



INTERNATIONAL CONFERENCE ON

INTELLECTUAL ADVANCEMENTS

مؤتمر دولي للتقدم العلمي

المؤتمر الدولي حول التقدم العلمي

ABSTRACT BOOK

17/18 SEPTEMBER
2022

ORGANISED BY

**CENTRE FOR
RESEARCH AND PUBLICATION**

مركز أبحاث ونشر
جامعة المالديف الإسلامية
ISLAMIC UNIVERSITY OF MALDIVES





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ABOUT THE CONFERENCE ORGANIZER

ISLAMIC UNIVERSITY OF MALDIVES (IUM)

A short history

The journey of Islamic University of Maldives began a few decades ago merely as a college known as the College of Islamic Studies.

On 21st February 2004, the College of Islamic Studies was transformed to a full- fledged higher education institution and renamed Kulliyah al Dhiraasathil Islaamiyyah.

The change in status brought about several reforms to teaching and scope of education offered at the institution. Kulliyah al Dhiraasathil Islaamiyya adopted an approach to teaching which focused largely on integration of research and innovation to promote higher level of thinking and to enable students to consider religious studies from a broader, a more holistic and an informed lens.

Kuhliyyah Al Dhiraasaathil Islaamiyah continued to offer a broad spectrum of courses including diploma and degrees in areas such as Arabic Language, Islamic Studies, Quranic Studies and Sharia and Law.



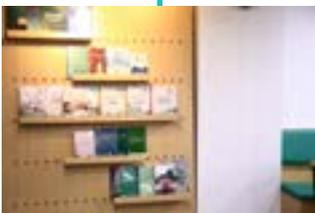
IUM Now

In 2015, the historical step to upgrade Kuhliyyah Al Dhirasaathil Islamiyah to Islamic University of Maldives (IUM) was taken by an act of parliament. This measure was taken to realise one of the highest priorities of the government; to promote and protect the Islamic faith in the Maldives.

Since the transformation, the university has been engaged in a diligent process of reform. This includes strengthening the management of faculties, employing new staff to ensure smooth administration and functioning of the university and review and revision of existing courses. Since its inception in 2015, IUM has introduced a number of new postgraduate courses in a number of different areas including TESOL, Comparative Laws and so on. This is no doubt a bold and a promising step towards quality and diversity in the provision of higher education by the University.



Resources



Events



Community Service Initiatives & Collaborations



Conferences



The Vision and Mission of IUM

IUM is grounded on a dynamic and a prospective vision and a willful and determined mission to fulfil academic training and research along with dissemination of Islamic knowledge with its applicability in the context of the modern and fast changing world.



MISSION

“Becoming the premier University advancing beneficial knowledge to the nation and Ummah”



VISION

“to produce outstanding students with balanced personality to attain success in this life and in the eternal life hereafter, in alignment with the national, regional as well as needs of the Ummah through excellence in teaching, learning, faculty research and scholarship and engagement in community service.”

The logo of IUM



The logo embodies both national and Islamic identities. Therefore, the colouring in the logo represents green; one of three colours in the Maldivian flag and gold symbolising the importance of knowledge, quality and excellence

The four key elements; the Quran, circle, rope and the Islamic star from the core element representing the most visual identity of the Islamic University of Maldives. It is an embodiment of the University's to nurture Islamic values, disseminate knowledge in all areas, sustain commitment to national service and aim for excellence.



MESSAGE FROM THE VICE CHANCELLOR

At Islamic University of Maldives, research is regarded as a very important pillar aiming at boosting research culture and innovative skills. As believed, research and innovation in the higher education sector are the main outputs that fundamentally strengthen and lead to the development of the nation.

Most of our academic colleagues at IUM are qualified academicians, in whom I personally found enthusiastic spirit for research and innovations, involving in various research programs, and attracting funded projects from various funding agencies. It is worthy to be highlighted that our research team is embarking on several exciting, international academic and research collaboration initiatives with researchers and organisations of global repute.

The outcome of these endeavours surely will be passed on our students whereby love of research and innovations are encouraged and nurtured among them. The continuous engagement in the enhancement of discovering new knowledge and welcoming well informed ideas through research and innovation form the backbone of the University. New knowledge and findings cannot be generated without any research and development activities. These efforts will, undoubtedly, generate lots of interesting results and new knowledge bring further intellectual activities. For this noble course, the university's 2021-2025 strategic plan determines to strengthen and sustain its financial support by allocating research grants through its research and innovation center.

Our annual international conference ICIA is a truly unique intellectual platform comprising international experiences for us to come together to develop modern strategies for international researchers, knowledge creators, and trainers. In this regard, the 7th ICIA 2022 provides a platform to bring together researchers, postgraduate students and industrial people embarking whole process of making new discoveries and contributing new knowledge. Therefore, I have every right to believe that IUM is marching ahead in the right direction providing a research environment leading to perform a positive role in nation building.

Before I conclude my remarks, I would like to congratulate ICIA 2022 organisers for the achievement of inviting world-renowned keynote speakers, 59 presenters and 168 participants for this conference. Submissions received from academic professionals, local colleges, institutions, and different countries is a great achievement for IUM.

On behalf of IUM, I would like to express my appreciation for all the steering committee members of ICIA 2022 and the Centre for Research and Publication for their hard work and relentless efforts. I am also thankful for the dean of the CRP and his editorial team for their efforts in preparing and putting the conference abstracts together and making them available at public domain. It is hoped that this report will be a source of information to all academicians, educators, policy makers and general readers.

I wish a fruitful discourse and may Allah's blessings and mercy be with you all.

Dr Ibrahim Zakariyya Moosa
Vice Chancellor
Islamic University of Maldives



MESSAGE FORM THE CONFERENCE CHAIR

*In the name of Allah, the Most Gracious, the Most Merciful. Praise be to the Lord of all worlds.
Prayers and peace be upon our Prophet, Muhammad, his family, and all of his companions.
May peace and blessing of Allah be upon you all.*

On behalf of the Centre for Research and Publication and members of the ICIA2022 Steering Committee, it is my pleasure to welcome you to the annual international conference of the Islamic University of Maldives. ICIA2022 is the 7th international conference held by the Islamic University of Maldives (IUM).

Building learning communities through exchange of knowledge is the aim of ICIA2022. For this purpose, we bring scholars, researchers, students, practitioners, and policymakers to deliberate on research evidence and encourage them to engage in critical, and constructive discussions.

In this year's ICIA, we are glad to have over 200 participants joining us from 15 countries across the globe. We received 67 papers, of which, a total of 48 were accepted to be presented at the conference. In this conference we have three renowned keynote speakers. The keynote of former president of Islamic International University of Malaysia (IIUM), Tan Sri Professor Dr Mohd Daud Bakar will address on inquisitive and big data mindset in modern studies. Professor Dr Dawood Abdulmalek Yahya AL-Hidabi of International Institute of Islamic Thought (IIIT) will deliver a keynote on Proposed Quranic Models for Higher Education. Professor Dr Muhammad Zia-UI-Haq will be addressing on reform vs. reconstruction: a current debate on contextualisation of Sharia/ Islamic law.

I close this opening remark by thanking the university management, staff, and the members of the steering committee for their dedicated efforts to make this conference a success. I would also like to thank our staff at the Centre for Research and Publication for their dedication and sincere efforts to enhance and improve research at IUM. My sincere gratitude goes to the panel of reviewers who found time from their busy schedules to give constructive feedback to our authors which enhanced the quality of the papers presented at ICIA 2022. On behalf of the university management and the members of the steering committee of ICIA2022, I would like to say a very special thanks to our keynote speakers, Tan Sri Professor Dr Mohd Daud Bakar, Professor Dr Dawood Abdulmalek Yahya AL-Hidabi, and Professor Dr Muhammad Zia-UI-Haq for delivering keynotes at our conference.

I wish you a very successful conference.

Thank you.

Dr Ismail Shafeeu
Dean, Centre for Research and Publication
Islamic University of Maldives



KEYNOTE SPEAKERS



TAN SRI PROFESSOR DR MOHD DAUD BAKAR



Former President, International Islamic University Malaysia

Chairman of the Federal Territories Islamic Religious Council.

Chairman of the Sharia'h Advisory Council of the Central Bank of Malaysia.

Chairman of Securities Commission of Malaysia

Biography

Tan Sri Dr Mohd Daud Bakar is the Founder and Executive Chairman of Amanie Group. One of its flagship companies namely Amanie Advisors, is operating in a few cities globally. He serves as the Chairman of the Shariah Advisory Council (SAC) at the Central Bank of Malaysia, the Securities Commission of Malaysia, the Labuan Financial Services Authority, the Astana International Financial Centre (AIFC), Kazakhstan, the First Abu Dhabi Bank (UAE), and Permodalan Nasional Berhad (PNB).

Tan Sri Dr Daud is also a Shariah board member of various global financial institutions, including the National Bank of Oman (Oman), Amundi Asset Management (France), Bank of London and Middle East (London), BNP Paribas Najma (Bahrain), Natixis Bank (Dubai), Morgan Stanley (Dubai), Sedco Capital (Saudi and Luxembourg) and Dow Jones Islamic Market Index (New York) amongst many others.

Tan Sri serves as the Chairman of Federal Territory Islamic Religious Department [Majlis Agama Islam Persekutuan (MAIWP)]. In the corporate world, he is currently a member of the PNB Investment Committee. Previously, he served as a Board Director at Sime Darby Property Berhad and Chairman to Malaysia Islamic Economic Development Foundation (YaPEIM). In addition, he is the co-founder of Experts Analytics Centre Sdn Bhd and MyFinB Sdn. Bhd. He also serves as the Chairman of Berry Pay Sdn. Bhd., Data Sukan Consulting Sdn. Bhd., Bio Fluid Sdn. Bhd., KAB Gold Dynamics Sdn. Bhd., Bio[1]Angle Vacs Sdn. Bhd., Tulus Digital Sdn. Bhd., and Amanie-Afra Halal Capital Co (Bangkok). He was the former 8th President of the International Islamic University of Malaysia (IIUM).

In 2014, he received the “Most Outstanding Individual” award by His Majesty, the King of Malaysia, in conjunction with the national-level Prophet Muhammad’s birthday. Under his leadership, Amanie Advisors received the “Islamic Economy Knowledge Infrastructure Award” at the Global Islamic Economy Summit, Dubai 2015, by His Highness Sheikh Mohammed bin Rashid Al Maktoum, Vice President and Prime Minister of the UAE and Ruler of Dubai, Oct 2015. On 13 November 2021, he was conferred the Darjah Kebesaran Panglima Setia Mahkota (P.S.M.) which carries the title of “Tan Sri”.

He received his first degree in Shariah from University of Kuwait in 1988 and obtained his PhD from University of St. Andrews, United Kingdom in 1993. In 2002, he completed his external Bachelor of Jurisprudence at University of Malaya.

