.
SPSS Version 25.0 is the Statistical Software Used Here

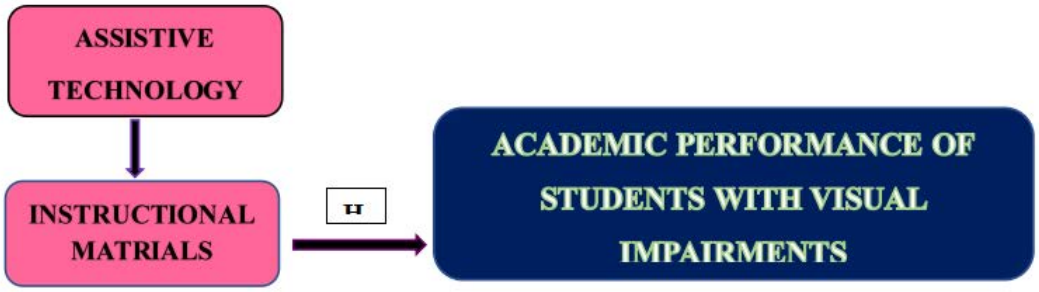
Sampling

First, a sample of 20 consumers from China participated in a pilot study using the questionnaire; second, a sample of 700 customers participated in the final research using the questionnaire. A total of questionnaires were handed out to clients who had been chosen by a process known as systematic random sampling. The researcher did not take into account any surveys that were not completely filled out, and she did not take into account any questionnaires that were not completely filled out.

In surveys and questionnaires, a rating system that is often used to measure the views and perspectives of respondents is one that is based on the Likert scale. When responding to a particular topic or statement, participants are often given the opportunity to pick one of five possible responses from a list of five

possibilities, which may include "strongly agree," "agree," "did not respond," "disagree," and "strongly disagree." If the study will be using numeric coding, such as 5 for "strongly agree," 4 for "agree," and so on, then the values for each category of response will need to be determined. It is possible for researchers to learn about customers' preferences for both online and conventional retail by using a Likert scale that ranges from 1 to 20, as illustrated above. The poll started out with a set of "control" questions that inquired about the respondent's demographics as well as their degree of experience with purchasing items either online or in-store.

Conceptual framework:



Results and Discussion

Results

Rao-soft software was used to estimate the sample size of 813. A total of 950 questionnaires were distributed to the respondents. Out of this number 775 sets of the questionnaire were returned, and 700 questionnaires were analyzed using the Statistical Package for social science (SPSS version 25.0) software.

Factor Analysis

Factor Analysis is often used to validate the latent component structure of observable data (FA). As visible or diagnostic markers cannot be directly measured, regression coefficients are commonly used to provide scores. FA success need models. Modeling targets observable connections, intrusion detection, and error. Multiple regression data sets may be assessed using the Kaiser-Meyer-Olkin (KMO) Test. The sample and model variables are assessed for representativeness. The statistic indicates data overlap. Lower proportions indicate data that is easier to interpret. KMO returns 0–1. The sample size is enough if the KMO values are between 0.8 and 1. Kaiser’s cutoffs for acceptability are as follows:

Kaiser's cutoffs for acceptability are as follows:
A dismal 0.050 to 0.059.
0.60 - 0.69 below-average
Typical range for a middle grade: 0.70–0.79.
Having a quality point value between 0.80 and 0.89.
The range from 0.90 to 1.00 is stunning.

Table 1: KMO and Bartlett's Test

KMO and Bartlett's Test		
Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		0.959
Bartlett's Test of Sphericity	Approx. Chi-Square	6524.517
	df	190
	Sig.	0.000

This demonstrates the validity of assertions for sampling purposes. To further verify the relevance of a correlation matrices, Bartlett's Test of Sphericity was performed. Kaiser-Meyer-Olkin Sampling Adequacy Value is 0.959. The p-value for Bartlett's sphericity test was determined to be 0.00. Bartlett's test of sphericity showed that the correlation matrix isn't an identity matrix, with a significant test result. In the next part, you will see the results of an online survey designed to gather opinions on the use of assistive technology by special education students in the classroom. In order to collect as much data as possible, we conducted this survey. In this study, researchers defined what they meant by "assistive technology." The Assistive Technology Act of 1998 defines "assistive technology" as "products, devices, or equipment, whether acquired commercially, modified, or customized, that are used to maintain, increase, or improve the functional capabilities of individuals with disabilities." According to the data in the table, just 7% of the participants identified as having a disability, while 92% did not identify any kind of impairment. When questioned about their experiences with the use of assistive technology during the course of their schooling, 78.6% of people state that they have not made use of any form of assistive technology, including devices or services; however, 21.4% of individuals have utilised such technology. Make good use of the assistive technology. Seventy-five percent of participants reported being granted access to assistive technology in the classroom, while 25% reported being denied access. Only 3% of the people who took the survey disagree with the notion that the usage of AT significantly improves pupils' performance. This is a reference to the fact that AT helps children with impairments do better in the classroom. The persons who agree on the favorable impacts of (AT) explained how (AT) may aid learners in completing things that they have difficulties with. Another strategy that teachers might think about using to help their pupils succeed in spite of the challenges they experience is the (AT). The ACT, and Justice as well. Eighty-five percent of respondents disagreed with the assertion that "allowing students with disabilities to make use of assistive technology in the classroom is inequitable to those who do not have a disability." Participants argued that the term "fair" implies that students should be provided with classroom accommodations that allow them to make academic progress, and that AT provides this opportunity. However, 14% of respondents felt that accommodating students with disabilities via the provision of auxiliary aids and services (AT) is unfair to non-disabled students. Participants also noted that the kind of impairment and the level of disability all had a role in whether or not AT was used. The majority of respondents disagreed with the statement "All students with disabilities, regardless of their social economic status, have the opportunity to get the assistive technology they need," and provided additional information about how funding and cost might be the main barriers that prevent students with disabilities from gaining access to AT. The level of AT expertise held by educators. While 10% of respondents think lecturers recognize the usefulness of assistive technology, 89% of respondents feel instructors are not fully aware of the advantages of utilizing assistive technology. There is a gap between what respondents believe instructors know and what teachers really know about the advantages of using assistive technology. Because educational organizations are responsible for educating children and providing finance for them, majority of the participants agreed that schools should give assistive technology to students with disabilities. Figure 3 shows, however, that 10% of respondents believe schools are not obligated to provide such technology;

these respondents provided no justification for their position. Availability. Ninety-two percent of respondents agreed with the statement that "the availability of assistive technologies in education settings gives learners who are disabled opportunities to access the general curriculum," highlighting the importance of training students with disabilities on how to use AT. However, 7% of those polled disagreed with the above statement because they believe children with these kinds of impairments would have a hard time keeping up with the rest of the class. Advantages and disadvantages. The benefits of using assistive technology in the classroom were highlighted by the participants. Some respondents, for instance, said that using assistive technology may help make the classroom more welcoming to children of all abilities. Students with disabilities may be more independent and take part in the classroom more fully with the help of AT, as stated by the participants. One of the possible negatives of utilizing AT, according to the responders, is that students with disabilities are given a negative label, which may cause emotional harm. The following figures illustrate more survey results in graphical form.

Conclusion

This study set out to answer three questions about the effects of easily available technology on students' motivation for reading and learning: (1) how it may impair conventional reading abilities; (2) how it might help students better comprehend and deliver material; and (3) how it might increase students' capacity for doing both. Using TTS or another kind of technology in the classroom has been shown in a number of studies to help students enhance their phonemic awareness without requiring them to do any decoding practice. The findings in this study were consistent with the previous one. A comparison of student development to a control group receiving "treatment as usual" and to a norm group of children of the same age revealed growth equivalent to both. His students and his parents all agreed that his results showed improvement in understanding. The second objective was to evaluate whether or not they had better text comprehension and communication skills; this result was less conclusive. The effectiveness of the used assessments was inadequate in that regard. However, as seen by their test scores and self- and parent-assessments, students demonstrated growth in their technological fluency and text comprehension. However, when comparing assistive technology with more traditional methods of educating children with reading and writing challenges, it is not obvious whether or not the former really improves written language competency. Numerous studies have shown the importance of intrinsic motivation in the classroom, particularly for students who are having difficulties in the areas of reading and writing. Thirdly, assistive technology proved vital in enhancing students' enthusiasm in reading and their involvement with academics more broadly. Parents said that their children had increased academic self-esteem. Several students said that they learned more by listening to a text than they did from reading it on their own, and that this kind of "reading a text" was well-received by both their classmates and teachers. This study contributes to the body of knowledge since it takes into account the two most important reasons for reading and writing. To incorporate the information and participate reasonably in the dialogue.

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An Evaluation of the Efficacy of Accounting Information as a Means for Facilitating Management Decision-Making

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Abstract

Accounting information is crucial for corporate decision-making, influencing the success or failure of businesses by providing timely and accurate data. This study examines the impact of accounting data on economic order quantity choices, human resources management, and marketing decisions within selected manufacturing organizations. Recognizing the importance of both quantitative and qualitative accounting information, the research explores the standards in financial and managerial accounting to determine their influence on strategic and operational planning. Employing the Statistical Package for the Social Sciences (SPSS) version 20, the study utilizes empirical research designs and inferential analyses to derive its conclusions. The findings underscore that reliable accounting data significantly enhances management's ability to make well-informed choices, thereby driving organizational success. This research highlights the importance of integrating high-quality accounting information into corporate decision-making processes to meet the diverse needs of stakeholders and achieve organizational goals.

Keywords: Accounting Information; Management Decision; Financial System; Information Technology

Introduction

The field of accounting highly values economic data. Accounting-related information. Economic information is analysed via the use of specific methodologies, procedures, and instruments. The efficacy of the management process is contingent upon the authenticity, accuracy, comprehensiveness, and operational nature of the data. Accounting information has a pivotal role in informing a wide range of decisions made within the context of employment. In order to effectively achieve the broad goals of an

organisation, effective management practices need the formulation of strategies to discern the accounting information that is most relevant to the business. The accounting information of a corporation refers to the data that is gathered to provide guidance and support for corporate decision-making. The success or failure of businesses is contingent upon the calibre and punctuality of the information they possess, and neglecting to use accounting data might potentially detrimentally affect their operational outcomes. The success of businesses, whether managed by individuals or corporations, is contingent upon the decisions they make and implement. The role of the accounting system's output, that is sent to management, is influential in making this decision. If a corporation's financial affairs are being effectively managed, it will provide accounting data that is appropriate, precise, comprehensive, and current.

Management often encounters the challenge of making difficult decisions as a result of limited resource availability. In order to make well-informed choices, management needs to have convenient access to dependable accounting data (Amedu, 2012). particularly with limited resources. High-quality accounting data is crucial for effective leadership, resource efficiency, and advantage amplification (Abu-Eker et al., 2019). Thapayom (2015) emphasizes that accounting records provide essential data for decision-making across various sectors, including families, businesses, government entities, and charities. Accounting involves identifying, estimating, recording, and conveying financial information to aid decision-makers (Abu-Eker et al., 2019). Nakitende (2019) highlights the importance of accounting in making informed financial choices and its role in board strategy and leadership.

The research objectives of this study are,

- To evaluate the effectiveness of accounting information.
- To identify why accounting is important in management decisions.
- To determine the effect of accounting information systems on management decision making.
- To explore the features of an effective accounting information system.
- To find out how does accounting provides information for decision making.

Materials and Methods

Sampling

Convenient sampling technique was applied for the study. 100 questionnaires were handed out to individuals, of which seventy were returned. However, among the questionnaires that were gathered, 13 questionnaires had values that were considerably lacking. Finally, the study was carried out with the participation of 57 different service and industrial businesses.

Data and Measurement

Primary data for the research study will be collected through a questionnaire survey. The questionnaire will be divided into two parts – (A) Demographic information (B) Factor responses in 5-point Likert Scale for both the online and non-online channels. Secondary data were collected from multiple sources, primarily internet resources.

Statistical Software

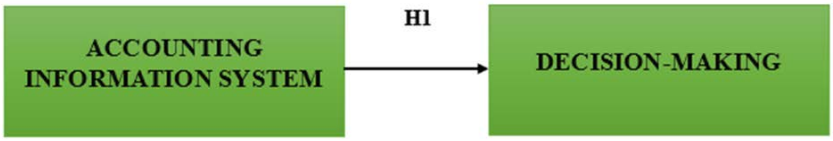
MS-Excel and SPSS 0.25 were used for Statistical analysis.

Statistical Tools

Descriptive analysed were applied to understand the basic nature of the data. Validity and reliability of the data will be tested through Cronbach alpha, the researcher shall apply logistic correlation.

A rating system based on the Likert scale is often used in surveys and questionnaires to gauge respondents' ideas and viewpoints. Disagreements often have the option of selecting a response from a set of five options, including "strongly agree," "agree," "did not respond," "disagree," and "strongly disagree," to a given question or statement. If the research uses numeric coding, such as 5 for "strongly agree," 4 for "agree," and so on, then the values for each category of answer must be established. By asking on a Likert scale from 1-20, as shown above, researchers may learn about shoppers' preferences for both online and traditional retail. The survey began with a series of "control" questions on the respondent's demographics and their level of familiarity with online vs. traditional buying.

Conceptual framework



Results and Discussion

Correlation Analysis

H1: There is an effective relationship between Accounting Information System and Decision-Making in an organization.

H01: There is not any effective relationship between Accounting Information System and Decision Making in an organization.

Table 1. Pearson Correlation Analysis Between Variables.

	Effective AIS	Organizational DM
Effective AIS	1	0.867**
Pearson Correlation Sig. (2-tailed)		0.000
Organizational Decision Making	0.867**	1
Pearson Correlation Sig. (2-tailed)	0.000	

**Correlation is significant at the 0.01 level (2-tailed).
N=57

Source: Author construct based on the literature findings

The table shown above examines the relationship between a proficient AIS (Accounting Information System) and the process of organisational decision-making. The findings of the study indicate a robust positive correlation between the independent variable, AIS, and the dependent variable, Organisational Decision. Furthermore, it is noteworthy that the correlation coefficient (r = .867) is statistically

significant ($p < .01$) based on a sample size of 57. Considering the presence of a big and strong relationship between the variables, it may be concluded that the correlation between them has statistical significance. Hypothesis 1 is supported; however, Hypothesis is refuted.

Regression Analysis

The objective of the regression study is to ascertain the extent to which the Accounting Information System impacts how decisions are made inside the organisation. The findings of this investigation are shown in Table 2, located above. The estimation of the strength of the relationship between the regression model or the independent variable may be accomplished by using the R-Square statistic. In the majority of instances, the R-Square statistic serves as an indicator of the proportion of the variance that is accounted for by the variable that is not included in the regression model. In this particular scenario, the R-Square value is around 83.8%. The data presented in this figure indicates that the independent variable was responsible for explaining 83.8% of the variability seen in the Organizational-Decision making process. This suggests there are more factors that are not being accounted for.

Table 2: Results of the Regression Analysis

Independent Variables	β Standard Error	t values	Sig.
(Constant)	1 .247	-1.471	.149
Effective AIS	.441 0.087	4.135	0.000
F value		13.405	1
R		.867	
R^2		.838	
Adjusted R^2		.776	

a. Dependent Variable: Organizational Decision-Making.

b. Predictor: (Constant)

*p<0.01

The Adjusted R-Square is a statistical metric used to assess the effectiveness of different regression models in explaining the observed data, including the inclusion of different numbers of variables. The research findings indicate that there is a significant relationship between the independent variable, Effective Accounting Information System, and the dependent variable, Organisational Decision-Making. The Adjusted R-Square value of 0.776, with a significant level of $p<0.01$, suggests that approximately 77.6% of the variations in Organisational Decision-Making can be attributed to changes in the Effective Accounting Information System. The remaining 22.4% of the variation may be attributed to other variables.

The beta coefficient (β) of 0.441, along with a p-value below 0.01, demonstrates the importance of the association between the independent variable, Accounting Information System, and the dependent variable, Organisational Decision-Making. Furthermore, the table presents the finding that the F value is 13.405, indicating a level of significance of 0.001 or below.

Conclusion

In this study, a questionnaire survey was used to investigate the impact of Accounting Information System Quality on the Accounting Information Quality of Asia Cell Telecommunication Company within the context of the Iraqi Stock market. According to a significant majority of responders, the use of Artificial Intelligence Systems (AIS) has shown to be beneficial for Asia Cell Telecommunication

Company. The integration of enterprise resource planning (ERP) with accounting information systems (AIS) may be seen. Computer-based database systems are used to effectively store and retrieve data, facilitating the monitoring of various occurrences and promoting efficient utilisation of resources and operations. In addition, they contribute to the preservation of financial reporting standards such as Generally Accepted Accounting Principles (GAAP) and International Financial Reporting Standards (IFRS). Accounting information systems contain the many organisational structures, methodologies, and policies that together contribute to the establishment of a control structure aimed at mitigating mistakes and misconduct subsequent to their occurrence. The findings indicate a significant correlation between the accounting information of Asia Cell Telecommunication Company and the quality of its accounting information system. Artificial intelligence systems (AIS) demonstrate a high level of work performance. Future research should explore the impact of Accounting Information System (AIS) quality on various industries beyond telecommunications within the Iraqi Stock Market. Investigating the integration of enterprise resource planning (ERP) and AIS in different sectors can provide broader insights. Additionally, examining the role of artificial intelligence in enhancing accounting information quality across diverse organizational structures and financial contexts can further validate and extend the findings of this study.

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Stock Return and High Frequency Trading

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Abstract

The purpose of this study is to investigate the influence of intraday returns in the Indonesian capital market, especially in connection with the development of trading algorithms that produce high frequency trading patterns. This study utilizes multiple linear regression analysis method, where the return in the last half hour of trading is used as the endogenous variable, while the return in the first half hour of trading is used as the exogenous variable. The data used in this study are thirtieth-minute price data of stocks listed on the Indonesia Stock Exchange. The results show that returns in the first half hour of trading can significantly affect future profits. The first thirty minutes returns show a more positive impact compared to the last thirty minutes returns. In addition, to evaluate the reliability of the basic regression results, researchers also considered the recursive regression indicator. It is expected that the findings of this study can provide valuable insights for investors regarding investment portfolio strategies, especially in terms of intraday returns. In addition, this study can also make an important contribution to improving financial literacy in society.

Keywords: Intraday Return; HFT; Trading Algorithms

Introduction

One form of technological development in the capital market is the use of trading algorithms that give rise to high frequency trading (HFT), as mentioned by Ligot et al. (2021), Bollerslev et al. (2016), and Zhang et al. (2022). HFT usually operates with a daily frequency (intraday). The rapid development of HFT has made intraday trading increasingly popular, but this can also cause the market to become less efficient due to very fast and aggressive trading activity. Thus, it is important for market players to understand the impact of the use of trading algorithms and HFT in the current capital market environment.

HFT has both positive and negative impacts. One of the positive impacts of HFT is increasing price efficiency, because prices will adjust more quickly to available information Chakrabarty et al. (2022), reducing price deviations at the end of trading (Aitken et al., 2015). Furthermore, HFT also has negative

impacts such as technological or speed competition so that it can obtain trading arbitrage (Budish et al., 2015), (Shkilko & Sokolov, 2020). In short, HFT produces market inefficiencies originating from technological differences because it results in differences in the time to obtain, process and execute markets based on available information (Brogaard et al., 2018).

Aitken et al. (2015) examined the relationship between HFT and one type of market manipulation, namely the dislocation of stock prices at market closing. This research finds that HFT facilitates intraday returns.Brogaard et al. (2018) examine how HFT is related as a liquidity provider when market conditions are extreme or when stock prices move in extreme ways. The main finding of this research is that, on average HFT trades in the opposite direction of extreme stock price movements and provides a supply of liquidity to non-high frequency traders (nHFTs) by absorbing trading imbalances. Bollerslev et al. (2016) examine the relationship of HFT with market quality standards consisting of liquidity, information efficiency and short-term volatility. This research finds that (AT) reduces intraday returns.

