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Creative Challenge-Based Learning Model via Digital Co-Learning Space to Develop Creative Genius Innovator

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Abstract

This research was research and development was (1) to develop a creative challenge-based learning model via digital co-learning space to develop creative genius innovator model and (2) study the results and approve the creative challenge-based learning model. The researcher determined the research method into two phases according to the objectives. The first phase was developed a creativity challenge-based learning model via digital co-learning space to develop the creative genius innovator model. The second phase evaluated the appropriateness of the creativity challenge-based learning model. The creative challenge-based learning model was assessed for suitability by eight experts using a suitability assessment form. The creative challenge-based learning model had five components which included 1) the inputs 2) the creative challenge learning process 3) the output and the feedback 4) the outcome and 5) the impact. The creative challenge learning process had five steps: the design and simulating Interest, the understanding problems and finding solutions with wisdom, the creative challenge, the kick off and summary of results and assessment of success. After evaluation of the appropriateness of the creative challenge – based learning model. The results and approve the creative challenge–based learning via digital co-learning space model approve by experts were appropriateness at very high level.

Keywords: Challenge Based Learning, Creativity Based Learning, Co-Learning Space, Creative Genius, Innovator

1. Introduction

Announcement of the Ministry of Higher Education, Science, Research and Innovation of Thailand, methods and conditions for organizing education through information technology systems. Concerning the details of learning management components of the curriculum through information technology systems in 6 areas, consisting of: 1) The aspect of teaching science that is consistent with learning outcomes is the creation of teaching methods. and learning management strategies at curricula, faculties, and universities. Used to create consistent teaching and learning and enhance students' potential. Learning efficiency to be consistent with the information technology chosen for teaching and learning. that results in learning outcomes according to the goals of the teaching

curriculum and courses offered 2) Content design is the presentation of important content through online lecture channels. Create a space to talk and exchange opinions online 3) Designing learning activities is creating active learning activities. and create interaction in learning Providing opportunities for learners to have more interaction during the learning process. The role of the teacher is important in building adherence and building relationships in learning. Providing feedback that can help students develop 4) Measurement and evaluation design is an evaluation that covers both judgment and learning. There are important steps and criteria, including the use of information technology to enhance efficiency in evaluation that is consistent with Learning outcomes In terms of knowledge, skills, ethics, and personal characteristics 5) The readiness of learning support is that higher education institutions should have learning support readiness that is complete, diverse, modern, and efficient. in organizing education to achieve learning outcomes as specified in the curriculum It has comprehensive learning resources and promotes learning outcomes and 6) The readiness aspect of equipment, technology, and learning resources is that higher education institutions should be prepared in terms of technological equipment. to support learning The minimum criteria include a strong technological infrastructure suitable for providing educational services (Ministry of Higher Education, Science, Research and Innovation, 2022).

Learning environment is an important step to support appropriate and effective learning. The learning objectives must be clearly defined. so that the design of the environment can support that objective. Create a space that can support various learning activities, taking into account the placement, arrangement, and compatibility of the space. Use technology to support learning, such as using learning equipment. or using online learning platforms, Managing the resources available in the learning environment. To make it easily accessible and efficient Create a comfortable and creative workspace. Support team collaboration and problem-solving. Support learners to exchange knowledge and promote working with others. Create a creative atmosphere and encourage students to be enthusiastic about learning (Apiya, 2019).

Challenge-based learning is a teaching method that allows students to learn through working with challenges or problems that need to be solved in a creative way. This learning focuses on promoting skills in science, technology, engineering, art, and social responsibility. The characteristics of learning are based on challenges, namely asking questions and researching. Cultivate learners through challenging methods Ask questions about the problem or challenge you want to solve. Researching and learning about a topic promotes collaboration to solve challenging problems. Promote skills in working with others knowledge sharing and learning from each other among students. By applying the knowledge gained from learning to solve problems. Helps promote analytical thinking and presenting reasons to others. Learners will be given the opportunity to develop key skills such as communication, working with teams, problem-solving and adapting to challenging situations. Creating meaningful results and creating value for student's educational institution Society and nation Challenge-based learning is often connected to society. The students are given the opportunity to present their work or ideas to society appropriately (Apple, 2011)

Creativity-based learning is a teaching method that gives students the opportunity to express their creativity and develop problem-solving skills. analytical thinking and presenting reasons This learning focuses on developing creativity. Professional knowledge and abilities and important skills for solving problems in the future Promote students by creating creative works. By choosing a topic or problem that is challenging and interesting. Support learners with creative skills. By providing opportunities for experimentation, doing, and creating things, promoting connections between existing knowledge and creative ideas that can lead to things that create understanding (Suttipong, 2017: 346)

Innovation creates new opportunities for development and growth in the economy, education, and industry. Open opportunities to create new businesses A job that has never been done before. and ways to develop new things endlessly Innovation increases efficiency in work, production, and service. The use of new technology helps reduce costs, increase productivity, and improve processes in business and industry (O'Hara, 2017)

Creative genius has a mental characteristic that helps in creating unique and valuable ideas. Having a variety of knowledge from different fields can be combined to create creative ideas. Have the ability to solve creative

problems There is value in presenting. Have the ability to connect ideas from different situations or fields to create diversity and balance. Have the skills to think and set new directions to develop innovation (A. Cropley, 2006).

The researcher has seen the promotion and support of education in the digital age of the Ministry of Higher Education, Science, Research and Innovation. that focuses on students being innovators to create sustainable innovations Able to respond to the needs of the nation. With a learning format that meets the needs of learners in the digital age. Emphasis is placed on challenging problems that need to be solved in a creative way, Knowledge from various fields can be combined to create new ideas or concepts towards innovation development. Create new opportunities for development and growth in the economy, education, and industry. This learning focuses on and encourages learners to be happy with learning through a learning environment that can stimulate students' creativity and participation. Creating a space that is flexible and can be changed according to student needs with creative challenge-based learning model via digital co-learning space to develop creative genius innovator model

1.1 Research Objectives

- 1) To develop a Creativity Challenge -based Learning Model via Digital Co - Learning Space to Develop Creative Genius Innovator model.
- 2) To evaluate the appropriateness of the Creativity Challenge-based Learning Model via Digital Co - Learning Space to Develop Creative Genius Innovator Model.

1.2 Research Hypothesis

Results of the suitability evaluation of the creative challenge-based learning model via digital co-learning spaces to develop creative genius innovators were found to be appropriate at a high level.

1.3 Expected Results

- 1) Get a creativity challenge-based learning model via digital co-learning space to develop creative genius Innovator model of creative practitioners in the digital media technology and mass communication technology.
- 2) Develop creative practice abilities in the profession of digital media technology and mass communication technology to meet the needs of the professional industry.
- 3) The creativity challenge - based learning model via digital co-learning space to develop creative genius Innovator model, be a creative learning model of the education industry in the digital age.
- 4) Able to promote and develop students' potential to be recognized by professional standards in digital media technology and mass communication.
- 5) Can promote and encourage students to have morals, ethics, and ethics in the mass communication profession. Promote soft power in developing useful media. To society and the nation

1.4 Scope of the Research

This research is research and development. The population and sample group in this research is a group of people with qualifications of associate professor and professor level with expertise in instructional system design, educational technology, digital technology by purposive sampling. Then, the initial variable is the creativity challenge-based learning model. The dependent variable is the suitability evaluation of creativity challenge-based learning model as assessed by eight experts. The research tools include: creativity challenge-based learning model and the questionnaire about the suitability evaluation of creativity challenge-based learning model. The data was collected from the questionnaire about creativity challenge-based learning model.

2. Literature Review

2.1 Challenge-Based Learning

Challenge-based learning It is a multidisciplinary educational approach that encourages learners to leverage everyday technology to solve real-world problems. By giving students the opportunity to focus on challenges of global importance, and use it to develop local solutions. Challenge-based learning creates student space. Be able to control research and think critically about how to apply what you learn. The results are shown in the pilot project and current study. is increased participation Taking the time to work on additional challenges Creative application of technology and greater student satisfaction with homework Learners are proficient with the course content, and better engagement with content and learning (Johnson, L. and Adams, S., 2011). Challenge-based learning framework There are 5 learning processes, consisting of big idea, essential question, the challenge, solution and taking act, and assessment (Apple Inc, 2009).

2.2 Creativity Based Learning

Improving creative thinking skills is very important these days. Because society and the labor market need people who have the ability to solve problems and create new things. To respond to rapid technological and social changes. Creativity-based learning is the effective ways to develop creative thinking skills and lead to learners with the characteristics that society needs. This is because this method focuses on giving students the opportunity to experiment and create knowledge in various situations that are designed to be relevant to daily life. This can help build creative thinking skills and other life skills. Can promote the development of personality skills such as responsibility, determination, and continuous learning. Honesty Working with others and setting clear goals. CBL also helps create learning that is happy and fun at the same time (Luechaipanit, 2015).

2.3 Co-Learning Space

Co-learning space is a process that focuses on creating an environment that stimulates learning and collaboration among students, which aims to support knowledge creation Teamwork skills and knowledge sharing between students Space should be created that is open and free of physical limits. To support collaboration and student movement Arrange a variety of spaces to provide work options. Allow students to choose to use different areas according to their needs. Work corners create appropriate zones for collaboration and different activities, such as zones suitable for reading. Zones suitable for design or zone used for meetings Using adjustable furniture Can move or can be combined to be able to adjust the space according to needs Appropriate tools for collaborative learning are provided such as whiteboards, electronic boards, or projector Create a space suitable for group work. Can be an adjustable table There are groups of seats, or space for meetings Technology is used to support collaborative learning, such as providing smart boards. Using knowledge-sharing applications or a device that can connect to the internet Seats have been created that can be used in a variety of ways (Kneppell & Riddle, 2012).

2.4 Creative Genius

Creative genius has a mental characteristic that helps in creating unique and valuable ideas. Having a variety of knowledge from different fields can be combined to create creative ideas. Have the ability to solve creative problems. There is value in presenting. Have the ability to connect ideas from different situations or fields to create diversity and balance. Have the skills to think and set new directions to develop innovation (A. Cropley, 2006).

2.5 Innovator

Innovative thinking skills of innovators have been identified, including:

- 1) Attention It is an assumption of the overall picture that is created in order to aim for evaluation. And find a way to solve it, that is, pay attention, observe and see the situation. Observe to make your perception clear and new patterns emerge. Pay attention and consider what is happening around you and the reality of the situation, by observation
- 2) Personal characteristics There are individual abilities related to interests. Creativity in working according to individual ideas
- 3) Thinking with simulations has the feature of using simulations to understand situations. Can describe situations and structure ideas.

- 4) The play is serious and has the characteristics of having a strict and fun process. Collaborating and negotiating with those who have a stake in the collaboration.
- 5) Working together diversity of viewpoints is encouraged. Giving everyone the opportunity to express their ideas and solve problems.
- 6) Expertise means letting go of thoughts and seeing every point as objective. Performing operations skillfully and solving a variety of problems Developing these skills promotes innovation and diverse thinking in organizations. It also increases the potential for effective problem-solving and collaboration (Horth, D, 2014).

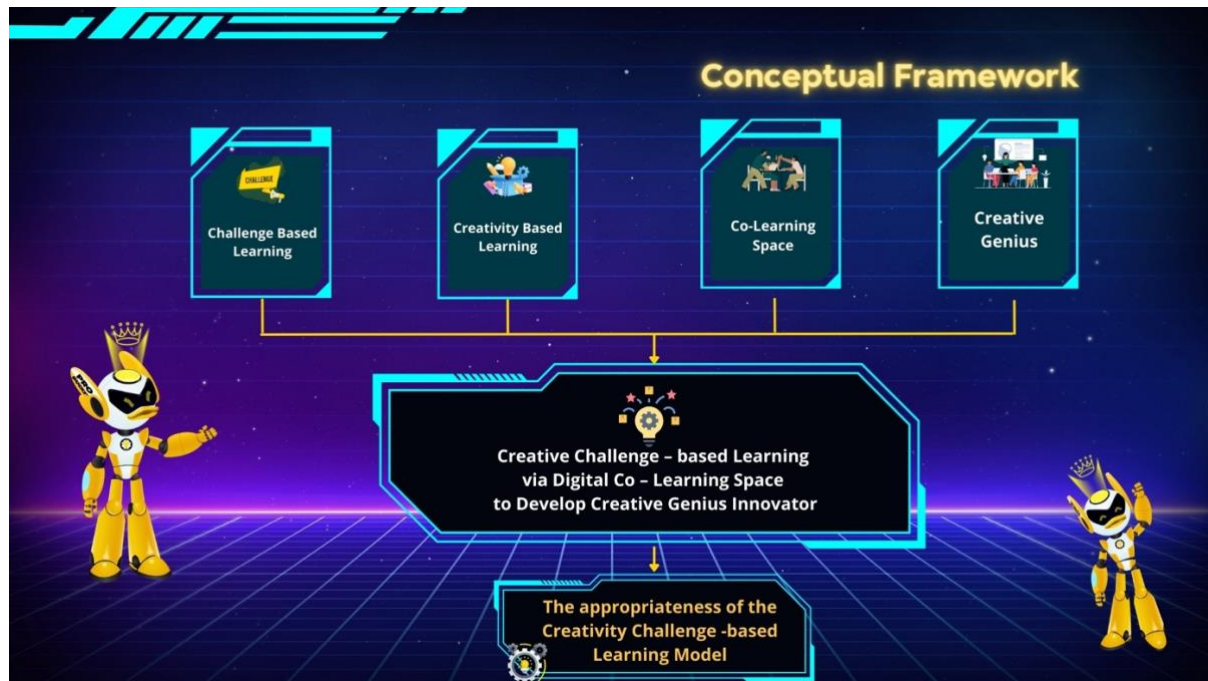


Figure 1: Research conceptual framework

3. Research Methodology

The researcher has determined the research method into two phases according to the following objectives:

First phase: The development of the creative challenge-based learning model by analyzing and synthesizing 17 documents, including articles and research related to challenge-based learning and, the Creativity Based Learning published from 2010 to 2023. This includes the following steps:

Step 1. Synthesizing the elements of Challenge-Based Learning.

Step 2. Synthesizing the elements of Creativity-Based Learning.

Step 3. Developing the creative challenge-based learning model as follows:

1) Use the elements and concepts obtained from steps 1,2 to develop into a conceptual framework for designing elements, processes, steps, integrating system approach for use in designing and developing challenge-based learning, creativity-based learning, co-learning space, creative genius and the innovator.

2) Development of creative challenge-based learning model. The model consists of five main components: the inputs, the creative challenge learning process, output and the feedback, outcomes and impacts

3) Proposal of the model to an advisor recommendation.

Second Phase: The evaluation of the appropriateness of the creative challenge-based learning model as follows:

1) The suitability questionnaire of a 5-point Likert rating scale for the creative challenge-based learning model. The questionnaire about the suitability consists of five main components which include 1) the inputs 2) the creative challenge learning process 3) the output and the feedback 4) the outcome and 5) the impact. Then, the results statistical data analysis by applying average values and standard deviation (SD) and 2) The evaluate of the creative challenge-based learning model with questionnaire about the suitability evaluation by eight experts.

4. Results

First phase: The results of the creative challenge-based learning model as follows:

The synthesis of the challenge-based learning process with content analysis techniques from articles and research papers (A. Santos, A. Sales, P. Fernandes and J. Kroll, 2018, D. Ifenthaler, D. C. Gibson and L. Zheng, 2018, J. Membrillo-Hernández et al,2019, J. L. Hernandez, G. Roman, C. K. Saldaña and C. A. Rios, 2020, D. E. Salinas-Navarro and C. L. Garay-Rondero, 2020, X. Crusat and I. M. Martínez, 2021, R. Rodriguez-Calderon ,2022, V. Robledo-Rella, L. Neri, R. M. G. García-Castelán, A. Gonzalez-Nucamendi and J. Noguez, 2022). This consists of five process as shown in Table 1.

Table 1: Synthesis of the Challenge Based Learning Process

Challenge Based Learning Process	A. Santos, A. Sales, P. Fernandes and J. Kroll (2018)	D. Ifenthaler, D. C. Gibson and L. Zheng (2018)	J. Membrillo-Hernández et al (2019)	J. L. Hernandez, G. Roman, C. K. Saldaña and C. A. Rios (2020)	D. E. Salinas-Navarro and C. L. Garay-Rondero (2020)	X. Crusat and I. M. Martínez (2021)	R. Rodriguez-Calderon (2022) V. Robledo-Rella, L. Neri, R. M. G. García-Castelán, A. Gonzalez-Nucamendi and J. Noguez (2022)	This Research
Big Idea	✓	✓		✓		✓	✓	✓
Essential Question	✓					✓		✓
The Challenge	✓		✓			✓	✓	✓
Solution and Taking Act	✓		✓	✓		✓	✓	✓
Assessment	✓				✓	✓	✓	✓

Table 1 The challenge-based learning has five process: 1) big idea 2) essential question 3) the challenge 4) solution and taking act and 5) assessment. The details for each process are as follows: 1) The big idea is the Broad and important ideas that are central to learning Most of which are linked to the experience and knowledge of the learner. 2) The essential question are important questions that help students understand the context from a broader perspective and crystallize important ideas. This question will help spark interest and enthusiasm for learning. 3) The challenge is turn essential questions into action. Give students the opportunity to solve problems. and stimulate interest and effort in thinking of solutions to problems. 4) The solution and taking act is finding solutions to problems as determined and making the solution plans come true. 5) The assessment of innovation from innovator.

Table 2: Synthesis of the Creativity-Based Learning Process

Creativity Based Learning Process									
	J. Dai-you (2011)	S. -M. Wang, J (2014)	H. -C. Shih, Y. -H. Yuan and J. -C. Lee (2014)	P. Lamerias (2015)	W. Hu, H. Guo and F. Liu (2018)	D. Baldassini, V. Colombo, S. Mottura, M. Sacco, L. Colautti and A. Antonietti (2017)	L. He, Y. Li, K. Zhuang et al (2020)	M. Martínez-Ávila and D. Guajardo-Flores (2020)	This Research
Inspiration	✓	✓	✓		✓	✓	✓	✓	✓
Problem setting and Groping	✓	✓		✓	✓		✓	✓	✓
Research and Thinking	✓			✓		✓	✓	✓	✓
Presentation	✓	✓	✓		✓	✓	✓	✓	✓
Assessment	✓	✓	✓			✓	✓	✓	✓

Table 2 indicates that the creativity-based learning process consists of five process: inspiration, problem setting and groping, research and thinking, presentation and assessment. The details for each process are as follows: 1) The inspiration: giving attention and making students aware of the topic or issue they want to study. This stimulation helps to initiate the thought process. 2) The problem setting and groping: defining the problem or task that students want to solve. and group them into groups to participate in learning according to their interests. To build teamwork and stimulate creativity 3) The research and thinking: surveying and researching information had the opportunity to experiment and give space for creativity using the concept of parallel thinking allows for multiple perspectives. 4) The presentation: present work or ideas is training in communication skills and information presentation. and 5) The assessment: can be done in many areas, such as evaluating creativity academic and behavioral skills. The assessment will help to know whether the learner has developed skills and knowledge. The synthesis of the creativity-based learning process from articles and research papers.

The synthesis of the creative challenge-based learning process (DUCKS) consists of five process: 1) D: Design and Simulating Interest 2) U: Understanding Problems and Finding Solutions with Wisdom 3) C: Creative Challenge 4) K: Kick-off and 5) S: Summary of Results and Assessment of Success. This consists of five process as shown in Figure 2.



Figure 2: Overview of the creative challenge learning (DUCKS) model

Figure 2 shows the results of the development of creative challenge-based learning model consist of five main elements: 1) The inputs divided into six elements a) The objectives are determined; learning goal, need assessment and details of course. b) Teacher must have knowledge and experience based on the professional ethics of journalism. Must have knowledge and understanding in the creative challenging learning component. Have an understanding of developing digital collaborative learning spaces. Able to design learning activities appropriately, create problems or assign innovative tasks, missions that create challenges for students. And student must have a professional background in digital media and mass communication technology. Have had experience in learning about media production operations. Able to expand knowledge and thought processes. To develop creative innovation, be knowledgeable, enthusiastic and a practitioner. Able to work happily with others. c) The contents relate to the digital media and mass communication technology emphasizes extensive programming within the ethics of journalism, content and the development of innovative media will help promote creative learning. Stimulate those in power practical learning and real work, emphasizing cooperative or group work. d) Instructional media: PowerPoint, digital lesson, digital video production and infographic e) Equipment and technology must have professional equipment digital media and mass communication technology, such as high-definition television cameras, anti-vibration device or tripod, microphone, or recording devices, tablets, smartphones, information technology equipment that can connect to the internet portable mobile devices and equipment used for producing other media, etc. and f) Digital co-learning had eight zone as shown in figure 3.

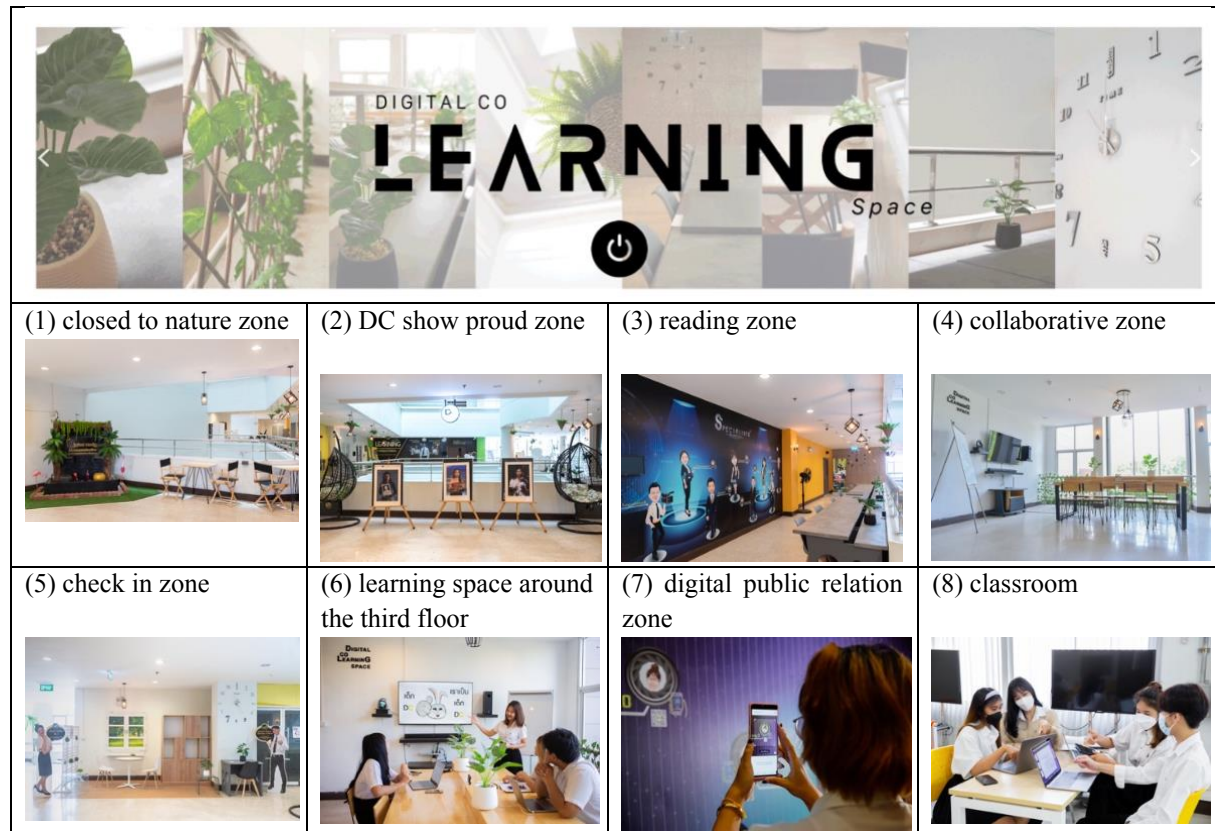


Figure 3: Digital Co-Learning Space

2) the creative challenge–based learning process (DUCKS) consists of five process: 1) D: Design and Simulating Interest 2) U: Understanding Problems and Finding Solutions with Wisdom 3) C: Creative Challenge 4) K: Kick off and 5) S: Summary of Results and Assessment of Success. This consists of five process:

a) D: Design and simulating interest; clarification of details related to the course, including course content, course description, course aims, asking about student needs, persuading the mind and inspiring learning, asking about student expectations, previewing the work of senior students, adjusting the creative classroom model to suit the context of the course and students. Create learning activities that are interesting, exciting, and challenging. Engage students with gamification formats, creating and brainstorming ideas to stimulate students' imagination, exchange knowledge and experiences of each student. Create demonstrations and simulations to synthesize students' ideas (Idea Synthesis). Create discussions in the classroom. And there was a meeting to discuss and find a conclusion.

b) U: Understanding problems and finding solutions with wisdom; setting the problem of developing media innovation in the course by finding the origin and importance of what you want to do, such as experimenting with defining problems and finding solutions (Problems and Solutions), searching for various projects, and surveying necessary needs. Analysis and planning according to 6W2H principles, searching for answers from human resources. or reliable sources of information copyright free Intersperse theory with lectures and supplementary learning with digital lessons. Create activities for students to have discussions and meetings. It is the creation of group activities and teamwork. Assign work in the course and find inspiration in developing media innovations Opening up learning experiences outside the classroom with field trips.

c) C: Creative Challenge; an important step in learning that encourages and challenges learners. By opening up media innovations of successful seniors. Open perspectives for students to big idea. Stimulate the thirst for knowledge and has guidelines for developing innovations. It is important to challenge students with exchanges. Finding reliable information, to create guidelines for developing innovations to achieve goals and be successful. Big assignment let students practice, to prepare for the development of media innovation. Coordinating with external agencies with the instructor closely controlling, receiving the problem and interpreting the meaning of the problem to create work.

d) K: Kick off; clarification of details and conditions related to the development of media innovations, to create guidelines for students, including theory and recommendations for practice. Exchange of knowledge and experience from teachers, students, classmates experienced person Trustworthy source of knowledge and extracting knowledge from things previously studied. Taking action to develop media innovations, by visiting the area in real situations. Media innovation development with the 3P process consisting of: (1) pre-production (2) production and (3) post-production

e) S: Summary of results and assessment of success; clarifying details and summarizing the overall related to the development of media innovations of creative genius innovators. Summary of operating results, exchange knowledge and experiences from students. Dissemination of developed media innovations, forwarding media innovation to create value and benefit to society and the country. Summary and analysis of student success that can follow the course conditions. Finding guidelines and improvements, suggestions for successful groups.

3) Evaluation is where the students using creative challenge-based learning model are evaluated of among creative genius innovator were ten important characteristics, including: a) there was a constant thirst for knowledge b) dared to think outside the box and open mind c) opened your heart and listen, dare to accept knowledge d) dared to take the initiative e) was a creative practitioner f) was able to work together with others and care about those around g) thought analytically and reflected to connect ideas h) create thoughts with discipline i) had a sense of humor and enjoy working and j) was able to solve problems. The evaluated of innovation consists of five components: a) possibility b) objective c) novelty and uniqueness d) cost and e) efficiency. The feedback of creative challenges will be used for further improvement of the system.

4) Outcome of model consists of being accepted by society, the media innovation being published and broadcast on television stations, academic services, receiving awards from contests

5) Impact of model consists of feedback from learning from creative genius innovators, a by-product of the field of study, faculty, and university.

Second phase: The results of suitability evaluation the creative challenge-based learning model by eight experts are shown in Table 4.

Table 4: The suitability of the creative challenge-based learning model in each element.

Description	Result		Appropriateness
	Mean	S.D.	
1. Inputs	4.69	0.06	<i>Excellent</i>
1.1 Objectives	4.57	0.53	<i>Excellent</i>
1.2 Teacher and Students	4.71	0.49	<i>Excellent</i>
1.3 Contents	4.86	0.38	<i>Excellent</i>
1.4 Instructional Media	4.57	0.53	<i>Excellent</i>
1.5 Equipment and Technology	4.71	0.49	<i>Excellent</i>
1.6 Digital Co-Learning Space	4.71	0.49	<i>Excellent</i>
2. Creative Challenge Learning Process (DUCKS)	4.92	0.22	<i>Excellent</i>
2.1 D: Design and Simulating Interest	4.92	0.22	<i>Excellent</i>
2.2 U: Understanding Problems and Finding Solutions with Wisdom	4.95	0.20	<i>Excellent</i>
2.3 C: Creative Challenge	4.79	0.38	<i>Excellent</i>
2.4 K: Kick off	4.86	0.35	<i>Excellent</i>
2.5 S: Summary of Results and Assessment of Success	4.96	0.19	<i>Excellent</i>
3. Output and Feedback	4.86	0.38	<i>Excellent</i>
4. Outcome	5.00	0.00	<i>Excellent</i>
5. Impact	4.86	0.38	<i>Excellent</i>
Overall	4.85	0.12	<i>Excellent</i>

Table 4 shows results of suitability evaluation the creative challenge-based learning model; Overall was excellent (Mean= 4.85, S.D.=0.12). When considering each element, the outcome component had the highest appropriateness (Mean=5.00, S.D.=0.00), followed by the creative challenge learning process (Mean= 4.92, S.D.= 0.22), and the impact (Mean= 4.86, S.D.=0.38)

5. Conclusion and Discussion

The creative challenge-based learning model has five components: the first is inputs, the second is creative challenge-based learning process, the third is output and feedback, the fourth is outcome and the fifth is impacts. The details of inputs have six elements: 1) objectives 2) teacher and students 3) contents 4) instructional media 5) equipment and technology and 7) digital co – learning space. The creative challenge-based learning process (DUCKS) consists of five process: 1) D: Design and Simulating Interest 2) U: Understanding Problems and Finding Solutions with Wisdom 3) C: Creative Challenge 4) K: Kick off and 5) S: Summary of results and assessment of success. The evaluation of the creative genius innovators, the experts commented that the appropriateness overall was excellent (Mean= 4.85, S.D.=0.12). When considering each element, the outcome element had the highest (Mean=5.00, S.D.=0.00), followed by the creative challenge learning process (Mean= 4.92, S.D.= 0.22), and the impact element (Mean= 4.86, S.D.=0.38). The results show that this creative challenge-based learning model could be used to develop the creative genius innovator. The researcher developed the creative challenge learning process according to the challenge-based learning process theory. It consists of five process as follows: 1) big idea 2) essential question, 3) the challenge 4) solution and taking act and 5) assessment. The creativity-based learning process consists of five process as follows: 1) inspiration 2) problem setting and groping 3) research and thinking 4) presentation and 5) assessment. This could make it easily accessible and efficient Create a comfortable and creative workspace. Support team collaboration and problem solving. Support learners to exchange knowledge and promote working with others and learning via digital co - learning space. Consistent with the theory of Apiya (2019) has said learning environment is an important step to support appropriate and effective learning. The learning objectives must be clearly defined. so that the design of the environment can support that objective. Create a space that can support various learning activities, taking into account the placement, arrangement, and compatibility of the space. The result of digital co-learning space element is excellent. Therefore, it could be support and develop students' potential to be recognized by professional standards in digital media technology and mass communication. The creative challenge learning process can develop creative genius innovators, it is clearly evident in the results consists of being accepted by society, the media innovation has been published and broadcast on television stations, academic services, receiving awards from contests, consistent with the theory of O'Hara (2017) has said innovation creates new opportunities for development and growth in the economy, education, and industry. Open opportunities to create new businesses, a job that has never been done before. and ways to develop new things endlessly Innovation increases efficiency in work, production, and service. The use of new technology helps reduce costs, increase productivity, and improve processes in business and industry. The result of outcome was excellent. Therefore, could be develop creative genius innovators and encourage students to have morals, ethics, and ethics in the mass communication profession. Promote soft power in developing useful media. To society and the nation. The appropriateness of the creative challenge learning process as excellent.

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Adopting OBE Curriculum Approach: University Faculty Members' Cognition, Experiences, Attitudes and Challenges

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Abstract

As a result of the ever-changing educational environment, the curriculum as part of the educational system must also change. These changes led to the development of the Outcomes-Based Curriculum resulting in a better quality of education for the learners. Thus, this study aims to know the cognition, experiences, attitudes, and challenges encountered by the faculty members in adopting Outcomes-Based Education (OBE) as the new curriculum approach. The study used qualitative methodology by selecting eight faculty members from the different colleges of the Mindanao State University-Main Campus. The findings show the challenges that the participants experienced when doing curriculum revision following the OBE, which includes availability of facilities and resources, time allotment, the alignment of the curriculum in formulating the objectives, and the skills and expertise of the faculty members. Nevertheless, despite these challenges, it resulted into the success of the revision and the implementation of the new OBE curriculum.

Keywords: Outcomes-Based Education Curriculum, Cognition, Attitudes, Experiences, Challenges

1. Introduction

Outcomes-Based Education (OBE) is a model of education that rejects the traditional focus on what the school provides to students. The OBE curriculum aims to maximize student learning outcomes by developing their knowledge and skills. Also, it is aimed at enhancing the skills and abilities of every student, bringing competence, and guiding them with positive attitudes and values. It also provides expanded opportunities for the kids by following a student-centered learning approach. Teachers and K to 12 faculty need to give inputs that may include various innovative activities to support the students to reach the desired target in the future. In short, if properly implemented, OBE will increase accountability for both students and teachers.

Dela Cruz and Ortega (2016) defined OBE as a student-centered and curriculum-oriented approach in which the processes involved include curriculum layout, teaching, and evaluation to ensure desired outcomes are achieved. Outcomes-Based Education provides another way of assessing the performance of university students (Camello,

2014). Rubrics are used in the assessment of student outcomes, and they are also used in assessing the quality of performance of the learners (Gabuyo, 2012).

In the OBE, unlike in traditional planning, the assessment and teaching strategies will be dependent on the desired learning outcomes. The lessons that should be learned will be identified first and from these lessons, the outcomes will be identified. It is, therefore, an education, as well as a type of learning process where decisions about the curriculum are driven by the exit learning outcomes that the students should display at the end of the course (Davis, 2003). This was propounded by William Spady in the 90s to bring the focus of formal education to what the students learn rather than what they are taught. In other words, it is a system of education giving priority to ends, purpose, accomplishments, and results.

Moreover, according to Tucker (2004), Outcomes-Based Education (OBE) is a process that involves the restructuring of curriculum, assessment, and reporting practices in education to reflect the achievements of high-order learning and mastery, rather than the accumulation of course credits. In any case, OBE can achieve results on the off chance that it is effectively carried out. Similarly, as with any school change exertion, the key issue is the way to carry it out at the school level.

The reviewed studies of De Guzman et al. (2017), Handelzalts, Pieters, and Voogt (2016), and Damit, Omar, and Puad (2021) focused on the understanding of the Outcome-Based Education of teachers, their experiences, collaboration with the colleagues, and the challenges they face in adopting OBE. Revising the new curriculum using the OBE Curriculum Approach requires further understanding. Because of that, this study wants to know how the selected faculty members of Mindanao State University, Marawi City revise their respective curricula to adapt to the ever-changing demands of the collegiate academy.

2. Method

This study made use of a qualitative approach as it deem appropriate in investigating the faculty members' cognition, experiences, attitudes, and challenges toward adopting OBE as the New Curriculum Approach. Essentially, these insights and narratives were collected from the interviews and observations of the participants coming from four (4) colleges in the University, namely: College of Agriculture, College of Education, College of Sports, Physical Education and Recreation, and King Faisal Center for Islamic, Arabic and Asian Studies of the Mindanao State University-Main Campus, Marawi City.

The participants were selected based on their field of specialization, mostly related to education courses, and have Core Professional Education (CPE) courses in their course prospectus. This study was conducted through face-to-face interviews, which lasted from 15 to a maximum of 25 minutes, and questionnaires for the convenience of the participants. Before the data gathering, the researchers asked permission from the Chairperson of the chosen colleges for the participation of the selected faculty. This was followed by the interview to gather their cognition, experiences, and understanding of using OBE as the new curricular approach. Due to the very hectic schedules of the participants, the Teacher Interview One Question, Teacher Interview Two Questions, and Journal Prompt Questions from Davis (2009) were modified and adapted to suit the aims of this study.

3. Results and Discussion

Table 1: Understanding of the Faculty Members on Outcomes-Based Education

Theme	Subthemes	Participants Responses
Application	Faculty Members' Perceptions of the OBE Curriculum Approach	Number one, as I've said earlier, it's more realistic and concrete in approach. Secondly, logistically speaking, it is more economical, and it requires committed teachers and the support of the school administration. DU92 (F1)
		It is very effective since this type of education allows the students to express their talents and skills or simply to showcase their talents and freely express their views and opinions in class. DU97 (F6)

	Enhances Student's competencies	<p>Outcome-Based Education Technically, we employ the skills or the e-learn skills, especially after learning the technical vocation aspect, right? We ensure that the students would be able to use the skill, to apply the skills technically in the field of that particular specialization let's say for example food and services management so that they can bake a cake after learning the skills. But what will be the effect of learning the skills? Can they market their product? How can OBE become sustainable? DU93 (F2)</p> <p>OBE or Outcome-Based Education is a great help in developing the students' competencies. It will require the students to create, produce, perform, and demonstrate understanding to ensure their learning. The OBE approach is one way to focus the students on their higher-order thinking skills rather than merely remembering and recalling. DU94 (F3)</p> <p>Outcomes-Based Education, under CHED memorandum order thirty, is the result for example of the performance of the students in licensure examination and also the job opportunities and the relevant jobs, so if our students can manage themselves, the teachers now are just facilitators inside the classroom so we need to guide the students but sad to say due to this pandemic we cannot do many activities due to the pandemic like the actual face to face class because we used their internet and many cases are not operating so we need to do more students activities to let them experience the...what they want to learn not more theories and principle without letting them practice what they learn from the subject. DU95 (F4)</p>
	Engagement to community	<p>Okay so, my perspectives about Outcomes-Based Education. I strongly believe that it is more advantageous rather than the old one because if we are going to look at the traditional system of education, we are more on written, we cannot perform, we cannot apply it to the real world, unlike today. If we are going to look back, the child should not learn inside the four corners of the classroom only. the learner should not only be limited to that, we can also engage them in the community in the socialization because that would mold them not just as better students but as better citizens of this country take note, you are educating a soon-to-be president, a soon to be official, a soon to be doctor, a soon to be servants, public servants. So, it is much better, the Outcomes-Based Education is so advantageous for us to see and for us to evaluate how this will affect their daily life. DU99 (F8)</p>

Table 1 above shows that the respondents have a wide understanding of the OBE Curriculum. Most of the participants' responses described it as a form of application of knowledge after the class session. Some of the respondents understood it to be an approach to enhance students' skills to better equip them for the future. Based on the participants' responses, OBE helps the students understand and focus on the career that they are pursuing.

This finding confirms the descriptive study of De Guzman et al. (2017) which examined the understanding of the essence of Outcomes-Based Education (OBE) and knowledge of its implementation in a technological university in the Philippines. They found out that OBE focused on the career that a child is to pursue (3.94), on what the learners must produce (3.93), and teaching is always focused on the outcomes (3.56) with a verbal interpretation of great extent respectively. In short, the study showed that the respondents greatly understand that the essence of OBE gives attention to what profession/occupation the learner has to follow, the learner's output, and outcomes. Moreover, Hejazi (2011) inferred that this approach allows the learners to play an essential role in the learning process and introduces strategic educational planning that is aimed at achieving results. Bouslama et al. (2003) stated that the true measure of education is how learning empowers further achievement. The participants also described OBE as requiring higher order thinking skills that can be applied to perform, create and demonstrate understanding. This was confirmed De Guzman et al. (2017) which showed a great extent of development of higher-order thinking (3.76). There is a great extent of knowledge among the respondents that in OBE, appropriate questioning techniques for the development of learners' higher-order thinking should be utilized. The process of teaching and learning is aimed at promoting students' critical thinking capacity.

Moreover, OBE Curriculum was also perceived by the participants as part of their engagement with the community. According to Spady (1994), the most advanced models of exit outcome design and development deliberately attempt to engage a community's key constituents and stakeholder groups.

Table 2: How do you decide which areas of your curriculum you need to change at any given time?

Theme	Subthemes	Participants Responses
Needs Improvement	Learning Objectives	<p>I realize that my teaching methodology does not fit the learning style in preferences, and it will all boil down to my learning objectives from communicating course outcomes to the intended or enabling learning outcomes so that's what I mean. So, at the end of the day, when I realize that my objectives are not met, it is time to change or revise some areas of my curriculum. DU11 (F1). The assessment result will determine the attainment of the objectives. Once the objective was not attained in that specified time therefore there is a need to improve the curriculum. As to which part</p>

		of the curriculum, we need to evaluate which of the learning objectives were not achieved to identify which part needs improvement or revision. DU13 (F3).
	Needs to update the subject	I tried to update my subject technically by focusing on the things that are indicated in the course description. and then I tried to use different strategies again and again until I succeed to refine and modify them. My first attempts might not be perfect, but they will improve as I continue trying new strategies as a teacher. DU12 (F2)

When asked how the participants decide when some areas need to be changed, most of the respondents answered that when the learning objectives were not attained as shown by the assessment results, then it would be time to change some areas to improve the curriculum. The participants usually have a preference for their teaching methodology.

Table 3: What makes you feel supported when making curriculum revisions?

Theme	Subthemes	Participants Responses
Moral, Intellectual, and Financial Aspects	Availability of aspects during the curriculum revision	It is when the whole school administration shows active and serious support, not just in various aspects like for example in logistics, and financial aspects but in showing emotional or affective support for example when one commits mistakes, something like that. DU56 (F1)
	Support from colleagues and administration boosts the faculty to work on the revision	I will feel supported if my colleagues will provide me necessary resources needed, they will be optimistic about the result, and give me enough time to think, plan and implement it. DU58 (F3) Support from colleagues would be enough for us, we also need some financial support and some other support from our head and the administration. This will make me feel supported. DU61 (F6)

Table 3 above shows the aspects that are most helpful to the faculty members during their curriculum revision. The experiences of the faculty members were determined through the following aspects: these are moral and intellectual support, financial support, and support from colleagues and administration. When the respondents were asked how they felt supported when making curriculum revisions, most of their answers were based on their individual experiences, which implies that they mostly need various aspects of support from the administration during their curriculum revision.

According to them, the support of their colleagues helps them to work more during the curriculum revision because of the experiences of their colleagues. This is supported by the Theory of Experiential Learning of David Kolb (1984) who said that the benefit of experiential learning improves motivation. Hence, support from colleagues, especially in sharing their expertise is also a great contribution to the faculty members.

Table 4: How did you collaborate with colleagues before and during the implementation of the curriculum using OBE Curriculum Approach?

Theme	Subthemes	Participants Responses
Set of Meetings	Series of consultations with the faculty members	Here in the College of Education, as much as possible, we tried to design our own OBE because it is the latest trend, so we provide OBE as an output, or we provide a curriculum that is really inclined or vertically aligned with what we wanted to achieve at the very first, and, I have learned in OBE that it is important to be clear and specific in formulating the objectives so that the students would clearly understand what to expect afterward. So, the collaboration with my colleagues, we hold a series of meetings, from time to time to check or talk about accreditation and other important updates. DU66 (F2)
	Exchanging thoughts and ideas through proper communication	Yes, we need to collaborate, through consultation to build the 4 Cs of teamwork: consultation, camaraderie, cooperation, and collaboration. In our department, although we are not perfect, we collaborate in terms of changes in the curriculum to develop. DU68 (F4) The exchange of thoughts and ideas during the planning is part of collaborating with colleagues before the implementation. during the implementation, sharing resources and communication is a part of the collaboration. DU67 (F3) We make sure that we are in touch through proper communication, which results in sharing credible ideas that are very beneficial to us. DU70 (F6)

Table 4 shows the experiences of the faculty members on how they collaborated with their colleagues before and during the implementation of the OBE curriculum. According to the participants, they collaborated through a series of consultations from time to time, and usually during the meetings, results were communicated properly. According to Kolb's Experiential Learning theory, the best way to learn things is by having experiences and the

opportunity to immediately apply the knowledge. Therefore, the experiences of the faculty members in collaboration with their colleagues result in the development of the new OBE curriculum.

The responses of the participants show that proper collaboration with colleagues determines the success of the implementation of the Outcomes-Based Education Curriculum. This is confirmed by Bansig et al. (2019) which showed that the smooth implementation of the OBE is attributed to the commitment and active collaboration of the administrators from the top level to the program level. Additionally, the successful implementation is a result of careful planning and collaborative efforts among the members of the academic team. Therefore, the great extent of successful implementation of the OBE curriculum before and during the implementation of the faculty members adopting OBE is because of the help of their colleagues, especially their head team.

Handelzalts et al. (2016) confirmed that teams need external support to enhance the curriculum design process and deliver quality products. They identified four forms of support, these are organizational support, process support, expert support, and technical support. However, most of the participants said that proper communication and exchanging of thoughts result in the successful implementation of the curriculum.

Table 5: How does collaborating with colleagues affect your curriculum revision?

Theme	Subthemes	Participants Responses
Positive Effects	Improvement in the teaching style of the faculty members	<p>Yes, it affects me a lot, for I am the thinking that two heads are better than one. More heads or more minds can share experiences, and problems they encounter in the day-to-day teaching activities that they can relate to. DU77 (F4)</p> <p>As I have said earlier, it's proper communication that brings good results. Hence, my teaching become more productive because not just I have learned from my experience but also with the help of my colleagues. DU79 (F6)</p> <p>At the College of Sports, Physical Education, and Recreation, we make sure that the output of the students is good, especially in their performance tasks. Collaboration with colleagues helps me improve my teaching styles in line with the curriculum that we are following as a guide. DU80 (F7)</p> <p>If you are talking about the revision, I'll be talking about the positive side. Of course, it has a good effect because you are not alone with the curriculum revision. There are many faculty who are handling other subjects so they know where to recover the performance of the students to level up. They point these out to us when revising the curriculum. I think this should not be taken as negative because it is more like collaborating on ideas, sharing, and brainstorming on their perspectives. DU81 (F8)</p>

Table 5 above displays that the faculty members have a great experience when collaborating with their colleagues and this shows a positive output and builds a positive effect on their attitudes. When the participants were asked about their experiences when collaborating with colleagues during their curriculum revision, most of them said that it has a good effect especially since it helped to improve their teaching styles because of the help from their colleagues. Hence, during their curriculum revision, the faculty members find it easy because their colleagues have contributed a lot to their success. This is supported by the theory of Petty and Cacioppo's Elaboration Likelihood Theory which suggests that people can alter their attitudes in two ways: First, they can be motivated to listen and think about the message, thus leading to an attitude shift. Second, messages that are thought-provoking and that appeal to logic are more likely to lead to permanent changes in attitudes.

Based on the responses during collaborating with colleagues, the respondents' attitudes were positive, which have a good effect on their teaching styles.

Table 6: What are the challenges you encountered when doing curriculum revision using OBE Curriculum Approach?

Themes	Subthemes	Participants Responses
Facilities and Resources	Availability of resources	<p>Of course, there are many challenges, for example, the facilities, and the reading materials like textbooks, and manuals but in the Arabic Teaching Department, we have almost completed all teaching manuals in all the major subjects. DU32 (F4)</p> <p>Our college needs some facilities, especially books and other materials that are aligned with the Outcomes-Based Curriculum Approach. DU34 (F6)</p>
	Time Allotment	<p>I have encountered a lot; we encountered a lot of challenges like the materials needed, the textbooks, and especially time management. Revising a curriculum is a tough job that requires a lot of patience and skills. Support from the administration is also needed. DU33 (F5)</p>

Alignment of Mission and Vision	Faculty Members' Goals and Objectives	It is really hard because OBE requires one to perform activities and expected outcomes. It is challenging to both the teacher as well as the students, particularly if you are catering to diverse students with diverse needs. So, the teacher needs to be flexible in using strategies for this diverse kind of student. DU30 (F2) As far as I experienced revising the curriculum using the OBE approach, it takes time to align the University's vision and mission with the college goals and the program's outcomes. It also takes time in deciding teaching strategies that will fit the outcome-based approach. DU31(F3)
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Adopting Outcomes-Based Education is a long process, especially since it should be aligned with the course syllabus and the curriculum itself. Based on the responses of the participants, they said that they encountered challenges when doing curriculum revision because of the concrete lack of facilities and available materials like textbooks. Support from the administration is also a challenge during the curriculum revision. In the study of Damit et al. (2021), it was also found that a lack of administrator support hinders OBE implementation in Vocational Colleges.

In addition, the faculty members faced challenges during the curriculum revision using the OBE Curriculum approach because of time allotment. On the whole, according to the participants, the curriculum needs to be aligned with the objectives of the university, its vision, and missions, and most importantly, the university should cater to the varying needs of its diverse constituents.

Table 7: How much time do you spend collaborating with colleagues when making a curriculum revision?

Theme	Subthemes	Participants Responses
Office Hours	Collaboration during consultation hours	Most often, in my consultation hours or sometimes like if I don't have anything to do in my class, I tried to call them, by asking for their ideas and opinions on certain available materials, especially those online and legit that I have already used. DU48 (F2) We know that every faculty member has consultation hours. During this time, we talk about the problems and concerns of our students and the subjects that we handle. But during this sharing, we refrain from mentioning names to respect the identity and privacy of the students. DU50 (F4) It is during office hours that we usually become more active, doing some brainstorming. DU52 (F6)

Table 7 shows the time that the participants usually collaborate with their colleagues. According to the participants, the usual time they collaborated happens during office hours, when they would make some consultations on the improvement they have accomplished and those things that need to be improved. Therefore, the faculty members can consult and exchange ideas only during office hours. This is one of the challenges that the faculty members have encountered, the limited time to spend when collaborating with their colleagues during curriculum revisions.

Table 8: What was the most difficult to grasp during the curriculum revision using OBE Curriculum Approach?

Theme'	Subthemes	Participants Responses
Aligning learning objectives with the OBE Curriculum	Difficulties in designing learning objectives aligned with the curriculum.	For me, it is difficult to align the learning objectives either vertically, or horizontally with learning activities, as well as with assessment tools, like tests. What I mean is that when you do the OBE, which is a very realistic approach, you become practical and creative, and at the same time you need to be guided by principles. DU110 (F1) Most likely, we cannot give the best, but as teachers, we have to be resourceful in looking for strategies that will work for different levels. DU111 (F2) Of course, deciding the content or syllabus of the course is quite delicate, so you need extra care! DU113 (F4) What are the things that need to be done and aligned either horizontally or vertically in revising by using the Outcomes-Based Curriculum? It is only about checking the performance tasks. DU117 (F8)

Table 8 shows the participants' responses on the difficulties that they encountered in doing a curriculum revision using the OBE Curriculum. Therefore, the faculty members were challenged when doing a curriculum revision because they must make sure that their learning objectives were aligned with the curriculum.

When asked about the most difficult challenge the participants encountered, they replied that it was a challenge to align the learning objectives in using the needed skills in performing or implementing tasks in the OBE curriculum. It was also difficult for them to decide on the content of the syllabus of the course.

4. Conclusion

The faculty members described Outcomes-Based Education as holistic in approach as technically and mentally, it enhances students' competencies, develops their skills, and helps the students to be involved in the community.

Moreover, the faculty members experienced difficulties during their revision because in designing the learning objectives, it should be aligned with the OBE curriculum, the availability of necessary aspects that are needed in the revision, and support from colleagues and administration to help the faculty members become more productive. They also replied that collaborating with their colleagues happened during meetings and consultations. On the other hand, they shared that showing a good attitude helped in improving their teaching styles as their colleagues shared their expertise and collaborated on their ideas, which were most helpful to them.

Further, the study shows the challenges that the faculty members have experienced when doing curriculum revision following the OBE because of the following challenges: availability of facilities and resources, time allotment when collaborating with their colleagues, the alignment of the curriculum with the missions and visions of the university in formulating the objectives, and the skills and expertise of the faculty members. Therefore, the challenges that they experienced have greatly contributed to the success of the revision and the implementation of the new Outcomes-Based Education curriculum.