Tan Sri’s first book entitled “Shariah Minds in Islamic Finance: An Inside Story of A Shariah Scholar” has won the “Islamic Finance Book of the Year 2016” by the Global Islamic Finance Award (GIFA) 2016. Then, his book on sukuk entitled “An Insightful Journey to Emirates Airline Sukuk: Pushing The Boundaries of Islamic Finance” has also won the “Best Islamic Finance Case 2017” by the GIFA 2017 in Kazakhstan. To date, Tan Sri has been authoring 38 books with different genre.

PROFESSOR DR DAWOOD ABDULMALEK YAHYA AL-HIDABI



Director, International Institute for Muslim Unity

Biography

Prof AL-Hidabi got his first degree in Physics (BSc&Ed) in 1977), Sanaa University, Yemen. He studied his P.G.C.E in teaching Physics, MEd and PhD (Education) in the UK (1980-1986). He works at Sanaa University (1987-2015). He was the founding president of the University of Science and Technology, Yemen (1994-2007). He published more than 140 papers, supervised more than 150 master and PhD theses and co-authored several textbooks. Currently, he is the editor-in-chief of three academic journals. Al-Hidabi is a member of the advisory boards and reviewer for several national, and international journals in education. Prof.AL-Hidabi, became a professor of education at IIUM, Malaysia in 2016-April 2021. He also works as the Director of the International Institute of Muslim for Muslim Unity. He is also the chairman of the Islamic Agency for Quality Assurance and Accreditation of the Federation of Universities of the Islamic world (FUIW) which is hosted by IIUM. He engaged in consultancy and training for national, and international organizations such as ministries of education and higher education, World Bank, UNESCO, UNICEF, ISESCO, OIC, IIIT and others. His areas of interest are curriculum and instruction, quality and governance, integration of knowledge, strategic planning, higher education leadership and universities' auditing and performance development.

PROFESSOR DR MUHAMMAD ZIA-UL-HAQ



Director General, International Islamic University, Islamabad, Pakistan

Biography

Dr Muhammad Zia-ul-Haq is the Director General of the Islamic Research Institute and Professor of Shariah & Islamic Law at International Islamic University, Islamabad, Pakistan, where he has been a Dean of the Faculty of Shariah and Law from 2010–14 and Chair of department of Shariah (Islamic Law) from 2008-2010. His present assignments include Director Paighamme Pakistan Center for Peace, Reconciliation and Reconstruction Studies, IRI and Director International Center of Excellence in Sirah Studies.

He is also working as an editor of reputed research journal Islamic Studies. He was a Senior Fulbright Fellow and Professor at the Edward B. Brueggeman Center for Dialogue at Xavier University, Cincinnati, OH, 2013–14. He holds Ph.D. (1998) in Comparative Fiqh (Islamic Law) from the Institute Supérieur de Théologie, Ezzituna University, in Tunis. He has had post-doctoral fellowships at the University of Glasgow, U.K. (2005), University of Warsaw, Poland (2010), Deusto University, Bilbao, Spain (2013) and King Abdullah Bin Abdul Aziz International Center for Inter religious and Inter Cultural Dialogue (KAICIID) Vienna, Austria (2015). He also taught and chaired the Islamic Law Dept. of Allama Iqbal Open University, Islamabad, 1999–2008. He has produced more than 100 PhD, LL.M., M.Phil., MS and MA scholars.

He is active member of various important international professional organizations such as the Secretariat of World and Traditional Religions Kazakhstan, International Justice Forum USA and International Moderation Forum, Jordan. He specializes in Islamic Law and Jurisprudence, International Islamic Law, Islamic Civilizational Studies, Human Rights in Islamic Perspective, Muslim Family laws and Interfaith Relations/Dialogue, Peace Studies in Islamic Tradition and Narrative Building. He has organized and presented at numerous conferences and workshops throughout Pakistan and abroad. He has authored and published dozens of research articles and books in Arabic, Urdu, and English languages.

His post-doctoral research at Glasgow University, UK, Xavier University, Cincinnati, USA and many of his articles are related to inter-religious relations in the perspective of Islamic Law, which includes his publication 'Muslims' Participation in Interfaith dialogue Prospects & Challenges', Journal of Ecumenical Studies, Temple University, USA, Fall, 2014, issue (49:4). He is leading the Govt. of Pakistan Project for Advancing National Narrative: Paigham e Pakistan. He has conceived and implemented various projects for promotion of peace, coexistence tolerance and inclusiveness among various segments of Pakistani society such as women, youth, faculty members, religious leaders, parliamentarians, Journalists and members of the civil society.

He believes on ethics of disagreement and aims to promote culture of disagreement in an agreeable way. He has been given several awards and recognitions such as Best Teacher Award from Higher Education Commission of Pakistan 2010 and Ambassador for Dialogue and Peace Building by KAICIID, Austria in December 2015 and Medal of State from the President of Kazakhstan in 2016. HE Nursultan Nazarbayev, Founding President Republic of Kazakhstan awarded him Medal of the Honour of the Congress of the leaders of world and Traditional Religions in 2018 in recognition of his efforts for promotion of global peace. Academics International Institute for Training of kingdom of Saudi Arabia has declared him Academic Ambassador on March 31, 2021.



CONFERENCE ORGANISATION



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10. **Dr Mariyam Shareefa**
11. **Dr Aisha Mohamed Rashad**
12. **Dr Mohamed Qubad**
13. **Dr Hasan Al Kordi**
14. **Dr Mohamed Affan Shafy**
15. **Uz Adam Naseer Ibrahim**



CONFERENCE PROGRAMME



7TH INTERNATIONAL CONFERENCE ON INTELLECTUAL ADVANCEMENT (ICIA) 2022

17/18 SEPTEMBER
2022

Conference Programme

17 th September 2022, Saturday	
Time	Activity
08:00 - 08:45	Registration and breakfast

Inaugural Ceremony (09:00 hrs – 09:35 hrs)		
Time	Item	By
09:00 - 09:05	Recitation of Holy Quran	Uz. Ibrahim Shifau
09:05 - 09:10	Welcoming remarks by CRP Dean	Dr Ismail Shafeeu
09:10 - 09:20	Speech by Vice Chancellor of the Islamic University of Maldives	Dr Ibrahim Zakariyya Moosa
09:20 - 09:30	Address by the Guest of Honour	Mohamed Aslam, Minister of National Planning, Housing and Infrastructure
09:30 - 09:35	Closing remarks by Deputy Vice Chancellor for Research and Innovation	Dr Dheeba Moosa

Keynote Speech 1			
Time	Topic	Speaker	Session Chair
09:45 - 10:30	Inquisitive and Big Data Mindset in Modern Studies	Tan Sri Professor Dr Mohd Daud Bakar	Dr Aishath Waheeda

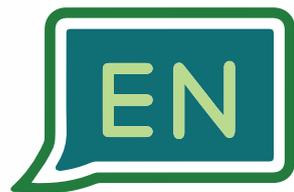
Parallel Session 1 (10:45hrs -12:00hrs)						
Day/Date	Rm.	Lng.	Mod.	Time	Title	Presenter(s)
Day 1 - Saturday, 17 September 2022	1	EN	Mohamed Shaheen	10:45-11:10	Impact of 21 st century skills on employability of graduates	Khulath Saeed, Aishath Shina, Visama Hassan, Mariyam Shihama
				11:10-11:35	ICT integration in teaching and learning in the classroom of a Maldives public school from the perspectives of TPACK model	Mohamed Fayaz, Mohamed Imran
				11:35-12:00	Importance of teaching financial literacy in young age: perspectives from teachers and parents	Fathimath Nizam
	2	EN	Dr Mohamed Shujau Abdul Hakeem	10:45-11:10	The impact of contemporary school classroom context on the value of teaching profession	Aminath Shafiya Adam
				11:10-11:35	Measuring academic self-efficacy in the context of Maldivian higher education: an exploratory study	Visama Hassan, Visal Moosa
				11:35-12:00	Effective implementation of school digitalisation programme: a review of literature	Mohamed Ishan
	3	EN	Dr Fathimath Muna	10:45-11:10	To be or not to be a teacher? Secondary grade students' perspectives on teaching as a profession	Fathmath Nishan
				11:10-11:35	Teaching English as a second language: key stage 1&2 teachers' perception of integrating both explicit and implicit grammar instruction	Mariyam Rabeeu

Time	Activity
16:15-17:30	Tour for international participants
20:00-22:00	Conference dinner

18 th September 2022, Sunday	
Time	Activity
08:00-08:45	Registration and Breakfast

Keynote Speech 3			
Time	Topic	Speaker	Session Chair
09:00-09:45	Reform vs. Reconstruction: A Current Debate on Contextualisation of Sharia/ Islamic Law	Professor Dr Muhammad Zia-Ul-Haq	Dr Aishath Reesha

Parallel Session 3 (10:00hrs -12:05hrs)						
Day/Date	Rm.	Lng.	Mod.	Time	Title	Presenter(s)
Day 2 - Sunday, 18 September 2022	1	EN	Aishath Shina	10:00-10:25	Work-life balance of female employees: challenges and solutions from the Maldives banking sector	Aishath Sinaau, Aminath Shaznie, Mariyam Shihama
				10:25-10:50	Status of interethnic education: Wayanad region in Kerala	Firoz KT
				10:50-11:15	Challenges faced by mothers of children with autism spectrum disorder and their coping strategies	Fathimath Yuna Siraj, Fathimath Shaheeda
				11:15-11:40	A decade of research on emotional intelligence in education: a bibliometric and science mapping analysis	Mohamed Solih, Nasrulla Ahmed
				11:40-12:05	A critical evaluation of the operation strategy: a case study of a franchise restaurant in Maldives	Aishath Sinaau
	2	EN	Khaulath Saeed	10:00-10:25	Negative attitude towards peer assessment: a case study of Maldivian pre-university students	Khadheeja Mohamed Sameer
				10:25-10:50	School leaders' views on the influence of political and societal culture on school leadership in the Maldives	Ahmed Mohamed, Aminath Shafiya Adam
				10:50-11:15	Use of role-play for language and literacy development among ESL learners: an exploratory case study of a Maldivian school	Shama Moosa
				11:15-11:40	The relationship between past and present academic achievements: an investigation of ordinary level and advanced level examination results in Maldives	Ali Adam
				11:40-12:05	Evaluating women's perception of polygyny in Maldives based on demographic factors	Mohamed Shujau Abdul Hakeem
	3	EN	Visama Hassan	10:00-10:25	Challenges of online assessment in higher education institutions of the Maldives: lessons from Covid-19 pandemic era	Aishath Waheedha, Fathimath Muna
				10:25-10:50	Exploring the published literature on assessment for learning in elementary education: a bibliometric analysis	Mohamed Shaheen, Visal Moosa
				10:50-11:15	Curriculum internationalisation in higher education: the perspectives of undergraduates from Malaysian private higher educational institution (PHEI)	Subashini Rajan
				11:15-11:40	Islamic perspectives and inclusive education: An alternative possibility for Western perspectives?	Badhoora Naseer



**ABSTRACTS
IN ENGLISH**



abs#: ICIA2022_ab04

STATUS OF INTERETHNIC EDUCATION: WAYANAD REGION IN KERALA

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Abstract

Background and purpose

Over the decades, the demand for 21st century skills in the job market has been increasing at an alarming rate. Employers pay special attention on recruiting skillful candidates, especially those with 21st century skills. However, there have not been many empirical studies in the context of Maldives, that has analysed the impact of 21st century skills on employability of graduates. Thus, this study aims to investigate the impact of 21st century skills (such as Critical and Creative Thinking skill) on employability of graduates.

