

ISSN: 2468-4929

PEDAGOGICAL RESEARCH

October 2021
Volume 6
Issue 4



Published by: **Modestum Publishing LTD**

Publication Office: 29 Gildredge Road, Eastbourne, East Sussex, BN21 4RU, United Kingdom

Phone: + 44 7432 276676

Email: publications@modestum.co.uk

Publisher: <https://modestum.co.uk>

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

© 2016-2021. All rights reserved by Modestum Publishing LTD. 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 2021

Volume 6

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 Council (United Arab Emirates)

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

Jacob Owusu Sarfo, University of Cape Coast (Ghana)

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)

Managing Editor

Tim Heider, Modestum Publishing LTD

CONTENTS

<p>A Comparison of the Effectiveness of Ethnomathematics and Traditional Lecture Approaches in Teaching Consumer Arithmetic: Learners' Achievement and Teachers' Views</p> <p><i>Gladys Sunzuma, Nicholas Zezekwa, Isaac Gwizangwe, Gracious Zinyeka</i></p> <p>https://doi.org/10.29333/pr/11215</p>	em0103
<p>Examination of Pre-Service Science Teachers' Conceptual Perceptions and Misconceptions about Photosynthesis</p> <p><i>Ferhat Karakaya, Mehmet Yilmaz, Elvan Ince Aka</i></p> <p>https://doi.org/10.29333/pr/11216</p>	em0104
<p>Exploring Teachers' Perception on Successes and Challenges Associated with Digital Teaching Practice During COVID-19 Pandemic School Closures</p> <p><i>Sadaf Taimur, Hassan Sattar, Erin Dowd</i></p> <p>https://doi.org/10.29333/pr/11253</p>	em0105
<p>Issues in Translating Cultural Terms between English and Malay: A Comparative Analysis</p> <p><i>Mohammed H. AlAqad, Mohammad Ali Al-Saggaf</i></p> <p>https://doi.org/10.29333/pr/11272</p>	em0106
<p>A Systematic Review of Research Questions in Mixed Methods Studies in Instructional Design</p> <p><i>Zahira Husseinali Merchant, Ayesha Sadaf, Larisa Olesova, Tong Wu</i></p> <p>https://doi.org/10.29333/pr/11282</p>	em0107
<p>What Factors Affect Middle School Students' Perceptions of Inquiry Learning Towards Science?</p> <p><i>Gulsah Sezen Vekli</i></p> <p>https://doi.org/10.29333/pr/11301</p>	em0108
<p>Educating Global Citizenship in a Changing World via After-school Music Program in Korea</p> <p><i>Yoonil Auh, Mihee Im, Chanmi Kim, Sang-eun Hwang</i></p> <p>https://doi.org/10.29333/pr/11302</p>	em0109
<p>Pre-service Chemistry Teachers' Understanding About Equilibria in Acid-Base Solutions</p> <p><i>Nejla Gültepe</i></p> <p>https://doi.org/10.29333/pr/11349</p>	em0110