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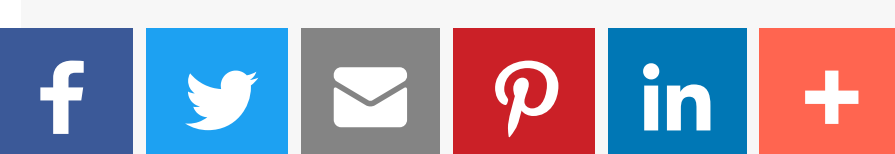
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Exploring Issues for Black Gay and Bisexual Males in University Settings

Authors: James L. Maiden
Pages: 56-61
DOI: doi.org/10.32861/rje.71.56.61

Abstract

The campus environment can be challenging for lesbian, gay, bisexual, trans, or queer (LGBTQ) students still developing their sexual identity. Being a Black gay or bisexual male can add another layer of isolation in their university setting. The campus climate for Black gay and bisexual males lack social support and does address their experience and needs. Additionally, Black gay and bisexual males attending historically Black colleges and universities (HBCUs) feel unsupported by the lack of LGBTQ resources on campus. The conceptual article aims to explore issues impacting Black gay and bisexual males in university settings. This article provides an overview of student identity development, the impact of the African American community, discrimination and hate crimes, the campus climate, the HBCU setting, mentoring impact, and counselor educators' support with this student population.



A Quantitative Study Identifying the Prevalence of Anxiety in Dyslexic Students in Higher Education

Authors: A. Abbott-Jones
Pages: 42-55
DOI: doi.org/10.32861/rje.71.42.55

Abstract

Adult students with dyslexia in higher education can receive support for their cognitive needs but may also experience negative emotions such as anxiety due to their dyslexia in connection with their studies. This paper aims to test the hypothesis that adult dyslexic learners have a higher prevalence of academic and social anxiety than their non-dyslexic peers. A quantitative approach was used to measure differences in academic and social anxiety between 102 students with a formal diagnosis of dyslexia compared to 72 students with no history of learning difficulties. Academic and social anxiety was measured in a questionnaire based on the State-Trait Anxiety Inventory. Findings showed that dyslexic students showed statistically significantly higher levels of academic, but not social anxiety in comparison to the non-dyslexic sample. Dyslexic students in higher education show academic anxiety levels that are well above what is shown by students without dyslexia. The implications of this for the dyslexia practitioner is that delivery of strategies to deal with anxiety should be seen equally as important, if not more so, than interventions to deal with cognitive difficulties.

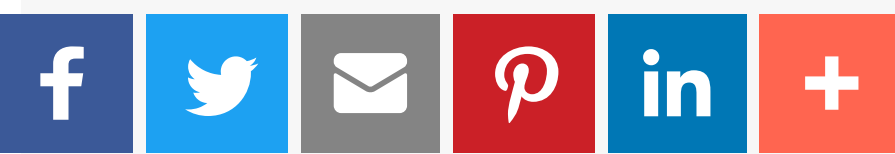


The Academic Adjustments of First-Year Students with Autism

Authors: Wanda Hadley ; Yujian Zhang
Pages: 36-41
DOI: doi.org/10.32861/rje.71.36.41

Abstract

Students with learning disabilities, specifically those with autism spectrum disorders (ASD) transitioning from high school to college might face barriers to their academic participation. Seamless access on campus for students with ASD should be a priority that includes accommodations, a culture that is inclusive, and faculty that understand the issues related to having students with ASD in the classroom. This study reviews the experiences of the same group of entering first-year students with ASD over a two-year period as they adjust to the transition to college. Students struggled to move away from accommodations such as tutoring, extra time for exams, and proctored exams as they had received in high school.



The Role of Science High School Optional Curriculum and Knowledge Coherence in the Science Academic Success of Students in the First Year of University Studies

Authors: MIMOZA MILO ; NAZMI XHOMARA ; PROFESSOR ANILA PAPAARISTO
Pages: 29-35
DOI: doi.org/10.32861/rje.71.29.35

Abstract

The purpose of the study is to investigate the relationships between the science high school optional curriculum, knowledge coherence, and science academic success of first-year students at university. The correlational quantitative approach, the structured questionnaire, and a non-random sample of students were selected to be used in the study. The study found a high positive correlation between science high school optional curriculum and science academic success variables (r = .608). It is also revealed that the total variance of science academic success explained by knowledge coherence level is 33.8%, the other variance may be explained by other variables. The study found that high school optional curriculum, as well as knowledge coherence, predicts science academic success.