This study is limited to the experiences and understanding of the university faculty members about the OBE curriculum as they went through curriculum revision, therefore, other researchers may conduct a survey to corroborate the findings of this present paper.

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The Impact of Social Safety Net (SSN) as Social Protection for the Lives of Poor and Vulnerable in Sylhet, Bangladesh

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Abstract

This study aims to investigate the impact of various Social Safety Net Programs (SSNPs) including pension schemes on the lives of poor and vulnerable in Sylhet district. It is a qualitative study and it uses methods such as in-depth interview, focus group discussion and content analysis to understand the changes in the economic, social well-being of individuals living in poverty and vulnerability. Sylhet is one of the regions of Bangladesh with least poverty rates. However, due to natural disasters like floods affecting the area almost every year leaves thousands of lives on the brink of vulnerability and causes tremendous losses to the poor. The study therefore reveals both the improvement in the lives of disadvantaged population in the area as well as shed light on the factors influencing the programs' effectiveness such as floods, corruption etc. It also reveals people's attitudes towards the recently-introduced pension scheme and participants' expectations from the program. This study contributes to a deeper understanding of the impact of social safety net programs such as pension scheme, with factors causing hindrances to expected outcomes, offering valuable insights for policy makers working to improve the lives of poor and vulnerable living in the district.

Keywords: Social Safety Net, Poverty, Anti-Poverty Measures, Inequality, Pension Scheme

1. Introduction

Social Safety Net (SSN) has been defined by a number of organizations and different scholars in their own way. The concept was introduced by the Bretton Woods Institutions, in the early 1990s in connection to structural adjustment programs (SAP) which were supposed to mitigate the impact of structural adjustment loans provided by Bretton Woods Institution such as World Bank and IMF on the poorest groups of the recipient countries. It is also classified as formal and informal safety nets to differentiate between officially initiated programs by government and community-based safety nets such as Zakat in Muslim communities. However, this paper will refer SSN based on definition provided by the International Labor Organization, in other words, as "government-provided anti-poverty benefit" (Paitoonpong, Abe, & Ruopongsakorn, 2008).

World Bank defines social safety nets as non-contributory transfer programs generally targeted poor or those vulnerable to shocks. These programs include cash transfers, food or other in-kind distribution, public workfare jobs, general price subsidies, fee waivers for essential services such as health or education. The prime objective of social safety nets is to alleviate poverty, helping households manage risk and avoid poverty, protecting against destitution, mitigating poverty, and building human capital through create better life chances for the under privileged groups of society.

Although, the concept of Social Safety Net first came into discourse only during the 1980s, the history can be traced back to ancient times. The growth of safety nets in Bangladesh began from the time of its independence. In the 1970s initiatives like relief programs, food-for-work, and microcredit took off to fight famines, floods and other natural disasters (Ahmed, Jahan, & Zohora, 2014). Food rations and relief work were the two major programs at the beginning of the journey of SSN in Bangladesh (Morshed, 2009).Consecutively, programs such as food for education programs, conditional cash transfers (CCTs) like allowances for poorest and vulnerable segment of the society and recent pension scheme have been introduced. In the 2000s, the aim of SSNPs was to bring down poverty rate from 40% in 2005 to 15 percent by 2021 (Barkat-E-Khuda, 2011). Estimating the progress in poverty alleviation, it can rightfully be said that SSNPs have largely succeeded in fighting poverty. SSNP has contributed to the fall in poverty rate from 70% during independence to 18.7% today.

Social safety net programs are necessary to address the economic and social hardships that arise from a significant decline in income due to various contingencies, such as loss of cultivable land, crop failure, land and homestead loss due to river erosion, unemployment, sickness, maternity, invalidity, old age, or death of earning household members. These programs aim to address risks, poverty, and vulnerability, which are uncertain events that may adversely affect people's well-being, not having enough of something valuable to derive income and livelihood, and the probability of not having enough of something valuable in the future, respectively.

The poverty status of Sylhet has been relatively good compared to the northern regions of the country. However, a significant number of populations still grapple with poverty and vulnerability in the region. SSNPs have contributed too much of the progress. Due to the recent developments in price hike, inflation, floods and also due to the Covid-19 pandemic many new poor have emerged in the region. Poverty rate have seen increase in Sylhet as a result. This paper tries to measure the multifaceted impact of Social Safety Net programs in the Sylhet region of Bangladesh to get an overview of the country context. It will try to identify the major hindrances in the implementation of these programs in the context of the region. Another aspect of this study is to assess the rationale and effectiveness of the recently introduced pension scheme in Bangladesh. The paper will also suggest some policy recommendation for effective implementation of SSN programs.

There has been significant improvement in poverty reduction in Bangladesh and SSNPs have played a significant role in it. However, three division including Sylhet have stepped backward and there is an increase in poverty rate. Therefore, this study attempts to properly identify the impact of these programs and addresses the problems of SSNP implementation in this region to identify the barriers and also measures the affectivity of newly-introduced pension scheme.

2. Literature review

Barkat-E-Khuda (2011) has made attempt to introduce the SSN programs in the socio-economic context of Bangladesh. He discussed that, SSNPs should cover three different groups – chronic poor, the transient poor who live close to the poverty line, and other vulnerable groups such as divorced women, disabled individuals and such the SSNPs need to address – risks or uncertain events which may adversely affect people's well-being, poverty or the inability to derive enough income to meet basic livelihood, and vulnerability or the probability of falling below the poverty line near-future. Bangladesh is a heavily populated country, which is the main reason behind the extreme burden on the limited resources of the country. The increasing rate of urbanization has caused decrease in land available to poor farmers driving them to become marginalized. The employment sector of the country is very narrow and the short supply of skilled labor from disadvantage segment of the society prevents them from entering the workforce as well. The country is also affected by natural calamities like flood,

drought, river erosion, cyclones which causes tremendous loss to people, especially the poorer group every year. Back in 1990, the literacy rate, especially among women was also in a very thin state. Health sector was similarly suffering from various problems. However, Khuda mentioned existing SSN programs operating in Bangladesh which are divided into four types: (i) provision of special privileges to disadvantaged and underprivileged sections of population, (ii) employment generation through micro-credit and different fund management programs, (iii) food security based activities to better manage the consequences of natural disasters, (iv) provision of education, health and training to make the new generation more capable and self-restraint. To make SSNPs effective the author has suggested couple of recommendations, including high-level political commitment, effective program management and delivery, better targeting of the beneficiaries etc. However, the aforementioned paper was published a decade ago, and since then SSNPs have seen significant improvement covering more people and also the allocations for these programs have gradually increased over the year.

Among the several objectives of SSNPs, the most significant one is to alleviate poverty, and whether the programs are capable of achieving these objective demand proper studies. “Social Safety Net Programme as Mean to Alleviate Poverty in Bangladesh”, an article published on the journal *Developing Country Studies*, has taken attempt to examine this aspect of SSNPs in Bangladesh. It provided coverage of SSNPs on regional basis, in which authors showed that in Sylhet; about 22.42% of households were covered as recipient of SSNPs where the percentage of people living below poverty line in the region was 20.8% (Ahmed, Jahan, & Zohora, 2014). The data were taken from the Household Income and Expenditure Survey, 2005, and in that year, Sylhet had the most percentage of SSNP recipient households and stood fourth in percentage of people living below poverty line among the 7 districts. The study has also shown the increase in allocations for SSNPs from the budgets from FY 2008-09 to FY 2014-15. The study concluded with mentioning the ‘regional disparity’ issue of SSNPs. It also stated some of the problems facing the programs including uneven distribution of wealth between different regions, programs being improperly targeted or politically motivated, corruption and negligence, etcetera.

A recent study was published in the *Journal of Social Service Research*, is titled, “Social Safety Net (SSN) Programs in Bangladesh: Issues and Challenges”, which has discussed the issues and challenges of safety net programs in Bangladesh. This paper addressed similar issues in implementing SSNPs as the aforementioned paper has done (Sifat, 2020).

“Social Safety Net Programs: Contribution to Socio-Economic Resilience of Vulnerable Group,” a paper published in 2018, discussed the major expenses of the beneficiaries of the various allowances under Social Safety Net. Author her, showed the relationship between expenses and seasonal income variations of rural people. He discussed that, in monsoon season most of the farmers remain unproductive. In these months they rely on credit with the hope of repaying after receiving an allowance. Employment Generation Program for the Poorest (EGPP), is very helpful in this context. Beneficiaries of many allowances use their money only to buy necessities during these months. On the other hand, during productive seasons, they can afford to do other purchases beyond daily needs. The allowances improve their food intake patterns, access to health facilities for instance buying medicines, affordability of clothes, social resilience and dignity. Old segment of the beneficiaries is less dependent on their families and enjoy more dignity after receiving the allowance (Majumder, 2018).

“Impact of Social Safety Net Program: A Case Study of Kadirpur Union of Shibchar Upazila, Madaripur District.” Published in 2022, this paper deals with the impacts of SSN programs on the lives of people of Kadirpur Union of Madaripur District. The author shows the occupation of the beneficiaries, where about 60% of the population are unemployed, 6% are farmers, 10% are housewives, and 24% engaged in other occupation. The paper further shows the expenditure for food, purposes of spending allowance, and change in family life of the beneficiaries, and also the opinions of the beneficiaries regarding the amount and other aspect of the allowances and finally the impact of SSN programs in overall poverty reduction of the area (Sharmin, 2022).

“Social Safety Net Program in Strengthening Adaptive Capacity to Disaster and Climate Change in South Asia: Problems and Prospects.” This paper’s primary focus is the impact of SSN programs in coping with poverty and risk posed by various natural disasters. It argues, although, the Government of Bangladesh has undertaken a

handful of initiatives under SSNPs, including Vulnerable Group Development (VGD), Food for Works (FFW), Cash transfers and other measures which are aimed to address a wide range of vulnerability, the lack of consolidated national policy for fostering SSN programs lead to un-sustainability. This paper also compares the approaches and range of SSN programs between other South Asian Countries including India, Pakistan and Nepal (Islam & Hasan, 2019).

In the article “An Estimation of the Implementation Costs and Financing Options for Introducing a Universal Pension Scheme in Bangladesh”, the author discussed the rationale behind the introduction for the Universal Pension Scheme in Bangladesh. As the number of people aged more than 60, is expected to constitute 20% of the total population by 2051, necessary policies are required to ensure a secured life for these senior citizens by the time to protect them from vulnerability. The paper concludes with the projection that, an additional average allocation equivalent to 0.1%-0.5% of GDP annually is required to cover all the elderly citizens, excluding those under the pension scheme of the public sector employees.

Although there have been a number of case studies conducted on several rural areas of Bangladesh, no significant initiative has undertaken for Sylhet district. Sylhet is one of the most natural disaster-prone regions of Bangladesh. Every year the rural areas of the district get affected by flood which causes tremendous loss to the marginal people of the region. However, as the SSN programs have been implemented aimed to alleviate poverty from the region, study is required to examine the effectiveness of these programs on Sylhet.

3. Objectives of the study

- i. Assess the impact of Social Safety Net Programs;
- ii. Identify barriers and challenges to effective implementation;
- iii. Evaluate the impact of universal pension scheme.

4. Conceptual Framework

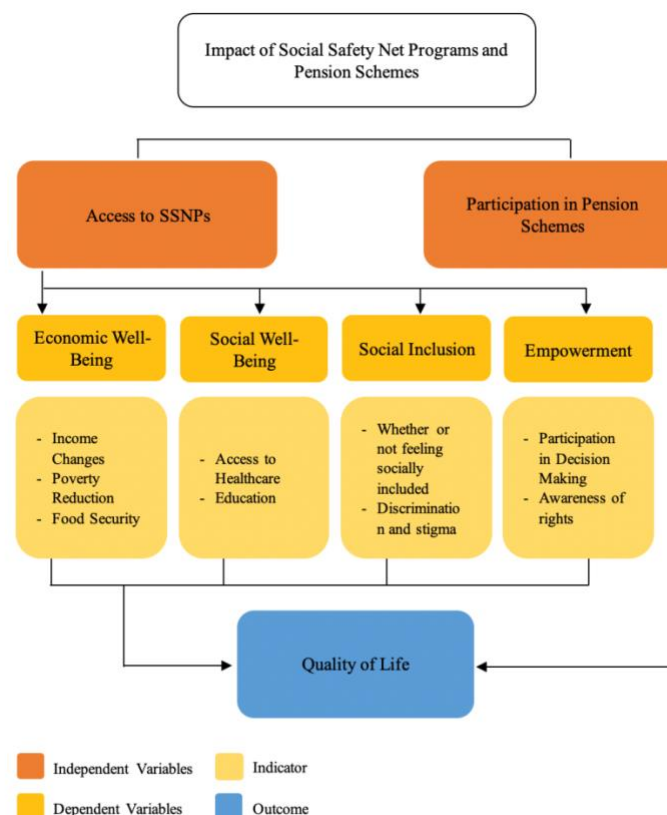


Figure 1: Conceptual Framework

To measure the impact of SSN programs and pension scheme this paper attempts to assess the change or improvement in the overall quality of life of the individuals who are participating in these programs. Access to SSNPs is one independent variable which affects dependent variables such as economic well-being, social well-being, social inclusion and empowerment. As the benefits of pension schemes are not yet operationalized, this paper would only seek to understand participants' expectations of change in their quality of life from the scheme.

4. Methodology

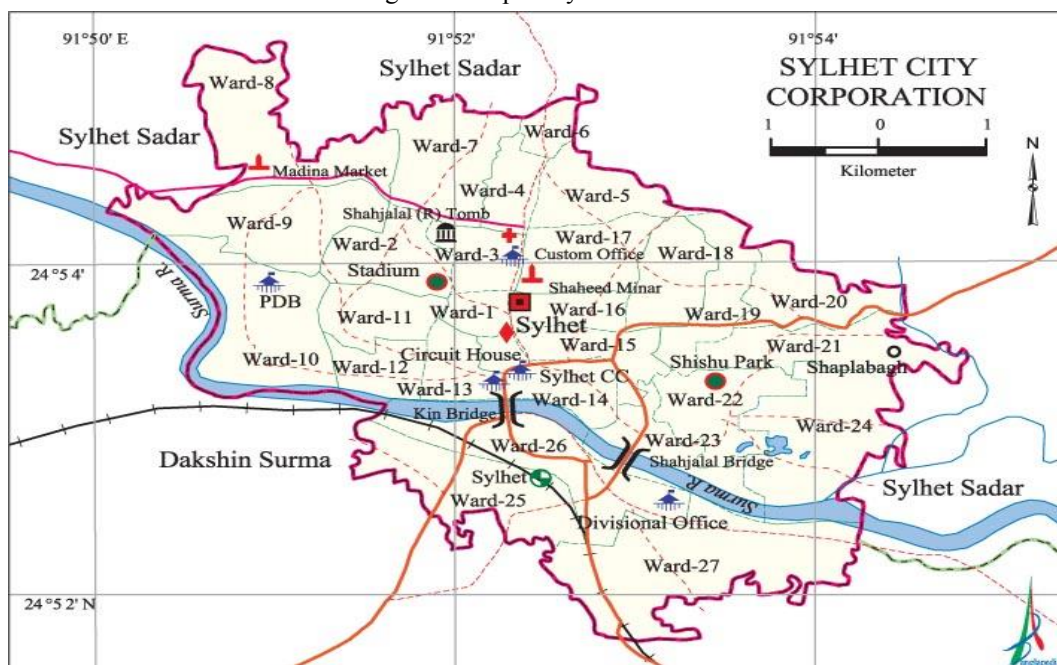
4.1. Approaches to the Study

This study used to investigate the impact of social safety nets and pension schemes on the lives of the poor and vulnerable in Sylhet, Bangladesh. Qualitative method was used to collect and analyze data. Semi-structured interviews were conducted with a total of 20 (Twenty) participants from rural and urban areas of Sylhet.

4.2. Study Area

Sylhet is a metropolitan city located in the northeastern region of Bangladesh. It is the administrative center of Sylhet Division. It is situated on the banks of the Surma River. The city has a population of approximately 700,000 people, making it the fifth-largest city in Bangladesh. There are about 108606 elderly people under the social safety nets program in Sylhet. Similar to other regions of the country the majority population of Sylhet Division still lives in the rural areas. The primary economic activity of these people is agriculture. The economy of Sylhet mainly depends on two sectors tourism and agriculture. The area is also prone to natural disastrous with flood affecting thousands of rural people every year rendering tremendous loss to their houses, assets, and causing damage to crops. The geographical and socio-economic activity makes the region a good study area and therefore it is selected.

Figure 2: Map of Sylhet District



4.3. Data Sources

The study has been conducted based on primary and secondary data. The primary data is collected from selected samples. Secondary data is gathered from government websites, directory, online databases, journals, and newspapers.

4.4. Sampling Method

The population of this study was selected from mostly aged individuals who are between 50 to 80 years old. Responsible individuals from GO, NGO, local government, and administration also were part of the population. The participants were selected through purposive sampling and were asked to provide information about their experiences with social safety nets and pension schemes.

4.5. Data Collection Techniques

Qualitative techniques were used for data collection. A Focus Group Discussion (FGD) was also conducted among a group of 6 participants to explore their views on the impact of social safety nets and pension schemes on their lives. The interviews and focus group discussions were conducted in Bengali, audio-recorded and transcribed verbatim, and all data were kept confidential. The study was conducted between September and October 2023. The study obtained ethical approval from the respondents and relevant institution before conducting the data collection. The participants were informed about the purpose of the study, their voluntary participation, and their right to withdraw their participation at any time without any consequences. The participants' confidentiality and anonymity are ensured.

4.6. Data Analysis

The data collected was analyzed using qualitative analyses. Additionally, secondary data was collected from various sources such as research papers, news articles, and reports on safety nets and pension schemes. The data were analyzed using thematic analysis, which involved the identification, analysis, and reporting of patterns within the data. The analysis began with familiarization of the data, followed by the generation of initial codes and searching for themes. Themes were further reviewed, refined, and named before producing the final report. The results were then used to draw conclusions about the impact of social safety nets and pension schemes on the lives of the poor and vulnerable in Sylhet, Bangladesh.

5. Findings and discussions:

5.1. Enhanced dignity and security through government support

Some of our respondents explain:

“Yes, receiving the Social Safety Net Program allowance provides me with a sense of dignity and security. I am no longer worried about how I am going to make ends meet. I am able to live a dignified life, and I am grateful for the government's support.”

This quote highlights a theme of immense importance - the emotional and psychological impact of the Social Safety Net Program allowance. The respondent expresses how the allowance has improved their sense of dignity and security, alleviating the constant worry about financial stability. The newfound ability to lead a dignified life is emphasized. The gratitude expressed for the government's support signifies the profound impact of such programs, not only on financial well-being but also on the individual's self-esteem and overall quality of life. This theme underscores the essential role of government assistance in promoting dignity and security among beneficiaries.

5.2. Financial challenges in the face of health-related expenses

One respondent says:

“While the Old Age Allowance has provided much-needed financial support, there are still moments when it falls short. Medical expenses, especially for chronic illnesses, can be a significant burden. I find myself having to make tough choices between basic necessities.”

This quote underscores a prevalent challenge faced by recipients of the Old Age Allowance. While the allowance undoubtedly offers critical financial support, it also reveals a limitation: the inability of the allowance to fully cover the cost of medical care, particularly for chronic illnesses. This leads to difficult decisions, forcing

the recipient to choose between necessary healthcare and other basic necessities. This theme highlights the ongoing financial challenges that older individuals encounter, even with the support of the allowance, especially when dealing with health-related expenses.

5.3. *The shortcomings of long-term financial security*

One of our respondents says:

“Receiving the Widow's Allowance has been a lifeline for me and my children. However, it doesn't provide long-term financial security. Finding stable employment remains a challenge, and I worry about what will happen once my children grow up and the allowance ends.”

This quote highlights the complex financial challenges experienced by recipients of the Widow's Allowance. While the allowance has been a crucial source of support, it brings to the forefront a notable limitation: it does not guarantee long-term financial security. The respondent expresses concern about the difficulties in securing stable employment, indicating that the allowance might not be a lasting solution. Additionally, there is apprehension regarding the future, particularly when the children are no longer eligible for the allowance. This theme underscores the need for comprehensive, sustainable support beyond short-term allowances for widows and their families.

5.4. *Limitations of addressing broader socioeconomic challenges*

A representative of local community alleged:

“The Social Safety Net Program allowance is a blessing, but it doesn't address the broader issues of unemployment and economic disparities in our community. These challenges persist, and many families still struggle even with the assistance.”

This quote illuminates a vital theme regarding the limitations of the Social Safety Net Program. While the allowance is undoubtedly beneficial, it reveals a significant constraint: it does not comprehensively address the deeper-rooted problems of unemployment and economic disparities in the community. This statement underscores that despite the assistance, systemic challenges persist, and many families continue to face difficulties. It emphasizes the need for a holistic approach to tackle not only immediate financial needs but also the broader socioeconomic issues affecting the community.

5.5. *SSN programs and the persistent issue of income inequality*

An expert in the relevant area notes:

“I appreciate the SSN program's support, but it's important to recognize that it doesn't mitigate the long-term issue of income inequality. While it helps meet immediate needs, it doesn't change the fact that income disparities still exist in our society.”

This quote highlights the theme of the limitations of Social Safety Net (SSN) programs concerning the broader issue of income inequality. The respondent acknowledges the value of SSN programs in meeting immediate needs, but the limitation is evident in the program's inability to address the deep-rooted and persistent issue of income inequality. This recognition underscores the importance of a more comprehensive and systemic approach to tackle this societal challenge, which goes beyond the scope of SSN programs. The quote serves as a reminder that while SSN programs are valuable, they should be part of a broader strategy aimed at reducing income disparities in society.

5.6. *Concerns about the sustainability of social safety nets and pension schemes*

One respondent says:

“I am concerned about the sustainability of social safety nets and pension schemes in my country. The government does not have a lot of resources, and these programs can be expensive to operate.”

This quote reflects the theme of concerns regarding the sustainability of social safety nets and pension schemes. The beneficiary expresses apprehension about the long-term viability of these programs. The reference to limited government resources and the cost of operating such programs underscores the challenge of sustaining them.

This quote serves as a reminder that the sustainability of social safety nets is a critical consideration and is influenced by factors such as available resources and operational costs, which can impact the continued provision of essential support to beneficiaries.

5.7. Concerns about corruption in social safety nets and pension schemes

“I have heard stories of corruption in the implementation of social safety nets and pension schemes. This is concerning, because it means that the people who need these programs the most may not be receiving the benefits that they are entitled to.”

This quote encapsulates the theme of concerns related to corruption within the implementation of social safety nets and pension schemes. The concerned citizen highlights the worrisome issue of corruption, which can potentially deprive those in need of their entitled benefits. The reference to stories of corruption underscores the importance of transparency and accountability in the administration of such programs. It serves as a reminder that addressing corruption is crucial to ensure that these programs effectively reach and assist the most vulnerable and in-need individuals.

5.8. Concerns about political interference in social safety nets and pension schemes

An expert commented:

“I am concerned about the potential for political interference in social safety nets and pension schemes. Politicians may use these programs to reward their supporters or punish their opponents.”

This quote encapsulates the theme of concerns regarding political interference in the administration of social safety nets and pension schemes. The researcher highlights the potential for politicians to manipulate these programs for political gain, whether by rewarding supporters or punishing opponents. This raises a critical issue of program integrity and the need for safeguards to ensure that these essential programs are distributed based on need and not political affiliation. The quote emphasizes the significance of maintaining the integrity and impartiality of social safety nets and pension schemes to benefit those who truly require assistance.

5.9. Complexity of pension schemes and financial literacy challenges

“Pension schemes can be complex and difficult to understand, especially for people who are not financially literate. This can make it difficult for people to make informed decisions about their retirement savings and to ensure that they are getting the most out of their pension scheme.”

This quote centers on the theme of the complexity of pension schemes and the challenges related to financial literacy. The concerned individual points out that pension schemes are often intricate and may pose difficulties, especially for those lacking financial literacy. This complexity can result in hurdles for individuals in making informed decisions about their retirement savings and optimizing their pension scheme. The quote highlights the importance of enhancing financial literacy and simplifying pension scheme information to empower individuals to secure their financial future effectively.

5.10. Stigma associated with social safety net benefits

“There is often a stigma associated with receiving social safety net benefits. This can discourage people from accessing these programs, even when they need them. The stigma associated with social safety net programs can be rooted in a variety of factors, such as cultural norms, religious beliefs, and political ideology.”

This quote highlights the theme of stigma linked to the receipt of social safety net benefits. The concerned advocate underscores the adverse impact of this stigma, which can deter individuals from accessing vital programs even when they are in need. The quote further explains that such stigma may be grounded in various factors, including cultural norms, religious beliefs, and political ideology. This emphasizes the significance of addressing social stigma and fostering inclusivity in social safety net programs to ensure that those who require assistance are not discouraged from seeking it.

6. Factors influencing impact

Bangladesh has made significant progress in poverty alleviation over the past few decades, and much of this success can be attributed to the various social safety net programs and other anti-poverty measures implemented by the government. These initiatives have indeed played a crucial role in improving the living standards of the country's most vulnerable population and reducing poverty rates.

Where, in the year, 2000, approximately half of the total population of Bangladesh lived below poverty line in 2022, it is only 18.7%. And where in 2000, 34.3% people lived below the lower poverty line which is referred to as extreme poverty, the percentage is only 5.6% as of 2022. However, although the national poverty rate dropped in 2022, the case is different for Dhaka, Barisal and Sylhet divisions. Whereas, according to the Household Income and Expenditure Survey of 2022, poverty rate in Sylhet rose to 17.4% in 2022 from 16.2% in HIES-2016 survey. (HIES 2022, Bangladesh Bureau of Statistics). So, the question naturally arises regarding the affectivity of the SSN programs and other anti-poverty measures in Sylhet. The HIES survey of 2022 also indicates that in Sylhet area the increase in poverty rate is primarily due to the increase in poverty rate in rural areas. In urban areas, the poverty rate has decreased in relation to previous years. Therefore, the main reasons why the SSN and other anti-poverty programs are failing to put a positive impact in these areas require a proper discussion. Some of these causes are common to the other regions of the country and some of them are specific to the geographical position of Sylhet. From the data, some of the factors influencing impact can be identified:

6.1. *Disproportional distribution of resources*

Regional disparity in poverty is a pervasive issue in the economy of Bangladesh, with certain regions consistently receiving a more significant share of resources and development benefits than others. Although, the Northern regions of Bangladesh such as Rajshahi, Rangpur, Khulna has always been at the less developed section where the poverty rates were always high, in relation to the 2016 survey of HIES, the poverty rate of these regions has significantly dropped. Therefore, the answer to the question why Sylhet experienced increase in poverty lies in the urban-rural disparity as poverty rate for urban areas of Sylhet has dropped as well. Sylhet, unlike other parts of Bangladesh, has experienced urban-rural disparities, with urban areas reaping the rewards of modernization and infrastructure development more than rural communities. While it's true that underprivileged individuals from both rural and urban areas are benefiting from social safety net (SSN) programs, the inherent disparities in opportunities between these two settings hinder rural populations from fully leveraging the allowances and other benefits they receive.

6.2. *Floods*

Sylhet is a region highly susceptible to frequent and devastating floods. Year after year, this area experiences catastrophic overflows, with rural communities bearing the brunt of the damages while urban populations experience relatively milder impacts. These flood lead to the widespread loss of homes, livestock, and agricultural crops, plunging a significant number of people into destitution. Vulnerable individuals, in particular, find themselves in a state of economic despair as they lose everything they once possessed.

Despite the existence of flood relief and various social safety net programs and allowances, and compensations from the government and other non-governmental organization, the aid often falls short of adequately assisting those affected in their efforts to recover from the immense losses they have endured. The severity and recurrent nature of these floods present an ongoing challenge for these communities, requiring comprehensive and sustainable strategies to mitigate the long-term impacts of these natural disasters. As one of the primary concerns of social safety nets is risk reduction, there should be proper disaster management programs along with food rations, reliefs, and post-disaster programs to avoid risk and to make the SSN programs more effective.

6.3. Price hikes and insufficiency of resources

Increasing the amount of the allowances has been a demand for a long period. Although in the recent budget, allowances have been increased for some of the programs including Old Age Allowance, Allowances for the Widow, Deserted and Destitute Women, and Allowances for the Financially Insolvent Disabled. Amount for Old Age Allowance has been increased 100 TK, Allowances for the Widow, Deserted and Destitute Women have been increased 50 TK, for the Disabled it has been increased 100 TK to 850 TK in the current budget, in terms of GDP share the percentage of allocations for SSNP has remained stagnant for the past many years.

However, rising global inflation and price hike for essentials are partly responsible for ineffectiveness of the SSN programs. Due to the increase in price for daily necessities like food, medications etc. beneficiaries of SSN programs and allowances are finding the amount somewhat inadequate. Several interviewees shared their opinion of resources being insufficient to meet their daily necessities.

6.4. Lack of coordination and implementations

There are around 122 schemes under the Social Safety Net including cash transfers, food for work, education grants, assistance for under-privileged communities, development activities etc. The implementations of these programs have been vested to 24 ministries and departments. Lack of coordination among these ministries and departments is another reason behind ineffectiveness of the SSN programs in Bangladesh. Failing to identify the poor beneficiaries properly, overlapping of activities between different authorities, and weakness in program administration causes hindrance in the effectiveness of the programs (The World Bank, 2014a).

6.5. Corruption

There is also the issue of selecting eligible beneficiaries. According to a study of 2016 conducted by the General Economics Division (GED), of the Ministry of Planning, about 64% of the poor people do not get the benefit of any SSN programs. As of 2021, around 87 thousand fake beneficiaries have been enlisted as taking benefits of social safety nets. In FY 2020-21, about 341 crore taka under the safety net programs has not been distributed. In the Midterm Implementation Review of the National Social Security Strategy (NSSS), it is stated that about 46% of the beneficiaries are not in fact eligible for the allowances. About 59% of the Old Age Allowance receivers have not met the qualification for the benefit. In the allowance for widowed and distressed women, there is about 23% benefits receivers were fake (Ministry of Planning, 2020).

There have also been allegations of receiving bribes in order to enlist people for the benefits. According to a study by Transparency International Bangladesh, to enlist names under the Department of Social Service, people had to bribe more than 100 TK. Many representatives have been accused responsible for this type of corrupt practices.

7. Conclusion

This study has delved into the multifaceted aspect of social safety nets and pension schemes and their impacts on the lives of people of Sylhet region. From the findings several critical themes and issues have come into light. These findings shed light on the causes and factors responsible for ineffectiveness of these programs, and also brought opinions of the beneficiaries into front.

One of the prominent themes that emerged from the research is the profound impact of government support on the lives of the beneficiaries. It was evident that individuals felt a heightened sense of dignity and security through these support mechanisms. The financial challenges posed by health-related expenses were a recurring issue, emphasizing the need for comprehensive coverage within these safety nets. The shortcomings in long-term security provisions, in particular, raised concerns regarding the future well-being of those dependent on these programs.

However, the analysis also uncovered several limitations. Social safety nets and pension schemes, while providing much-needed assistance, often struggled to address the broader socio-economic challenges faced by beneficiaries. The persistent issue of income inequality was notably challenging, as these programs could only mitigate, rather than eliminate, this disparity. The sustainability of these safety nets and pension schemes came under scrutiny, with concerns about corruption and political interference. Such concerns not only raised questions about the equitable distribution of resources but also introduced an element of stigma associated with accessing these benefits. This stigma could deter some eligible individuals from seeking the assistance they require.

Furthermore, the impact of these programs was significantly influenced by factors such as the disproportional distribution of resources, natural disasters, price hikes, resource insufficiency, lack of coordination in implementation, and corruption. These factors, in some cases, undermined the effectiveness of the safety nets and pension schemes, emphasizing the need for comprehensive reforms and improvements.

In light of these findings, it is evident that social safety nets and pension schemes play a crucial role in providing much-needed support to the poor and vulnerable in the Sylhet region. However, for these programs to fulfill their potential there is a pressing need for policy enhancements, increased transparency, and a reduction in political interference. Addressing the persistent issue of income inequality and ensuring the long-term security of beneficiaries should be at the forefront of these reforms. It is essential that policymakers and stakeholders take these findings into account, shaping future initiatives in a manner that fosters a sense of dignity, security, and opportunity for all individuals, regardless of their socio-economic status. Through comprehensive reforms, Sylhet can strive towards a future where social safety nets and pension schemes serve as robust and sustainable mechanisms for alleviating poverty and improving the lives of the region's most vulnerable populations.

8. Recommendations

When it comes to policy recommendations for social safety net programs and pension schemes in Bangladesh, several factors need to be taken into consideration. These recommendations aim to enhance the effectiveness and coverage of these programs, ensuring better protection for vulnerable populations and facilitating long-term financial security for the aging population. Here are some policy recommendations:

1. *Expand Coverage:* Efforts should be made to expand the coverage of SSNPs to reach the most vulnerable population, such as the extreme poor, women, disabled individuals and marginalized communities. Identifying and targeting these groups through comprehensive data analysis and robust identification mechanisms can help ensure that assistance reaches those who need it the most.
2. *Strengthen Targeting Mechanisms:* Existing targeting mechanisms should be improved to enhance the accuracy of identifying eligible beneficiaries. This can be achieved by utilizing various sources of data, such as income data, household surveys and geographical targeting to ensure that resources are allocated to those with the greatest need. Regular assessments and evaluations of these targeting mechanisms are also crucial to identify any potential issues or inequalities.
3. *Enhance Program Coordination:* Improved coordination among different SSNPs and across relevant government ministries can help streamline processes, reduce duplication and ensure an efficient delivery of services. This can be accomplished through the establishment of an integrated information system that allows for real-time data sharing and coordination among relevant stakeholders.
4. *Increase Budget Allocation:* Adequate budget allocation for SSNPs is essential to expand coverage and increase the amount of assistance provided. The government should prioritize and allocate sufficient funds to ensure the sustainability effectiveness of these programs. Exploring innovative financing mechanisms, including public-private partnerships can help generate additional resources.
5. *Introduce Multi-Tiered Pension Schemes:* To address the challenges of the aging population, the government should consider implementing multi-tiered pension schemes that cater to individuals across different income levels. This can include a combination of contributory and non-contributory schemes with diversified investment options to maximize return and provide long-term financial security for retirees.

6. *Improve Administrative Efficiency*: Efficient administrative frameworks are crucial for the successful implementation of SSNPs and pension schemes. Strengthening institutional capacity, improving technology infrastructure and training staff members can enhance administrative efficiency, minimize delays and reduce corruption.

7. *Regular Monitoring and Evaluation*: Continuous monitoring and evaluation of SSNPs and pension schemes are necessary to assess their impact, identify bottlenecks and make necessary adjustments. Regular feedback from beneficiaries and rigorous impact evaluations can help improve program design and delivery.

It is important for policymakers to consider the socio-economic context and consult with relevant stakeholders to ensure the effectiveness of these recommendations.

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How Can Humanities Quality General Education Courses Help Cultivate Innovative Talents?

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Abstract

The development of the times and society has posed great challenges and requirements to the humanities quality general education curriculum. The analysis of the learning situation shows that this course mainly faces teaching problems such as the lack of integrated design of ideological and political education, weak student interest in learning, low integration of knowledge between general and professional courses, lack of ideological and political soul, Chinese spirit, humanistic spirit, and scientific spirit. The innovative measures of this course include: (1) innovating the educational and teaching philosophy and approach of "dual heart and four increases, integration of general and specialized education"; (2) Creating a teaching environment, multi-dimensional interaction, restructuring resource content, and mixing flipping to increase interest; (3) Demonstration, inspiration, and assessment of teaching content, process, and evaluation to enhance learning and integration; (4) Integrated design courses enhance the soul of ideological and political education; (5) The "three line drive" of humanistic spirit, scientific spirit, and Chinese spirit, as well as higher-order thinking, public value, and cross-border migration, enhance literacy. The innovative effects of this course include: (1) increased student interest in learning, participation rate in online discussions exceeding 70%, completion rate of online self-directed learning tasks exceeding 95%, and accuracy rate reaching 100%; The completion rate of offline tasks is over 96%, with an average score of 95 in the exam; Be able to draw mind maps effectively through specialized integration. (2) The course of ideological and political education cultivates the soul and enhances the soul. Students have a high sense of identity, participation, sense of achievement, and satisfaction. In the recent semester, the average score of student evaluations has exceeded 97, and their innovative consciousness and ability have been improved (enhancing their literacy). Three student teams have won provincial or above competition awards. (4) Relying on 7 provincial-level or above teaching projects for continuous improvement, won 7 provincial-level awards; Selected as a national first-class course and a super star "demonstration teaching package" (cited 11 times by 8 teachers from 7 units); Received recognition and praise from domestic peers; The electronic textbook "Anthropology and Modern Life (Revised Digital Edition)" will be published in July 2024, with significant demonstration and promotion value. The electronic textbook "Anthropology and Modern Life (Revised Digital Edition)" will be published in July 2024, with significant demonstration and promotion value.

Keywords: Integration of Ideological and Political Education in the Curriculum, Integrating General Education Courses with Professional Courses, Innovative Measures, Innovation Effect, China's First-Class Courses

1. Introduction

Anthropology is a discipline that integrates humanistic and scientific literacy." Anthropology is the study of a strong country. On the one hand, it is a powerful tool for cultural diversity and social governance, and on the other hand, it is also a pioneering discipline that stands in the world's forest. Anthropology is the study of a strong school. On the one hand, anthropology is one of the fundamental disciplines of a strong school, and on the other hand, it is an indispensable part of university general education. Anthropology is the study of a strong person, which can effectively help its citizens to have a more scientific and in-depth understanding of the social and cultural aspects of other countries and nations around the world. On the other hand, it is also a compulsory literacy for the public and enterprises to go global"(Zhou Daming, 2020). In the education systems of developed countries in Europe and America, the discipline of anthropology has played a fundamental role in serving the public interest of society and cultivating cultural views among citizens since its inception. In summary, anthropology, which excels in studying culture, has its unique features in humanistic quality education and innovative talent cultivation.

2. A review of academic history and relevant literature

At present, scholars have made many research achievements in general education. The relationship between general education and professional education is an important topic of discussion in the international higher education community (Chen Xiangming, 2006a). Chen Xiangming (2006b) analyzed the definition of general education and its differences and connections with concepts such as specialized education, free education, humanities education, quality education, professional education, as well as general and public courses. Li Ke'an (2006) introduced the experience of general education at Peking University using the "Yuanpei Plan" as an example. Huang Kunjin (2006) believes that in American universities, credits for general education subjects account for approximately 30% to 40% of graduation credits. Among them, well-known universities such as Harvard University and Massachusetts Institute of Technology have a relatively high proportion of general education credits; In Japanese universities, general education courses also account for 30% to 40%.

Japanese scholar Huang Futao (2006) believes that although there are significant differences in the use of the same general education concept among countries and regions, with the increase of higher education enrollment rates and the continuous strengthening of the connection between universities and society, the general education curriculum originating from the United States will gradually become the core and main content of undergraduate teaching. Harry R. Lewis (2007) discussed "The Challenges of the 21st Century: The Mission of Universities, General Education, and Teacher Selection." Liu Tiefang (2012) believes that general education in universities needs to go beyond specialized knowledge training and reach a holistic consciousness. Reading and communication oriented towards classics and free knowledge are the basic path of general education in universities. Yi Hongjun (2012) believes that although British universities do not have specialized general education courses, they adhere to the principle of integrating general education with professional education, and the spirit of general education is integrated throughout the entire teaching process.

Cao Xiaohu (2013) analyzed the concepts of general education, quality education, and cultural education. Zhang Liang (2014) analyzed the achievements, difficulties, and solutions of China's general education reform. Chen Li et al. (2016) proposed that "Internet plus education" is not online education, but a reform idea. It is to take the Internet as the infrastructure and innovation elements, innovate the organization mode, service mode, teaching mode, etc. of education, and then build a new education ecosystem in the digital era. Zhang Qi et al. (2016) believe that "increasing attention to learning measurement" has become an important trend in educational reform, and research on learning measurement in e-Learning environments is increasingly highlighting the characteristics of multidimensional whole, real context, and real-time continuity. Cai Yao (2019) believes that the historical evolution of the general education system has shown a close interactive relationship between universities and the state. The national factor is the key to establishing the value shaping mechanism of general education, and universities also transmit core political beliefs and practical public value demands through value education, shaping national citizens. However, the value consensus responsibility of general education in American universities, which is "invisible but not implicit," has emerged as a crisis due to the lack of guidance in catering to

reality, the fusion of diversity, and the deconstruction of consensus. This also provides experience and lessons for the design and practice of university values education that leads to value consensus in China at the current stage.

Xiong Guangqing (2019) believes that the shift from emphasizing professional education to emphasizing general education is a significant shift and inevitable choice in China's higher education. Tong Shijun (2019) believes that general education in Chinese universities should draw on the strengths of others and be inclusive. Gong Furong (2020) believes that from the shallow transformation of "time series reconstruction" to promoting students' "deep learning," flipped classroom are stepping into the deepening path of teaching reform, and data literacy has become a hot and difficult point in teaching. Feng Xiaoying et al. (2021) elaborated on the activity design strategies and typical activities at different stages of blended learning based on the theory of exploratory community model and the dynamic scaffolding model of blended learning, and analyzed the strategies and activity design of typical cases.

Liu Zhengzheng (2021) analyzed the final report of the General Education Review Committee, which was approved by Harvard University in March 2016, and believed that it inherited the basic principles of previous general education projects and reformed the problems it faced, such as vague goals, unclear boundaries, and implementation difficulties; We have established a "4+3+1" curriculum system and put forward new requirements and suggestions for curriculum implementation and the transition from old to new projects; Clarified the concept and highlighted the core objectives; Innovated the curriculum structure and implementation methods; Empower the General Education Committee with full authority to promote its scheduling and utilization of the best teaching resources in the school; Improved review and supervision mechanisms; Reflected the reform principles of people-oriented and orderly transition; Innovate curriculum design to keep up with the needs of the times.

Starting from the etymology of liberal arts education, Cheng Baoyan (2021) reviews the rise of liberal arts education in ancient Greece and the educational concepts and content involved, discusses the development of liberal arts education from the British tradition to the American liberal arts college model, and sorts out the relationship between liberal arts education and general education. Xie Xin et al. (2021) hold that the internal logic of Harvard general education practice is to actively coordinate the conflict between idealism and realism, breadth and depth of general education courses. Jinzi Yuanjiu (2021) believes that in the reform of general education, it is necessary to clarify the significance of general education in university education, focus on cultivating students' personal qualities, and strive to balance the gap between education and professional needs to adapt to the "unpredictable era" of the overall environment. Han Shui Fa (2021) holds that general education directly points to human concerns. Wang Youran (2021) believes that India's 2020 National Education Policy consciously links general education with its own history.

Huang Junjie (2022) believes that general education in universities in the 21st century must guide students to deeply contemplate the meaning and direction of life on the basis of current vocational education, and must also broaden their horizons. Li Guowei et al. (2022) believe that general education curriculum should revolve around the educational value of the curriculum, and lead classroom teaching practice with the dual goals of "knowledge transmission and general education ability cultivation". Liu Juhua et al. (2022) analyzed the existing problems in general education teaching in Chinese universities and proposed several measures to strengthen general education based on the teaching practice of general education at Wuhan University. Li Manli (2022) takes Tsinghua University as an example and focuses on analyzing the history of school-based contextual changes in the intersection and integration of the concepts of general education and humanistic quality education. Han Tong (2022) believes that the research trend of general education in China since the 21st century can be divided into three stages: rapid development, stable development, and in-depth development. Research hotspots mainly focus on two main themes: training objectives and training processes. Zhang Rulun (2022) believes that the true meaning of "general education" is to learn from the great achievements of human civilization, hone virtues, and achieve noble personalities.

Overall, scholars have conducted a more in-depth review of general education in some universities in Europe and America, and have incorporated them into the practice of higher education reform in their own countries. Of course, as nation states remain the sovereign subject of international relations practice today, cultural values and their human consensus that transcends nation states are imperative. The report "Reflection on Education: A

Transformation towards a "Global Community of Interest" released by UNESCO in 2015 pointed out that education should enable students to form a sense of shared destiny with the social, cultural, and political environment of the local country, as well as a spirit of solidarity among all humanity; By understanding the interdependence of social, economic, and environmental changes at the local and global levels, recognize the challenges faced by community development; Committed to participating in civic and social actions at the local, national, and global levels, driven by an individual's sense of responsibility towards the community.

Therefore, the general education curriculum should not only disseminate real knowledge to students, but should also be higher-order thinking and abilities that understand nature, humanity, and society, as well as wisdom that can meet the challenges of modern life. Unfortunately, there are still relatively few research results exploring these issues at present.

3. The Course Positioning, Development History, and Main Teaching Issues of Anthropology and Modern Life

3.1 Course positioning

This course is a humanities general elective course aimed at undergraduate students from comprehensive agricultural colleges and universities, which applies anthropological knowledge, theories, and methods to the fields of marriage and family, spiritual world, public health, consumer culture and ethnic identity, as well as cultural exchange and mutual learning in modern life.

According to the school running orientation of South China Agricultural University, which is "committed to cultivating top-notch innovative and industry leading talents with lofty ideals, family and country feelings, excellent skills and pragmatic spirit", and "actively building a new pattern of opening up and helping to build a community with a shared future for mankind", this course is organically integrated into the ideological and political elements of the curriculum, such as the expansion of cultural quality and the cultivation of family and country feelings, cultural empowerment, value shaping, and the cultivation of thinking ability, in terms of local style and civilization, harmony, people first, life first, health community, cultural security and overall national security, human civilization exchange and mutual learning, Chinese path to modernization, building a community with a shared future for mankind, and the great rejuvenation of the Chinese nation, according to the development of the times and changes in modern lifestyle, through The introduction of high-quality MOOC resources, self built curriculum resources, online and offline hybrid teaching and other ways to realize the restructuring of teaching content and resources, promote the common education curriculum, professional courses, ideological and political courses to go hand in hand, enhance students' learning interest, enhance students' systematic understanding of curriculum knowledge and the disruptive changes in students' self-awareness, and enhance students' learning experience and new gains New insights, new understandings, and new discoveries ("Four News"), creating an "interesting", "beneficial", and "soulful" general education course (A series).

3.2 Development history

Since its establishment in March 2003, this course has gone through five stages of development: traditional classroom teaching (2003-2011) → branded and textbook oriented limited elective (A-series) courses (2012-2015) → open, online, and MOOC oriented high-quality video courses (2016-2019) → first-class undergraduate courses in Guangdong Province, China (blended online and offline courses, 2020) → national first-class undergraduate courses in China (blended online and offline courses, 2023).

Each stage of this course continuously improves and enriches the course construction content, integrating ideological and political elements into the curriculum in a timely manner. In August 2023, this course won the Special Award in the General Undergraduate Education Track of the Third "Smart Tree Cup" Course Ideological and Political Demonstration Case Teaching Competition. At present, the course team consists of one professor, one associate researcher, one associate professor, and one lecturer.

3.3 *The main problems in ideological and political education in the curriculum*

3.3.1 Analysis of learning situation

1) In the era of globalization, anthropology is needed to empower college students with the mission of "global vision, local action" and actively respond to global challenges and various social risks.

With the acceleration and deepening of globalization, global issues such as transnational marriage, public health, cultural conflicts, cultural exchanges, and ethnic identity are becoming increasingly prominent, requiring people to actively respond. On the other hand, China is comprehensively promoting the great rejuvenation of the Chinese nation with Chinese path to modernization and striving to achieve the second century goal. Implementing the strategy of building a strong country through education, technology, and culture is a necessary path to achieve the second centenary goal and comprehensively promote the great rejuvenation of the Chinese nation. Anthropology, with its characteristics of comprehensive research, interdisciplinary research, and reflective research, can make unique contributions to modern life in many aspects such as politics, economy, education, healthcare, population, religion, and ethnicity. Offering a general course on "Anthropology and Modern Life" is a necessity of the times, China, and society.

2) The education and teaching of humanities and general education courses in the era of artificial intelligence face enormous challenges in terms of teaching philosophy, teaching resources, teaching content, and teaching methods.

2005 was the year of the rise of WeChat in China, and 2012 was the first year of MOOC in China. With the development of information technology, people's access to information and knowledge has become more convenient and flexible. On the one hand, this provides technical support for innovation in higher education and teaching, but on the other hand, it also poses more challenges and higher requirements for the education and teaching work of university teachers. Simple knowledge transfer is no longer sufficient to meet the learning requirements of students in the information age. The knowledge of the information age is information-based, massive, fragmented, and even more electronic, intelligent, and globalized. How to choose appropriate knowledge from diverse knowledge for reconstruction, and to transform and enhance abilities and qualities is a common teaching challenge faced by university teachers and students in the information age.

With the advent of the artificial intelligence era, where should the future focus of general education be? Professor Xu Lei, Vice President of Fudan University in China, said at the 3rd China General Education Conference held in mid-July 2023, "The concept of general education is for the cultivation of people, allowing students to learn to view the world from different perspectives and apply different ways of thinking." Mr. Shi Chao, founder and chairman of Chaoxing Group, believes that the courses provided to students in the future will shift from "work meals" to "buffet meals," which means establishing different ability model goals based on the different needs of schools and students. With the help of AI models, students can independently plan their learning paths and freely choose courses. This undoubtedly poses a huge challenge to our general education and teaching.

3) Traditional offline classroom teaching is difficult to meet the teaching needs of high-quality talents with personalized self-directed learning, and the integration of general education courses and professional courses.

The university where this course is located is an agricultural college, with coordinated development of multiple disciplines such as agriculture, engineering, humanities, science, economics, management, law, and arts. The majority of undergraduate students come from rural areas. This course is mainly elective for undergraduate students from different colleges, grades, and majors of our university. There are significant differences in the subject and professional backgrounds of students, and their original intention, learning attitude, and behavioral outcomes of taking this course are also different. The traditional offline classroom teaching method is single, the teaching content and resources are relatively outdated, there is less interaction in large class teaching, and the phenomenon of students "mixing credits" is more common. Table 1 reflects the changes before and after the education and teaching reform of this course.

Table 1 Comparison of teaching methods and effects before and after the teaching of this course

content	Before 2016	2016-2019	After spring 2020
Teaching methods	In traditional large class teaching, the phenomenon of "dull classroom" and "full classroom teaching" is obvious.	The main focus is on offline large class teaching, supplemented by online teaching on course websites.	Utilize online education platforms such as Wisdom Tree and Rain Classroom to carry out blended flipped classroom teaching before and after class, both online and offline.
teaching effectiveness	Teacher-centered, students passively learn, lack interaction, and overall poor teaching effectiveness.	Teacher-centered student participation in some online learning, increased interaction, and the utilization of high-quality resources needs to be improved.	Putting students at the center, personalized self-directed learning, increased interaction, and better transformation from "mixing credits" to "enhancing literacy."

According to the statistical results of the pre class questionnaire survey, among the course selection students in the autumn semester of 2023 (32 people choose courses, 20 people participate in the online questionnaire survey, n=20), 60% are male and 40% are female; Freshman students account for 5%, sophomore students account for 20%, junior students account for 70%, and senior students account for 5%; Agriculture accounts for 35%, art stations account for 20%, engineering accounts for 15%, management accounts for 10%, literature accounts for 10%, economics accounts for 5%, and science accounts for 5%; 85% of the students see course selection information in the course system, 5% are recommended by other students, 10% are known through the campus network or official account, and 5% are known through the official account of this course. Most students (61.905%) have a unclear understanding of the anthropology discipline involved in this course, with only 38.095% having some understanding of the anthropology discipline.

The main purposes for students to choose this course are: finding it interesting (22.857%), interested (20%), potentially helpful for their future development (20%), requiring credits (17.143%), wanting to improve their self-cultivation (11.429%), easily passing the course assessment in listening and speaking (5.714%), and easily getting points in listening and speaking (2.857%).