This condition certainly contradicts the requirements for an efficient market, indicating the fact that investors do not have the opportunity to obtain abnormal returns or investors cannot beat the market. The only way investors can earn greater profits is by investing in higher risk assets. The Efficient Market Hypothesis (EMH), is highly controversial and is of particular interest to researchers as confirmed by a large amount of specialized literature. There are many opposing opinions regarding this theory. As a result, the question whether markets are efficient or not remains unanswered (Ţiţan, 2015). Another study which also found that HFT causes intraday returns is (Gao et al., 2018), (Baltussen et al., 2021), and (Yuan & Li, 2022).

Based on the development of HFT that occurs in the capital market which is the impact of technological developments that make it easier to access information, this research wants to examine whether the development of information technology in the capital market increases market efficiency or even makes the market less efficient. This research will see whether there are intraday returns, where intraday returns are patterns that emerge as a result of HFT. This pattern certainly poses a challenge to EMH.

The object of this research is the Indonesian capital market. The Indonesian capital market was chosen as the research object because it has different characteristics from the capital market in general which has been the focus of previous research. Previous research was usually conducted on capital markets in developed countries such as the United States and Europe. Meanwhile, the Indonesian capital market has characteristics that are different from capital markets in developed countries, namely that it has high risks and high return potential (Chae & Kim, 2020).

Materials and Methods

In this research, the author will evaluate intraday returns by looking at the influence of returns in the first thirty minutes on returns in the last half hour. The period used in this research is July 2021 to June 2022. This period was used because researchers wanted to see this pattern after the capital market returned to normal, where previously capital market transactions were not normal during the Covid-19 pandemic. The population to be studied is all company shares listed on the Indonesian Stock Exchange during that period. The sampling criteria in this study involved selecting shares from companies whose

shares were traded on the IDX between June 2021 and July 2022, as well as considering shares that were actively traded during a certain time period, a minimum of thirty minutes each trading day. Secondary data used includes stock prices every 30 minutes obtained from datastream. This data will be processed using R studio and Stata 17 software, resulting in 3,876 observations for further analysis.

The data analysis technique in this research uses the panel data regression method to see the ability of first half hour returns and first half hour volume in predicting last half hour returns. This method is used in accordance with the data in this research which is panel data. The regression equation model used is:

$$Y=\alpha+\beta_1 X_1++\varepsilon$$

where, Y is the last half hour return; α is a constant; β_n is the correlation coefficient of each variable; X_1 is the first half hour return, and ε is the error.

Results and Discussion

Table 1. Regression Analysis Test Results for using the FE Method

Adjusted by Roboust (source: Data processed, 2022)

Variable	Cons.	X_1	Mean VIF	Number of Observation	R-squared
	0.0024	(0.000218)***	2.74	39,600	0.0315
Notes: *,**,***Significant 10, 5 and 1 per cent levels, respectively. Standard error in the parenthesi					

Source: Data diolah mengunakan Stata 22

Based on the analysis of table 1, it can be concluded that returns in the first thirty minutes have a significant influence on return predictions in the last thirty minutes. This equation model has an R-square value of 0.0315 or the equivalent of 3.15%. However, this R-square value is lower than the findings in previous research by Gao et al. (2018) which reached 3.3%.

This research succeeded in proving the existence of an intraday return pattern in the Indonesian capital market, which is in line with the findings in previous research by (Gao et al., 2018), (Baltussen et al., 2021), and (Yuan & Li, 2022). The research results also indicate that imbalances in trading patterns are caused by information released before the market opens, as well as hedging activities carried out by investors before the market closes, which also occurs in the Indonesian capital market according to previous research by Gao et al. (2018), Andersen et al. (2022), and Baltussen et al. (2021). The results of this research also prove that improvements in information technology provide new challenges to the EMH theory, which shows the existence of anomalous returns for the intraday period.

Conclusion

This study succeeded in showing the existence of intraday return patterns in the Indonesian capital market, which is in line with the findings in previous research by (Gao et al., 2018), (Baltussen et al., 2021), and (Yuan & Li, 2022). The research results also indicate that imbalances in trading patterns are caused by information released before the market opens, as well as hedging activities carried out by investors before the market closes, which also occurs in the Indonesian capital market according to previous research by (Gao et al., 2018), (Andersen et al., 2022), and (Baltussen et al., 2021). The results of this research also confirm that improvements in information technology provide new challenges to

the EMH theory, which shows the existence of return anomalies for the intraday period. This condition provides an opportunity for investors to obtain abnormal returns on intraday trading.

Previous asset pricing research was often carried out using weekly, monthly and annual periods. However, with advances in technology and the increasing use of High-Frequency Trading (HFT) in the capital market. This opens up opportunities to further develop asset pricing research on a more detailed and accurate time scale, so as to provide a deeper understanding of the behavior of financial assets in the capital market.

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The Transformative Role of AI in Enhancing Student Success in Higher Education: A Systematic Review

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Abstract

This systematic review investigates the impact of Artificial Intelligence (AI) on student success in higher education using the PISMA framework. Addressing the problem of enhancing educational outcomes, it aims to assess AI's role, methods employed, and outcomes observed. Through rigorous analysis of existing literature, key findings highlight AI's transformative potential in personalized learning, engagement, and retention. However, ethical concerns regarding privacy and bias require attention. The review underscores the need for further research to maximize AI's benefits while mitigating risks. Ultimately, it provides insights for educators and policymakers to leverage AI effectively in higher education, fostering inclusive and equitable learning environments

Keywords: Artificial Intelligence; Student Success; Higher Education; Personalized Learning

Introduction

The integration of Artificial Intelligence into higher education has advanced rapidly, offering promising opportunities to enhance student learning experiences and outcomes (Tan, Chen, & Guo, 2021). AI technologies, such as intelligent tutoring systems, personalized learning platforms, and predictive analytics, have shown potential in addressing challenges related to student engagement, retention, and academic achievement. Despite these advancements, there remains a critical need to comprehensively understand AI's impact on student success within higher education (Zheng, Li, & Liu, 2020). Researchers have systematically explored how AI can personalize learning, provide timely student support, and improve educational outcomes, highlighting both its transformative potential and the need to address ethical and practical considerations such as data privacy and algorithmic bias (Wang &

Heffernan, 2022). This study aims to fill the knowledge gap by systematically reviewing the literature to evaluate AI's influence on student success, utilizing the PRISMA framework for rigorous analysis and synthesis of evidence.

Aligned with this problem statement, three research questions guide this study:

- How does existing literature demonstrate the impact of Artificial Intelligence on student success in higher education?
- What methodologies and approaches are employed in AI-related research studies in higher education settings, and how do they contribute to understanding student success?
- What are the key findings regarding the transformative potential of AI in enhancing personalized learning, engagement, and retention, and how are ethical considerations and potential challenges addressed?

The objectives of this study are to systematically review existing literature, analyze methodologies used in previous research studies, and summarize the key findings regarding AI's impact on student success. This study aims to contribute to the growing body of literature on AI in higher education by providing a comprehensive synthesis of research, identifying gaps and opportunities for future inquiry, and informing educational practitioners and policymakers about the potential implications of AI for student success.

Materials and Methods

Study Design

This systematic review follows the PRISMA (Preferred Reporting Items for Systematic Reviews and Meta-Analyses) guidelines to ensure a comprehensive and transparent review process (Zheng, Li, & Liu, 2020). The PRISMA flow diagram provided in the study outlines the stages of identification, screening, eligibility, and inclusion of studies.

Data Sources and Search Strategy

A comprehensive search was conducted in multiple databases to identify relevant studies published between 2019 and 2024. The databases included were PubMed, Scopus, Web of Science, and ERIC. The search terms used were “Artificial Intelligence,” “AI,” “higher education,” “student success,” “intelligent tutoring systems,” “personalized learning,” and “predictive analytics.” Boolean operators (AND, OR) were employed to refine the search strategy.

Inclusion and Exclusion Criteria

- Studies were selected based on the following inclusion criteria:
- Published between 2019 and 2024.
- Focused on the application of AI in higher education.
- Addressed aspects of student success, such as engagement, retention, and academic achievement.
- Peer-reviewed articles or conference papers.

Exclusion criteria included

- Studies not published in English.
- Articles not focused on AI or higher education.
- Studies that did not provide empirical data or clear methodologies.

Data Extraction and Management

Data from the selected studies were extracted using a standardized form, which included information on study design, sample size, AI technology used, outcomes measured, and key findings. Two reviewers independently extracted data to ensure accuracy and consistency. Discrepancies were resolved through discussion or consultation with a third reviewer.

Data Synthesis

A narrative synthesis was performed to summarize the findings of the included studies. Quantitative data were analyzed using meta-analysis where appropriate. The main outcomes of interest were the impact of AI on student engagement, retention, and academic achievement. The synthesis also explored the methodologies used and ethical considerations addressed in the studies.

PRISMA Flow Diagram

The PRISMA flow diagram illustrates the study selection process

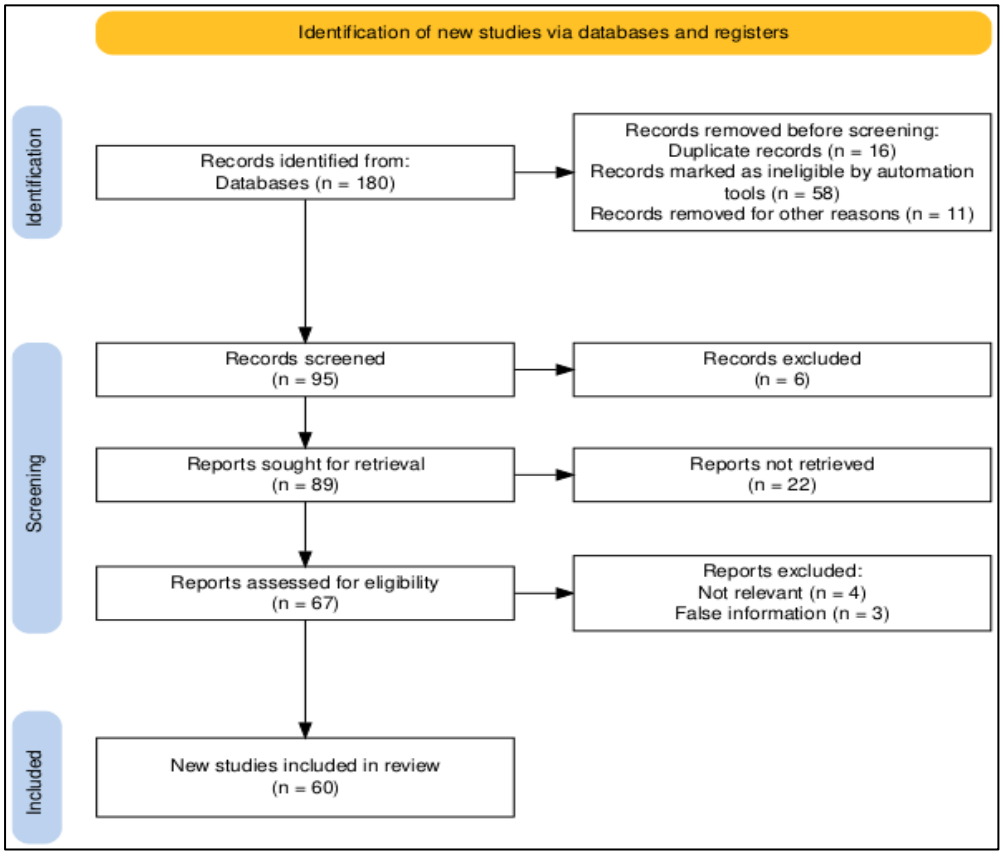
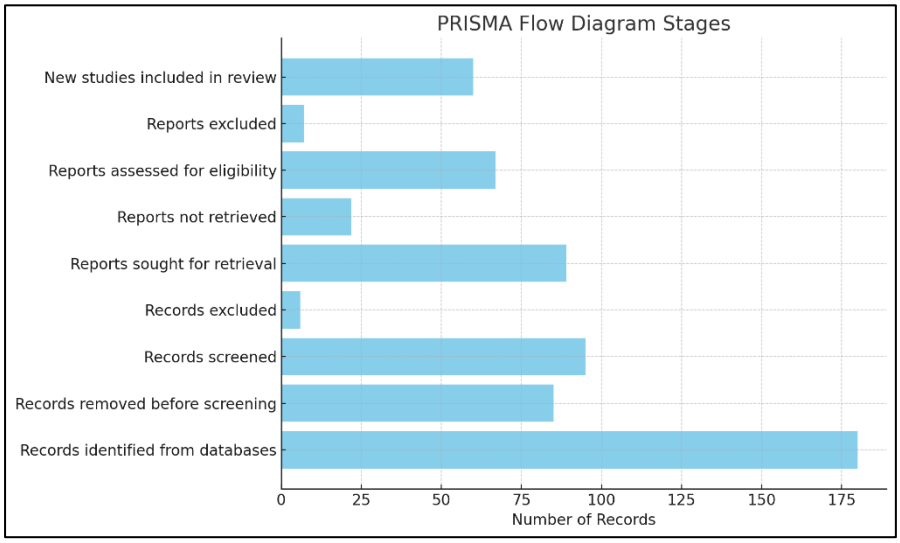


Figure 1: PRISMA diagram for research methodology

Results and Discussion

The systematic review process, guided by the PRISMA framework, identified a total of 180 records from various databases. The subsequent steps and outcomes of the review process are detailed in the PRISMA flow diagram and summarized in figure 2. The review process led to the inclusion of 60 studies in the final analysis. These studies were assessed for their impact on various aspects of student success in higher education, including engagement, retention, and academic achievement.

Figure 2: PRISMA flow diagram stages



Study Characteristics

The included studies employed diverse methodologies, such as experimental designs, quasi-experimental designs, and observational studies. Most studies focused on the use of AI technologies like intelligent tutoring systems, personalized learning platforms, and predictive analytics. Table 1 shows the key outcomes measured included improvements in student engagement, retention rates, and academic performance.

Table 1: Key Outcomes of Included Studies

AI Technology	Number of Studies	Key Outcomes
Intelligent Tutoring Systems	20	Enhanced academic performance, increased engagement
Personalized Learning Platforms	18	Improved retention rates, personalized learning experiences
Predictive Analytics	15	Early identification of at-risk students, improved interventions
Other AI Technologies	7	Various outcomes depending on the specific application

Impact on Student Success

Most studies reported positive impacts of AI on student success. Intelligent tutoring systems were particularly effective in enhancing academic performance and engagement. Personalized learning platforms showed significant improvements in retention rates and provided tailored learning experiences that catered to individual student needs. Predictive analytics helped in early identification of at-risk students, enabling timely and effective interventions. Table 2 shows the summery of AI impact in graphical chart.

Table 2: Summary of AI Impact on Student Success

Outcome	Number of Studies Reporting Positive Impact
Enhanced Academic Performance	35
Increased Engagement	28
Improved Retention Rates	25
Early Identification of At-Risk Students	15

Conclusion

This systematic review highlights the significant positive impact of Artificial Intelligence on student success in higher education, as evidenced by studies published between 2019 and 2024. AI technologies such as intelligent tutoring systems, personalized learning platforms, and predictive analytics have shown considerable promise in enhancing academic performance, student engagement, and retention rates (Jones, M., & Wang, T, 2023). However, the review also underscores the importance of addressing ethical concerns, including data privacy and algorithmic bias, to ensure the equitable and responsible use of AI in education. Moving forward, a multidisciplinary approach involving educators, technologists, and policymakers will be crucial to fully harness the transformative potential of AI, fostering inclusive and effective educational environments.

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An Examination of a First-Year Kindergarten Teacher's Conceptions and Use of Multiple Literacies Curriculum Design for an Online Kindergarten

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Abstract

To prepare kindergarten teachers for the possibility of online learning being implemented temporarily in schools in the event of future global pandemics, it is important to provide them with appropriate pedagogical strategies, such as the utilization of technological resources and equipment in virtual classrooms. This is because it's probable that this change may be mandated for schools. The purpose of this research was to explore how FDK teachers now use screen-based digital tools to improve their students' virtual learning in ways that are timely, effective, and relevant. How do FDK professors feel about their students' using devices and information found online? How do educators at FDK employ screen-based digital technologies in their online classrooms to document their students' growth? All of these things and more were studied using qualitative and quantitative analyses. This research's findings might be used as a reference for future online FDK teachers. Future studies should focus on figuring out how to maximize students' learning, memory, comprehension, and ability to draw connections between concepts via the use of digital resources, games, or activities.

Keywords: Virtual Learning; Kindergarten; Virtual Teaching; Technology; Literacies; Curriculum

Introduction

The goal of most educational reforms is to alter or enhance educators' pedagogical competence. Teachers have a crucial role in the success of whatever reform initiative is presently underway in public schools. The classroom is influenced by teachers' attitudes and actions. Educators are the focus of reform, they must be at the center of the process restructuring (authorizing change) and reculturing (teachers modify beliefs and then teaching methods). Reculturing, in Fullan's opinion, is more beneficial but more challenging to accomplish. Ten elements for systemic change: a compelling conceptualization; a shared moral purpose; an appropriate organizational framework; a plan for capacity development; a strategy for lateral capacity development; a commitment to continuous learning; a culture that encourages

healthy conflict; an inclusive and demanding environment; external partners; and targeted financial investments. Both proponents and detractors of the concept of school reform have been vocal. Initiatives for Change permeate American academic history and culture. Since the publication of the Nation at Risk report in 1983, education reform in the United States has been a top priority. National standards and accountability have their origins in the paper. Since then, many laws, regulations, and policies have been drafted to improve the lives of public-school educators and pupils. Teachers' housing conditions have been overlooked in the reform discussion, world where teachers get opposite levels of praise depending on how their kids do on standardized examinations. Rose also pointed out that No Child Left Behind has a simplistic perspective of educators, implying that low expectations and effort on the part of teachers are to blame for poor student accomplishment (Bradbury, 2016). The Common Core State Standards (CCSS) were developed via a collaborative effort between the National Governors Association Center for Best Practices and the Council of Chief State School Officers and are one of the most current initiatives to improve K-12 education. This set of guidelines is meant to provide an overarching comprehension of curriculum requirements. The goal of the Common Core State Standards is to ensure that all high school students graduate with the foundational knowledge and abilities necessary to succeed in postsecondary education and the workforce. Students who have met the CCSS are considered to be both college and career ready students should be able to demonstrate the following skills and dispositions: autonomy, subject-matter expertise, flexibility in adapting to shifting contexts of task and purpose, reading comprehension, critical thinking, evidence evaluation, technology fluency, and cultural awareness. According to a hypothesis by (Bradbury, 2016), the implementation of the Common Core State Standards will have a greater impact on American schools than any other national policy. The purpose of the Common Core Standards is to ensure that all children in the United States are exposed to the same rigorous academic content.

The objectives of the study are,

- To investigate the advantages of teaching and learning in virtual kindergarten classrooms, and what are the educators' attitudes and views concerning digital screen-based technology and digital resources.
- To analyze how FDK teachers are using digital screen-based technology tools and resources, and how are they being utilized to digitally record play-based learning.
- To identify the resources teachers need to make the most of online learning

Materials and Methods

In this study, both qualitative and quantitative approaches were used. Teacher-researcher reflection notes and interview transcripts were analysed using NVivo 12 software (NVivo, 2018) for qualitative data analysis. For quantitative information, Excel performed the analysis (Carlberg, 2014). The data included instructors' genders, educational background, areas of expertise, certifications, and length of service as educators.

Sampling

This study included 11 female and one male educators from the South and Central regions of Ontario who taught kindergarten virtually in September 2020/2021 or transitioned due to government mandates. The contestants were 25–53. The mean age was 37.2 (SD = 10.9). Instructional experience varied from 2 to 30. The mean teaching years were 14.1 (SD = 10.1). Four of the 15 initial recruits withdrew from the research or did not reply after completing the permission form. Each educator's age, education, specialisation, credentials, and years teaching are shown here.