Methods

A survey method was employed to collect data from randomly selected 316 graduates from the two universities in the Maldives. The data was analysed using SPSS 25.0. Descriptive statistics and regression analysis were carried out in the study.

Results/findings

The descriptive analysis indicates that the respondents in the study have an average level of critical thinking and creative thinking skill. According to the regression analysis, it was found that both critical thinking and creative thinking skill were significantly and positively correlated with employability. Moreover, critical thinking skill was the most impactful factor contributing to employability of graduates.

Conclusions/implications

It is vital that higher education institutions emphasise on developing 21st century skills of graduates. Future studies can address graduates from all the higher education institutions in Maldives to provide a broader understanding of the phenomenon.

Keywords: 21st century skills, Creative thinking, Critical thinking, Employability, Graduates

abs#: ICIA2022_ab12

MEASURING ACADEMIC SELF-EFFICACY IN THE CONTEXT OF MALDIVIAN HIGHER EDUCATION: AN EXPLORATORY STUDY

Visama Hassan¹, Mariyam Shareefa², Visal Moosa³, Khaulath Saeed⁴, Muhamed Kashif⁵

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¹²³⁴Islamic University of Maldives

⁵GIFT University, Pakistan

Abstract

Background and purpose

The autonomous nature of learning required in higher education leads to stressful and emotional situations for many students, affecting their self-efficacy beliefs. Consequently, there is a need to measure the level of self-efficacy beliefs among these students. While tools for measuring efficacy beliefs exist globally, in the context of Maldivian higher education, there is no known validated tool. Hence, the purpose of the current study is to explore the dimensions of academic self-efficacy of students in the context of Maldivian higher education.

Methods

A cross-sectional survey design was employed whereby 'The College Academic Self-Efficacy Scale' was adapted and used for data collection. Data were gathered from a convenience sample of 333 participants who are students enrolled in different higher education programs from a higher education institution in the Maldives. Descriptive statistics such as mean and standard deviation were employed in analysing item-level statistics. The key statistical analysis was guided by the principles of conducting exploratory factor analysis to explore the dimensionality of the adapted tool.

Results

Findings indicate that academic self-efficacy of students in higher education, in the context of Maldives, is a multi-dimensional construct. These dimensions are study skills, exam skills, cognitive skills, and social skills.

Conclusions/ implications

While researchers may adopt the tool validated in this study for measuring academic self-efficacy of student in higher education, we assert that further studies, specifically that which involves confirmatory factor analysis, are required to substantiate our findings.

Keywords: Academic self-efficacy, Dimensionality, Higher education, Validation

abs#: ICIA2022_ab14

ICT INTEGRATION IN TEACHING AND LEARNING IN THE CLASSROOM OF A MALDIVES PUBLIC SCHOOL FROM THE PERSPECTIVES OF TPACK MODEL

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²Islamic University of Maldives

Abstract

Background and purpose

With the education systems' demands for contemporary technologies, teachers need to be competent enough to integrate information and communication technology (ICT) in their classrooms. This study assessed classroom ICT integration with reference to Technological Pedagogical and Content Knowledge (TPACK) after training and certifying teachers with Google certification.

Methods

The case study involved teachers (N=37) from a public school in Raa Atoll, Maldives. Classroom observations and post observation meetings were conducted with the teachers. These classroom observations were made after training teachers for Google certified education and all the teachers were certified educators. The focus of the observations and discussions were to analyse the nature and extent to which teachers integrate ICT in classrooms with reference to TPACK. Mainly, descriptive statistical analysis were conducted. The frequency of TPACK dimensions observable from teachers were reported in terms of percentages.

Results/findings

This study revealed a notably low level of competency among teachers on technological pedagogical knowledge. However, teachers exhibited a reasonable competency in rest of TPACK dimensions.

Conclusions/implications

Most of the teacher are competent with the use technology and content knowledge. Based on the findings we recommend working on a harmonised ICT integration at school; that considers the existing opportunities and challenges faced by the teachers in the system. Further work should focus on carrying out an experimental research design to unlock the existing ICT use realities.

Keywords: Assistive Technology, ICT in Education, TPACK

abs#: ICIA2022_ab15

IMPORTANCE OF TEACHING FINANCIAL LITERACY IN YOUNG AGE: PERSPECTIVES FROM TEACHERS AND PARENTS

Fathimath Nizam

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Islamic University of Maldives

Abstract

Background and purpose

Teaching financial literacy (FL) ensures that children will have a better understanding of how money works at a young age, and thus will enable them to make better financial decisions when they grow up. In the context of Maldives, there seems to be less emphasis on teaching FL to children at a young age. The purpose of this study is to examine the perspectives of teachers and parents regarding teaching of FL in Maldivian schools.

Methods

As the data were collected during the COVID 19 pandemic, the researcher was able to interview with only three teachers while the Google form questionnaire was sent to two teachers. Also, three parents from the same grade were participated in the focus group discussions. Data analysis involved the constant comparative method.

Results/findings

Both teachers and parents in this study agreed that students receive the necessary financial knowledge and improve their own money management skills. Moreover, the participants believe that students become more responsible. Also, all the participants perceived that, through FL, students will inculcate the values of charity and values of economising.

Conclusions/ implications

Findings of this study revealed that teachers and parents alike are in favour of teaching FL as a stand-alone subject. Given the limited flexibilities in the curriculum, schools may exert some effort in teaching FL to children.

Keywords: Children, Financial literacy, Financial education

abs#: ICIA2022_ab16

EFFECTIVE IMPLEMENTATION OF SCHOOL DIGITALISATION PROGRAMS: A REVIEW OF LITERATURE

Mohamed Ishan

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Islamic University of Maldives

Abstract

Background and purpose

Technology has been immersed into merely every aspect of human life. Today, educational systems around the globe are slowly assimilating technology with the intention of making educational process more effective and efficient. The purpose of the current study is to explore the existing practices of introducing technology into classrooms through school digitisation programmes as reported in published literature.

Methods

The study will employ methods of conducting a systematic literature review. Data will be gathered from indexing and/or library databases accessible to the researcher. The search will incorporate a wide scope of literature on incorporating technology into schools. These include the strategies of incorporating technology, best practices of implementing technological interventions, and impact of school digitalisation programmes. The retrieved sources will be screened for their appropriateness and quality which will subsequently lead to final selection of documents for the review.

Results/findings

The study expects to identify the various approaches different education systems engage in executing school digitalisation programmes. The study also intends to find the impact of these various programmes and sort out the positive and negative effects of such programmes.

Conclusions/implications

The findings of this study could inform policy makers and practitioners of the best practices in technology integration in education. These can be used for making informed decisions in rolling out school digitalisation programme in the country.

Keywords: Education Technology, Future Education, Holistic Education, Online education

abs#: ICIA2022_ab15

NEXUS BETWEEN MENTAL PROCESSES, EFFICACY, AND MENTAL WELL-BEING: A CONCEPTUAL MODEL

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Abstract

Background and purpose

As a response to a global increase in the number of students in higher education with mental problems, the extent of mental aptitudes – and associated factors – of university students need to be well explored. The purpose of the current study is to develop a conceptual framework that explains the relationship between certain demographic factors, psychological factors, and mental well-being of higher education students in the Maldives.

Methods

A non-systematic review of literature on mental well-being was conducted. The literature was searched from Google scholar, SCOPUS, and Dimensions database, and papers were selected for further review based on their relevance to the aim of the study. The major findings reported in the selected studies were extracted and analysed to examine the relationships that existed among different variables and mental well-being.

Results/findings

The findings reveal that mental well-being of students in higher education may be influenced by a number of factors such as solution-focused thinking, mindfulness, reflective functioning, self-regulation, and academic self-efficacy. Furthermore, it was also found that demographic variables such as gender, age, physical activity, amount of sleep, and time spent with mobile phone might moderate the relationship between the above psychological variables and mental well-being.

Conclusions/ implications

This study provides a research framework to conduct further studies investigating the relationship between the selected psychological variables and mental well-being. Its framework also suggests examining the moderating effect of selected demographic variables on the hypothesised relationship between the psychological variables and mental well-being.

Keywords: Academic self-efficacy, Mental well-being, Mindfulness, Reflective functioning, Self-regulation, Solution-focused thinking

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CHALLENGES FACED BY MOTHERS OF CHILDREN WITH AUTISM SPECTRUM DISORDER AND THEIR COPING STRATEGIES

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Abstract

Background and purpose

Autism spectrum disorder (ASD) is a lifelong developmental disorder for which the role of family, particularly the mother, is crucial for the diagnosed individual. Purpose of this paper is to explore the challenges faced by mothers as caregivers of children with ASD, and to identify the coping strategies adopted by them.

Methods

Based on the interpretivist paradigm, this research utilised a qualitative phenomenological approach to explore the topic. Using purposive sampling, eight mothers of children with ASD were selected and interviewed employing open-ended, semi-structured, face-to-face interviews. Data were analysed using content analysis method.

Results/findings

The study showed four main challenges mothers faced: financial strain, limited access to quality and affordable health care and services, challenges related to schooling and education, and societal pressure. Participants used various coping strategies to overcome these barriers and to attain a healthier lifestyle. The most common coping strategies were reaching out to family, friends, and getting help from support groups. Other coping strategies include spiritual healing, meditation, reading to expand personal knowledge and understanding regarding ASD, working and earning, and prioritising self by allocating 'me' time.

Conclusions/implications

The findings of the research have important implications on devising better policies and interventions to improve the health and education sector in the country. It is recommended that the government establish more affordable and quality therapy and treatment centers, establish better monitoring and regulation of private health service providers, conduct more awareness programs within schools and health centres focused on dealing with individuals with disabilities, promote community-based rehabilitation and support groups, train more professionals in special education, speech therapy, occupational therapy, and behaviour therapy.