In addition, based on the feedback and statistical analysis of the learning situation during and after this course, we found that some students hope to learn more professional knowledge about human society or recommend/explain ethnographic research, or some vivid and interesting cases and stories, even some life insights, etc. However, most students did not provide any opinions or suggestions.

Based on more than a decade of traditional offline classroom teaching, we have found that: how can students transition from passive learning and less interaction in traditional large class offline teaching to active learning and enhanced interaction? How can students benefit from course learning instead of just earning a few credits, enhance their sensitivity to human survival issues, and cultivate their participation and tolerance in understanding others, reflecting on themselves, and building a harmonious society with tolerance? How can students connect their professional course knowledge in general education courses, enhance the breadth and depth of humanistic dialogue, natural dialogue, and technological dialogue? How can teachers select and reorganize course resources from massive and fragmented information, enhance and expand the scope of social and cultural consensus, eliminate social barriers or disputes that may arise from cultural differences, and create soulful and warm humanities and social science general education courses? This course faces many difficulties in teaching.

3.3.2 Issues that need to be addressed in ideological and political education for courses

Based on the previous analysis of the learning situation and years of teaching experience, we have found that there are still the following ideological and political teaching problems that need to be addressed in this course:

1) Although humanities quality general education courses are easy to incorporate ideological and political elements into the curriculum, they are mostly fragmented (point like), mechanized, and superficial, lacking integrated overall design and organic integration.

2) Another teaching pain point that this course needs to focus on addressing is how to enhance students' literacy through course learning, rather than just "mixing credits," enhance their sensitivity to human survival issues, and cultivate their participation and tolerance in understanding others, reflecting on themselves, and embracing society.

3) In the past, most general education courses only focused on imparting knowledge, neglecting the connection between general education courses and professional courses, and lacking the cultivation of students' reflective and critical higher-order thinking in the diverse dialogue between humanities, nature, and technology.

In summary, this course mainly faces teaching problems such as the lack of integrated or holistic design of ideological and political education, guiding students to enhance their literacy rather than just "mixing credits," and low integration of students with vocational education.

4. Teaching innovation measures

4.1 Overall design of ideological and political education in this course, achieving integration of ideological and political education in the curriculum

4.1.1 Integrating ideological and political education into curriculum objectives

Anthropology is an ancient discipline and also known as the "wonderful discipline for planning the development of human society." Its mission is to "seek its inherent rationality and order among the widespread cultural differences in human society, and pave the way for the liberation and self-liberation of human society." Anthropology's understanding of cultural diversity and respect for multicultural values, as well as advocating for the cultural practice of "each beauty has its own beauty, the beauty of beauty is shared, and harmony is different," provide a unique perspective and theoretical basis for us to understand society, understand others, integrate into life, and exchange and learn from each other. Therefore, this course sets the following ideological and political goals:

1) Knowledge objective: To guide students to understand and master the core concepts, theories, methods, and knowledge of marriage and family, mental health, public health, consumer culture, and cultural integration in modern life, and to enhance their systematic understanding of the curriculum knowledge. On this basis, learn to draw a course knowledge mind map, connect this course with the professional course knowledge learned by students, and achieve the connection and integration of knowledge between general education courses and professional courses.

2) Ability objective: To guide students to apply anthropological knowledge, theories, and methods to correctly understand social life, eliminate cognitive biases, change traditional thinking, observe and think about social life from a new perspective, correctly understand the cultural logic behind social phenomena, enhance higher-order thinking, and have the ability to better adapt to modern life.

3) Literacy goal: To promote the integration of humanistic spirit and scientific spirit, general education and disciplinary professional education, cultivate and forge the soul in the same direction of general education courses, professional courses, and ideological and political courses, based on the actual situation of agricultural comprehensive colleges, inspire students' ambition and national agriculture, cultivate their spirit of diligence and hard work, enhance their overall ability, enhance their humanistic quality, and promote their overall and comprehensive development.

4.1.2 The course content should be integrated or integrated with ideological and political education.

This course focuses on the fundamental task of building morality and cultivating people. Guided by the Thought of XI Jinping Socialism with Chinese Characteristics in the New Era, the humanistic spirit and the Chinese spirit, it organically integrates the ideological and political elements of the courses such as cultural diversity, local style and civilization, harmony and family style, people first, life first, health community, culture and national security,

human civilization exchange and mutual learning, Chinese path to modernization, building a community with a shared future for mankind, and the great rejuvenation of the Chinese nation into the development of humanistic quality, cultivation of family and country feelings, cultural empowerment, value shaping, and cultivation of thinking ability, to create an integrated or integrated curriculum ideological and political system of this course. Specifically, the content, objectives, and ideological and political elements of each chapter in this course are shown in Table 2.

Table 2 Main content, objectives, and ideological and political elements of this course

Chapter Name	Knowledge goals	Ability goals	Literacy goals	Ideological and political elements
Chapter 1 Basic Knowledge of Anthropology	Understand the concept, birth, and development process of anthropology; Master 10 sets of 23 core concepts in anthropology; Understand the basic theories and methods of anthropology.	Have a preliminary understanding of the core concepts, basic theories, and methods of anthropology, and be able to apply them to observe and contemplate modern society.	Correctly understand the relationship between anthropology and modern life, and realize the important significance of human cultural diversity and "local knowledge" for the harmony of modern society.	The spirit of humanities and science, the diversity of human culture and the exchange and mutual learning of diverse civilizations, and the community with a shared future for mankind.
Chapter 2 Anthropological Interpretation of Modern Marriage and Family	Understand the historical evolution of human marriage and family; Master the basic characteristics of modern marriage and family life.	Be able to apply anthropological knowledge, theories, and methods to observe and contemplate modern marriage and family issues.	Enhance students' understanding of different forms of human marriage and family, and empower their worldview, outlook on life, and values.	Harmony in family style, beauty in each person, beauty in beauty, beauty in harmony but different.
Chapter 3 Anthropological Analysis of Modern Spiritual Life	Understand the diversity and differences between spiritual life and modern spiritual life; Mastering both major and minor traditions, and experiencing changes in spiritual life; Understand symbolic symbols and cultural significance, religious beliefs and spiritual space.	Be able to apply the knowledge of cultural diversity in anthropology to correctly understand the differences in human spiritual life and the changes in traditional human culture in spiritual life.	Enhance students' correct understanding of ethnic customs, historical culture, and religious culture, and guide them to have a correct understanding of popular beliefs, superstitions, religion, and scientific cultural phenomena through Marxist religious views.	The creative inheritance and innovative development of the excellent traditional culture of the Chinese nation, as well as the diversity of human culture and the exchange and mutual learning of human civilization.
Chapter 4 Anthropological Reflections on Public Health in the Era of Globalization	The relativity and understanding between health and public health; Epidemics and their common types; Health concepts, etc.	Be able to apply anthropological knowledge to analyze issues related to human epidemic prevention and control, as well as human cultural awareness.	Enhance students' cultural awareness of multi-level balance and harmony in modern society (industrial era), eliminate cognitive biases, and promote social harmony and physical and mental health.	Enhance students' cultural awareness of multi-level balance and harmony in modern society (industrial era), eliminate cognitive biases, and promote social harmony and physical and mental health.
Chapter 5 Consumer Culture and Ethnic Identity in the Era of Globalization	The consumer culture in the era of globalization, the national and contemporary characteristics of consumer culture in the era of globalization; Economic globalization, cultural consumption, cultural identity, ethnic identity, etc.	Be able to apply anthropological knowledge, theories, and methods to correctly analyze issues such as changes in consumer culture in the era of globalization.	Correctly understand the cultural and ethnic identity issues hidden behind cultural consumption and consumer culture in the era of globalization, and guide students to have a correct view of cultural consumption such as beauty, international tourism, and luxury goods consumption.	The ideological security, cultural commodification and commodity cultural value, cultural security and overall national security concept in cultural consumption.
Chapter 6 Cultural Exchange and Civilization Integration in the Era of Globalization	Information dissemination in the era of globalization and cultural exchange in international communication and cooperation; Cultural diversity and its challenges in the era of globalization, as well as the clash and rational return of civilizations in the era of globalization; The integration and symbiosis of human civilization.	Be able to apply anthropological knowledge, theories, and methods to correctly view issues such as cultural dissemination and cultural conflicts, as well as their interaction, adaptation, and integration in international talks.	Correctly understand the relationship between human cultural exchange and the conflict and integration of civilizations, correctly understand the dialectical relationship between the diversity and unity of human civilization, the conflict and integration of civilizations, and accurately understand the historical logic, practical logic, and theoretical logic of Chinese style modern civilization and the great rejuvenation of the Chinese nation.	Civilized exchanges and mutual learning, science and technology and society, science and technology and culture, science and technology and the world, science and technology and ethics, cultural diversity, civilization blending and symbiosis, Chinese path to modernization, and the great rejuvenation of the Chinese nation.

4.2 Innovative teaching methods to promote the enhancement of ideological and political literacy in the curriculum

This course changes the traditional offline classroom teaching methods of "cramming," "dull classroom," and "one talk", and implements a blended teaching approach centered on students, with diverse platform human-machine interaction, organic integration between online and offline, and diverse flipped classroom activities. It solves the problems of less interaction, more passive learning, and lack of learning interest among students. The specific situation is shown in Table 3.

Table 3 Comparison of teaching methods before and after the reform of this course

	Traditional offline classroom teaching	Online and offline hybrid flipped classroom teaching
Teaching methods	Teacher centered, "cramming," "boring classroom," "one-on-one," and emphasizing knowledge transmission	Student-centered, human-computer interaction, online and offline, flipped classroom, emphasis on ability and literacy development
teaching effectiveness	Students have less interaction, more passivity, less interest, poor learning outcomes, and insufficient abilities and literacy	Students have more interaction, autonomy, high interest, good learning outcomes, and improved abilities and literacy

While innovating teaching methods, restructure course resources and content. The traditional offline teaching resources of this course mainly focus on the content of chapters one to six of the textbook "Anthropology and Modern Life" (Modern Education Press, 2012 edition). After the reform of blended online and offline teaching, the content of "Cultural Interpretation of Modern Life" (Science Press, 2022 edition) has been added.

The traditional offline teaching resources are mainly paper teaching materials and courseware. The teaching resources for mixed innovation and reform include paper teaching materials, electronic teaching materials, MOOC videos, online videos, course WeChat official account and other digital resources. Through the integration of paper and data, as well as the integration of different platforms, the traditional offline teaching resources have been changed from being single, laying the foundation for a hybrid flipped classroom teaching approach. Students become active and busy through human-computer interaction and participation in classroom activities, which brings the classroom to life and enhances their interest in learning. Please refer to Table 4 for details.

Table 4 Comparison of course resources before and after reconstruction

	Before the restructuring of course resources	After the restructuring of course resources
Resource type	Paper textbooks and courseware PPTs	The organic combination of digital resources such as paper textbooks, electronic textbooks, MOOC videos, online videos, and Rain Classroom courseware with textbook resources
Obtaining method	Manual retrieval and collection, with a single method and slow acquisition speed	Online retrieval, digital storage, on-demand applications, multiple combinations, diverse methods, human-machine interaction, fast acquisition speed
Get Path	Purchase or borrow paper textbooks, manually copy or send courseware PPTs via email, QQ, WeChat, etc	Refer to electronic textbooks and view various electronic resources (PPT, MOOC videos, online test questions, discussion questions, assignments, etc.) assigned by the learning teacher on online platforms such as Rain Classroom or Study Use. The main resources of this course are "learning power - Guangdong learning platform of China - MOOC lecture hall - MOOC of South China Agricultural University - anthropology and modern life" and MOOC "cultural interpretation of modern life" of online open curriculum alliance of universities in Guangdong Hong Kong Macao Greater Bay Area. The relevant MOOC videos on the course's WeChat official account ("culture and modern life") are auxiliary resources.
Resource utility	Resource combination machinery with low resource utilization rate	The transition from simple combination of paper numbers to deep integration of numbers results in high resource utilization efficiency

On the basis of reconstructing course resources, combined with new phenomena in the fields of marriage, family, spiritual life, public health, cultural consumption, cultural exchange, and cultural integration both domestically and internationally, timely update and restructure course content and knowledge points, organically integrate ideological and political elements into the course, help college students apply anthropological knowledge, theories, and methods to correctly understand society, understand others, reflect on themselves, correctly recognize and

adapt to modern social life, seek common ground while reserving differences in the harmonious but different human world, and contribute their wisdom and strength to creating a "beautiful and shared" community with a shared future for mankind.

Due to the focus of this course on introducing the theoretical knowledge of anthropology and its application in the broader thematic areas of modern life (marriage and family, spiritual life, public health, consumer culture and ethnic identity, cultural exchange and cultural integration), in order to facilitate students' understanding of the course knowledge, the main lecturer introduced the MOOC video resources and related courseware of "Cultural Interpretation of Modern Life" from the Guangdong Hong Kong Macao Greater Bay Area Online Open Course Alliance MOOC, which interprets the more micro basic areas of modern social life (clothing, food, housing, transportation, travel, shopping, entertainment, marriage, funeral, birth, aging, illness, death, burial, and sacrifice) in the learning or rain classroom, and utilized school-based course resources. Reconstruct the teaching content of this course by inserting relevant built-in MOOC videos (including textbooks) and Rain Classroom courseware. The comparison of the content before and after the reconstruction of this course is shown in Table 5.

Table 5 Comparison of course content before and after reconstruction

Chapter Name	Before restructuring the course content	After restructuring the course content
Chapter 1 Basic Knowledge of Anthropology	Explain the basic knowledge of anthropology one by one according to the order of the textbook content	Utilizing the self-developed and constructed Smart Tree Shared Course, the Guangdong Hong Kong Macao Greater Bay Area University Online Open Course Alliance MOOC (Cultural Interpretation of Modern Life) 0.2 Modern, Modern Life and Cultural Interpretation, as well as online video resources such as "Modern Life Rhythm Needs a Sense of Ritual" and electronic treatises or textbooks such as "Cultural Anthropology" and "General Theory of Anthropology" to restructure course content; Adjust the teaching content based on students' online self-directed learning situation and feedback, disrupt the order of textbook content, and focus on explaining the content marked as "not understood" when students engage in online self-directed learning.
Chapter 2 Anthropological Interpretation of Modern Marriage and Family	Explain the historical evolution of marriage and family, the basic characteristics of modern marriage and family life, and modern marriage and family from an anthropological perspective according to the textbook content.	Using the online open course alliance of universities in the Guangdong Hong Kong Macao Greater Bay Area, which was independently built by the main lecturer of this course, MOOC "Cultural Interpretation of Modern Life" 6.1 Is Marriage or Marriage VS Not Marriage? 6.2 The modern evolution of dowry and dowry, 6.3 Population mobility and transnational marriage, 6.4 The special "forms of marriage" in modern society through MOOC videos, online discussions on "the essence of marriage" and other topics, enrich and expand the course content, inspire students to observe and think about social phenomena; At the same time, provide Engels' e-book on the Origins of the Family, Private Property, and the State for students to read; In response to the situation where students participate less in online discussions in Rain Classroom and more in "Learning Pass" online discussions, the flipped classroom has added video materials such as "Little Couple Using Ancient Chinese Poetry to argue?" to carry out classroom discussions, enhance students' understanding and sublimation of course knowledge, enhance the thinking level and content challenge of the course.
Chapter 3 Anthropological Analysis of Modern Spiritual Life	According to the textbook content, explain the diversity and differences of modern spiritual life, the evolution of spiritual life in various traditional dimensions, as well as symbolic symbols, religious beliefs, and spiritual space.	The online open course alliance of Guangdong Hong Kong Macao Greater Bay Area colleges and universities MOOC "Cultural interpretation of modern life" 8.3 Differences in Chinese urban and rural death culture, 8.4 Death view in different religious cultures, 9.1 Changes in traditional and modern "filial piety" culture, 9.2 Differences in Western sacrificial culture, 9.3 Analysis of online sacrificial culture in the Internet era and other MOOC videos introduced by the teachers of this course, guided students to read the academic monographs "Ritual Process: Structure and Anti structure" and "Forest of Symbols" in the Chinese version, and discussed online "Talk about your views on the spiritual life of young people in modern society" in the learning channel SPOC. "When flipping classroom teaching, add the words" What time is your thinking? "Case discussion and analysis to improve the high-level and challenge of curriculum thinking in this chapter.
Chapter 4 Anthropological Reflections on Public Health in the Era of Globalization	According to the textbook Content, explain the relativity between hygiene and public health, the relationship between epidemics and human cultural consciousness, and he multi-level balance and	Introducing the three distribution of diseases in Epidemiology 2.5 by Ma Wei from Shandong University, the disease distribution in Chapter 2, Section 3 of Epidemiology by Lei Lijian and others from Shanxi Medical University, as well as the MOOC videos of Traditional Chinese Medicine Health Preservation and Sub health Prevention 9.1 by Sun Hongsheng from Jinan University and Chapter 6 of Culture and Civilization's Impact on the Earth by Su Wenhua from Yunnan University. Students independently study the MOOC "Cultural Interpretation of Modern Life" by the Guangdong Hong Kong Macao Greater Bay Area University Online Open Course Alliance MOOC. 2.9 Food, Diet and Safety Issues, 2.10 Industrial Society and Fast Food Culture, 2.11

	harmony between physical and mental health and human beings.	Cultural Preferences in Modern Video, and 2.12 Cultural Understanding of Public Health. Waiting for the MOOC video, students read the anthropological masterpiece "Cleanliness and Danger" by renowned anthropologist Douglas, and completed an online discussion on the topic of "Talking about Your Understanding of Public Health Issues" in the learning guide. The course content integrates medical and agricultural knowledge, highlighting the integration of interdisciplinary abilities and thinking in humanities, medicine, and agriculture, and highlighting the timeliness and cutting-edge nature of education and teaching in new humanities and agriculture.
Chapter 5 Consumer Culture and Ethnic Identity in the Era of Globalization	According to the textbook content, explain the ethnic characteristics and contemporaneity of consumer culture, economic globalization and changes in consumer culture, as well as cultural consumption, cultural identity, and ethnic identity.	Require students to independently read anthropologist Marshall ` Salins' work "Sweet Sorrow" helps students understand that "the consumption culture in the era of globalization is just the dissemination and transformation of Western worldviews in non Western societies." In addition, students independently study the MOOC "Cultural Interpretation of Modern Life" by the Guangdong Hong Kong Macao Greater Bay Area Online Open Course Alliance. 10.1 Industrial Civilization and Culture, 10.2 Information Civilization and Culture, and other MOOC videos are used to discuss "your views on cultural consumption in the consumption era." During the flipped classroom discussion, "How to understand the McDonald's trend in society?" Through these reconstructions, students can enhance their understanding of cultural consumption and national identity in the era of globalization.
Chapter 6 Cultural Exchange and Civilization Integration in the Era of Globalization	According to the textbook content, explain in sequence the information dissemination and cultural exchange in the era of globalization, the cultural diversity and conflicts of civilizations in the era of globalization, and the integration and coexistence of civilizations in the era of globalization.	Students independently learn MOOCs from the Guangdong Hong Kong Macao Greater Bay Area Online Open Course Alliance, titled "Cultural Interpretation of Modern Life." 10.3 Religious Civilization and Culture, 10.4 Harmonious but Different Cultural "Planets," and other MOOCs. Students independently read UNESCO Owen ` Lazlo's "UNESCO International Expert Study Report: Planet of Multicultures (2nd Edition)" (published by Social Science Literature Press in 2004) and online discussion on "How to understand the exchange and mutual learning of human civilization and the construction of a community with a shared future for mankind?" during the flipped classroom discussion on "How to understand the exchange and mutual learning of human civilization?" to enhance students' understanding and awareness of cultural exchange, civilization "conflicts" and their integration and symbiosis in the era of globalization.

In the teaching activities of this course, teaching platforms, resources and tools such as Rain Classroom, learning power China Guangdong learning platform and WeChat official account are comprehensively used. The main reason is that the teaching function of Learning Pass is more powerful than that of Rain Class. The powerful learning country - China Guangdong Learning Platform and WeChat official account ("Culture and Modern Life") are important supplements to Rain Class and Learning Pass resource platform, which can better meet the individual learning needs of students. Of course, the MOOC videos on the Guangdong Learning Platform MOOC Lecture Hall only provide relatively limited course resources; The course WeChat official account ("Culture and Modern Life") is the "second class." Students can interact with teachers by leaving messages and other ways. It is an important complement to teacher-student interaction and classroom extension, and has its necessity, rationality and appropriateness.

4.3 Innovative teaching evaluation methods, leading the integration and deep integration of general education courses and professional course knowledge

4.3.1 Develop clear and reasonable evaluation metric

This course adopts a diversified evaluation method that combines process and personalization (value-added), formative evaluation and outcome evaluation. The specific situation is shown in Table 6.

Table 6 Multivariate evaluation metrics for this course

Evaluation type	Score percentage (%)	Process evaluation			Personalized (value-added) evaluation
		before class	In class	after class	

	Regular grades (40%)	15% of online learning situations (discussions, assignments, tests, etc.) in Xuotong.	Performance in flipped classroom discussions and communication (10%).	Learning through video learning, online testing, etc. (15%)	Student engagement and autonomy
Formative evaluation	Final assessment score (50%)	1) Examining students using mind mapping to organize the main content knowledge and its professional relevance and transfer in this course (50 points), and measuring the achievement of medium and low goals. 2) Assess the main gains and experiences of students in studying this course (50 points), and measure the achievement of medium to high goals; All are open-ended subjective questions, focusing on testing students' growth and sense of achievement.			Voting and suggestion questions are not scored, and the focus is on assessing student satisfaction, recognition, and recommendation.
	Attendance score (10%)	Personalized learning without attendance	Mainly through in class attendance tests	Personalized learning without attendance	Autonomy
Outcome evaluation	Overall course evaluation score Total (100%)	Calculate the overall course evaluation score based on the proportion of online and offline regular scores, offline attendance scores, and final assessment scores.			Goal achievement rate

The overall course evaluation score is 10% attendance for Rain Classroom or Learning Pass, 40% regular grade, and 50% final assessment (see Figure 12). Among them, the usual score (40%) is 15% of the online learning situation in Rain Classroom+15% of the online learning situation in Learning Pass (discussions, assignments, tests, etc.)+10% of the classroom discussion and communication performance.

Final assessment (50%)=Rain Classroom or Learning Pass online completion of 2 subjective questions+2-4 voting or suggestion questions. Among them, the first subjective question mainly tests students to use mind mapping to sort out the main content and knowledge of this course, understand their mastery of the course content and knowledge, pay special attention to the connection, correlation, and integration of the knowledge of this course with their professional course knowledge, and focus on testing transferability; The second subjective question tests the main gains and experiences of students in studying this course, mainly examining their growth and changes in worldview, outlook on life, and values after studying this course, their improvement in empathy and critical thinking abilities, as well as whether they have a broad perspective, understand how to view problems from different perspectives and have greater inclusiveness towards the world, and whether they can internalize the course knowledge into morality, attitude, thinking, ability, and wisdom, etc. Voting questions are not scored and mainly assess students' level of attention and recognition towards the content of course chapters, as well as the overall recommendation of the course. Suggested questions mainly allow students to provide feedback and suggestions on the improvement of this course, as an important basis and support for the analysis of the next class situation. The specific situation is shown in Table 7.

Table 7 Final Exam Gauges for this Course

Test question types	Test question content	Key points of examination questions	Test score
	(1) Draw a mind map of the content and knowledge of this course, and relate it to one's own professional course knowledge.	1) The level of mastery of the course content and knowledge by students (20 points). 2) The degree of correlation and integration between the student's knowledge of this course and his/her professional course knowledge (15 points). 3) The transferability of the student's knowledge of this course and his/her professional courses (15 points).	50
Scoring questions	(2) The main gains and experiences from studying this course.	1) Emphasis is placed on examining the growth and changes in students' worldview, outlook on life, and values after studying this course. 2) Emphasis is placed on examining the ability of students to empathize and improve their critical thinking skills. 3) Assess whether students have a broad perspective. 4) Assess whether students understand how to approach problems from different perspectives and whether they have greater inclusiveness towards the world. 5) Assess whether students can internalize course knowledge into their own character, attitude, thinking, ability, and wisdom.	50

		(Each of the above assessment points has 10 points, totaling 50 points)	
Non scoring questions	(3) Which chapters of this course do you think are more important? (Voting question)	Mainly tests the student's level of attention and recognition towards the content of this course.	As an important basis and support for analyzing the learning situation before the next class starts.
	(4) What content of this course are you interested in? (Voting question)	Test students' interest and recognition in the content of this course	
	(5) Would you recommend this elective course to other students? (Voting question)	Assess students' recognition and recommendation of this course.	
	(6) What are your opinions or suggestions on the teaching of this course? (Open text questions)	Soliciting students' opinions and suggestions for improvement in this course.	
			0

The course evaluation methods are diverse, the evaluation methods are in line with teaching objectives, and the evaluation metrics are clear and reasonable. Especially, the final examination adopts a non standardized exploratory, speculative, and reflective comprehensive evaluation, which can more accurately measure the learning effectiveness of students.

4.3.2 Timely feedback on student learning progress

The evaluation of online and offline learning is coherent and complete, with a systematic collection of process and outcome data. Data based teaching diagnosis and reflective teaching are carried out, and the reform of blended online and offline teaching is continuously promoted.

During online self-directed learning, teachers guide and supervise students, and track their progress in self-directed learning; Before flipped classroom teaching, based on the analysis of students' online self-directed learning situation, grasp the key points of flipped classroom teaching, and solve the shortcomings of students' online self-directed learning in a targeted manner (such as PPT pages marked with "don't understand" in the courseware, low accuracy exercises interspersed in the courseware, deviations in theme discussions, etc.), frame the content to be taught in the class; Assign tasks after class and suggest that students watch replays and preview new content.

In addition, design non scoring voting or suggestion questions in the final exam to understand which chapters of the course students are interested in, which chapters they consider important, and whether they will recommend the course to other students; Understand the opinions or suggestions of students on the teaching of this course, in order to make adjustments and improvements in the next teaching.

5. Innovative effects of curriculum teaching reform

5.1 The integrated ideological and political design concept of integrating value shaping, knowledge transmission, and ability cultivation in the curriculum is advanced and has achieved significant results

This course is designed with integrated ideological and political education in terms of value shaping, knowledge imparting, and ability cultivation, which can fully reflect the value leading educational philosophy and characteristics of humanistic quality education general courses, and is scientific, ideological, and contemporary. This can be reflected in students' self-awareness and learning feedback.

A student surnamed Lee wrote in the final assessment report, "The greatest inspiration this course has given me is that in the face of global cultural diversity, adhering to the cultural autonomy of 'each beauty has its own beauty' and the cultural consciousness of 'beauty is shared, harmonious but different' should become an important way to resolve cultural or civilizational 'conflicts.' Harmony but difference 'is a basic humanistic value that should be upheld in the process of Chinese cultural research."

This course goes hand in hand with professional courses and ideological and political courses, providing them with rich nourishment in cultivating their values. Students have reshaped their values and enhanced their critical

thinking abilities in the process of learning knowledge. A student surnamed Wen said in the final assessment report, "The biggest gain from studying anthropology is the ability to view the world with the 'anthropologist's thinking', adhere to cultural pluralism, firmly believe in cultural relativism, respect all 'differences', broaden one's horizons, broaden one's mind, reject prejudice and discrimination, learn dialogue and communication, and seek common ground while reserving differences in contradictions... The entire three perspectives have changed, what can be more significant than this gain?"

5.2 Effective measures such as learning situation and goals, content and resources, process and methods, evaluation and feedback have led to significant results in ideological and political education in the curriculum

The teaching content of this course originates from life, but it is higher than life; Through the teaching of course knowledge and discussions and exchanges on real-life related topics, guide students to pay attention to society, love life, enhance cultural confidence, eliminate cognitive biases, forge a sense of community with a shared future for mankind in the era of globalization and artificial intelligence, and achieve a "multi standard integration" of knowledge goals, ability goals, and literacy goals; At the same time, it takes into account the universality of general education and the particularity of disciplines such as agriculture and engineering in our school, highlighting the characteristics of humanistic quality education through the cross infiltration of multiple disciplines.

Over the course of more than 20 years of construction and development, this course has focused on the growth and development of students, integrating ideological and political elements into the curriculum with the times, constantly enriching and updating content resources, exploring a student-centered and goal oriented online and offline hybrid general education teaching model that shares multiple platforms, and combines general courses with professional courses and ideological and political courses. The flipped classroom "six step method" has achieved good teaching results and received recognition and praise from students. A student surnamed Wu wrote in the final assessment report, "Anthropology and Modern Life is an excellent first-class course, and after a semester of study, I have gained a lot... After studying this course, I feel like I have come across a profound understanding and insight into what human beings are, how humans develop and live, and how they have evolved such a rich and colorful culture. In terms of marriage, family, and interpersonal relationships, I have gained new insights. In the face of globalization and human issues, I have changed my way of thinking, thinking from some new perspectives, and discovered and gained many new understandings. In summary, studying this course has enabled me to gain a lot of new understanding." I have gained many new insights and discoveries about humanity! "

From the feedback of these students, it can be seen that the blended online and offline teaching design and practice of this course are not only beneficial for students to have a broad career, broad mindedness, eliminate prejudice and discrimination, learn dialogue and communication, but also help students understand common problems in real life with a lot of anthropological knowledge. It helps students change their traditional thinking, observe and think about social life from a new perspective, and correctly understand the cultural logic behind social phenomena; Helps students to see through the essence, comprehend life, and promote the goodness and goodness of human society.

Through the alignment of general education courses, professional courses, and ideological and political courses, knowledge is reconstructed and ideological and political elements are integrated into the curriculum, moving students, expanding their cognition, enhancing their systematic understanding and disruptive changes of course knowledge, enhancing their learning experience, new gains, insights, and discoveries. A student surnamed Zhang said in the final assessment report, "Through this course, I have gained a certain understanding of anthropology and a deeper reflection on this society... Anthropology and Modern Life is really a very broad and extensive course, and its content is actually closely related to our daily life. It is also up-to-date and constantly updated, always able to see through the essence of human society and promote human goodness!" A student surnamed Huang also shared the same feeling: "The whole course has benefited me a lot, and I have a deeper understanding of the basic knowledge of anthropology and modern life... Thank you to the school and teachers for giving me the opportunity to choose.... Taking this course has deeply moved me with its rich content and broadened my understanding."

Some students originally came for credits and interests, but the blended online and offline teaching of this course not only provides them with opportunities for self-directed and personalized learning to earn credits, but more importantly, "teaching people to fish" enhances their thinking, cognition, and abilities. The curriculum education and teaching philosophy of "no doubt, no confusion, no confusion" has enabled students to successfully transform from "earning credits" to enhancing their literacy, and has also transformed teachers from being "gardeners" in teaching and nurturing students to "engineers" in cultivating morality. This course has also transformed from students' original "water courses" to "golden courses" that they are willing to recommend to other students.

5.3 Under the guidance of ideological and political education in the curriculum, students have a high sense of identity, participation, achievement, and satisfaction

This course adopts problem oriented and task driven teaching methods. Based on the introduction of anthropological knowledge, the teaching is guided by real-life "problem" discussions, following the problem orientation of "raising questions (teacher or student) - analyzing problems (student+teacher) - solving problems (student+teacher)." It clarifies the teaching tasks before, during, and after class, arranges online and offline teaching tasks reasonably, implements flipped classroom teaching, and students have a high sense of identification, participation, acquisition, and satisfaction with this course. They also give positive evaluations to digital learning and blended online and offline teaching. A student surnamed Gao wrote in the final assessment report, "The course 'Anthropology and Modern Life' has provided me with a new way of thinking and understanding modern life. In the era of cultural exchange, it is very important to learn to appreciate the characteristics and aesthetics of different cultures, understand the differences and similarities between different cultures. Through studying this course, I have improved my cultural literacy and cross-cultural communication ability." A student surnamed Zheng said, "After studying this course, I have gained a lot, and my vision and mind have become broader. I have learned to adhere to cultural pluralism, firmly believe in cultural relativism, and respect all 'differences.' We should abandon prejudice and discrimination, learn dialogue and communication, and seek common ground while reserving differences in contradictions."

This course adopts problem oriented and task driven teaching methods, guided by real-life "problem" discussions, following the problem orientation of "raising questions (teacher or student) - analyzing problems (student+teacher) - solving problems (student+teacher)", clarifying teaching tasks before, during, and after class, arranging online and offline teaching reasonably, implementing classroom flipping, students have a high sense of identification, participation, acquisition, and satisfaction with this course, and greatly improve their evaluation of digital learning and blended online and offline teaching (see Table 8).

Table 8 Student final evaluation of this course in recent years

semester	evaluation method	the proportion of participants in teaching evaluations	the average score of students in evaluating this course
2019-2020 (Second Semester)	MyCOS online questionnaire anonymous survey	92.86%	93.06
2020-2021 (First Semester)	MyCOS online questionnaire anonymous survey	95.83%	93.00
2020-2021 (Second Semester)	MyCOS online questionnaire anonymous survey	81.48%	89.60
2022-2023 (Second Semester)	MyCOS online questionnaire anonymous survey	94.81%	93.60
2023-2024 (First Semester)	MyCOS online questionnaire anonymous survey	95.24%	97.22

Source: According to the data from the teaching quality management platform of the academic affairs department of the university where the main lecturer is located.

5.4 Under the guidance of ideological and political education in the curriculum, students' innovative awareness and ability have been improved, and some students have won competition rewards

This course focuses on guiding students to integrate the relevant knowledge of general education courses with professional courses, expanding their creative thinking, improving their innovation awareness and ability, and providing a source of knowledge, ability, and literacy for the generation of their innovative achievements. This course relies on multiple school level and provincial-level education and teaching reform and quality engineering

projects for continuous improvement. It has won multiple provincial-level awards and has been recognized as a first-class course at the provincial and national levels in China. It has been selected as a "demonstration teaching package" by Chaoxing and has been cited more than 10 times. It has been recognized and praised by Chinese peers, and has good demonstration and promotion value.

6. A simple summary

This course is designed with an integrated approach that closely integrates value leadership, knowledge transmission, and skill development, reflecting the educational philosophy and characteristics. It is rich in ideological, contemporary, scientific, and innovative qualities. The teaching philosophy of this course is advanced, adhering to the principle of cultivating morality and talents, embodying the "student-centered development" approach, integrating value shaping, knowledge transmission, and ability cultivation, fully leveraging the educational role of the course, and highlighting its distinctive features.

The teaching objectives of this course are in line with the school's positioning, student situation, and professional talent cultivation needs, accurately reflecting the requirements for shaping student values, imparting knowledge, and cultivating abilities. A general education curriculum education model and teaching method of "dual heart and four increases, integration of general education and professional education" have been established. Through the six step flipped teaching method, the two-way journey of integrating humanistic spirit and Chinese spirit, and the correlation and integration of general education curriculum and professional courses has been achieved.

This course analyzes the learning situation based on the cognitive characteristics and starting level of students, analyzes their learning habits and abilities reasonably, and accurately summarizes the current situation, characteristics, and laws of ideological development; The grasp of ideological and political education issues in the curriculum is relatively precise. The teaching content of this course is in line with the development and cognitive characteristics of students, reflecting the educational philosophy and goals of the course. The knowledge system of the course is clear and scientific, and the ideological and political education resources contained in the course are deeply and accurately excavated. The integration of ideological and political resources and knowledge content is closely and appropriately integrated.

The overall design of ideological and political education in this course follows the teaching philosophy, focusing on the close integration of ideological and political education with professional education. It is designed from the aspects of teaching objectives, teaching content, teaching activities, teaching methods, teaching methods, textbook selection, teacher allocation, teaching assessment, evaluation feedback, etc. It can effectively implement the requirements of the professional talent training program and the fundamental task of moral education. Rich teaching activities, natural transitions, and fully leveraging the teacher led and student led roles can help students effectively improve their quality, knowledge, and abilities; Pay attention to students' interests, guide their thinking, and emphasize self-directed, cooperative, and exploratory learning; The selection of textbooks and teaching resources is scientific, teaching cases are typical and appropriate, value guidance is emphasized, theory is connected with practice, and ideological and political education is organically integrated into the teaching process. Teaching evaluation has diverse dimensions, diverse methods, scientific content, and is suitable for subject and professional requirements and student characteristics. It can evaluate the development and changes in various aspects such as student quality, knowledge, and abilities.

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Parents Home Learning Strategies During the COVID-19 Pandemic Using Colaizzi Method

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Abstract

Numerous Filipino families grapple with challenges due to home learning amid the pandemic. This study delved into parents' experiences and strategies regarding their children's secondary education at home. Utilizing Colaizzi's descriptive design, data was gathered through interviews. Eight parents from Tambulig, Zamboanga del Sur, with children in secondary home learning and no household COVID-related health issues, participated. Results revealed that while prioritizing their children's education, parents faced daunting challenges, leading them to opt for home learning. Balancing educational needs, work, and household duties posed significant hurdles. Concerns arose regarding distractions in modular and online setups, such as noise and peer influence. Despite these obstacles, parents remained committed to supporting and fostering a conducive learning environment at home, adhering to government safety measures.

Keywords: COVID-19, Home Learning, Colaizzi, Parents

1. Introduction

Home Learning is the new mode of learning since the coronavirus pandemic happened. The virus greatly affected the economy and education sector as well (Zhu et al., 2020). Home learning has become the new normal to adapt to the situation and to continue the learning of the students. Since COVID-19 is far from being over, and the education sector also understands the situation of the students in the Philippines, flexible learning was introduced to reshape the way of instruction. This means that learning programs are developed to meet the needs of students, schools, and communities (Joaquin et al., 2020).

Implementing a new normal in education poses a lot of challenges for many Filipino students since not everyone will be able to afford to buy smartphones, laptops, tablets, personal computers, secure internet connections, and others. It is not normal for a Filipino parent to buy since many have lost their jobs during the pandemic. Unfortunately, the attempt to slow the spread of the virus via home learning has affected the parents as well. The responsibility of facilitating the learners has shifted from the teachers to the parents. Parents are now spending

more on resources to set up a new learning environment at home. Distance learning lowers the family's spending priority in terms of the child's daily budget, whereas online learning increases the family's financial burden by increasing the use of electricity due to the internet connection. Power failures, on the other hand, obstruct students' ability to complete activities owing to often disconnection in their online meetings. Parents take note of the learners' difficulties, such as expeditious lessons and unmet learning objectives due to too many activities in a short amount of time (Agaton and Cueto, 2021).

Parents were forced to take part in the education of their children who were limited to their homes. All educational activities, which have previously been handled by schools and teachers, were now coordinated by the parents. Parents have aided distant education in a variety of ways, including eliminating technological obstacles, providing required internet infrastructure, organizing the physical environment at home, and monitoring and motivating children to participate in courses and other educational activities (Demir and Demir, 2020).

Learning inequity is addressed by modular learning, which makes education more accessible to all. It is used to supplement the learning that a child needs in schooling. With the help of online communication apps online, learning is possible, and printed modules are being used offline to ensure the teaching and learning to happen between teachers and the students (Agaton & Cueto, 2021).

With these initiatives at hand to address this educational situation, it is evident that it burdened the parents even more by facilitating home learning for their children while simultaneously working (Bhamani et al., 2020). Up to this day, the sources of study regarding the strategies of parents are limited specifically in the Philippines. Not much has been conducted related to it. Thus, the aim of this study is to examine the participants' experiences and strategies in home learning.

2. Method

This qualitative study is grounded in Colaizzi's descriptive design, which helps to understand and explain the experiences of research participants as they give an account of their experiences (Polit & Tatano Beck 2010; Wertz et al., 2011). This design was selected because the focus of the study was to describe parents' experiences having children attending secondary education and their perceptions of online learning (Patton 2002; Tolentino, 2016; Elley-Brown 2015).

For this research study, eight (8) parents from Tambulig, Zamboanga del Sur having children at a secondary level, who are attending Home Learning, spending time to formally facilitate their children learning, and have no COVID or related morbidities in the house were chosen as participants of this study.

Interviews that lasted for 90 minutes were conducted to gather data, which were then analyzed through Colaizzi's method (1978) of data analysis. This is a distinctive seven-step process providing a rigorous analysis, with each step staying close to the data. These steps are the following: transcribe and familiarize, extract significant statements, formulate meanings, clustering themes, create an exhaustive description, produce fundamental structure, and validate findings.

3. Results and Discussion

Table 1: Participants' Cognition on Home Learning

Formulated Meanings	Cluster Themes	Emergent Theme
Parents do not have an idea about home learning.	Awareness	Perceived home learning as a challenge
Parents are doubtful and worried about the learning of their children.	Uncertainty	
The parents have an idea of what home learning is through similar experiences.	Knowledge	
Parents perceived home learning as difficult.	Difficulty	

The parents are okay with home learning as they are afraid of their children's health interacting with many people due to the pandemic.	Security	
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The findings of the study revealed the emerging theme "**Perceived Home Learning as a Challenge.**" The interview revealed that the participants experienced home learning as a challenge because they had no idea about what it was. Although they may have heard of it, they have not experienced it themselves. This made them doubt and worry about their children's learning. They are not sure about this new arrangement or what the students will learn, especially since they are responsible for their children's learning. It is difficult for parents to balance work and guiding their children at the same time.

This shows that they entrust their children's learning to the teachers. Therefore, there is concern whether the lessons will take place at home, as mentioned in the interview. The responses revealed that the participants are not sure what their children will learn with such an arrangement. In addition, they find similarities in teaching and monitoring their children's assignments even before the outbreak of the pandemic.

Prior to adopting home schooling, parents were briefed on their responsibilities in this new learning format. They were informed that they would be responsible for receiving, delivering modules to their children, and providing guidance. Additionally, parents expressed concerns about the health risks associated with sending children to school, hence preferring to continue their education at home.

Table 2: Challenges Experienced in Home Learning

Formulated Meanings	Cluster Themes	Emergent Themes
One of the challenges in home learning is internet connection.	Internet Connectivity	Availability of Home Learning Resources
The problem among parents is spending money to provide for their children's education by buying load, paying tuition fees, and other school materials.	Financial Problem	
Children do not have proper phones at the beginning of home learning and gradually buy new phones as parents feel the need to buy them. They are also concerned about radiation and distraction.	Learning Devices	
During the submission and receiving of modules, parents struggle with the lack of public vehicles near the school and the sun's heat.	Transportation	
The parents are aware of the difficulties of the modules and how their children struggle to answer them.	Difficulty	
Teachers are sometimes not available whenever there are concerns regarding the module.	Unavailability	
Parents are doing the laborious tasks so that their children can study undisturbed, even though sometimes students use school requirements as an excuse.	Laborious Tasks	Parents are burdened with hefty responsibilities
Parents have experienced rushing the modules just to submit them on time. Parents working while also having children attending school pose difficulty in monitoring their children's learning. Parents multitask to cope with the new normal. Due to their job schedules, parents cannot guide their children.	Time Management	
The close neighborhood can distract students from being tempted not to study or not being able to learn due to noises from the natural environment.	Environment	
Home learning causes stress to parents. Home learning can be unsettling for parents because their minds are constantly preoccupied.	Distress	
Parents believe that home learning is unfair because some parents are illiterate and unable to teach their children.	Literacy	

It is difficult for parents to have uninterested children in answering their modules.	Lack of Interest	Parents observe that home learning is ineffective because students become too dependent in their responsibilities
Due to addiction to playing online games, children have a poor sleeping routine and are unwilling to answer their modules.	Distractions	
Parents believe that modules are ineffective because they are sometimes the ones who respond to them rather than the students. They do not take it seriously because the modules provide an answer key.	Dependence	

With the surge of COVID-19, this is the first time that most parents experienced and facilitated learning personally. However, because of a lack of experience, the participants perceived home learning to be complicated. It seems hard for parents to think about the materials like gadgets that are needed in this new normal, which are not necessary during face-to-face classes in addition to the new responsibilities of teaching their children. Home learning has never been introduced to all parts of the Philippines before. Thus, because of the pandemic and the implementation of home learning at all levels of education, both parents and students face many challenges, like internet connectivity, financial problems, transportation, laborious tasks, time management, unavailability of teachers, disruptive environment, lack of interest, distractions, distress, literacy, and dependence.

Table 3: Strategies Applied in Managing the Challenges of Home Learning

Formulated Meanings	Cluster Themes	Emergent Theme
According to the parents, several internet platforms assist in responding to modules.	Internet Assistance	Parental support
Parents seek the support of friends, teachers, and other knowledgeable individuals, including themselves, to assist their children in answering the modules. Parents make use of the financial aid from the government for their children to attend home learning.	Support	
Parents give their children the freedom to answer their modules and give them ample time to relax if necessary.	Freedom	
Parents carry out their responsibilities in home learning, such as submitting modules, guiding, and disciplining.	Accountability	
When their children perform well, parents are less concerned and merely provide guidance.	Guidance	

When the researchers asked the participants about their strategies to manage home learning challenges, their answers revealed the emergent theme **“Parental Support.”** Research has repeatedly demonstrated that parents/guardians’ engagement in their children’s education positively impacts students’ learning (Lusse et al., 2019; Pushor, 2012).

Parents have a significant role in implementing home learning and continuing the children’s education. With this new normal, many parents have encountered challenges during home learning as it was the first time, they have experienced it. Because of this, parents devised different strategies to manage these emerging challenges. Due to the learning that takes place at home, parents have made a lot of adjustments just to provide a better learning environment for their children, including materials and devices that are needed to connect with the teachers and classmates and answer their modules. However, some resources did not meet the required assistance. According to parents, several internet platforms are useful for their children, like Facebook, Brainly, Google, and YouTube. These materials are said to help answer the children’s modules, especially when parents do not have an idea about them. Parents responded that they use their phones to search for answers on Google and YouTube.

The study also revealed that the participants would ask for support from higher-grade students or tell their children to ask their classmates about the lesson they do not understand. They seek the help of those knowledgeable individuals to assist or guide their children on what to do. Due to the difficulty of the lesson, there were cases in which the students were not able to answer the. The participants revealed that aside from assistance from other people, there are times when they must answer the module themselves.

Table 4: Strategies Applied in Facilitating Home Learning for the Children

Formulated Meanings	Cluster Themes	Emergent Theme
Parents limit their children's extra-curricular activities and provide a suitable learning atmosphere. When children are out of control, parents use physical discipline.	Discipline	Parental Involvement
Parents are the ones that submit the modules on time and are more likely to answer when their children are no longer able to complete them.	Replacement	
Parents monitor and update their children's modules regularly to ensure that their work progresses.	Monitoring	
Having tutors available is beneficial when learning at home.	Tutorial	
Parents comply with the government's decision and aim to guide their children during home learning.	Compliance	
Parents' show moral, emotional, financial, and technical support in home learning and looking closely at their children's condition.	Support	

Amidst the backdrop of widespread school closures and the swift transition to home learning, the burden of educational support has increasingly fallen upon parents' shoulders (Garbe, 2020). Traditionally, within the confines of the classroom, teachers adeptly navigate content delivery, pedagogy, and effective communication. However, the abrupt shift to remote learning in the face of this new normal has left a void in the real-time delivery of concepts, procedural clarifications, and the provision of comprehensive student support (Hawkins, 2020). Consequently, parents have found themselves thrust into the forefront, assuming a more active role in facilitating their children's learning journeys.

Within this evolving educational landscape, the researchers delved into the strategies adopted by participants to navigate the intricacies of home learning. What emerged prominently from their inquiries was the overarching theme of "Parental Involvement." In this role, parents have not merely served as makeshift instructors but have become integral partners in their children's educational endeavors, providing guidance, encouragement, and supplementary educational resources. This newfound responsibility has underscored the vital role of parental engagement in fostering effective learning experiences amidst the challenges posed by remote education.

Parents take the most significant role during this time because they oversee their children's learning. Parents carry out their responsibilities in home learning, such as guiding and monitoring their children in doing their modules. They are focused on their obligations in this new normal, which is a strategy for managing many responsibilities. Parents do not use physical discipline and use other ways to monitor their children's activities. Submitting the modules is one of the responsibilities of the parents since children are not yet allowed to go to school. They would sometimes have to pay for vehicles to pass the modules on time. They also shared their experience where they give their children the freedom to do their modules whenever they want. Parents do not force their children to answer, especially when they feel tired doing it and too difficult to respond, if they get it done on time. The interview shows that parents are less worried about their children's learning when they know they perform well. It was less work for parents since they would no longer need to teach them personally; instead, they are only a guide. Parents narrated their cognition, challenges, managing the challenges, and how they facilitated their children during home learning. Findings also revealed that Discipline, Replacement, Monitoring, Tutorial, Compliance, and Support are the strategies of parents to facilitate their children's home learning.

4. Conclusion

This study used interview data to derive research findings. Six main themes emerged during the data analysis, including: Perceived Home Learning as a Challenge, Availability of Home Learning Resources, Parents are Burdened with Hefty Responsibilities, and Parents Observe that Home Learning is Ineffective because Students are Becoming too Dependent on their Responsibilities, Parental Support, and Parental involvement. For this research study, an exhaustive description of the lived experiences of the participants was developed through comprehensive data collection, interpretation, and analysis.

The study showed that home learning brought about by the pandemic placed the parents in very challenging situations. While there is significant importance for the parents to continue the learning of their children, health risks were also a primary concern. Thus, they settled with learning at home despite the possibility of having additional loads in their work. It exposed them to various difficulties like providing the necessary learning resources, work, parental responsibilities, and managing their home. Parents also displayed their concern about what the students would learn in modular and On-Line learning setups because of factors that distract the learners like noise, peers, and games. They continue to assist the learners by providing the necessary support and guidance to make the home conducive to learning. Parents also opt to follow the measures taken by the government to ensure the safety of their children while continuously learning.

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Positive and Negative Experiences of Meranao Adolescent Students During the COVID-19 Pandemic: A Narrative Method Analysis

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Abstract

Lockdown, isolation, quarantine, and social distancing are proven to be the only effective measures to prevent and tackle COVID-19 to date. Unfortunately, these measures have caused physical, economical, and mental health problems. Despite a growing interest in the field, scarce narrative studies have delved into adolescents' psychological experiences related to global emergencies caused by infectious diseases. Considering the lack of knowledge in literature and the need to investigate an unexplored topic, a qualitative study was performed to explore adolescents' feelings and thoughts using their narratives. The study was carried out with 150 adolescent students who are continuing their studies in Marawi City. Findings show that adolescents were more forthcoming about their negative experiences than about positive ones. Looking at word occurrence in the two texts (positive and negative experience), many commonalities emerged. Overall, 9 words out of 20 are shared in the vocabulary of the two collected narratives. Looking at the modeling emergent themes analysis, the T-Lab software revealed four themes for each text.

Keywords: Positive, Negative, Experiences, Adolescent, Covid-19, Narratives

1. Introduction

The World Health Organization labeled this coronavirus illness (COVID-19) a pandemic on March 11, 2020. It is undeniable that the COVID-19 pandemic causes sudden changes in the lives of people which includes health risk that leads to consequences to the health of an individual. On March 16, 2020, President Rodrigo Duterte of the Philippines announced the heightened community quarantine. There were curfews, checkpoints, and travel limitations in place. Trade and school operations have been stopped. Individuals were compelled to stay at home. The COVID-19 epidemic has brought the mental health of those who have been affected to the fore. The presence of a pandemic is broadly recognized to heighten or cause extra pressures, such as anxiety and stress for oneself or cherished ones, limitations on physical movement, and social exercises, and sudden and serious way of life changes

due to quarantine. In Marawi City, the effect of the outbreak has affected many. Financial problems and health issues were among the few of the challenges faced by the people including adolescents.

During the COVID-19 event and the ensuing lockdown, adolescents were exposed to a substantial change in their personal and interpersonal environments. They are associated with certain developmental activities such as establishing one's identity and growing autonomy through redefining parental relationships and forming bonds with peers, among other things (Havighurst, 1948, as cited by Fioretti et al., 2020). Infection or the loss of family and friends can hurt a person's mental health. Patients with COVID-19, whether confirmed or suspected, may experience dread, whereas those in quarantine may experience boredom, loneliness, and wrath. The COVID-19 pandemic is a public health issue that presents worries and challenges concerning people's mental health on many levels (Ellis et al., 2020).