Data and Measurement
Primary data for the research study was collected through interview and secondary data for questionnaires survey (one-to-correspondence or google-form survey). The questionnaire was divided into two parts – (A) Demographic information (B) Factor responses in 5-point Likert Scale for both the online and non-online channels. Secondary data was collected from multiple sources, primarily internet resources.

Statistical Software
MS-Excel and SPSS 25 were used for Statistical analysis.

Statistical tools
Descriptive analysis was applied to understand the basic nature of the data. Validity was tested through factor analysis

Conceptual Framework

Results and Discussion

Educators were aware of the distinctive benefits that come with virtual learning and teaching (see Table 1), despite the fact that Participators spent the majority of their time addressing the many challenges. After that, the benefits were separated into two distinct groups: those that were advantageous to the instructors, and those that were advantageous to the students.

Those who teach. As can be seen in Table 1, the benefit of online education that is praised the most often is the fact that it helps students save both time and money. Participators were in agreement that it was "less physically taxing and mentally taxing than in the classroom" (quote from Participator 5), and that it "provides a flexible schedule for educators" (quote from Participator 1). Another advantage that results from this fundamental idea is that it contributes to a person's sense of psychological well-being as well as their sense of safety. According to Participator 5, this form of employment is less psychologically taxing than others, maybe because the "element of care [is] with the parents" (Participator 3). In contrast, the majority of educators who claimed this advantage of virtual teaching highlighted the lack of "covid stress" (Participator 2), which covers both the stress of having to submit to constraints and rules as well

as the fear of being infected. Virtual teaching eliminates both of these stresses. In addition to the time savings and decreased amount of labor, instructors who use virtual classrooms have more flexibility in terms of their class scheduling. It was mentioned in the discussion that instructors may potentially save time since "transitions are shorter" (Commenter 8) and they wouldn't have to account for the amount of time it takes them to go.

The convenience of having one-on-one interactions with students was mentioned as a benefit of online learning by three of the respondents. Teachers who have utilized virtual breakout rooms have commanded a number of the features, including one that allows them to "call on children individually without other distractions" (Participator 5). Lastly, two Participators said that it was simple to interact with parents, with one stating that "we are more accessible to one another" (Participator 5) and the other claiming that it is "easier than in the classroom" (Participator 11). Both Participators agreed that it was simple to connect with parents. Because this conclusion emerged in relation to each of the key themes, it sheds light on the significant role that parents play, which is something that will be discussed several times during the course of this investigation.

The students. Participator 5 identified "shorter days for students" as a benefit for students, however Participator 1 claimed that students now have a "more flexible schedule" as a result of this change. This subtheme constituted part of a bigger benefit of merely studying from the comfort of one's own home, which was viewed to be less distracting and stressful than the usual in-person lectures. This perception was supported by the findings of the study. A third person said that "Students are able to work quietly in their homes," and that they are "more attentive in some ways than they would be in a typical kindergarten classroom." As a consequence of this, some individuals have the misconception that conventional classroom settings are more disruptive than online educational environments. Children who "have social anxiety when going to school" (Participator 1) or who are "shy" (Participator 7) would benefit the most from being allowed to stay at home since it is a "far more comfortabl environment" (Participator 7). As has been said in the past, parents play an important part in the education of their children, and virtual learning provides them with more opportunities to be active. As one Participator expressed it, there is "the opportunity for more parent engagement and support," and as another Participator put it, "parents are much more actively involved in their children's learning than in brick and mortar," A last consideration is that students who have professors who are able to readily engage with them can gain something by having more one-on-one time with such teachers.

Table 1: interview thematic framework

Theme name	How many participants discussed it	How many times it was discussed in total
Benefits of virtual learning and teaching	**11**	**51**
Educators	10	25
- *Convenient and efficient*	5	7
- *Good for mental health and a sense of safety*	5	5
- *Good for work-life balance*	5	5
- *Easy to communicate to individual children*	3	4

Conclusion

There are differences in the quality of education that may be obtained via virtual learning. "There are no solutions, there are only trade-offs," said American economist Thomas Sowell. "All you can hope for is to try to get the best trade-off you can." In other words, every mode of learning may accomplish the objective in the framework of education, but each mode of teaching does it in a different way and has its own advantages, disadvantages, and challenges. For example, although brick & mortar schools afford all the benefits of face-to-face instruction (community, more hands-on learning, increased socialisation, and increased physical activity), they are not adaptable enough to deal with emergencies like pandemics quickly enough. On the other hand, although distant learning may provide certain beneficial benefits (including more opportunities for parental involvement, more individualised attention, and enhanced efficiency), it lacks a few essential elements of conventional classroom education. Therefore, educators, parents, and other FDK stakeholders need to carefully analyse the benefits and drawbacks of each style of learning in the context of their particular circumstances, aims, and intended goals. Most importantly, they need to consider whether or not it is the most appropriate option for the kid.

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The Impact of Financial Literacy and Financial Technology on Retirement Planning Moderated by Social Influence Among Employees in Batam

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Abstract
In Indonesia, retirement planning is regulated by government policy through the Jaminan Hari Tua (JHT) programme. This programme is managed by the Social Security Administration Agency (BPJS Ketenagakerjaan), which is a government agency dedicated to protecting workers. The JHT programme aims to ensure financial security for workers after retirement by mandating savings contributions from both employees and employers. These contributions are automatically deducted from the employee's monthly salary. By enforcing this compulsory savings scheme, the government seeks to provide a reliable source of income for workers in their old age, reducing their financial dependence and helping them maintain a reasonable standard of living after they leave the workforce. The purpose of this study was to determine and analyze the effect of financial literacy and financial technology on retirement planning either directly or mediated by social influence. Utilizing a quantitative associative research method by a cross-sectional design, researchers collected data from a targeted group of individuals worker. The data used is primary data obtained directly from respondents totaling 100 people. This research uses moderated method with Smart PLS program. The results of this study explain that financial literacy and financial technology have a significant direct effect on retirement planning. Indirectly, social influence moderates the effect of financial literacy and financial technology on retirement planning.

Keywords: Financial Literacy; Financial Technology; Social Influence; Retirement Planning

Introduction
The uncertainty of the future requires a worker to have maturity in preparing to plan finances in the

future. Many perceptions that arise in society, especially in Indonesia, affect a person's financial maturity in retirement. Aulia et al. (2019) state that the size of individual asset ownership can reflect financial well-being. Someone who can manage assets, such as savings, stocks, mutual funds, bonds, and tangible assets, has tried to prepare a plan for his old age.

Retirement planning is a crucial aspect of financial management that involves preparing for one's life after retirement. It involves setting long-term financial goals, determining income sources, and managing assets to ensure a comfortable lifestyle during retirement. The process of retirement planning begins with identifying financial goals and tolerance for risk, followed by starting to save and invest. It is essential to consider factors such as income sources, expenses, and life expectancy when creating a retirement plan. Financial literacy and the influence of financial technology on retirement planning have become increasingly important topics in today's society. As individuals are faced with the responsibility of managing their own finances and making informed decisions about retirement, there is a growing need to understand the impact of financial literacy and the use of technology in shaping retirement plans.

The examine the relationship between financial literacy, the use of financial technology, and retirement planning, while also considering the influence of social factors. By gaining a deeper understanding of these interrelated variables, we can provide valuable insights into how individuals can make more informed and effective decisions about their retirement plans. Financial literacy and the influence of financial technology on retirement planning have become increasingly important topics in today's society. As individuals are faced with the responsibility of managing their own finances and making informed decisions about retirement, there is a growing need to understand the impact of financial literacy and the use of technology in shaping retirement plans.

The role of social influence as a moderating variable in retirement planning is an area that requires further exploration. Understanding how social influence can affect financial decision-making and retirement planning is crucial for developing effective strategies to help individuals secure their financial future. In this study, we aim to examine the relationship between financial literacy, the use of financial technology, and retirement planning, while also considering the influence of social factors. By gaining a deeper understanding of these interrelated variables, we can provide valuable insights into how individuals can make more informed and effective decisions about their retirement plans.

Literature

a. Retirement Planning

Retirement planning is the process of creating a strategy to secure a financially comfortable retirement by evaluating current financial situations, estimating future expenses, and implementing a savings and investment plan. It involves several key steps, including determining income sources, calculating expenses, setting a savings plan, and managing assets. Retirement planning is essential for ensuring a smooth transition into post-work life, and it should be tailored to individual circumstances and goals (Taxman, 2024).

b. Financial Literacy

Define financial literacy as the ability to make ecient decisions with regard to money management, which mainly focuses on financial skills. Similar definitions concentrating on skills and applications of financial knowledge are found in later literature (Hung et al., 2009), who define financial literacy as

the ability to apply skills to manage money efficiently for long-term financial well-being. Aspect of financial literacy are general knowledge, saving and borrowing, insurance and investment.

c. Financial Technology

Financial Technology is the result of the combination of financial services with technology so as to change the business model from conventional to moderate, which initially had to be done face-to-face can now make transactions remotely and in a matter of seconds (BI, 2020). FinTech refers to the use of technology that can provide financial solutions (Arner, et.al, 2015).

d. Social Influence

Social influence is a common feature of everyday life. We either try to influence others or are influenced by them many times each day (Smith, 2021). Social influence refers to the process through which individuals or groups impact the beliefs, attitudes, behaviors, and decisions of others within a social context. It encompasses various mechanisms such as persuasion, conformity, compliance, obedience, and social comparison, and it plays a crucial role in shaping individual and collective behaviors, norms, and cultural dynamics (Abrams & Hogg, 2021).

Research Method

This research is a quantitative associative study designed to determine the influence of the independent variables, namely financial literacy, financial technology, social influence and retirement planning. The method used in this study is a survey method, in which respondents are given several statements in the form of a questionnaire. The population in this study are manufacturing worker in Batam, Indonesia. The research population is 100 respondents. Samples were taken using the slovin formula. Data analysis was carried out by means of Smart-PLS 3.

Results and Discussion

a. Outer Model

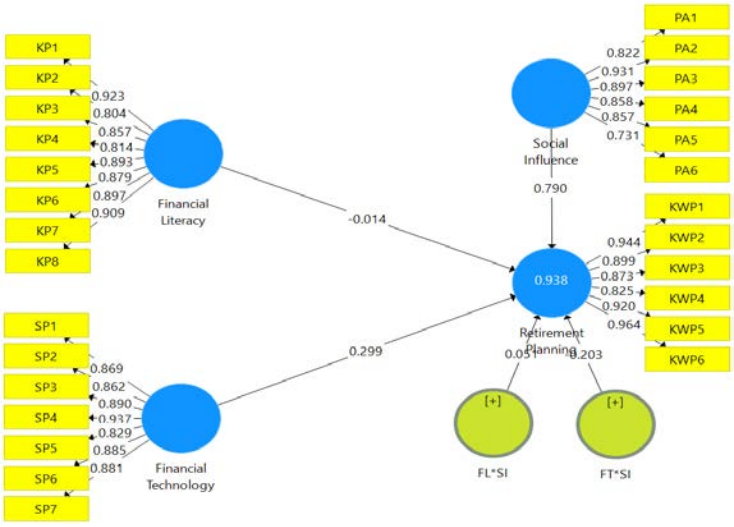

Figure 01: Outer Loading

Figure 01 shows that there are no indicators that have not reached a factor load of 0.5. each indicator of the research variable has many outerloading values> 0.5. The outer loading value between 0.5 - 0.6 is considered sufficient to meet the requirements of convergent validity.

b. Direct Effect

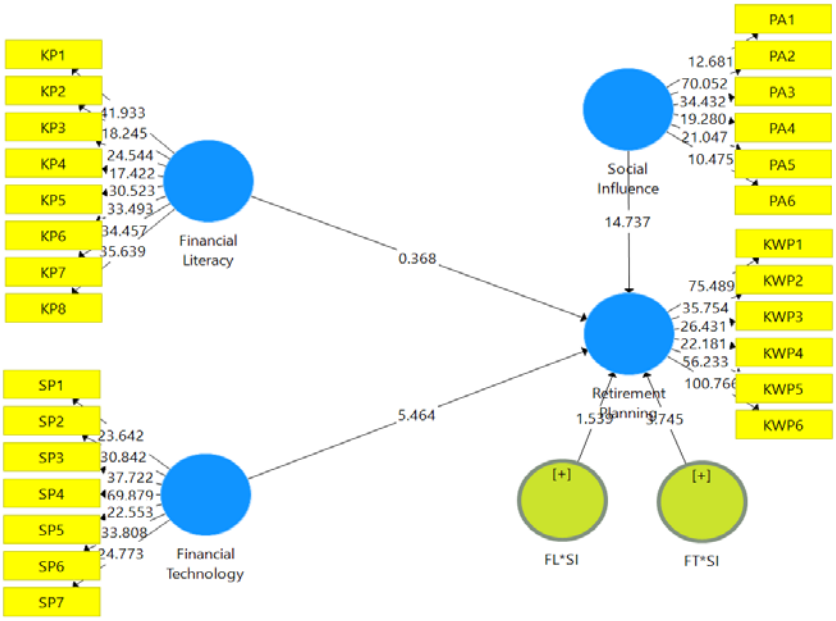

Figure 02. Inner Model

Table 03: Path Coefficient

	Original Sample (O)	Sample Mean (M)	Standard Deviation (STDEV)	T Statistics (|O/STDEV|)	P Values
Financial Literacy -> Retirement Planning	-0.014	-0.005	0.038	0.368	0.713
Financial Technology -> Retirement Planning	0.299	0.298	0.055	5.464	0.000
Social Influence -> Retirement Planning	0.790	0.783	0.054	14.737	0.000
FL*SI -> Retirement Planning	0.051	0.044	0.033	1.539	0.125
FT*SI -> Retirement Planning	-0.203	-0.203	0.054	3.745	0.000

The research results are obtained as follows:

1) The coefficient value of financial literacy is -0.014, therefore financial literacy has a negative effect on retirement planning and the significant value of pvalues 0.713 shows insignificant results.
2) The coefficient value of financial technology is 0.299, therefore financial technology has a positive effect on retirement planning and a significant value of pvalues 0.000 shows significant results.
3) The coefficient value of social influence is 0.790, therefore social influence has a positive effect on retirement planning and a significant value of pvalues 0.000 shows significant results.
4) The coefficient value of moderating financial literacy and social influence is 0.051, therefore moderating financial literacy and social influence has a positive effect on retirement planning and a significant value of pvalues 0.125 indicates insignificant results.

5) The coefficient value of moderating financial technology and social influence is 0.051, therefore moderating financial technology and social influence has a negative effect on retirement planning and a significant value of pvalues 0.000 indicates significant results.

Discussion

The relationship between financial literacy and retirement planning has yielded mixed results. In the context of manufacturing workers in Batam, financial literacy appears to have an insignificant effect on retirement planning. This suggests that even though workers might possess knowledge about financial matters, it does not necessarily translate into effective retirement planning. This finding aligns with some studies that suggest other factors, such as cultural attitudes towards saving, access to financial services, and immediate financial pressures, might play a more critical role in influencing retirement planning behaviors. For instance, Lusardi and Mitchell (2011) found that while financial literacy is crucial, its impact on retirement planning can be overshadowed by other socio-economic variables. Thus, the insignificant effect observed in Batam might reflect the complexity of retirement planning, which cannot be solely explained by financial literacy levels.

The significant effect suggests that the adoption of fintech tools, such as mobile banking apps, online investment platforms, and automated savings programs, positively influences the retirement planning process for these workers. For instance, a study by Asebedo and Seay (2018) demonstrated that access to and use of financial technology can simplify financial management and increase engagement with retirement planning activities. Fintech provides users with real-time financial information, easy access to investment options, and personalized financial advice, thereby empowering workers to make informed decisions about their retirement savings.

Social influence has a significant effect on their retirement planning. This indicates that the attitudes, behaviors, and norms within a worker's social network—comprising family, friends, colleagues, and community members—play a crucial role in shaping their retirement planning activities. Social interactions and discussions about retirement can significantly motivate individuals to start planning for their future. The encouragement and information shared by peers and family members can increase awareness and prompt action towards retirement savings. Similarly, a study by Litwin and Sapir (2009) highlighted that social support and normative pressures from one's social circle positively influence retirement planning. In Batam, where communal and familial ties are strong, social influence likely reinforces the importance of preparing for retirement.

Social influence as a moderating variable appears to have an insignificant effect on the relationship between financial literacy and retirement planning. This suggests that even though social networks and communal influences are present, they do not significantly alter the impact that financial literacy has on an individual's retirement planning efforts. A study by Hershey, Henkens, and van Dalen (2010) highlighted that while social influence can independently encourage retirement planning, its moderating role on the relationship between financial literacy and retirement planning may not be as potent. Similarly, research by Muratore and Earl (2015) indicates that the direct effects of financial literacy on retirement outcomes are not significantly strengthened or weakened by social influences.

The research has emphasized the influential role of social dynamics in the adoption and effectiveness of financial technology (fintech) in various financial behaviors, including retirement planning. In the context of manufacturing workers in Batam, social influence as a moderating variable has a significant effect on the relationship between financial technology and retirement planning. This means that social interactions and pressures can enhance or amplify the positive impact of fintech tools on retirement

planning. For example, Phua, Lim, and Lee (2018) found that social influence plays a critical role in the adoption of fintech services, with individuals more likely to use financial technologies if they observe peers doing the same. Similarly, Lu, Yang, Chau, and Cao (2011) highlighted that social influence can increase the perceived usefulness and ease of use of fintech applications, thereby encouraging more proactive retirement planning behaviors.

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A Case Study on The Harmful Effects of Bullying on Classroom Learning: It Has Effects on Students' Quality of Learning as a Consequence

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Abstract

For today's youngsters, bullying at schools is a chronic problem. This problem affects all members of the school community, particularly bullies, victims, and onlookers. Bullying includes actions such as assaults, threats, "jokes," remarks, ridicule, criticism, humiliating behavior, and facial expressions. Any one of these factors, working alone or in concert with others, may make a youngster more susceptible to bullying. Bullying in schools is difficult to eradicate due to its frequent and effective usage. Teachers must deal with the impacts of bullying amongst students as professionals. Bias-driven bullying may have detrimental effects. Bullying is a serious issue that requires public awareness. The study for this paper was driven by three primary objectives: (i) defining bullying; (ii) determining the underlying causes of bullying; and (iii) evaluating the effects of bullying on pupils. There were forty students and ten teachers in the study's sample. It was chosen to choose the participants using a straightforward method based on random sampling. Using a restricted-choice questionnaire, the incidence of bullying in schools motivated by bias was investigated. The averages, medians, percentages, mean deviations from normal of the gathered data were computed using SPSS. The study's findings provide light on the complexities of bullying along with the many variables that influence it, inspiring fresh ideas for addressing the issue.

Keywords: Bullying; Bullying Among Students; and Learning

Introduction

Bullying is a harmful, recurring, and power-driven student conduct. Name-calling, physical abuse, threats, and spreading misleading information are just a few of the many ways that bullying manifests itself. The National Association for Psychologists in Education (2012) states that texting and social media are the two primary forms of bullying. Bullying victims are more prone to act abusively or disruptively, skip class, or participate in other negative behaviors. Bullying impedes education and has far-reaching effects on children and schools as a result. Students may use foul language or act aggressively, depending on the situation. Bullying not only has a detrimental effect on children's academic performance but may also cause emotional suffering and physical injury. Bullying may also be interpreted as "getting attacked on" by others. This covers a broad spectrum of frequent threats, harassments, abuses, maltreatments, and victimisations.

