



Research Journal of Education

Online ISSN: 2413-0540
Print ISSN: 2413-8886

Quarterly Published (4 Issues Per Year)

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Volume 7 Number 2 June 2021

Incentive Effects Analysis on Primary and Secondary Teacher Incentive Policies in China

Authors: Hou Longlong ; Zhao Ping ; Moses Oladele Ogunniran
Pages: 116-124
DOI: doi.org/10.32861/rje.72.116.124



Abstract

In recent years, many policies issued by central and local governments for primary and secondary school teachers in China are closely related to the incentive problems in their work. Based on the policy texts and empirical studies about teachers' incentives, this paper discusses the incentive effects of teacher incentive policies. The outlines of this study are as follows: 1. Teacher incentive policies; 2. The incentive methods of teacher incentive policies; 3. Incentive effects of teacher incentive policies; 4. Teachers' workloads and the effects of teacher incentive policies; and 5. Suggestions on teacher incentive policies.



Exploring the Factor Structure of the Constructs of Technological, Pedagogical, and Content Knowledge (TPACK): An Exploratory Factor Analysis Based on the Perceptions of TESOL Pre-Service Teachers at a British Private University in Malaysia

Authors: Raveenajit Kaur A. P. ; Kalvant Singh ; Alberto Luis August
Pages: 103-115
DOI: doi.org/10.32861/rje.72.103.115



Abstract

Using the TPACK framework, this research study investigated how pre-service teachers perceive their development of the knowledge, skills, and self-efficacy necessary for technology integration; and explored the opportunities that pre-service teachers have to learn about technology integration. It employed a convergent parallel mixed methods case study design. It has a single-embedded case design. The unit of analysis for inquiry is the undergraduate teacher preparation program at a private British university in Malaysia. This study incorporates quantitative data collection in the form of a survey alongside qualitative data collection conducted through semi-structured interviews. The participants for the survey comprised of three purposefully selected convenience samples of pre-service teachers (Years One, Two, and Three) studying the undergraduate teacher preparation program. Following the administration of the survey, a maximum variation sample of pre-service teachers who participated in the survey was invited for semi-structured interviews. The results indicated that the EFA found support for TK and CK being distinctive knowledge constructs within the pre-service teachers' knowledge perceptions. While PK, PCK, TPK, TCK, and TPACK were postulated to be distinct knowledge constructs in the TPACK framework, these were not reflected in the perceptions of the pre-service teacher participants of this study. Implications and recommendations are suggested.



Enhancing Self-Monitoring with Differential Negative Reinforcement of Alternative Behavior for Increasing Students' Writing Production

Authors: Meghann M. Torchia ; John W. Maag
Pages: 92-102
DOI: doi.org/10.32861/rje.72.92.102



Abstract

Many students find writing aversive and behave in ways to escape the task. Self-monitoring and differential negative reinforcement of alternative behavior (DNRA) are two approaches that have been shown to improve the quantity of writing performance but have never been combined to determine whether they are more effective in combination than in isolation. The purpose of the present study was to evaluate the differential effectiveness of self-monitoring versus self-monitoring plus DNRA for increasing the number of words and sentences written using a multiple probe design across three participants during two 10-minute sessions. For each baseline session, participants were given a story starter prompt to write as much as they could, received a short break, and then the second 10-minute session would begin. Self-monitoring indicated an increase in a number of words written and an unstable but slightly higher trend in a number of sentences written for one participant. The other two participants showed decreasing trends in both the number of words and sentences written during self-monitoring. Results of self-monitoring plus DNRA indicated an increase in a number of words and sentences written for one participant, while the other two participants showed little to no improvement. Areas for future research, limitations, and implications for practice are discussed.



Academic Qualification and Teachers' Job Satisfaction in Secondary Schools in Nakuru County-Kenya

Authors: Margaret Maina ; J. Kanjogu Kiumi ; Peter Gilthae
Pages: 87-91
DOI: doi.org/10.32861/rje.72.87.91



Abstract

Teacher job satisfaction is one of the critical determinants of the rate of progress in students learning outcomes. The teaching profession in Kenya has in the recent past experienced industrial disharmony by way of teachers' strikes, which could be a pointer to dissatisfaction among teachers. Teacher dissatisfaction is typically rooted in failure by entities responsible for teacher management to meet teachers' needs. Research-based evidence demonstrates that employees have different needs and that these needs are influenced by factors such as employee's level of training or education for that matter. Drawing on these observations, the study sought to determine whether an academic qualification has any bearing on teachers' job satisfaction in secondary schools in Nakuru County, Kenya. Data was collected using a self-delivered questionnaire from 341 teachers who were randomly selected from 3,092 teachers in the study locale. The instrument's validity and reliability as estimated through split-half and Cronbach's alpha stood at $r=.945$ and $r=.905$ respectively. Collected data was analyzed using ANOVA statistic at .05 alpha level. A major finding of the study was that teacher satisfaction decreased with an increase in the level of academic qualification. Qualification-differentiated satisfaction was also statistically significant ($p<.05$). The study offers useful insights to the Teachers Service Commission (TSC) and school managers on how to enhance teachers' job satisfaction by way of addressing the needs of teachers in different levels of academic qualification.