Anxiety, despair, psychological stress, and destitute rest have been famous as the essential mental impacts of living with the COVID-19 crisis (Guessoum et al., 2020). In line with this, great impacts have been brought to the students who experience living in the COVID-19 crisis and it affects their studies and aspect of living their lives. These impacts that affect the students can be both positive and negative aspect that brings changes to the way they live (Pigaiani et al., 2020).

Adolescents endured a significant change in their individual and social environment during the COVID-19 incident that brought about the lockdown, impairing their developmental tasks. There is currently a scarcity of information about adolescents' experiences with COVID-19 and the underlying psychological disorders that accompany it. The researchers interviewed adolescents about their most traumatic encounters with COVID-19 and national lockdown to acquire a better understanding of their subjective experiences with COVID-19 and national lockdown, as well as the possible impact of biographical disruption on developmental tasks.

2. Methodology

The methodological approach in this study is a qualitative design which was done by collecting data through an online survey and/or face-to-face using the participants' narratives. The researchers asked 150 Meranao adolescent students from different high schools and colleges in Marawi City to write voluntarily about their most positive and most negative life experiences during the COVID-19 epidemic.

The first part of the survey asked for the profile of the participants while the second part asked for their negative and positive experiences during the COVID-19 lockdown. The survey was carried out by sending a link to the Google Form survey questionnaire to each participant's social media account (i.e., Facebook, and Email) or by sending the printed survey questionnaire to the selected schools where the participants are enrolled.

The T-Lab Software was then used to do a modeling emergent themes study (Lancia, 2004). Modeling of New Subjects utilizes a probabilistic show that uses the Latent Dirichlet Allocation to reveal, evaluate, and extrapolate the essential themes (or subjects) rising from the content using co-occurrence designs of key-term examination. The data analysis comes about in several themes that described the primary contents of a textual corpus. This type of textual analysis is therefore recommended in studies intending to go further into previously unknown themes to find factors associated with a certain type of experience that should be researched further.

3. Results and Discussion

3.1 Demographic Profile of the Participants

The majority of the 150 participants who voluntarily took part in this study are 17 years old, female, Meranaos, and are senior high school students currently enrolled in selected schools in Marawi City. Many researchers have particularly studied psychological experiences connected to COVID-19's global emergency and lockdown experience in children and adolescents (Lee, 2020), although data from autobiographical narratives are limited.

Furthermore, this result implied that senior high school students who were 17 years of age had enough insights and engaging narratives on their positive and negative experiences related to COVID-19. It also showed that when it comes to answering survey questionnaires, females are much more willing to participate than male participants. The majority of the participants were enrolled in RC-AKIC which implies that this school has the greatest number of senior high school students in Marawi City. Generally, these results implied that since the majority of the participants were residing in the city, most of them were more aware and more exposed to the issue of the pandemic. To have better understanding with COVID19 and national lockdown, researchers interviewed adolescents about their most traumatic and subjective experiences to the said pandemic, as well as the possible impact of biographical disruption on developmental tasks.

3.2 Experience Narratives on COVID19

The occurrence of the most reported 20 words both for positive and negative experience narratives			
Positive experience narratives		Negative experience narratives	
Word	Occurrence	Word	Occurrence
Time	127	Experience	130
Family	122	Negative	111
Positive	116	Quarantine	93
Experience	113	Pandemic	66
Quarantine	71	Time	52
Home	52	COVID-19	50
Pandemic	50	Outside	48
Spend	50	Family	37
Bond	49	School	37
House	34	Friends	34
COVID-19	32	Home	34
Learned	27	House	33
Stay	27	Hard	33
Good	23	People	27
Help	20	Think	26
Watch	20	Bad	25
Parent	19	Day	24
Work	219	Lockdown	24
Close	18	Stay	23
Cook	17	Able to	22

Table 1: Most Frequently Used Terms in The Positive and Negative Experience Narratives

Table 1 revealed words that are frequently used by the participants within the two writings (positive and negative experience). Among the 20 most cited terms in both writings, there are: “Time,” “Family,” “Experience,” “Quarantine,” “COVID-19,” “Pandemic,” “Stay,” “House,” and “Home.” Overall, 9 of the 20 words in the lexicon of the two collected narratives are the same.

The T-Lab program identified four themes for each text based on the modeling emergent themes analysis. The following Tables 2 and 3 summarized the primary terms related to each of the emerging topics. When comparing the frequency of words in both texts, the results demonstrate that the keywords used to express the most positive and negative experiences are comparable. Emergent themes, on the other hand, brought to light a variety of issues related to the same words.

Table 2: Participants' Positive Experiences Narratives Related to COVID-19

Re-discovering the Family 49%			Discovering oneself 25%			Fasting in the Month Ramadhan 10%			New learning via Watching 16%		
Keyword	Word frequency	Word total use	Keyword	Word frequency	Word total use	Keyword	Word frequency	Word total use	Keyword	Word frequency	Word total use
Family	99	99	Time	111	111	Pandemic	87	87	Time	97	97
Positive	82	82	Family	77	77	Experience	81	81	Watch	77	77
Experiences	77	77	Experience	68	68	Positive	75	75	Positive	69	69
Time	69	69	Learned	65	65	Good	58	58	Know	62	62
Quarantine	55	55	Spend	51	51	Ramadhan	52	52	Play	50	50
Bond	51	51	House	51	51	Month	46	46	Experience	46	46
Home	50	50	Positive	43	43	People	46	46	Quarantine	38	38
Pandemic	35	35	Quarantine	39	39	Province	39	39	Family	35	35
Stay	33	33	Help	37	37	Focus	35	35	Help	35	35
Spend	32	32	Work	36	36	Health	35	35	Friend	27	27
Closer	22	22	Busy	27	27	Prayer	35	35	Game	27	27
COVID-19	21	21	Clean	24	24	Skip	35	35	Good	27	27
Parent	17	17	Home	22	22	Travel	25	25	Drama	25	25
Happen	16	16	Care	19	19	Money	29	29	Able to	23	23
House	16	16	Bond	17	17	Student	29	29	Day	23	23
Life	16	16	Sibling	17	17	Think	29	29	Sleep	23	23
Happy	15	15	Sister	17	17	Though	29	29	Think	23	23
Times	13	13	Mother	14	14	Great	23	23	Bored	19	19
Learn	12	12	Rest	14	14	Guess	23	23	Class	19	19
Love	12	12	Cook	12	12	Outside	23	23	Cousin	19	19
Realize	12	12	Read	12	12	Place	23	23	Fun	19	19
Enjoy	11	11	Parent	12	12	Strict	23	23	Inside	19	19
Memory	11	11	Activity	12	12	School	23	23	Korean	19	19
Talk	11	11				Able to	17	17	Learn	19	19
People	10	10				Cousin	17	17	Lockdown	19	19
Sibling	10	10				Spend	17	17	Movie	19	19
Day	9	9				Home	12	12	Social	19	19
Situation	9	9				Decide	6	6	Video	19	19
Able	7	7				Negative	6	6	Anime	15	15
Close	7	7				Sleep	6	6	Medium	15	15
Complete	7	7							Talk	15	15
Free	7	7							World	15	15
Good	7	7							Love	4	4
Lockdown	7	7							Module	4	4
Strengthen	7	7									
Strong	7	7									
Eat	6	6									
Faith	6	6									
Negative	6	6									
Pray	6	6									
Relative	6	6									
Pray	6	6									
Relative	6	6									
Safe	6	6									
Start	6	6									
Almighty	5	5									
Bad	5	5									
Beloved	5	5									
Bring	5	5									
Challenge	5	5									
Feel	5	5									
Felt	5	5									
Healthy	5	5									
Moment	5	5									
Nephew	5	5									
Work	5	5									
Decide	4	4									

The study showed four themes in terms of the positive experiences of the participants. The themes are re-discovering the family, discovering oneself, fasting in the month of Ramadhan, and new learning via watching. The frequency of words explained by each theme is reported in Table 4.2 below. The table shows words with a degree of association within every theme. Keywords are reported following their occurrence in the narrative.

The first theme, "**Re-discovering the family**," which was soaked by 49 % of the lemmas and centered on the positive effect of investing time with family members and finding the delight in doing things together, was assigned the foremost representative for positive experiences collected:

Extract. *When I got home, our family members were finally complete, and we got closer. We were able to share and discuss something, and, we had family bonding in our home. The positive experience I had during these times would be me and my family members and relatives getting much closer because we have more time to talk to each other and bond.*

Extract. *One of the positive experiences caused by the lockdown is that we spend more time getting together with my family. The relationship we had become more attached and stronger. The positive things are, we are having much time with our families and getting to know ourselves by getting bored. Sometimes when we are alone staying at home, we get to have time for ourselves.*

Extract. *The positive experience in my quarantine days is that we have a lot of memories with my family, especially every time we had a bonding because before the pandemic, both my parents were all busy, so they don't have time to spend with us, but luckily this pandemic we had all spent our times with our beloved persons.*

As seen by the narratives on positive experiences of living with COVID-19, the home takes on a double meaning within the lives of adolescents, serving as both a put to rediscover family as a defensive component and a place to appreciate activities and spend time together. Family time, according to Guessoum et al. (2020), is related to fewer depressive side effects in youths. Besides, the discoveries suggest that family may play a dynamic portion within the co-construction of what it implies to live during a pandemic and can allow support through misfortune experiences, which show up to be the foremost predominant theme in adolescents' narratives, according to the findings.

Importantly, as indicated by the impact of family meals on positive adolescent development, parent communication has a constant protective effect. Guardians can both increment and buffer the effect of upsetting experiences on adolescent mental well-being during times of crisis (Collins and Laursen, 2004; Platt et al., 2016). During the physical distance lockdown, guardians and siblings were given a few of the only in-person mental support and connection. As a result, the number of times adolescents went through with their families may relieve the impacts of the pandemic on their mental well-being and families have been encouraged to esteem their time.

In the second emergent theme, named "**Discovering oneself**" (25% of lemmas) Adolescents reportedly found delight in investing time alone with themselves, reading, listening to music, sketching, and exercising.

Extract. *I learned how to cook; before the pandemic, I am so lazy when it comes to cooking and cleaning, I learned to work at home, I learned how to wash my clothes, and that was my experience that I could share. My positive experience in this quarantine is I get to bond with my family, we spent more time than before, and I always have time to help my mother do things in the house.*

Extract. *My positive experience when I have a lot of time with my family, my parents, and siblings, during that pandemic, my sister got pregnant and I helped her to do her work at school and work in the kitchen, I am always by her side because I am her only one sister and my mother is sick for her mild stroke. I helped them do that activity like gardening, flowering, and other house activity like laundering, cleaning the house, cooking, and so on. And also, learned how to take care of a child.*

Extract. *During COVID-19 and quarantine, there are a lot of positives that I experience than negative because during quarantine I spent my time with my family and helped them do that activity like gardening, flowering, and other house activity like laundering, cleaning the house, cooking, and so on.*

The rise in everyday creativity during this period may be seen in general social media posts, as more people are showing their at-home skills. Personal projects tend to contribute to present well-being independent of coping style and predict change in well-being for adults using all coping methods, according to the research. Participants' coping mechanisms are also consistent with individuals who have dealt with comparable outbreaks. According to Kapoor and Kaufman (2020), individuals amidst the pandemic were drawn not only to behaving creatively but to engaging in the act of creation itself. Individuals continued to need to express or distract themselves by creating something. The very act of making something seems to have value by itself, possibly as a method to cope with uncertainty and tolerate ambiguity. Past research has suggested that partaking in everyday creative activities is associated with positive affect and well-being.

The third emerged theme, dealt with “**Fasting in the month of Ramadhan,**” 10% of the lemmas were saturated, and attention was drawn to giving charity and being religious especially in the month of Ramadhan together with the family:

Extract. *During the crisis of this pandemic, my parents donate money for groceries and give it to our barangay chairman, especially in the month of Ramadhan, and also during Ramadhan, I am so happy because I am staying at home, I can focus on my prayer, I did not skip on my prayer. In my experience, I am healthy and safe, I have a lot of time to spend with my family.*

Extract. *During this pandemic, planting, and cooking becomes a trend. We got to try coking trends in this pandemic like the making of finger foods and making beverages like Algona coffee. This pandemic becomes a healing time for me spiritually and emotionally. The most positive experience was during the end of Ramadhan. Because I didn't skip a day of fasting.*

Extract. *I fasted the whole Ramadhan then my mother bought me a new phone as a reward and a present for fasting every day for the whole month of Ramadhan. My positive experience during this COVID-19 is I have more time with my family and for myself.*

The participants narrate that one of their positive experiences is spending the whole month of Ramadhan with their family which could have a positive effect on their mental well-being during the pandemic. According to the study by Elmajnoun et al. (2020), the effects of Ramadhan Fasting on human health have shown that it has a favorable effect by helping to overcome stress and to enhance an individual's self-control and self-discipline. Muslims take the Ramadhan as an opportunity to make meaningful alterations to their lifestyle in general that could have long-lasting effects and enable them to live healthier and happier life with their families.

The last theme, “**New way of learning,**” was saturated by 16% of the lemmas and concerned participants' connecting to learning through watching social media. Most of the participants reported having a lot of time with their families and watching to learn:

Extract. *The positive experience for me is that I can sleep late because I don't have a class in the morning. I watched those pending Korean dramas I've been meaning to watch before the pandemic. I have a lot of time anyway. I have tried doing trendy things on social media like cooking and calligraphy.*

Extract. *My life during quarantine is the best or most positive that I have had during quarantine I don't have many positive experiences, but I think when I got to watch anime, watch lots of movies, and anime, series, and I got also have time to bond with my cousins and I think it's fun.*

Extract. *The positive experience I have had in my quarantine is I have time with my family, we get a bonding unlike before because my family was busy at work, I always watch anime, Korean drama, etc. Sometimes I watch on YouTube to learn.*

The participants stated that learning new things online using social media is one of their positive experiences during the pandemic. Social media became an especially popular platform for learning new things and creativity during times of the pandemic when everyone is isolated in their home. Women continued to be more involved in watching TV programs throughout the COVID-19 emergency. There has been a noticeable trend of people around the world consuming similar content. Those individuals with access to resources binge-watching similar programming around the same time. Some of the reasons were that people were largely restricted from staying in, so any home-based activity was more likely to be pursued (Kapoor and Kaufman, 2020).

Table 3: Respondents' Negative Narratives Related to COVID-19

Anguish and Loss 20%			Inadequate Supplies 14%			Confinement 45%			Closure of School 21%		
Keyword	Word frequency	Word total use	Keyword	Word frequency	Word total use	Keyword	Word frequency	Word total use	Keyword	Word frequency	Word total use
Quarantine	62	62	Outside	80	80	Experience	74	74	School	76	76
Time	48	48	Negative	77	77	Negative	66	66	Quarantine	72	72
COVID	37	37	Allow	61	61	Pandemic	53	53	Experience	62	62
Hard	31	31	Buy	61	61	COVID-19	36	36	Class	39	39
Positive	31	31	Food	58	58	Quarantine	29	29	Day	39	39
Family	26	26	Eat	48	48	Friends	25	25	Time	39	39
Health	26	26	Experience	48	48	Family	24	24	Negatives	37	37
City	24	24	Work	38	38	Bad	24	24	House	27	27
Die	24	24	Close	32	32	Outside	22	22	COVID-19	23	23
Need	24	24	Job	32	32	Stay	18	18	Hard	21	21

Pandemic	24	24	Money	32	32	Feel	18	18	Learn	21	21
Brother	22	22	Struggle	29	29	Anxiety	15	15	Change	19	19
People	20	20	Easy	26	26	Depression	14	14	Face	19	19
Test	20	20	Store	22	22	Month	13	13	Friend	16	16
Week	20	20	Situation	22	22	Go out	12	12	Internet	16	16
Experiences	18	18	Lock	19	19	Social	12	12	Life	16	16
House	18	18	Live	19	19	Stress	11	11	Lockdown	16	16
Neighbor	18	18	Need	16	16	Suffer	11	11	Place	16	16
Travel	18	18	Daily	16	16	House	11	11	Bore	14	14
Lockdown	15	15	Year	16	16	Anxious	10	10	Early	14	14
Mental	15	15	Market	13	13	Lockdown	9	9	Financial	14	14
Parent	15	15	Income	6	6	Life	9	9	Lost	14	14
Spread	15	15				Distance	7	7	Love	14	14
Ask	13	13				Exercise	6	6	Miss	14	14
Attack	13	13							Play	14	14
Busy	13	13							Spend	14	14
Care	13	13							Activity	12	12
Father	13	13							Education	12	12
Allah	11	11							Modular	12	12
Child	11	11							Plan	12	12
Cousin	11	11							Attend	10	10
Help	11	11							Connection	10	10
Member	11	11							Disappointed	10	10
Physical	11	11							Future	10	10
Relative	11	11							Go out	10	10
Right	11	11							Home	10	10
Swab	11	11							Lazy	10	10
Though	11	11							Classmate	8	8
Worry	11	11							Continue	8	8
Medical	9	9							Difficult	8	8
Remember	9	9							Enjoy	8	8
Sister	9	9							Limit	8	8
Sleep	9	9							Relative	8	8
Virus	9	9							Stay	8	8
World	9	9							Worry	8	8
Worried	9	9							Age	6	6
Young	9	9							Learning	6	6
Anxiety	7	7							Sleep	6	6
Pressure	7	7							Use to	6	6
Spend	2	2							Felt	4	4
									Good	4	4
									National	4	4
									Panic	4	4
									Pressure	4	4
									Daily	2	2

The study showed four themes in terms of the negative experiences of the participants. The themes are anguish and loss, inadequate supplies, confinement, and closure of the school. The frequency of words explained by each theme is reported in the table below. The table shows words with a degree of association within every theme. Keywords are reported following their occurrence in the narrative.

“Anguish and Loss” is the first and most representative theme explained by 20% of the participants.

Extract. *“We are four in our house at that time and no others can help us, we don't know what we need to do, we can't go to our neighbor because in their house they were COVID-positive, and some of the other relatives are in a far place, we can call them but they cannot go to us because of the quarantine and national lockdown”*

Extract. *“Because you know President Duterte lock down the city and town and that time is Ramadhan so everyone finds a way to make earn money for the family. One of those negative moments I experienced during COVID ECQ is when my brother died. It was hard to travel because it's not easy to pass those checkpoints but still, I tried my best just to see him but it's already too late.”*

Extract. *“Exactly one week after the celebration, my cousin died, it was super shocking, the family did not know that she had myoma only her parents knew. It felt horrible and so hard to accept because we did not have the chance to take care of her because of the pandemic, we are apart from each other. Until now, we can still feel the pain but with God's guidance, everyone is slowly healing.”*

In collected narratives, the inability to say goodbye to family and friends, as well as experiencing contact with their deaths, is a common theme. Grief is hindered by the inability to directly experience loss, according to a female participant. Adolescents expressed their dissatisfaction with the fact that they had lost physical and emotional touch with their families as a result of the quarantine. The inability to have direct touch with loss and death, according to the participants, might be painful in the life of an adolescent. In their narratives, grief is a

private and unique process, just as it is in the case of tragic events. According to Shanahan, et al. (2020), an increase in perceived stress was connected to increased health risks or actual COVID-19 disease in loved ones.

The second theme, labeled "**Inadequate Supplies**," explained 14% of the lemmas. Participants described their experiences with life under quarantine as well as their experiences with food scarcity.

Extract. *"Having nothing to eat because the workers, whom we expect to provide us our daily needs, cannot do work and cannot have their salary, is probably the most negative experience, most people had during that time. Every one of us cannot even go out to buy something we need/we have to eat for the meal. And we are living with my cousins and aunties"*.

Extract. *"The most negative experience I had during the pandemic was our business was down for more than 3 months, my parents are not government employees if our store is closed, we can't get money, if we don't have any extra money, we can't buy our needs, especially foods and so on"*.

The narratives reported the impact of having a family member lose a job due to this pandemic and that causes their lack of supplies. The psychological impacts of COVID-19 disruptions to studies and jobs, which they described as a feeling of being unable to walk outside, exacerbated participants' immediate concerns about fulfilling basic requirements. According to Brooks et al., (2020) having insufficient basic resources (food, drink, clothes, or accommodation) during quarantine is one of the 26 stressors, and it is a source of unhappiness, as well as anxiety and anger 4–6 months after release. Economic and social variables were more significantly and continuously associated with suffering during the COVID-19 crisis, according to Shanahan (2020).

The third theme, which accounted for 45% of all lemmas, dealt with the impact of "**Confinement**," in which a male adolescent described feeling like spending too much time inside the house worsen anxiety.

Extract. *"The negative experience that I experienced in this COVID-19 pandemic is staying home for a long period. Because when I stay inside your house for days and do not go outside, I feel like there is no improvement in me. I mean I did not learn new things outside."*

Extract. *"The negative experience I had is that I think my mental health worsen by the pandemic. I mean, staying outside the home makes me feel free, and staying at home where there's a toxic environment worsens my anxiety"*.

Staying at home during this pandemic works as a stressor as narrated by one of the participants. This suggests that the current COVID-19-imposed social isolation limits on children may lead to a rise in mental health concerns, as well as probable posttraumatic stress. These findings are consistent with Loades et al., (2020)'s early unpublished data from China during the COVID-19 pandemic, which reveals that children and adolescents aged 3 to 18 years old display anxiety-related behaviors such as clinginess, distraction, fear of asking inquiries regarding the pandemic, and irritability, findings showed children who were exposed to forced isolation or quarantine in prior pandemics were five times more likely to seek mental health treatment and had higher levels of posttraumatic stress. Brooks et al., (2020) confirmed these findings, stating in their paper that the length of the quarantine is one of the stresses during confinement; a longer quarantine has been associated with poor mental health, particularly post-traumatic stress.

The fourth emergent theme was labeled because it was saturated by 21% of lemmas "**Closure of Schools**". Participants expressed their feelings of longing for school.

Extract. *"In my case, the most negative experience I had, was I became lazier, and I faced many family problems that pressured me. Because being able to go outside and to school was my way to exercise and escape from my problems yet, quarantine prevented me from doing so. Also, during the quarantine, I wasn't able to continue my studies."*

Extract. *"The most negative that I experienced was boredom because I can't go out and I can't spend my time with my friends, and we are not allowed to go to school. I miss my daily routine, waking up early, taking a bath early, eating my breakfast early, wearing my uniform, going to school with my friends, and missing face-to-face classes. I can't go to the other places I want to go"*.

Extract. *"The negative experience for me is that I become lazier. My days during the quarantine were not productive. Since classes are suspended, I get to decide when to get up from my bed. Now that I got used to it, I find it hard to wake up early in the morning."*

One of the narratives reported the participant's difficult adjustment to a new everyday schedule in which their closest connections (friends) and everyday routines take on a new and disturbing significance. School closures are part of a larger range of disruptions to everyday routines that participants viewed as unpleasant.

The narrative shows that adolescents who do not attend school and instead remain at home are physically inactive. According to Wang et al. (2020), the negative impacts on mental health are more pronounced when children and young people are kept in their homes and are unable to engage in activities outside of the house or interact with peers. This study confirmed these concerns, revealing that the majority of adolescent respondents were most affected by their inability to see friends and relatives, as well as their inability to go out and attend school.

4. Conclusion

Because there's few of logical research on adolescents' experiences of living with irresistible illnesses and beneath national lockdown, the current study adds to our understanding of the negative and positive aspects of such a life-changing experience during this unique developmental stage.

This research has a wide range of social and psychological effects. The findings suggest that the COVID-19 incident has surely had a substantial influence on the Meranao adolescents' way of life and mental health. Given these findings, the physical and emotional effects of the COVID-19 pandemic on adolescents and children are a matter of critical concern for both governments and families, and they must not be overlooked, particularly in this era of a gradual return to normalcy. As a result, adequate strategies must be prepared to assist the adolescent population in dealing with the instability related to the pandemic and the isolated period, to play down the mental effect of school closures and home restrictions as much as conceivable, and to ensure satisfactory bolster for the return.

The participants are already dealing with mental health issues, which is a struggle. Through the narratives of Meranao adolescent pupils, this study was able to learn about their good and negative experiences. To sum up, the findings imply that the influence of lockout on adolescent developmental tasks should be considered.

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Appendix

OPEN-ENDED WRITTEN SURVEY

Directions: Please fill in the sheet below with the necessary information needed.

I. Profile of the Participants

Name (optional):

Age:

Sex:

School:

Ethnicity:

Location during GCQ and national lockdown:

II. Positive and Negative Experiences of the Participants during COVID-19 Lockdown

1. "Please, think about your memories surrounding COVID-19 and the "quarantine". Would you please tell us your most **negative experience**? Take your time and narrate what happened and how you experienced it. There are no limits of time and space for your narrative".
2. "Referring again to your memories surrounding COVID-19 and the "quarantine", would you please tell us your most **positive experience**? Please, narrate what happened and how you experienced that episode. There are no limits of time and space for your narrative".

Factors of Institutional Trust: A Study of Students in Mindanao State University-Marawi City

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Abstract

This study aims at investigating the impact of respondents' social trust, perceived institutional corruption, and performance on the respondents' level of institutional trust in Mindanao State University-Marawi City. Quantitative research design was utilized in the study. Questionnaire were given to 285 respondents which were interpreted using Pearson's Product-Moment Correlation (Pearson's r), Independent Samples T-test, and One-Way ANOVA. Respondents' perceptions of the mechanisms to improve institutional trust were collected during interview and analyzed using thematic analysis. The study found that they have high level of social trust towards university officials, moderately low level of perceived institutional corruption, and good perceived institutional performance affect the high level of institutional trust. It was also suggested by most of the selected ten respondents that services, transparency, and accountability could improve institutional trust. Future researchers may conduct a similar study for possible changes in the respondents' perceptions during the new administration at Mindanao State University, Marawi Campus.

Keywords: Institutional Corruption, Institutional Performance, Institutional Trust, Social Trust

1. Introduction

Mindanao State University (MSU) is perceived to be one of the most prestigious universities in the Philippines. Many students from distant provinces sacrificed and went far from their places to enroll in MSU-Main Campus, Marawi City. The university has more than eleven thousand enrolled students. Indeed, MSU has diverse students who also have respective views and opinions. Thus, it is intriguing and significant to know their institutional trust towards the said institution depending, of course, on the factors that can influence their institutional trusts such as interpersonal trust towards university officials, perceived corruption, and university performance.

In previous studies, scholars have delved into various interpretations of trust (Maguire and Phillips, 2008). However, our focus lies specifically on trust within institutions, defined as the confidence respondents place in

these entities. Extensive research has examined both the determinants and degrees of institutional trust across different nations. Social trust, alternatively referred to as social capital or interpersonal trust (Sønderskov & Dinesen, 2015), is a critical aspect. Perceived corruption, on the other hand, reflects respondents' perceptions of institutional integrity. Meanwhile, institutional performance pertains to the quality of services provided, ranging from excellent to poor.

Chang and Chu (2006), along with Chang (2013), uncovered a pervasive lack of institutional trust among respondents from various democratic nations, largely attributed to widespread corruption. Additionally, Espinal et al. (2006), Boateng (2017), and Seabo and Molefe (2017) highlighted government performance as a significant determinant of institutional trust in their research. Other studies have also explored factors influencing institutional trust, particularly through the lens of undergraduate students' perceptions. In the Philippines, corruption stands out as a prominent social issue, as emphasized by Batalla (2020) and Quah (2010). Its rampant and unbridled nature significantly erodes institutional trust (Chang, 2013), underscoring the imperative of understanding citizens' trust in institutions. Recognizing that the youth represent the future leadership capable of effecting positive change (Sihombing, 2018), their perceptions become invaluable in this discourse.

Drawing upon the insights gleaned from the aforementioned studies, our research endeavors to probe into the factors influencing and the extent of institutional trust among 285 students from the MSU-College of Education in Marawi City, Philippines.

2. Method

This study employed a quantitative research design, leveraging data collected from adapted and modified versions of the Asian Barometer Survey (Wave 4) and the World Values Survey (2017-2020 and 2010-2014).

Conducted at the College of Education, Mindanao State University, Main Campus in Marawi City, the research enlisted 285 respondents from this academic institution. Convenience sampling, relying on the availability of participants, was utilized for respondent selection, with enrolment in MSU-College of Education during the 2020-2021 academic year as a primary criterion.

Data collection occurred between June 25 and July 06, 2021. Analysis involved the use of frequency distributions, means, and standard deviations. Additionally, Pearson's Product-Moment Correlation (Pearson's r) was employed to ascertain correlations between variables. To determine statistically significant differences in mean scores between two groups and dependent variables, Independent Samples T-tests were conducted. Furthermore, One-Way ANOVA was employed to explore significant relationships among more than two groups and dependent variables.

3. Results and Discussion

3.1 Demographic Profile of the Respondents

The respondents were mostly 20-22 years (77.5%), female (93.3%), 3rd year (40.7%), paying students (80.4%), resided in Lanao del Sur (76.5%), took the course BEEd GEN ED (32.6%), and earning below 10,000 PHP family monthly income (76.5%). The results of running an Independent Samples T-Test showed that gender, academic status, age, year level, course, hometown, current address, and family income do not play any role in as far as the assessment of the perception of institutional trust.

3.2 Social Trust

Table 1: Respondents' Level of Social Trust

INDICATORS	Mean	SD	Qualitative description	Level of Trust
MSU System President	5.93	1.63	Trustworthy	High
Dean of your college	6.46	1.51	Trustworthy	High
Chairperson in your department	6.48	1.52	Trustworthy	High
Faculty in your college	6.50	1.50	Very trustworthy	Very High
Staff in your college	6.36	1.49	Trustworthy	High
Peace Keeping Force employees	6.01	1.64	Trustworthy	High
Housing/Dormitory Managers	5.53	1.75	Trustworthy	High
OVERALL	43.27	9.93	Trustworthy	High

Scaling (mean = qualitative description, level of trust):

7.5-8.4 =totally trustworthy, extremely high; 6.5-7.4 =very trustworthy, very high; 5.5-6.4 =trustworthy, high;

4.5-5.5 =somewhat trustworthy, moderately high; 3.5-4.4 =somewhat trustworthy, relatively low;

2.5-3.4 =not trustworthy, low; 1.5-2.4 =not very trustworthy, very low; 1.0-1.4 =totally not trustworthy, extremely low

The results revealed that students perceived the following to be trustworthy: the MSU System President, College Dean, Department Chairperson, College of Education Faculty, College Staff of the respondent, Peace Keeping Force employees, and Housing/Dormitory Managers. The College of Education was very trustworthy to them. Overall, it found that the social trust of the respondents in the university is high. This result also implies that education students have very high trust in the faculty of the College of Education. The faculty at the Elementary or Secondary Level might be kind, approachable, and fair to their students. On the other hand, the respondents described the MSU System President as trustworthy. Similar to the dean, the chairperson, the staff, the peacekeeping force employees, and Housing/Dormitory Managers in the university. It implies that they had high trust in the said officials. Respondents might believe that MSU officials deserved the trust because of their utmost effort in prioritizing the academic concerns of students. Thus, the respondents' level of trust in all officials in the university is high. However, these positive results might not be honest. The respondents might be afraid of getting low grades in evaluating the officials, the possibility of receiving hate, and unfair services from other officials, and the university might not allow them to graduate.

3.3 Institutional Corruption

Table 2: Respondents' Perceived Level of Institutional Corruption

INDICATORS	Mean	SD	Qualitative description	Level of Trust
All officials in MSU Marawi campus understand the meaning of corruption.	5.33	2.02	Somewhat agree	Moderately Low
Most of them can define corruption.	5.61	1.89	Agree	Low
There is no corruption happening in Mindanao State University-Main Campus.	4.06	1.98	Somewhat disagree	Relatively High
Most officials are not engaged in corrupt activities.	4.48	1.81	Somewhat disagree	Relatively High
Every official in Mindanao State University-Main Campus is not corrupt.	4.36	1.80	Somewhat disagree	Relatively High
Officials are not accepting a bribe in order to get the services you need.	4.55	1.74	Somewhat agree	Moderately Low
There is a wide transparency in the conduct of various transactions in MSU.	4.72	1.70	Somewhat agree	Moderately Low
OVERALL	33.1	10.7	Somewhat agree	Moderately Low
	1	3		

Scaling (mean = qualitative description, level of trust):

7.5-8.4 =totally agree, extremely low; 6.5-7.4 =strongly agree, very low; 5.5-6.4 =agree, low;

4.5-5.5 =somewhat agree, moderately low; 3.5-4.4 =somewhat disagree, relatively high;

2.5-3.4 =disagree, high; 1.5-2.4 =strongly disagree, very high; 1.0-1.4 =totally not disagree, extremely high

Table 2 unveils the respondents' perceived corruption at Mindanao State University. Accordingly, they somewhat agree that all officials in the MSU Marawi campus understand the meaning of corruption, are not accepting bribes to get the services needed, and are transparent in various transactions. This result implies a moderately low level of corruption at Mindanao State University. This could also imply that MSU officials' prior knowledge of the meaning and impact of corruption could have also inhibited them from accepting bribery and other illegal acts, thus the transparency in their conduct of the various transactions.

3.4 Institutional Performance

Table 3: Respondents' Perceived Level of Institutional Performance

INDICATORS	Mean	SD	Qualitative description	Level of Trust
Office of the President (OP)	5.42	1.85	Good	Good
Office of the Vice Chancellor for Academic Affairs (OVCAA)	5.46	1.80	Good	Good
Division of Student Affairs (DSA)	5.43	1.75	Good	Good
Office of Admissions (Scholarships)	5.11	1.92	Good	Good
Office of the University Registrar	5.20	1.84	Good	Good
University Cashier Division	5.19	1.82	Good	Good
University Business Office	5.27	1.81	Good	Good
Supreme Student Government	5.23	1.81	Good	Good
College of Information and Technology	5.51	1.71	Very Good	Very Good
College of Education	5.91	1.73	Very Good	Very Good
Main Library	5.80	1.76	Very Good	Very Good
Housing/Dormitory	4.88	1.95	Good	Good
OVERALL	64.40	19.39	Good	Good

Scaling (mean = qualitative description, level of trust):

7.5-8.4 =exceptional, exceptional; 6.5-7.4 =excellent, excellent; 5.5-6.4 =very good, very good;

4.5-5.5 =good, good; 3.5-4.4 =very satisfactory; very satisfactory

2.5-3.4 = satisfactory, satisfactory; 1.5-2.4 =poor, poor; 1.0-1.4 =very poor, very poor

The respondents described the performance of the following offices in Mindanao State University, Marawi City, Philippines as very good: College of Information and Technology, College of Education, and Main Library. They confirmed the very good performance of the said offices. This result shows that they were more satisfied with the performance of the College of Education, MSU-Main Library, and College of Information and Technology. However, it further implies that they might not be brave to express their opinions since they often visit the said offices.

On the other hand, the respondents perceived that the following offices perform well: Office of the President, Office of the Vice-Chancellor for Academic Affairs, Division of Student Affairs, Office of Admissions, Office of the University Registrar, University Cashier Division, University Business Office, Supreme Student Government, and Housing/Dormitory, similar to the performances of the University Registrar, Supreme Student Government, and Housing Dormitory. The respondents also described the performance of the offices to be good. Their experiences at the above offices might be enough to describe their satisfaction with the performance of these offices. Generally, the respondents perceived that all offices in Mindanao State University were performing well because they have witnessed the efforts of all concerned in performing their responsibilities in the University.

3.5 Institutional Trust

Table 4: Respondents' Institutional Trust

INDICATORS	Mean	SD	Qualitative description	Level of Trust
Office of the President (OP)	5.92	1.95	trustful	High
Office of the Vice Chancellor for Academic Affairs (OVCAA)	5.91	1.90	trustful	High
Division of Student Affairs (DSA)	5.93	1.87	trustful	High
Office of Admissions (Scholarships)	5.65	1.92	trustful	High
Office of the University Registrar	5.87	1.93	trustful	High
University Cashier Division	5.73	1.93	trustful	High
University Business Office	5.83	1.87	trustful	High
Supreme Student Government	5.76	1.80	trustful	High
College of Information and Technology	5.99	1.86	trustful	High
College of Education	6.34	1.96	trustful	High
Library	6.23	1.89	trustful	High
Housing (Dormitory)	5.42	1.90	Somewhat trustful	Moderately High
Security	5.20	1.93	Somewhat trustful	Moderately High
OVERALL	75.79	22.80	trustful	High

Scaling (mean =qualitative description, level of trust):

7.5-8.4 =totally trustful, extremely high; 6.5-7.4 =very trustful, very high; 5.5-6.4 = trustful, high;

4.5-5.5 =somewhat trustful, moderately high; 3.5-4.4 =somewhat distrustful, relatively low;

2.5-3.4 =distrustful, low; 1.5-2.4 =very distrustful, very low; 1.0-1.4 =totally distrustful, extremely low

This study shows the institutional trust of students from the College of Education. It found that respondents perceived the following offices to be trustworthy: Office of the President, Office of the Vice-Chancellor for Academic Affairs, Division of Student Affairs, Office of Admissions, Office of the University Registrar, University Cashier Division, University Business Office, Supreme Student Government, College of Information and Technology, College of Education, and Library. This result expresses that the respondents' institutional trust in the above offices is high. This could be attributed to the following effects: good performance of the offices, institutional trust towards the officials is high, and institutional corruption is moderately low.

Additionally, the Housing and Security Offices were perceived to be somewhat trustworthy. It implies a moderately high trust in the said offices. Also, the respondents perceived the Housing Managers to be trustworthy and confirmed their good performance. They also perceived Peace Keeping Forces employees as trustworthy, so they entrust their safety and security. Overall, the respondents' level of trust in the offices at MSU-Marawi is high. Therefore, the results rejected the hypothesis: There is a low level of institutional trust among the respondents.

In a study by Baniamin (2021), he found that institutional trust among respondents in 32 African countries studied is high despite some factors which might affect their institutional trust. It contradicts the study of Kaasa and Andriani (2021), which found a low institutional trust in some European countries, and Seabo and Molefe (2017) also found a low institutional trust in Botswana. Additionally, the study of Chang and Chu (2006), Quah (2010), Chang (2013), and Sihombing (2018) emphasized the concern with decreasing the level of institutional trust in Asian democracies like the Philippines. Along with these results is the study of Song and Lee (2015) which mentioned that officials in public sectors have been concerned with the decrease in institutional trust over the last several decades. In reiteration, the results of this study found that the factors affecting institutional trust were: social trust, institutional performance, and institutional corruption. The following results show the correlation of several factors that affect institutional trust according to the perceptions of MSU students.

3.6 Relationship of the Variables

Table 5: The Correlation between Institutional Corruption, Social trust, and Institutional Performance to the Institutional trust

	N	Mean	Std. Deviation	Pearson Correlation	p
Institutional Corruption	285	33.1193	10.73463	.522	.000
Social Trust	285	43.2737	9.92519	.584	.000
Institutional Performance	285	64.4000	19.39475	.672	.000

The results of running Pearson's Product Moment Correlation test show that a statistically significant relationship existed between institutional corruption (IC) and institutional trust (IT), $r = .522$, $p < .01$. Results are true to the sample and also to the respondents of MSU. It tells that institutional corruption is affecting the institutional trust of respondents. This affects everyone according to Baldock (2015).

The results of Pearson's Product Moment Correlation test show that a statistically significant relationship existed between social trust (ST) and institutional trust (IT), $r = .584$, $p < .01$. It is true for the entire MSU population. It expresses that the social trust of the respondents in the officials has an impact on their institutional trust in Mindanao State University, Main Campus. Social trust means the faith of people in others they do not personally know (Ervasti et al., 2018).

The results of Pearson's Product Moment Correlation test show that a statistically significant relationship existed between institutional performance (IP) and institutional trust (IT), $r = .672$, $p < .01$. It expresses that the university performance affects the institutional trust of the students. Good performance of the university influences the high level of institutional trust. This result is reinforced by the study of Murin et al. (2018), which showed that confidence in government and perceived institutional performance are positively linked.

4. Conclusion

Based on the results, the researchers concluded that the respondents shared different perceptions of the University. The positive results of the study imply satisfaction among officials of the university. The level of social trust of the respondents is high implying that they trust the officials in the University. In addition, this study found that the respondents considered the faculty of the College of Education as the most trustworthy. However, this result could also imply that the respondents might not be brave enough to say anything against the university or the officials for fear of getting low grades or not being able to graduate on time.

Additionally, the students perceived institutional corruption to be moderately low level. It means that they somewhat agree that there is no corruption happening in the university or all officials are not corrupt. However, this could also imply that the respondents were uncertain. They may not have known or experienced that corruption happens in the university. Students might hear rumors about corruption in the university, but they might have no proof to believe it. Because of this, the results could imply that the respondents are satisfied with the performance of the officials and the university. It could also convey no complaints at all about the performance of the faculty or any officials in the University. However, they could also be afraid to give low ratings to the officials.

Furthermore, the results testified that social trust, institutional corruption, and performance affect institutional trust. Since the respondents trusted every official, perceived no corruption in the university, and were satisfied with their performances, this could imply that their level of institutional trust in Mindanao State University, Marawi City is high. Moreover, in the interviews conducted among selected respondents on the mechanisms to improve institutional trust, the following were suggested: services, transparency, and accountability would

improve institutional trust. This means that institutional trust could improve more if all officials would improve the said mechanisms.

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Unlocking the Potential of Visionary Leadership: A Study on Shared Vision, Teamwork and Team Performance

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Abstract

This study investigates the intricate dynamics of visionary leadership within educational institutions. Two key research questions guide the investigation, and through thematic analysis, the study extracts valuable insights from educators' responses regarding the role of leaders in fostering a conducive learning environment. The findings underscore the critical role of visionary leadership in enhancing team performance by fostering a sense of belonging, commitment and unity. Actively engaging the team in shaping a shared vision is revealed as a catalyst for promoting open communication, inclusivity, and empowerment. The study emphasises the importance of visionary leaders in cultivating a positive organisational culture by aligning individual and collective efforts with ambitious, unattainable visions, thereby contributing to a culture of continuous improvement and excellence. Moreover, the study sheds light on the impact of a leader's focus on teamwork and a shared vision. It highlights the significance of aligning individual and collective efforts with a shared vision, serving as a guiding force for fostering a collective sense of direction and purpose. By prioritising teamwork and core values, leaders contribute to a positive organisational culture, underscoring the importance of balancing adaptability with a steadfast commitment to the organisational vision. The study advocates a holistic approach to leadership that integrates visionary principles, transparent communication and adaptability. Fostering a positive organisational culture, prioritising teacher motivation and nurturing creativity collectively create a dynamic and thriving educational environment. The study also recognises limitations related to diverse organisational contexts and leadership styles, social desirability and the need for a cautious interpretation of results. The insights generated offer practical guidance for educational leaders seeking to enhance team effectiveness and success, emphasising the pivotal role of visionary leadership in shaping organisational performance and culture.

Keywords: Visionary Leadership, Shared Vision, Teamwork, Team Performance

1. Introduction

Recognising the leadership's crucial role in mobilising teaching staff for effective technology use, schools emphasise integration with the rapidly evolving technology landscape, driven by recent technological advancements fuelling digital transformation across educational sectors. Visionary school leaders prove instrumental in success and adaptability to change, aligning long-term objectives, values, and future states with organisational ideals. According to Benjamin (2020), visionary leadership, rooted in the transformational paradigm, is vital for digital transformation and cultivating tech-savvy educational settings. Visionary leaders committed to ideas and vivid future images inspire creativity, foster cooperation, and set examples, serving as a

potent motivational tool. Day (2014) highlights the importance of a broadly held and compelling vision in organisational fortification. The shared nature of the vision, coupled with followers' beliefs, is crucial for managing future challenges. Understanding the present landscape is equally vital, preparing leaders to navigate future difficulties effectively.

The realisation of a vision hinges on motivated and creative teachers thinking beyond conventional boundaries. Establishing a supportive workplace culture is crucial for fulfilling a shared vision, as organisational culture significantly shapes educators' working environments. A positive organisational culture can cultivate teacher motivation, inspiration, and creativity, improving organisational performance (Benjamin, 2020). Emphasising the pivotal role of visionary leaders, Benjamin (2020) underscores their importance in laying the groundwork for a culture that promotes creativity, motivates individuals, and supports professional and personal growth. Benjamin (2020) further highlights the significance of fostering a conducive work environment, allowing teachers to align their teaching methods with students' needs, enhance understanding of learning outcomes, and guide instructional decisions. The emphasis on enhancing organisational performance is crucial for effective communication, fostering teamwork, and continually progressing towards achieving envisioned visions.

School leaders should advocate visionary leadership, positioning the school's vision as the focal point and aligning their leadership with the educational ideals of the organisation for sustainable development (Wallace et al., 1997). A pivotal aspect is the shift from administrative authority to visionary authority, with the school vision assuming centrality in leadership tasks. The school's vision functions as an internal guiding force, capturing the attention of school members and stakeholders, instilling passion among followers, and establishing a shared vision for the organisation. Furthermore, the potency of the school's vision extends to motivating collaboration among school members and stakeholders, fostering the development of diverse school characteristics, ensuring educational quality, and augmenting school effectiveness (Chen & Yuan, 2021).

As Taylor et al. (2014) emphasises, visionary leadership plays a crucial role in guiding an organisation by defining its purpose, establishing priorities, and aligning policies and principles. This leadership style effectively unites organisational members towards shared goals, empowering and motivating them to realise the school vision. Continuous feedback under this leadership fosters a culture of ongoing innovation and progress. Therefore, a school leader should comprehensively understand the internal and external school environment, integrate collective visions, and communicate the vision effectively to nurture a positive organisational culture.

2. Aims and Significance of the Study

The aims are to understand the role of leaders in fostering a collective vision among educators, identify elements contributing to a positive work environment, and consequently improve organisational performance. The study also explores the links between organisational culture, teamwork, and professional growth.

The significance lies in contributing to the educational leadership literature, providing practical implications for institutions, and supporting professional development. The findings offer valuable insights for leaders, policymakers, and researchers, guiding the enhancement of leadership practices. Institutions can implement evidence-based strategies for a positive educational environment and use the findings to design training programmes fostering collaboration, creativity, and teacher well-being.

3. Literature Review

3.1. Leadership transformation model

Transformational leadership revolves around leaders inspiring and motivating followers to exceed their initial expectations, focusing on instigating positive change within individuals, teams, and organisations. Leaders adopting this approach excel at creating and communicating compelling visions, empowering and supporting followers, and embodying desired behaviours, values, and attitudes (Sashkin & Sashkin, 2003). Transformational leaders, well-known for their adaptability, emotional intelligence, and ability to inspire and engage others, play an

instrumental role in fostering collaboration, growth, and innovation within their teams and organisations (Sashkin & Sashkin, 2003).

According to Bass (1985), transformational leadership is characterised by leaders who inspire and motivate others towards a common vision and shared goal. They further state that it has emerged as a promising strategy for raising academic success and boosting school culture, and the approach is based on the premise that leaders may elevate followers above self-interest, establishing a sense of shared purpose and unity and emphasising collaboration, teamwork and trust (Bass & Riggio, 2006).

The effectiveness of transformational leadership, firmly established in various contexts, including education, through many empirical studies (Jovanovic & Ciric, 2016), is associated with several favourable outcomes, such as enhanced student achievement, increased teacher satisfaction, improved school climate and impacted learners' engagement, motivation, and performance.

Transformational leadership demonstrates significant adaptability and applicability, and leaders employing this approach steer the intricate educational landscape by emphasising collaboration, innovation, and continuing improvement (Lancefield & Rangen, 2021). Transformational leaders who are adaptable in their leadership styles may successfully satisfy the various requirements of their followers within the specific environments in which they operate; this adaptability renders transformational leadership a pragmatic and relevant option for educational leaders (Lancefield & Rangen, 2021). Dawkins et al. (2021) assert that transformational leaders contribute to a positive school culture characterised by shared values, high expectations, and a focus on continuous improvement; they also emphasise the benefits of increased teacher job satisfaction and decreased turnover within the profession.

Transformational leadership in education proves effective by fostering positive change and improvement. It cultivates a learning, growth, and collaboration culture, engendering shared ownership and responsibility among educators and students. Leaders foster an enabling environment, empowering and supporting all members to participate actively in the organisation's success.

3.2. The Concept of Motivation and Self-Determination Theory

As defined by Ryan and Deci (2020), motivation is the driving force behind an individual's behaviour, either inspiring or inhibiting their engagement in specific actions. This motivation can appear in two forms: autonomous, stemming from the inherent pleasure or perceived value of a task, or controlled, wherein actions are swayed by external rewards, possibly resulting in decreased effort and a concentration on immediate outcomes (Deci et al., 2017). Autonomous motivation pertains to behaviours propelled by personal interest, choice, and intrinsic rewards, wherein individuals engage in activities for fulfilment. Intrinsic motivation is related to autonomous motivation, reflecting the individual's intrinsic aspirations, interests, and values and generating a heightened sense of autonomy and control.

Conversely, external factors, including rewards or punishments, steer controlled motivation. Individuals driven by controlled motivation may find their motivation rooted in extrinsic rewards rather than intrinsic interest. Consequently, controlled motivation may lead to a sense of limited autonomy and control over one's behaviour (Deci et al., 2017).

The concepts of autonomous and controlled motivation are closely entwined with the notion of self-determination, wherein autonomous motivation enhances an individual's sense of self-determination while controlled motivation constrains it (Ryan & Deci, 2020). A nuanced understanding of these distinct motivational types proves valuable across diverse contexts, given their potential influence on individual satisfaction, engagement, and well-being.

Self-determination theory (Deci & Ryan, 1985; Deci & Ryan, 2002) was formulated to enhance our comprehension of human motivation and the factors influencing individuals to undertake specific behaviours. According to the researchers, self-determination theory (SDT) identifies three essential psychological needs—competence, relatedness, and autonomy—crucial for learners' success in their academic pursuits. Autonomy empowers

individuals to make healthy choices by fostering self-determination and independent decision-making. Creating an environment that lets them control their lives promotes ownership and responsibility. Fostering competence is vital for supporting positive changes. This need, centred on feeling capable and effective, is nurtured through opportunities for skill development, guidance, and feedback. Recognising achievements boosts confidence in sustaining healthy habits. Relatedness plays a crucial role in promoting healthy change. Human well-being thrives on social connections and belonging. In this aspect, family, friends, and groups provide a network for sharing experiences, receiving support, and establishing accountability.

Studies on self-determination theory suggest that the fundamental psychological needs for autonomy, competence and relatedness may serve as significant indicators of life meaning (Martela & Tappani, 2018; Weinstein et al., 2012). The self-determination theory posits that fundamental psychological needs for autonomy, competence, and relatedness are the foundation for growth and development, propelling intrinsic motivation (Deci & Ryan, 1985; Deci & Ryan, 2002; Ryan & Deci, 2020). This aligns with the notion that intrinsic motivation arises from an internally perceived autonomy during task engagement. SDT can also promote learners' motivation and positive psychological well-being. Educators can assign challenging tasks that align with learners' capabilities to expand motivation, providing a sense of achievement and mastery. Deci and Ryan (1985; 2002) add that constructive feedback and acknowledgement of improvement play a vital role in this process, and creating a healthy learning environment that encourages cooperation, positive interactions, and support among individuals helps to build a sense of relatedness, which improves their social and emotional well-being. For instance, peer interaction, group projects, and social-emotional learning can cultivate a feeling of belonging and connectedness.

Deci and Ryan (1985; 2002) emphasise the importance of developing autonomy for individuals' psychological growth, arguing that educators should allow learners to take control of their learning processes, establish objectives, make decisions, and be responsible. This includes offering choices for independent study and promoting self-reflection. They note that regulatory motivation styles—amotivation, intrinsic, and extrinsic—yield different behavioural outcomes. Amotivation, per Deci and Ryan (1985), arises when individuals perceive a disconnect between their actions and outcomes, leading to feelings of incompetence and a perceived loss of control. Amotivated behaviours lack intrinsic and extrinsic motivation, making individuals unmotivated (Deci & Ryan, 1985). The absence of intrinsic or extrinsic rewards results in the discontinuation of participation. Amotivation signifies the lowest level of self-determination, requiring a purpose without anticipating rewards or influencing outcomes (Deci & Ryan, 1985). This concept shares similarities with learned helplessness (Peterson et al., 1993), where individuals perceive incompetence and believe events are uncontrollable.

