# JOURNAL OF ETHNIC & CULTURAL

# **STUDIES**

ISSN: 2149-1291

## Volume 9, Number 1, February 2022



# JOURNAL OF ETHNIC & CULTURAL STUDIES

ISSN: 2149-1291

Volume 9, Number 1, February 2022



#### **Editorial Notes:**

We are delighted to publish the third issue of the Journal of Ethnic and Cultural Studies (JECS), a refereed international journal. As an interdisciplinary academic journal, JECS publishes philosophical, theoretical, and empirical research from all disciplines dealing with ethnicity, identity, culture and multicultural education. Concerned primarily with critical reviews of current research, JECS provides a space for debate regarding concepts and the questions they raise that have potential to influence in a formative manner ethnic and cultural studies. We believe JECS will make a solid contribution to the field of social science and stimulate needed scholarly debate. It will meet the expectations of varied audiences and endure to stimulate new and exciting research in its field. The night issue has fthirteen excellent papers from ten different countries. We are indebted to our colleagues who have contributed to this issue and to all who support the journal by serving on the editorial boards. We also thank to our anonymous reviewers who have kindly devoted their time and expertise to make this issue possible.

#### Focus and Scope:

*Journal of Ethnic and Cultural Studies* (JECS) welcomes original research articles and book reviews for its next issue. The JECS is a biannual and peer-reviewed journal published in February, May, August, and November. Papers for the publication in the JECS are selected through a precise peer-review process to ensure quality, originality, appropriateness, significance and readability. Authors are solicited to contribute to this journal by the submitting manuscripts that illustrate empirical research, projects, theoretical papers, original surveys, and book reviews dealing with the issues of ethnicity and culture from a wide range of disciplines in Social Sciences and Humanities.

#### **Publication Ethics and Malpractice Statement**

JECS publishes original and rigorous research findings and does not tolerate any kind of academic dishonesty or misconduct. All manuscripts submitted to JECS should be original works of scholarship. JECS does not tolerate any sort of data fabrication and falsification, plagiarism, and improper author contribution. JECS adheres to the Publication Ethics and Malpractice Statement to ensure high-quality publications, public trust in research findings, and that people receive credit for their ideas.

#### **Contact Information:**

Hasan Aydin (Editor-in-Chief) Florida Gulf Coast University Fort Myers, FL, United States

Website: www.ejecs.org E-Mail: info@ejecs.org

#### **Editors-in-Chief**

#### Hasan Aydin

Florida Gulf Coast University, USA

#### **Book Review Editors**

**Christian Faltis,** Texas A&M International University, Texas, United States **Uzeyir Ogurlu,** University of Wisconsin, Stevens Point, United States

#### **Editorial Assistants**

Köksal Avincan, Friedrich–Alexander University Erlangen–Nürnberg, Germany Kristina Andrews, Florida Gulf Coast University, United States

#### **International Editorial Advisory Board**

James A. Banks, University of Washington, United States Paul C. Gorski, George Mason University, United States Hugh Starkey, University College London Institute of Education, United Kingdom Sonia Nieto, University of Massachusetts, United States Genava Gay, University of Washington, United States Walter C. Parker, University of Washington, United States Bashir Bashir, The Open University of Israel, Israel Audrey Osler, Buskerud and Vestfold University College, Norway Angela M. Banks, William and Mary Law School, United States Ilhan Kaya, Yildiz Technical University, Turkey Lynn M. Burlbaw, Texas A&M University, United States Francois Victor Tochon, University of Wisconsin - Madison, United States Handel Wright, The University of British Columbia, Canada Charity Embley, Odessa College, United States Kamran Matin, Sussex University, United Kingdom Reva Joshee, Ontario Institute for Studies in Education, University of Toronto, Canada Heribert Adam, University of Cape Town, South Africa Nektaria Palaiologou, School of Education University of Western Macedonia, Greece Burhan Ozfidan, Texas A&M University, United States Tao Wang, East China Normal University, China

Julia Eksner, Frankfurt University of Applied Sciences, Germany Géraldine Bozec, University of Nice Sophia Antipolis, France Wing-Wah Law, University of Hong Kong, China Yun Kyung Cha, Hanyang University in Seoul, South Korea Mehmet Karakus, Nazarbayev University, Kazakhstan Rahil Ismail, Nanyang Technological University, Singapore Bassel Akar, Notre Dame University-Louaize, Lebanon Rania Al-Nakib, Gulf University for Science and Technology, Kuwait Douglas Verrangia Corrêa da Silva, Universidade Federal de Sao Carlos, Brazil Cherry McGee Banks, University of Washington, United States Barney Warf, University of Kansas, United States Serafin M. Coronel-Molina, Indiana University, United States Jennifer Mahon, The University of Nevada, United States Lindsev Peterson, Mississippi State University, United States Elavie Ndura, George Mason University, United States Mokter Hossain, University of Alabama, United States Ismail Hakki Yigit, Mississippi State University, United States Barzoo Eliassi, Linnaeus University, Sweden Stephen Lafer, The University of Nevada, Reno, United States Barzoo Eliassi, Linnaeus University, Sweden

### **Journal of Ethnic and Cultural Studies**

Volume 9, Number 1, February 2022

### **Contents** Original Manuscript

Using Multi-Group Invariance Analysis in Exploring Cross-Cultural Differences in Mathematics Anxiety: A Comparison of Australia and Russia1-18
Zara Ersozlu, Muhammet Usak, Damian Blake
Islamic Faith-Based Content and Religious Social-media Motives19-38
Khairil Anwar, Abdul Mujib
Indigenous Peoples, Memory and Envisioning the Future. A Brief Multidimensional Study39-55
Humberto Ortega-Villaseñor
Higher-Order Thinking Skills in Primary School: Teachers' Perceptions of Islamic Education56-76
Aceng Kosasih, Tedi Supriyadi, Mokh Iman Firmansyah, Nan Rahminawati

Vietnamese EFL Students' Critical Thinking In An English Literature Course77-94
Do Na Chi
The Imperial Regimes as a Root of Current Ethnic Based Conflicts in Ethiopia95-130
Tefera Assefa Moreda
Synchronous Online Learning in Higher Education: Vietnamese University Students' Perspectives
Ngoc Tung Vu, Minh Hai Nguyen Tran
The Effects of Skin Tone on the Perception of Discrimination in Young African American Women
Danielle Stamps, Elena V. Stepanova, Jinhao Chi
Crime and Violence Studies in the Immigration Field: Interactions between Disciplines and Emerging Concepts
Ali Unlu, Cuneyt Gurer
The Matrix of Ethnic Federalism in Ethiopia in Protecting Internal Minority Rights: Examining Perceptions in Oromia Regional State206-225
Getaye Mulugeta
Examining Mathematics Achievement: An Analysis of Fourth and Eighth Grade TIMSS U.S. Data by Ethnicity, Gender, and Sociocultural Variables
Chi Yun Moon, Patricia Larke, Marlon James
The role of Teachers' Indigenous Knowledge and Cultural Competencies in Enhancing Students' Engagement and Learning Outcomes244-264
I Made Suarta, Rusma Noortyani, Ketut Yarsama, Ida Ayu Iran Adhiti
Designing an Integrated Undergraduate Disaster STEM Curriculum: A Cultural Shift in Higher Education Curriculum Development in Bangladesh265-280

Kazi Shahidullah, Md Rifat Hossain