Book of Abstracts

3rd South Asia Conference on Interdisciplinary Research 2021

05 November 2021

Colombo, Sri Lanka

The International Research & Development Institution

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THE BARRIERS TO THE SUCCESS OF ONLINE EDUCATION IN THE PRIMARY GRADE STUDENTS

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The entire world had to undergo a paradigm shift to face educational challenges due to the Covid 19 pandemic which hit the world since December 2019. Online education became the only solution to provide an uninterrupted educational service from Pre-school to tertiary education. This research is conducted to identify the barriers to the success of online education in Primary grade students, to identify good practices and what subjects' students mostly enjoy in the virtual school. A case study method was used to conduct this survey to get a comprehensive and in depth understanding of the topic discussed. The primary section of a leading Girls' International School was used for the study. Data collected through three surveys, focus group discussions, interviews, artifacts, and observation were analyzed quantitatively and qualitatively based on the nature of data. The research results revealed that lack of Students-teacher interaction, peer interaction, motivation, emotional imbalances, and schedule changing, device and network connectivity issues were identified as major barriers for the success of online education in the primary grade students. The good practices followed by the school were analyzed based on teachers' and parents' perspectives and the subjects that the students enjoyed in the virtual school was identified by comparing their performance, survey results and observations. There was clear evidence to state that maximum administration support and a well-organized training programme for teachers on digital literacy, designing, planning and preparation is essential to minimize the barriers for the success of online education in the primary grades in a pandemic like Covid-19.

Keywords: Online Education, Barriers, Primary Grades, Student Motivation

NEXUS BETWEEN ASYMMETRIC INFORMATION AND STOCK MARKET VOLATILITY: EVIDENCE FROM SRI LANKA

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Stock price volatility is an essential phenomenon in equity valuation, derivatives markets, risk management, and portfolio investment decisions. The right measurement of stock volatility is a demanded task among the equity investment community. Volatility clustering and volatility persistence are successful assumptions on stock volatility modeling and forecasting. These two volatility assumptions are mainly driven by the impact of market news on fundamental factors of equity securities. However, there may have differences in distribution of information between market participants. As a result of that stock price volatilities may exhibit irrational behaviors which cannot be explained with fundamental market news. Therefore, fundamental volatility determinants deliver inconsistence empirical research findings irrespective of the market and its size. This study has examined the impact of asymmetric information in modeling the stock price volatility with relating to the Colombo Stock Exchange (CSE) market. In addition to that the role of macroeconomic variability has been examined for determining the CSE price volatilities. The EGARCH statistical method was undertaken to identify the impact of asymmetric information behavior in modeling the stock price volatility; whereas the Gross Domestic Production (GDP), inflation, interest rate, and money supply have been modeled as explanatory control variables with different Auto Regressive (AR) lags. The study has identified that the CSE market shows significant asymmetric information distribution behavior with negative volatility leverage. The inflation and money supply have significant influence on CSE volatility, however, GDP has little explanatory power. Furthermore, it was found that CSE price volatility has taken few weeks for responding to the macroeconomic variability based on lag interval results.

Keywords: Stock Volatility, Asymmetric Information, Macroeconomics, EGARCH