Intrinsic motivation stems from inherent joy, driven by personal enjoyment and fulfilment, undertaken for its own sake without material rewards or constraints (Deci & Ryan, 1985; Ryan & Deci, 2020). It involves engaging in activities for inherent satisfaction, independent of external rewards or pressures, and individuals act for enjoyment or challenge rather than separable consequences. Extrinsic motivation extends beyond the inherent enjoyment of an activity and is driven by external influences. Deci and Ryan (1985) introduce four types of extrinsic motivation on a self-determination continuum: (a) external, (b) introjected, (c) identified, and (d) integrated regulation.

External motivation is characterised by behaviour controlled externally, often through rewards or constraints (Deci & Ryan, 1985). For instance, a teacher establishes rules or rewards student participation, making the motivation external and not self-determined. Introjected motivation involves individuals internalising reasons for their actions, but this internalisation is not entirely self-determined as it centres around external contingencies (Deci & Ryan, 1985). For example, a teacher may create a weekly lesson plan due to guilt and feeling obligated to meet professional standards. Although beliefs and controls are internalised, they are not experienced as entirely self-determined.

Identified motivation involves conduct valued as a personal decision, reflecting internal regulation in a self-determined manner (Deci & Ryan, 1985). For instance, a teacher conducts tutorial lessons because he believes it benefits his students. Although the motivation is extrinsic, the behaviour is self-determined, providing a sense of purpose. Integrated motivation occurs when individuals freely engage in an activity, aligning their self-regulation with their self-concept, leading to harmony between conduct and other aspects of life (Deci & Ryan, 1985). For

example, a teacher prioritises writing lesson plans over other activities because it aligns with professional success and personal values. Integration represents the highest level of self-determination for extrinsically motivated behaviours.

As Ryan and Deci (2020) outlined, motivation, a key driver of behaviour, manifests in autonomous and controlled forms. Self-determination theory (Deci & Ryan, 1985) underscores fundamental psychological needs and regulatory styles. Amotivation (Deci & Ryan, 1985) reflects a disconnect between actions and outcomes, leading to unmotivated behaviours. Intrinsic motivation, rooted in inherent satisfaction, signifies self-determination and fulfilment. Extrinsic motivation, comprising four types from external control to integrated regulation, influences behaviours across a spectrum. Exploring this motivational continuum in educational contexts yields valuable insights for understanding and fostering self-determined behaviours.

3.3. *Atkinson's expectancy-value theory*

Atkinson (1957) formulated expectancy-value theory (EVT) to comprehend achievement-related behaviours, incorporating factors like motives, the perceived likelihood of achievement, and the incentive value of an activity. The framework, influenced by individuals' past experiences and socialisation processes (Wigfield & Eccles, 1992), gives rise to task-specific principles, encompassing beliefs about one's capabilities and perceptions of task complexity (Eccles et al., 1998). At first, Atkinson (1957) defined expectancies as individuals' predictions about the success or failure of their performance and characterised "value" as the perceived attractiveness of succeeding or failing in a task. Subsequent researchers in the expectancy-value tradition expanded on these definitions. They researched the interplay between individuals' expectations for success, subjective task values, and other achievement-related beliefs, analysing how these factors interact with motivation and academic achievement within educational settings (Eccles & Wigfield, 2002).

According to expectancy-value theory, a learner's motivation is shaped by two key beliefs: expectancies and values (Eccles & Wigfield, 2002). Expectancies relate to an individual's predictions about achievement and beliefs regarding their ability to handle a task. Positive expectancy for success contributes to performance, attempts, and task perseverance (Eccles & Wigfield, 2002). Self-efficacy and perceived ability are integral to expectancies (Eccles et al., 2006). Competency and efficacy beliefs are crucial in assessing a learner's ability to accomplish tasks (Eccles & Wigfield, 2002).

Values pertain to the extent to which learners value specific tasks or subjects, and EVT identifies four categories of subjective task values: intrinsic value, also known as interest value, utility value, attainment value (Eccles & Wigfield, 2020), and cost (Rosenzweig et al., 2019).

Intrinsic value involves the natural enjoyment derived from a task and agrees with intrinsic motivation in self-determination theory (Ryan & Deci, 2020). Learners driven by intrinsic motivation engage in tasks because they foster a genuine passion for the learning process whereas utility value (Eccles & Wigfield, 2020) relates to the usefulness of a task for short- or long-term goals. Learners with high utility value perceive the task as relevant and beneficial to their immediate or future objectives, influencing their motivation to engage in the learning activity.

Attainment value (Eccles & Wigfield, 2020) considers the significance of completing a task, tying to learners' personal goals for skill acquisition and contributing to their identity. It reflects learners' perceptions of the task's importance in affirming and demonstrating significant aspects of themselves, highlighting the role of tasks in shaping their identity and fostering a sense of personal accomplishment.

As Rosenzweig et al. (2019) described, cost is a perceived burden, encompassing time and energy investment. While it is the least studied among sub-concepts, it plays a significant role in the value system (Rosenzweig et al., 2019). This involves the effort one puts in, particularly when facing challenges like stress, fear, and concerns about failure and success. It also includes potential trade-offs, such as missing out on other opportunities when choosing a specific task (Rosenzweig et al., 2019).

This theory posits that learners' drive is shaped by their personal beliefs, comprising expectations and values, which, in turn, affect their accomplishments and choices in behaviour. EVT offers a structure for grasping learner motivation, embracing diverse elements like anticipated success, perceived values, achievements, and experiences. It is a practical tool for anticipating learning results and behaviours associated with achievement across time.

4. The Study

The study aspires to provide insights that can drive holistic improvement in educational leadership and organisational effectiveness. By shedding light on specific leadership skills, practical strategies, and fostering positive work environments, this study aims to empower educational leaders, policymakers, and institutions with actionable knowledge. The anticipated outcomes extend beyond theoretical contributions, aiming to catalyse real-world positive changes within educational settings.

The study's hypothesis is that there is a positive relationship between visionary leader behaviour and collective role performance, particularly when the leader exhibits a strong orientation towards a vision.

There are two research questions: Research question 1 is: How does a leader ensure that his/her team is involved in creating and supporting a shared vision in an educational setting? Research question 2 is: How does a focus on teamwork and shared vision impact a team's performance in an educational setting?

5. Methods

This study employs a qualitative methodology, including in-depth interviews and thematic analysis. In-depth interviews with school leaders and teachers provide detailed insights into their experiences, challenges, and perceptions. The thematic analysis (Braun & Clarke, 2014) identifies themes and common patterns. The methodology prioritises personal interactions to capture nuanced aspects of visionary leadership within organisational settings.

5.1. Data Collection

Semi-structured interviews with open-ended questions encouraged respondents to elaborate on their comments, enhancing their grasp of the subject. Follow-up questions were administered as needed. Preferably, face-to-face meetings facilitated nuanced comprehension, capturing non-verbal subtleties in communication. In addition, a subset of interviews took place online. These interviews spanned from May to September. Respondents were also invited to contribute additional clarifications during the subsequent article writing phase, should the need arise.

5.1.1. Participants

Selected from various geographical locations, all participants work as educators under the Department of Schools, encompassing roles such as school leaders and teaching staff members. Those identified as school leaders were chosen based on their possession of visionary leadership traits. Interviewing school leaders and teaching staff members contributes to a comprehensive understanding of perceptions and realities surrounding visionary leadership and its impact on vision, teamwork, and team performance.

The study involved 12 leaders and 15 teachers, aged 26 to 55, all holding postgraduate certificates or master's degrees, showcasing high educational attainment within the cohort. Ensuring the anonymity and confidentiality of the participants, referred to as Teachers #1 to #12 and School Leaders #1 to #15, is a critical ethical consideration. Strict measures were taken to protect their privacy and prevent the disclosure of sensitive information, aligning with ethical standards and principles of respect.

This diverse group of leaders and teachers offers the study a wealth of experience and knowledge, contributing to a comprehensive and well-rounded examination of the themes under discussion.

5.2. Data Analysis

Following Braun and Clarke's (2014) qualitative research model, this study involves a thorough immersion in the data. Codes are then generated, aligning with the research questions for relevance. Themes emerge through the exploration of similarities and clusters in the coded data. These themes undergo scrutiny for their contribution to answering research questions and potential limitations. Further, themes are defined and named, emphasising distinctiveness, focus, and purpose. The final step involves weaving these themes into a cohesive narrative in the article. While primarily deductive (Proudfoot, 2023), the study incorporates insights from respondents' experiences alongside the existing literature, introducing elements of inductive reasoning.

6. Findings

The thematic analysis highlights leader and employee perceptions and utilisation of the organisation's vision compared to goals, emphasising the impact of clear communication. Identified themes illuminate intricacies in understanding and applying the organisational vision to overarching goals. The themes are as follows:

6.1. Theme 1: Vision

Understanding and embracing an organisation's vision is a pivotal aspect of effective leadership. Exploring the awareness and utilisation of the organisational vision among the respondents showed that diverse levels of familiarity existed. Some individuals showcased a profound understanding of the vision, considering it a guiding principle that shaped their daily actions within the organisation. Thus, school leader #12 explained, "The vision of fostering lifelong learners drives us. Lessons and activities align with the long-term goals outlined in our educational vision. Our vision serves as our guiding principle." On the other hand, another group viewed the vision from a more goal-centric viewpoint, seeing it as a particular aim to reach. School leader #5 said, "Our target is to enhance student engagement by 10% each year, and our goals serve as marked points to reach. I believe reaching specific targets provides a clear direction and something tangible to aim for." This distinction in perspectives, with some embracing the vision as a guiding principle and others viewing it as a specific goal, revealed potential disparities in comprehension and alignment with the organisational vision. In other words, the distinction emphasised the need for the vision to guide goal-setting, focusing on the long-term perspective. The respondents varied in their perceptions of a vision's importance and fundamental nature within their organisations. While some considered it essential, others saw it as a tool to facilitate organisational operations. These varying perceptions suggested a need for more consistent and thorough communication about the value of the organisational vision. Uncovering these nuanced characteristics was critical for leadership strategies because it revealed how various school individuals understood and integrated the vision's guiding principles.

Leadership was crucial in guiding educators towards realising an educational institution's vision. The absence of a clear vision could pose a significant challenge, leaving educators without a well-defined direction. As school leader #7 disclosed, "Good leaders talk openly and make sure everyone understands the decisions. This helps us handle uncertainties smoothly and keeps us focused and engaged." A clear vision provides educators with certainty and a sense of purpose, preventing feelings of loss that could otherwise impact their performance and engagement. This influence became significantly more pronounced when educators needed more information about the management of the school. Effective leadership became an indicator in such instances, guiding educators through uncertainty and favourably enhancing their commitments and contributions.

Successful implementation of the organisational vision relied on effective communication, with heightened awareness and a profound commitment among respondents, fostering improved integration. School leader #11 stated, "We have seen that people understand what they should do when the vision is communicated clearly. They will naturally align their efforts with the vision, and that will bring out the best in collective performance." Aligning the vision with core values, facilitated through transparent communication and the commitment of educators, proved pivotal. The respondents also stressed the vision's role in directing attention towards collective performance, emphasising the importance of well-communicated visions for organisational success.

6.2. Theme 2: Visionary Leadership

Visionary school leaders act as exemplary figures, proficiently communicating their organisation's vision and adjusting their approaches to cater to teachers' requirements. The importance of transparent communication involves decision-making and aligns employees with the organisation's core values.

Visionary school leaders are expected to serve as role models, upholding the standards they set for their teaching staff. A school leader, #9, explained, "I believe in being a role model because it is crucial to set high standards for myself, creating a sense of accountability for all of us." This commitment builds authenticity and trust, reinforcing the connection between leaders' actions and the organisation's vision and eventually strengthening teacher motivation. In addition to this commitment and alignment, visionary school leaders emphasised clear communication to make the vision accessible to everyone, reducing misunderstandings and fostering teacher ownership of the vision. Leader #9 continued, "I ensure our vision is clear to everyone. It helps avoid confusion and ensures every teacher feels a part of our goals." Open communication was deemed essential, with most respondents highlighting its organisational promotion.

Visionary school leaders must demonstrate flexibility in their leadership approach. A school leader, #12, commented, "It makes a big difference when I understand and accommodate different communication styles because it helps create a more supportive working environment." Adaptability is crucial for effective leadership, as teachers have diverse preferences in communication styles and meeting settings.

Another school leader, #10, emphasised the importance of recognising and appreciating each other's efforts for collective growth. This is exemplified through practices like offering praise.

Similarly, school leader #7 shared, "Balancing adaptability and strong commitment to our vision can be challenging. We want to adapt to the changing needs of our teachers and students, but we must ensure it aligns with our vision." Visionary leaders were entrusted with the intricate task of harmonising adaptability while preserving a resolute dedication to the organisation's vision to prevent straying from the intended direction.

This undertaking involved a simultaneous commitment to consistently upholding the organisational vision as a guiding principle while customising communication and leadership methodologies to align with the continually shifting demands of their teaching staff members. Respondents sought to have their voices heard, desiring varying levels of involvement in decision-making. School leaders had to adapt to varied preferences for inclusivity and ensure that teachers' actions and behaviours were consistent with the values guiding the school's culture and decision-making.

6.3. Theme 3: Organisational Culture

Organisational culture plays a significant part in influencing employee experiences and contributions in this study. Organisational culture was not predetermined; it was shaped and adapted by the individuals within the organisation. This culture evolved with the influx and departure of people. The dynamic and people-driven nature of culture became evident in the study.

Teacher #2 commented, "Having the freedom to share our thoughts and contribute to the school's atmosphere was crucial. It made us feel involved and contributed to a positive environment." An open climate within an organisation, where teachers felt free to express their thoughts and contribute to shaping the school's vision, emerged as a crucial aspect. This aligned with a healthy organisational culture, where open communication and teacher involvement were vital in fostering a positive and vibrant culture.

The workplace culture exhibited evidence of shared practices, beliefs, and values. School leaders and teachers stressed the importance of shared values and collaborative efforts to achieve the organisation's vision. School

leader #3 commented, "We work hard to foster an open climate, and our policies reflect that commitment." This shared understanding and alignment with the vision were considered crucial aspects of school culture.

A significant finding revealed a disparity in how school leaders and teachers perceived certain aspects of the organisation, such as an open climate. It was suggested that some leaders might need to fully comprehend the daily experiences of their teachers, leading to differences in perception. Teacher #5 said, "Sometimes, they don't see our daily struggles. The openness they talk about isn't always what we experience." This finding underscored a potential gap in awareness or communication between leaders and teachers.

6.4. Theme 4: Teacher Motivation

Exploring teacher motivation is integral to understanding the multifaceted dynamics within educational settings. The literature review illuminated that various factors contributed to teacher motivation, reflecting individuals' diverse needs and preferences. The findings identified three motivational themes: organisational goals, growth, and team building.

6.4.1. Organisational goals, such as professional development opportunities, recognition for achievement, and involvement in decision-making, play a pivotal role in motivating teachers.

6.4.1.1. Professional Development Opportunities

Highlighting professional development opportunities, teacher #6 expressed the opinion that "Engaging in regular professional development ensures I stay updated with the latest teaching methods and motivates me to improve continually." Similarly, teacher #13 added that, "Participating in workshops and training sessions is crucial for my continuing development, helping me stay motivated and informed in my teaching practice." Teachers were motivated to align with organisational goals when offered opportunities for continuous professional development. In other words, competence development is integrated into the concept of professional development, where teachers pursue continuous learning to stay updated and motivated for continuing improvement in their teaching practices.

Teachers expressed that engaging in regular professional development was a source of continuous improvement motivation. This perspective resonated with the idea that motivation could stem from the inherent pleasure or perceived value of a task, which is intrinsic motivation. The alignment with organisational goals through continuous professional development implied a sense of identified motivation and purpose.

6.4.1.2. Recognition for Achievement

While emphasising the importance of recognition for achievement, teacher #12 expressed, "Being acknowledged for my accomplishments, whether through awards or simple appreciation, enhances my morale and reinforces my sense of value as an educator." Additionally, teacher #15 highlighted, "I find that a simple word of appreciation boosts my motivation and dedication to my profession."

Acknowledging teachers' achievements was a powerful motivator, enhancing morale and reinforcing their value as educators. This positive reinforcement was a motivational factor, driving continued dedication to the teaching profession. In self-determination theory, recognition was aligned with autonomous motivation, fostering intrinsic satisfaction. In expectancy-value theory, it was tied to positive expectations for success, acting as extrinsic motivation. Recognition enhanced intrinsic and attainment values in EVT, positively influencing teachers' motivation and engagement within the educational community.

6.4.1.3 Involvement in Decision-Making

Another aspect was involvement in decision-making, where teachers who actively participated in decision-making processes related to organisational goals felt empowered and motivated to contribute. Teacher #7 emphasised, "Being part of decision-making processes empowers me and motivates me to contribute actively, and this ensures

that my efforts support the task at hand.” Furthermore, teacher #2 added, "In my role as a senior master, I appreciate that the school management values my opinions, and this encourages me to excel in my tasks."

Teacher #7’s statement about feeling empowered and motivated to contribute actively reflected an alignment with self-determination theory because the psychological need for autonomy emphasised the importance of feeling in control of one’s actions and having the ability to make choices.

Teacher #2’s statement was about the feeling of value and appreciation, and this aligned with the EVT framework, where the recognition of one’s input contributed to the perceived value of the teacher’s role. When the teacher participated in decision-making processes primarily related to organisational goals, the individual perceived his contributions as valuable and relevant.

The involvement in decision-making enhanced motivation by fulfilling the need for autonomy and by contributing to the value of tasks. Teachers who felt empowered and valued through their participation were likely to experience high levels of motivation and engagement in their professional roles.

6.4.2. *Growth*

Growth, including career progression, mentorship programmes, and access to educational resources, is crucial in motivating teachers.

6.4.2.1. Career Progression

Emphasising career progression, teacher #4 expressed, "Knowing there is room for progress with promotions and leadership roles keeps me motivated to develop professionally, and this connects with the school's development and makes me more dedicated to my teaching career." Providing a clear career path with opportunities for career advancement encouraged teachers to invest in their professional growth and align with the school’s growth direction.

Career progression was linked to intrinsic and attainment values, where intrinsic value involved deriving enjoyment from a task and providing satisfaction in completing it. In addition, attainment value considers the significance of completing a task, advancing in one’s career, and contributing to the teacher’s sense of accomplishment and progress towards professional objectives. The career path and opportunities for advancement contributed to the perceived intrinsic and attainment values of teaching.

Career progression served as a motivational factor by fulfilling the need for competence and contributing to the intrinsic and attainment values associated with the teaching profession. Teachers who saw opportunities for career advancement were likely motivated to invest in their professional growth, aligning their development with the school's visions and fostering dedication to their teaching career.

6.4.2.2. Mentorship Programmes

Highlighting mentorship programmes, teacher #1 shared, “I have the honour of being paired up with a senior teacher who guides and supports me and fosters my professional growth.”

Teacher #1 emphasised the importance of relationships and support in professional growth, highlighting relatedness, autonomy, and competence. The mentorship programmes, where experienced teachers guide and support colleagues, contribute to a motivating and growth-oriented educational environment, aligning with SDT and EVT principles. These programmes emphasise attainment and utility values in teachers' professional development, fostering a sense of accomplishment and emphasising the usefulness of activities in achieving long-term career goals.

6.4.2.3. Access to Learning Resources, Technology and Instructional Approaches

“Access to resources, technology, and teaching methodologies plays a vital role in educating a continuous learning and teachers’ professional development,” expressed teacher #8. The positive impact of having access to learning resources, technology, and instructional approaches extended beyond continuous learning among educators. It enhanced student engagement and academic outcomes, enriching the educational experience for teachers and students by integrating technology and innovative teaching methods.

Access to learning resources, technology, and instructional approaches positively impacts motivation and educational outcomes, aligning with self-determination and expectancy-value theories. It supports teachers’ autonomy, competence, and relatedness needs in SDT and influences positive expectancies in EVT, contributing to enhanced effort and academic success. These elements enriched the educational experience for teachers and their students.

6.4.3. *Team building*

Team building, including collaborative professional development, recognition of team achievements, and team-building activities, contributes to a cohesive work environment, strengthens interpersonal relationships, and enhances team morale and productivity.

6.4.3.1. Collaborative Professional Development

Teachers highlighted collaborative professional development and shared their insights, best practices, and teaching methods that promoted unity and shared goals. “We learn new approaches and share our experience and knowledge when attending workshops. This collaborative learning and sharing help us work towards common goals as educators,” disclosed teacher #7.

Collaborative professional development aligned with SDT as it supported relatedness and autonomy needs, fostering a positive learning environment, and EVT as the shared experiences contributed to positive task values, which enhanced motivation. Both theories promoted shared goals, unity, and a motivating educational environment.

6.4.3.2. Recognition of Team Achievement

Acknowledging group achievement reinforced the importance of teamwork. Teacher #4 declared, “Receiving our student results brings us happiness, thanks to teamwork among me, my students, and peers. This success motivates me to continue working together. I eagerly anticipate meeting my colleagues to share and learn from each other.”

Acknowledging group achievement fostered a sense of relatedness, fulfilling the basic psychological need for connection. According to Self-Determination Theory, teacher #4’s statement reflected the contentment derived from teamwork, emphasising the positive context in which motivation thrived. While the same teacher expressed happiness at receiving student results, indicating the perceived significance of the collective accomplishment. This positive valuation contributed to motivation, as outlined by the Expectancy-Value Theory. The recognition of team achievement contributed to a positive environment, fulfilled relatedness needs in SDT, and aligned with EVT’s attainment value, enhancing motivation by emphasising the importance and value of collaborative success.

6.4.3.3. Team-building Activities

Organising team-building activities, such as retreats and workshops, that fostered positive relationships and effective communication among teachers contributed to a cohesive and motivated team. Teacher #5 disclosed, “During our day retreat, we rented a bus and had a fun trip across the border. It helped us bond and see different sides of each other outside of work.”

Teacher #7 echoed this sentiment, emphasising the importance of celebrating milestones, birthdays, and notable achievements among colleagues. "We celebrate our colleagues' birthdays and host special events, such as celebrating their children's academic achievements or their professional achievements with a get-together and shared meals," teacher #7 shared.

Team-building activities fostered positive relationships and effective teacher communication, contributing to a cohesive and motivated team. As expressed by teacher #5, these activities created opportunities to understand different facets of each other beyond work, aligning with the principles of SDT and emphasising the fulfilment of the psychological need for relatedness. Teacher #7 further reinforced this positive impact, celebrating notable achievements among colleagues. These shared celebrations contributed to a sense of community and support within the team, enhancing the attainment value in the EVT context by emphasising the importance and value of collaborative success.

6.4.4. Creating a Comfortable Environment

Leaders prioritised the creation of a comfortable workplace to motivate teachers, emphasising open-minded communication and psychological safety. Teacher #10 expressed, "I like how my school principal works to make my workplace comfortable. He stresses talking openly and feeling safe, making my work environment good, which keeps me motivated as a teacher. My colleagues also feel the same."

Creating a comfortable workplace prioritised open-minded communication and psychological safety aligned with the psychological need for relatedness, fostering positive connections and interactions among teachers. This contributed to a positive work environment by fulfilling the relatedness need. Creating a comfortable workplace also enhanced both intrinsic and extrinsic values associated with teaching. Teachers derived intrinsic value from a supportive and comfortable work environment, finding satisfaction in a positive atmosphere. Recognising a comfortable workplace contributed to the utility value, as teachers perceived its usefulness for professional growth and well-being. Thus, creating a comfortable work environment enhanced teacher motivation by connecting with their psychological needs and values as indicated in SDT and EVT.

6.4.5. Autonomous Motivation

Many respondents exhibited autonomous motivation, highlighting that teachers within the schools played a role in motivating one another. Teacher #1 disclosed, "In my school, my colleagues and I are encouraged to be self-determined. The focus is on fostering an environment where we, as teachers, feel empowered to contribute and grow independently."

Teacher #1's statement reflected the expectancy component of EVT, where individuals form expectations about the success or failure of their performance. Encouraging teachers to be self-determined and emphasising an empowering environment aligned with the basic psychological needs for autonomy, competence, and relatedness in SDT. The encouragement of self-determination could be considered extrinsic motivation within the EVT framework, with external factors, such as support from colleagues and the school environment, contributing to motivation.

6.5. Theme 5: Teacher Creativity

Teachers played crucial roles in creating an educational environment that fostered creativity, and they were also responsible for providing autonomy, constructive feedback, and ensuring open communication within the classroom. Teachers acted as facilitators, encouraging students to think critically and explore innovative solutions, nurturing a creative and conducive learning space. Teacher #2 responded, "I focus on fostering creativity in my classroom. Like in Business Marketing, students need to be solution-oriented and open-minded. I encourage teamwork, values, and an environment of freedom and accountability. I aim to bring out each student's creative potential through group work and open communication."

Fostering creativity involved granting autonomy to teachers in planning and designing their teaching methods and creating an environment that allowed teachers and students to explore and express themselves. Open communication and collaboration in a creative classroom fostered positive teacher-student relationships, fulfilling the psychological need for relatedness. Teachers contributed to students forming positive expectations about the value and success of their learning experiences. Thus, creativity enhanced the intrinsic value of learning, making it enjoyable and meaningful for students. It also added to attainment value, emphasising the need for developing creative thinking skills. Teacher creativity, fostered by autonomy, positive relationships, and the encouragement of innovative thinking, aligned with the principles of SDT and EVT, impacting motivation in both teachers and students throughout the learning process.

7. Discussion

7.1. Hypothesis

The hypothesis is that there is a positive relationship between visionary leader behaviour and collective role performance, particularly when the leader exhibits a stronger orientation towards a vision.

The findings affirm a positive correlation between visionary leader behaviour and collective role performance. A heightened dedication to a vision correlates with more favourable outcomes for team members, indicating that a stronger orientation towards a vision contributes to positive team dynamics and performance. The impact of visionary leadership on collective role performance displays variability based on the leader's commitment to fostering a shared vision. This variability suggests that a more pronounced dedication to a shared vision enhances the positive influence of visionary leader behaviour on team performance.

7.2. Research Question 1: How does a leader ensure that his/her team is involved in creating and supporting a shared vision in an educational setting?

Several interviewees highlighted the importance of engaging teachers in creating a shared vision. This strategy empowers team members to actively contribute to and assume responsibility for the vision. The team's active participation in shaping the vision cultivates a sense of accountability and commitment, establishing a foundation for improved performance. Furthermore, the vision serves as the foundation for organisational decision-making. In schools where the team participates in decision-making, choices align with the shared vision, leading to improved performance. The unity and smooth flow within the school, resulting from an inclusive vision-shaping process, enhance cohesion and collaboration, eventually improving team performance.

The concept of striving for an unattainable vision was mentioned. Pursuing such an ambitious goal fosters continuous improvement and team dedication. This constant guiding force promotes innovation and excellence, with the leader's visionary behaviour less tied to frequent updates. The team's steadfast commitment to reaching challenging goals instils a culture of continuous improvement and excellence set by the vision.

The attributes of visionary leadership play a pivotal role in shaping team performance. In organisations with flat structures, leaders' accessibility and approachability foster open communication. Leaders become role models who demonstrate the importance of the shared vision through actions, not merely through words. This visionary behaviour inspires and engages team members, positively impacting performance.

Inclusivity in decision-making processes ensures that teachers are involved, provides clarity, and contributes to a positive team environment. The leader's commitment to open communication and responsiveness establishes an atmosphere where everyone feels acknowledged and motivated to express their thoughts and emotions. This open-minded communication fosters trust and openness, which is essential for improved team cohesion and performance.

Moreover, a flat organisational structure (Parker, 2012), characterised by a simplified management hierarchy with direct communication between teachers and top administrators, empowers teachers to take on different tasks and

act as project leaders. This boosts team members' confidence, self-esteem, and autonomy, improving performance. Combining this flat organisational structure and visionary leadership cultivates a positive workplace atmosphere, promoting collaborative endeavours within the team.

The process of developing a vision involves various dynamics. While there is an emphasis on open communication and the opportunity for teachers to contribute to the vision, the final decision-making power often rests with the leader. Despite encouraging and hearing teachers' opinions, the actual influence in the final vision formulation may be limited.

Some respondents believe that the vision should be unattainable and non-measurable. This perception raises questions about the close linkage between visionary behaviour and the vision development process. Inclusivity is highlighted as essential, but the findings suggest that leaders often play a dominant role in initiating and concluding the vision development process, holding the decision-making power.

Motivating teachers rests significantly with leaders, underscoring their critical role in shaping team dynamics and, consequently, impacting performance. The identified factors influencing teacher motivation shed light on the intricate connection between leadership practices and team engagement. A leader's proficiency in articulating an inspiring vision emerges as a pivotal factor, providing opportunities for teachers to contribute actively. This fosters a sense of belonging and actively influences team motivation, establishing the groundwork for collective performance. The strategic role of leaders in creating a shared vision becomes dominant, positioned as a potent catalyst for team motivation and subsequent performance. Practical implications emphasise the multilayered approach leaders must adopt, transcending mere articulation of a visionary direction. Leaders are urged to proactively create an environment that nurtures intrinsic motivation, which is vital for sustained team engagement. This strategic imperative fosters autonomy, provides avenues for competence development, and cultivates a profound sense of team-relatedness. This nuanced understanding of motivational dynamics equips leaders with actionable strategies to align team efforts with a shared vision, fostering a collaborative and high-performing organisational culture.

Effective communication is critical in cultivating a creative environment within educational settings. Leaders mainly are responsible for aligning open and transparent communication with a shared vision to foster creativity among teachers. The factors contributing to teacher creativity, including a flat organisational structure, inclusion, teamwork, freedom with responsibilities, and a tolerant allowing environment, are intricately linked to a leader who aligns these elements with a shared vision. Teachers stress the importance of transparent communication with colleagues and leaders, emphasising open-minded and relaxed everyday communication. Informal discussions, such as during breaks or regular meetings, serve as platforms for sharing thoughts and ideas. Despite recognising the significance of communication, some teachers need help effectively conveying their motivation and creativity needs to school leaders, citing occasional responsiveness issues. Teachers express a desire for more professional workshops, encouragement for professional growth and competence development, and increased opportunities for fostering creativity within educational organisations. The feasibility of these initiatives may vary based on the size and resources of the organisation, highlighting the need for leaders to play a proactive role in creating an environment that nurtures creativity through effective communication.

The categorisation of teachers into proficient and experienced levels provides insights into how different teachers integrate ideas when working creatively with others. Educators who are new to the profession usually restate the ideas of others and convey their thoughts to fellow educators. On the other hand, experienced educators create associations between and build upon the ideas of others to generate new and unified perspectives and performances.

The responses from proficient and advanced teachers emphasise the importance of collaboration and creativity. When a leader involves the team in a shared vision, it empowers teachers to foster creativity, encourage teamwork, and create an environment of autonomy and accountability. The progression from proficient to experienced teacher reflects an evolution in the integration of ideas, moving from summarising to synthesising, which resonates with the idea of a shared vision contributing to a cohesive and innovative educational environment. This suggests that

visionary leadership positively influences team performance by nurturing a culture of collaboration and creativity among teachers.

The active participation of a leader in shaping the team's shared vision and consistently exhibiting visionary behaviour significantly impacts team performance. When team members are involved in the vision development process, it instils ownership, commitment, and unity. Visionary leadership creates a work environment characterised by openness, inclusivity, and empowerment, fostering positive collaboration and productivity. Developing a vision is intricate, requiring careful consideration of teacher opinions and acknowledgement of the leader's crucial role in decision-making. Teachers' motivation and creativity are intricately linked to the clarity and inspiration provided by the leader's vision, coupled with the cultivation of an innovative environment that encourages exploration and innovative approaches. In essence, visionary leadership stands as a foundation for enhancing team performance by establishing a shared vision that resonates with all members and promoting inclusive practices that harness the team's collective strengths. This approach guides the team towards common goals and creates a supportive and motivating atmosphere, contributing to sustained success and growth.

7.3. Research Question 2: How does a focus on teamwork and shared vision impact a team's performance in an educational setting?

One recurring theme is a shared vision's significant impact on team performance when leaders prioritise teamwork. Leaders emphasising the alignment of individual and collective efforts with the shared vision witness improved team performance. This alignment is a guiding force, fostering a collective sense of direction and purpose. When clearly communicated and embraced collectively, the vision catalyses improved decision-making, benefiting the teachers and the school. Leaders who focus on instilling a unified vision within their teams find it particularly crucial during transformative changes, and the shared vision serves as a stabilising force, guiding the team through evolving circumstances and promoting resilience.

Leaders adopt more collaborative decision-making processes, emphasising hands-on involvement in smaller organisations. The alignment of leadership with core values, such as honesty, respect, and responsiveness, emerges as a crucial factor shaping organisational culture. These values foster open communication and contribute to a positive work environment when embedded in leadership behaviour.

Teachers often enjoy the freedom to decide their project involvement and manage their time in flat-structured organisations. This autonomy and empowerment positively impact confidence, self-esteem, and team performance.

Leadership development emerges as a notable concern for organisations, driven by leaders' desire for continuous skill enhancement. Organisations often opt for group activities and workshops to emphasise cohesion, skill development, and teamwork despite potential resource limitations that could hinder formal training in leadership skill development programmes.

While leaders are acknowledged for their dominant role in vision development, inclusivity and open communication are emphasised. Inclusion fosters a sense of belonging and teamwork, creating an environment where teachers' opinions and feelings are valued, even though their influence on vision development might be limited. Open communication ensures that teachers feel heard and encouraged to express their thoughts, contributing to a collaborative and positive atmosphere within the organisation.

Leaders encouraging teachers to collaborate towards a shared vision contribute to direction and unity. The presence of a shared vision creates clarity and direction within the organisation, promoting collaboration and cooperation among team members. This collaborative approach, led by leaders, creates an environment where the team can collectively work towards the vision.

Leaders prioritising a shared vision and teamwork indirectly impact team performance by fostering a motivating environment. Key motivational factors, such as competence development, encouragement, feedback, personal and

professional growth, intrinsic motivation (arising from within individuals), and a positive work environment, contribute to a leader's ability to cultivate an environment aligned with these motivational elements, positively influencing team performance.

Leaders who prioritise collaboration and a shared vision create an environment conducive to improved decision-making, resilience during challenges, and enhanced motivation and creativity among team members. The findings underscore the critical importance of leadership in fostering a positive organisational culture, guiding the team towards a unified vision, and contributing to improved performance. The study provides valuable insights for organisations looking to improve their leadership strategies for increased team effectiveness and success.

8. Implications

The implications highlight the crucial role of visionary leadership, grounded in Self-Determination Theory (SDT) and Expectancy-Value Theory (EVT). A clear organisational vision is vital for goal-setting and aligning with SDT and EVT principles. Teacher involvement is pivotal, requiring transparent communication and echoing SDT's emphasis on autonomy and relatedness. Visionary leaders are crucial in inspiring team members and recognising the vision's motivational impact, aligning with SDT's focus on autonomy, competence, and relatedness. Organisational culture, shaped collectively, demands sustained communication and decisive action, resonating with SDT and EVT. Visionary leaders shape and sustain organisational culture, equipped with strategic tools from motivational theories to navigate educational leadership complexities for enhanced team engagement and performance.

9. Limitations

The extent of the observed relationship may vary across diverse organisational contexts and leadership styles. Social desirability may influence participant responses, affecting the accuracy of reported impacts on team performance. Individual factors such as team members' personalities, experience levels, or personal motivations, which were not extensively explored in this study, could contribute to variability in the impact of visionary leadership. The study primarily provides insights into short-term effects, and its universal applicability may be limited due to the diverse nature of organisational settings.

The sample size poses a challenge, as the limited number of participants may result in a lack of insight diversity. A more extensive and diverse pool of respondents could have provided a broader range of perspectives. The distinction between vision and goals among participants could have been more apparent, potentially leading to misinterpretations. In addition, the shift from a planned in-person interview structure to an online format introduces concerns about missing non-verbal cues and creating a potential source of unease among participants, affecting feedback transparency.

These considerations underscore the need for a cautious interpretation of the results and suggest further avenues for future research into these nuances.

10. Recommendations and Suggestions

Leadership effectiveness is significantly enhanced when leaders actively involve teachers in shaping and refining the organisational vision, empowering them as visionary contributors. This inclusive approach fosters a profound sense of belonging and commitment among team members. Moreover, leaders should prioritise continuous professional development programmes focusing on visionary leadership skills. These programmes are crucial for equipping leaders with the proficiency to effectively convey and inspire others with the organisational vision, recognising its motivational impact. Concurrently, leaders must adopt effective communication strategies to sustain the desired organisational culture. Regular communication, collaboration, and decisive actions reinforce the shared vision and foster a positive and cohesive work environment.

A more extensive and diverse participant pool is recommended to bolster the depth and applicability of future research. This approach ensures a broader spectrum of perspectives on the impact of visionary leadership across various organisational contexts and leadership styles. Furthermore, exploring the long-term effects of visionary leadership on team performance should be a focal point of upcoming research endeavours. Investigating sustained impacts over an extended period promises a more comprehensive understanding of how visionary leadership shapes organisational dynamics. Establishing a continuous communication and collaboration culture is essential for sustaining the desired organisational culture. Leaders must take decisive actions, set examples, and intervene when necessary to ensure alignment with the organisational vision.

11. Conclusion

This study has investigated the intricate dynamics of visionary leadership, teamwork, and shared vision and their impact on organisational performance within educational settings. The exploration of two research questions and the thematic analysis has provided valuable insights into the multilayered aspects of visionary leadership.

The findings underscore the significance of visionary leadership in addressing the first research question on the impact of a leader's involvement in a shared vision. When leaders actively engage the team in shaping a shared vision, it fosters a sense of belonging, commitment, and unity. The study affirms that a visionary leader, particularly in flat organisational structures, positively influences team performance by promoting open communication, inclusivity, and empowerment. The emphasis on striving for an ambitious, unattainable vision contributes to a continuous improvement and excellence culture, aligning with the leader's visionary behaviour.

The study also reveals that leaders significantly influence team performance when they prioritise teamwork and shape the impact of visionary behaviour, addressing the second research question on how a leader's emphasis on teamwork and a shared vision contributes to this influence. The alignment of individual and collective efforts with a shared vision serves as a guiding force, fostering a collective sense of direction and purpose. By adopting collaborative decision-making processes and emphasising core values, visionary leaders contribute to a positive organisational culture. The findings emphasise the importance of leadership development and the need for leaders to balance adaptability with a solid commitment to the organisational vision.

The thematic analysis enhances our comprehension of the complex dynamics in educational institutions. The themes provide a comprehensive overview of the factors affecting organisational performance. Key aspects include transparent communication and understanding of the organisational vision, well-balanced leadership strategies, a positive organisational culture, motivational factors in harmony with organisational goals, and the contribution of teachers to fostering creativity.

The study advocates for a holistic approach to leadership that integrates visionary principles, transparent communication, and adaptability. Fostering a positive organisational culture, prioritising teacher motivation, and nurturing creativity collectively create a dynamic and successful educational environment. These insights provide valuable guidance for educational leaders and institutions seeking to enhance team effectiveness and success.

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Analyzing the Social Impact of Informal Education in Vietnam in the Early 20th Century

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Abstract

In the early 20th century, the Confucian intellectual elites in Vietnam developed the informal education into a movement to fight against the contemporary government. Surpassing the goal of the cultural and social struggle between the intellectuals and the ruling government, the informal education activity became a large movement, evoking a variety of issues that need to be researched in reference to education. The article collects documents and presents the course of this informal education, from the explosive premises making its heyday in Vietnam, such as the new breeze of Journey to the east movement, the unprecedented hallmark of Modernization movement. From the results, the informal education left the wide range of valuable experiences of academical ideas, organizational levels, learning and teaching principles, guidelines for developing national education. Vietnam's informal education in the early 20th century needs to be researched more deeply from the educational perspective.

Keywords: Informal Education, Movement, Early 20th Century, Vietnam

1. Introduction

In the history of Vietnam, before 1945, there existed simultaneously two types of education. The formal education was organized and managed by the government with the object of filling the staff of governmental officials or bureaucrats for the governance of the country. The informal education was opened up for people's learning needs. While the formal education, organized by the government and dedicated to the rich and the powerful, from the court to provinces and districts, the informal education was considered as an ideal space for the poor and for peasants to learn certain knowledge to maintain life and labor. Therefore, informal education got favorable conditions to exist for long time in the society.

In the early 20th century, in a special historical context, informal education developed in a groundbreaking way in Vietnam, forming an unprecedentedly large social movement. The growth of informal education took place across the country, focusing on big cities and creating a social wave as a premise for social reforms, to the point of forcing the contemporary government to feel confused, worried and to prohibit it. How was informal educational activity performed? How special were its structure and content? How did it impact the Vietnamese society? Up to now, no research has yet clearly answered such complicated questions. The article concentrates on the evolution

of informal education during the years of 1906-1908 and analyzes the social impacts and some historical values of this movement as lessons of experience for current education improvement.

2. Theoretical basis and research data

Concerning theoretical basis, the article focuses on Illich's (1971) concept of informal education developed around the 16th century. Accordingly, informal education is a type of education that takes place outside the formal educational system governed by the State. The phrase of 'informal education' is often used interchangeably with the following terms: community education, adult education, lifelong education. Such type of education was initiated in the community, from home learning to other manners of public education, including accredited courses managed by reputable organisations, with voluntary funding, sponsored funding and non-profit activities.

For Illich (1971), informal education changes the characters of the related organizations and training facilities, and the changes could help all institutions to be more convenient for learning.

As regards research data, the article applies Vietnamese historical sources through publications, including books on history of Vietnam, history of Vietnamese education during this period (Giau, 1957; Khanh, 1985; Bau, 1996); some publications about life and career of the educational activists, about the cultural social movements in Vietnam in the beginning years of 20th century (Nhat, 1937; Le, 1968; Xuan, 1970).

3. Results and discussion

3.1. Prerequisites for the development of informal education in the early 20th century

From the late 19th century, immediately after the invasion of Vietnam, the French colonialists abolished Vietnamese traditional education to replace with French education. The French colonial government's dismantling of Vietnamese traditional education caused rather strong reactions among Vietnamese people, especially the Confucian class. Based on the arguments of the patriots and Confucians, the Vietnamese teachers decided not to cooperate with the French colonial government, not to learn the national language script and French language, and prohibited their children from going to schools opened by the French colonialists.

The informal education originated from patriotic scholars' expressions of resistance to the invaders. The Confucians at that time such as Nguyen Dinh Chieu, Phan Van Tri, Nguyen Thong, Truong Dinh, Ho Huan Nghiep, Phan Van Dat were patriotic teachers and poets, together promoting righteousness and encouraging the spirit of killing the country's enemy. They wrote proses and verses and, through their students, distributed those works widely among the people, encouraging everyone to fight the enemies. When the ancient Confucian scholars taught their students, they first taught human ethics. The teachers must be models for their students to follow, the students looked at themselves in their teachers' example to correct themselves and to deal with others. When the nation was occupied by the enemy, the Vietnamese teachers suggested the movement of "avoiding the enemy's land", (tị địa) temporarily left their homeland, came to the countryside to open schools, teaching and writing to circulate the spirit of patriotism against aggressors.

The informal education then did not have concrete content, yet mainly literary works encouraging patriotism and expressing Vietnamese teachers' responsibility in the face of invasion. With the original function of teaching children, the teachers used their own forte to impart to their young students the highest human decency at that time, which was to fight against aggressors. Truong Khac Can, for example, had occasion to express his thoughts and emotions touching human heart: Everyone does not tolerate plunderers, everyone has rights to wipe them out; human mind originally has sufficient power, seeing good but undoing good and then not having any courage. Or: Carry the sword and follow Emperor, then or now, go to the front area. Swing the sword to destroy aggressors, hoping to satisfy human heart to strive to do good. (Nhat, 1937).

From the initial scattered activities, a movement was awakened to promote the new manner of learning to form practical education for renovating the country. Exposed to the modern ideas and the Western civilization, Nguyen

Truong To, a prestigious Confucian scholar in educational activity, tried to combine between tradition and modernity in a creative way in any field, including in education, for the purpose of building a rich and powerful nation likely to resist foreign invasion. Academical modification with emphasis on empirical experience was the dominant ideology that Nguyen Truong To endeavored to call on the whole society to participate in.

Nguyen Truong To analysed the mistakes of the royal court's education, proposing the necessary contents for the reform curricula at that time, such as military, penal system, law, finance, commerce, construction, agriculture in order to gradually make the country strong and the people rich. Regarding examinations, Nguyen Truong To demanded that any test paper in the *prefectural examination* (Huong examination) or the *metropolitan examination* (Hôi examination) had to focus on the present situations: calendar law (i.e. issues relating to astronomy, meteorology, and calendar), military power, politics of organization, law, human beings (i.e. the ruling apparatus of the royal court). Additionally, everything must be said frankly, without covertness. According to Nguyen Truong To, education must pay attention to practical issues for social life, while old historical scriptures were only secondary.

To convey the contents of such great educational reform, Nguyen Truong To boldly proposed to use national sounds in teaching and in official documents from the royal court to districts and communes. He recommended the principles of converting Chinese characters into national sounds as follows: 1) take Chinese characters as sample sounds, pronounce a national sound the same as the matching Chinese character without interpretation, due to concurrency of reading and understanding; 2) for Chinese characters pronounced nearly the same as national sounds, add secondary strokes to the Chinese character and pronounce the Chinese characters with added strokes as suitable national sounds; 3) for absent national sounds, choose the Chinese character to pronounce like the absent national sounds without distinguishing the meaning (Can, 2002). Although Nguyen Truong To's point of view about workable education stopped only in theory and was not tested in reality, his plans and other contemporary patriotic Confucians' activities created the first seeds for prodigious development of informal education in Vietnam.

3.2. *Journey to the east – a new breeze for informal education*

In the early 20th century, when Vietnam completely fell in the hands of French colonialists, the Vietnamese patriots were still continuing to lead the people to struggle for independence. In that period, the world experienced new changes which greatly influenced the movement for national liberation of our people. The trends of bourgeois democratic ideology through the new books of Luong Khai Sieu, Khang Huu Vi, as well as the theories of civil rights of Voltaire, Rousseau, Montesquieu started to spread in Vietnam. The interesting example of Japan's innovation also expressed great attraction for patriotic scholars. In such situations, the Vietnamese intellectuals showed the general judgment, "Vile education, as Nguyen Truong To said, was one of the reasons why we lost the country." Phan Boi Chau wrote, "about the causes for our country's decline, causes for our people's grief, there are two diseases: stupidity and weakness" (Chau, 1990). To raise civil knowledge and awaken the spirit of self-reliance, there is no other way than to have to "study." Yet where to study and what to study? Certainly the answer is not based on French schools and feudal court's schools, because those schools only "train the slaves." Phan Boi Chau advocated another way, which was "going abroad to study."

In the direction to take Vietnamese people to study abroad, in 1904, Phan Boi Chau formed Duy Tan association and in 1905, he began to take students to Japan. This was an extremely difficult and dangerous work because they had to overcome the secret French agents' network densely deployed in many places and the funding was so little. Although on the path of studying abroad, "children from rich families do not dare to take a step out of door," while the young from poor families felt as their feet tied. Therefore, after several months of campaigning, only 3 students were adopted to study: Nguyen Thuc Canh, Nguyen Dien from Thanh Chuong (Nghe An province) and Le Khiet from Thanh Hoa. After coming to Japan with the help of Luong Khai Sieu, Phan Boi Chau wrote an article entitled 'Encouraging the nation to sponsor studying abroad' and sent it back, calling on fellow citizens to contribute money to the students studying abroad. In the article, in addition to analysing the reasons why Vietnamese people were stupid and had to find a way to study abroad to save the country, he also stated the reasons why so few Vietnamese students studied abroad and they lacked the funding.

The rich felt afraid of plagues, so they did not dare to move forward, the poor lacked wealth so they could not stand up. After confirming that the people inside the country were likely to help and the funding problem could be solved, Phan Boi Chau set the standards for Vietnamese students: among young students, it was best to choose those who were smart, energetic and enduring; if not, it was also good to choose those who were not quite smart, but persistent, long-suffering, and the younger they are the better. As for the students studying abroad, they must have to suffer difficulty, to go straight ahead without retreating. All the bad thoughts such as alcohol, gambling, sex, prostitution... were strictly prevented. All the practical issues mentioned in the school curriculum had to be studied with great effort. To attentively study so as not to disappoint the fellow citizens' enthusiastic help (Chau, 1990). While waiting for funds sent from the country, some more overseas students came to Japan, without money, they had to live very painfully. Despite only 9 students, they had to live together in a narrow room, to eat steamed rice with white salt, to suffer the terrible cold in Japan. It is true that "to eat bland rice fights the cold," but no one was down-hearted and sad. They tried to earn their living and to teach themselves Japanese to prepare for coming to school later, which was in 1905 (Bau, 1996).

Thanks to citizens' patriotism from 3 regions of the country and the enthusiastic advocacy of Phan Boi Chau's comrades such as Tang Bat Ho, Tieu La Nguyen Thanh. In 1907, the number of overseas students going to Japan reached 100 and by 1908, up to 200 students, among them, some people were just 9 or 10 years old such as Tran Van An, Tran Van Thu, Hoang Vi Hung. Thanks to the help of some Japanese politicians such as Phuc Dao and Khuyen Duong Nghi, all the Vietnamese students could study at Dong A Dong literature library. Here, in the mornings, students learned the cultural subjects, including: linguistics, literature, mathematics, history, geography, chemistry, physics, self-cultivation, ethics, etc. all were taught in Japanese; in the afternoons, they learned military. Japanese teachers taught in the classes and Vietnamese teachers undertook the teaching outside. To strengthen student management, by mid-1907, Phan Boi Chau organized the Vietnam Cong Hien Association with Ky Ngoai Marquis Cuong De as President and Phan Boi Chau as General Manager and Director. All the students lived on funds sent from the country without any other incomes (Bau, 1996).

From the late 1907 to the autumn 1908, the situation was very positive, some parents who visited their children learning in Japan were very excited and confident of the national future. That was Phan Boi Chau's most "satisfactory" period. The work was progressing favourably, then in the late 1908, French secret agents discreetly observed and discovered Phan Boi Chau's activities in Japan. They made an agreement with the Japanese government to disband the school and force the students to return home.

The school in the Dong Du movement led by Phan Boi Chau did not exist for long time, but it was the first school to train the revolutionary cadres for our country. The learning content was still based on the educational curriculum of Japanese school, the difference was the strict method of student management and the ideological work concerned to make students sense their own responsibilities to study abroad in return for the citizens' wish.

Although there were not a large amount of achievements, the spirit of patriotism was raised to a sufficient level. After the school was closed, the students had to disperse and return home, but some people such as Luong Lap Nham (alias Luong Ngoc Quyen), Hoang Trong Mau (alias Nguyen Duc Cong), etc. stayed behind to find ways to study on their own and plotted an uprising to fight the French invasion. However, the opportunity did not come yet and the organization was unscientific, the efforts failed. Some others, such as Tran Huu Luc (alias Nguyen Thuc Duong) and Nguyen Quynh Lam, went to China to find how to train at technical martial arts schools to continue revolutionary activities and finally, they died abroad. In 1911, when Phan Boi Chau established Restoration Society of Vietnam Association, some old students of the school took part in this organization (Bau, 1996)

3.3. Modernization movement – the unprecedented hallmark of informal education

This movement was under the leadership of the patriotic scholars such as Phan Chau Trinh, Tran Quy Cap, Huynh Thuc Khang. While Phan Boi Chau was trying the best to maintain the existence of Đông Du movement and the activities of nearly 200 overseas students in Japan, the Duy Tân movement was widely launched and quickly spread across the country. This movement focused on cultural social reforms accompanied with encouraging

patriotism and arousing hostility toward the country's enemy to fight for national independence. One of the important activities of the movement was to open up schools for propaganda purpose of other social reforms. The typical activities of the movement were the establishment of the schools in Quang Nam and Tonkin Free School in Ha Noi (Bau, 1996).

