eISSN: 2468-4929

July 2019 Volume 4 Issue 3

PEDAGOGICAL RESEARCH



Published by: Modestum Limited

Publication Office: Suite 124, Challenge House 616 Mitcham Road, CR0 3AA, Croydon,

London, United Kingdom

Phone: + 44 208 936 7681

Email: publications@modestum.co.uk

Publisher: https://modestum.co.uk

Journal Web: https://www.pedagogicalresearch.com

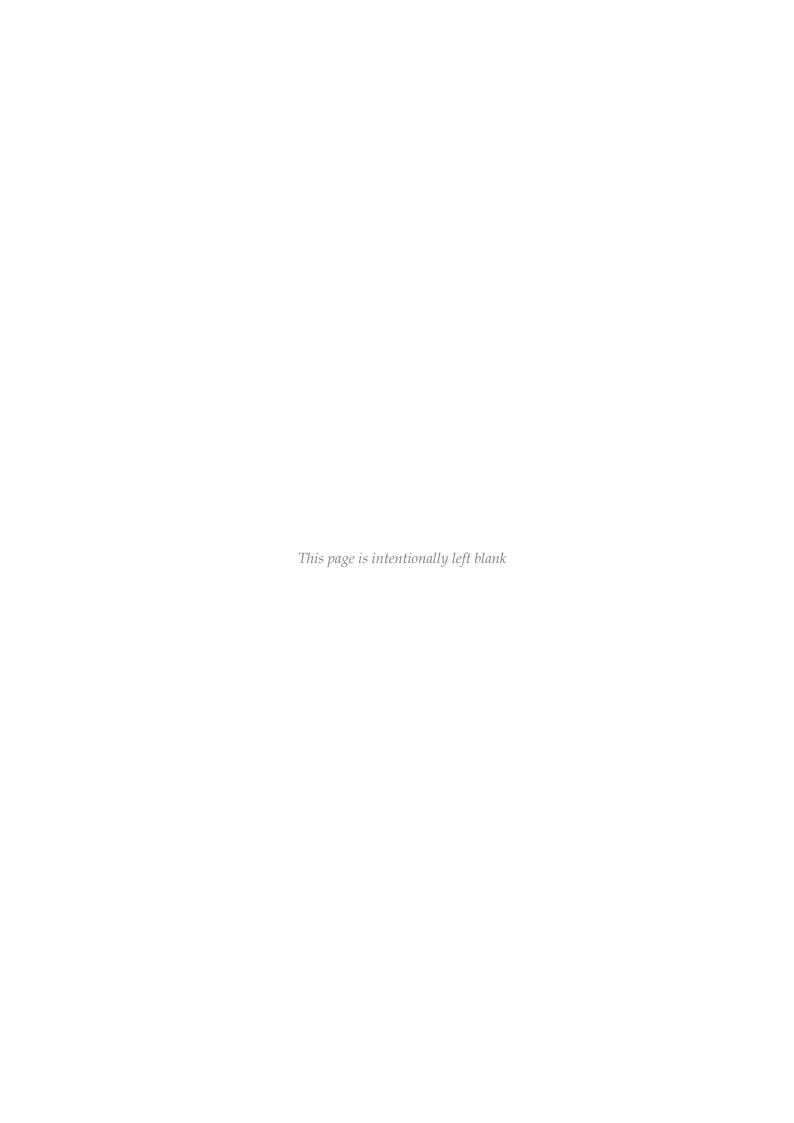
© 2016-2019. All rights reserved by Modestum Limited. Copyright for Open Access Content is Retained by Authors. Also, authors continue to hold the copyrights of their own papers by acknowledging that their papers are originally published in the Pedagogical Research. Hence, articles published are licensed under a "Creative Commons Attribution 4.0 International License."

ISSN: 2468-4929 (Online)

PEDAGOGICAL RESEARCH

July 2019 Volume 4 Issue 3





PEDAGOGICAL RESEARCH

Pedagogical Research (PEDRE) is an open access, double-blind peer-reviewed and scholarly journal which covers all areas of the educational sciences. Pedagogical Research publishes four issues per year (January, April, July, October).

A non-exhaustive list of topics that can be published in Pedagogical Research:

- Comparative Education
- Early Childhood Education
- Educational Administration
- Educational Technologies
- Educational Psychology
- Environmental Education
- Evaluation and Assessment
- Educational Effectiveness
- Foreign Language Education
- Geography Education
- Gifted Education
- Health & Sex Education
- Language Education
- Mathematics Education
- Medical Education
- Qualitative and quantitative methodological approaches
- Science Education
- Biology education
- Chemistry education
- Physics education
- Social Science Education
- Special Education
- Teacher Education

Pedagogical Research accepts only research and review articles and does not publish commentaries, opinion articles, and reports.