Keywords: Autism spectrum disorder, Challenges, Coping strategies, Mothers

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NEGATIVE ATTITUDE TOWARDS PEER ASSESSMENT: A CASE STUDY OF MALDIVIAN PRE-UNIVERSITY STUDENTS

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Abstract

Background and purpose

Peer assessment is a method of formative assessment that has gained much attention over the recent years. A myriad of literature establishes it to be a highly collaborative learning and assessment process that benefits both the learner and their peers. However, oftentimes, students from local institutions tend to be more apprehensive about conducting peer assessments. Therefore, the current study aims to understand the reasons for negative attitudes towards peer assessment in pre-university learners.

Methods

A qualitative case study was conducted and data was collected via focus group interviews with three students enrolled in three different foundation-level courses at a well-established tertiary institution in the Maldives. Maintaining a necessarily limited sample size was crucial due to the nature of the participants, and this facilitated lengthy discussions which resulted in thick data.

Results/findings

The findings indicate that students perceived peer assessment negatively due to factors related to their instructor, their relationships and understanding amongst peers, and their own role as learners. These factors align with three cultural dimensions of the national cultural framework by Geert Hofstede; namely power distance, individualism vs collectivism, and uncertainty avoidance.

Conclusions/ implications

The findings of the study address the misconceptions that students have regarding peer assessment, so that it may be used more effectively by students to promote autonomous and self-regulated learning.

Keywords: Feedback, Negative reactions, Peer assessment

abs#: ICIA2022_ab25

WORK-LIFE BALANCE OF FEMALE EMPLOYEES: CHALLENGES AND SOLUTIONS FROM THE MALDIVES BANKING SECTOR

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Abstract

Background and purpose

Work-life balance ensures that there is harmony in personal and professional life. To have employees perform more effectively, we need to ensure that they have a work-life balance. This study is specifically aimed at studying the work-life balance challenges and their solutions in regard to female employees of the banking sector. The banking sector was chosen due to long working hours, less flexibility and high work pressure associated with the sector.

Methods

This study will adopt a mixed research design. The study will collect only primary data to answer the research questions. To collect primary data, an adopted questionnaire will be distributed to all the female employees in the banks and interview will be conducted with selected female employees. The participants of the study will be selected based on random sampling and purposive sampling techniques for the questionnaire and the interview respectively. In addition, descriptive quantitative analysis and thematic based analysis will be employed to analyse the data.

Results/findings

The findings of the study are expected to provide insight into challenges related to work-life balance of female employees and formulate strategies or solutions that could be implemented in creating this balance.

Conclusions/implications

Findings from the current study would be useful to both employees and employers in terms of gaining a deeper understanding on the challenges of work-life balance and the strategies that could be implemented in the organisation to create this balance and harmony, which consequently will enhance the organisations' productivity and performance.

Keywords: Banking sector, Female employees, Work-life balance

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THE IMPACT OF CONTEMPORARY SCHOOL CLASSROOM CONTEXT ON THE VALUE OF TEACHING PROFESSION

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Abstract

Background and purpose

The school classroom context has seen enormous changes over the years, which can have great impact on how teaching profession is valued among teachers. International literature argues that professional responsibilities of teachers can be influenced by important aspects such as student dynamics, parent pressure and policy changes overtime. This paper aims to outline aspects of classroom context that may have influenced the value of teaching profession in the Maldives.

Methods

The paper has drawn a critical argument related to the classroom context and its impact on the value of teaching profession from a national level research, primarily carried out to understand the value of teaching profession. Although the main research project adopted a mixed-method approach using questionnaires and focus group discussions (FGD), the data analysed for this paper concentrated only on FGDs. A total of 14 FGDs were organised with teachers, while 11 sessions with parents. FGD data were transcribed and analysed using three types of coding (open, axial, and constant comparison) based on grounded theory.

Results/findings

The findings revealed that teachers experience a huge pressure both from parents and students that negatively impact on their professional responsibilities as well as how they value the teaching profession. The same idea was discussed among parents indicating that students are more rebellious compared to earlier, which may influence the teachers' roles and responsibilities.

Conclusions/ implications

The findings conclude that the change occurred in the Maldivian classrooms over time may have added pressure and impacted on the value of teaching profession. Such findings are worth revealing to inform policy makers and teacher education institutions to oversee the change and foresee what and how the change can be addressed when promoting the teaching profession in the country.

Keywords: Classroom context, Teaching, Value of teaching profession

abs#: ICIA2022_ab29

TO BE OR NOT TO BE A TEACHER? SECONDARY GRADE STUDENTS' PERSPECTIVES ON TEACHING AS A PROFESSION

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Abstract

Background and purpose

The Maldives is experiencing a shortage of local teachers, teacher attrition, and retention. Teacher training institutions are faced with low enrollment of high achieving students in teaching courses. Exploring the reasons for this phenomenon may yield valuable results to address this issue. This paper focuses on secondary grade students' perspectives on teaching as a profession.

Methods

This study adopted a mixed-methods convergent parallel design which included a survey questionnaire (1527 secondary grade students) and 14 focus group discussions (FGDs), (112 secondary grade students). Quantitative data analysis included descriptive statistics and inferential statistics (t-test) using the Statistical Package for Social Sciences (SPSS). The data from the FGDs were analysed following the thematic analysis process of Braun and Clarke (2006).

Results/findings

This study found that higher secondary students have a negative perception towards teaching compared to lower secondary students. Further, female students have more tendency towards teaching, and family and teachers encourage girls to become teachers. Although secondary students believed teaching is a valued profession, their parents and some teachers discourage them from becoming teachers. Students also believed that there is a stigma attached to teaching and it is stereotyped.

Conclusions/implications

The findings of this study highlight the need to instill positive attitudes in students about the teaching profession. This study provides implications to guide teacher training institutions to promote teaching as a valuable profession through activities such as sharing of positive teacher stories via social/mainstream media, building professional school cultures, and conducting programs for school leavers to attract high achievers and potential candidates for teaching.

Keywords: Maldives, Student perspectives, Teaching profession, Teacher training,

abs#: ICIA2022_ab33

EXPLORING THE PUBLISHED LITERATURE ON ASSESSMENT FOR LEARNING IN ELEMENTARY EDUCATION: A BIBLIOMETRIC ANALYSIS

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Abstract

Background and purpose

The view on assessment as a tool for improving performance – frequently regarded as assessment for learning – has gained increasing attention of educationists in the near past. This study aims to showcase a vignette of publications on assessment for learning in elementary education using bibliometric and science mapping analyses.

Methods

Bibliometric data related to publications on assessment for learning and elementary education dated 2021 and before were retrieved from SCOPUS. A total of 840 publication records were found. The data were examined in terms of citation, publication, global contribution, co-citation, and keywords. Microsoft excel and VOSviewer were employed for conducting these analyses.

Results/findings

A sharp upward trend is observed in the number of publications since 2004, which remained stagnant for two preceding decades. The average citations, however, denotes a slight downward slope. Although USA is the highest in terms of the number of publications, contribution from Europe is also significant. There seem to be a strong association among the groups of scholars as three of the five clusters derived from the co-citation analysis are close by. The most significant keyword themes include (i) policy and evaluation, (ii) teaching and teacher education, (iii) use of technology, (iv) self and peer assessment, and (v) teachers' professional development.

Conclusions/ implications

Scholarly work on assessment for learning in elementary education is trendy and diverse. Findings of this article demonstrate the intellectual landscape and themes of scholarly knowledge on the topic which is useful for researchers as well as practitioners.

Keywords: Assessment for learning, Bibliometric analysis, Elementary education, Formative assessment, Science mapping

abs#: ICIA2022_ab34

A DECADE OF RESEARCH ON EMOTIONAL INTELLIGENCE IN EDUCATION: A BIBLIOMETRIC AND SCIENCE MAPPING ANALYSIS

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Abstract

Background and purpose

Publications on emotional intelligence, especially in relation to pupils' learning is accelerating. Hence, there is a need to conduct a study to look at the research trend and insight of research on the topic. The purpose of this study is to provide a bird's eye view of publications on emotional intelligence in education using bibliometric and science mapping analyses.

Methods

For this study, bibliometric data on publications between 2012 and 2021 were gathered from SCOPUS. The primary search terms were 'emotional intelligence', and 'teaching' or 'education'. For the bibliometric analysis, data were examined in terms of citations and publications with reference to year and country. For the science mapping analysis, VOSviewer was employed in generating bibliometric networks for keywords and co-citation.

Results/findings

The number of publications depicts an overall rise between 2012 and 2021, while the average citations remained roughly constant. Despite Western dominance, contribution from Asia was significant towards the publication output. Close collaboration is visible among Asian countries, countries near the Balkans region, and European countries. With respect to the intellectual structure of knowledge, the co-citation network depicts close associations with most of the clusters except for a few. The most significant themes derived from the keywords are (i) leadership skills, training, and medical education, (ii) education, entrepreneurship, and personality, and (iii) special needs, and psychosocial aspects.

Conclusions/implications

With a globally diverse attention, scholarly work on emotional intelligence in education is a trendy topic. Findings of this study showcase thematic knowledge and intellectual landscape of scholarly work on emotional intelligence which would be useful for future researchers.

Keywords: Bibliometric analysis, Education, Emotional intelligence, Emotional quotient, Science mapping, Teaching

abs#: ICIA2022_ab40

TEACHING ENGLISH AS A SECOND LANGUAGE: KEY STAGE 1 & 2 TEACHERS' PERCEPTION OF INTEGRATING BOTH EXPLICIT AND IMPLICIT GRAMMAR INSTRUCTION

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Abstract

Background and purpose

Whether Second Language should be taught through explicit grammar instruction or implicit grammar instruction has always interested teachers and second language researchers. This research studied Key Stage 1 and 2 teachers' perception of integrating both explicit and implicit grammar instruction in teaching English as a second language.

Methods

This study adopted a qualitative research method. Data was collected through one-to-one semi-structured interviews, observation and document analysis. Purposeful sampling was utilised to collect rich and relevant data for the study. Interviews were conducted with 5 local second language teachers, their lessons were observed and documents; (lesson plans and students' notebooks) were analysed. Furthermore, the six steps of data collection, transcribing, read and recheck, coding, rechecking and revising and derive theme were followed to analyse the data.

Results/findings

The findings indicated that teachers integrate both explicit and implicit grammar instruction in their ESL classroom as both methods found to be beneficial. Further, teachers believed that grammar instruction has a crucial role to be played in the ESL classroom and cannot be avoided.

Conclusions/ implications

Teachers stated that lack of attention given on grammar in implicit instruction may lead learners grab wrong verb form. So, there is a need for explicit grammar instruction as well for learners to produce grammatically correct language. However, it was suggested that rules explanations ought to be simplified to the level of the learners at this young age and it depends on what and who is being taught. Further research could be conducted to find out the relationship between second language teachers' perception/beliefs and students' language competency based on the findings of this study and including samples from different schools and islands.