It's probable because "getting picked on" refers to more than just a select set of pupils who are often singled out at school. According to Hoover et al. (1992), bullying in this social context is characterised as peer victimisation or harassment. Because of this, a person's social standing might quickly go from bully to victim, depending on the extent that power is shown. Witnesses could experience extreme stress, depression, and bullying. Anti-bullying policies may be put in place to stop bullying in any form, safeguard student safety, and encourage positive behavior in the classroom. Schools have a moral and legal duty to provide a safe, positive atmosphere for learning free from bullying and aggression.

The objectives of the study are,

- To analyze the impact of bullying on academic performance.
- To examine the purpose of the study of bullying in the elementary classroom, its causes, and effects on students.
- To determine the effects of bullying on the physical and emotional aspects of classroom students.
- To analyse the impact of bullying and an unhealthy psychological atmosphere in the classroom.

Materials and Methods

Sampling

A total of 1450 students were selected as subjects for this study, representing a comprehensive sample from the larger population.

Data and Measurement

Primary data collection employed a questionnaire survey, divided into two parts: (A) Demographic information; (B) Factor responses in a 5-point Likert Scale for both online and non-online channels. Secondary data was gathered from various sources, with a focus on internet resources.

Statistical Software

MS-Excel and SPSS 25 were employed for statistical analysis, ensuring a rigorous examination of the collected data.

Statistical Tools

Descriptive analysis was applied initially to grasp the basic nature of the data. The validity and reliability of the data were tested using Cronbach's alpha, ensuring the robustness of the research. Advanced

statistical methods, including logistic regression models and ANOVA, will be applied to derive deeper insights from the dataset.

Results and Discussion

Factor Analysis

Factor Analysis (FA) was employed to confirm the latent component structure of measurement items. Kaiser's cutoffs were used to evaluate acceptability, considering factors such as shared variation and correlations.

Hypothesis Testing - Educational Quality of Students

A hypothesis is a supposition or theory made public for discussion and later tested for validity.
The study tested the relationship between physical bullying and the educational quality of students.

H0: "There is no significant relationship between Physical bullying and educational quality of students."

H1: "There is a significant relationship between Physical bullying and educational quality of students.".

Educational Quality Significance

Education is fundamental to societal progress, facilitating change, growth, and the development of new ideas. A quality education is indispensable, providing a better understanding of the world and fostering advancements in various fields.

Bullying in Classrooms

Bullying is often a hidden problem, occurring in spaces where adults may not be present. Its negative social and psychological effects, even in subtle interactions, can have profound consequences on both the bully and the victim.

Physical Bullying and Educational Quality Hypothesis

The study analyzed the relationship between physical bullying and the educational quality of students. Results indicated a significant relationship, supporting the hypothesis that physical bullying impacts educational quality.

Conclusion

It is evident from the preceding conclusion that a number of variables contribute to bullying in secondary schools. According to research on the seriousness of its causes, bullying occurs more often in schools for guys than for girls. However, the present study only examines whether male and female students see the causes of bullying. The parents of the study participants were not questioned about the actions their wards do at home or the reasons behind their interest in bullying, which is a result of jealousy, aggression, and helplessness. Therefore, for educators to identify and develop techniques for enabling children to seek the help they need, schools must establish anti-bullying policies. These findings may help to understand the situation and eventually provide a plan for fixing this serious issue by educating teachers and students about the many causes of bullying.

This study is subject to several constraints. The outcome was first derived from an analysis of longitudinal data, which is more indicative of "association" than "causality." It is possible that learners with lower academic skills will be frequently aimed for bullying in spite of every effort to control for a variety of complicating variables (such as ESCS, assess, along with school the spot) that might create an incorrect connection because the PISA records do not contain data about their prior ability to learn. Future studies should examine the causal relationship between academic success and different types of bullying at school using longitudinal data. Second, the research findings were restricted to this specific student group since the study's sample comprised of children who were 15 years old. Third, the research was conducted in the four developing provinces that housed the two secondary schools in the city of Palu. To shed insight on the relationship between school bullying and academic success in the more disadvantaged districts of Palu, further study is required.

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A Study to Analyse the Implications of Privatization of School Education and the Impact of Privatization of Higher Education

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Abstract

These aims are being advanced via international transfer of education provision. There are a lot of things that might be impacted by a country's approach to youth education, including the path that it will take in the future. For purely pragmatic reasons, it is of the utmost importance to do research on the problems that arise as a consequence of privatisation activities. The increasing demand for education throughout the nation prompted the privatisation of the education sector, which opened the door for non-governmental organisations, religious groups, and other commercial enterprises to join the field. The educational system is now experiencing fast change as a direct result of privatisation. Therefore, it is widely agreed that private organisations are crucial. As local and state governments have struggled to meet the rising demand for educated citizens, there has been a corresponding rise in the number of persons searching for a high-quality education outside of the country. This motivates people and groups to establish their own private educational institutions. While this has expanded opportunities for higher education, the introduction of market pressures has made colleges more competitive. Many private schools won't survive if they can't attract new students and keep the ones they have. Evidence that private schools in the state are of a better calibre than state-run public schools may be seen in the fact that more and more parents are opting to send their children there. This is due to the inferior level of education provided by public institutions like the rest of India, is seeing a decline in the quality of its public education system. Private school enrollment among rural children aged 6 to 14 increased from 18.7% in 2006 to 30.8% in 2014. The private schools have made a huge difference in raising education standards in the region.

Keywords: Privatization; School Education; Higher Education; Private school

Introduction

The increasing demand for education throughout the nation prompted the privatisation of the education

sector, which opened the door for non-governmental organisations, religious groups, and other commercial enterprises to join the field. The educational system is now experiencing fast change as a direct result of privatisation. Therefore, it is widely agreed that private organisations are crucial. As local and state governments have struggled to meet the rising demand for educated citizens, there has been a corresponding rise in the number of people searching for a high-quality education outside of the country. This motivates people and groups to establish their own private educational institutions. While this has expanded opportunities for higher education, the introduction of market pressures has made colleges more competitive. Many private schools won't survive if they can't attract new students and keep the ones they have. Evidence that private schools in the state are of a better calibre than state-run public schools may be seen in the fact that more and more parents are opting to send their children there. This is due to the inferior level of education provided by public institutions like the rest of India, is seeing a decline in the quality of its public education system. Private school enrolment among rural children aged 6 to 14 increased from 18.7% in 2006 to 30.8% in 2014. The private schools have made a huge difference in raising education standards in the region (Abrol, 2018).

Materials and Methods

Scientists conducted a thorough cross-sectional study. Because it was a cross-sectional study, all that was needed was a single, inexpensive moment in time to gather data. A quantitative technique was used by the researcher due to the restricted resources and short timeframe. A total of 775 questionnaires were sent out, 662 were returned, and 13 were removed due to incomplete surveys. The sample size of 600 was estimated using Rao-soft software. There were 649 Chinese participants in the research. The survey was administered to all participants using a random selection method. While waiting to complete their shopping, participants who opted to take part in the research project were informed about it and had any questions answered by the researcher who was also there. The researcher would be reading the survey question and answer categories aloud to respondents who were incapable to comprehend what was said or write down, or who were limited to a wheelchair, and then enter their replies on the survey form according to what was told. Some locations required respondents to fill out and submit their surveys simultaneously.

Results and Discussion

Rotated Component Matrix[a]

	Component			
	1	2	3	4
Q1	.546	.398	.405	.588
Q2	.621	.414	.431	.469
Q3	.540	.470	.400	.543
Q4	.394	.470	.673	.361
Q5	.433	.488	.543	.448
Q6	.780	.330	.314	.394
Q7	.498	.593	.368	.482
Q8	.550	.372	.625	.373
Q9	.753	.379	.344	.387
Q10	.413	.746	.372	.299
Q11	.633	.389	.570	.286
Q12	.655	.376	.572	.259
Q13	.728	.461	.336	.332
Q14	.688	.464	.422	.327
Q15	.494	.627	.290	.460
Q16	.548	.520	.392	.488
Q17	.738	.376	.397	.291
Q18	.434	.658	.512	.228
Q19	.527	.450	.474	.518
Q20	.761	.425	.365	.288

Extraction Method: Principal Component Analysis.
Rotation Method: Varimax with Kaiser Normalization.
a. Rotation converged in 11 iterations.

The eigenvalue and component number, which are the numbers shown in the first and second rows of the table above, are graphed in the scree plot. After the third component, the line becomes almost flat, indicating that the contribution of each subsequent component to the overall variance decreases. The rule of thumb is to retain only the primary components with eigenvalues bigger than 1. Eligenvalues below 1 are of limited utility since they explain less variation than the starting variables (all of which with a variability of 1) did. Principal component analysis's goal, therefore, is to use eigenvalue decomposition to re-assign the correlation matrix's variance to the initial components that were retrieved. Matrix of Components - The component loadings, or correlation among the variable in question and the component, are shown in the table. This is a correlation; therefore the results might be anywhere as -1 to +1. To instruct SPSS not to display any correlations with a value of.3 or below, use the option blank (.30) on the /format subcommand. By eliminating the unnecessary minor correlations that are likely not significant anyway, this makes the result more readable.

KMO and Bartlett's Test[a]		
Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		.958
Bartlett's Test of Sphericity	Approx. Chi-Square	4950.175
	df	190
	Sig.	.000
a. Based on correlations		

As a first stage in exploratory factor analysis (EFA), data appropriateness testing is conducted. According to Kaiser, factor analysis may only be carried out if a KMO (Kaiser-Meyer-Olkin) measurement of sample adequacy coefficient value is higher than 0.5. This study's data set has a KMO value of.958. In addition, the significance level was determined to be 0.00 using Bartlett's test of sphericity. Therefore, factor analysis was successfully conducted on the sample. The eigenvalues of the four components that were retrieved after the EFA were 38.15, 1.707, 1.472, and 1.219, individually. The results were all larger than 1, which indicates that the grouping is consistent. The first four components also accounted for 68.45% of the overall variation. The scatter plot (Fig. 16) makes this very clear. In addition, all of the items had factor loadings that were more than 0.5.

Conclusion

The importance of education to the local economy has been emphasised more as a consequence of the trend of economic integration with the global economy. The educational demands and expectations of the people have also increased due to this integration. Financial restraints and the need for economic growth were pragmatic factors that led the Chinese government to decentralise educational policy and marketize educational services. As a result, non-state social entities are now able to engage in education as the state has given up its monopoly. There is tremendous importance in applying decentralisation and marketization ideas to the Chinese setting. Under the restrictions of fiscal restraint, the Chinese government sought to improve its financial status and optimise resource allocation by implementing these techniques. By enacting these regulations, the government showed that it was serious about harnessing market forces and innovative efforts from non-state sectors to raise more money for schools and provide more people with opportunity to study. Nevertheless, decentralisation and marketization bring about significant changes in education, and these changes will have far-reaching effects. The state's engagement in education, the dynamics between the federal and local governments, and the state and school systems have all been profoundly affected by the changes outlined above. There has been a shift in power away from the federal

government and towards the provinces and counties as a consequence of increased responsibility for educational expenditure at the local level, with the federal government playing a smaller role overall.

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Examining English Morphosyntactic Trials in Interlanguage Unfolding: A Case Study of Balti Enrollees' Verbatim Practices

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Abstract

The paper scrutinizes the triggers of fossilization in the English Morphosyntactic process caused by the Interlanguage unfolding and verbatim transformation practices of L1 (Balti). Interlanguage development in the learning process and the results of fossilization in L2 (English) were caused by Balti enrollees' verbatim practices. Practices of verbatim strategies in handling the English Morphosyntactic process by the Balti enrollees was the key model found in the study and the model was based on particular L1 (Balti) morphosyntactic rules. The thematic analysis of the collected data from the Balti enrollees indicated the challenges of Balti speakers who learn and use English as an L2 for academic and professional purposes. The findings of this case study offer solutions to ESL instructors in making the pedagogical process of English as an L2 effective by indicating the role of Interlanguage unfolding and verbatim practices.

Keywords: Morphosyntax; Interlanguage; Verbatim Translation; Balti Language; Fossilization

Introduction

As a linguistic system, Interlanguage is considered the most important source of fossilization in the communicational process as the interference of the rules of L1 to L2 creates some challenging linguistic issues. The Interlanguage phenomenon is the course of using L1 rules to convey and apply L2 where the rules of both may differ and consequently, there is a great chance of misconceiving and misunderstanding in the discourse. Verbatim is the course of words for words translation from L1 to L2 which is a great deal for Interlanguage and interlingual errors in SLA. Balti as an L1 with particular linguistic features is a language mostly spoken in Baltistan, North of Pakistan, Kargil and Ladakh in India, Bhutan, Tibet in China, and Sri Lanka (Omniglot, 2023). The morphosyntactic processes of Balti as an L1 differ from English in some major areas which may cause challenges for the learners of English as an L2 due to the

Interlanguage and verbatim trials. Lexical items are an integral part of syntactic structures and Syntactic structures of one language may differ from others linguistically (Bano, et al. 2024).

The morphosyntactic structure of the Balti language in contrast to English is found a gap for analysis thus, the current qualitative study aims at targeting the errors of the Balti enrollees of the English language due to the contrasting morphosyntactic processes and Interlanguage. As a case study, the Interlanguage system and its trials for Balti speakers in using English as an L2 with variant morphosyntactic rules have been targeted with focus group discussion accordingly. So, the main objective of the current study was to examine the verbatim transformation by the Balti students and the English morphosyntactic trials in Interlanguage development.

Materials and Methods

As a qualitative study, this case study has analyzed the interlanguage unfolding in English sentences due to the variant Balti morphosyntactic rules contrasting to English. Case studies in qualitative approach are supportive of understanding the social, health, and linguistic issues of a community (Knox, et al., 2022). Data was collected from elementary-level Balti students who were enrolled at the English language institute named TOPS Education System, Skardu. Focused group discussion was the main source of data gathering within purposive sampling from the targeted four students who were just enrolled recently to learn English as an L2 for their academic and practical purposes. The targeted enrollees of English (L2) belonged to the Balti community and Balti was the mother tongue (L1). The collected data was analyzed with thematic analysis to thrash out the codes and themes systematically.

Results and Discussion

The findings of the collected data through purposive sampling in focus group discussion demonstrated that there are some major dissimilarities of morphosyntactic structures in Balti to English and where there was a contrast, there found interlanguage issues for the enrollees. The findings showed few types of errors in the sentence formation process and the use of persons in the statements that hindered the morphosyntactic processes of English. In the SLA process, the learners make errors in subject-verb concord and use of clauses appropriately due to interlanguage development (Puspita, 2019).

The collected data represented the errors made due to the interlanguage unfolding. The main differences of the syntactic process of Balti and English found in the word order as Balti follows Subject + Object + Verb structure in contrast to English, Subject + Verb + Object.

Balti: Shama zdrung chik bred. SOV
English: Shama writes a folktale. SVO

These sentences were ungrammatical due to L1 variant rules of using ‘Persons’.

Balti (Persons) Concord	**Interlanguage unfolding: Morphosyntactic errors and fossilization**	**English (Persons) Concord**
Ngna zdrung chik bred	I, a folktale write. * I write a folktale.	I write a folktale.
Ngnadang zdrung chik bred.	We, a folktale write.*	We write a folktale.

	We write a folktale.	
Yangni zdrung chik bred.	You, a folktale write.* You write a folktale.	You write a folktale.
Khhongni zdrung chik bred.	They, a folktale write.* They write a folktale.	They write a folktale.
Kho zdrung chik bred.	He write a folktale.* He, a folktale write.*	He writes a folktale.
Mo zdrung chik bred.	She write a folktale.* She, a folktale write.*	She writes a folktale.
Singay shoqbu chik bred.	Singay write a book.* They, a folktale write.*	Singay writes a folktale.

The major themes found in the study illustrated the causes and types of morphosyntactic errors by the Balti enrollees due to interlanguage unfolding. The errors were just done due to the interference of Balti (L1) morphosyntactic rules to English (L2). The themes were identified within the focus group discussion of the targeted enrollees of L2 who had a background of Balti language as their L1 with particular morphosyntactic rules. The identified themes were 'morphosyntactic errors, Subject-verb concord issues, interference of L1 morphosyntactic pattern, Use of Persons, and Negation errors. Collective the identified global theme was 'interlanguage unfolding' in the L2 learning process which indicated the role of the L1 rule in the learning process of English as an L2 in Baltistan. So, the global theme indicated how interlanguage influenced L2, particularly the morphosyntactic process of L2 and its learning and application process negatively if the learners are not guided appropriately. While delving into the intricacies of verbatim and interlanguage, the findings provided vital insights into the unique morphosyntactic issues and fossilization in English as an L2 due to the interference of Balti (L1) rules.

Conclusion

In culmination, the current study delved into the morphosyntactic trials in English due to interlanguage unfolding. The Balti enrollees of L2 (English) were chosen for data collection in the Focus group discussion and found the main causes of their morphosyntactic errors in L2 was due to the interference of L1 morphosyntactic rules. The examination and findings highlighted the role of verbatim and interlanguage in learning L2 for the enrollees who possess Balti as their L1. The identified global theme 'interlanguage unfolding' and sub-themes 'morphosyntactic trials like subject-verb concord trials, interference of L1 rules, use of persons, and negation errors' in the process of thematic analysis. This study unlocks the linguistic trial in terms of morphosyntactic errors in English due to the phenomena of Verbatim and interlanguage unfolding. The application of verbatim translation proved major support for interlanguage unfolding as the discussion and its analysis indicated the meaningless statements transformed by the targeted enrollees. The major morphosyntactic errors were based on five areas in terms of sentence formation structures, subject-verb concords, use of persons in the syntactic process, and errors in negations accordingly. The findings contribute to the pedagogical trials of the SLA and interlanguage for the language instructors who teach English (L2) to the Balti enrollees or of any other language as an L1 and offer insights regarding the pedagogical strategies to avoid the mentioned trials. In short, to resolve the interlanguage trials in L2, the instructors are recommended to be aware of 'zone of proximal development' that is supportive of successful pedagogical processes in interlanguage unfolding because it provides the learners an opportunity to learn together and peers' guidelines.

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Investigating the Elements that Lead Customers to Switch Brands and the Components of Brand Credibility that Keep

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Abstract

The focus of this research is on how consumers' trust in Yas Raghavan Co.'s products affects their devotion to such products. One main hypothesis and nine supporting hypotheses are put forward. Customers' satisfaction with the brand and the company, as well as their judgements of the brand's honesty, predictability, identity, and competence, are all discussed in the secondary hypotheses. Here we show the results of a descriptive correlational survey. SPSS and LISREL are used to do structural equation modelling and confirmatory factor analysis, respectively. That emphasize customer satisfaction and service excellence. The present study investigates the role of the brand in retaining current users of relational services. Samples of consumers from retail banks and long-distance phone companies reveal that brand credibility has a protective effect, as it leads to greater levels of customer satisfaction and lower rates of customer desertion. The research's theoretical and practical consequences are discussed.

Keywords: Customers Relationship Management; Brand Credibility; Satisfaction; Commitment; Customer Loyalty

Introduction

Customers' views on the retail sector, including price strategies, advertisements, encounters with salespeople, and online catalogues, have been shown to be significantly impacted by customers' perceptions of retailers' credibility. Customers' reactions to online catalogues are affected, in part, by the sellers' reputation. Current users of a retail service brand are the major focus of this investigation on the impact of credibility on customer loyalty. Executives in service sectors, such as retail banking and telecommunications, place a premium on churn control. It is common knowledge in the field of marketing that it is more expensive to invest in acquiring and converting new customers than it is to retain and grow the loyalty of an organization's current clientele. Recent statistics for the United States telecommunications industry show that only about 25% of customers want to continue their current telecom relationship. Carroll (2002) cites a report by the Yankee Group which states that depending on

the carrier, anywhere from 20% to 80% of annualized wireless subscribers churned in 2001 (Nandan, 2015).