In the opening 1905, Phan Chau Trinh, Tran Quy Cap and Huynh Thuc Khang made a "travel to the south") to examine public situation and propagandize and promote the Duy Tân policy. When the three people came to Binh Dinh province for a control examination, they got pseudonyms to participate in the examination and on their exam papers they condemned the way of learning in classical style, criticized the education to make stupid and ignorant, heightened modern education and promoted the Duy Tân policy. After that, all the three continued to go to Binh Thuan and together with other advanced Confucian scholars such as Nguyen Trong Loi, Nguyen Quy Anh (two sons of the patriotic poet Nguyen Thong) organized the school of Duc Thanh in order to teach the young in the advanced way. After more than 1 month, Huynh Thuc Khang and Tran Quy Cap returned to Quang Nam, Phan Chau Trinh stayed in Phan Thiet to organize a lecturing class of modern literature at the top of Phu Tai. Duc Thanh School could be considered as the first facility of schools in the Duy Tân movement in the South Central Region. After Duc Thanh School, another new type of schools was born. In the early 1906, only in Quang Nam province, there had been up to 40 schools, big and small, the most famous of which were the three schools named Phuoc Binh, Phu Lam and Dien Phong (Xuan, 1970). Phuoc Binh School was near Que Son commune, beside Trung Loc village, adjacent to Tan Tinh area of Nguyen Duy Hieu (1847-1887), a leader of Can Vuong movement in Nam Ngai region in the late XIX century. This school was established by Tran Hoanh, originally an employee of Nong Son coal mine, but for the influence of Duy Tân movement, he left Phuoc Binh school and returned to open another school. His new school attracted the famous teachers in Quang Nam province at that time such as Mai Di, Phan Thanh Tai. The school had the initiative of cooking gracilaria for gelatin to print textbooks and distribute to students.

Phu Lam School was led by Le Co, who was born in 1859 in Phu Lam village, Tien Phuoc district. Although he was not a great academic, he boldly stood up to struggle against regional tyrants, to resist eliminative tax collection. With strong support from many inhabitants, he got the position of Chief of Village and opened the school to teach following the Duy Tân educational program. Outside of the school for male students, he established a class for female students and trained two female teachers to teach this class. The total students weren't yet listed, but according to Huynh Thuc Khang, the pre-qualifications received up to two or three hundred exam candidates. Phu Lam School was one of the famous schools then, in the singing hour, while some schools just knew to teach the old songs, Phu Lam school chose the songs the content of which was close to the movement, encouraging education, commercial firms, unity (Xuan, 1970).

Dien Phong was a more disciplined school in Quang Nam regarding organization and curriculum. The school had two facilities: one at commercial firm and one at Phong Thu Pagoda, led by the two patriots Mai Di and Phan Thanh Tai. The school was composed of two departments: one for teenagers and one for adults, with a total of 200 students.

The textbooks of Grade One consisted of the books such as *New Chinese Literature* of China (beginning with the sentences "Thiên địa anh khí, chung nhi vi nhân, nhĩ mục thông minh, vi nam tử thân..." (that means: The sacred air of heaven and earth, together molded into human, intelligent with bright eyes and ears, becoming men), "Bác vật chí" of Pham Phu Thu, which taught the physics subjects such as electricity and trains, explained the natural phenomena such as thunder, lightning..., "Dinh hoàn chí lược" which taught the subjects of geography, world history, some books or textbooks about Vietnam chorography such as *Đại Nam nhất thống chí*, Geography and History of Quang Nam. The textbooks of Grade Two applied the curricula mainly from the books of Khang Huu Vi, Luong Khai Sieu and the theory of civil rights of Rousseau and Montesquieu (Bau, 1996).

While the new schools led by patriots were ardently working in Quang Nam, a big school called Tonkin Free School came into being at 4 Hang Dao Street, Hanoi, in March 1907, after Duc Thanh School and other schools in Quang Nam for more than 1 year. Tonkin was the name of Ha Noi in the reign of Ho dynasty and Nghĩa Thục meant "school for righteousness, not for money," so the name of Đông Kinh Nghĩa Thục could be understood

more broadly “a school for great righteousness” (great virtue or morality) for the noble purpose suggested by leaders: To study to make the country strong and the people rich, for reform and self-reliance. Thanks to the advantage of being in Hanoi, the land of thousand years of literature, Đông Kinh Nghĩa Thục brought together wisdom and talent of the wide range of Confucians and neo-educational academics, so the school was far superior to even large schools in the southern Vietnam (Bau, 1996).

Whenever Tonkin Free School was mentioned, one textbook recalled the most was *Neo-Educational Civilization Book*. As a guideline for all the activities of the school, this textbook was also considered credos of any politic organizations which wanted to reform the country at that time. In *Neo-Educational Civilization Book*, the author proposed that the deadlock cause of our civil education was the “static” nature of Vietnamese civilization, while the West advanced more quickly because their civilization was more “dynamic.” After demonstrating the harms of “static” civilization and the profits of “dynamic” civilization, the book analysed the issue across 5 domains (which the book called “five precepts”): ideology, education, economy, temperament and customs, and 4 “starting causes” or “4 main conceptions” were found to prevent the progress of the people in Vietnam:

- 1) Only we are civilized, there’s no need to study skills from other countries;
- 2) The gentle way of life in Confucianism is the best, there’s no need to learn how to be rich and strong and exquisite from other countries;
- 3) The ancient time is better than the present time, the present time is inferior to the past time, there’s no need to examine, study and discuss with the people of the later generations
- 4) To respect mandarins and disrespect civilians, there’s no need to understand the good or bad situations of the common places.

To overcome depression and stagnancy caused by “static” civilization, the textbook suggested “6 paths” or “6 measures” as follows:

- 1) Using the country's written language, or national language script, is the first step in expanding intelligence;
- 2) Editing books: Southern history as the main focus, Northern history read only for understanding, Western history learned only with a few main books;
- 3) Modifying examination procedures: using only texts and essays, setting exam questions from scriptures in classic works and the three histories above mentioned, allowing exam candidates to freely discuss without any restriction on style; in addition, performing to test math and writings in national language script;
- 4) Promoting the talents, trying to make good use of all the students trained in Giám schools and Quốc học schools;
- 5) Invigorating technology: Vietnamese technology is poor and the trained students cannot apply technology properly, having to open schools, encourage and invite teachers in many ways, especially smart, intelligent people, so that everyone can show off their skills;
- 6) Opening a newspaper office: the whole country has only several newspapers, so Vietnamese newspapers should print both in national language script and Chinese characters, the articles’ contents have to be very rich in all the aspects of politics, economy, culture and society in the country and the world to inform everyone.

Concerning the organization, Tonkin Free School was led by Luong Van Can, a prestigious Confucian that was the oldest among the scholars at that time. He was called Thục trưởng (similar to the position of Principal), Giám học (Vice-Principal) was Nguyen Quyen, the training officer in Lang Son province having experiences in organizing education. Under the Principal and Vice-Principal, the working committees could have close relationship together, including Finance, Shareholding, Education and Textbook Editing:

- Finance Committee undertakes revenue and expenditure, salaries for teachers.
- Shareholding Committee mainly organizes every month two rounds of literature commentary and oration delivering
- Education Committee mainly organizes the teaching

- Textbook Editing Committee, directly directed by Principal Luong Van Can was very active and produced the textbooks in harmony with the school's policy.

Tonkin Free School, like other schools in Quang Nam, taught all the three languages: Vietnamese, French and Chinese. The teachers in Tonkin Free School were trained very basically: Nguyen Van Vinh and Pham Duy Ton, graduates from Northern Translation School School, taught French and Vietnamese, together with Nguyen Ba Hoc and Bui Dinh Ta. The subject of Literary Chinese was taught by famous Confucian scholars at Thang Long at that time, such as junior bachelor Nguyen Quyen, senior bachelor Dao Nguyen Pho and Luong Truc Dam, junior doctor Hoang Tang Bi, etc. Furthermore, Tran Dinh Duc and Pham Dinh Doi taught the subjects of History, Geography and Mathematics. Tran Dinh Duc was the first person to draw a large Vietnam map hung in class so that the students could visualize their own country, Pham Dinh Doi was the person to bring the originally strange subject of geometry into the curriculum of the school (Bau, 1996).

The thread going through the educational content of Tonkin Free School was patriotism, so any subject, whether literature or history, geography, mentioned the theme. Nguyen Quyen, Principal of Tonkin Free School, said clearly: "Secondary and high school learn French and Chinese characters, from primary education and lower, all male or female students learn the national language, but for students in upper and lower schools, to study only for being civil people (the author emphasizes), not to study for theories and exams.

Reading Manuals in National Literature – a "primer" of Tonkin Free School's students, whose aim was to open people's wisdom to promote basic elements for a new learning system, explained that "To learn to be a human being, to be a citizen, that means, to direct one's heart and know how to treat familial, social and national matters. Reading Manuals in National Literature also laid responsibility to a citizen to know how to follow national law, to love his country's fellow human beings, to view the country's affairs as household work, while the nationalists, whether strong or weak, who ignored to ask, even forgetting their nation, worshipping their nation's enemies, accepting to enslave other nations, could not be called citizen. This book also talked about other issues, such as love for others, pride in long-standing civilization, loyalty, will to advance. Thus, to learn to be a human being means understanding citizens' rights and obligations associated with the country's losing or living, prosperity (Thau, 1982).

Patriotic poetry such as the poems "National anthem awakening citizenship" (Đề tình quốc dân ca), "National anthem awakening souls" (Đề tình quốc dân hồn), "Heartfelt words from overseas" (Hải ngoại huyết thư)... were all taught in the school with aim of introducing Japan's example of self-reliance, or exposing enemy' barbaric crimes, or thinking about Vietnam's future:

The genocide, one side loves, the other side fears. Is our race still alive?

Call on the people to stand up:

Think about it and many times feel bruising, broken-hearted. Call out to the sky and unleash the sword

To liberate the country, liberate the people:

Raise the flag of independence, of self-reliance. Get a group of slaves to make a civilized fellowship.

According to Thau (1982), history is a subject having the advantage of teaching patriotism, because the examples of ancient people could be taken to educate present people, so the editors of textbooks also paid much attention to this subject. In the introduction of the textbook "Reading manuals in national history", a part of writing was as follows: "Having vast knowledge, having wise talent but not knowing the national history, that's not helpful for Vietnam. Thus, reading Vietnam history is the first duty at this time. In the song of "Historical Geography of the nation," after introducing heroic historical events of ancestors who "were worthy to set examples for us." Ngo Quy Sieu also called on:

Born is the real chip off the old block

Also in the country are relatives

Must love, must feel pity closely

*Gathering together
To enjoy happiness, to share disaster
The word “together” is cast in the same furnace*

Geography subject taught a general outline of rivers, mountains, resources, inhabitants but in the item of “characters” in “Geography of Vietnam,” beside the heroes saving the country from ancient times such as Ngo Quyen, Tran Quoc Tuan, Le Loi...the author also mentioned the leaders of the uprisings against French invasion in the late 19th century, such as Truong Dinh, Nguyen Huu Huan, Phan Dinh Phung, Cao Thang. The French-Vietnamese schools or the schools teaching Han characters certainly never dared to mention these persons (Thau, 1982).

However, patriotism education is not only to say about daring to sacrifice for the country, but to always concern a strategic task, that is, having to learn how to make the country rich and strong. The book “Reading Manuals in National Literature,” after discussing a lot about civic duty, advises learners to “strive for practical education.” “Neo-Educational Civilization Book,” as mentioned above, many times emphasizes technology promotion. With such movements, natural resources are not exploited, people can be richer, compete more to produce wealth, and that also expresses patriotism.

With the schools in Phan Boi Chau’s Đông Du movement, the “schools for righteousness” in Quang Nam and the provinces in North Vietnam, and on the top was Đông Kinh Nghĩa Thục in Hanoi, aim and content of the educational tide were formed. However the French government could not let such tide grow openly in contrast to French-Vietnamese education at that time, so they carried out severe repressions. The patriotic schools were shut down in 1908 (Bau, 1996).

4. Conclusion

Informal education in Vietnam in the early 20th century outstood ardently, from the North to the South, into a large social movement deeply influencing in many respects in social life. On the educational level, this was the period in which informal education developed the most strongly in the Vietnamese educational history. Originated from the cultural social movement with the aim of patriotic struggle against the French colonial government, actually this was a political campaign. Most of the people leading informal education activity were not professional educationist, they were only patriotic scholars. However, informal education which expressed the efforts relating to ideology, academy, level of organization, skills of campaigning and motivating Vietnamese people gave rise to a large number of profound hallmarks in the educational tradition of Vietnam.

The success of informal education was that the educational target was affirmed to save the country, to help the people, to motivate the people on the path of civilization and advancement. The organization and content of informal education at that time also aroused the proper opinions about teaching and learning purposes, about the principles and guidelines of the popular education. The outcome of ground-breaking development of informal education also left a wide variety of lessons of experiences about teaching methods and the measures of mobilizing the socialized resources for education. A significant success was that such informal education introduced a new model of human beings, the people in the period of modernization. Although this new model was not yet complete in our way of thinking in the present time, but also suitable to the society at that time. The success of informal education is also the success of passionately patriotism, a honest consciousness to learn for progress exactly as in the motto of a famous patriotic Confucian scholar at that time, “new day by day, newer day by day, having to be new day by day” (Chau, 1990).

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The Effect of the Harezmi Education Model on Secondary School Students' Science Academic Achievement*

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Abstract

Today, as technology develops, needs also diversify. These emerging needs are tried to be met with changing curriculum, teaching materials and different education models. The Harezmi Education Model (HEM), which has become widespread in Türkiye in recent years, can also be considered because of this process. This study aims to investigate the effectiveness of the HEM on students' academic achievement. The research was conducted in the first semester of the 2022-2023 academic year with 19 students studying in the 5th and 6th grades of a public secondary school in Türkiye. The research was conducted using a pre-test post-test quasi-experimental design without a control group. Because of the data analysis, it was seen that the courses supported by HEM significantly increased the students' achievement. Since participants were selected based on volunteering and a 10-week application period was required, the study did not include a control group. Based on this, science teachers are recommended to use HEM more frequently in their lessons in addition to existing teaching.

Keywords: Harezmi Education Model, Academic Achievement, Science Education, Secondary School Students

1. Introduction

Technology is developing rapidly daily, affecting related fields (Fer, 2011; Göçen, 2022) and individuals' qualifications. For the current century, individuals are expected to have 21st-century skills (Kang et al., 2010). Many countries are developing teaching methods to acquire these skills and include different methods and techniques in their programs. Many OECD countries have made curriculum changes or regulations. Some countries focused on all skills in their curricula, while Austria, Finland, Norway, and the Netherlands included some skills in their systems (Hamarat, 2019). With scientific and technological developments, new innovative

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societies can produce solutions to economic and social problems by considering the human benefit. In line with all these developments, countries are updating their curriculum so that their citizens are equipped to meet the needs of the new age (Çelikkaya & Kürümlüoğlu, 2018; Haridza & Irving, 2017) and designing many education models in this direction (Akgündüz et al., 2015). One of these models is the Harezmi Education Model (HEM).

The HEM studies, which started with the “Mind to Machine Computer Science and Interdisciplinary Education” workshop in Türkiye and spread all over the country, involving thousands of teachers and students, were first carried out as a pilot in the 2016-2017 academic year, and throughout Istanbul in the 2017-2018 academic year. It started to be implemented throughout the country in the 2018-2019 academic year, and the patent of the model was received on July 11, 2018, on behalf of the Istanbul Provincial Directorate of National Education (MoNE [Ministry of National Education], 2018a; MoNE, 2022; URL-1, 2023).

The HEM, is the process of designing an algorithm to identify and solve students’ daily real-life problems, determining how to solve this problem step by step, and generating innovative ideas by taking advantage of the power of programming. In addition, it is a system that integrates computer science with the branch of social science, adapts computational thinking skills to life, uses programming and teaching tools effectively, reinterprets the interdisciplinary approach and adopts cooperation in which different disciplines are equally involved, produces by having fun with robotics and game design, and constantly updates itself (URL-1, 2023). HEM is built on five grounds (Figure 1).



Figure 1: Five grounds of the HEM

During this process, students are expected to define real-life problems, design an algorithm to solve this problem, evaluate how to solve the problem step by step and produce innovative solutions by taking advantage of the power of programming. It is a process of raising a generation that exists in the industrial field and is solution and production-focused, not consumption-focused. Experience-sharing meetings with practice teachers and administrators are held at the district level to ensure motivation and coordination (Ceylan et al., 2020).

The HEM aims to develop “computational thinking (CT)” skills in all age groups without using computers. The troubleshooting process is wholly structured with CT. In this way, students can experience the stages of the logical

thinking cycle. Additionally, learning computer science concepts and principles will better prepare students for the ever-changing world of technology and business. With a mindset similar to computational computing, students are intended to learn throughout their lives without being influenced by the development of tools and applications. The tasks and goals of CT are also problem-related and can be developed and maintained through coding, programming, and robotic game design. Another of the most striking features of HEM is that students and teachers work on the “problem from life (PFL)” that they have determined together, and make decisions and take initiatives appropriate to their environment by making risk analysis thanks to the CT skill. At this point, Koçoğlu (2018) stated in his research that the responsibilities of teachers are to provide students with the opportunity to explore and design, prepare technological learning environments, listen to the student patiently, and learn together with the student.

As a result of the review of the literature, it was seen that the number of studies on the application of HEM is limited. Examining the opinions of 3rd-grade primary school students and their parents regarding HEM (Çimşir et al., 2022); the effect of HEM on the creativity skills of gifted students (Yavuz et al., 2019b); determining students’ metaphorical perceptions towards HEM (Ceylan et al., 2020); determining the opinions of teachers who apply HEM about the model (Seçer, 2021); application of HEM in social studies course (Tokmak, 2022); analysis of HEM, which is in the pilot implementation process in Türkiye, in line with the opinions of field experts (Koçoğlu, 2018); studies have been found in the literature, such as the effect of HEM on the cognitive thinking skills of secondary school students (Tokmak et al., 2022); the effect of HEM on the development of problem solving skills of secondary school students (Tokmak, 2023).

When studies in the literature that may be directly or indirectly related to HEM are examined, Ceylan et al. (2020) research conducted to reveal students’ metaphorical perceptions of HEM, it was concluded that the most produced metaphors for the model were “life” and “HEM being a source of information.” Yavuz et al. (2019a) revealed that students participating in HEM activities improved their original thinking. As a result of Yıldız (2019) research, the HEM application, which was carried out to give students self-confidence, develop their thinking skills, and increase their ability to act in cooperation, showed positive results. Uçan (2019) tried to evaluate the contributions of the model from the parent perspective in his interviews with the parents of students participating in HEM activities and revealed that the students’ parents had an opinion on the implementation of HEM activities. In their research, Akın et al. (2019) investigated the effect of changing physical conditions during HEM application in learning. They stated that improving physical conditions with HEM or different activity environments would positively affect education. Özyıldırım et al. (2019) in their research, they planned solutions for people who have forgetfulness problems with HEM applications and designed a robot with a timer. Doğan et al. (2019) concluded in their research that the five foundations that form the basis of HEM positively contribute to preschool students’ awareness level and teachers’ development.

1.1 The Purpose of the Study

This study aims to investigate the effectiveness of the HEM on students’ academic achievement. For this purpose, the research question was determined as follows:

“What impact does implementing the HEM model have on enhancing the secondary school students’ academic achievement in understanding key concepts in science education?”

2. Method

In this section, the research model, study group, data collection tool, data collection, teaching intervention, and data analysis titles are given.

2.1 Research Model

In the study, quantitative data collection tool were used. The research was conducted using a pre-test post-test quasi-experimental design without a control group. Since participants were selected based on volunteering and a 10-week application period was required, the study did not include a control group. Since participants were

selected based on volunteering and a 10-week application period was required, the study did not include a control group. Although the lack of a control group in this design is considered a limitation, these designs are still used in studies where it is impossible to create a control group for technical and situational reasons (Knapp, 2016).

2.2 Study Group

The research was conducted in the first semester of the 2022-2023 academic year with 19 students studying in the 5th and 6th grades of a secondary school in the center of a province in Türkiye. Easily accessible case sampling, one of the purposeful sampling methods, was used to determine the study group from the classrooms where the researcher worked and taught. The purpose of choosing the easily accessible sampling method is to include voluntary and appropriate participants in the study (Creswell, 2005). The demographic characteristics of the students in the study group are shown in Table 1.

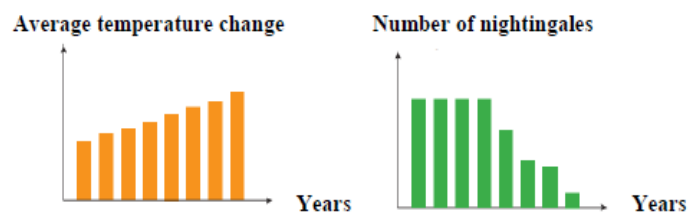
Table 1: Demographic characteristics of students

	N	Percent (%)
Gender		
Female	9	47.4
Male	10	52.6
Total	19	100
Grade Level		
5	7	36.8
6	12	63.2
Total	19	100

2.3 Data Collection Tool

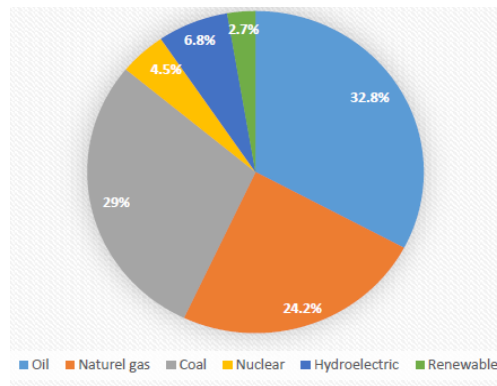
The Academic Achievement Test (AAT) was used to collect quantitative data. The AAT, which consists of 18 multiple-choice questions on topics such as environmental pollution, water pollution, air pollution, global warming, energy consumption, fossil fuels, solar energy, and water use, was prepared by researchers. Two sample questions from the composed achievement test are shown in below:

- Global warming increases the average temperature on the earth's surface every year. The increase in temperature also causes some changes in living things. Below are graphs showing the changes in average temperature and number of nightingales in a region over the years.



Accordingly, which of the following can be reached when the graphs are examined?

- If the temperature value decreases over time, the number of nightingales decreases.
 - Nightingales may have migrated to regions with suitable temperatures.
 - The number of caterpillars, which are the food of nightingales, may decrease over time.
 - Not only nightingales but also other bird species are affected by the increase in temperature.
- The chart below shows the source-based distribution of worldwide energy consumption rates in 2015.



According to this chart,

- I. The share of renewable energy obtained from natural resources in total energy consumption is approximately 9.5%.
- II. Thanks to the investments made, the consumption rates of renewable energy are gradually increasing.
- III. Fossil fuels constitute the majority of consumed energy types.

Which of the statements are correct?

- A) Only I B) I and III C) II and III D) I, II, and III

While preparing the achievement test, questions and various test books previously prepared by the MoNE were used. Initially, an item pool consisting of 25 questions was designed, and these questions were presented to three science teachers and two faculty members, and expert opinions were received about the questions. Five items were removed from the achievement test, and an achievement test with 20 questions was obtained in line with expert views. This test was pre-applied to 150 seventh-grade students who were not included in the study group, and the obtained data was analyzed with the SPSS program. Each question's item difficulty index (p) and item discrimination index (r) values were calculated. The data obtained are shown in Table 2.

Table 2: Item difficulty index (p) and item discrimination index (r) values of the AAT

Question number	p	r	Question number	p	r
1	0.70	0.46	11	0.57	0.39
2	0.88	0.24	12	0.70	0.52
3	0.77	0.58	13	0.53	0.52
4	0.56	0.40	14	0.69	0.60
5	0.73	0.28	15	0.31	0.16
6	0.37	0.30	16	0.58	0.58
7	0.49	0.45	17	0.55	0.48
8	0.63	0.33	18	0.49	0.52
9	0.45	0.45	19	0.43	0.48
10	0.62	0.49	20	0.49	0.50

According to Table 2, as a result of the analysis, the 2nd and 15th questions with low p and r values were removed from the test, and the achievement test was reduced to 18 questions. The reliability of the final version of AAT was calculated with Kuder-Richardson (KR-20), and the obtained data are presented in Table 3.

Table 3: The AAT's KR-20 reliability analysis results

N	Minimum	Maximum	\bar{X}	Sd	Reliability (KR-20)
18	3	18	10.3	4.06	0.78

According to Table 3, the reliability value of the test was calculated as 0.78. According to Büyüköztürk (2011), it is stated that a value above 0.70 is sufficient to talk about the reliability of a test. While calculating, each correct answer was considered 1 point, and incorrect answer or not answer was considered 0 points. Each question in the AAT and its related concept are shown in Table 4.

Table 4: Question and concept relationship in the achievement test

Question	Related topic	Question	Related topic
1	Global warming	10	Water pollution
2	Solar energy	11	Water pollution
3	Environmental pollution	12	Air pollution
4	Environmental pollution	13	Water pollution
5	Water pollution	14	Water pollution
6	Energy consumption	15	Air pollution
7	Global warming	16	Solar energy
8	Water scarcity	17	Fossil fuels
9	Water pollution	18	Energy consumption

2.4 Teaching Intervention

Before starting the application, a Harezmi classroom was formed, in which 19 students in the 5th and 6th grades of secondary school participated voluntarily. The research process took ten weeks in total. The research process was carried out by the researcher, who also worked as a science teacher at the school where the research was conducted. However, due to the subject and principles of HEM, teachers from five different disciplines working in the same school were included in the study. In the Harezmi classroom, mathematics, Turkish, English, and information technology teachers worked in the same school, and the science teacher participated. The topics to be taught in the Harezmi classroom were determined. Care was taken to ensure that these subjects were not included in the 5th and 6th-grade science course curriculum as much as possible, and the aim was for the participants to learn these determined topics in the Harezmi classroom. Because a design without a control group was used in the research, it was tried to minimize the situations that could affect academic achievement scores. When the 2018 Science Course Curriculum (MoNE, 2018b) is examined, environmental pollution, one of the subjects taught in the Harezmi classroom, is mentioned in the 5th-grade subject of human and environment, and another issue, fossil fuels, is mentioned in the 6th-grade energies subject. Therefore, students learned these subjects in the Harezmi classroom, and their academic achievement was evaluated accordingly.

Teachers from five different disciplines carried out the lessons taught in the Harezmi classroom. One hour of the four-hour-a-week practice was planned as the planning process with the teachers before the implementation, two hours were designed as the HEM implementation, and the other hour was scheduled as the teachers' lesson evaluation meeting after the performance. The research period was determined as ten weeks (40 lesson hours), with four hours per week. Regarding the activities prepared in this direction, opinions were received from science field experts regarding the achievements of the activities and their consistency with the relevant concepts. Necessary arrangements were made in the events in line with the opinions received. After all the required arrangements were made, the planning was finalized. After organizing the process into a flow, teachers and researchers from other disciplines involved in the process prepared weekly implementation plans for ten weeks (Table 5).

Table 5: Implementation process in the Harezmi classroom

Week (Four lesson hours)	Activity performed
Week 1	Implementation of the achievement test as a pre-test, introduction activities, presentation of the Harezmi education model, wolf, lamb, and grass activity
Week 2	Coding activity without a computer

Week 3	Problem statement, sub-problems, problem scenario, problem from life (PfL) Sentence
Week 4	Intelligence games, activities with the determined PfL sentence
Week 5	Research on the problem determined by the PfL sentence
Week 6	Infographic preparation (Canva), poster design
Week 7	Sensor faucet design with Arduino sets
Week 8	Water treatment plant tour activity, preparing a survey for parents in Google Forms
Week 9	Protect your water seminar, poetry, and painting competition about water waste
Week 10	Evaluating the survey results sent to the parents of students at the relevant school via Google Forms, designing infographics and brochures in Canva, applying the achievement test as a post-test, implementing SSIF

A few application examples are given below. Other activities carried out weekly are given in the Appendix A.

Week 2

At the beginning of the course, the “minefield activity” (Figure 2), a computer-free coding activity, was held as a warm-up game.



Figure 2: Minefield activity

Students were given information about Canva, one of the Web 2.0 tools. All the problems identified by the students assigned in the previous week were written on the board, the problems that interested them the most were determined, and groups were formed to prepare presentations to answer the questions stated below and suggested on the HEM training page.

- Who has been affected by this problem, and for how long?
- If we don't do anything about this problem, who will be affected and how?
- What other problems could not solving this problem cause?
- What will solving this problem change in our lives?
- If we solve this problem, what other problems will we solve?
- What is currently being done to solve this problem? In what ways are these efforts ineffective? (URL-2, 2023).

Week 7

The information technologies teacher explained Basic Arduino coding for the sensor faucet design determined the previous week. To purchase five Arduino sets, the Harezmi classroom organized a bazaar at school (Figure 3) and

provided the necessary financial income for the sets. The students divided into groups and designed sensor taps with the Arduino sets they offered (Figure 4).



Figure 3: Harezmi classroom bazaar activity



Figure 4: Arduino coding activity

2.5 Data Analysis

The quantitative data of the research were obtained from the data collected through the academic achievement test. Tests and normality assumptions were made with the SPSS program. First, to determine which tests to use, whether the data conformed to normal distribution was checked. Since the sample size was less than 50 in the study, Shapiro and Wilk (1965) test results were used.

3. Findings

The findings of the study are presented in this part of the study based on the research question. Before examining the students' academic achievement, normality test was applied. Test results regarding the AAT difference scores of the study group are given in Table 6.

Table 6: The AAT normality test results

AAT	N	Min.	Max.	\bar{X}	Sd	<i>p</i>
Difference scores (Pre-test/post-test)	19	1	10	6.211	2.573	.110

$p > .05$

According to Table 6, it is seen that the distribution of AAT difference scores follows the normal distribution. Therefore, it was deemed appropriate to use the paired sample t-test (PSTT), one of the parametric tests, to analyze the data obtained from AAT.

The ABT prepared by the researchers was applied to 19 students in the study group as a pre-test in the first week of the 10-week HEM application and as a post-test after the application was completed. The difference scores of the pre-test results before the application to the study group and the post-test results after the application were analyzed with PSTT after checking the normality distributions. The analysis results are presented in Table 7.

Table 7: Results obtained from AAT

Test	N	\bar{X}	Sd	df	t	p	Cohen d
Pre-test	19	5.947	1.747	18	-10.552	.000	2.421
Post-test	19	12.158	2.986				

$p < .05$

According to Table 7, the analysis results show that there is a statistically significant difference between the students' academic achievement pre-test scores and post-test scores ($t(18) = -10.552, p < .05$). This result shows that students increased their academic achievement compared to the pre-test. Effect size value for dependent samples;

$$\text{Cohen } d = \frac{t}{\sqrt{n}} \text{ (} t: \text{ t value for conditional models; } n: \text{ number of students),}$$

it was calculated using the formula. According to Cohen (1988), it changes as $d=0.20$ is a low level, $d=0.50$ is moderate, and $d=0.80$ is a significant level. Accordingly, d was calculated as 2.421. Since $d > .80$, the pre-test and post-test differed significantly in favor of the post-test.

4. Conclusion, Discussion and Recommendations

Looking at the research findings, it was seen that the academic achievement scores of the students increased as a result of the interdisciplinary activities given in the mathematics, science, Turkish, English, and information technology courses within the scope of the HEM, by establishing a 5-ground relationship. There is no other study in the literature examining the effect of HEM on students' academic achievement in science teaching. However, for this study, further studies examining different problem-based and project-based education approaches enriched and differentiated with other methods similar to HEM and STEM education were reviewed, and it was concluded that the results were consistent.

In line with HEM's practices, the achievement test prepared to determine the change in the academic achievements of secondary school 5th and 6th-grade students in teaching subjects such as environmental pollution, water pollution, air pollution, global warming, energy consumption, fossil fuels, solar energy and water use in science course. It was applied as a pre-test. After the 10-week application, the same achievement test was involved again as a post-test, and the score difference was determined. According to these results, it was determined that there was a significant difference in favor of the post-test between the pre-test and post-test scores of the students in the study group. In other words, it was concluded that HEM used in teaching relevant science course subjects effectively increased student achievement.

Although there are no studies on science lesson in the literature, studies indicate that they improve student achievement in social studies courses (Tokmak, 2022). Tokmak et al. (2022) found a significant difference in their students' algorithm subdimension scores because of their study titled "the effect of the HEM on the cognitive thinking skills of secondary school students." In the study Arslan-Namli and Aybek (2022) conducted with 5th-grade students in the context of the effect of block-based programming, the achievement of computational thinking skills, self-efficacy, and computer science teaching activities without computers in academic subjects is similar to this study in which HEM designed science teaching was carried out. Tokmak et al. (2023), in their research titled using an alternative model in the social studies course: Harezmi Education Model, found that the HEM used in

teaching the social studies course had a significant and positive effect on the academic achievement of 7th-grade students. In their research, Yavuz et al. (2019b) found that students' creativity scores increased within the scope of the HEM.

In the HEM, the process carried out in collaboration with different disciplines around a problem situation or problem scenario offers students an activity or activity and a design-based learning environment where they can learn by doing and experiencing. The most crucial point distinguishing the model from other methods and techniques is that more than one teacher from different disciplines acts together throughout the application. It is thought that working with more than one teacher from other fields to evaluate different ideas and discuss the subject in depth is effective in students' positive evaluation of the process.

The results of similar studies conducted in the literature also support these research results. Çimşir et al. (2022) stated in their study that HEM improved students' problem-solving, using Web 2.0 tools and collaborative working skills. Ceylan et al. (2020), in their research titled determining students' metaphorical perceptions towards HEM, the most used metaphor by students regarding HEM is that HEM is a source of information. However, HEM has often been associated with life and evaluated as a model in which problem-solving solutions can be produced and learned by doing and experiencing.

4.1 Recommendations

Based on the results of the present study, suggestions for further studies can be listed as follows:

- Similar to this study, a quantitative or mixed method patterned study can be conducted to investigate the effect of a different application process on students' problem-solving skills.
- The research can be done by including a control group.
- Teachers can develop and implement current lesson activities according to HEM.
- Studies can be conducted investigating the effects of HEM application processes on different skills.

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Appendix A

Week 1

In the first week of the application, students were given information about HEM and Harezmi, which is the reference point of the model. Introductory games were organized for students from different branches and classroom to get to know each other. Questions were asked to learn the students' prior knowledge about the concept of "algorithm," which is one of the concepts that make up the logic of HEM, and their ability was determined. Later, to understand the concept, the information technologies teacher used various materials to perform the "Wolf, lamb, and grass" activity

Wolf, lamb, and grass activity



First, the students were asked "What is the problem?" to brainstorm. They were asked to come to classroom by observing their environment or researching the situations they saw as problems in the next week and noting the conditions they saw as problems.

Week 3

In this week of the application, the cup tower game was played as "a warm-up activity".

Warm-up activity



This activity aims to develop students' ability to think analytically and look from different perspectives. Presentations were made on the problems identified the previous week. Then, a selection environment was created to determine the problem to be worked on, and voting was held. The Pfl sentence selected due to the vote has been defined as "The effects of water waste on global warming and the dangers awaiting our world." The chosen problem was written on the board, divided into sub-problems using the fishbone technique, and a cause-effect diagram was created. At the end of the lesson, students were allowed to brainstorm about the Pfl sentence and its solutions.

PfL Sentence voting and deepening in PfL sentence



Week 4

In this week of the research, brain games and Resfebe were played as a warm-up activity.

Brain games and resfebe were played as a warm-up activity



Groups were formed for the actions, and students could work collaboratively. The school logo was designed to help them reinforce what they learned in the Canva application. Drama activities related to the specified PfL sentence and story creation activities with the PfL sentence were carried out.

Week 5

The slogan related to the PfL sentence was determined. Students researched concepts such as climate change, greenhouse effect, fossil fuel, water crisis, water footprint, water-poor, and water-rich, and prepared presentations to delve deeper into these subjects. The science teacher presented the issues, reinforcing the concepts by playing the Kahoot.

Research activity by students



Week 6

In this week of the research, a logo design was made in Canva regarding the slogan determined the previous week. The information technologies teacher informed the students about reading the water meter to see how vital water waste is in our lives. Data regarding water waste in our homes through various activities has been determined. The mathematics teacher and the students analyzed these data together and showed the results with graphs. Students designed a poster containing these results and suggested solutions to prevent water waste.

Zero waste poster design activity



Students hung warning signs with striking and exciting information on the sinks to minimize water waste at school. Students in Canva designed these signs. It was decided to build a representative sensor tap for the following week.

Week 8

The Harezmi classroom visited the water treatment facilities and was briefed by the chemical engineer on duty.

Water treatment plant tour activity



Students were informed about the subjects they were curious about by asking about the issues they wanted to learn. In addition, to determine the water consumption habits of our school's parents, a survey created in Google Forms with questions determined by Harezmi classroom students and teachers were shared with our school parent groups.

Week 9

In cooperation with the "Protect Kastamonu Water Platform" organized by Kastamonu Governorship, the Harezmi classroom was invited to their schools. This platform gave a seminar on "water" to the school's students and parents and showed them the "25 liters documentary" they had prepared.

Water seminar and 25 liters documentary

In addition, the Harezmi classroom organized a competition to inform all their friends at school about the problems they identified and to find solutions. In this competition, the subject of which was “waste of water,” the students were asked to write poems and draw pictures under the coordination of the Turkish teacher, and the winners were given awards. In this way, all students in the school where the Harezmi classroom is located were aware of “water waste.”

Week 10

As mentioned in other weeks, a concept planned to be taught every week was led by science, mathematics, Turkish, English, and information technology teachers with student-centered activities based on HEM. All activities carried out by the Harezmi classroom were exhibited at the The Scientific and Technological Research Council of Türkiye (TUBITAK) science fair of the relevant school. Harezmi classroom students and teachers jointly evaluated the survey results sent to the parents of the students in the appropriate school via “Google Forms,” the students were asked to design infographics and brochures in Canva. In the 10th and last weeks of the research, AAT and SSIF were administered to the students as post-tests.

Unpacking Mutual Expectations in a Scavenger Family: A Case Study Investigating the Parent-Child Relationship

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Abstract

This study aimed to explore shared expectations about education in scavenger families. Participants in this study consisted of parents and children from 10 scavenger families selected using purposive sampling techniques. Research uses researchers as the main instrument with data collection through face-to-face interviews and observation. The results showed that the children of scavenger families had high expectations regarding education. The high expectations of parents towards the child's education do not cause stress or negative influence on the parent-child relationship. Despite the limitations of scavengers' families, the hope of getting a decent job and getting out of the cycle of poverty remains the main focus of children. These findings suggest that shared expectations about education can be a strong motivator for children of waste picker families to stay in school and achieve. Parents' belief in the role of education in changing the destiny of their families encourages children to prioritize education as a means to escape poverty. Despite the conflict of expectations between parent and child, adaptation and restructuring of views towards education occur in scavenger families. This research provides insight into the important role of families, especially parents, in shaping children's perceptions and expectations regarding education. Therefore, additional support and mentoring are needed to strengthen the confidence of children of waste picker families in education so that they remain motivated to attend school. This research can lay the groundwork for efforts to improve access to education and understand the factors that influence the expectations and motivations of children of scavenger families.

Keywords: Expectation, Scavenger, Education, Parents, Children

1. Introduction

The escalating population, coupled with imbalanced employment growth, has led to a surge in numbers. Faced with this challenge, individuals resort to seeking opportunities in the informal sector to meet their needs. The International Labor Organization reports that over 60 percent of the global working population engages in the informal economy (ILO, 2018). In Indonesia, an estimated 70% of the workforce is involved in informal work, particularly in the agricultural sector (Asian Development Bank, 2011).

Informal workers operate without formal employment relationships, lacking agreements on labor elements, wages, and power (Law No. 13 of 2003 on Employment, Pubs. L. No. 13, 2003). Scavengers, performing tasks such as collecting recyclables from households, fall under the category of informal workers (Nazara, 2010). Working as a scavenger not only provides income for daily needs but also contributes to education expenses (Slamet & Nasution, 2020).

Education holds a significant role in the lives of scavenger families, who prioritize it despite economic constraints. The emphasis on education is observed in the Gampong Village of Java Banda Aceh, where parents actively support their children's learning, even amid economic limitations (Clara, 2015). The commitment of scavenger families to education underscores its vital role in shaping the future of their children (Putro, 2012). Parental expectations, often defined as realistic beliefs about their children's future achievements, reflect judgments based on academic performance, educational attainment, or college attendance (Yamamoto & Holloway, 2010). The desire to send children to school emanates from the aspiration for a better life through higher education (Chasanah, 2009).

Another study on parental expectations conducted by Ma et al. suggests that positive parental expectations will improve their child's academic performance (Ma et al., 2018). The educational expectations of parents towards their children have a strong impact on their children's academic achievement (Do & Mancillas, 2005). Therefore, it is very important to have a positive perception and attitude towards their children's education so that children can perform well in their learning. These findings reinforce research conducted by Zhang et al., where they found that there is a reciprocal relationship between parental expectations and adolescent expectations, meaning they influence each other (Zhang et al., 2011).

Examining mutual expectations between parents and scavenger children becomes a compelling area of study. Understanding whether parental expectations align with the aspirations of their children in the context of scavenger families is crucial. Research by Lotko et al. emphasizes the importance of mutual expectations in relationships, suggesting that it fosters understanding and minimizes risks (Lotko et al., 2016). In scavenger families, such mutual expectations play a vital role in shaping motivations for education and family dynamics. Moreover, it is noteworthy that older people within scavenger families may hold high expectations for their children, even though they have a low level of education (Kirk et al., 2011). This dynamic adds another layer to the intricate relationship between parental expectations, education, and family dynamics in the context of informal work.

2. Method

This study used a qualitative approach to understand the expectations of parents and children of waste picker families towards education. This approach provides space for a deep understanding of their experiences and perceptions regarding education and future expectations.

Participants (Respondents) in this research were parents and children. Parents (P1-P10): The main respondents of this study were parents from a family of waste pickers in the Tamangapa Landfill area, Makassar. The inclusion criteria involve parents who have children who are or have undergone formal education. Children (C1-C10): Additional respondents are children from scavenger families who are or have undergone formal education. The selection of children who have firsthand experience with formal education and waste picker work provides comprehensive insight.

Research Process. Data Collection: Data collection is done through face-to-face interviews. Interview material to parents is related to statements about his job as a scavenger, his views on education, as well as expectations for his child's education. As for the scavenger child, the interview material puzzles with how he views education, why he wants to continue school, and what his future expectations are for the education he is undergoing. In addition to interviews, this study uses observations to triangulate the interview results data so that this study has more guaranteed validity. Interviews with parents are conducted by the first author and field record recording and observations on interview situations are conducted by the second author. Interviews with scavenger children are conducted by the third author and field record recording and observation of the situation of the interview is

conducted by the fourth author. Each interview session with parents and children is conducted with a span of 30 minutes to 50 minutes. Interviews are recorded using digital recording. During the interview process, questions constructed from the above research objectives are asked to parents and children with the freedom to answer what they feel about the question material. Use interview guidelines and observation guidelines and use recording aids for conversations. Parents are asked to answer questions about their current work experience, their desire for the continuation of their child's schooling, and their future expectations for their children. In children, they are asked to answer questions about their current school, the continuation of their education, and their hopes for the future. Research Context: The context of the research is explained in detail to provide a thorough understanding of the condition of waste picker families and their impact on education.

Research Limitations: Potential limitations of research include subjectivity of respondents and generalization of findings due to focus on one specific location and group.

3. Results

3.1 Parents expectation

Parents, serving as the progenitors of a child through both biological and social bonds, assume a pivotal role within familial dynamics. Their significance extends beyond the conventional role of primary educators, encompassing a broader responsibility as the primary agents of socialization for their offspring. Parents undertake the crucial task of imparting behavioral patterns, attitudes, beliefs, and ideals to their children.

In the pursuit of their objectives, parents emphasize the paramount importance of sending their children to school. Despite residing in the Tamangapa landfill area of Makassar city and engaging in scavenging for livelihood, these parents recognize the enduring value of formal education. The decision to work as scavengers does not preclude them from prioritizing their children's education, acknowledging that education is a holistic process that extends beyond the familial domain to encompass schools as intermediaries in achieving their children's aspirations. The subsequent interviews conducted with parents working as scavengers in the Tamangapa landfill area shed light on their expectations.

When queried about their choice to engage in scavenging, the parents provided insightful responses:

"I'm still a scavenger because I don't have the skills to work in an office. The important thing is that I can get money every day to help support my family". (P1).

"I became a scavenger because I didn't have another job. It's hard to find another job. I don't have the skills. I used to apply for a company, but asked for letters, I didn't have any. Cancel again, return to being a scavenger" (P2).

"So scavengers don't have to be difficult. If there is a basket and long iron to scavenge garbage. Jadila as a scavenger" (P3).

The recurring theme among scavengers is the perceived lack of skills for alternative employment, necessitating their involvement in scavenging. Scavenging, perceived as a skill-independent activity, involves utilizing basic tools such as baskets and iron hooks to collect recyclables. The absence of formal qualifications often impedes these parents from securing alternative employment, underscoring the necessity of their continued involvement in scavenging for daily sustenance.

Economic considerations further highlight the significance of scavenging for these parents, with daily earnings ranging from Rp 30,000 to Rp 50,000. Despite the modest financial returns, these parents value the consistency of income derived from scavenging, given the absence of viable alternatives.

The interviews also reveal the parents' strong desire to provide their children with educational opportunities beyond their own level of education. One parent expresses this sentiment:

"Let my son go to school. I'm making money for his school fees from scavenging so that I'll find another job that's better than this. Moreover, my son has already gone to college. Let me be the scavenger because I can get money every day" (P1).

Despite their challenges as scavengers, parents are committed to ensuring their children attend school with the hope that education will open doors to better employment opportunities. Additional aspirations include the pursuit of their children's ideals and the prospect of their children not having to follow in their footsteps as scavengers. Other parents express hopes for their children to secure higher salaries:

"If I can, don't be a scavenger, he better go to school so that he gets a job that has a higher salary than a scavenger" (P4).

"I don't want to stop being a scavenger. Hopefully my son can pursue his goals so as not to be a scavenger let alone my son gets a scholarship. Let me be the scavenger" (P7).

It is not an exaggeration that all parents want high school children and pursues their ideals, as well as parents in scavenger families. They want their children to go to school and pursue their goals so that the work they do today does not decrease in their children. Parents may assume a job so scavenger does not promise a better future so do not want their child to be a scavenger. A parent has high hopes for his son by saying that:

"My son stopped being a scavenger, so I schooled my son so that later I could get a better job so that he could work on the cruise. I would love to see my son work on a cruise so that later he can help the family buy a house, buy land because the current occupied is only rented" (P8).

"I want my son to go to high school so he can work in the office, or be a merchant so that he can help us later if he can't scavenge" (P10).

He sent his son to work in shipping. Local people believe and see a lot of evidence that if people work in shipping then the income is very high and has a very good livelihood. The hope is that if his son works on the cruise then his son can help the family meet the needs of clothing, food, and boards. From observations made by the research team, it was found that what they have today is indeed below the poverty line. A house that is not habitable and is in the middle of a pile of garbage. Roofed and walled zinc used from the garbage. The clothes they wear are also not worth wearing. But they think it's just work clothes when they roll. Under such circumstances, it is natural that scavenger families are eager to get out of poverty by pinning their hopes on their children. If his son gets a good job, he will stop working as a scavenger.

In essence, the prevailing sentiment among parents in scavenger families is the desire for their children to pursue higher education, secure better employment, and ultimately break the cycle of scavenging. Despite their challenging circumstances, these parents harbor hopes and aspirations for a brighter future for their children.

3.2 Children Expectation

Children are considered the vanguards of a new generation, succeeding the ideals of the nation's struggle and serving as human resources for national development, commonly referred to as the nation's assets. During their school-age years, children exhibit distinct characteristics compared to younger age groups. This period marks their increasing responsibility for behavior in relationships with parents, peers, and others. The school-age phase becomes crucial as children acquire fundamental knowledge essential for successful adaptation to adult life and the development of specific skills.

In the context of scavenger families in the Tamangapa landfill area, the initiation of formal education for their children commences at the age of 7, specifically at the elementary school level. These children pursue formal education with various expectations from both parents and themselves. Interviews conducted with scavenger families' children shed light on their educational aspirations.

When questioned about their education, the children of scavengers provided insights into their educational journeys:

"I began attending school at the age of 7, experienced a one-year dropout, and later resumed attending junior high school and high school with assistance. Initially, upon returning home from

school, I engaged in scavenging. Currently, during my college years from Monday to Thursday, I continue attending classes at my own expense" (C1).

"I attended Makassar Mulia High School with the aspiration to cease scavenging" (C2).

"I initiated my schooling at the age of 7, experienced a one-year hiatus upon completing elementary school due to my parents' divorce. Despite ranking 3rd in elementary school, I secured scholarships for junior high school. Currently, I attend Amanah Nusantara Junior High School" (C5).

Among the respondents, scavenger children pursued education at various levels, including elementary, junior high, and college. Their educational journey, starting at the age of 7 and overcoming periods of unemployment or dropout, reflects a commitment to the significance of education for their future. Some children received scholarships from the government and aid from social institutions, indicating the recognition of their eligibility for such support.

Inquiries about their future aspirations revealed the following statement from one of the scavenger family's sons:

"I hope to secure an alternative job that can change my family's fate and lift us out of poverty" (C4).

This child shared his educational path, emphasizing that despite facing challenges such as dropout periods, he persevered in pursuing education up to the college level, aiming to alter the family's economic circumstances. Similar aspirations were expressed by another child aspiring to become a police officer, emphasizing the desire to discontinue scavenging:

"Despite my parents being scavengers, I aspire to stay in school to become a policeman. The police look very impressive in their uniforms. I aim to be a guardian of small communities and improve our fate, steering away from scavenging" (C5).

Scavenger children are acutely aware of the importance of education for their future prospects. They recognize that education not only provides opportunities for decent employment but also aligns with their parents' expectations. Interviews further demonstrated that these children were committed to their studies, with some receiving scholarships and government assistance.

To substantiate their claims, the research team requested educational report books as evidence. These documents confirmed the academic achievements of the children, with one child achieving the 2nd rank in their class. Despite facing familial challenges, the children's commitment to education remains unwavering. One child articulated their reason for continuing education:

"I used to scavenge after school, but now my parents forbid it because I need to focus on my studies. Education is crucial for the future, and it takes precedence. My plan is to enter an office job" (C6).

Prioritizing education at present is a strategy to secure a job aligned with future expectations. In addition to aspiring to work in an office, this child expressed views and expectations for other scavenger children:

"Education is vital as it prepares individuals for the future, enabling the development of our potential for the workforce and facilitating an escape from poverty. Therefore, I hope more kids here aspire to attend school, providing a pathway to employment" (C5).

This child desires other children to pursue education and anticipates obtaining decent employment. Interviews with additional children yielded similar sentiments:

"I entered school at 7 years old, briefly pausing for 6 months to contribute to my parents' economic needs. I engage in scavenging after school until 5 p.m." (C8).

According to this child, both school and scavenging are indispensable. While education is crucial for the future, helping the family economically through scavenging is equally vital for current needs, especially with the aspiration to become a sailor:

"School is crucial for achieving your goals. I aspire to become a sailor and cease scavenging to escape poverty" (C9).

Another informant affirmed:

"I started school at 7 years old and never stopped until now. The reason I pursued education is that I observed my older brother working as a shopkeeper, and my second brother became an online driver. I aim to attend school to secure a good job" (C5).