Keywords: Explicit grammar instruction, Grammar, Grammar instruction, Implicit grammar instructions, Perception

abs#: ICIA2022_ab41

AN INVESTIGATION OF THE DETERMINANTS OF SOCIAL ENTREPRENEURIAL INTENT AMONG CSO VOLUNTEERS IN THE MALDIVES

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Abstract

Background and purpose

The field of social entrepreneurship (SE) has rapidly grown globally in the last two decades. While social business activity in the Maldives is nascent and lacking in literature, intensity of the recent CSO advocacy demanding revision of draft NGO Act 2021, revealed strong community demand for increased space for social business entrepreneurship. This study delves deeper to explore determinants of social entrepreneurial behaviour among the Maldivian youth based on theory of planned behavior (TPB) and its further developments.

Methods

A structured online questionnaire, based on a validated survey instrument of determinants of social entrepreneurial intent was distributed to CSO volunteers throughout Maldives. Using 120 responses, the relationship among empathy, moral obligation, social entrepreneurial self-efficacy, perceived social support contributing to social entrepreneurial intent (SEI) was assessed using variance-based structural equation modeling (VB-SEM). The results of the SEM model tested using SmartPLS 4 was interpreted to the local context based on relevant discourse and literature.

Results/findings

The findings indicate strong contribution of empathy, moral obligation, social entrepreneurial self-efficacy and perceived social support as positively correlated to social entrepreneurial intent. Further, the variables mediated the relationship between prior experience and SEI.

Conclusions/implications

Considering the significant social impact of the thriving movement of social entrepreneurship globally and regionally, further research on this business phenomenon is warranted for investigating ways to develop local social entrepreneurship ecosystem and promote SE in the Maldives.

Keywords: Social enterprise, Social entrepreneurial intent, Maldives civil society

abs#: ICIA2022_ab43

USE OF ROLE-PLAY FOR LANGUAGE AND LITERACY DEVELOPMENT AMONG ESL LEARNERS: AN EXPLORATORY CASE STUDY OF A MALDIVIAN SCHOOL

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Abstract

Background and purpose

Providing children with opportunities to develop their language in a positive environment is vital. Engagement in different types of play allows children to utilize their language skills. Roleplay is one of the most common methods used by teachers in order to facilitate young English as a Second Language (ESL) learners' language and literacy skills development. Role play provides learners the basis of word-level reading skills along with other language skills. The purpose of this study is to investigate how role-play facilitates language and literacy development in ESL learners.

Methods

This intervention-based case study was set for grade two level students who were learning ESL in one of the international schools located in Maldives. Participants of the study include purposively selected 20 students and 2 female teachers who teach ESL to these students. Data were collected by means of classroom observations, semi-structured interviews, and teachers' lesson-plan documents. Data were analysed by following Braun and Clarke's (2006) thematic analysis framework.

Results/findings

The findings revealed that role-play has a positive impact on students' literacy and language development. Role-play activities facilitated language skills by means of active learning, interaction, and motivation. It also revealed that role-play is a relevant method for students to enhance their vocabulary through exposure to new vocabulary, and through writing scripts. Students incorporate language structures and grammar points, resulting in a holistic improvement in their language development and literacy skills.

Conclusions/ implications

The study indicates the importance of using role-play in teaching English language and literacy skills. Implications of this study, therefore, provide guidance to English language teachers who teach ESL especially to elementary grade students.

Keywords: English as a foreign language, English as a second language, Role-play, Speaking skills, Vocabulary

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CHALLENGES OF ONLINE ASSESSMENT IN HIGHER EDUCATION INSTITUTIONS OF THE MALDIVES: LESSONS FROM COVID-19 PANDEMIC ERA

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Abstract

Background and purpose

The spread of COVID-19 has forced education institutions to switch to e-learning using available educational platforms. Although several studies have investigated e-learning aspects, studies focusing on online assessment is scarce. The purpose of the study is to explore students' and lecturers' perspectives on the challenges of online assessment in Maldivian higher education institutions (HEIs) during the COVID-19 pandemic.

Methods

This study utilized a qualitative research design. Semi-structured interviews were used to collect the required data. Purposive sampling was used whereby full-time lecturers (N=30) and students (N=30) from 10 different HEIs and from 11 different disciplines were recruited. Data was analyzed using thematic analysis approach.

Results/findings

The findings of the study discovered that lecturers perceived issues related to academic integrity as the biggest limitation to online assessment, followed by students' lack of awareness on assessment procedures. In addition, data revealed that lecturers faced challenges in creating and setting quality online exam papers. Students reported low quality internet connection and technical issues as major obstacles in online assessment. Furthermore, issues of not having a suitable studying/working space for both students' and lecturers were evident from the study.

Conclusions/implications

It is recommended for HEIs to incorporate better proctoring in online assessment via modern technological means and through the designing of the online assessment papers. HEIs need to provide conducive online assessment set-ups through quality internet services and continuous training. In addition, constant attention needs to be given to information technology infrastructure and periodic maintenance of computers and supporting equipments.

Keywords: Challenges, Higher Education, Online Assessment

abs#: ICIA2022_ab46

RIGHTS-BASED ACCESS TO WATER, SANITATION AND HYGIENE: GAPS IN IMPLEMENTATION OF SDG6 IN THE MALDIVES

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Abstract

Background and purpose

SACOSAN is a sanitation-centered biennial convention led by the governments of South Asian Association for Regional Cooperation (SAARC) nations to support progress towards sustainable development goal 6 (SDG6) by 2030. SACOSAN-VII, held in Lahore (2018), was attended by high level representatives of 8 member countries and more than 500 institutions from the water, sanitation, and hygiene (WASH) sector including governments of countries across the globe. This study seeks to assess the extent of implementation of the SACOSAN-VII commitments on provision of rights-based WASH access in the Maldives.

Methods

The qualitative study was based on an open-ended structured survey questionnaire emailed to WASH related multi stakeholder groups of private, public and CSOs which was then followed up by ten selected informant interviews and three focus group discussions with complementary data collated from available websites and documents.

Results/findings

The study finds that the government's implementation of water, sanitation and hygiene access program as leaning towards physical infrastructure development, lacking in adequate focus on social capital development, institution building and governance improvement, exposing a widening gap in equitable WASH access and sustainable climate resilient WASH services in the low-lying islands of the Maldives.

Conclusions/ implications

The investigation exposes strengths and vulnerabilities of WASH services from the perspective of progress on government's implementation of the SACOSAN-VII resolution aimed at elimination of inequity in WASH access in member countries. The study provides an opportunity to inform multi-stakeholder organisations and networks collaborating in integrated monitoring of progress towards achievement of SDG6, spur discussion and further contextual research.

Keywords: Hygiene, SACOSAN-VII, Sanitation, SDG6, Sustainable Development Goals, Maldives, Water

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A CRITICAL EVALUATION OF THE OPERATION STRATEGY: A CASE STUDY OF A FRANCHISE RESTAURANT IN MALDIVES

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Abstract

Background and purpose

An effective operation strategy is vital in formulating decision and action that shapes the long-term vision, objectives and capabilities of the operation of the organisation. The purpose of the study is to critically evaluate the operation strategy of a franchise restaurant and also to find out the root causes for the delay in service to the customers.

Methods

A case study research methodology with a mixed method approach was adopted to analyse and evaluate the effectiveness of the current operation strategy of the restaurant in terms of speed and flexibility performance objectives. Primary data were collected through interview, focus group discussions and survey while secondary data were collected through the franchised agreement and the operations manual.

Results/findings

According to the results, the underlying reasons of operational inefficiency were a lack of manpower and improper resource allocation, an ineffective queue management system, and problems with interpersonal communications among the operation staff.

Conclusions/implications

The problems caused by the ineffective operation strategy must be addressed immediately because they have a direct impact on the restaurant's competitive advantage and business strategy. Moreover, as the customers are the most crucial component of the operation strategy, it is crucial for management to improve their operational strategies to make them more effective in managing the services offered to the customers.

Keywords: Case study, Franchise restaurant, Operation strategy

abs#: ICIA2022_ab48

SHOULD WE BREAK UP WITH OUR ENGLISH TEXTBOOK?

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Abstract

Background and purpose

“Please open your English textbook and turn to page so and so!” This instruction still “rings in my ears,” as I have heard it too many times being used not only by my teachers in the Maldives decades ago but also by me as an English teacher with my own students. However, more recently, I have started wondering whether our “relationship” with the textbooks is healthy or toxic for our students who are learning English as a second language (ESL). This paper is based on my doctoral studies aimed at exploring primary teachers’ ESL pedagogical practices with digital technologies in two Maldivian schools.

Methods

Taking an interpretive phenomenological approach, I captured the lived experiences of my nine participant teachers for eight months. Data I gathered included 98 lesson observations and 317 lesson plans, in addition to post-observation conversations, interviews, mini-surveys, school documents, and fieldnotes. For my data analysis, I used a qualitative data analysis (QDA) process that I developed based on Seidel’s (1998) QDA. To enhance this process, I used NVivo, a computer-assisted qualitative data analysis software.

Results/findings

My findings show my participant teachers’ “heavy” dependence on prescribed English textbooks as they were entangled in a culture where they felt “pressured” to adopt a textbook-driven instructional approach. Despite the availability of digital technologies, the need to follow textbooks seems to have resulted in a preference for print rather than digital media in English lessons.

Conclusions/ implications

When textbooks are considered a curriculum rather than a guide, teachers may lose the flexibility and autonomy to enjoy the affordances of digital technologies to make learning meaningful for their ESL students.

Keywords: Digital technologies, English as a second language (ESL), Interpretive phenomenology, Maldives, Textbook-driven instruction

abs#: ICIA2022_ab49

ISLAMIC PERSPECTIVES AND INCLUSIVE EDUCATION: AN ALTERNATIVE POSSIBILITY FOR WESTERN PERSPECTIVES?

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Abstract

Background and purpose

Influenced by global inclusive education movements such as education for all (EFA) and Salamanca statement, students with disabilities are offered the same rights to be educated in regular schools with their non-disabled peers. While a large body of research on inclusive education exists, there is limited research from an Islamic perspective. There is no such literature on the Maldives, where this study is conducted. Therefore, this study aims to understand how inclusive education is shaped in the Maldives, a 100% Muslim country.

Methods

Drawing from Deleuze and Guattari (1987), this study explored developing inclusive education from a more rhizomatic lens. This study also examined the potentiality of Islamic principles for inclusion in Muslim education systems. Data were collected from two schools in the Maldives through six primary teachers and two school leaders. Face to face interviews, observations, reflective diaries, and documents such as the curriculum were used as data sources. Data was analyzed rhizomatically using Deluezoquattarian concepts such “assemblage” and “rhizome”, “lines” and “becoming”.

Results/findings

Findings from the study show that inclusive education in the Maldives is driven by global Western movements. Therefore, Islamic perspectives is yet to be explored in the Maldivian education context.