Pedagogical Research publishes only original works. It does not accept manuscripts which are derivative of the author(s)' previous articles. In such case, the responsibility solely belongs to the authors.

Pedagogical Research applies a constructive peer review process and high ethical standards. Articles that are scientifically and methodologically sound are to be published in the journal.

Pedagogical Research is indexed and abstracted by:

- ERIC
- J-GATE
- GOOGLE SCHOLAR
- SEMANTIC SCHOLAR

Pedagogical Research

- SCILIT
- CROSSREF

All articles are archived by:

- The British Library
- Portico

Authors should submit their manuscripts online via https://www.editorialpark.com/pr. Manuscripts are accepted only in Word format.

EDITORIAL BOARD

Editor-in-Chief

Zehra Gabillon, University of French Polynesia (Tahiti)

Editorial Advisory Board

Anastasios Barkatsas, Monash University, (Australia)

António Almeida, Lisbon Higher School of Education / Center of Geology of University of Porto, (Portugal)

Benard Chigonga, University of Limpopo, (South Africa)

Carlos Alberto Torres, University of California- Los Angeles, (USA)

Douglas Paton, University of Tasmania, (Australia)

Duduzile Mzindle, School of Education, Durban University of Technology (South Africa)

Emrah Cinkara, Gaziantep Faculty of Education, Gaziantep University (Turkey)

Eunice Ivala, Cape Peninsula University of Technology-CPUT, (South Africa)

Francois Victor Tochon, Departments of Curriculum & Instruction and French & Italian, University of Wisconsin-Madison (USA)

Fulvia Furinghetti, University of Genova, (Italy)

Gandharva Joshi, Department of Psychology, Saurashtra University (India)

Guang Yang, Abu Dhabi Educational Concil, (United Arab Emirates)

Hasan Seker, Mugla Sitki Kocman University, (Turkey)

Ismail Thamarasseri, Department of Education, Central University of Kashmir (India)

Jim Wilson, University of Georgia, (USA)

Maura Mbunyuza-deHeer Menlah, University of South Africa (UNISA), (South Africa)

Mohamed Amin Embi, University Kebangsaan Malaysia, (Malaysia)

Moshe Makgato, Tshwane University of Technology (South Africa)

Mulu Nega, Addis Ababa University, (Ethiopia)

Peter O. Olapegba, Faculty of the Social Sciences, University of Ibadan (Nigeria)

Philip Clarkson, Australian Catholic University, (Australia)

Pilot Mudhovozi, Department of Psychology, Great Zimbabwe University (Zimbabwe)

Qiao-Ping Zhang, The Chinese University of Hong Kong, (Hong Kong)

Raja Maznah Raja Hussain, University of Malaya, (Malaysia)

Salmiza Saleh, University of Science Malaysia; (Malaysia)

Seval Fer, Hacettepe University; (Turkey)

Shimeles Assefa, Addis Ababa University (Ethiopia)

Thulani Zengele, University of South Africa, (South Africa)

Tsediso Michael Makoelle, Graduate School of Education, Nazarbayev University (Kazakhstan)

CONTENTS

The Effect of Digital Storytelling Method in Science Education on Academic Achievement, Attitudes, and Motivations of Secondary School Students Kadir Bilen, Mustafa Hoştut, Mustafa Büyükcengiz https://doi.org/10.29333/pr/5835	em0034
The Use of Museum Specimens for Marine Education	em0035
Ayano Omura	
https://doi.org/10.29333/pr/5836	
Preservice Teachers' Perceived Self-Efficacy in Selection of Teaching Methods and Techniques	em0036
Hülya Hamurcu, Tuncay Canbulat	
https://doi.org/10.29333/pr/5837	
The Effect of Problem Based STEM Education on the Perception of 5th Grade Students of Engineering, Engineers and Technology	em0037
Ayşegül Ergün, Erhan Külekci	
https://doi.org/10.29333/pr/5842	
The Application of Meta-Analytic SEM on Exploring Factors that Influence Teachers' Usage of Interactive Whiteboard	em0038
Yi-Horng Lai	
https://doi.org/10.29333/pr/5854	
School Characteristics and Enrollment Trend in Upper Basic Schools in Akwa Ibom State, Nigeria from 2008-2016 Samuel Okpon Ekaette, John A. Ekpenyong, Valentine Joseph Owan	em0039
https://doi.org/10.29333/pr/5855	