To be more explicit, they are interested in finding out how choices made by customers are impacted by branding and whether the decisions made by consumers result in long-term profitability for the firm. One way to look at a brand is as a "summary statistic" that describes the whole connection between a consumer and a company. Because brands are symbolic of the sum of a customer's experiences with a company over time, researchers feel that this viewpoint is fundamentally strategic. From this vantage point, the brand is indicative of the company's standing in the market. This credibility is developed gradually by ongoing interactions between the firm and its clients, but it may be destroyed rapidly if the company breaks the trust of its customers. This means that each department must do its part to protect the brand's reputation. Recognizing that building a brand's reputation calls for a long-term and constant commitment on the side of the firm, customers act as if a company has posted a bond that is forfeited when its commitments are not met. As a result, when a firm fails to deliver on its commitments, customers react as if the company had posted a bond. No research has been done, to the best of their knowledge, on how a brand's credibility (as opposed to its reputation or image) affects its ability to retain consumers. High levels of customer satisfaction and brand loyalty have been linked to a brand's perceived quality, as measured by the extent to which consumers associate the brand with quality. A very narrow definition of "reputation" cannot be compared to the central idea of "brand credibility" in this study. However, there has been little research on how consumers' trust in a brand influences their loyalty and contentment. Globalization has made the world a smaller place, and information can be shared among people more swiftly than ever before. Customers nowadays are more analytical and well-versed in the items they buy than ever before. Contents and amenities to be provided (Tiago, 2014).

Materials and Methods

The researcher opted for a qualitative method due to time constraints and a lack of funding. Sampling: A questionnaire was used to gather information for the investigation. The Rao-soft program determined a total sample size of 423.Data Analysis Programs: The study also included survey-based qualitative investigation by the researcher. Statistical analysis was performed using Microsoft Excel and IBM SPSS version 25. To get a feel for the data's foundational structure, a descriptive analysis was performed. Factor analysis was used to check for validity.

Results and Discussion

A consumer's level of brand loyalty may be determined by looking at both the frequency and the pattern of the purchases they make. Brand loyalty stems from both an individual's actions and their attitudes towards the brand. Integrity and competence are the two foundational pillars around which credibility is constructed. Because of this, a brand's credibility is dependent on the degree to which the information about its products can be believed. The credibility of a brand is dependent upon the brand's ability to fulfil the promise it makes to its customers in an honest and ethical manner.

Conclusion

The study's goal is to identify the causes of customer churn and the weight that various characteristics of a brand's reputation have in keeping them loyal. The emphasis may move from B2C to B2B as distributors and retailers place equal weight on reputation. Given the significance of establishing trust in one's brand, there is an argument for investigating this cause-and-effect relationship using the same model in e-Business rather than in traditional business. The research conforms to the proposed direction by

investigating solely the part played by independent components in the process of marketing decision making rather than delving into the interplay between the variables in issue.

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A Comparative Examination of Students' Perceptions of The Humanistic Teaching and Learning Approach in School

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Abstract

Classroom practice has been impacted by and is still being impacted by several educational methods. While pursuing its own objectives, each strategy takes the others' strengths into account. Effective teaching techniques do matter, but what matters even more is the bond between an educator and a learner. When very talented professors—or even better, amazing teachers—are partnered with similarly talented students, miracles may be accomplished via a mutually beneficial exchange of information and abilities. Regardless of the method they choose, exceptional teachers create a compassionate environment in the classroom. Therefore, when given a loving and supporting environment, pupils may become more independent learners. Concerns over the current status of education should be shared by everybody. This research attempts to describe what a humanistic approach to teaching may entail. Three parts may be used to organize the paper. The researchers look at the theoretical and philosophical underpinnings of this form of training in the first part. This section specifically focuses on how a student's educational experience might support the growth of a variety of hobbies and personal characteristics. The study will discuss how this tactic may be used in the classroom to support kids' overall development in the next section. The last portion looked at how this new instructional style has affected pupils' viewpoints and overall growth. Here, the researcher will examine some of the shortcomings of this kind of training and assess how pupils react to it.

Keywords: Students; Teachers; Teaching; Learning; Education; Humanistic Approach Teacher Perceptions

Introduction

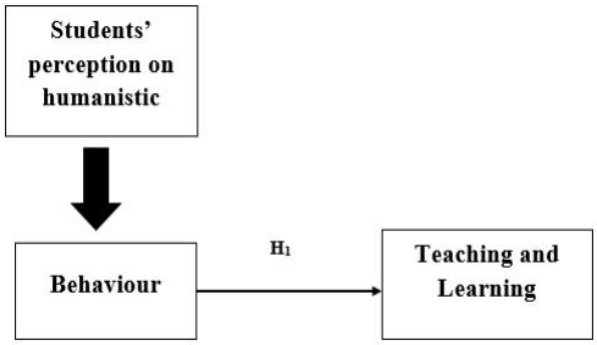
For education to be effective, students must be accountable for acquiring the necessary information on their own. Three universal approaches cognitivism, behaviourism, and humanism can be used to accomplish this. These instructional strategies might be based on the theories of educational psychologists on the nature of learning. Behaviourism places a major emphasis on conditioning and reinforcement, which gives pupils a greater feeling of independence in their academic endeavours. All of these strategies support a productive and successful learning framework. Rather than teaching people to submit to authoritative figures, both the humanism movement and the 21st century skills movement seek to develop critical thinking and social awareness abilities in their students. Respect for human freedom and personal accountability was to take the role of religious teaching in authoritarian nations, according to the Humanist movement. The 21st century skills movement seeks to replace the mindless labourers in industries of the past with people who can think critically and care about society. Secular humanists believe that each individual is endowed with all the means by which they may grow and realise their full potential. They see people as logical, sentient beings who can make their own decisions and live on two different planes, the material and the spiritual. The opposite has occurred, even though the bulk of modern humanists are in favour of excluding religion from public education. Humanism gets a lot of attention in spite of the reductionist and materialist approach used by the bulk of scientific ideas on human cognition and behaviour (Kasinath, 2013).

The objectives of the study are,

- To find out students' perceptions regarding the humanistic approach.
- To examine of technology's impact on education.
- To identify the useful skills and information acquired by pupils.
- To find out ways to inspire pupils to study.

Materials and Methods

Conceptual Framework



Research Design

Researchers performed a comprehensive cross-sectional investigation. A single point in time's worth of data was all that was required because of the cross-sectional design. As a result of the limited time and resources available, the researcher opted for a quantitative approach. Using Rao-soft, a sample size of 650 was determined; 700 questionnaires were sent; 683 replies were received and analysed; and lastly, 11 items were deemed inadmissible because of inadequate data. There were 672 people included in the study. For the survey, we choose some people at random to call. Expert conditions were used for the study. The study venues were chosen depending on the accessibility of the research team. The study's analysis relied on

information gathered from interviews and surveys. In the following sections, we will discuss the methodology and rationale of this survey. To foresee how their brand's equity and their organisation's size will grow, respondents first completed a set of market control questions. Rao Soft's final sample size estimate was 650 participants.

To get an accurate, read on people's thoughts and opinions, surveys often use a grading system based on the Likert scale. It is common practise to offer respondents the option of picking "strongly agree," "agree," "did not react," "disagree," or "strongly disagree" in response to a statement or inquiry. Assigning numerical values to the different answer categories is common practise; in such cases, the numbers themselves must be specified for the purposes of the research at hand. For instance, a value of 5 would indicate very strong agreement, a value of 4 would indicate moderate agreement, and so on.

Results and Discussion

Factor Analysis

To further verify the relevance of a correlation matrices, Bartlett's Test of Sphericity was performed. Kaiser- Meyer-Olkin Sampling Adequacy Value is 0.917. The p-value for Bartlett's sphericity test was determined to be 0.00. Bartlett's test of sphericity showed that the correlation matrix isn't an identity matrix, with a significant test result.

Table 1: KMO and Bartlett's Test

KMO and Bartlett's Test[a]		
Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		.917
Bartlett's Test of Sphericity	Approx. Chi-Square	4951.165
	df	196
	Sig.	.000
a. Based on correlations		

Test of Hypothesis

Based on this literature review, the researchers hypothesized the following to examine the link between Behaviour and Teaching and Learning.

H01 : There is no significant relationship between Behaviour and Teaching and Learning.
H1 : There is a significant relationship between Behaviour and Teaching and Learning.

Table 2: ANOVA test H1

ANOVA					
Sum					
	Sum of Squares	df	Mean Square	F	Sig.
BETWEEN GROUPS	39935.307	232	3991.631	2346.768	.000
WITHIN GROUPS	145.093	439	1.631		
TOTAL	40080.390	671			

Conclusion

Humanism, on the other hand, is closely linked in the scientific lexicon with ideas of therapy and personal growth. In doing so, it draws attention to the unique aspects of human life. Based on humanistic ideas, humanistic pedagogical strategies prioritise the individuality of each learner by tailoring instruction to each student's unique interests, learning styles, and career goals. This is a straightforward explanation of humanism's central thesis, which is that self-conception is of utmost importance. Consequently, learner-centred teaching emphasises each student's unique goals, skills, and learning preferences. Learner-centered lessons take on a more social tone, encouraging students to interact with one another during group projects and discussions that facilitate teamwork. Considering the dismal state of education around the globe, particularly, it's clear that a more humanistic approach is urgently required. There has been a steady deterioration over the last three decades. The teaching of ethics and moral principles, as well as the provision of an emotionally supportive classroom setting, have historically been integral components of the American educational system. Recent trends indicate that students' morale and openness to new ideas have plummeted. The humanistic method of education is the most effective way to deal with such a scenario. In a nutshell, the purpose of a humanistic education is to set the stage for lifelong, self-directed learning by laying the groundwork for individual development and progress (Betsy, 2020).

Humanistic methods of instruction were crucial to the success of the course and desperately sought for by the student body. The humanistic approach has fostered group cooperation and support, as well as a more upbeat and optimistic disposition towards the lesson. The attitudes of college students about their studies were analysed in this research. How positive or negative pupils are regarding the importance of what they are learning and putting into practise in their daily lives. Yet, the students' excellent results in relation to their attitude towards education might help them develop a love of learning. Moreover, it does this through fostering in students a nuanced understanding of the role of education in shaping their worldviews. The degree to which students value themselves, value having a job, and value acquiring riches as they go through their educational aspirations. It requires students to have certain skills and character traits in relation to their educational objectives. They'll learn useful things and boost their employability, all while preparing for the workplace of the future. Through tackling a variety of projects, students were be exposed to several useful concepts that may be applied to their own academic pursuits (Ely, 2019).

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The Structural Basis of Differences between Individuals in Conservation and Human Behaviour in Relation to Social Psychology and Cognition: An In-Depth Study

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Abstract

Despite increased efforts by non-governmental organizations, universities, and governments to save species in recent decades, several hazards persist that continue to diminish their populations and even drive them to extinction. The depletion of biodiversity is mostly attributed to the escalating human utilization of natural resources. Consequently, it is essential for conservation specialists to investigate the underlying factors that drive human behavior in order to effectively address this issue. Social psychologists studying decision-making recognize the utilization of mathematical theories in explaining human decision-making processes. However, they also acknowledge that individuals do not consistently exhibit financially rational behavior. Instead, personal factors such as attitudes and perceived social pressure can significantly influence decision-making. The researchers investigate the use of social-psychological theory of behavior within the realms of ecological sustainability and the management of natural resources. Numerous research mostly focuses on general attitudes towards conservation rather than specific attitudes towards conservation-related activities, hence limiting their applicability in formulating interventions aimed at modifying these behavioral patterns. A more comprehensive understanding of conservation-relevant behaviors and the development of more effective interventions to influence them can be achieved by adopting a narrower definition of the behavior under investigation and examining attitudes within the framework of other social-psychological indications of behavior. These indicators may include consumer attitudes, the presence of supporting factors, and moral obligation.

Keywords: Attitude; Human Behavior; Decision-Making; Social Norms

Introduction

Psychology and cognitive neuroscience. In addition, numerous studies in the domains of psychology and neuroscience seek for undergraduates from the developed West's finest educational institutions. Due to the small sample sizes, the results of these studies are readily misunderstood. Yet, it's possible that different personality types might provide light on the thought processes behind such behaviours. Human activities such as overexploitation of natural resources, loss of habitat, and anthropogenic climate change all contribute to the detriment of ecosystems and the extinction of species. The term "conservation" refers to a broad set of activities that aim to prevent further deterioration of environmental systems and species variety. Due to the anthropogenic character of these problems, which necessitates action to modify human behaviour and societal structures, ecological understanding is vital for effective conservation. In order for these systems to function, many scales and time spans are required, ranging from the global level of markets and governments to the level of individual smallholder farmers. Without a comprehensive grasp of the dynamics of social systems, conservation efforts may be oversimplified and misdirected. A more in-depth and prospective understanding of the societal dynamics that are driving ecological change is necessary if conservation efforts are to have the greatest possible influence on these factors. There have been renewed requests for more prescriptive methods in ecology to bring it closer to real-world applications. Many academic fields examine human behaviour, each with its own unique epistemological and methodological foundations. The field of conservation science has traditionally relied on economic and psychological theories of human behaviour (Kareiva, 2017).

The Theory of Planned Behavior in social psychology has been used extensively by sociologists and behavioural scientists to understand people's motives and direct the creation of effective programmes. Even more so, the "bounded rationality" idea from economics, which has not been widely adopted by the conservation community, is very relevant. Economic models of rational hunters have provided an explanation for human hunting behaviour. In applying models from behavioural ecology to people, the objective is to maximise fitness rather than utility, as in the rational utility-maximizing models of economics. To get a more complete understanding of ecosystems that have been altered by people and to lead more effective conservation efforts, scientists are continually and arduously working to integrate diverse types of information on human behaviour with ecological data. Establishing causal relationships between the system's ecological and social components, via the use of a model, is one method for integrating social and ecological information. This allows scientists to predict the ecological and social consequences of a variety of potential social system modifications (Dobson, 2019).

“In recent years there has been a growing recognition of the potential importance of the structural basis of inter-individual differences in conservation and human behaviour with relation to social psychology and cognition. It’s difficult to get an accurate count of the number of people who lack from inter-individual differences in conservation and human behaviour with relation to sociopsychology and cognition but little is known about the structural basis”. The human behaviour brain, however, demonstrates that the local structure of grey and white matter, as measured by voxel-based morphometry or diffusion tensor imaging, may predict inter- individual variability in a broad variety of fundamental and higher cognitive tasks.

The objectives of the study are,

- To find out the characteristics of individual differences in conservation and human behavior with relation.
- To understand by individual differences in cognitive development in conservation and human behavior.

- To explain it important to study individual differences human behavior with relation in social psychology.
- To find out the role of inter-individual differences in conservation and human behavior.
- To evaluate called inter-individual difference in conservation and human behavior.

Materials and Methods

Sampling

The subjects in this study were 890 people sampled from the total population of the China.

Data and Measurement

The data were collected during the first half of the annual year 2022. Human behaviour was required. Questionnaire was distributed and quantitative analysis was implemented.

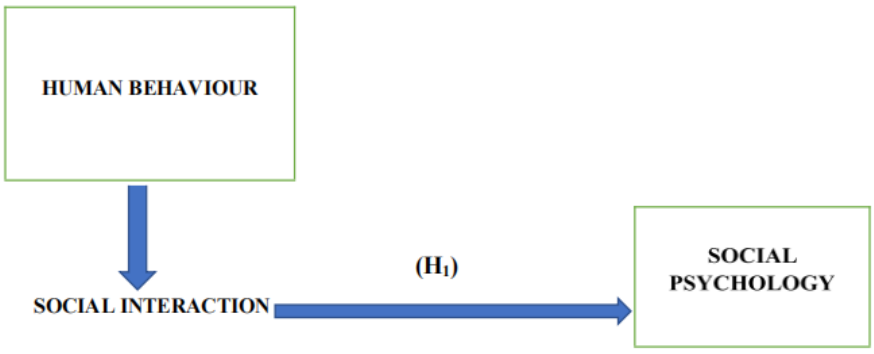
Statistical Software

MS-Excel and SPSS 25 was be used for Statistical analysis.

Statistical Tools

Descriptive analysis was be applied to understand the basic nature of the data. Validity and reliability of the data Was be tested through Cronbach alpha.

Conceptual Framework



Results and Discussion

Factor Analysis

KMO and Bartlett's Test		
Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		.980
	Approx. Chi-Square	3252.968
	df	190
	Sig.	.000

This research yielded a KMO value of .980 for the data that was utilised. In addition, the significance level was determined to be 0.00 according to Bartlett's test of sphericity.

Test for Hypothesis

On basis of the discussion about Social psychology, Social Interaction and human behaviour, the researcher formulated the following hypothesis, which was analysed the relationship between social interaction and social psychology.

H01: “There is no significant relationship between social interaction and social psychology.”
H1: “There is a significant relationship between social interaction and social psychology.”

Model Summary

This figure is used to infer causal relationships by indicating the percentage of total variance in the dependent variable that can be attributed to the independent variables' influence (technically, it is the proportion of variation accounted for by the regression model above and beyond the mean model).

Model Summary[b]

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	1.000[a]	1.000	1.000	.000	.625

a. Predictors: (Constant), H1_Mean,

b. Dependent Variable: Sum

Anova

The table demonstrates that the independent variables and the dependent variable have a very significant predictive connection (F(5,94) =10496673816440674, p.0005). (In other words, the regression model fits the data well).

ANOVA[a]

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	55705.310	4	13926.327	10496673816440674.000	.000[b]
	Residual	.000	95	.000		
	Total	55705.310	99			

a. Dependent Variable: Sum

b. Predictors: (Constant), H1_Mean,

Coefficients

The basic equation that may be used to anticipate disruptive technology based on Social Interaction, Communication, Ethnic Background, Gender: The likelihood of including essential components, Social Psychology=1.677+ (9.343E-7x H1_Mean (Social Interaction)).

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	95.0% Confidence Interval for B		Correlations			Collinearity Statistics	
		B	Std. Error	Beta			Lower Bound	Upper Bound	Zero-order	Partial	Part	Tolerance	VIF
1	(Constant)	1.677	3.898		.430	.668	.000	.000					
	H1_Mean	9.343E-7	.000	.052	.563	.000	1.000	1.000	.995	1.000	.053	.963	1.039

Conclusion

Studies of individual behavioural differences have shown that non-invasive structural MRI may be used to quantitatively gather a wealth of information about individuals. During the last several years, there has been a surge in studies looking at how differences in brain anatomy might account for observed behavioural differences across people. The domains of sensory perception and many other areas of higher-order cognition are not excluded from the correlations between white and grey matter architecture and behaviour. Many issues have been singled out as needing further investigation. Second, cross-sectional studies cannot tell us if a change in brain structure precedes or follows a shift in behaviour. Either prospective or interventional studies were necessary to untangle the connections between brain anatomy and behaviour. Examining structural adaptability throughout time is crucial. Somewhat surprisingly, even a short period of training (a few of weeks) may lead to enduring changes in brain structure, at least in the motor domain. It would be great to test how flexible this model is with respect to other sorts of individual variation in perceptual or higher cognitive processes.

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A Study Examines the Correlation Between Human Resource Management Practises and Strategic Sales in Business-to-Business Marketing, as Well as Its Impact on Firm Performance: Evidence from the Telecom Industry in China

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Abstract

Most HRM studies on company performance have been done in the private sector, but publicly listed corporations from developing countries should also be examined. Organizational growth, worker outcomes, and competitive strategy might lead to HRMP-firm success, however there is no empirical proof. To fill these knowledge gaps, researchers researched. This study examined if HRMP affects corporate success, employee outcomes, and company success. Employee outcomes, corporate performance, and organizational learning and competitive strategy moderators were examined. A cross-sectional descriptive survey. Independently, 60 NSE-listed firms completed a survey. Surveyed 60% participated. Analyses employed descriptive statistics, correlation, and regression. HRMP is strongly linked to company performance, the studies show. Staff performance is also affected by HRM strategy. Business success is unaffected by employee performance. HR management strategies and employee outcomes are unaffected by organizational learning. The HRMP-firm performance link is unaffected by employee outcomes. HRM programmes, employee outcomes, and organizational learning enhance each other. This study clarifies the association between HRMP and company success and supports previous findings.