Conclusions/implications

Findings imply that adopting Islamic principles could be more context relevant and thus contribute to enhancing the current efforts towards inclusion in the country.

Key words: Inclusive education, Islamic perspectives, Maldives

abs#: ICIA2022_ab54

THE RELATIONSHIP BETWEEN PAST AND PRESENT ACADEMIC ACHIEVEMENTS: AN INVESTIGATION OF ORDINARY LEVEL AND ADVANCED LEVEL EXAMINATION RESULTS IN MALDIVES

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Abstract

Background and purpose

Poor academic achievement in higher secondary education, especially in subject like Physics, has been a concern of educators. While the pass percentage for O/L physics is 93.7% the corresponding figure for A/L Physics is 15.0%. Studies investigating the relationship between O/L and A/L performance is scarce in the Maldives. The purpose of this study is to investigate the relationship between students' O/L subject achievements and Edexcel A/L physics achievement.

Methods

Secondary data from the Ministry of Education Maldives, containing examination results of students, were used in this study. The total sample size is 526 composed of the entire population of students who set A/L exam in 2019 from across the nation. Descriptive statistics of frequencies and percentages were used to summarise the results. Moreover, relationship between test scores were investigated using Pearson product-moment correlation coefficient.

Results/findings

The results indicated that while a significant percentage of students scored A grade in O/L (above 30% for all subjects involved), the pass percentage A/L physics was low (less than 3%). The results also revealed that there was a statistically significant positive correlation in achievement between A/L Physics and O/L Math ($r = .282$, $n = 525$, $p \leq .001$), A/L Physics and O/L Physics ($r = .386$, $n = 486$, $p \leq .001$), A/L Physics and O/L Biology ($r = .318$, $n = 485$, $p \leq .001$), and A/L Physics and O/L Chemistry ($r = .376$, $n = 476$, $p \leq .001$). On the other hand, there was no significant relationship between O/L English and A/L Physics achievement.

Conclusions/ implications

The findings show that O/L Physics achievement had a stronger relationship, while O/L English achievement did not have a significant relationship, with A/L Physics achievement. These findings indicate that O/L achievement in discipline-related subjects could be more important for achievements at A/L.

Keywords: Academic performance, A/L achievement, A/L Physics, O/L achievement, Prior achievement

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SCHOOL LEADERS' VIEWS ON THE INFLUENCE OF POLITICAL AND SOCIETAL CULTURE ON SCHOOL LEADERSHIP IN THE MALDIVES

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Abstract

Background and purpose

School leaders are exposed to a variety of influences at different levels ranging from school, local, national, and global. The literature argues that school leaders' practices are multifaceted, multilayered, and shaped by the political and societal culture of the country. This paper examines the influence of political and societal culture on school leadership practices in the Maldives.

Methods

The study used a qualitative approach based on phenomenological research design to glean rich data on school leadership practices and how they were influenced by both political and societal culture. Data were collected using focus group discussion from two groups (5 principals and 4 deputy principals) selected through purposive sampling. All school leaders had at least 8 years of experience. The findings were generated by categorising the ideas into codes, seeking consistency across themes, and capturing the big picture of school leaders' practices.

Results/findings

The analysis reveals that school leaders' practices are considerably influenced by the surrounding of both societal and political contexts. They also noted that the frequent change of ruling parties has created uncertainty about educational policies and the ultimate goals of principals' leadership, which is often concentrated on visibility and ad hoc administrative work while overlooking their instructional leadership role.

Conclusions/implications

The findings suggest reforming the policymakers' actions to develop national-level educational strategic plans for the country that do not change with every new government. The findings also bring attention to the need of having a stronger school autonomy across different regions of the Maldives.

Keywords: Maldives, Political culture, School leadership, Societal culture

abs#: ICIA2022_ab57

THE INFLUENCE OF ISLAMISATION OF HUMAN KNOWLEDGE, ISLAMIC SPIRITUAL INTELLIGENCE, AND EMOTIONAL INTELLIGENCE ON LEADERSHIP COMPETENCIES OF STUDENT LEADERS

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Abstract

Background and purpose

Islamisation of human knowledge (IOHK) contributes to the holistic development of human capital. This strategy will enhance the good impact that students will have on society as their mentality is shaped on Islamic spiritual intelligence (ISI) and their emotions are trained within the scope of the Islamic world view. Thus, this study attempted to evaluate and confirm a model of leadership competencies of student leaders

Methods

The current study employed a quantitative cross-sectional survey with a stratified random sampling technique. The data were collected using a self-administered questionnaire, distributed to 372 students among 760 student leaders in the year 2018 /2019 at an international university in Malaysia. Multiple regression analysis was done using SPSS version 25.

Results/findings

This study revealed that there was strong influence of Islamisation of human knowledge, Islamic spiritual intelligence, and emotional intelligence on leadership competencies. In addition, there were statistically significant differences between local and international student leaders. The effect size for this significance was moderately strong.

Conclusions/ implications

This study could help educational institutions and other educational stake holders directly engaged in shaping human minds, to develop an ethical, God conscious leader. Moreover, this study calls for addressing the difference of leadership competencies among local and international student leaders in the university.

Keywords: Emotional intelligence, Islamic spiritual intelligence, Islamisation of human knowledge, Student leaders

abs#: ICIA2022_ab59

EVALUATING WOMEN'S PERCEPTION OF POLYGyny IN THE MALDIVES BASED ON DEMOGRAPHIC FACTORS

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Abstract

Background and purpose

One of the misconceptions about Islam is the issue of polygyny. Polygyny is permitted in the Quran and there is consensus among classical and contemporary Muslim scholars on the permissibility of polygyny. As such, it is widely practiced in many Muslim countries. In the Maldives, polygyny is regulated under family act 2000 (Law No. 4/2000). Nonetheless, it has now been questioned by feminists worldwide. Unfortunately, the call for the illegalisation of polygyny is also seen in the Maldives. Hence, the study aims to evaluate Maldivian women's perception of polygyny based on age, employment, education level, and marital status.

Methods

The study will employ a cross-sectional survey design in which a researcher-developed questionnaire will be administered. Convenience sampling will be used to select participants from the female population across the country. IBM SPSS will be utilised to analyse data employing both descriptive and inferential statistics.

Results/findings

The finding of the study is expected to provide Maldivian women's perception of polygyny according to demographic variables.

Conclusions/implications

Polygyny is expressly permitted in the Quran and it cannot be modified according to one's desires. The findings of the study can be utilised by policymakers, government institutions, and daa'ees.

Keywords: Dawah, Education, Employment, Marital status, Polygyny

abs#: ICIA2022_ab60

CHINESE DEVELOPMENT AIDS FOR THE SAARC REGION: CREATING INSTITUTIONS FOR SUSTAINABLE DEVELOPMENT OR PROMOTING INEQUALITY IN MUSLIM COUNTRIES

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Abstract

Background and purpose

China has long been involved as a development partner with Muslim nations in the SAARC region. China's long engagement by means of 'development assistance' particularly during the Covid-19 helped in combating the pandemic, and regimes in these nations found her as a reliable development partner. The purpose of this paper is to investigate the nature and characteristics of Chinese development aids and why Chinese aids are attractive to regimes as well as to understand the consequences of Chinese development aids in terms of institution building for equal and sustainable growth in Muslim nations in the SAARC region.

Methods

This paper is based on a qualitative study and data used in this paper are from both primary and secondary sources such as government reports, journal articles, research papers and findings. More specifically, data from sources like the CIA Factbook, Free House reports, Polity IV, World competitiveness report, BBC country studies, etcetera were consulted.

Results/findings

Our findings show that regimes in Muslims nations in the SAARC region find Chinese 'development assistance' as well fit with their circumstances and political interests despite these aids being antithetical to building institutions for equal and sustainable development as well as democratic consolidation in the society.

Conclusions/ implications

Our study suggests that the current nature of Chinese aids has brought benefits only to regimes without having significant impacts for the wellbeing of common people and effective check and balance mechanisms needed to be in place for ensuring transparency and regimes' accountability in handling Chinese aids.

Keywords: Aids and power, Authoritarian regime, Covid-19, Democratic institutions, Development aids

abs#: ICIA2022_ab61

INVESTIGATING ON-CAMPUS STUDENTS' SATISFACTION WITH ONLINE LEARNING DURING COVID-19

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Abstract

Background and purpose

COVID-19 pandemic has tinkered with teaching and learning landscape in higher learning institutions. The spread of COVID-19 has forced governments of many countries to shut-down schools and put into effect remote learning or distance learning. The purpose of this study is to investigate satisfaction of online learning mode among on-campus students in Malaysia higher learning institutions. The study also investigates the effects of variables such students' gender, level of study and specialisation on satisfaction with online learning mode.

Methods

Quantitative research method using survey design was adopted in this study. The study population is the total number of on-campus students from 14 selected universities in Malaysia. Cochran's formula was used to determine the sample size. Total of 412 students responded via online google form.

Results/findings

The findings revealed that many of the students are dissatisfied with online learning. More than 70% of on campus encounter boredom, loneliness and thus, dissatisfied with online learning approach provided by the university during the pandemic. The findings showed that more than 60% of the on-campus students are not satisfied with online learning mode due to family related issues and interrupted internet connection.

Conclusions/implications

Online learning remains the most viable method of teaching and learning during in COVID-19 pandemic. However, this mode of learning is plagued with numerous challenges which made students from conventional education system in Malaysia to find it difficult to adjust to and less satisfied with.

Keywords: Covid-19, Online-learning, Satisfaction

abs#: ICIA2022_ab62

WAQF REAL ESTATE DEVELOPMENT DISPUTES IN MALAYSIA: IN SEARCH FOR SOLUTIONS

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Abstract

Background and purpose

Idle awqaf lands have been identified as one of the prime areas for commercial and residential development in Malaysia. However, this has given rise to a new set of never-before-seen disputes involving stakeholders such as the Waqf trustees, beneficiaries, developers, and the purchasers that involve both the Shariah and civil legal system. This research therefore, seeks to identify the types and nature of disputes which arise from Waqf development projects and to propose dispute management strategies which may be suitable to resolve and prevent them.

Methods

Unstructured interviews with stakeholders such as Waqf trustees and land developers were conducted to determine the types of disputes which often occur during Waqf development projects. Analysis of literatures on the practices of other jurisdictions in managing similar disputes were also conducted to determine its applicability in Malaysia.

Results/findings

The disputes are divided into three categories; pre-development stage, during construction and post-development. With proper dispute management strategies such as public consultations, proper drafting of agreement between the stakeholders, and equal access to justice, the effect of disputes related to Waqf development projects can be minimized and even be prevented.

Conclusions/ implications

Disputes and conflicts often cause delays on Waqf development projects and this inadvertently results in financial losses to parties involved. By minimizing its impact and resolving the issues efficiently, such losses can be reduced, and the development project can achieve its ultimate aim which is to improve the socio-economy of the Muslim Ummah.