Despite acknowledging the challenges associated with scavenging, these children are determined to pursue education as a means to secure more promising employment opportunities. While scavenging may be a temporary economic solution, the long-term goal is to break the cycle of poverty by obtaining stable and fulfilling jobs through education.

In conclusion, scavenger children recognize the pivotal role of education in transforming their lives and the lives of their families. Their aspirations extend beyond immediate economic concerns, emphasizing the importance of education for personal and familial advancement. Despite facing obstacles, these children demonstrate resilience and a steadfast commitment to realizing their dreams through formal education.

4. Discussion

Deduced from the aforementioned interviews, the progeny of scavenger families aspire to extricate themselves from the scavenging profession, aiming for alternative and improved employment opportunities. Their ambitions extend to advancing their education to higher echelons, envisioning the mitigation of generational poverty. The altruistic inclination to aid both immediate family and peers in emancipating themselves from scavenging underscores the importance accorded to education as a conduit for breaking the cycle of poverty.

In the context of scavenger families, the familial structure, encompassing fathers, mothers, children, and additional members, exerts a profound influence on the developmental trajectory of the offspring. This influence permeates various facets of the developing child, including attitudes, beliefs, opportunities, habits, and personality traits. The family unit is posited as a fundamental institution in the realm of education, as delineated by educational theories and encapsulated (Olszewski-Kubilius, 2008, and Baferani, 2015).

Within the educational milieu, the significance of familial and parental roles is underscored by the widespread belief among parents and educators in the pivotal role of parental involvement in shaping a child's educational trajectory. This is notably evident in scavenger families, where parental commitment persists despite social and economic constraints. Flecha's study accentuates the nuanced correlation between family socioeconomic status and student learning outcomes, challenging deterministic perspectives that predispose children from certain backgrounds to academic failure (Flecha, 2012). The inculcation of cultural values, extending beyond mere sustenance, encompasses education, manners, discipline, responsibility, and independence, illustrating the multifaceted role of parents in shaping their children's ethos. From the beginning, parents can have a positive impact on academic achievement through early home literacy and maintain a strong expectation that their children will succeed in college (Froiland et al., 2013).

In the face of socio-economic challenges, the children's unanimous desire to attend school emerges as a testament to their conviction that education is the gateway to securing gainful employment, higher remuneration, and emancipation from poverty. However, the necessity for fortifying trust in schools, as indicated by Anzanie et al.'s research, underscores the fragility of confidence among scavenger children and the imperative need for mentorship to bolster their trust in the educational system (Sagita Dewi Anzanie et al., 2020).

Parents' heightened expectations regarding their children's education, geared towards securing respectable employment, are explored in light of Lotko et al.'s findings (2016), which posit that high expectations can induce stress. Contrary to this notion, the study observes a lack of stress among scavenger children, who exhibit remarkable resilience, engaging in scavenging after school, excelling academically, and even attaining scholarships. The absence of detrimental effects on the parent-child relationship and productivity in both familial responsibilities and academic pursuits challenges the conventional stress-induced paradigm.

The parent-child relationship is characterized as a psychological bond, posing potential short- and long-term implications for positive mental well-being. The inherent conflicts within this relationship, especially regarding mutual expectations in education, are acknowledged. However, parent-adolescent couples demonstrate adaptive capabilities, effectively recalibrating their relationships in response to the evolving needs of adolescent development. The family's operational efficiency is depicted as a collaborative endeavor to sustain equilibrium, featuring emotional interconnectedness and an encouragement for individual identity expansion. This familial cohesion, marked by unconditional acceptance and love, facilitates conflict resolution and proactive responses to members' requests for assistance (Kalmijn & Uunk, 2007).

Parents manifest their attitudes towards their offspring by crafting environments tailored to the specific needs of scavenger families, prioritizing child safety. The prohibition of scavenging activities by some parents reflects a concerted effort to motivate their children to attend school, thus aligning with parental expectations. Tatlah's assertion (2019) that parental expectations serve as motivational sources for academic achievement resonates, acknowledging that such expectations are pivotal in motivating scavenger children to pursue education. Nonetheless, the study underscores the negative impact of family socio-economic status on a child's learning spirit, postulating an inverse relationship.

The potent driving force behind parental involvement is identified as high expectations for their children's future, permeating the competitive landscape of the professional realm. This perspective, as posited by Zou et al., asserts that high expectations play a dual role, influencing both academic achievement and overall well-being (Zou et al., 2013). Parents maintain an optimistic outlook on their children's education and future employment prospects, anchored in the understanding that adequate education is the panacea for ceasing scavenging and transcending poverty. Contrary to the conventional belief that high parental expectations may burden children, the study indicates that these expectations serve as motivational impetuses. Children not only abstain from protesting parental wishes but also exhibit affirmative responses, contributing to a positive academic atmosphere.

The influence of *adultarapan*, defined as the collective influence of adults, is deemed significant in shaping adolescent academic competence and performance. The collaborative impact of maternal and teacher expectations is acknowledged, with high expectations yielding positive outcomes and low expectations incurring disruptive effects. Early interventions, such as home literacy and the cultivation of a strong expectation for collegiate success, are highlighted as avenues through which parents can positively impact academic achievement. The communication of parental values, expressed as hope, serves as a conduit for internalizing standards that students aspire to achieve (Yamamoto & Holloway, 2010).

The study posits a convergence of attitudes and expectations between parents and children, underscoring the parallel nature of their aspirations. LiNdberg et al.'s research is invoked to support the contention that the expectations and aspirations of parents align harmoniously with those of their children (LiNdberg et al., 2019). The overarching priority assigned to education persists, even in cases where parents curtail scavenging activities to prioritize schooling and securing better employment opportunities. The study recognizes the variegated outcomes witnessed in individuals, acknowledging instances where individuals surmount adverse family circumstances to achieve success and conversely, where ostensibly supportive families fail to facilitate their potential realization (Olszewski-Kubilius, 2008).

5. Conclusion

The exploration of expectation within scavenger families unravels a profound narrative, where the offspring aspire to liberate themselves from scavenging, envisioning improved employment opportunities and higher education to break the shackles of generational poverty. The familial structure emerges as a pivotal influence on child development, permeating attitudes, beliefs, and opportunities within the offspring. The family unit, delineated by educational theories, becomes a fundamental institution, shaping the ethos of scavenger children. Amidst socio-economic challenges, the unwavering desire to attend school becomes a testament to the conviction that education is the gateway to emancipation. Parental expectations, explored in light of high aspirations for children's education, challenge the conventional notion that stress accompanies such expectations, revealing remarkable resilience and

affirmative responses among scavenger children. The parent-child relationship is depicted as a psychological bond with short- and long-term implications for positive mental well-being, showcasing adaptive capabilities in recalibrating relationships. The operational efficiency of the family becomes a collaborative endeavor, featuring emotional interconnectedness and an encouragement for individual identity expansion. Parental attitudes are manifested in crafted environments prioritizing child safety and education, aligning with expectations. The study identifies high expectations as a potent driving force behind parental involvement, influencing both academic achievement and overall well-being. A convergence of attitudes and expectations between parents and children is posited, underscoring the parallel nature of their aspirations. The study recognizes variegated outcomes, acknowledging instances of overcoming adversity for success and, conversely, ostensibly supportive families failing to facilitate potential realization. In conclusion, this narrative paints a tapestry of resilience, hope, and determination within scavenger families, urging for nuanced interventions and empathetic support to nurture aspirations and contribute to building a more inclusive and equitable educational landscape.

The expectation and struggles of scavenger families highlight the importance of education as a catalyst for change. Efforts should be directed towards improving the trust of scavenger children in the education system through targeted mentoring programs. Additionally, policies that support educational access, scholarships, and parental involvement can contribute to breaking the cycle of poverty in scavenger families. Recognizing the significance of the family unit in shaping educational values, interventions should aim to empower parents as partners in fostering their children's academic success.

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The Analysis of Code Switching and Code Mixing in 99 Cahaya di Langit Eropa Movie: A Sociolinguistic Study

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Abstract

It is a common situation in which two or more languages are utilized in the society. In bilingual society, there are phenomena called code-switching and code-mixing. These phenomena happen not only in real life but also the movies. One movie that contains code-switching and code-mixing is the movie entitled *99 Cahaya di Langit Eropa*. Therefore, this research aims to identify and describe the types and reasons for code-switching and code-mixing in the Indonesian movie entitled *99 Cahaya di Langit Eropa*. This research utilized a sociolinguistic study and descriptive qualitative research design. To collect the data, the researchers took several stages: browsing the movie, downloading the movie, watching the movie, transcribing the movie, and listing the utterances. The researchers, furthermore, utilized Miles and Huberman as cited in Morissan (2019) in order to analyze the data. The steps are data reduction, data display, and data conclusion. This research, furthermore, discovered that in *99 Cahaya di Langit Eropa*, there are 37 utterances that contain code-switching with the most frequent type is inter-sentential switching. In relation to code-mixing, this movie consists of 18 utterances with no inner code-mixing. The most frequent reason that someone switches or mixes the code is to emphasize a point as much as 13 utterances.

Keywords: Sociolinguistics, Bilingual, Code-Switching, Code-Mixing, Movie

1. Introduction

It is a common situation in which there are two or more languages are utilized in the society. The ability to implement more than one variety of code, in addition, is called bilingualism. Holmes (2013), moreover, stated that three social factors affect language choice in the bilingual or multilingual community. Those social factors are interlocutor, social context, function, and topic of the talk. Bilingualism, therefore, is a condition in which a

speaker or society is proficient in two languages and apply it regarding the interlocutor, social context, and topic of the talk (Wardhaugh, 2006; Holmes, 2013). Bilingualism has a close relationship with the diglossia community. The initial idea of diglossia was actually introduced by Ferguson (1959), in which diglossia is a social situation where there are two varieties of the same language. However, they are used with different roles and functions in the speech community (Holmes, 2013; Suwito, 1983; Sumarsono, 2002). According to Fishman (2003) there is a condition when in bilingual society, two different languages with different roles and functions are required to cover the full range of domain. Domain, further, is a typical social factor that influences the code choice in a speech community and it consists of family, friendship, religion, education, and employment domain (Holmes, 2013).

Bilingual or multilingual people, additionally, are often unaware of a condition when they use two or more languages in the same domain because it comes naturally (Shay, 2015). The alternation of two languages in someone's language repertoire in the same conversation is called code-switching (Hoffmann, 1991). Another view of code-switching is that people often switch or mix their code with regard to express or emphasize the same group identity in the conversation (Hoffmann, 1991; Holmes, 2013). The emergence of code-switching to express group identity, furthermore, can be found not only in real life but also in the movies. Therefore, movies can be considered as a reflection of real life since some of them attempt to be as actual as real life. In order to be actual, a movie should adapt some of the phenomena in real life, one of them is the alternation between codes which is named code-switching.

It is possible that code-switching is situated between sentences or within sentences. Code-switching that takes place within sentences is often called code-mixing. Code-mixing, therefore, is a condition in which the lexical items and grammatical features occur in a single utterance (Muysken in Harya 2018). The view on the difference between code-switching and code-mixing is proposed by Kachru (1983) which states that interchange or alternating use of two languages relating to the different functional contexts; while code-mixing is the use of two or more languages only in the linguistic level. Code-mixing, therefore, is the placement of other language items, frequently lexical items, in one sentence of utterance.

One movie which contains code-switching and code-mixing phenomena is a movie from Indonesia entitled *99 Cahaya di Langit Eropa*. The setting of this movie is in Austria. Further, Austria is a multilingual country which uses low variety German, standard German, and English language in its daily communication. English language is widely used within the country although its official language is German language (Polilingua, 2021). Therefore, it is considerably interesting to disclose the code-switching and code-mixing in the movie which is located in the Austria. The plot of this film, additionally, revolves around the experiences of an Indonesian journalist and her spouse as they adjust to new surroundings, encounter various friends, and eventually discover the historical influence of Islam in Europe introduced by the Turks. The background story of this movie is in accordance with Wardhaugh (1986) which argues that people who are from bilingual societies will switch their code if they meet in a foreign setting.

The objective of this research is to identify and describe the types and reasons of code-switching and code-mixing phenomena within the chosen movie. The utilized theories come from different experts. In order to analyze types of code-switching, the researchers used Poplack (1980). She states that code-switching can be in the form of tag switching, intra-sentential switching, and inter-sentential switching. The theory from Suwito (1983), further, is used in order to analyze the types of code-mixing. Suwito states that there are two types of it, those are inner code-mixing and outer code-mixing. In order to analyze the reasons for code-switching and code-mixing, moreover, the researchers applied the theory from Grosjean (1982) which argues that there are 5 reasons why people switch or mix their code. Those are because of lexical needs, to express group identity, to emphasize a point, to exclude someone, and to raise the status.

Through this research, hence, the writers wish that people's knowledge about code-switching and also code-mixing phenomena broaden. This research not only gives the types of code-switching and code-mixing that appear in the chosen movie but also provides a reason why phenomena occur in our society through a movie as a medium. In a practical way, this research will be useful for the forthcoming studies about code-switching and code-mixing. The

result of this research, additionally, will be useful for language learning, especially in providing an actual example of how language is used in a social context.

There are numerous results of the study in relation to code-switching and code-mixing in the movie. First, a study from Fauzana et al. (2022) entitled *Code Mixing and Code Switching in Movie Murder on the Orient Express* by Kenneth Branagh. This study aims to analyze the types of code-switching and code-mixing in the movie's dialogue. This study used Wardaugh's (1986) theory in order to disclose code-switching types and Suwito's (1983) in order to disclose code-mixing types. This study, moreover, have disclosed that there are two types of code-switching in the movie, for instance metaphorical code-switching and situational code-switching, with metaphorical code switching being the most common type. Further, there is one type of code-mixing in this movie, which is outer code-mixing.

Additional research is from Widowati and Bram (2021) entitled *Code-switching Used by Emily as Seen in the Emily in Paris*. They discovered that there are three types of code-switching namely inter-sentential switching, intra-sentential switching, and extra-sentential/tag switching. In addition, there are numerous reasons for code switch in that movie. For instance, quotations, addressee specification, interjection, reiteration, message qualification, and personalization versus objectification. The result of this study demonstrates that intra-sentential switching was the most frequent type of switching that appears in the movie, followed by extra-sentential/tag switching and inter-sentential. Interjection, moreover, is the most repeated function of code-switching, followed by message qualification, quotations, and reiteration.

Another study is from Hendrayani et al. (2021). They analyze the types and functions of code-switching in the movie entitled *Bridezilla*. This study revealed that there are two types of code-switching appearing in the movie, with intra-sentential code switching is the most repeated and followed by tag switching. The reason for code-switching, in addition, was found as many as 8 reasons, with the most for interjection and the least for clarifying the message. This research, in addition, underlines a point that code-switching in Indonesian movies signifies that the involvement of other languages significantly affects the first language.

Although the previous studies above made valuable support in the code-switching and code-mixing research, the researchers argue that this field needs expanded research. The study from Fauzana et al. (2022) analyzed the types of code-switching and code-mixing but not their functions. The next two studies, from Widowati and Bram (2021) along with Hendrayani et al. (2021), on the other hand, analyzed both types and functions of code-switching. However, those two studies did not investigate the existing code-mixing in the movies. This study, on the other hand, tries to discover both the types and functions of code-switching and code-mixing in the Indonesian movie entitled *99 Cahaya di Langit Eropa*.

2. Research Methods

This research utilizes the descriptive qualitative research design. Qualitative research design, moreover, aims to discover the data from certain phenomena and tends to focuses on its motive (Morissan, 2019: 15). The preceding statement is in line with the purpose of this research, which discloses the types and the reasons of code-switching and code-mixing in the movie. In addition, this research is a sociolinguistic study. Sociolinguistics, additionally, is a multidisciplinary science that studies sociology and linguistics (Sukarto & Parlianti, 2022). As a final point, sociolinguistics study is the analysis of language in use functioning in the society. According to the previous statements, the researchers used a sociolinguistic study because the phenomena that was analyzed are derived from situations where two languages come into contact within the society.

2.1 Data Collection Method

The data, that is in the form of words, phrases, clauses, and sentences, were obtained from several procedures. First, the researchers browsed the movie in the internet. Then, in order to simplify the analysis, the researchers downloaded the movie. After that, the researchers watched the movie concerning the greater comprehension of

the movie. Next, the researchers made a transcript of the dialogues to analyze the code-switching and code-mixing that appear in the movie. Finally, the researchers listed the utterances that contain code-switching and code-mixing.

2.2 Data Analysis Method

After all the necessary data had been gathered, then the researchers started to analyze the data, the data analysis procedure of this research followed the Miles and Huberman as cited in Morissan (2019). The first stage is data reduction, the researchers highlighted the data that were considered important. The important data were in the manner of words, phrases, clauses, or sentences that include code-switching. This important data, then, were reduced according to the types and the reasons of code-switching and code-mixing. The second stage is data display, the data were displayed using a table that consists of types and reasons for code-switching and code-mixing. The last stage is conclusion drawing, the code-switching and code-mixing in the movie were connected with the experts' theories. In this stage, moreover, the researchers reexamined the data multiple times in order to verify all of the data that incorporate the theories from experts.

3. Results and Discussion

The theory from Poplack (1980) is applied in order to discover the types of code-switching. According to her, there are three types of code-switching such as tag switching, intra-sentential switching, and the last is inter-sentential switching. Moreover, this research discovered all three types in the movie. In order to analyze the types of code-mixing, furthermore, this research utilizes theory from Suwito (1983). Nevertheless, there were only outer code-mixing in this movie. This research uses the theory that comes from Grosjean (1982) in order to discover the possible reasons of code-switching and code-mixing. In accordance with Grosjean, there are 5 reasons for someone switching or mixing his/her code, there are lexical need, expressing group identity, emphasis a point, exclude someone, and raising the status. However, this research disclosed that there is no raising status therein. From all of the 411 utterances, there are 37 utterances that contain code-switching and 18 utterances that contain code-mixing.

3.1 Types of Code-switching

The total amount of code-switching in *99 Cahaya di Langit Eropa* movie is 37 utterances. This code-switching included inter-sentential switching with the most frequent type of code-switching which appeared for 19 utterances, followed by intra-sentential switching as much as 10 utterances. The least type of code-switching, further, is tag switching. The latter types of switching occurred as much as 8 utterances. The table of code-switching distribution, then, elaborates it more.

Table 1: Code-switching types distribution

No	Code Switching Types	Number of Occurrence	Percentage
1	Tag Switching	8	21.6%
2	Intra-sentential switching	10	27%
3	Inter-sentential switching	19	51.4%

3.1.1 Tag Switching

Tag switching contains a switch of language that is in the form of interjection, sentence filler, or tag. This makes tag switching becomes the least frequent type of switching that occurred in the movie. This type of switching, furthermore, often used as a point emphasis in the dialogue and to express the sudden reaction.

Table 2: Tag switching in the movie

No	Utterance	Time
1	<i>Hai, Rangga. Good luck!</i>	37:34
2	Hello, Hanum, <i>selamat siang</i> , hey wait! Sorry, I want to ask you. Where did you buy this salted fish?	1:01:45
3	<i>Perhatikan jubahnya, see?</i>	1:10:36

4	So , semua garis lurus ini adalah ide Napoleon.	1:13:41
5	By the way , aku mengirim e-mail tapi tidak ada kabar darimu.	1:29:38

The table above shows that there are various types of tag switching in the movie. Datum number 3, for example, is the interjection that is being placed within Indonesian language utterance. The speaker of this utterance switches the code to make sure that she was understood by her interlocutor. This datum is in line with the datum from Alus et al. (2021) which discovered tag switching in the sentence “*Yakinlah, gue lebih kenal sama dia dibanding lo. Remember?*”. Datum number 4, in addition, is in the form of sentence filler. Sentence filler, according to Poplack (1980), is considered as tag switching. This datum, moreover, is in accordance with Wibowo et al. (2023) which discovered the sentence “*Alright, artinya... apa ya?*”. Both of “alright” and “so” is an English language tag that was inserted within the Indonesian language. Datum number 2, however, is in the form of an Indonesian language expression that is being placed within an English language utterance. This is also examined as tag switching. According to Holmes (2013), someone that switches to another language expression can serve as a marker of identity.

3.1.2 Intra-sentential Switching

The second type of code-switching in this movie is intra-sentential switching. Words or phrases that are being placed within another language utterance can be considered as intra-sentential switching. This type of switching, further, appears as much as 10 utterances in the movie. The example of intra-sentential switching is provided as follows:

Table 3: Intra sentential switching in the movie

No	Utterance	Time
1	<i>Kamu bukan Rangga yang sama waktu dulu datang pertama kali dan tinggal lama di apartment aku dulu.</i>	22:10
2	I realize menggunakan hijab adalah cara Islam menjaga wanita Muslim.	1:05:55
3	<i>Jangan di sini, itu good question, kita jawab nanti.</i>	1:09:38
4	<i>Kamu Panjang umur sekali, gimana conference-nya?</i>	1:15:32
5	<i>Rangga, Rangga! Ini aku bawain makanan buat kamu. Tenang aja ini dagingnya chicken kok.</i>	1:19:25

In data number 1, 4, and 5, the insertion of the English language in Indonesian language utterances is at the lexical level. The insertion of another language lexical item within another language utterance is perceived as intra-sentential switching. The insertion that is in the lexical level also has been discovered by Satyawati et al. (2022) which stated “*Itukan promosi **gym-nya***”. The previous datum is in line with datum number 4. On the other hand, data number 2 and 3 show that the switch is in the level of phrase. Datum number 2, furthermore, is an English language verb phrase that exists in Indonesian language utterance. This corresponds with Fanani & Ma’u (2018) which provided an example of Intra-sentential switching such as “*This morning **saya antar** my baby*”. Both *I realize* and *saya antar* is a verb phrase that is placed in another language utterance.

3.1.3 Inter-Sentential Switching

The last type of code-switching is inter-sentential switching. This type, which demands the highest proficiency in both languages, appears the most in the movie as many as 19 utterances. This happens because all the characters are able to use both languages fluently.

Table 4: Inter-sentential switching in the movie

No	Utterance	Time
1	<i>Agama kamu ribet banget. Tau gak, daging babi tuh enak, belum lagi di Eropa ini daging babi tuh paling murah. Udah pernah nyoba? You have to try!</i>	08:17
2	<i>Bukannya sudah disiapin ruangan untuk kalian, kalian belum tau? It’s next to the pantry!</i>	11:56
3	<i>Gilak tuh Professor Reinhard. What was he thinking?</i>	22:43

4	<i>Bicara langsung dengan Professor Reinhard. And maybe if you guys are lucky, he might approve</i>	30:21
5	<i>Oh iya, maaf. Saya harus tinggal dulu. I believe my wife is in a good hand.</i>	1:06:10

All of the data in the table above show the inter-sentential switching. This switching occurs between sentences. Therefore, it needs high proficiency in both language in order to avoid grammatical mistakes. According to Poplack (1980) the alternation of languages in two different sentences is observed as inter-sentential switching. These data are in accordance with the datum that was found by Alus et al. (2021) that is “*Gue pikir Juni nggak akan semudah ini luluh. But you did it perfectly*”

3.2 Types of Code Mixing

This research utilized theory from Suwito (1983) in order to disclose the types of code mixing that appear in the movie entitled *99 Cahaya di Langit Eropa*. Suwito argues that code-mixing can be inner or outer. In the movie, furthermore, there are 18 utterances that contain code-mixing. From all of those utterances, there is no inner code-mixing. This happened because the communication in the movie was held among the characters that come from different country. According to Poplack (1980), in addition, code-mixing is considered the same as Intra-sentential Switching. In this research, nevertheless, the researcher distinguished code-mixing and intra-sentential switching by the participation of tag-like mix in the code-mixing. As a result, the analysis of code mixing includes the tag switching in which it is excluded in the intra-sentential switching.

Table 5: Code mixing types distribution

No	Code Mixing Types	Number of Occurrence	Percentage
1	Inner code mixing	0	0%
2	Outer code mixing	18	100%

3.2.1 Inner Code Mixing

In the chosen movie, the researcher did not find any inner code-mixing. According to Suwito (1983), he stated that inner code mixing occurs because there is an insertion of a native language element and its variation. This movie, furthermore, does not involve any vernacular language or the element of one’s native language. Therefore, there is no inner code-mixing in the chosen movie. The movie itself, as a result, only involves the outer code-mixing.

3.2.2 Outer Code-mixing

Outer code-mixing is a condition in which the native or national language combines with elements from a foreign language (Suwito, 1980). From all the utterances that contain code-mixing, all of them are in the form of outer code-mixing. The example of outer code-mixing is provided as follow:

Table 6: Outer code mixing in the movie

No	Utterance	Time
1	<i>Aku ingin menjadi designer busana Muslim agar bisa keliling dunia melihat sejarah peninggalan bangsa Islam di Eropa</i>	16:49
2	<i>That’s right, sekarang, let me tell you something.</i>	1:10:20
3	<i>Perhatikan jubahnya, see?</i>	1:10:36
4	<i>So, semua garis lurus ini adalah ide Napoleon.</i>	1:13:41
5	<i>Hello, Hanum. Selamat siang, hey wait. Sorry, I want to ask you. Where did you buy this salted fish?</i>	1:01:45

The data in table 6 show that the code-mixing can be either in the form of tag-like or intra-sentential. The data number 1 and 2 demonstrate the word-level code-mixing. However, data number 3, 4, and 5 display that tag-like switch also is considered as code-mixing. Furthermore, all of the switches from table 6 shows that the insertion comes from the foreign language. Therefore, the data are considered as outer code mixing.

3.3 Reasons to Switch or Mix the Code

According to Grosjean (1982), there are five reasons that motivate someone to switch or mix the code. Those are because of lexical needs, to express group identity, to emphasize a point, to exclude someone, and to raise the status. The latter reasons, furthermore, is not fulfilled in the characters' dialogue. In all 37 utterances that contain code switching and code mixing, 8 utterances are for lexical need, 2 for expressing group identity, 13 for emphasize a point, and 1 for exclude someone. The distribution of reasons is elaborated in the table 7 below

Table 7: The distribution of reasons to switch or mix the code

No	Reasons	Number of Occurrence	Percentage
1	Lexical need	8	21.6%
2	Express group identity	2	5.4%
3	Emphasis a point	13	35.1%
4	Exclude someone	1	2.7%
5	Raise the status	0	0%

3.3.1 Lexical Need

Someone who switches or mixes his/her code can be affected by the lack of vocabulary in the base language to express a thing. Therefore, this type of code-switching or mixing is often in the form of lexical level.

Datum 1: *Rangga, Rangga! Ini aku bawain makanan buat kamu. Tenang aja ini dagingnya **chicken** kok.*

In the datum above, the speaker wanted to give his friend a food which was a chicken. In his utterance, he used the Indonesian language. However, when he wanted to explain about the food, he used English language "chicken". He inserted the English language because he could not find an appropriate word to convey his meaning. The researcher, therefore, recognized the reason of mixing the code in this utterance is because the lexical need.

3.3.2 Express Group Identity

People may switch over their language to express their group identity. In a bilingual society, it is normal to see if people alternate the language from one to another in order to establish the relationship between interlocutors.

Datum 2: Hello, Hanum, **selamat siang**, hey wait! Sorry, I want to ask you. Where did you buy this salted fish?

In this datum, the main character's neighbor which was from Austria, tried to use Indonesian language elements. He used Indonesian expression "*selamat siang*" which means "good afternoon" in English language. He, furthermore, did this in order to establish a relationship between him and Hanum by mixing to Indonesian language. According to Grosjean (1982), someone who switches to a minority language can signal the solidarity of the group. The researchers, therefore, considered this as an expression of group identity.

3.3.3 Emphasis a Point

Referring to the theory proposed by Grosjean, bilingual people may switch or mix their code because they want to amplify or emphasize a point in an utterance. This reason, moreover, becomes the most frequent reason of code-switching or code-mixing in the movie entitled *99 Cahaya di Langit Eropa*.

Datum 3: *Agama kamu ribet banget. Tau gak, daging babi tuh enak, belum lagi di Eropa ini daging babi tuh paling murah. Udah pernah nyoba? **You have to try!***

The speaker here expressed his opinion in regard to his friend's belief. He said that his friend should eat pork because of many reasons. At the end of his utterance, he switched his code to the English language. This switch indicated that he wanted to emphasize his point. Furthermore, the switch itself indicated that the speaker wanted to add more force to his statement.

3.3.4 Exclude Someone

According to Grosjean (1982) someone that switches or mixes his/her code or language because they want to exclude someone in a conversation. Therefore, in a bilingual society, code-switch or code mix can establish a boundary between the interlocutors.

Datum 4: Prof. Reinhard: So, what's the problem? Your god will understand that you have something very important to do for your life. Your god is merciful. What's the big deal?

Rangga: It's not that easy, sir. It's about my faith

Prof. Reinhard: Religion should make things simpler, not more complex.

Rangga: *Anda tidak mungkin mengerti, pak.*

In this dialogue, the first speaker had a conversation with the main character. All of the utterances they produced, moreover, were in English language. However, when the tension got higher, the main character switched his utterance to the Indonesian language. The first speaker, as a result, did not understand what main character said in Indonesian language.

4. Conclusion

According to the results above, the researchers conclude that the most frequent type of code-switching in this movie is inter-sentential switching with 19 utterances. This, moreover, happened because in this movie all the characters were fluent in English and Indonesian language. The researchers, on the other hand, found that tag switching was least frequent with only 8 utterances. This happened because tag switching only in the form of interjection, sentence filler, or tag. Concerning the type of code-mixing, the researchers only found one type of code-mixing that was outer code-mixing. There is no inner code-mixing in the chosen movie. This happened because all of the characters did not communicate with the vernacular language or the variation of one's native language. Outer code-mixing, on the other hand, appeared for 18 utterances. Furthermore, according to Poplack (1980), code-mixing is considered the same as intra-sentential switching. The researchers, however, found several elements in tag switching that are also considered code-mixing. In relation to the reasons to switching or mixing the code, the researcher found that the most frequent reason is to emphasize a point with 13 utterances. All of the characters, furthermore, utilized code-switching or code-mixing in order to give emphasis to their dialogue. By switching their code, they felt more confident with their arguments. The least reason for switching or mixing the code is to raise the status. This happens because all of the characters were in the same status, that is students.

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Gamification for Learning English as a Second Language in Sri Lanka

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Abstract

Despite the global importance of English proficiency, Sri Lankan students often struggle with mastering the language, as reflected in the country's unsatisfactory ranking in the English Proficiency Index (EPI). The traditional classroom-based teaching methods in Sri Lanka have not effectively addressed these challenges, necessitating innovative approaches to language learning. Gamification, the integration of gaming elements into non-game environments, has shown promising outcomes in enhancing learning motivation and academic performance, particularly in developed nations. However, its application within the Sri Lankan educational context remains limited. This study examines the potential of gamification in learning English as a second language (LESL) in Sri Lanka and identifies factors favourable to its integration into the education system. Key factors include the growing technological infrastructure, high internet penetration, and positive attitudes towards technology among students and teachers. By applying gamification to the educational context, Sri Lanka can revolutionise its language acquisition strategies, bridging the proficiency gap and creating a more engaging and effective learning environment essential for success in today's globalised world.

Keywords: Gamification, Gamified Learning Platforms, Learning English as a Second Language, LESL Sri Lanka

1. Introduction

Advancements in technology have revolutionised societal norms and practices, reshaping human interactions with digital devices. The internet, online gaming, social media, and smartphones have played pivotal roles in this transformation. Across various sectors, technology integration has become essential, especially in education—a trend further accelerated by the COVID-19 pandemic. Developed nations like Finland, Singapore, and Israel symbolise the successful integration of technology in education. These countries have established dedicated educational platforms to support their respective education systems, such as Finland's Sanako digital platform, Israel's Jewish learning platform, and Singapore's Ed-tech concept. These platforms enhance language acquisition and enrich the educational landscape within their respective nations (EdTech, 2023; Jigzi, n.d.; Sanako, 2020).

Over the past decade, gamification has become a popular concept in education. Gamification is used for gaming elements, such as leaderboards, point systems, and badges, in non-gaming contexts to engage users and enhance their overall experiences (Deterding et al., 2011). It motivates individuals in various sectors by transforming routine tasks into engaging experiences, encouraging people to get involved and behave in desired ways. In the context of language learning, gamification has been recognised globally for its profound impact. Extensive research has been conducted to explore its potential against the non-gamified methods, and the results demonstrated that the gamified method surpassed the non-gamified one in enhancing concentration, learner proficiency, and overall learning experience (Heryadi & Muli Amin, 2016; Shortt et al., 2021).

In today's globalised world, English has solidified its position as the predominant language, essential for functioning in the digital age where geographical boundaries are virtually eliminated. Countries like India, Singapore, South Africa, and many more have adopted English as a secondary language, reflecting its widespread use beyond its native-speaking nations (Gaffney, 2021). Despite the growing demand for English proficiency, students in non-native English-speaking countries often exhibit low motivation and competence in the language (Hasanah & Utami, 2019). Research suggests that it can be due to various factors, including ineffective teaching methods, fear of social embarrassment due to language errors, limited opportunities for practical application, and the burden of stress (Dehghanzadeh et al., 2019). Therefore, supporting students' natural motivation and readiness, both mentally and physically, is vital for achieving proficiency in a language that extends beyond their mother tongue.

Extensive research has been conducted on gamification in learning English as a second language (LESL), showing its popularity and significant impact on learning contexts. Studies have consistently highlighted its positive effects, including enhanced motivation, academic performance, engagement, and skill development among learners (Angelia et al., 2021; Dehghanzadeh et al., 2019). Capitalising on this trend, gamified language learning platforms have obtained remarkable success rates, catering to the growing demand for interactive language learning tools. English holds a pivotal role in Sri Lanka's administration, judiciary, education, and interpersonal communication (Jayasinghe, 2020; Ranasinghe, 2012). It is extensively integrated into the country's educational system, from primary to secondary levels, and remains the medium of instruction in many university degree programs. (Navaz & Majeed, 2021). Despite its importance, a notable proportion of Sri Lankan students exhibit a negative attitude towards learning English, contributing to the nation's unsatisfactory standing in the English Proficiency Index (EPI) (Education First, 2022; Halik & Umashankar, 2022). This emphasises the critical need for an innovative and efficient method for English language acquisition in Sri Lanka. Despite the evident benefits of gamified learning approaches, Sri Lanka's educational system sticks to traditional classroom-based teacher-centric teaching methods, resulting in less-than-optimal academic outcomes in English language proficiency (Performance, 2022, p. 14; Ranaweera, 2021). Therefore, this study seeks to explore the potential of gamification in English language learning and identify factors that support its integration into Sri Lanka's education system.

2. Gamification in Learning English as a Second Language (LESL)

2.1 Gamified Language Learning Platforms

A learning platform is software that enables teachers to create and deliver courses online. It can also be used for education and training through e-learning or digital learning (Bachofner, 2022). Examples of various learning platforms include online course platforms, gamified learning platforms, and learning management systems. In recent times, gamified learning platforms have emerged as promising tools in education, particularly in the context of language acquisition. They can be categorised into two types based on the learning mode: web or mobile-based learning and geographical: national or international.

Considering the mode of learning, both web apps and mobile apps play pivotal roles in facilitating language acquisition. Popular platforms like Duolingo and Quiz Your English offer both web and mobile applications, providing learners with flexibility and accessibility across different devices (Cambridge, n.d.; Duolingo, 2024). Mobile-exclusive games such as Wordscapes also cater to learners seeking on-the-go language practice on Android and iOS platforms (Wordscapes, n.d.).

These platforms' development includes diverse technologies, with web applications leveraging languages like JavaScript, PHP, HTML, CSS, and MYSQL (Boyinbode, 2018), while mobile apps often target specific operating systems like Android or iOS. Moreover, the gamification trend further broadened the learning landscape, extending from web-based platforms to games made with specialised gaming technologies like Game Maker Studio and GML (Toasa et al., 2019). Notably, these platforms have gained notable successes, as evidenced by a study demonstrating a participant's achievement of a passing grade in Turkish after only 34 hours of study through a gamified learning platform (Shortt et al., 2021). These insights highlight the significance of technology in enhancing language learning experiences and catering to diverse learner preferences and needs.

On a national level, countries like Israel and Finland have embraced gamified learning platforms to enrich their educational landscapes. Ofek Learning Hub and the Jewish learning platform are two popular learning platforms in Israel which offer teachers and students valuable resources and professional development opportunities (Jigzi, n.d.; Ofek, n.d.). Similarly, Finland, renowned for its exemplary education system, employs an innovative platform called Sanako to facilitate foreign language learning (Sanako, 2020). Considering international platforms, Duolingo stands out due to its extensive range of language options and interactive lesson formats (Matt, 2021). Its diverse vocabulary and grammar exercises offer learners a flexible and engaging learning experience. As a result, individuals across the globe utilise this platform extensively to refine and advance their language skills.

By leveraging gamification and personalised features, these platforms enhance student engagement and empower educators to deliver dynamic and practical instruction. Through such initiatives, gamified learning platforms have a massive potential to enrich educational experiences and foster academic excellence.

2.2 Learning English as a Second Language (LESL)

Learning English as a Second Language (LESL) refers to learning English by individuals whose primary language is not English (Nordquist, 2019). English holds significant global importance in communication, business, and academia, leading many countries across continents, such as Asia, Africa, and Europe, to adopt it as a second language. For instance, countries like India, Singapore, and the Philippines in Asia and South Africa, Cameroon, and Namibia in Africa are notable examples (Gaffney, 2021). Similarly, numerous European countries, including the Netherlands, Austria, Denmark, Norway, and Sweden, rank high on the English Proficiency Index (EPI) (Education First, 2022). Despite English being spoken by approximately 1.5 billion people worldwide, less than 400 million use it as their first language, highlighting its widespread adoption as a secondary language (Ellis, n.d.). Learners engage with English through various channels, from formal education to individual language courses and self-study. Proficiency in different linguistic components, such as vocabulary, spelling, grammar, speaking, reading, listening, and writing, is typically attained through these efforts. In today's digitalised world, proficiency in English as a second language holds increasing importance for global communication, career progression, information access, and competitive advantage in fields like business, science, and technology.

2.3 Gamification and Learning English as a Second Language (LESL)

Many games have been developed to help people learn and practice English worldwide. Table 1 contains some popular English learning games on the web and mobile platforms.

Table 1: Popular English Learning Games

Name	Language Skill	Description
Duolingo	Vocabulary, Sentence Construction, Reading, Listening, Speaking	<ul style="list-style-type: none"> Available on web and mobile platforms Supports 43 languages Contains quizzes, stories, skill practice tests Gaming elements: Experience points, Leaderboards, Streak, Hearts, Gems
Wordscapes	Vocabulary, Spelling	<ul style="list-style-type: none"> Available on mobile platform Puzzle game Gaming elements: Coins, Levels, Hints

My Word Coach	Vocabulary, Spelling	<ul style="list-style-type: none"> • Puzzle game • Gaming elements: Difficulty levels, Daily word challenges
Quiz Your English	Vocabulary, Grammar	<ul style="list-style-type: none"> • Available on mobile platform • Gaming elements: Points, Goals, Race against the clock

2.4 Impact of Gamification on Learning English as a Second Language (LESL)

Numerous studies have examined gamification's impact on Learning English as a Second Language (LESL), demonstrating many favourable outcomes across various aspects of language acquisition. These studies consistently highlight enhancements in motivation, academic performance, engagement, and skill development among learners in gamified learning environments (Angelia et al., 2021; Tshering et al., 2018).

A study utilising gamified learning applications to enhance children's English proficiency demonstrated notable improvements in students' language skills (Toasa et al., 2019). Employing an application developed with Game Maker Studio 2 utilising GML, researchers measured the effectiveness of this approach through pre-tests and post-tests. Results revealed significant development in English proficiency among participants. Similarly, another investigation focused on Bhutanese children's English language acquisition through gameplay, indicating notable academic performance improvements when utilising gamified applications (Tshering et al., 2018). Researchers used pre- and post-tests to observe significant development in students' academic results.

In non-native English countries, students exhibit limited motivation to learn the language. Consequently, most of the research in gamification aims to bolster student motivation alongside language skill development. Findings from various studies pointed out the significant positive impact of gamification-based learning on learners' motivation and interest in English acquisition (Angelia et al., 2021; Boyinbode, 2018). Many participants have agreed to the effectiveness of incorporating gaming elements such as leaderboards, levels, points, and badges, increasing motivation to learn. Moreover, research has shown that the motivational benefits offered by gamified applications are not constrained by factors such as age or educational level (Angelia et al., 2021).

Furthermore, gamification has prompted a significant change in the context of LESL (Learning English as a Second Language), moving from a teacher-focused approach to one centred on students. These combined results underscore the considerable effectiveness of gamification in LESL, highlighting its ability to encourage active learner engagement, enhance academic achievement, and transform traditional teaching methods.

3. Gamification & LESL In Sri Lanka

3.1 Education System in Sri Lanka

The Sri Lankan education system, predominantly upheld by government-run institutions, offers free education across its vast network of schools (Education in Sri Lanka, 2019). These institutions, alongside a smaller number of private and international schools, serve diverse student populations. While government and semi-government schools adhere to a localised syllabus, international schools adopt internationally recognised curricula such as Cambridge and Edexcel (Education in Sri Lanka, 2019).

Sri Lanka's education largely follows teacher-centric, classroom-based methodologies with minimal technology integration. Despite widespread technological changes worldwide and many countries adapting to new educational concepts, Sri Lanka has been slow to adapt, sticking to old-fashioned approaches that have yet to keep pace with the modern world. This reluctance to change has yet to produce satisfactory results, as seen in students' disappointing performance in Ordinary Level English language exams (Performance, 2022, p. 14).

While Sri Lanka values its free education system, growing concerns exist about its ability to provide consistently high-quality learning experiences nationwide. Therefore, it is crucial to use technology to improve the education system and keep up with global advancements.

3.2 Factors Favourable to Adapting Gamification in SL

In recent years, Sri Lanka has witnessed a growth in internet usage and technological infrastructure, with approximately two-thirds of the population having internet access by 2023 and a significant presence on social media platforms (Kemp, 2023). Recent data from Ookla further highlights remarkable improvements in internet speeds, reflecting the country's commitment to digital connectivity. The widespread adoption of smartphones has further bolstered internet usage, with over 36 million active cellular connections in a population of 22 million (Kemp, 2023). This nationwide coverage, coupled with high-speed mobile internet networks like 4G and 5G, underscores Sri Lanka's readiness for technological integration in education. Additionally, the dominance of information technology professions in the job market and government initiatives to ensure ICT education accessibility, including comprehensive training sessions for local school teachers in collaboration with the University of Moratuwa, further solidify the country's technological literacy and infrastructure for embracing emerging concepts (Perera, 2022, ICT Education in Sri Lanka, 2017). Statistical data from the Department of Examinations in Sri Lanka reveals that over 92% of students successfully pass the Information and Communication Technology (ICT) Ordinary Level examination, with more than 77% attaining a grade of C or above (Performance, 2022, p. 14). These figures underscore the proficiency of Sri Lankan students and educators in essential technological literacy, affirming their readiness to grasp and apply emerging technological concepts.

Chandrasekara (2021) conducted a study to assess the potential of using gamification as a new media platform for primary education in Sri Lanka. Its findings revealed strong support from teachers regarding integrating video games into teaching practices. Additionally, feedback from undergraduates of the University of Colombo School of Computing (UCSC) in Sri Lanka highlighted the potential effectiveness of a game-based learning approach for English language acquisition (Fazeena et al., 2013). Another investigation used a development-based approach to explore using gamified mobile applications to enhance mathematics learning in classrooms (Halloluwa et al., 2016). The results indicate a favourable impact of gamification, with teachers identifying various challenges addressed effectively by this innovative approach. Key benefits include improvements in student concentration, interaction, collaborative work, and a sense of responsibility. Furthermore, students exhibit enhanced comfort levels in group activities and teacher interactions. This novel method successfully transitions the traditional teacher-centric learning environment towards a student-centric one, empowering students to take charge of their learning through technology (Halloluwa et al., 2016).

With these favourable factors, the integration of gamification into the Sri Lankan education system presents promising opportunities, as evidenced by various studies. However, only a few studies have been conducted to apply gamification to the education system of Sri Lanka. Sri Lanka possesses the necessary technological infrastructure, literacy, and a positive attitude among students and teachers towards gamified educational approaches. These findings collectively indicate Sri Lanka's advantageous position to leverage gamification for educational advancement.

3.3 Why Sri Lanka Needs Gamification for LESL

The rise of international and private industries in Sri Lanka highlights the critical need for English proficiency. As a service-oriented nation, Sri Lanka prioritises English fluency to meet the communication requirements of multinational corporations. This proficiency is essential for both domestic interactions and engaging with the global community through verbal communication or digital interfaces (Ranasinghe, 2012). Despite its domestic and global significance, English poses a persistent obstacle for many Sri Lankan students, as evidenced by the country's unfavourable ranking in the English Proficiency Index (EPI) (Education First, 2022). With Sri Lanka ranking 67th out of 113 countries, it is imperative to bolster English proficiency and motivation among its population. Recent data from the Department of Examinations reveals a modest improvement in English pass rates

among Ordinary Level students. However, a considerable proportion still struggle to attain satisfactory English skills, with only 42.63% achieving a grade of C or higher (Performance, 2022, p. 14).

This poses a significant challenge for Sri Lanka, indicating a pressing need to critically examine and revamp existing English language learning and teaching methodologies. Sri Lanka's conventional education system needs to be revised compared to more advanced nations that leverage interactive classrooms and technology-driven approaches to enhance learning outcomes and student motivation. With negative attitudes toward English learning existing among both urban and rural students in Sri Lanka, it is evident that a transformative approach is required to enhance English literacy and students' motivation for learning English.

While gamification has shown promising outcomes in developed countries and is beginning to gain traction in Sri Lanka, research on its application in second-language English learning within the Sri Lankan educational context remains limited. Despite separate investigations into Learning English as a Second Language (LESL) and gamification in Sri Lanka, there has yet to be an exploration of their combined use in education. However, examining existing research within the Sri Lankan educational framework reveals the significant impact of gamification in subjects like mathematics. Drawing insights from successful implementations of gamification in LESL in developed nations, Sri Lanka stands to benefit from adopting similar approaches to enhance English language learning. By integrating gamification techniques into the education system, Sri Lanka has the potential to revolutionise English language acquisition, narrowing the proficiency gap and fostering a more engaging and effective learning environment.

4. Conclusion

While technological advancements have reshaped the education landscape, gamification has emerged as a promising approach for enhancing learning English as a second language (LESL), as evidenced by its success stories worldwide. Despite this, Sri Lanka remains bound to traditional teacher-centric classroom-based methods, failing to achieve significant progress in English language proficiency. Nevertheless, the country possesses key factors necessary to support gamification-based learning, including robust technological infrastructure, literacy, and positive attitudes among students and teachers towards gamified educational approaches. Gamification presents an interactive and dynamic solution to address existing challenges in motivation, engagement, and proficiency in English language learning. However, the lack of comprehensive studies within the Sri Lankan context presents a significant obstacle to its integration into the education system. By drawing insights from successful global implementations and promising local initiatives, it becomes clear that gamification can foster a more student-centric, interactive, and effective learning environment, ultimately closing the proficiency gap and empowering students to excel in English language skills.

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Gamification to Strengthen Children's Motivation to Learn English as a Foreign Language in the Community Development Centers

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Abstract

Instructors require innovative teaching tools to engage and keep learners' attention in every class. This study aims to compare the efficiency of gamification in environments of software and traditional indoor games for teaching vocabulary to students in Communities Development Centers. The research uses the interpretative paradigm and the mixed approach of educational research methodology. The participants are 14 children attending two different centers located in Manta-Ecuador during July-December 2023. The instruments used to collect information are contextual observation, interviews, and English language vocabulary pretest and posttest. The research team designed an educational intervention using software and traditional indoor games to increase participants' motivation for learning new vocabulary in the English language. The results show an increase in the number of new words learned in both groups. However, the results showed that students learn more new words when playing software games compared to when they use traditional indoor games in the same period. It concludes that software games can reach higher efficiency in the vocabulary acquisition process of children attending community centers.

Keywords: Gamification, Learning English, Vocabulary, Motivation, Children

1. Introduction

Innovations in education worldwide frequently use technology to stimulate children's concentration. Consequently, students expect to have more attractive learning material to keep their attention and participation during lessons. In the English as a foreign language context, the instructors need the permanent innovation of their didactics and teaching methodologies to keep the student's interest in learning. Such a situation remarks motivation

for learning as a crucial factor in producing positive language learning experiences and results, even in places with limited teaching material, socio-educational conditions, and parental influences.

According to Moreno (2017), the student's motivation and demotivation for learning can influence the people's interest in doing something until they complete or finish it. Such an interest can be influenced by school or family factors. Thus, EFL instruction requires changes in the traditional methodologies that center the classes on grammar activities (Çankaya, 2018). Students' motivation for learning is reduced because the strategies used by the instructors are not fun and attractive enough to engage children's interest (Talia & Nurkhamidah, 2023).

Children in Ecuador think they have a low probability of using the target language in their daily lives, resulting in irrelevant for their future lives. In addition, the children's poor performance in EFL classrooms can also be attributed to the shallow depth of teaching by the teacher's ineffective practice, and students perceive learning EFL as an obligation subject rather than a communicational necessity. Then, students may receive low grades, which can be detrimental to their self-esteem and lead to stress or anxiety. As a result, students finish elementary and secondary education without reaching the level B1 expected according to the national curriculum (Intriago et al., 2019).

The authors of this work were inspired by the affirmation of Peña (2019) and Ishida et al. (2024), concerning that all students have the possibility of understanding and mastering English as a communicative tool and execute the present research to contribute with didactic strategies to make the EFL instruction an exciting and fun experience for children. The research begins with a review of the constructs (1) Students' motivation for learning the English language, (2) Gamification as an innovative didactic strategy, and (3) English language instruction. The questions of research to answer are:

- What is the contribution of gamification for vocabulary acquisition in EFL, collected in (a) formal classroom, (b) sessions during internships, and (c) community service projects?
- What is the contribution of gamification on participants' motivation for learning vocabulary in EFL?
- What are the changes in the participants' vocabulary acquisition using different kinds of games?
- What contribution is more efficient for participants' vocabulary acquisition, software games or traditional indoor games?

This research aim is to compare the efficiency of gamification in software and traditional indoor games for vocabulary acquisition in two community and development centers.

2. Literature review

2.1. Students' motivation for learning English language

According to Alizadeh (2016), the most relevant factor for teaching a foreign language is the motivation for learning. However, students tend toward a low motivation for learning because they focus on diagnostic tests and grades rather than English as a culture and worthy communicational resource (Sahin et al., 2016). Motivation and Demotivation are concepts related to the presence or lack of interest of a person in doing any activity until finish it. There are many factors concerning children's schools and families that can influence positively or negatively increasing the person's position toward one of them (Moreno, 2017). On the other hand, the influences of parents and professors as well as students' attitudes are attributed to motivation for learning a second language (Rahman et al., 2017).

Instructors' classroom management skills are among the most important areas affecting students' motivation (Yilmaz et al., 2017). Nevertheless, Çankaya (2018) argues that students are often unmotivated to learn the English language because their instructors use very traditional methodologies or center the classes on grammar activities. According to Sengkey (2018), students should be aware of the global use of English language and its advantages. Seeing English further is a great reason to learn it, expanding opportunities to get a job, improving education, and gaining social recognition (Nguyen, 2019).

Another clear point that Purnama et al. (2019) mentioned is that learners having poor motivation have fewer possibilities to successfully achieve the learning objectives. Under Maria & Segundo's (2020) interpretation, motivation is of vital importance since it allows students to have more effort and perseverance. Students adequately motivated can learn a foreign language as a contribution to their personal development (Ortega-Auquilla et al., 2020). However, instructors should look for appropriate strategies for helping learners to keep such determination to learn a new topic. Here Pérez (2022) introduces gamification as an essential strategy to face the challenges that learning a foreign language.