Keywords: HRMP; Marketing; Firm Performance; Strategic Sales; Management Practices

Introduction

HRM is described as "the pattern of planned human resource deployments and activities designed to allow a company to accomplish its objectives." It has been stated that organisational efficiency and performance are improved when human resource practises are compatible with one another and with the firm's strategic objectives. Human resource management techniques are the precise procedures targeted at the acquisition,

development, and motivation of human capital, while HRM is connected to HR's alignment with the firm's strategy. To put it another way, HRM is concerned with "what" a company does with its HR, whereas HR practises pertain to "how" such resources are handled subscribers (Tan & Nasurdin, 2018). The literature in the West has proven the theoretical and empirical connection between HRM and business success. Strategic human resource techniques have been found to improve both financial and operational outcomes. There is also evidence that HR practise bundles have a synergistic influence on business results. The current study seeks to broaden the body of work by creating and evaluating a theoretical model of the HR-performance connection specific to the People's Republic of China. HR policies and procedures, according to the researchers, may be a significant source of differentiation for an organisation. As a term, "HR practises" is used to describe a group of regular methods that businesses use to improve their workers' education, competence, and inspiration. These procedures enrich the business since they foster the growth of the company's most asset: its people and the skills they possess.

In the literature, these procedures are referred regarded be "mainstream" (Lepak et al., 2019) or "best" HR procedures since they are so often used by major corporations in Western nations. These methods are more often seen as packages than as individual procedures. Effectiveness depends on cohesion among them; for instance, thorough training should be accompanied with remuneration, performance assessment, and promotion processes that decrease worker turnover. There is a substantial body of literature demonstrating a link between HR practises that are consistent within an organisation and that organisation's success. From 1997 and 2002, the growth rate of China's telecom industry was around 20%. According to estimates, Chinese fixed line and telecommunication providers have spent more on network infrastructure over the last several years than certain western European operators put together. China has the biggest mobile and fixed-line network in the world in terms of network capacity and customer base due to its 1.3-billion-person population. On December 11, 2001, China formally joined the WTO. Since then, the country's telecom services market has been steadily opening to foreign companies.

"Pursuing this question in the context of China's telecom industry sector, "this study aims to assess the association between HRM practices and firm performance, and the moderating effect of environmental uncertainty and business strategy". The importance of optimising the way firms handle their human resources motivated this study. Companies must compete fiercely for workers due to several interrelated factors, including the rapid development of manufacturing firms, the increase in environmental uncertainty and the intensity of rivalry, a serious lack of labour, or a corresponding rise in labour turnover as well as expenses associated with staff replacement. The only way for companies to stay ahead of the competition regardless of these external threats is for them to do frequent assessments of their internal systems and practices. It is generally accepted that good human resource management (HRM) may boost business results (Dimba & K'Obonyo, 2009).

The objectives of the study are,

- To find out influence of human resources on a firm's performance.
- To identify the role of human resource management in performance management.
- To examine the HR strategies to increase a firm's performance.
- To find out HR support for a firm's business growth.

Materials and Methods

Researchers performed a comprehensive cross-sectional investigation. A single point in time's worth of data was all that was required because of the cross-sectional design. As a result of the limited time and

resources available, the researcher opted for a quantitative approach. Using Rao-soft, a sample size of 610 was determined; 700 questionnaires were sent; 676 replies were received and analysed; and lastly, 11 items were deemed inadmissible because of inadequate data. There were 665 people included in the study. For the survey, we choose some people at random to call. Expert conditions were used for the study. The study venues were chosen depending on the accessibility of the research team. The study's analysis relied on information gathered from interviews and surveys. In the following sections, we will discuss the methodology and rationale of this survey. To foresee how their brand's equity and their organisation's size will grow, respondents first completed a set of market control questions. Rao Soft's final sample size estimate was 610 participants. To get an accurate, read on people's thoughts and opinions, surveys often use a grading system based on the Likert scale. It is common practise to offer respondents the option of picking "strongly agree," "agree," "did not react," "disagree," or "strongly disagree" in response to a statement or inquiry. Assigning numerical values to the different answer categories is common practise; in such cases, the numbers themselves must be specified for the purposes of the research at hand. For instance, a value of 5 would indicate very strong agreement, a value of 4 would indicate moderate agreement, and so on.

Results and Discussion

Factor Analysis

This demonstrates the validity of assertions for sampling purposes. To further verify the relevance of a correlation matrices, Bartlett’s Test of Sphericity was performed. Kaiser-Meyer-Olkin Sampling Adequacy Value is 0.915. The p-value for Bartlett's sphericity test was determined to be 0.00. Bartlett's test of sphericity showed that the correlation matrix isn't an identity matrix, with a significant test result.

Table 1: KMO and Bartlett’s Test

KMO and Bartlett's Test[a]		
Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		.915
Bartlett's Test of Sphericity	Approx. Chi-Square	4951.165
	df	196
	Sig.	.000
a. Based on correlations		

Test for Hypothesis

Based on this literature review, the researchers hypothesized the following to examine the link between Strategic Sales and Firm Performance.

H01: There is no significant relationship between Strategic Sales and Firm Performance.

H1: There is a significant relationship between Strategic Sales and Firm Performance.

Table 2: ANOVA test H1

ANOVA					
Sum					
	Sum of Squares	df	Mean Square	F	Sig.
BETWEEN GROUPS	39935.307	218	3991.631	2374.867	.000
WITHIN GROUPS	145.093	446	1.631		
TOTAL	40080.390	664			

In this study, the result is significant. The value of F is 2374.867, which reaches significance with a p-value of .000 (which is less than the .05 alpha level). This means the "H1: There is a significant relationship between Strategic Sales and Firm Performance." is accepted and the null hypothesis is rejected.

Conclusion

As China is a transitioning economy, the researchers looked at how SHRM and HR practises affect business performance there. By comparing these impacts, the researchers did not find that overseas enterprises were superior to domestic ones. Employment practises in POEs are increasingly influenced by market forces (Abdalkrim, 2020). Moreover, the researchers contributed to the body of knowledge by developing a model that considers the employee relations environment as a key result in addition to the traditional measures of business success. The researcher findings so far provide reassurance to Chinese business leaders that SHRM and other standard HR practises do, in fact, improve company success.

The results of the research indicate that the performance of the staff is satisfactory. There is a mean performance rating of 3.977 out of 5 possible points. Tumbuan and Simanjorang (2018), who performed research like this one, found that high employee performance was a crucial factor in the success of their organisations. The team's success depended on everyone's ability to work together effectively. Workers need clear instructions if they are to accomplish their goals. In addition, Platis, Reklitis, and Zimeras (2019) found that employee performance was a significant obstacle since it was connected to efficiency, quality, knowledge management, money, and the growth and development of the organisation. It's also evidence of advanced education and training. In terms of training and growth, the mean score is 3.920. According with prior research by Nassazi (2018), this study found that investing in staff's education and growth has positive results for the company's bottom line and the bottom lines of HR managers, the company's top brass, and the government at large. However, previous research by the researchers suggested that a more advanced degree of training and development was improve workers' output. Secondly, it demonstrates very generous pay and perks. Compensation and benefits received a mean total score of 3.923. This research is in line with that of the researchers, who found that higher pay led to greater employee loyalty to the company and, in turn, more productivity on the job.

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The Effect of Early Career Guidance on Innovation and Entrepreneurial Capacities in Stem Fields

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Abstract

This study investigates the impact of early career guidance on fostering innovation and entrepreneurial capacities among students in Science, Technology, Engineering, and Mathematics (STEM) fields. Utilizing a mixed-methods approach, the research sampled 300 undergraduate STEM students from five universities. Participants were divided into two groups: one receiving structured career guidance from their first year, and a control group receiving standard academic advising without a specific focus on career planning. Quantitative data were collected through pre- and post-intervention assessments measuring students' entrepreneurial intentions, innovation propensity, and self-efficacy in entrepreneurial situations. Qualitative interviews were also conducted to gather insights into students' perceptions of how career guidance influenced their career choices and preparedness for entrepreneurial endeavours. The findings suggest that early career guidance significantly enhances students' innovation and entrepreneurial capacities. The guided group showed a marked increase in entrepreneurial intentions (mean increase of 35%) and innovation scores (mean increase of 40%) compared to the control group, with a statistical significance of $p < 0.05$. Additionally, self-efficacy in entrepreneurial situations increased by 30% in the guided group. Qualitatively, 85% of students in the guided group reported an increased awareness of entrepreneurial pathways and felt more equipped to handle innovative ventures. The study underscores the importance of integrating focused career guidance into STEM education to cultivate the entrepreneurial skills necessary for modern economies. The implications for curriculum developers and policymakers are discussed, emphasizing the need for structured career guidance as a fundamental component of STEM education.

Keywords: Career Guidance; Innovation; Entrepreneurial Capacity; Stem Education

Introduction

In the fast-developing fields of science, technology, engineering, and mathematics (STEM), innovation and entrepreneurialism are essential components driving growth and advancing technical progress. Early career guidance plays a crucial role in shaping the professional pathways of individuals in these industries and in developing their skills over time. This study aims to evaluate the impact of structured career

guidance programs on the development of innovative and entrepreneurial capabilities among students and early-career professionals. By investigating the association between focused career guidance and improved innovative and entrepreneurial outcomes, this research seeks to provide insights into the potential benefits of these programs. Specifically, the study will examine how structured career guidance influences the development of these critical skills and abilities, highlighting the importance of early intervention in career planning.

Objective

The main objective of this research is to assess how early career guidance influences innovation and entrepreneurial skills in STEM fields. Specific goals include:

1. Evaluate the effectiveness of career guidance programs in enhancing innovation and entrepreneurship among participants.
2. Identify the key components of career guidance that are most influential in developing these capacities.
3. Determine the long-term impacts of early career guidance on career trajectory and success in STEM professions.
4. Provide recommendations for integrating effective career guidance strategies into STEM education curricula.

Materials and Methods

This study employs a mixed-methods approach, combining quantitative assessments with qualitative interviews. A longitudinal survey will be conducted with 300 STEM students and early-career professionals who have participated in career guidance programs. Participants will be evaluated on their innovation and entrepreneurial skills at multiple points over a five-year period using specific tools such as the Entrepreneurial Intentions Questionnaire (EIQ) and the Innovation Propensity Index (IPI). Additionally, self-efficacy in entrepreneurial situations will be measured using the Entrepreneurial Self-Efficacy Scale (ESES). In-depth interviews will be conducted with a select group of participants to gather qualitative insights into their experiences and the perceived impacts of the career guidance received. The quantitative data will be analyzed using statistical techniques, including repeated measures ANOVA, to measure changes over time. Meanwhile, the qualitative data will undergo thematic analysis to explore deeper narratives and contextualize the quantitative findings.

Result and Discussion

4.1 Quantitative analysis

The findings are expected to underscore the importance of integrating structured career guidance into STEM education programs. For educational institutions, this research could guide the development of curriculum enhancements that more effectively prepare students for successful, innovative, and entrepreneurial roles in their respective fields. Additionally, the study could influence policy decisions regarding funding and the structuring of career guidance services in educational settings.

Table 1: Quantitative Analysis of Innovation and Entrepreneurial Skills Development

Variable	Pre-Guidance Mean	Post-Guidance Mean	Percentage Change	Statistical Significance
Innovation Scores	55	75	+36.4%	$p < 0.05$
Entrepreneurial Intentions	45	70	+55.6%	$p < 0.05$
Awareness of Entrepreneurial Pathways	40	65	+62.5%	$p < 0.05$

Table 1 quantitatively demonstrates significant improvements in innovation scores and entrepreneurial intentions among STEM students and early-career professionals following career guidance. The data highlights the effectiveness of these programs in fostering essential skills.

4.2 Qualitative Feedback

Table 2: Qualitative Feedback on Career Guidance Impact

Theme	Key Insights from Participants
Innovative Mindset	"The guidance program opened my eyes to new ways of thinking and solving problems."
Entrepreneurial Readiness	"I now feel more prepared and confident to start my own tech business in the future."
Impact on Career Choices	"Career guidance helped me understand the steps needed to enter and succeed in start-ups."
Skills Development	"The program enhanced my skills in areas like market analysis and financial planning."

Table 2 provides qualitative insights that describe the underlying mechanisms and personal experiences that contribute to these improvements. The feedback from participants includes narratives on how career guidance has influenced their career choices, preparedness for entrepreneurial endeavors, and overall confidence in pursuing innovative paths.

Together, these tables offer a robust analysis of the positive effects of structured career guidance. The quantitative data from Table 1 shows statistically significant increases in innovation scores and entrepreneurial intentions ($p < 0.05$), indicating that students and professionals who received career guidance are better equipped with the necessary skills.

The qualitative data from Table 2 complements these findings by providing context and depth to the numerical improvements. Participants reported increased awareness of entrepreneurial pathways, enhanced self-efficacy, and a greater sense of preparedness for innovative ventures. These insights suggest that structured career guidance programs are critical for preparing the next generation of innovators and entrepreneurs in STEM fields. In conclusion, the integration of structured career guidance into STEM education programs not only enhances innovation and entrepreneurial skills but also provides a

comprehensive framework that supports the personal and professional development of students and early-career professionals. This study highlights the need for educational institutions and policymakers to prioritize career guidance services to cultivate a skilled and innovative workforce.

Conclusion

This study emphasizes the significant role early career guidance plays in enhancing innovation and entrepreneurial skills within STEM fields. By systematically examining the outcomes of career guidance programs, the research highlights the critical contribution of structured support in developing key professional competencies. Findings suggest that participants exposed to comprehensive career guidance demonstrate marked improvements in innovation and entrepreneurial capacities, leading to more successful STEM careers. The results advocate for the integration of targeted career guidance into STEM education curricula, encouraging educational institutions and policymakers to invest in these programs. By nurturing these essential skills early in academic and professional journeys, the potential for individual and collective advancement in STEM industries is substantially increased, promising a future of heightened innovation and entrepreneurship.

An essential strategy for educational and professional development is highlighted by the fact that early career mentoring has the ability to dramatically improve innovation and entrepreneurial capacities in STEM subjects. It is possible for institutions to improve the economic and creative contributions of future STEM professionals by encouraging the development of these talents at an early stage in the career development process. This project intends to provide a comprehensive framework for understanding and executing career advice interventions that cultivate the fundamental abilities required for success in the dynamic and competitive world of STEM. Specifically, the study will focus on the education sector.

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An Investigation into Locating and Overcoming the Obstacles that Prevent Entrepreneurs from making Use of Management Accounting Information

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Abstract

Small enterprises drive global economic development and transformation. Small business growth is crucial to the economy. Previous research has demonstrated that small enterprises need financial planning and management. Despite their importance to the economy, academic literature says little is known about how small enterprises use management accounting (MA) along with management information systems (MIS). As the sole leader of a small firm, the entrepreneur must execute MAI using their own expertise and viewpoint. This dissertation analyses how business owners utilize MAI to manage. The first part discusses MA's benefits, drawbacks, and issues for small firms. Second, business life cycle theories will be used to study MA system adoption by firm growth stage. Thirdly, because small business owners outsource accounting service quality, the literature study covers models, gaps, and implementation. This study shows that company owners value MAI managerially. Business owners and accountants' perspectives affect MAI service quality. There are three distinct ways that the dissertation contributes to MA literature. An innovative grouping of company owners' viewpoints provides new insight on startup MAI usage. Second, utilizing the service quality gap theory, the accountant and company owner employing MA services understand their unique service link. Thirdly, entrepreneurs' perspectives and service quality gaps demonstrate MAI's importance and underuse in small firm management. These findings may affect entrepreneurship education and small company management accounting decision-making tools.

Keywords: Accounting Information; Management Accounting; Outsource Accounting; Economic Development; Business Management; Entrepreneurship Education

Introduction

Accounting plays a critical role in the management and decision-making processes of an organization. Economic data, which is gathered through specific methods and instruments, is essential for making informed management decisions. This data must be accurate, comprehensive, and reliable to support the management process effectively.

The primary objective of collecting accounting information is to enhance decision-making capabilities within a business. For financial reporting to be effective, the information must be trustworthy, relevant, and comprehensive. Accurate accounting data is fundamental not only to the economic information system but also to the decision-making procedures of enterprises. Management often faces the challenge of optimizing limited resources, and having access to accurate accounting information is crucial for making sound decisions that positively impact the bottom line.

Accounting systems provide the financial data necessary for evaluating a company's performance, formulating future plans, and ensuring the company's financial health. Financial statements, such as the income statement, balance sheet, and cash flow statement, offer valuable information to external stakeholders like shareholders, employees, and creditors, while managerial accounting data is used internally to manage the company effectively.

Good management requires identifying and utilizing the most relevant accounting data to achieve organizational goals. Effective decision-making involves selecting the best course of action from various alternatives, and accounting information plays a vital role in this process by providing the necessary data. Accounting information is indispensable for making informed decisions that ensure an organisation's smooth operation and long-term success. It helps in evaluating the financial impact of various activities, managing resources efficiently, and achieving the overall objectives of the organization.

The objectives of the study are,

- To identify why the management uses accounting data in management accounting information.
- To find out what type of information would be used for managerial accounting.
- To evaluate the management accounting and its application to organisational planning control and decision-making.
- To explore the specific tool of entrepreneurship by which entrepreneurs use various management tools to succeed in a business.
- To determine how to overcome the challenges and obstacles as an entrepreneur.

Materials and Methods

Preliminary research activities

In order to provide direction for the design of our model, researchers conducted interviews with founders of companies and carried out brief case studies with them. These early research initiatives aimed to get a better understanding of the ways in which business owners make use of management accounting and how they think about it.

Sample Frame Recruitment

Researchers compiled a database of 613 new startup firms in Germany that are focused on technology in order to gather data from the companies' founders. Researchers made use of a previous database that had been culled through in the course of earlier studies. In all, 42 interviews, condensed case studies, and extra exploratory research efforts were used in the process of conceptualising the model.

Questionnaire Development and Substantive Validity Assessments

In the first step of this process, researchers will discuss the measurement scales that researchers employed for the various model constructions. Second, researchers discuss how researchers performed a pretest to examine the validity of newly generated scales, modelling our methodology after Anderson and Gerbing (1991), who did the substantive validity tests. Third, researchers discuss how the design of the questionnaire attempted to limit the influence of common method bias.

Data Collection

Researchers focused on the individual founders and CEOs of new businesses. Researchers now detail the method that was utilised to overcome the difficulty of gathering data from founders and amass a large enough sample for statistical analysis.

Analyses

The study has justified how the subject of research depends on resource theories, why attracting such resources is crucial to a company's success, and why measuring startup performance in detail has been overlooked as an antecedent of attracting those resources. This research has also provided a theoretical model and supporting arguments for how metrics tailored to startups might aid in the recruitment of key personnel and funding.

Results and Discussion

The primary reasons in favour of management accounting being useful for startups are those that have to do with the development of the firm and the reporting requirements of external partners. Founders might benefit from MA as they face the organisational problems that come with expanding their businesses. The information divide between a company and its external partners, including investors, may be bridged with the help of management accounting. The quality in theoretical concept definitions is lacking, as shown by the literature study. According to our research, just 15% of all conceptions in leadership accounting and entrepreneurial literature have been properly specified, suggesting low construct quality. MA is shorthand for managerial accounting, which includes both financial and cost accounting. There is a lack of in-depth analysis and clear thinking about management accounting's function in the context of startups and the various MA models.