Keywords: Waqf, Waqf real estate development, disputes, Malaysia

abs#: ICIA2022_ab63

INTRA-FAMILY CONFLICT AND SOLIDARITY DURING THE COVID-19 PANDEMIC

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Abstract

Background and purpose

The COVID-19 crisis has deeply affected all societies and people's ontological sense of security has been deeply shaken. As it is known, strong family ties serve as a protective function against the difficulties created by crises. The aim of this paper is to examine intra-family conflict and solidarity during the pandemic process.

Methods

Data were collected online in 2021, when COVID-19 cases peaked in Turkey. Participation in the survey was on voluntary basis, and a total of 4550 people answered. After data clearance, 4257 questionnaires were evaluated. In addition, the results were compared with the findings of the research conducted one year ago (2020). The majority of the sample consists of urban-middle classes with higher education levels.

Results/findings

It was found that the rate of those who say they have communication problems in the family has increased from 17% in 2020 to 27% in 2021. The pandemic has also deeply affected family relationships. In the same period, the rate of those who said "My family ties have strengthened during the pandemic period" decreased from 55% to 43%. In addition, 9% say that domestic violence has increased, and 41% say that their family members are getting restless. As a matter of fact, the rate of those who say that their family members supported each other financially during the pandemic is close to two-thirds (65%).

Conclusions/implications

When family problems increase, anxiety and depression complaints also increase. The poor, women, unemployed and young people are at the forefront of those who experience the most intra-familial conflict during the pandemic process. Economic conditions are extremely influential on the family relationships of individuals. Religious commitment has been another factor that has increased the resilience and family solidarity of individuals in the pandemic. As a result, the protective social policies of governments towards their citizens/families are of great importance in crises.

Keywords: COVID-19 pandemic, Intra-family conflict, Solidarity

abs#: ICIA2022_ab64

SUSTAINABLE BLUE ECONOMY FRAMEWORK IN OIC COUNTRIES: A CROSS-JURISDICTIONAL PERSPECTIVE

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Abstract

Background and purpose

According to the Organisation of Islamic Countries (OIC) environmental report (2021), economic activities in OIC countries have contributed immensely to environmental degradation and a high risk of depleting their water resources. There seems to be an agreement on the need to improve the livelihood of coastal communities and their marine resources, but the strategies and approaches differ. This paper is an enquiry into the strategies for the blue economy in four OIC countries. They are selected small island developing countries (SIDS) that rely on tourism activities such as Indonesia, the Maldives and maritime nations such as Malaysia and Nigeria.

Methods

This paper adopts doctrinal methodology and strategic analysis techniques to determine internal and external factors in a sustainable blue economy among the selected countries that are also members of the OIC.

Results/findings

Preliminary findings show that state strategies reflect the economic objectives of the selected countries, and are not necessarily a matter of universality in the blue economy frameworks.

Conclusions/ implications

The study concludes that there is no single framework that can be applied to all countries to achieve a sustainable blue economy. The level of commitment to achieving a blue ocean cannot be sacrificed without achieving sustainable livelihood for inhabitants of the coastal states and maritime nations. The implication of this study is to consider the blue economy framework as one of the indices in OIC environmental reports.

Keywords: Blue economy, Environment, Jurisdiction, OIC, Sustainability

abs#: ICIA2022_ab65

CURRICULUM INTERNATIONALISATION IN HIGHER EDUCATION: THE PERSPECTIVES OF UNDERGRADUATES FROM MALAYSIAN PRIVATE HIGHER EDUCATIONAL INSTITUTION (PHEI)

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Abstract

Background and purpose

Internationalising higher education curriculum entails giving students global perspectives and broader knowledge base for their future careers. This study examines Malaysian undergraduates' perceptions of internationalising higher education curriculum in PHEIs.

Methods

A qualitative approach was utilised to investigate Malaysian PHEIs undergraduates' perceptions on internationalising their higher education curriculum. Four focus-group interviews consisting of 32 undergraduates from two Malaysian PHEIs were conducted. The focus-group interviews assessed undergraduates' perspectives on how internationalised their curriculum is and their perceptions of critical elements that should be included in the curriculum.

Results/findings

The study revealed that international students brought a diversity of cultures that inspired others compared to Malaysian students who were unaware of the changing global environment. The findings suggest that elements such as intercultural relations, gender, environment, human rights, politics, and religion are critical content for an international curriculum. Undergraduates also perceive academic staff as a critical component when delivering the internationalised curriculum and increasing their awareness.

Conclusions/implications

This study recommends important elements that can be incorporated into higher education curriculum, and how academic staff can improve the quality of the programmes by taking advantage of their undergraduates' diverse academic, linguistic, and cultural backgrounds. Future research recommendations include exploring recruitment and training process of academic staff, curriculum internationalisation in Malaysian public universities, and designing the framework for an international curriculum.

Keywords: Higher education, International curriculum, Qualitative study

abs#: ICIA2022_ab66

DOES GADGET USED FOR ONLINE LEARNING MATTER?

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Abstract

Background and purpose

This paper explores if the use of smartphones verses laptops influences students' achievement in their English courses, and their satisfaction in learning English via open distance learning (ODL).

Methods

The methodology applied in this study is a quasi-experimental design with post-test-only. Experiments were run in authentic teaching sessions with a total of 304 undergraduates from a local university. The independent variable was the device used (either smartphone or laptop) to learn English while the achievement in English was the dependent variable.

Results/findings

Results indicate that the relationship between grade and level of satisfaction is low and not significant at 5% level of significance. However, there is significant relationship between level of satisfaction towards gadget used for learning English courses since the p-value is significant with correlation value, $r = .455$. Next, the chi-square test gives a p-value of .309 indicating that there is no association between student's English course grade and gadget used for learning English via ODL.

Conclusions/ implications

Hence, the findings of this research suggest that learning English using the smart phones vs other mobile devices such as laptops does not have an impact on the final grade achieved for English courses. Future research should be conducted to check further on the use of mobile phone vs other digital mobile has the same effect for other subjects learnt in the universities.

Keywords: Higher education, Laptops, Open Distance Learning, Smartphones

abs#: ICIA2022_ab67

FORENSIC ACCOUNTING AND INTEGRATED FINANCIAL REPORTING OF SELECTED BANKS IN NIGERIA AND GHANA

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Abstract

Background and purpose

The study's focus and objective examined forensic accounting effects on integrated financial reporting of the listed banks. Specific objectives include determining the effect of litigation, claims, and indemnity, fraud cases reported, cost of forensic investigation, and nonperforming loans (LCFCN) on IFR variables such as customer base (CB), profit after tax (PAT), debt to equity (DER), current ratio (CR), and corporate social responsibility (CSR) in both countries.

Methods

The study was directed by five distinct hypotheses and research questions. Ex-post-facto research was used. Data from the Central Banks Bulletin (Ghana and Nigeria), NBS, African financials, and NDIC annual reports from the year (2004-2019) were used in conjunction with a Hausman test to determine a suitable estimator. A Shapiro-Wilk test was used as a diagnostic check.

Results/findings

The findings revealed among other things, that litigation had a positive and statistically significant influence on CB ($= 2.02$, $P = 0.00$) and non-performing loans had a negative and statistically significant influence on DER ($= -0.11$, $P = 0.09$) and CSR ($= -2.93$, $P = 0.05$) at 10%.

Conclusions/implications

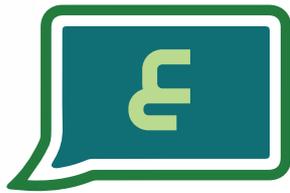
The study concluded that forensic accounting enhanced financial reporting. It, therefore, recommends that apex banks should demand forensic accounting to guarantee financial institutions re-evaluate employable skills, report production, strategic debt administration and management, and fairness virtues in their reporting system to attract more investment and goodwill. This study contributes to knowledge by introducing new variables that favourably and adversely affected IFR. Using Hausman to estimate accurately is another silver bullet in knowledge.

Keywords: Forensic Accounting, Hausman, Integrated financial reporting



ABSTRACTS
IN DHIVEHI





**ABSTRACTS
IN ARABIC**



الإمام الشافعي وانتشار مذهبه في جزيرة سريلانكا: دراسة تحليلية

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Abstract ملخص

مقدمة وأهداف Background and purpose

إن الإمام الشافعي رحمه الله أحد الأئمة الأربعة عند أهل السنة والجماعة ، وإليه يرجع نسبة الشافعية كافة ، كما أن جزيرة سريلانكا من إحدى الدول الآسيوية التي انتشرت فيها مذهب الإمام الشافعي رحمه الله . يهدف هذا البحث إلى تعريف موجز عن الإمام الشافعي رحمه الله كما يتعرض إلى مذهبه الفقهي وأبرز ما يميز مذهبه . يتناول البحث اتباع مسلمي سريلانكا للمذهب الشافعي وكذا انتشار مذهبه في سريلانكا أسبابه ودوافعه . يقوم البحث بتسليط الضوء على أوائل العلماء الذين كان لهم دور بارز في نشر المذهب الإمام الشافعي رحمه الله بين مسلمي سريلانكا كما يتطرق هذا الطرح إلى دور العلماء السريلانكيين والمدارس الدينية السريلانكية في خدمة ونشر المذهب الإمام الشافعي رحمه الله قديما وحديثا .

منهج البحث Methods

يعتمد البحث على المنهج الاستقرائي والتحليلي وذلك بالاستفادة من كتب العلماء والمقالات قديما وحديثا باللغة العربية واللغة التاميلية .

النتائج Results/findings

لقد انتشر المذهب الإمام الشافعي رحمه الله في جزيرة سريلانكا منذ أن دخلها الإسلام في أراضيها ، كما أن تسعة وتسعين (99%) من المائة من المسلمين في جزيرة سريلانكا يتبعون بهذهب الإمام الشافعي . وقد كان لأوائل العلماء السريلانكيين دور فعّال بالمحافظة على مذهب الإمام الشافعي رحمه الله ، كما أن الأغلبية الساحقة من المدارس الدينية الإسلامية في جزيرة سريلانكا تدرس كتب مذهب الإمام الشافعي فيها .

التوصيات Conclusions/implications

لقد خلص البحث إلى وجود دلائل قوية تدل بأن لدعاة وتجار الحضارم من اليمن وكذا العلماء من جنوب الهند مساهمات قيمة في نشر المذهب الإمام الشافعي رحمه الله وتدریس كتبه في جزيرة سريلانكا ، كما يقترح البحث على أن تكون هناك دراسات متقاربة في المستقبل في جزر المالديف أيضا حتى يكون أهلها على بينة من الأمر من دخول وانتشار المذهب الإمام الشافعي رحمه الله فيها أيضا .