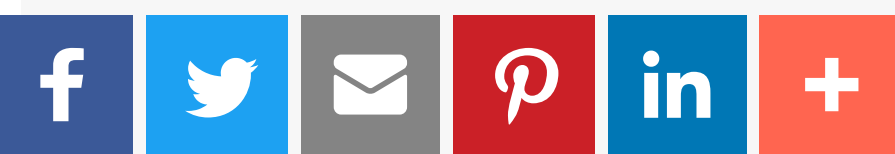


Equipment Condition's Effect on Student Perceived Workload and Efficiency of Problem Based Projects in an Aeronautical Engineering Technology Program

Authors: SERGEY DUBIKOVSKY ; PENG HAO WANG ; KATHERINE MINARIK
Pages: 23-28
DOI: doi.org/10.32861/rje.71.23.28

Abstract

Aeronautical Engineering Technology (AET) of Purdue University's School of Aviation and Transportation Technology offers its students a comprehensive and holistic approach to engineering in an applied fashion. Students' learning outcome includes an application of technical knowledge and hands-on skills in areas of aerospace design, operations, and manufacturing. The curriculum of the program includes a course in which students must learn advanced maintenance concepts and practices including the overhaul of reciprocating engines. This study examined the relationship between engine operational vs. non-operational statuses, time spent to finish a task, and student perceived workloads regarding the maintenance procedures. The tests followed the Federal Aviation Administration (FAA) requirements for the practical test questions from the Airframe and Powerplant Certificate (A&P) Exam. Students were also required to fill out a task perceived load index developed and used by NASA.

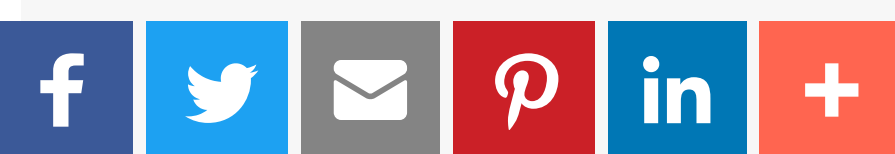


Professional Development of College Members in Sudanese Universities (University of Bahri as a Model)

Authors: ABUBAKER OSMAN MOHAMMED JABER
Pages: 11-22
DOI: doi.org/10.32861/rje.71.11.22

Abstract

This study aims to shed light on the professional development of the teaching staff members in the Sudanese universities, and the experience of the University of Bahri as a model which is renewable and in line with the spirit and requirements of the modern age as well as the quality of its teaching staff. The researcher applied the analytical descriptive method and defined the study tool in accordance with the objectives, questions, and methodology of the study, where the researcher chose the closed open questionnaire to collect information from the teaching staff members in the University of Bahri who studied the professional diploma amounting to (60). The diploma was provided by the College of Education in the framework of the professional development of the university's teaching staff members. The most important findings of the study were that: most of the students after the completion of the professional diploma study are able to practice teaching skills with high professionalism, integrate technology in higher education, apply the scientific principles in designing and developing University curricula, use of modern teaching strategies in teaching undergraduate courses. In the light of these findings, the researcher presented important recommendations and complementary to this aspect, such as the follow-up of the teaching staff performance of those who had completed the professional diploma after returning to their colleges and the impact of that on student academic achievement.



The Role of Principal in Improvement of School Performance: A Qualitative Study in Community School of Nepal

Authors: CHANDRA BHADUR BHUJEL
Pages: 1-10
DOI: doi.org/10.32861/rje.71.1.10

Abstract

This study aims to explore the role of the principal's leadership in the improvement of school performance in community schools and to identify the major challenges faced by principals of community schools while improving school performance. A qualitative approach and phenomenology research design was used in this study. Interview and Focus Group Discussions schedule were used to collect data from the field, 5 principals were the respondents for interview and 20 principals of different community schools were involved in focused group. The data were analyzed using qualitative data management software Atlas ti. The determination and taking self-initiative is a crucial role for community school principals to maintain school enrollments, education quality, and collecting funds for school performance. Principals have adopted several noticeable strategies to increase education quality. Some of the ways and means adopted by the successful schools are maintaining constant discipline in school encouraging students and teachers by rewards and appreciation, consistent observing and supervision of class conduction, student attendance and teacher's consistency, coaching classes for feeble and interested students, parent-teacher communication, contests and competitions between the cluster and individual. Every principal faces some of the biggest frustrations to control student behavior, recruiting teachers and cooperation between staff, promote personalized learning, improve the teaching and learning environment, student retention, and parents' support in the improvement of the school. The study further recommended that principals and teachers should be given sufficient training to improve the school's performance.