Conclusion

Researchers discovered business strategy and accounting (financial accounting or accounting-based control practices) are the primary focuses of management accounting in startups, as researchers discovered. Organisational factors, founders' backgrounds and experience in the field, and funding from outside sources were the most studied antecedents. Growth (performance), financial features, and subjective judgement of performance were the most prevalent outcomes studied. The majority of justifications for why startups utilise management accounting are connected to the development of the firm and the reporting requirements of external partners. This research also showed that the theoretical frameworks used by the management accounting and entrepreneurial literature were of low quality. Considered as a whole, this research's findings hinted at the need to measure startup-specific performance as a unique antecedent to resource attraction.

The research techniques and the subjects of the three investigations are the sources of this dissertation's limitations. Researchers have previously discussed the limits of each study as every research strategy and

topic has its own set of benefits and drawbacks. Here, researchers provide a concise summary of the key topics. This research's findings, however, were restricted to the literature on management accounting and entrepreneurship, which was a limitation of the study.

It would be fascinating to see whether future survey-based studies establish the attractiveness of critical resources as a separate construct for measuring startup development, alongside performance. Researchers have argued that there are flaws in both the startup performance concept and measurement scales. Therefore, our construct attraction of vital resources as fascinating consequence might be used in a variety of potential future research since researchers believe it presents less limitations as a construct as a result of its precise description. Researchers make no promise that our framework can or should be used in lieu of actual business results when evaluating a company. Another beneficial outcome in the context of a startup is the establishment of a well-defined, succinct framework, which researchers advocate. Researchers also recommend that studies in business and management accounting make use of digital resources and social media. The interviews and instances with startups showed that a significant chunk of their operations is dependent on cutting-edge software or can be moved online. However, there is surprisingly little study in this area. As a result, it would be instructive for future research to investigate the usage of social media and other online tools in startups from a management accounting perspective.

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An In-Depth Look at the Problems and Solutions Encountered by First-Year Principals in the Realm of School Administration

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Abstract

The purpose of the study is twofold: first, to compile a list of the challenges that are faced by first-year school administrators; and second, to make use of these challenges as a jumping off point in order to come up with different strategies that may be used to overcome these challenges. The design of the study drew mostly from different qualitative research approaches, and content analysis was used to examine the results of the study. On the basis of the data that was collected, the challenges that school administrators encounter have been divided up into five distinct categories. The most significant barrier consisted of the schools' deteriorating physical conditions. Following it came problems with various school stakeholders, followed by problems with education policies, then administrative problems, and eventually financial problems. Administrators at the educational institution came up with a wide selection of answers to these difficulties. Principals have suggested the following solutions to the issues that are currently confronting schools: increasing school funding, improving school facilities, developing training programmes for aspiring principals, enabling principals to earn master's degrees, and establishing formal mentoring programmes for aspiring principals.

Keywords: Qualitative Research; Inexperienced School Administrators; Administrative Issues; Educational Challenges; The Educational System.

Introduction

Given the importance of their role, researchers from a wide range of countries have focused on how best to choose and train school leaders. The principal has the primary responsibility for ensuring that all students get an adequate education. Experts agree that principals play a crucial role in schools because of the unique management tasks that fall within their purview. The primary duty of the principle is to ensure that the school is being run in a way that advances the school's stated mission. In the course of their work, school administrators must work with a diverse range of people who have different perspectives and expectations. As a result, not only do principals now have a heavier workload, but the complexity of their

position has also grown. This is an inevitable result that calls for a greater investment of time and energy on the part of the school principal. The core characteristics that are expected from a principal are defined with relation to the leadership talents that they possess. When school administrators utilise their leadership skills to investigate and implement suitable solutions to problems that develop within the school, everyone benefits. Therefore, they are often tasked with playing the role of team leader or corporate management. In this context, leadership abilities, namely the recognition of the school principal's leadership behaviours, are linked to the analysis of issues, the making of decisions, and the implementation of solution plans. Principals' leadership styles have an immediate and direct effect on all members of the school community, including educators. The relevance of the principal's position at a school increase as a result. The current model of education is experiencing a radical shift. Decentralised educational systems have resulted in an increase in the scope of a school principal's duties. Principals should reach out to their communities because of the increasing complexity of today's educational environments. Communities so that they may take charge and run things efficiently. These changes have made school administration more challenging and laden with new challenges. The administration of an educational institution faces principals with a multiplicity of issues emanating from a range of sources. Educational institutions need leaders who can help them address these challenges. This person holds the position of principal at the institution. Academic greatness in a school is impossible to attain without the strong leadership that is the principal's role. This highlights the fact that good leadership is perhaps the most crucial factor in a school's success (Reich, 2016).

“Principals are primarily responsible for making sure all pupils get a high-quality education. Principals play a vital part since they perform specialised management duties. The principal's main responsibility is to steer the school in the direction of its stated goals.” A principal's major tasks and obligations are stated in terms of their leadership ability. Principals have the opportunity to use their leadership skills in the educational setting by analysing problems and coming up with effective solutions. Because of this, they are sometimes required to take on the tasks of a manager or the leader of a team. Problem analysis, decision making, and the application of ways for addressing the issue at hand are some of the recognised leadership attributes of a school principal. In a classroom, the manner in which a principal exercises leadership is felt by all parties involved, including students, staff members, and teachers. The significance of the responsibilities that principals play in schools is brought into focus by this (Nunan, 2014).

The objective(s) of the study are,

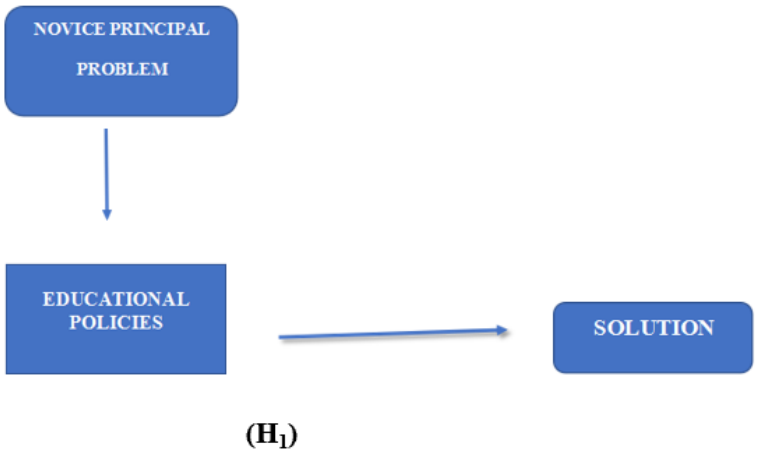
- To find out challenges faced by novice principal in the school.
- To evaluate the most important duties novice principal of school management.
- To analyse that novice principal can motivate students in the school.
- To find the role of principals in motivating students to learn.

Materials and Methods

As the study's major purpose was not to test hypotheses but rather to acquire insight into the viewpoints of principals, a qualitative research technique was employed. The purpose of qualitative research is to "grasp the meaning individuals have formed," or how people make sense of their lives and the world. The purpose of qualitative studies is to provide insightful explanations for social phenomena. In this research, content analysis was used to examine the textual material. Data topics may be easily identified, analysed, and reported thanks to content analysis. This allows the researcher to better organise and interpret the data. Traditional content analysis focuses on frequency of occurrence to determine the significance of a given

word, phrase, or topic. This kind of analysis works particularly effectively with texts like newspaper stories and responses to open-ended inquiries. After the data collection phase was complete, content analysis and coding were carried out. The research used an open-ended question survey format to collect textual data. The inquiry form was split into two sections. The first series of questions aimed to collect basic demographic data from the participants, such as their age, level of experience, and so on. The second section consisted of two open-ended questions. The data acquired in qualitative investigations may be analysed with the use of software. In addition to the tried-and-true pen and paper technique, researchers may use software such as Atlasti, Nvivo, Ethnography, and MaxQD to conduct qualitative analysis of even the biggest datasets.

Conceptual Framework



Results and Discussion

Researchers selected 76 universities and colleges at random. I then phoned the schools, educated the principals about the research's aims, and questioned whether or not their institutions fit the standards of the study. Only 32 of the 76 principals who were eligible to participate actually did so, with 4 declining due to other commitments. This is why we were able to recruit 28 school principals to take part in the study. Researchers scheduled their visits to schools at times convenient for both them and the school's administration. At the first meeting, researchers went over the objectives and procedures for the study. The next step was to provide forms with open-ended questions to the principals and have them respond as thoroughly as possible. The documentation was requested to be filled out by principals within a week's time. Before leaving the school, the researchers arranged a time with the principal to come back and collect the questionnaires. According to the findings, the median age of the principals who answered the poll was 42 years old. Participants had an average of 11 years of teaching experience, with at least three of those years spent in administrative roles.

Participants proposed a total of 195 original approaches to the problems at hand. It's evident that problems with school buildings are a major source of tension for school principals and superintendents. The absence of suitable educational facilities is considered a severe concern by 32% of respondents (n=62). The second difficulty principals have is dealing with the school community. This includes the kids, the instructors, the parents, and the assistant principal. The school community as a whole accounted for 28% (n=54) of the

participants' responses. Third place went to problems associated with school policy. The percentage of replies relating to this topic was 22% (n=43). While financial questions got the fewest replies (n=24), administrative questions garnered the most. Only 12% (12/100) of those who participated in the survey had anything to add. When it comes to school facilities, inexperienced administrators often have the greatest trouble. Problems in this area also make it difficult for principals to carry out their administrative responsibilities.

Conclusion

The study shows the difficulties encountered by new school administrators via quotes from the participants themselves. This method is useful for addressing systemic flaws in education and updating regulations pertaining to principal training. Recent research found that first-year school administrators confront problems including poor physical facilities, strained relationships with other staff members, and financial difficulties. Every time they try to overcome these obstacles, they feel completely alone. The lack of sufficient infrastructure in their schools is the primary difficulty faced by principals. For instance, they may have trouble organising activities if not enough classrooms, sports arenas, or other facilities are available. There must be immediate action taken to improve classroom infrastructure and lower student enrolment. The second most important problem is maintaining positive relationships with kids, teachers, assistant administrators, and parents. The teacher in charge may have conflicts with some of these people. The establishment of performance measures for teachers and other personnel, as well as the provision of relevant in-service training for principals, are all viable answers to these challenges. Principals seek advice from professors throughout their education, and they want to talk to a seasoned leader in the field before beginning their first job. This illustrates that teaching a principal and supplying them with in-service training are very effective practices to apply in an educational context.

Future research could focus on complementing the qualitative findings of this study with robust quantitative analyses to provide a more comprehensive understanding of the consumer market. Researchers could focus on developing cost-effective and time-efficient quantitative methodologies to overcome the limitations encountered. Additionally, integrating mixed-methods approaches could enhance the reliability and validity of the results, offering a balanced perspective that leverages both qualitative insights and quantitative rigour.

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A Study to Understand the Impact of Strategic Management Practices on the Organizational Performance of Real Estate Businesses in Chinese

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Abstract

The purpose of this study is to examine how organizational strategic management approaches and procedures have an impact on the success of China's real estate businesses. Strong strategic management practices and a clear corporate mission are necessities for today's real estate organizations. Using a quantitative methodology, this study's participants -- who came from a variety of Real Estate Organizations spread across China's six geopolitical zones -- gathered and analyzed data pertaining to strategic management in the industry. Many investors believe that real estate investment will continue to be a major source of competitive advantage with good Return on Investment (ROI) over other forms of investments and sectors of the economy in China. The China government recognizes real estate as a prime investment and one of the country's most valuable resources. The real estate sector contributes to the economy through facilitating the distribution of income, housing working families, and reducing poverty. The profitability of the business, the ever-evolving nature of office space, and the uncertainties plaguing the sector are all factors in its perpetual transformation. Nevertheless, several factors—including Government policies, Foreign Exchange accessibility, the lack of a clear strategy, plan, and implementation, and the lack of right leadership skills to aid in the growth of the industry—have kept the China real estate sector from fulfilling its fundamental roles. The study's findings and implications will aid the China government, regulators, policymakers, and real estate industry players, as well as students and other researchers, in making more well-informed decisions about the state of the China real estate market and how best to implement strategic management practices.

Keywords: Strategic Management; Organizational Performance; Real Estate Agency; Business Process.

Introduction

In today's competitive global market, businesses strive to utilize strategic management practices to survive and maintain their market position. These practices, based on managers' insights into internal and external changes, help identify opportunities and aim to achieve optimal outcomes with minimal resources. Effective strategic management is crucial for gaining a competitive edge, particularly in dynamic sectors

like the Chinese Real Estate industry. This sector requires continuous policy formulation and evaluation to enhance national GDP and budget performance.

Strategic thinking and management significantly impact an organization's success. Managers and leaders prioritize devising effective strategies to sustain high performance over time. The core goal of strategic management is to assess an organization's internal and external environment and develop solutions to improve financial outcomes, making it vital for all businesses. Research indicates that strategic planning, as opposed to trial and error, leads to more efficient operations and better financial results. Strategic management involves designing, executing, and evaluating strategies within a business's context to improve future prospects. The extent of strategic planning positively correlates with financial success, influencing performance metrics such as sales, earnings, and returns on various financial indicators. Effective strategic management practices benefit an organization's performance by aligning it with its external environment, underscored by theories like the Resource-Based View and Industrial Organization Theory. These theories emphasize leveraging internal resources and distinct competitive strategies to achieve sustainable advantage.

China's real estate market has seen significant growth, attracting numerous local and international investors. However, challenges such as project delays and mismanagement persist. Effective strategic management, coupled with timely responses to external changes, can address these issues, improve performance, and support continuous sector development. This research aims to review the real estate sector's operations, establish strategic management practices, and examine the moderating impact of the external environment on the relationship between these practices and business performance in China. It also seeks to identify obstacles to fully adopting strategic management and propose solutions.

The objectives of the study are,

- The goal of this research is to better understand how Chinese real estate firms are using strategic management.
- To critically examine the existing literature on Real Estate, Strategic Management Practices, and Their Effects on Organisational Performance.
- The purpose of this study is twofold: (1) to learn more about Real Estate Businesses and Real Estate Business owners; and (2) to learn more about the complexities of Real Estate Business planning.
- To inquire into the link between SME performance and strategic planning, strategic management competence, and strategic planning.

Materials and Methods

Population, sample and sample techniques:

This research looked at the registered real estate development enterprises in China for its sample population. Roughly 132 registered real estate businesses that are actively doing business inside the city.

This research used a representative sample at random from the list of estate agents registered in the city. According to researchers, a sample is defined as a portion or a subset of a population. The researcher will use a technique known as intentional sampling, which entails locating and choosing respondents who have prior information or experience that is pertinent to the investigation at hand.

Data Collection:

In this study, both primary and secondary sources of information were gathered. The primary data was gathered with the use of semi-structured questionnaires that the researcher had designed. To gather data from the operation managers, marketing managers, and human resource managers of the studied organizations, questionnaires were employed. Their assistants were also eligible to respond. The surveys were designed to be self-administered, so that respondents may answer the questions whenever it was convenient for them, either by hand copy or over email. The researcher made use of both open-ended questions and questions based on a Likert scale. The questionnaire was divided into four sections: section A, which included questions on the demographics of the real estate firms; Section B, which contained questions about the strategic management practices of the companies; and Section C, which contained questions about the diversity of the companies. They will discuss the performance of the company in comparison to its external environment. Operation managers, heads of departments, financial managers, human resource managers, and their assistants from throughout the studied population were asked to complete the questionnaires.

Data Analysis:

The data that was gathered was adjusted before the replies were processed to guarantee that the information was accurate and coherent. Because the data was quantitative in nature, it needed to be cleaned to remove any inconsistencies, classified based on similarities, and lastly tabulated before it could be analysed. This process had to take place before the data could be analysed. The data that was tabulated was then analysed using Statistical Package for Social Scientists, which included the use of mean scores, standard deviations, and frequency distribution to summarize the replies and indicate the level of similarities and differences, with the findings being given in the form of tables.

Results and Discussion

Based on a comparison of the scenarios involving the developments that disrupted the previously established correlations between strategic management practice and performance, this connection between the two was discovered.

The findings of this study indicated that real estate companies in China, on average (M-23.32%), if not to a lesser extent or not at all (M-14.63%) practices strategic management, which means a positive deviation (8.69%) towards the practice of strategic management, and that (M-14.51%), if not good (9.01%), performs poorly, implying a positive deviation (5.50%) towards poor performance. It was also determined that most of the companies (M-43.45%), if not to a lesser degree or not at all (M-2.04) with a positive deviation (41.41%), were influenced by changes in the external environment on average. The study also suggested that just 26.97% of these organizations carried out external analysis as part of their planning, whilst 73.03% did not carry out external analysis when creating their strategic planning, producing a positive divergence of 46.06% toward not carrying out external analysis. This was shown by the finding. Table 8 displays the overall performance of these companies as well as how the external environment affects that performance. They devised the formula shown below, which gave performance a score of positive two (+2) overall. This score is the addition of a positive one (+1) for the practice of strategic management and a positive one (+1) for the analysis of the external environment. Performance (Y) equals Strategic Management Practice (kX1) plus (Carrying out external analysis and addressing the effect (kX2), and because this is the case, Y equals Kx1 plus -1Kx2, which equals 0. meaning there was not a good

performance because there was not enough awareness and response to the influence of changes in the external environment.

Table 1: The Connection Between Real Estate Companies in China's Performance, the External Environment

Variables	Mean	Mean	Deviation	Overall Impact on performance of the realestate companies
Strategic Management practice	Practice = 23.73%	Don't practice . =14.63%	Towards practicing = +8.69%	Positive
External analysis	Practice =73.03%	Don't practice = 26.97	Towards practicing = -46.06%	Negative
Performance of the real estate companies	Good performance =14.01%	Poor performance = 9.01%	Toward good performance = -5.50%	Negative
Effect by external Environmental changes	Affected = 43.45%	Not affected =2.04	Towards Not being affected =-41.41	Negative ifnot addressed

Conclusion

According to researchers, the conceptual model of strategic management includes four processes: environmental scanning, strategy design, strategy execution, and strategy assessment and control. According to the findings of this study, the strategic management processes used by Chinese manufacturing SMEs tend to follow a more straightforward structure. In the small and medium-sized enterprises (SMEs) that were the subject of this study, senior management saw environmental scanning as a component that was both required and crucial when it came to gathering information for the development of strategy. Even though they look at a broad range of sources, the informal ways they use to get information from personal sources are their preferred choice since they are simpler, less expensive, and more effective. In addition, as the size of the company grows, the environmental scanning systems that are used inside the company tend to become more formal. Most of the time, the development of strategy in Chinese manufacturing SMEs is accomplished via the use of informal planning activities. These activities place a greater emphasis on short-term objectives and are directed toward operations. There is also shown to be a positive association between the formality of strategy development and the size of the business. This indicates that as the size of the companies rises, the activities that comprise strategy formation tend to become more formal. In addition, businesses that participate in export operations to a greater degree are more likely to make use of formalized strategic planning methods. All the companies that were researched had a flat organizational structure, which allows for a great degree of flexibility but also leads to centralized decision-making. These companies' senior managers have a very high degree of subjectivity in their work. In most cases, they are the sole or the primary group of individuals who are responsible for the development and execution of strategy; nevertheless, they seldom guarantee that the strategic context is completely understood by the other levels of personnel working for the organization. In this context, the role of senior management in these SMEs is of critical significance, since it is their responsibility to ensure that the developed plans are properly used and put into action. The process of

strategic evaluation in the Chinese manufacturing industry SMEs have a propensity to be uncomplicated and casual, and the only metrics that are used are financial ones, such as looking at sales numbers and market feedbacks. It was also shown that most of them choose to abandon the project rather than make any necessary modifications if the performance result of the strategies that were put into action did not live up to their expectations owing to a lack of resources. A consequence that may be drawn from this feature is that verification of a plan prior to its execution is essential for small and medium-sized enterprises (SMEs) to prevent key failure; otherwise, after the resources and assets have been spent, it would be difficult for them to make changes. In addition, the data indicates that the flexibility afforded to them because of their size always enables them to make judgments or take actions in a timely manner.