الكلمات الافتتاحية *Keywords* : الإمام الشافعي، انتشار، مذهب، جزيرة، سريلانكا

abs#: ICIA2022_ab52

الإشكال في الحديث وأنواعه وضوابط حلوله: دراسة تطبيقية في كتاب مشكل الآثار للإمام الطحاوي

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Abstract ملخص

مقدمة وأهداف Background and purpose

هدف هذا البحث إلى بيان أنواع الإشكال في الحديث ، ومعرفة ضوابط حلولها من خلال كتاب مشكل الآثار للإمام الطحاوي رحمه الله .

منهج البحث Methods

وقد اعتمدت الباحثة في إعداد هذا البحث علي منهجين ، المنهج الاستقرائي ، والمنهج التحليلي لتحديد أنواع الإشكال في الحديث ، وبيان ضوابط حلوله ، وتطبيقها على الأمثلة في كتاب مشكل الآثار .

النتائج Results/findings

وتبين من خلال دراسة هذا الكتاب أن أنواع الإشكالية عديدة ، منها تعارض الحديث مع القرآن ، أو مع حديث آخر ، أو مع إجماع الأمة ، وكذلك مع القياس ، ومع عمل الصحابة ، واستحالة معناه أحياناً ، أو خفاء مراده ، أو اختلاف عند الأئمة المحدثين أو الفقهاء أو المفسرين أو القراء أو أهل اللغة . وقد يتعارض مع التاريخ ، أو العلوم التجريبية .

التوصيات Conclusions/implications

وقد تبين للباحثة أن ضوابط حلول هذه الإشكاليات ، عبارة عن قواعد وأصول ، استخدمها الإمام الطحاوي رحمه الله في كتابه ، لدفع الإشكالية بأنواعها . منها قاعدة الجمع بين الآية والسنن والآثار ، أو الترجيح ، أو النسخ ، أو التوقف أحياناً ، وكذلك شرح الحديث إذا خُفي مراده ، أو استحالة معناه .

الكلمات الافتتاحية *Keywords* : السنة النبوية، مشكل الحديث، كتاب مشكل الآثار

فاعلية "مسرحيات من قصص القرآن الكريم" و"مسرحيات من قيم القرآن والسنة" في بناء شباب قوي الشخصية قرآني رائد مؤثر

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Abstract ملخص

مقدمة وأهداف Background and purpose

يعاني شباب اليوم من مشكلات خطيرة منها: ضعف الثقة بالنفس ، والخوف من مواجهة الجمهور ، والانعزالية بالأجهزة الإلكترونية ، وقلة أو انعدام الإقبال على القراءة ، والعجز عن الإلقاء اللغوي السليم ، والجهل بمعاني القرآن الكريم ؛ فكيف يعملون بهداه ؟ وبعد تأمل وبحث ، وجد الباحث أن للمسرح التربوي مكانته بمدارس الدول المتقدمة تعليمياً ؛ فهو ينمي المهارات (60 مهارة) ، ويعالج المشكلات النفسية والاجتماعية ، ويفرس القيم ، ويصلح لمواقف التعليمية .

أركان الإسلام والإيمان والإحسان ، عرضت أمام جمهور من المسلمين ، في حديث شريف وصف بأنه: "أُمُّ السُّنَّة" ، جاء على شكل حوار بين جبريل (عليه السلام) والنبى ﷺ ، ولا بد أن الله العليم الخبير قد علم أنه أنسب شكل لتوصيل وترسيخ المعلومات القيمة .

تلك الأدلة على أن المسرح التربوي هو أفضل طريقة / استراتيجية تدريس ، تدعونا للتساؤل: لماذا لا نستخدم المسرح التربوي في تربية وتعليم الناشئة ببلادنا: معاني وقيم وقصص القرآن الكريم ، والذي أنزله الله تعالى "هُدًى لِلنَّاسِ" لا للترديد فقط ، بلا فُهم أو وُعي أو عمل؟!

منهج البحث Methods

الوصفي التحليلي

النتائج Results/findings

وجد الباحث أن العلاج الناجع لمشكلات شباب اليوم ، هو إعداد قصص وقيم ومعاني القرآن الكريم والسنة النبوية على شكل مسرحيات ، يمثلها جميع الطلاب والطالبات ، في إطار منهاج إثرائي لاصفي ، موزع على السنوات الدراسية ، ويتكون من 60 مسرحية ، في سلسلتين:

1. مسرحيات من قصص القرآن الكريم (30 مسرحية).

2. مسرحيات من قيم القرآن والسنة (30 مسرحية).

وذلك بهدف بناء شباب ، قوي الشخصية ، قرآني ، رائد ، مؤثر ، وترسيخ العقيدة الصافية ، والقيم والأخلاق الفاضلة ، والمهارات النافعة (60 مهارة) ، في ناشئة وشباب المسلمين ، وجعلهم شخصيات قوية سوية متميزة ، تقود النهضة بمجتمعها وأمتها ، وذلك من خلال مشاركتهم بتمثيل أول منهاج مسرحي في العالم ، وأول مسرحيات منهجية تتناول جميع قصص القرآن الكريم وكثير من قيمه ومعانيه ، وبعض قصص وقيم السنة النبوية .

كتاب: "دليل المسرح التربوي" ، به تفاصيل المشروع ، وتأسيس المسرح الإسلامي ، وأهمية المسرحيات ، وفوائدها ، وتوزيعها على السنوات الدراسية ، وكيفية عرضها ، وتأليفها ، ...إلخ .

التوصيات Conclusions/implications

من المهم تفعيل "مسرحيات من قصص القرآن الكريم" و"مسرحيات من قيم القرآن والسنة" ، لبناء شباب قوي الشخصية قرآني رائد مؤثر ، وتعليم اللغة العربية للناطقين بغيرها .

الكلمات المفتاحية Keywords : السنة النبوية، مشكل الحديث، كتاب مشكل الآثار

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واقع تعليم اللغة العربية في جزر المالديف بمنطقة آسيا

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ملخص Abstract

مقدمة وأهداف Background and purpose

تعرف واقع تعليم اللغة العربية من حيث المناهج ، وطرق التدريس ، والوسائل التعليمية في المدارس الحكومية والخاصة على مستوى جمهورية جزر المالديف ، وتعرف الطرق والوسائل الحديثة في تعليم اللغات الأجنبية وإدخالها في منهج تعليم اللغة العربية في مدارس هذه المنطقة ، والحث على زيادة اهتمام بتعليم اللغة في هذه المنطقة ، وتعرق الصعوبات والمشكلات التي تواجه تعليم اللغة العربية في مدارس هذه المنطقة وكيفية علاجها ، واقتراح الحلول المناسبة لرفع مستوى اللغة العربية لدى متعلميها في مدارس هذه المنطقة.

منهج البحث Methods

اتباع الباحث المنهج الوصفي والتحليلي الذي اعتمد عليه عند جمع البيانات والمعلومات على الاستبانة ، والتي تم تحليل البيانات منها على التحليل الكيفي والكمي من خلال برنامج الحزم الإحصائية للعلوم الاجتماعية ، استخدم الباحث الاستبيان الأداة الأساسية للحصول على حقائق مشكلة الدراسة من الميدان ، وكما استعان بالمقابلة الشفهية لبعض الشخصيات عن تعليم اللغة العربية في بعض الجزر على مستوى الجمهورية.

النتائج Results/findings

فتوصلت الدراسة إلى النتائج هي قلة المعلمين المؤهلين لتعليم اللغة العربية لغير الناطقين بها في المدارس المالديفية ، وعدم وجود كتب تعليم اللغة العربية لغير الناطقة بها في مكتبات هذه المدارس ، وعدم مناسبة المناهج المتبعة لتعليم اللغة العربية محتوى الطلاب حسب البيئة المالديفية ، و ضعف الإمكانيات المادية.

التوصيات Conclusions/implications

ومن التوصيات كالاتية: على المسؤولين إعداد منهج تعليم اللغة العربية بما يلائم طبيعة الطلاب حسب البيئة والثقافة ، استزادة من المنح الدراسية المقدمة لأبناء هذه المنطقة وتشجيعهم على الدراسة في كلية اللغة العربية ، وقسم إعداد وتدريب المعلمين بكلية اللغة العربية لغير الناطقين بها ، والتقييم المستمر للمنهج ومعلمي اللغة العربية. ومن المقترحات ما يلي: بحوث في تعليم اللغة العربية في جزر المالديف المختلفة ، وتصميم برنامج تدريب لمعلمي اللغة العربية في المالديف.

الكلمات الافتتاحية *Keywords*: مدارس- مناهج اللغة- تحسين نظام التعليم- ضعف الإمكانيات.

تأثير المنح الدراسية للطلاب المالديفيين على المجتمع المالديفي بعثات البلاد العربية أمودجا

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ملخص Abstract

مقدمة وأهداف Background and purpose

كان للمنح الدراسية للطلاب المالديفيين دورا عظيما في تشكيل فكر المجتمع المالديفي سواء للبلدان العربية أو الغير عربية ، عندما يتخرج الطلاب المالديفيون في مدارس المالديفية حتى المرحلة الإعدادية أو الثانوية ثم يلتحقون الجامعات العربية المختلفة كمنحة دراسية ، وتعتبر جامعة الأزهر الشريف الازهر من أقدم وأول الجامعات التي استقبلت الطلاب من جزر المالديف مثل الرئيس السابق الأستاذ مأمون عبد القيوم وفضيلة الشيخ موسى فتحي قاسم والشيخ إبراهيم لطفي الأزهرى والدكتور محمد زاهر حسين وغيرهم ممن سافروا إلى مصر ودرسوا في جامع الأزهر الشريف وتخرجوا منه وحصلوا على الشهادة العالمية ، وعادوا إلى المالديف وعينوا في مناصب مهمة في الدولة. فكان يجب علينا البحث والتنقيب عن مدى تأثيرهم في مجتمعهم وما الخدمات والمشروعات التي قدموها للنهوض ببلدهم المالديف في شتى المجالات وهذا ما تعالجه هذه الورقة البحثية.

منهج البحث Methods

اعتمدت على المنهج التاريخي والتحليلي والاستدلالي من خلال قراءة المصادر والمراجع العربية والأجنبية للحصول على المعلومات واستخدامها بالشكل المنهجي الصحيح.

النتائج Results/findings

تكوين فكر ثقافي جديد أثر على المجتمع المالديفي من ثقافيا واقتصاديا وسياسيا واجتماعيا وظهور فكر سياسي واقتصادي يحمل الصبغة العربية والإسلامية.

التوصيات Conclusions/implications

أثرت المنح الدراسية على المالديفيين في جميع مجالات الحياة فكان التغيير عظيم.

الكلمات الافتتاحية *Keywords* : الطلاب - المالديفي - المجتمع - المنح الدراسية



Building Learning Communities Through Exchange of Knowledge

بناء المجتمعات الثقافية من خلال تبادل المعرفة

بناء المجتمعات الثقافية من خلال تبادل المعرفة

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