Evaluation of the Key Result Area Performance of Santa Teresita National High School Teachers School Year 2018-2019: Bases for Performance Enhancement Plan

Authors: Atena A. Rivera ; Sidney Dominic C. Bonite ; Rhoginald E. Pesigan
Pages: 78-86
DOI: doi.org/10.32861/rje.72.78.86



Abstract

The evaluation of the Key Result Area Performance of Santa Teresita National High School Teachers School Year 2018-2019 was conducted to realize the Department of Education's goal to continuously provide quality instruction amidst volatile, uncertain, and ambiguous learning environments. The result of this study also intends to come up with a proposal for a performance enhancement plan that aims to improve the teaching performance and capabilities of teachers above the standards expected of them. This study made use of the mixed method type of research with the researcher-made questionnaire as the main instrument in gathering data and unstructured interviews to substantiate the needed information about the teachers, it also involved all the 63 junior and senior high school teachers and the statistical tools used to treat the data was weighted mean and t-test. Analysis of the results revealed that there was no significant relationship between the profile of the teachers and the KRA on content, learning & pedagogy, and curriculum & planning. However, the analysis results also showed that there was a significant relationship between the profile of the teachers and the KRA on learning environment and diversity of learners and assessment. From the findings and conclusions of the study, the researchers offered the recommendations which can be advocated at the end of achieving the optimum quality learners equipped with eligible knowledge, skills, and attitudes competitive across and beyond borders. Needless to say the principal players of the academe the Education 4.0 teachers in the making.



Research on the Development of Consumption Concept in Higher Education of China from the Perspective of University Evaluation

Authors: Shaowei Ge
Pages: 72-77
DOI: doi.org/10.32861/rje.72.72.77



Abstract

University evaluation, as an important means of university management, is not only a test of the quality of the university education but also the publicity of the values of university education. Through reviewing the development history of Chinese university evaluation and analyzing the changes of the main points of concern, we can clearly see the development and changes of higher education consumption concept of the two main bodies.



Teaching Medical Advances in a Time of Crisis: A Human Microbiome Data Interpretation E-Learning Elective for Medical Students

Authors: Jorge L. Cervantes
Pages: 68-71
DOI: doi.org/10.32861/rje.72.68.71



Abstract

Medical schools were upended by the COVID-19 pandemic resulting in the suspension of all in-person educational activities, and leaving clinical clerkships on hold. Emerging medical advances need to be integrated in the undergraduate medical curriculum as evidence continues to evolve regarding their clinical application. Here, we describe an innovative distance-learning elective course developed to keep fourth-year medical students abreast of important scientific advances. Within each module, each successive entry introduced concepts with increasing complexity and included up-to-date literature material to help in the learning progression. Students' overall satisfaction was high, as the elective helped them gain personal confidence, improved their medical and intellectual skills, increased their curiosity in medical science, and allowed them to analyze scientific literature they did not understand before.



Enhancing Empathy Through a Creative Writing Program in Elementary School

Authors: Sofia Tsatsou-Nikolouli ; Stavroula Mavrogeni
Pages: 62-67
DOI: doi.org/10.32861/rje.72.62.67



Abstract

Education is not only about the transferring of knowledge, but also about the cultivation of strong social and emotional skills, which are necessary for the strengthening of the social competence of students, their positive self-perception, and their success in school. Empathy, which refers to the ability to recognize another person's emotional state is one of the basic skills of the 21st century, which helps all students grow up to become active and critically aware citizens. The research/intervention program "Creative Writing and Social Learning Skills", implemented by students of the 5th and 6th grade of elementary schools in Thessaloniki, Greece, explore the enhancement of empathy, through the use of creative writing as an educational tool. Activities used were based on literary texts from Balkan countries and countries of Eastern and Southeastern Europe. The research sample consisted of 573 students, who were divided into the Intervention Group, that implemented the program, and the Control Group, that attended its regular curriculum. The analysis of the level of skills in children, and especially the level of empathy, which is of concern to us in the present study, was carried out using a structured improvised questionnaire, the alpha Cronbach coefficients where of range at very high levels. Study results showed that the Intervention Group exhibited statistically greater improvement in the assessment of empathy compared to the Control Group.



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