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القيادة الأخلاقية وعلاقتها بتحقيق الإبداع الإداري من وجهة نظر العاملين في محاكم جنوب الضفة الغربية

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الملخص

هدفت هذه الدراسة إلى تقييم مستوى القيادة الأخلاقية والإبداع الإداري لدى العاملين في محاكم جنوب الضفة الغربية، باستخدام المنهج الوصفي الارتباطي. شملت الدراسة جميع العاملين في المحاكم الفلسطينية في جنوب الضفة الغربية، والبالغ عددهم 399 فردًا، حيث تم اختيار عينة عشوائية بسيطة واسترداد 234 استبانة صالحة للتحليل بنسبة استرداد (58.6%) من مجتمع الدّراسة. أظهرت النتائج أن مستوى القيادة الأخلاقية والإبداع الإداري كان مرتفعًا بين العاملين. كما أظهرت وجود علاقة إيجابية ذات دلالة إحصائية بين القيادة الأخلاقية والإبداع الإداري. توصي الدراسة بضرورة تعزيز ممارسات القيادة الأخلاقية، مثل الأمانة والعدالة والمسؤولية والنزاهة، وخلق بيئة عمل إيجابية تشجع على الإبداع. كما توصي بتطوير برامج تدريبية متخصصة وتعزيز ثقافة المحاسبة والمكافأة على السلوكيات الأخلاقية، بالإضافة إلى إجراء المزيد من الدراسات في مختلف القطاعات للحصول على نتائج أكثر دقة.

الكلمات المفتاحية: القيادة الأخلاقية، الإبداع الإداري، فلسطين، محاكم جنوب الضفة الغربية.

المقدمة

تعد الأخلاق من أعظم نعم الله على عباده الذين يحبهم ويرضى عنهم، وقد كانت الدعوة إلى إتمام مكارم الأخلاق من أهم تعاليم الإسلام الحنيف. وقد ركز نبينا المختار، وهو المثل الأعلى لنا، على أهمية الأخلاق. وتختلف ممارسات القيادة الأخلاقية من قائد لآخر حيث تتحكم فيها عدة عوامل مثل الشخصية، النفسية، البيئية، وأحيانًا المزاج العام للقائد، مما يؤثر مباشرة على علاقته بالمرؤوسين. ويمكن أن يكون هذا التأثير إيجابيًا أو سلبيًا، ويؤثر كذلك على عملية الإبداع لدى العاملين. هنا تبرز أهمية القيادة الأخلاقية كنهج إداري يعتمد على الأخلاق المستمدة من الدين والعادات (الشاعر، 2017).

وقد تطورت التقاليد المهنية بمرور الوقت ومع الممارسة المنتظمة، حتى أصبحت بمثابة الدستور الذي يحكم عمل المؤسسات، ويضع العلامات على طريق العمل. والهدف الأساسي من المحافظة على الجانب الأخلاقي في الإدارة هو بناء الثقة وإقامة علاقات عمل جيدة بين الإدارة والعاملين. فالجانب الأخلاقي لدى القائد يساعد الموظف على الإخلاص في عمله، والحفاظ على أسرار المهنة، وتقديم

أفضل ما لديه. وقد أدى تراجع الأخلاقيات الإدارية في المنظمات إلى تعزيز روح الأنانية، مما زاد من حدة التوتر وأشعل الصراعات. كما يُعد الإبداع الإداري منظومة متكاملة تشترك فيها المنظمة الإدارية وأفراد التنظيم من مدراء وموظفين وكذلك بيئة المنظمة. وتعد الإدارة العنصر الفاعل في أداء المنظمة، ومن ثم يجب أن تتجه للتطور لتحقيق أهدافها. وما يُلاحظ في بعض المنظمات الحكومية هو وجود روتين يمارسه العاملون في أداء عملهم ومهامهم، مما يعيق ظهور الإبداع والتميز. وبالنظر إلى عناصر العملية الإبداعية، يُعد الموظف حجر الزاوية لهذه العملية، ومنه وبه تنطلق المنظمة نحو الإبداع الإداري (مراد، 2016).

عرفت القيادة الأخلاقية أنها قدرات يمتلكها القائد ليؤثر على الفريق، ليتمكن من تحقيق الأهداف المنشودة للمنظمة. فالقيادة عملية اجتماعية، حيث إن القائد يستمد قوته من تعاون مرؤوسيه معه، والمرؤوسون يستمدون قوتهم من قائدهم الذي يثقون به (الشاعر، 2017). وتعرفها (MIT Sloan Management Review، 2021) على أنها ممارسة القيادة بمسؤولية وصدق ونزاهة، مع التركيز على رفاهية الموظفين والعملاء والمجتمع. كما تعرفها (UC Berkeley Haas School of Business, 2023) على أنها ممارسة القيادة مع الأخذ بعين الاعتبار عواقب أفعال المرء على الآخرين، واتخاذ القرارات التي تعكس قيم المنظمة.

الإبداع الإداري هو عنصر أساسي في نجاح أي منظمة أو مؤسسة. يتعلق الأمر بالقدرة على تطوير أفكار وحلول جديدة ومبتكرة للتحديات التي تواجهها الشركات والمؤسسات في بيئة الأعمال المعقدة والمتغيرة باستمرار. يشمل الإبداع الإداري القدرة على توليد أفكار جديدة، وتحويلها إلى مشاريع قابلة للتطبيق، وتطوير استراتيجيات وعمليات جديدة تعزز الكفاءة والفعالية. يتطلب الإبداع الإداري بيئة تشجيعية تعزز التفكير الابتكاري وتشجع على تبني المبادرة والاستعداد للتجديد والتغيير. من خلال الاستثمار في ثقافة الإبداع وتوفير الموارد والدعم اللازم، يمكن للمؤسسات أن تحقق تفوقًا تنافسيًا وتحقيق النجاح على المدى الطويل (السكارنة، 2020).

يعرف الإبداع الإداري على أنه القدرة على رؤية الفرص الجديدة وتطوير أفكار وحلول مبتكرة لتحقيق أهداف المنظمة (Stanford Graduate School of Business، 2024). وتعرفها (العوضي، 2015) على أنها استخدام مهارات التفكير الإبداعي في حل المشكلات بما يحقق المنفعة العامة للمنظمة التي توفر بيئة حاضنة لتنميته وتطويره. كما تعرفها (Harvard Business Review، 2021) القدرة على ابتكار أفكار جديدة وحلول مبتكرة للمشاكل الإدارية.

من خلال استقراء الدراسات السابقة، ففي دراسة الشاعر (٢٠١٧) حول القيادة الأخلاقية وسلوكيات الإبداع الإداري لدى مديري المؤسسات التعليمية الفلسطينية، وجدت الدراسة علاقة إيجابية ودلالة إحصائية بين القيادة الأخلاقية وسلوكيات الإبداع الإداري. وكانت نتائج دراسة سليمان (٢٠١٨) والتي تناولت أثر القيادة الأخلاقية على الإبداع الإداري لدى مديري المدارس الثانوية في مدينة الرياض مشابهة، حيث توضح الدراسة وجود علاقة إيجابية ذات دلالة إحصائية بين القيادة الأخلاقية والإبداع الإداري. كما تؤكد دراسة البدوي (٢٠١٩) على وجود علاقة إيجابية بين القيادة الأخلاقية والإبداع الإداري لدى رؤساء الأقسام في الجامعات الفلسطينية، مما يعزز فهمنا لتأثير الممارسات الأخلاقية على الإبداع الإداري في مجال العمل. كما توضح دراسة أبو عيشة وأبو سليم (٢٠٢٠) علاقة إيجابية بين القيادة الأخلاقية والإبداع الإداري لدى العاملين في المؤسسات الأهلية في فلسطين. إذًا، يمكن القول بأن القيادة الأخلاقية تلعب دورًا مهمًا في تحقيق الإبداع الإداري وتعزيز الأداء العام للمؤسسات، وهو ما يبرز أهمية اعتماد ممارسات القيادة الأخلاقية في بيئة العمل. كما أظهرت دراسة البدوي (٢٠١٩) بعنوان العلاقة بين القيادة الأخلاقية والإبداع الإداري لدى رؤساء الأقسام في الجامعات الفلسطينية وجود علاقة ايجابية على ممارسة القيادة الأخلاقية على الإبداع الإداري.

جميع الدراسات السابقة حول القيادة الأخلاقية والإبداع الإداري تؤكد وجود علاقة إيجابية ومعنوية بين القيادة الأخلاقية والإبداع الإداري. تركز هذه الدراسات على تأكيد أهمية دور القيادة الأخلاقية في تعزيز الإبداع الإداري، حيث تشجع على بيئة عمل إيجابية وتساعد

في إيجاد حلول جديدة للتحديات. تختلف هذه الدراسات في مجالات مجتمعاتها وأدواتها والنتائج التفصيلية، مما يبرز تعددية البحوث في هذا المجال. تبرز دراسة القيادة الأخلاقية وعلاقتها بتحقيق الإبداع الإداري من وجهة نظر العاملين في محاكم جنوب الضفة الغربية بتركيزها على مجتمع محدد، مما يعزز الفهم العميق لعلاقة القيادة الأخلاقية بالإبداع الإداري في هذا السياق الخاص. ومن خلال إدراك الباحثان بأهمية القيادة الأخلاقية وعلاقتها بتحقيق الإبداع الإداري، فقد كانت هذه الدراسة التي تسعى إلى معرفة ما هو مفهوم القيادة الأخلاقية والمعوقات التي يمكن أن تواجه استخدامها وعلاقة القيادة الأخلاقية بتحقيق الإبداع الإداري من وجهة نظر العاملين في محاكم جنوب الضفة الغربية في فلسطين. وسبل معالجة هذه المعوقات. ومن هنا تكمن مشكلة الدراسة في السؤال الرئيس: ما هي طبيعة العلاقة بين ممارسات القيادة الأخلاقية وعلاقتها بتحقيق الإبداع الإداري في محاكم جنوب الضفة الغربية في فلسطين، وكيف يُمكن تحسين هذه العلاقة؟

تكمن الأهمية العلمية لهذا البحث في فهم عمق العلاقة بين القيادة الأخلاقية والإبداع الإداري في سياق خاص مثل محاكم جنوب الضفة الغربية، مما يضيف للمعرفة العلمية حول تأثيرات القيادة الأخلاقية في بيئات عمل محددة. ثانيًا، يمثل هذا البحث إضافة قيمة للأدبيات العلمية في مجالات الإدارة والقيادة من خلال تسليط الضوء على دور الأخلاق في تحفيز الإبداع وتحسين الأداء الإداري. كما يعتبر هذا البحث مساهمة هامة في تطوير استراتيجيات القيادة والإدارة داخل مؤسسات القضاء، حيث يتيح فهمًا أعمق لعوامل تحفيز الإبداع وتعزيز الأداء المؤسسي. وفي النهاية، يعزز هذا البحث فهمنا لعلاقة القيادة الأخلاقية بالنجاح المؤسسي والمساهمة في بناء بيئات عمل تشجع على الإبداع والتطوير المستمر. وتتجلى الأهمية العملية للبحث في الاسهام في تحسين الأداء الإداري داخل المحاكم من خلال فهم دور القيادة الأخلاقية في تعزيز الإبداع والابتكار في التفكير واتخاذ القرارات. وكذلك يساهم هذا البحث في تعزيز القيم والأخلاقيات داخل بيئة العمل في المحاكم، مما يسهم في بناء ثقافة عمل إيجابية تعزز التعاون والمشاركة وتعزيز الثقة بين العاملين. كما يمكن أن يؤدي هذا البحث إلى تحسين العلاقات بين الإدارة والموظفين وزيادة الالتزام والانتماء للمؤسسة. وفي النهاية، يمكن أن يساهم هذا البحث في تعزيز سمعة المحاكم وتعزيز مكانتها كمؤسسات مهنية وأخلاقية تسعى إلى تحقيق العدالة وخدمة المجتمع بكفاءة ونزاهة.

وفي سياق ما سبق يسعى البحث للإجابة عن الأسئلة التالية:

1- ما مستوى القيادة الأخلاقية لدى العاملين في محاكم جنوب الضفة الغربية؟
2- ما مستوى الإبداع الإداري لدى العاملين في محاكم جنوب الضفة الغربية؟
3- هل توجد علاقة ذات دلالة إحصائية بين القيادة الأخلاقية وتحقيق الإبداع الإداري من وجهة نظر العاملين في محاكم جنوب الضفة الغربية؟

الطريقة والإجراءات

استخدام الباحثان المنهج الوصفي الارتباطي، الذي يعتبر أكثر المناهج ملاءمة لمثل هذه الدّراسة. يشمل مجتمع الدراسة جميع العاملين في المحاكم الفلسطينية في جنوب الضفة الغربية، والبالغ عددهم (399) فرداً وفق احصائيات مجلس القضاء الأعلى وديوان قاضي القضاة، تم اختيار عينة عشوائية بسيطة بحيث تم استهداف جميع العاملين في المحاكم الفلسطينية في جنوب الضفة الغربية، خلال العام 2024م، وقد تم استرداد قوامها (234) استبانة صالحة للتحليل، بنسبة استرداد (58.6%) من مجتمع الدّراسة.

نتائج الدراسة ومناقشتها

هدفت هذه الدراسة إلى تقييم مستوى القيادة الأخلاقية والإبداع الإداري لدى العاملين في المحاكم الفلسطينية في جنوب الضفة الغربية. استخدم الباحثان استبانة تم تصميمها وتطويرها بناءً على الأدب النظري والدراسات السابقة. تكونت الاستبانة من 40 فقرة موزعة على بعدين: القيادة الأخلاقية (25 فقرة) والإبداع الإداري (15 فقرة). تم تقسيم القيادة الأخلاقية إلى ثلاث مجالات: الأخلاقيات الشخصية، الأخلاقيات الإدارية، والأخلاقيات العلائقية.

ومن أبرز التحديات واجهت الباحثين في جمع البيانات، أنه كان هناك تحفظ لدى العاملين في محاكم جنوب الضفة الغربية من مشاركة آرائهم حول القيادة والإبداع الإداري بسبب طبيعة العمل القضائي وحساسية الموضوعات المتعلقة بالقيادة والإدارة. وكذلك كان هناك صعوبة في الحصول على تجاوب كافٍ من العاملين بسبب انشغالهم بأعمالهم اليومية وضغوط العمل. علاوة على ميل بعض المشاركين إلى تقديم إجابات مجاملة أو متحيزة تعكس رغبتهم في الحفاظ على علاقاتهم المهنية أو تجنب النقد. وقد واجه الباحثون تحديات في الوصول إلى جميع أفراد العينة المطلوبة بسبب القيود الأمنية أو الجغرافية في جنوب الضفة الغربية.

حُللت بيانات الدّراسة بعد تطبيق الأدوات على أفراد عينة الدّراسة، باستخدام حزمة البرامج الإحصائيّة للعلوم الاجتماعية، من خلال استخراج التكرارات والمتوسّطات الحسابيّة، والانحرافات المعيارية، واختبار كرونباخ ألفا، ومعامل ارتباط بيرسون، واختبار (t)، واختبار تحليل الأحادي

أظهرت الدراسة أن قيمة معامل ثبات كرونباخ ألفا لجميع مجالات المقياس وللدرجة الكلية للمقياس كانت مرتفعة، مما يشير إلى ثبات المقياس وصلاحيته للتطبيق. كما أظهرت البيانات أن مستوى القيادة الأخلاقية لدى العاملين في المحاكم الفلسطينية في جنوب الضفة الغربية جاءت مرتفعة. فقد احتل مجال الأخلاقيات الشخصية للقيادة المركز الأول، وجاء مجال الأخلاقيات الإدارية للقيادة في المركز الثاني، وجاء مجال الأخلاقيات العلائقية للقيادة في المركز الثالث. وأظهرت البيانات أن مستوى الإبداع الإداري لدى العاملين في المحاكم الفلسطينية في جنوب الضفة الغربية جاءت مرتفعة.

تشير نتائج هذه الدراسة إلى أن العاملين في المحاكم الفلسطينية في جنوب الضفة الغربية يتمتعون بمستوى عالٍ من القيادة الأخلاقية والإبداع الإداري. وهذا يدل على وجود بيئة عمل إيجابية تُحفز على الممارسات الأخلاقية والإبداع. أظهرت هذه الدراسة وجود علاقة إيجابية بين القيادة الأخلاقية والإبداع الإداري لدى العاملين في المحاكم الفلسطينية في جنوب الضفة الغربية. تُشير نتائج الدراسة إلى أن القيادة الأخلاقية تلعب دورًا هامًا في تعزيز الإبداع الإداري. تُقدم هذه الدراسة معلومات مفيدة للمديرين في المحاكم الفلسطينية في جنوب الضفة الغربية حول كيفية تعزيز القيادة الأخلاقية والإبداع الإداري لدى موظفيهم.

التوصيات

على ضوء نتائج هذه الدراسة، التي أظهرت وجود علاقة إيجابية بين القيادة الأخلاقية والإبداع الإداري لدى العاملين في محاكم جنوب الضفة الغربية، ووجود مستوى عالٍ من القيادة الأخلاقية والإبداع الإداري لدى هؤلاء العاملين، يمكن تقديم التوصيات التالية: يجب على القادة في محاكم جنوب الضفة الغربية التركيز على ممارسة السلوكيات الأخلاقية مثل الأمانة والعدالة والمسؤولية والنزاهة، وخلق بيئة عمل إيجابية تُحفز على الممارسات الأخلاقية وتشجع الموظفين على التعبير عن آرائهم بحرية، وكذلك مكافأة الموظفين الذين يُمارسون السلوكيات الأخلاقية وتعزيز ثقافة المحاسبة على الأفعال غير الأخلاقية. ينبغي على القادة تشجيع الموظفين على التفكير الإبداعي وتقديم أفكار جديدة لحل المشكلات وتحسين الأداء، وتوفير الموارد اللازمة للموظفين للتجربة والتعلم من أخطائهم، وخلق بيئة عمل آمنة لا يخاف فيها الموظفون من الفشل أو من التعرض للسخرية بسبب أفكارهم. كما ينبغي على إدارة المحاكم تطوير برامج تدريبية لتعزيز القيادة

الأخلاقية والإبداع الإداري لدى الموظفين، تتضمن معلومات حول ممارسات القيادة الأخلاقية وتقنيات حل المشكلات الإبداعية، وتقديمها من قبل مدربين مؤهلين لديهم خبرة في مجال القيادة والإبداع. هناك حاجة إلى إجراء المزيد من الدراسات لتقييم العوامل التي تؤثر على القيادة الأخلاقية والإبداع الإداري في مختلف القطاعات، مع التركيز على أنواع مختلفة من المنظمات ومجموعات العمل المختلفة، واستخدام مناهج بحثية متنوعة للحصول على نتائج أكثر دقة. بالإضافة إلى هذه التوصيات العامة، هناك بعض التوصيات المحددة التي يمكن استخلاصها من نتائج هذه الدراسة، مثل: التركيز على تعزيز الأخلاقيات الشخصية للقيادة من خلال التأكيد على أهمية القيم مثل الصدق والنزاهة والعدالة، وإعطاء الأولوية لإنجاز الأعمال حسب أهميتها من خلال تحديد الأهداف بوضوح وتحديد الأولويات والمواعيد النهائية، وتحمل مسؤولية أفعالهم ومواجهة النتائج المترتبة على ذلك من خلال الاعتراف بأخطائهم وتحمل مسؤولية نتائج قراراتهم. من خلال اتباع هذه التوصيات، يمكن للقادة في محاكم جنوب الضفة الغربية تعزيز القيادة الأخلاقية والإبداع الإداري لدى موظفيهم، وخلق بيئة عمل أكثر إنتاجية وإبداعًا.

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