# October 2020 Volume 5 Issue 4

# 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

© 2016-2020. 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**

October 2020 Volume 5 Issue 4



This page is intentionally left blank

## 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
- ERIH PLUS
- J-GATE
- GOOGLE SCHOLAR

- SEMANTIC SCHOLAR
- 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)

#### **Co-Editor**

Alfiya R. Masalimova, Kazan (Volga region) Federal University, Kazan, (Russia)

#### **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)

Cem Birol, Final International University, (Cyprus)

Douglas Paton, University of Tasmania, (Australia)

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

Elmira R. Khairullina, Kazan National Research Technological University (Russia)

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)

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

Jim Wilson, University of Georgia, (USA)

Jing Lin, Beijing Normal University, (China)

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

Mert Bastas, Near East University, (Cyprus)

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)
Regina G. Sakhieva, Kazan (Volga region) Federal University, (Russia)
Salmiza Saleh, University of Science Malaysia; (Malaysia)
Shimeles Assefa, Addis Ababa University (Ethiopia)
Stamatios Papadakis, University of Crete (Greece)
Tatiana A. Baklashova, Kazan (Volga region) Federal University, (Russia)
Thulani Zengele, University of South Africa, (South Africa)
Tsediso Michael Makoelle, Graduate School of Education, Nazarbayev University (Kazakhstan)

## CONTENTS

Transition to Online Education in Schools during a SARS-CoV-2 Coronavirus (COVID-19) Pandemic in Georgia	em0060
Giorgi Basilaia, David Kvavadze	
https://doi.org/10.29333/pr/7937	
Challenges and Opportunities for Higher Education amid the COVID-19 Pandemic: The Philippine Context Cathy Mae Toquero https://doi.org/10.29333/pr/7947	em0063
Factors Associated with Psychological Well-Being and Stress: A Cross- Cultural Perspective on Psychological Well-Being and Gender Differences in a Population of Teachers	em0066
Ioannis Katsantonis	
https://doi.org/10.29333/pr/8235	
Exploring Communicative Skills as Workforce for Dynamic Entrepreneurship	em0067
Sunil Mishra, Parul Mishra	
https://doi.org/10.29333/pr/8249	
Social and Economic Impact of School Closure during the Outbreak of the COVID-19 Pandemic: A Quick Online Survey in the Gaza Strip	em0068
Afnan Radwan, Eqbal Radwan	
https://doi.org/10.29333/pr/8254	
Improving Secondary School Students' Attitude towards Geography through Physical and Virtual Laboratories in North Central Nigeria Oluwole Caleb Falode, Hussaini Usman, Emeka Joshua Chukwuemeka, Asabe Hadiza	em0074
Mohammed	
https://doi.org/10.29333/pr/8463	
Effect of Remediation Activities on Grade 5 Pupils' Academic Performance in Technology and Livelihood Education (TLE) John Mark R. Asio, Edward C Jimenez https://doi.org/10.29333/pr/8464	em0075
Impact of COVID-19 Lockdown on Agriculture Education in Nepal: An	em0076
Online survey	
Sandesh Thapa, Neha Rai, Janak Adhikari, Anup Ghimire, Anka Kumari Limbu, Arpana Joshi, Sandhya Adhikari	
https://doi.org/10.29333/pr/8465	
Beyond the Face-to-Face Learning: A Contextual Analysis	em0077
James Louis-Jean, Kenney Cenat	
https://doi.org/10.20222/pr/8466	

https://doi.org/10.29333/pr/8466

College Student Transition to Synchronous Virtual Classes during the COVID-19 Pandemic in Northeastern United States	em0078
Laurie Murphy, Nina B. Eduljee, Karen Croteau https://doi.org/10.29333/pr/8485	
Michael Bobias Cahapay	
https://doi.org/10.29333/pr/8535	
Investigation of the Pre-service Science Teachers' Perceptions of Protists	em0081
Aslı Saylan Kırmızıgül, Esra Kızılay	
https://doi.org/10.29333/pr/9132	
COVID-19, Distance Learning and Educational Inequality in Rural Ethiopia	em0082
Degwale Gebeyehu Belay	
https://doi.org/10.29333/pr/9133	
School Improvement and Contextual Factors: A Qualitative Case Study on Educators' Perceptions and Experiences	em0083
Mahmut Kalman	
https://doi.org/10.29333/pr/9134	

vi