Studies by Ishida et al. (2024) revealed that both educators and parents have a relevant influence on learners' motivation for learn a foreign language. Thus, students have different levels of motivation to learn the target language depending on their demographic background, previous level of foreign language knowledge, exposure to foreign cultures, and external influences. While what parents say and do, their beliefs and attitudes towards a foreign language even influence children's academic performance.

2.2. Instructors' challenges for introducing new vocabulary in a foreign language class

Instructors became guides for students' educational purposes. They play a very significant role in learners' education in formal or informal instruction processes (Al-Khasawneh & Al-Omari, 2015). Thus, one of the most challenging activities of an instructor is to present diverse and innovative didactic materials in every lesson to catch learners' attention. They also supply permanent, but adequate feedback for helping learners achieve their educational goals (Alizadeh, 2016).

The acquisition of a language requires the instructors' decision to pursue, generate, and develop dynamic and engaging strategies to boost the impetus of students and finally, to reach the lesson aims of the lesson through the best way (Díaz & Zajia, 2020). Thus, English language instruction uses diverse teaching methods, strategies, policies, practices, language evaluation, and testing (Duong & Nguyen, 2021).

To Gortaire et al. (2022) teaching activities to introduce new vocabulary are relevant when instructors retain the focus of students in watching films or television series, matching words to their meaning, or some other activities to reinforce memory. In such a scenario, not all games need to be planned, those activities can come up at any time of the class if there is a meaningful purpose for students. Consequently, the use of interactive activities also contributes to improving teacher-learner communication (Semartiana et al., 2022).

Yaroshenko et al. (2022) state that interesting or dynamic classes require instructors to have creative ideas and toys to inspire students in the learning process. On the other hand, it is probable that some drawbacks appear in the application of this dynamic strategy, such as the lack of resources to acquire new knowledge and the inexperience of the teacher in using different games inside the classroom (Zambrano et al., 2022).

According to Torres & Hillary (2022) children can get several benefits in their learning process with the use of interactive learning activities such as (1) activation of students' minds to involve auditory and visual neural connections, (2) improve students' concentration and memory, (3) increase the learners' participation, and (4) support the family relationships.

The integration of interactive strategies for teaching vocabulary is a route that can strengthen more solid and lasting learning in students. It is key to make the process of learning vocabulary more attractive and effective. To do this, the innovation of teaching strategies, educational research, and the adaptation of content to the needs and preferences of students must be articulated (Tabassum and Naveed, 2024). Thus, the challenge for foreign language instructors is to maintain the commitment to explore and adopt innovative pedagogical approaches aimed at increasing students' desire to communicate using the target language.

2.3. Gamification is a fun and attractive teaching strategy

The use of gamification makes learners feel motivated based on the resources and games that are used. It also improves the participants' interrelation in the classroom and can help improve learners' different skills (Figuroa, 2015). Thus, the execution and creation of a didactic strategy such as gamification is a way to achieve the teaching objectives (Ardoiz, 2017).

The implementation of game design features in non-gaming environments is known as gamification. Game components such as point levels, badges, progress bars, awards, and leaderboards are employed to allow learners to enjoy and motivate them to continue studying (Boyinbonde, 2018). However, gamification has received comments because it is considered that it does not comply with the curriculum (Herrera, 2018).

Hashim et al (2019) state the high contribution of gamification in the teaching and learning process. Besides, gamification improves motivation and enjoyment to reach more frequency in learners' participation, especially when instructors create a more friendly learning environment. Gamification is a component of face-to-face English classes that includes dynamics of collaboration, challenge, and evaluation (Amaya & Bajaña, 2020). Through gamification, students increase their motivation for self-decision-making, problem-solving, and socialization skills (Dian, 2020).

Gamification could be interpreted as a problem-solving tool to resolve possible barriers to the teaching-learning process (Pinto et al., 2021). Al-dosakee & Ozdamli (2021) agree that gamification is an enthusiastic, enjoyable incentive for teaching and learning a second language. In addition, Pérez (2022) states that gamification is an essential strategy to face the challenges that learning a foreign language. Presenting the game as an element to generate learning since children know it before language and even social life.

According to Semartiana et al. (2022), the learning process supported by gamification can increase the students' attention, enjoyment, and performance and improve teacher-learner communication. In addition, Fiuza et al. (2022) affirm that universities and other educational courses should offer more information about gamification techniques in the classroom to create more teaching activities according to students' needs. Besides, when children find themselves inside a classroom surrounded by interactive funny, and attractive activities they can learn from their own age and behavioral condition. However, instructors must update their knowledge and skills to respond efficiently to students' expectations regarding the use of educational technology in the context of Ecuador (Pin et al., 2023).

Among the previous studies related to this research appear the work of Hashim et al. (2019) when students study new vocabulary through online language games, they achieve superior results. Once learners are interested in playing, their self-confidence in gaining vocabulary rises. However, for EFL students' traditional techniques are less effective. Another study considered is the work of Harvey & Cuadros (2019). They affirm the importance of to improving traditional education for learning a new language. Thus, gamification is one of the most effective methodologies, since, when a student learns a new language, students must relate the foreign words with those of his native language. The study by Mustiarini (2021) concluded that when gamification is used correctly in the classroom, students are hooked to learning new vocabulary, as educational games make English language education more entertaining and fun. Finally, Jordán et al. (2022) concluded that in everyday life situations, losing a game refers to a detrimental range where learners get frustrated and feel demotivated to continue learning. However, failing is a necessary experience to generate additional strength to advance toward the goal.

3. Methodology

This study subscribes to the interpretative paradigm, with a mixed research approach. The participants of the study are 14 children. 7 attending to CDC "Plaza del Mar" and 7 to the CDC "El Palmar". The participants' ages were eight to nine years old; their English level was A1 according to the MCRE (2002). All of them live in the canton Manta, Ecuador.

The ethical norms include the protection of the identity of the participants. All of them accepted voluntarily the participation in the research without any retribution from the project research team. They knew the research

purposes and their legal representatives signed the informed consent letter. In addition, all the data and information that emerged from the project will be under the custody of the research team leader for 7 years. The data can be used only for academic purposes and never it will be commerce.

Table 1: The participants

CDC	Female	Male	Total
Plaza del Mar	3	4	7
El Palmar	4	3	7
Total	7	7	14

Resource: community service project register.

Note: CDC= Community and Development Center.

3.1 Instruments

The instruments used in this research are (1) Interview guide, (1) Vocabulary knowledge pretest and posttest, and (3) Contextual observation. All the instruments were validated by a panel of experts in the fields of EFL instruction, psychology, and educational administration, all of them subscribed to a national university located in Ecuador. Their recommendations were centered around the understanding of the items, reduction of items to the maximum possible, and categorizing the instruments approaches.

- **Interview guide.** – The instrument has as its goal to collect evidence of the contributions of gamification in new vocabulary instruction in three scenarios (a) formal classroom, (b) internship sessions, and (c) community service sessions. The interview guide is an instrument used to collect people's opinions, ideas, thoughts, or experiences through a narration of what they have lived. A total of three interviews were conducted with 45 minutes each interview overage. They were recorded and the voices of the participants were analyzed using a categorial tree. The evidence was organized in a matrix.
- **Vocabulary knowledge pretest and posttest.** – The instrument is an academic achievement test designed by the research team to assess participants' changes in their vocabulary acquisition process over a predetermined period. The pretest provides instructors with baseline information at the beginning of the educational intervention allowing them to identify participants' vocabulary knowledge, and needs, and to set clearer expectations. The post-test shows the students' vocabulary knowledge changes after the educational intervention. The test consists of a game in which the participants say and write every word they remember using a chosen letter. Another activity used to evaluate the participants' vocabulary knowledge is showing flashcards and projections related to the objects or words included in the list of new vocabulary already introduced in previous sessions.
- **Contextual Observation.** – The instrument was designed by the research team to collect information about the reactions of the participants during vocabulary practice in the EFL class. The research team selected the instrument for finding a place or site where to learn about your central phenomenon. The objectives of the research must be very clear, using careful and contextual observation. The categories observed are related to Students' (1) motivation, (2) participation, (3) reaction before the games, (4) comfort, (5) engagement, (6) interest in playing games, (7) motivation after playing games, (8) for EFL class. The observations were executed in each session of the educational intervention having a total of 12 observations. The observations were taken by a member of the research team.

3.2 Process

The stages executed in the research project are the following.

Stage 1. Selection of participants and design of research instruments. - The research team contacted two CDCs located in canton Manta. They have an institutional collaboration agreement with a university that executes the research. The research team decided to use software games in CDC “Plaza del Mar” considering the facilitates of Internet connectivity. Meanwhile, traditional indoor games in CDC “El Palmar.”

Stage 2. Interview. – It allows the collection the information about teaching and learning new vocabulary practices in previous formal and informal instructional experiences of teachers' training. The information collected was used to design the educational intervention.

Stage 3. Pretest of participants' vocabulary knowledge. - It determines the participants' previous vocabulary knowledge at the beginning of the process.

Stage 4. Educational intervention. – The research team designed an educational intervention using games in software and traditional indoor environments. The contents of vocabulary and time for instruction were the same for the two participant groups.

The methodology used: is gamification.

The contain of vocabulary: It is supplied according to the Ecuadorian national curriculum. Sports, food family members, parts of the body, parts of the house, and feelings or emotions.

Time required per session: 45 minutes.

Total intervention time: from the beginning to end of the educational intervention is 12 weeks.

Stage 5. Posttest of participants' vocabulary knowledge. - It determines the participants' vocabulary knowledge after the educational intervention.

Stage 6. Data analysis. - The research team chose the instrument (a) Contextual observation considering that it allows collection of information about participants' behaviors, physical setting, interactions, and conversations (Creswell, 2020). The research team executed a categorial analysis of the information collected.

In addition, the comparison of the pre and post-tests is a powerful tool for educators and students, helping to set clear standards, measure student growth, and improve instruction (Sanders, 2019). The research team executed a statistical analysis of the data.

4. Results

The results presentation follows the order of the research questions that appear in the introduction section of this paper.

4.1 In answer to the question: What is the contribution of gamification for vocabulary acquisition in EFL, collected in (a) formal classroom, (b) sessions during internships, and (c) community service projects?

For the analysis of the voices of the participants, the research team chose the following categorial tree.

Category tree

Main category: Gamification as motivation for learning new vocabulary in EFL.

Instructors wish learners to be more familiar with words in a target foreign language. Gamification is a strategy that turns teaching activities into dynamics that help learners to feel involved with the language and the education as well.

Subcategories: High, moderated, low. See Table 2.

Table 2: Contribution of gamification vocabulary acquisition at formal classroom, internship sessions, and community service projects

Voices of the participants	Subcategory
<i>(a) Context: Formal classrooms</i>	
P1: I think gamification can help learners to relax from another class. They can connect to the EFL instruction and enjoy the vocabulary acquisition process.	High
P2: I believe that it is useful and fun to develop the learning process. Lessons are more dynamic and that engages students in activities.	High
P3: I realized not all students participate in the activities presented by the teacher. They consider games to be just for kids.	Low
P4: I noticed a closer interaction between the student and teacher when executing the activities. The classroom environment is comfortable and friendly.	High
<i>(2) Context: Internships sessions</i>	

P1: I created my software games through Word Wall and Live Worksheet because the school had technological resources for teenagers.	High
P2: I saw students enjoy the materials all the time. They always showed interest in taking part in the lessons.	High
P3: I point out gamification engages students to participate actively by raising their hands, body language, and gestures.	High
P4: I consider all students just waited for the games and they were not focused on the class because they usually asked what kind of game they were going to play.	Moderate
<i>(3) Context: Community service project</i>	
P1: I created my traditional activities with markers, papers, glue, cardboard, printed images, scissors, and tape to apply to children.	High
P2: I felt they were bored because I used to use the same activities in every class and that meant students were not motivated.	Low
P3: I highlighted children who attended every class, and they were even motivated before lessons began.	High
P4: I would like to say children enjoyed the games presented in class since in the CDC, there was a huge play zone to carry out the activities.	High

Source: Interviews to teachers training (Ago-Sep/2023).

Gamification makes more dynamic classes. Consequently, it helps learners to feel calm and relaxed when practicing EFL. It was noticeable by their gestures, body language, and their mood to participate actively, moreover, this strategy encourages them to attend the lessons and facilitates the creation of software and traditional games due to the environment of the classroom and the availability of the physical space.

It was shocking that some students thought that “the activities and games presented by the teacher were just for kids.” College students think that this kind of strategy is not appropriate for the education they expect to receive, but it could offer the benefit of the application of the strategy in the English class.

The comment: “I consider all students just waited for the games and they were not focused on the class, because they usually asked the kind of game they were going to play” is pleasant to observe how the game might make students change their way of working depending on it is a repetitive activity or striking enough.

“I highlighted children attended to every class and they even are motivated before lessons began”, this statement is spectacular since it is well known that attendance at the CDC is not regular. However, such a result shows people can witness gamification achieve this goal because the group of children was constant during lessons.

4.2 In answer to the question: What is the contribution of gamification on participants’ motivation for learning vocabulary in EFL?

The table 3 shows the frequency of evidence observed in children's motivation for learning EFL when instructors use software and traditional indoor games in DCDs located in Canton Manta.

Table 3: Participants` motivation for learning EFL using gamification.

Item	Software games		Traditional indoor games		Observations
	Yes	No	Yes	No	
1. Students previous motivation for attending to English classes	13	5	16	2	Children demonstrated a high – intermediate motivation when they arrived at the CDC.

2. Students participate willingly in the activities proposed by the teacher	15	3	18	0	Children always participate enthusiastically in both software and traditional games/activities.
3. Students react positively to games and activities to learn English	15	3	18	0	Children did not show bad behaviors towards the games and activities.
4. Students feel comfortable during the games	15	3	17	1	Their body language expressed that they were relaxed.
5. Students are more engaged in English classes after game activities	13	5	17	1	Their motivation increased throughout the lesson after every game.
6. Students are more interested in playing games than learning English	9	9	2	16	Their attention to the class depended on what kind of games or activities were applied.
7. Motivation is maintained during the class after playing games	14	4	18	0	Most of the time it changed due to what activities after the game.

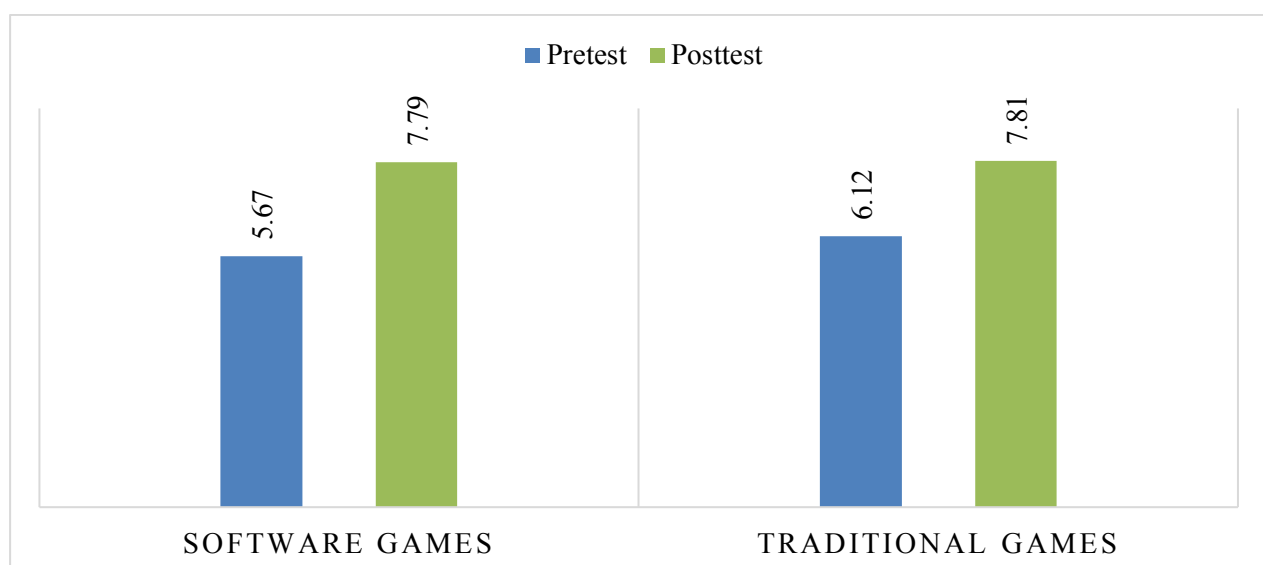
Source: Contextual observations in CDCs (Sep-Dec/2023).

It was appealing how students demonstrated their motivation when they arrived at the CDC. Data obtained from Item 1 shows there is no difference between the CDCs. Likewise, Item 2 neither presents a significant gap from the results now of participating willingly in classes.

In addition, Item 6 was fascinating as children were not only focused on playing the traditional games but rather, they were immersed in learning vocabulary. However, this contrasts with the reality of software games, where students were exposed to the opposite, their motivation depended on the kind of game that was going to be applied.

4.3 In answer to the research question: What are the changes in the participants' vocabulary acquisition process using different kinds of games?

Applying gamification should be considered as a synonym of change, especially for the games performed, because they fulfilled their purpose. Changes achieved with software games may be due to children positively accepting the strategy, as children were motivated to practice the vocabulary more thanks to the games, since images, videos, or didactic explanations during activities were encouraging and promoted the acquisition of vocabulary.



Graphic 1: Changes in participants' vocabulary acquisition before and after the educational intervention

In comparison with the software games, the changes in the traditional games may be related to the didactic material used in the English classes. Even though these resources enhanced students' motivation, the ones that were chosen were not appropriate for the activities carried out, in addition, the environment, where the students are is a key factor to consider.

4.4 In answer to the question: What contribution is more efficient for participants' vocabulary acquisition, software games or traditional indoor games?

Table 4 shows the results reported in the pretest and posttest of participants' vocabulary acquisition in pretest and posttest.

Table 4: Changes in vocabulary acquisition in EFL through gamification.

Participants	Group: Software games													
	Pre-test							Post-test						
Words knowledge	a (-)	b	c (+)	d	e	f	Partial	a (+)	b	c (-)	d	e	f	Partial
Student A	1	8	7	8	3	6	5,5	3	9	10	10	6	8	7,67
Student B	3	9	10	6	2	4	5,67	6	10	10	10	6	7	8,17
Student C	2	9	10	6	1	7	5,83	6	9	9	8	3	8	7,17
Student D	1	7	8	5	2	7	5	5	8	8	5	5	8	6,5
Student E	2	4	6	7	8	9	6	6	7	10	7	8	10	8
Student F	5	6	6	6	5	7	5,83	5	8	10	10	9	10	8,67
Student G	6	6	8	5	5	5	5,83	10	8	8	6	10	8	8,33
Words learned	20	49	55	42	28	45	39,66	41	61	65	56	47	59	54,51
Increment: 2,12	Average						5,67	Average						7,79
Participants	Group: Traditional indoor games													
	Pre-test							Post-test						
Words knowledge	a (-)	b (+)	c (+)	d	e	f	Partial	a	b (-)	c	d	e	f (+)	Partial
Student A	1	7	8	6	6	5	5,5	3	10	10	8	9	8	8
Student B	7	8	7	6	5	6	6,5	7	9	8	8	7	9	8
Student C	6	6	8	6	7	5	6,33	6	8	10	8	9	8	8,17
Student D	4	8	8	6	8	7	6,83	7	8	10	7	8	9	8,17
Student E	3	8	7	7	6	7	6,33	7	8	9	8	8	9	8,17

Student F	6	5	6	5	6	7	5,83	8	8	8	5	8	7	7,33
Student G	3	6	4	7	7	6	5,5	5	6	7	7	8	8	6,83
Words learned	30	48	48	43	45	43	42,83	43	57	62	51	57	58	54,66
<i>Increment: 1,69</i>	<i>Average</i>						<i>6,12</i>	<i>Average</i>						<i>7,81</i>

Source: pretest and posttest about vocabulary acquisition.

Note: a= sports; b= food, c=family members, d= parts of the body, e= parts of the house, f= feelings and emotions.

For the group: Software games. – It showed an increase in the number of words learned in English between the pretest and posttest, going from an average of 5.67 to 7.79 points. A difference of 2,12 points. In the pretest, the topic with the highest prior knowledge was family members c(+), with 55 words. Meanwhile, the lowest prior knowledge was the topic sports a(-) in which 20 words were reported. In the posttest, the most advanced theme sports a(+), in which 21 new words were gained. The least advanced theme is family members c(-), in which 10 new words were reported.

For the group: Traditional indoor games. – It showed an increase in the number of words learned in English between the pretest and posttest, going from an average of 6.12 to 7.81 points, presenting an increase in the total words learned in English throughout the pretest and posttest of 1,69 points. In the pretest, the topic sports a(-) had the lowest prior knowledge with 30 known words, and the topics food b(+) and family members c(+) had the highest prior knowledge, in which 48 words were equal. In the posttest, the least advanced topic was food b(-) in which 9 new words were learned and the most advanced topic was feelings and emotions f(+) in which 15 words were gained.

5. Discussion

Based on the literature review and the results obtained in the fieldwork, the research team supports the position of Torres & Hillary (2022) when affirm that turned into contributions of gamification, not only for students but also for teachers, the way how this strategy strengthens participation, activities, classroom environment and relationships was taken advantage positively to learn EFL. Thus, Table 2 presents the voices of participants categorized as high in their impact. It allows to ratify the benefits of gamification on the new vocabulary acquisition process.

The findings obtained from Table 3 allow researchers to affirm what Ardoiz (2017) mentioned, which is that applying gamification is a synonym for motivation. Thus, the didactic games activated the participants' motivation for learning the English language before lessons started and their attention was kept during and after the language practice using games.

Researchers are in full agreement with Çankaya (2018) that children feel unmotivated to learn English in an outdated way since results in Table 3 demonstrate gamification as a current tool raised the grades of children, and that was noticed at the evaluation section if they had learned vocabulary. Likewise, this increment was higher in children with software games and activities than those traditional.

The results show that both groups of participants in different CDCs presented positive results in vocabulary acquisition, but it is necessary to be clear that even the traditional indoor games reached a higher score of 7,81 points, the most efficient progress was in the software games. It reached a more relevant result, progressing from pretest to posttest 2,12 points.

Once data were analyzed, both software and traditional activities reached the goal of increasing the number of words learned, but each in a different way. Software activities worked better at the moment of gaining the vocabulary and then evaluating it because the resources like images or videos facilitate that process, meanwhile,

traditional activities when children put them into practice in dynamic games since vocabulary was presented while they were having fun.

Software games helped children to remember a higher number of new words at the end of the educational intervention, even though they were more engaged in physical resources of the traditional indoor games because they offer more opportunities to play and interact with the partners in comparison to software games.

An unexpected result obtained in this research is related to the limitations of software games which resulted in more repetition for learners during lessons. In addition, participants' interaction was very frequent in both kinds of games CDCs, by raising hands, body language, and some gestures that represented their enthusiasm and the desire to compete.

In addition, it is strongly recommended to use software and traditional games during the same lesson, but in different stages, it could be traditional games in the warmup and the software games during the main activities, consequently, your students will engage in the topic from the beginning until the end of the class. The use of gamification will be useful in the learning process of acquiring a new language if it is 100% focused on your aim since it not only enhances motivation or helps to improve learning but also to create a friendly environment where every single student feels confident and comfortable.

Finally, another finding of this research is that the participants in this research like to spend more hours using software games than traditional indoor games emerging as a direct benefit to participants' vocabulary learning.

6. Conclusion

The writers state total agreement with the research aims. Thus, the participants' motivation for learning EFL focused on vocabulary increased when using gamification in the Community and Development Centers. Both software and traditional indoor games contributed positively to the participants' vocabulary learning. The comparison between the pretest and post-test reported that Traditional indoor games increased by 1,69% points. Meanwhile, 2,12% of the Software games of 2,12% points. In conclusion, Software games showed more efficiency for vocabulary acquisition in this study.

Such results can be used by curriculum designers and educational administrators for making decisions on the innovation of EFL classroom practice. The participants presented a high interest in gamification as a didactic strategy for learning English. It would be advisable for future teachers to apply this strategy to their community service. The study weakness is related to the small number of participants. It related to their attendance at the Community and Development Centers. It depended directly on their parents' commitment. Thus, when parents were busy, they did not take their children to English classes. The research team invites other researchers to explore the same aims using a larger corpus. They propose the research line: Contribution of games to the socio-emotional learning in foreign language classes. The research team expects this work to contribute to the innovation of teaching strategies in current English as a Foreign Language instruction in community development centers in Ecuador and similar contexts around the world.

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Integrated Intervention on the Linear Growth and Psycho-Cognitive Development of Malnourished Children Aged 6-59 Months in Kanam, Plateau State, Nigeria

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Abstract

This study examines the impact of an integrated intervention programme on the linear growth and psycho-cognitive development of malnourished children aged 6-59 months in Kanam, Plateau State, Nigeria. The intervention employs a multifaceted approach, including nutritional supplementation, psychosocial stimulation, water, sanitation and hygiene. A mixed method approach that employed multi-stage cluster sampling technique to select malnourished children aged 6 to 59 months residing in the targeted communities was used. Quantitative assessments of anthropometric measurements height/length, weight and mid-upper arm circumference were undertaken to assess nutritional status, and psycho-cognitive assessment along with qualitative data from caregiver interviews and community feedback, were utilized to evaluate the intervention's effectiveness. The findings of the study show that community whose children received the complete package recorded higher linear growth. This was followed by communities whose children received two packages of nutrition and psychosocial support, as well as nutrition and water, sanitation, hygiene respectively. The community whose children received only nutrition had the least linear growth. Furthermore, the study shows a greater improvement in psycho-cognitive development among children in two communities that had psychosocial support added to their packages compare to the children from the other two communities without psychosocial support been added. Recommendations made include the need to establish community food-based intervention programmes, create awareness among parents to be more involved in psychosocial activities with children, provision of age-appropriate stimulation materials, training of

parents/caregivers on responsive caregiving practices, and the need to establish safe spaces for play and learning in schools and communities.

Keywords: Children, Integrated Intervention, Linear Growth, Malnutrition, Psycho-Cognitive Development

1. Introduction

The issue of malnutrition among children under the age of five continues to pose a significant public health challenge in numerous communities, largely because of its significant effects on both physical and cognitive growth and development. According to Black et al. (2013), the deep-seated consequences of malnutrition during infancy and early childhood are linked with the health and development of the child, potentially resulting in stunted growth, hindered brain development, heightened vulnerability to infections and chronic ailments, as well as symptoms like fatigue, irritability, delayed motor skills, and diminished learning abilities. One of the numerous factors impacting a child's development is malnutrition. Children who are malnourished are susceptible to nutritional deficiencies, which can contribute to elevated rates of mortality and morbidity (Olofin et al., 2013). The consequences of malnutrition also foretell compromised cognitive development and subsequent academic performance (Clark et al., 2010). This results in inadequate motor and cognitive development, reduced educational achievements, and increased risk of developing metabolic disorders, which can hinder productivity in adulthood (Victora et al., 2008). Also, the World Health Organization (WHO) stresses that malnutrition plays a substantial role in global child mortality rates, underscoring the necessity of interventions aimed at the 6-59 months age bracket to attain sustainable development objectives concerning health and well-being (WHO, 2018).

Presently, the global challenges of tackling malnutrition are enormous. Ziso et al. (2022) pinpoint several critical concerns, including restricted availability of nourishing food, inadequacies in healthcare infrastructure and services, and obstacles to education. Roberts et al. (2022) highlighted some of the adverse impacts of malnutrition on children's cognitive functions, educational aptitude, and general mental health, encompassing aspects like language acquisition, memory retention, attention span, and problem-solving capabilities. Overcoming these challenges requires holistic strategies that can integrate nutrition, healthcare, and education to enhance psycho-cognitive development and provide support for cognitive stimulation and mental well-being of malnourished children. A meta-analysis examining the impacts of early life intervention on both physical growth and neuro-behavioural development revealed that, aside from nutritional interventions, enhancements in neuro-behavioural development and human potential necessitate interventions directed at caregiving practices and educational opportunities that foster the growth of cognitive, language, motor, and socio-emotional skills (Prado et al., 2019).

An integrated approach in child malnutrition intervention involves combining multiple strategies and sectors to address the various dimensions of malnutrition effect. This strategy usually integrates components from dietary interventions, healthcare services, education, and community involvement to address both the underlying causes and effects (Ziso et al., 2022). This view is further supported by Jacob et al. (2023a) whose study established a significant improvement in the developmental status of malnourished children exposed to an integrated intervention approach. Similarly, a comparative study between the integrated intervention approach to address malnutrition and those that received one form of intervention showed that the average Body Mass Index obtained between baseline and end-line data was a causal pathway that improved nutritional outcomes impacted by integrated package delivery (Jacob et al., 2023b). The progress made through existing research, which concentrates on comprehending memory mechanisms and cognitive abilities, has facilitated the formulation of targeted treatment strategies. Providing proper nutrition from an early age alongside a supportive psychosocial environment can result in a significant alteration in both physical and mental growth, influencing children's cognitive abilities, emotional state and behavioural patterns (Russell et al., 2022). These strategies aim to sustain or enhance the cognitive function and overall well-being of malnourished children. However, not all of these interventions have demonstrated effectiveness in promoting linear growth, largely due to the variability of local foods in terms of calorie content and specific nutrient composition (Mamun et al., 2023).

In Nigeria, the National Population Commission (NPC) and ICF International in their 2019 Demographic and Health Survey (DHS) shows that 7% of children under the age of five suffer from acute malnutrition or wasting, characterized by low weight-for-height while 37% exhibit stunting, denoting low height-for-age. For Plateau state, the 2015 SMART report highlighted that more than 66% of children including those in Kanam Local Government Area (the focus area for this study), are affected by malnutrition. In addition, the study conducted by Jaryum, (2018) in Kanam on the zinc levels in staple grains and household water sources shows that well water samples exhibited higher concentrations of zinc while the bioavailability of zinc in staple food items was hindered by their high phytate content, potentially putting the population at risk of zinc deficiency. Therefore, this study gave mothers a comprehensive integrated approach to increase their understanding of and sensitize them to the prevention and management of malnutrition, focusing on their effectiveness on both the linear growth and psycho-cognitive development of malnourished children. The aim was to investigate the specific impact of an integrated approach on linear growth and psycho-cognitive development of malnourished children and provide evidence-based recommendations to improve existing strategies, fostering a more holistic and sustainable approach to address the complex challenges associated with child malnutrition.

2. Theoretical framework

The Ecological System Theory of Bronfenbrenner 1979 posits that a child's development is influenced by various interconnected systems, ranging from the immediate microsystem to broader macro-system factors. The integrated approach can be understood as an intervention that functions within these systems, targeting not only nutritional aspects but also healthcare, education, and the socio-dynamics of the community. This approach is consistent with Bronfenbrenner's idea that development is influenced by the interplay between an individual and their surroundings. The Bioecological Model of Human Development (Bronfenbrenner and Morris, 2006) reinforces this concept by highlighting the dynamic, reciprocal interactions that occur between biological and environmental factors, ultimately enhancing the overall development of malnourished children. These theoretical perspectives provide understanding of how the integrated approach operates within the intricate web of ecological systems, impacting the linear growth and psycho-cognitive development of malnourished children.

In relation to the present study, integrated approach can be defined as a comprehensive strategy that combines multiple components to address various dimensions of malnutrition. This approach is designed to synergize efforts from nutritional support, psychosocial stimulation, water sanitation and hygiene to create a holistic intervention. Nutrition support guarantees that the child obtains essential dietary components vital for physical growth, while stimulating activities foster cognitive and psychosocial development. Enhanced water sanitation and hygiene practices aid in preventing recurrent infections that can exacerbate malnutrition (WHO, 2017). Research findings has underscored the beneficial effects of integrating nutritional support, psychosocial stimulation, and water sanitation hygiene interventions across various environments (Reinhardt & Fanzo, 2014, Ziso et al., 2022,). Ansuya et al. (2023) discovered that providing nutrition-focused food tailored to the rural population, developed and delivered within the home environment and at an affordable cost, contributed to improved cognitive development among children in the experimental group compared to those in the control group.

Psycho-cognitive can be inferred as the combination of psychological and cognitive aspects related to mental processes, emotions, and thought patterns. It covers both the emotional and cognitive dimensions of an individual mental functioning, including perception, memory, problem solving, and emotional wellbeing. From a psycho-cognitive perspective, knowledge creation is viewed as a collaborative process, wherein knowledge comprises co-created cognitive structures, challenging the notion that knowledge solely resides within the individual mind (Bolande, 2022). A growing child experiences psychosocial stimulations primarily through responsive parenting practices, such as showing warmth and affection, offering conscious affirmation, engaging in interactive play, and mothers singing or talking to the child. Additionally, fathers provide valuable sources of psychosocial stimulation by offering encouragement, attention, smiles, physical touch, and assisting the child in exploring the outside world (UNICEF, 2012).

Nevertheless, there is insufficient data regarding the factors influencing early childhood development in low-income nations, particularly in rural areas of sub-Saharan Africa and Asia where children face heightened risks of

not attaining their developmental capabilities due to numerous factors that contribute to poor cognitive development (Ranjitkar et al., 2019., Kirolos et al., 2022). Only a limited number of research investigations have delved into the correlation between nutritional status, psychosocial stimulation, and cognitive development. These studies have proposed exploring the combined impacts of nutrients and psychosocial stimulation on the cognitive growth of preschoolers (Nyaradi et al., 2013). Study by Sharma et al. (2023) showed that preschoolers' cognitive development is associated with some socio-economic and demographic factors, including the children's age, ethnicity, and family type all influenced by nutritional status and psychosocial stimulation. This view is further supported by Drago et al. (2020) whose study established a strong association between Socioeconomic status and modest organization of the home environment and its opportunities for cognitive stimulation and cognitive development were found positive.

The 2019 Demographic and Health Survey (DHS) conducted in Nigeria by the National Population Commission (NPC) and ICF International reveals that 7% of children under the age of five suffer from acute malnutrition or wasting, characterized by low weight-for-height, while 37% exhibit stunting, denoting low height-for-age. The 2015 SMART report highlighted that more than .66% of children in Plateau State, Nigeria, including those in Kanam Local Government Area, are affected by malnutrition. Research conducted on the zinc levels in staple grains and household water sources in Kanam Local Government Area found that the well water samples exhibited higher concentrations of zinc. However, the bioavailability of zinc in staple food items was hindered by their high phytate content, potentially putting the population at risk of zinc deficiency (Jaryum, 2018). Considering this, the current study made an effort to give mothers a comprehensive integrated approach to increase their understanding of and sensitize them to the prevention and management of malnutrition, focusing on their effectiveness on both the linear growth and psycho-cognitive development of malnourished children. Hence, this study in Kanam, Plateau state aims to investigate the specific impact of an integrated approach on linear growth and psycho-cognitive development of malnourished children and provide evidence-based recommendations to improve existing strategies, fostering a more holistic and sustainable approach to address the complex challenges associated with child malnutrition.

Objectives of the Study

Specifically, the study seeks to:

1. examine the pattern of the linear growth of malnourished children due to integrated package that encompasses nutrition support, psychosocial stimulation, water sanitation and hygiene.
2. establish the psycho-cognitive development of the malnourished children due to the integrated intervention approaches in the study.

3. Research Questions

1. What is the pattern of linear growth of malnourished children exposed to integrated intervention package of nutrition support, psychosocial stimulation, water sanitation and hygiene for four (4) months of the study?
2. How does the psycho-cognitive development of malnourished children exposed to the integrated intervention of complementary nutritional support, psycho-social stimulation, water sanitation and hygiene compare between the baseline and mid-term assessments in the communities?

4. Statement of Hypotheses

1. There is no significant difference between the baseline and the mid-term body mass index obtained to determine the linear growth development of malnourished children exposed to intervention in the study.
2. There is no significant difference in the psycho-cognitive development of malnourished children exposed to intervention across the four (4) communities under consideration of the study.

5. Methodology

This study employed a cluster-randomized controlled trial design to assess changes in linear growth and psycho-cognitive development over a period of four months among malnourished children receiving nutritional support, psychosocial stimulation, water sanitation and hygiene practices. The cluster of moderate and severe uncomplicated underweight children between six and fifty-nine of months whose mothers are living in rural areas where most householders are peasant farmers were included in the study. The study was conducted in Kanam LGA, Plateau state, Nigeria. Kanam Local Government area (LGA) is located on 9.54N and 10.09 E central zone of Plateau State. Purposive sampling technique was used to identify the samples from four communities namely Dengi, Jarmai, Tuttung and Gumshar. These communities have functional public Primary Health Care (PHC) centres each. The eligible malnourished children were identified through a door-to-door survey carried out by two trained research assistants (health workers) each from four public primary health care facilities in the locality. Standard procedures were employed to take anthropometric measurements including weight, height, and mid-upper arm circumference for all children participating in the study. Additionally, Body Mass Index (BMI) was calculated. Children with a Mid-upper Arm Circumference (MUAC) below 12.5 cm, or a weight-for-height z score (WHZ) between -3 and -2, or a weight-for-age z score (WAZ) greater than -1.5 were identified, selected and enrolled after consent was obtained from their parents or guardians.

Concurrent delivery of an integrated package of a low-cost programme of psychosocial stimulation, nutrition support, and water sanitation hygiene practices were done to the four centres. The control group received only nutrition without either psychosocial stimulation, or Water Sanitation and Health (WASH), two groups received either nutrition-psychosocial stimulation only, or nutrition-WASH only. The fourth group received nutrition-psychosocial stimulation-WASH combined. This design helps to isolate the specific impact on linear growth and psycho-cognitive development. Anthropometric tools such as weight, height scales and Mid-upper-arm circumference (MUAC) were taken monthly to validate changes that occur within the timeframe. WASH checklist, Play and Communicate Calendar, Play and Stimulation Progress Tracker, and Psycho-cognitive Assessment scales were used to collect additional data. Baseline assessments on malnourished children before, during and at the end of the intervention were carried out. Data analysis was conducted utilizing SPSS version 23, employing both descriptive and inferential statistical techniques. Specifically, measures such as mean, standard deviation, charts, as well as t-tests and analysis of variance (ANOVA), were utilized with a significance level set at $P < 0.05$.

6. Ethical Considerations

The research study was registered and approved by the Ethics Committee of the Federal College of Education, Pankshin. Permission to conduct the study at each site was granted by the Executive Chairman of the Kanam Local Government Area. Prior to participation, informed consent was acquired from the parents or guardians of the malnourished children.

7. Results

7.1. Research question 1: What is the pattern of linear growth of malnourished children exposed to integrated intervention package of nutrition support, psychosocial stimulation, water sanitation and hygiene for four (4) months of the study?

Table 1: The Distribution of Malnourished Children Average Body Mass Index for Three Readings and Across the Communities

Communities	1 st Reading (Baseline)	2 nd Reading	3 rd Reading
Dengi Average BMI	14.3	16.0	16.8
Jarmai Average BMI	14.3	17.0	17.4
Tultung Average BMI	13.2	17.5	18.7
Gunshar Average BMI	14.6	15.3	15.4

The table presents the average Body Mass Index of the malnourished children obtained from the baseline to four months mid-term across the four (4) communities involved in the study. The result revealed a steady increase in

the values of Body Mass Index among the four communities of Jaramai, Tultung, Gunshar and Dengi. The increase between the baseline and the 3rd reading shows that Tultung whose children received the complete package recorded higher rise of 5.5. This was followed by Jaramai whose children received nutrition and psychosocial support with an increase of 3.1. Gunshar whose children received only nutrition had the least increase of 0.8. The general increase and improvement in the linear growth of the malnourished children from baseline data to mid-term based on the result obtained implies that the integrated intervention produced an upward linear growth among the malnourished children exposed to the nutritional support, psychosocial stimulation, water sanitation and hygiene.

7.2. Research question 2: How does the psycho-cognitive development of malnourished children exposed to the integrated intervention of complementary nutritional support, psycho-social stimulation, water sanitation and hygiene compare between the baseline and mid-term assessments in the communities?

Table 2: Mean of the Mid-term Observed Psycho-cognitive Development of the Malnourished Children across the Four Communities

s/n	Psycho-cognitive items statement	Baseline Average	Mid-term Average
1	The child participates in play activities around interestingly.	2.57	2.93
2	Activities that make up the child's everyday experiences are demonstrated.	2.22	2.90
3	There are specific child's daily functional behavior/activities as reported.	2.00	2.89
4	Ascertain the child behaviours that sustain child engagement		
	Strengths	2.08	2.92
	Interests	1.93	2.83
	Preferences	2.19	3.04
5	Identify materials (objects, toys, etc.) and interact with it in playing activities.	2.08	2.97
6	Activities/learning behavior that support and strengthen the child competencies		
	Throwing things	2.13	2.68
	Clapping hands	2.57	2.86
	Singing songs	2.22	2.83
7	Assess the child learning progress based on the attention given to play activities around.	2.00	2.97
8	The child is gaining in the learning opportunities available.	2.03	3.00
9	The child Looks closely at an interesting object or person	2.08	4.13
10	The child reaches or searches for an object or person that move away from his/her sight.	1.93	3.08
11	The child points to something that attract his/her attention.	2.19	3.05
	Overall Mean	2.11	3.01

The table presents the baseline and mid-term four months psycho-cognitive development of malnourished children across the four communities exposed to integrated intervention in Kanam LGA of Plateau state. The result revealed an increase in the psycho-cognitive development of the malnourished children in all aspect of the psycho-cognitive items observed by the researchers with overall mean of 0.9. The result implies that malnourished children gained psycho-cognitively as a result of the integrated intervention. Hence, malnourished children health and psycho-cognitive development can be effectively enhanced using the integrated approach of complimentary nutritional support, psychosocial stimulation, water sanitation and hygiene as demonstrated in this study.

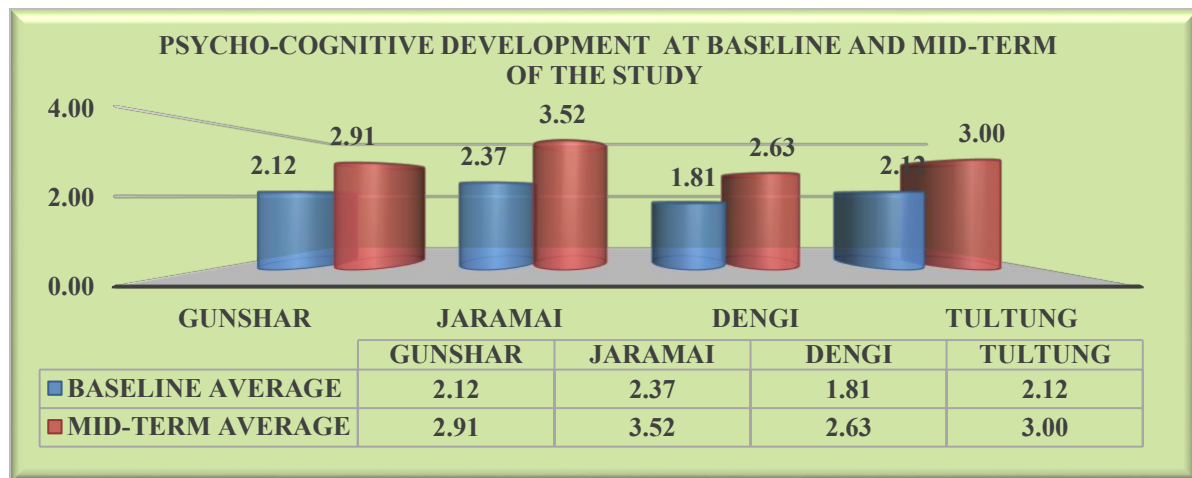


Figure 1: Average of the Psycho-cognitive Development of Malnourished Children based on each Community

The figure shows the results between the baseline average and midterm average for each of the 4 communities. From the results, two communities of Tultung and Jaramai whose children received addition of psychosocial support had an increase of 2.03 in psycho-cognitive development. Gunshar and Dengi whose children did not received psychosocial support had an increase of 1.61 in psycho-cognitive development. This means that psychosocial support has an important role in the development of children's psycho-cognitive development.

7.3. Testing of Hypotheses

7.3.1. Hypothesis 1: There is no significant difference in the body mass index of the malnourished children that indicate their linear growth before and during the intervention in the study.

Table 3: ANOVA Test Result on the Significant Difference in the BMI of the Malnourished Children Linear Growth

Source	Type III Sum of Squares	Df	Mean Square	F	Sig.
Intercept	3024.188	1	3024.188	5523.630	.000
Error	1.642	3	.547		

The table presents the analysis of variance result that indicate the significant difference in the linear growth using the body mass index of the malnourished children exposed to integrated intervention. The hypothesis was rejected since the p-value of 0.00 was less than the 0.05 significance level. Therefore, there is significant difference in the linear growth of the malnourished children exposed to complementary nutrition support, psychosocial, water sanitation and hygiene in the study.

7.3.2. Hypothesis 2: There is no significant difference between the baseline and mid-term psycho-cognitive development of malnourished children exposed to integrated intervention in the four communities under consideration.

Table 4: Paired Sample t-test on the Significant Difference Between Baseline and Mid-term Psycho-cognitive Development of Malnourished Children

	Mean	N	Std. Dev	t	df	Sig (2-tailed)
Baseline average	2.15	15	.196	8.203	14	.000
Mid-term average	3.01	15	.328			

The table presents the t-test result on the significant difference between the baseline and mid-term result of the psycho-cognitive assessment of the malnourished children exposed to integrated intervention. The result revealed

that the hypothesis was rejected since the p-value of 0.00 was less than the 0.05 significance level. The implication is that the psycho-cognitive development of malnourished children significantly improved when exposed to the integrated intervention in the study. This indicates that the improvement was as a result of nutrition support, psychosocial stimulation, water sanitation and hygiene.

8. Discussion

The study in the research question one and hypothesis one revealed that there is a general linear growth in the development of malnourished children exposed to integrated intervention with a significant impact through their body mass index. However, a closer look at the results shows that Taltung whose children received the complete package recorded higher rise than those that received two packages. Interestingly, Gunshar whose children received only one package (nutrition) had the least increase. This finding aligns with that of Ziso et al., (2022) who also established the positive impact of combining nutritional support, psychosocial stimulation, water sanitation hygiene interventions in diverse settings improve the development of malnourished children. Similarly, this study supports WHO (2017) finding that affirmed that, nutrition support ensures that the child receives the necessary dietary elements for physical/linear growth, while stimulation activities contribute to cognitive and psychosocial development and improved water sanitation and hygiene practices helps prevent recurrent infections that contribute to malnutrition. Moreover, the finding corroborates Jacob et al., (2023) who found a significant improvement in the developmental status of malnourished children exposed to integrated intervention approach.

The research question two generally revealed and established that there is an improvement in the psycho-cognitive development of malnourished children exposed to complementary nutrition support, psychosocial stimulation, water sanitation and hygiene. However, in specific term, children from Taltung and Jaramai that had psychosocial support added to their packages had better improvement compare to the other two communities without psychosocial support. The finding validated Ansuya et al. (2023) who found that, a home-based nutrition-focused food, developed and delivered with context-specific and affordable to the rural population helps to enhance experimental group children's cognitive development compared to the control group. The result of this study revealed that there was a significant difference in the psycho-cognitive development of malnourished children with a focus on their social interaction, cognitive coordination and activities that enhance child development.

9. Conclusion

This study concludes that liner growth of children can be enhanced through an integrated mechanism of nutrition, psychosocial support and WASH. Also, psycho-cognitive development of children improved significantly especially among those whose packages include psychosocial stimulation.

10. Recommendations

The study therefore, recommends the establishment of community food-based intervention programmes to ensure access to nutrient-dense foods and fortified blended local foods among rural dwellers towards reducing cases of malnutrition. Also, awareness should be created among parents on the need to be more involved in psychosocial activities with children towards improving their psycho-cognitive development. Furthermore, there is the need to integrate Early Childhood Development interventions into existing health and nutrition services to support the cognitive, social, and emotional development of young children. Such services among others include the provision of age-appropriate stimulation materials, training of parents/caregivers on responsive caregiving practices, and by establishing safe spaces for play and learning in schools and communities.

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Using Smart Phones in Learning Among the University Students: Its Activities and its Importance

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Abstract

The aim of this study was to reveal the Smartphone activities that are using in learning and the study attends to investigate the importance of using Smartphone in supporting learning among undergraduate students at the Hashemite University, Jordan. A descriptive approach guided this investigation. A sample size of 310 undergraduate students who were randomly chosen at the college of educational sciences at the Hashemite University in the second semester of the academic year 2023- 2024. To collect data, two instruments were used. One survey list was used to gather the data for Smartphone activities and the second questionnaire was used to attain students' perception of the Smartphone importance for the learning purposes. The data was analyzed by descriptive statistics using SPSS v24 software. The findings of this study showed that the majority of students used smartphones for the following activities: Scanning the content of the course, Note taking, Whatsapp, and Internet and googling surfing. Also, findings indicated that the majority of students perceived the importance of using smartphones in learning.

Keywords: Smartphone, Learning, University Students

1. Introduction

Modern societies are facing a wide spreading of technology and social networking, especially Smartphones, which have become an important tool to communicate and interact with others.

Cell phones are essential part of our daily life in every activities (Arias, 2021). Computers, laptops and tabs are the most gadgets for the members of a family. Having a Smartphone is essential for everyone (Wang, Xiang & Fesenmaier, 2016). According to the statistical report which has issued by the Group Special Mobile Association (GSMA) 2015 report, 50% have a sphere addiction to smartphones. So, no one can ignore the fact that smartphones have prominent role in our daily lives.

Smartphones are considered as a fantastic invention, which has been developed from old device. These new devices have many features and functions, like internet browser, camera, music and video player, GPS navigator, mobile TV, and etc.

Using Smartphones allows students to get a high achievement and reach to the information that they need and entertainment easily, like video and audio calls, sending and receiving emails and easy access to the internet in seconds, which can help people specially students in their study; they are widely used as a teaching and learning tools in educational activities (Matimbwa & Anney, 2016).

Students feel more comfortable while learning when their tutors help them by using technology with their smartphones. In fact, smartphones have also made students' life easier and more efficient. Thus, educators noticed that using smartphone help them very much in teaching easily and quickly. (Ismail, Bokhare, Azizan, & Azman 2013). Additionally, according to Huang et al. (2020), using various smartphone applications not only can give the chance to students to learn the content conveniently, effectively and quickly, but also they enables them to interact with others collaboratively anytime and anywhere re.

Marta and Antoni (2016), in their study indicated that students spend third of their daily life using smartphone, they depend on them very much, such as using SMS, chatting, using social media and apps to interact through audio and video calls.

These days, educators and students use smartphones in their teaching and learning when needed. For example, students can access to their lectures' materials on their Smartphones easily. Specifically, using smartphones in learning has become a new trend in universities where students don't have to have computer or laptops to deal with electronic learning material (Darko- Adejei, 2019).

As a conclusion, it is important to point out that the smartphone has a vital role in every human daily activities; as it is a professional tool to carry out their activities perfectly. As a result, young people report that their phones are the most important source of news and facilitate learning either offline or online. Offline access enables them to store learning materials such as pdf, word, excel, etc. It also helps students to register course online, take a quiz, and have a group discussion digitally (Darko-Adjei, 2019; Garcia-Santillian & Espinos-Ramos,2021).

Zidan (2018) pointed out that the importance of using smartphone applications in learning, and indicated that 72% of university students have a positive attitudes towards their learning, and that learning by smartphone can help to improve the level of students' performance as well.

Also, many studies (Al-harbi, 2016; Branka et al., 2016; Zidan, 2018) have indicated that students have a great desire to use smartphone applications in education, such as: searching library indexes, doing homework, recording lectures and communicating with teachers.

Alzougool and Almansour (2017) in their study, concluded that university students usually use their smartphone to record lectures, take notes, and download learning material. Cochrane (2010) in his study revealed that the students use their smartphone in many educational activities, such as access course content, participate in course group discussion. Alfailakawi and Al-Anzi (2022) indicated that smartphone could be used in notes taking, playing educational games, scanning the content of the course. In another research, Vihavainen, Kuula, & Federley (2010) conducted a study, their study's results indicated that the university students use smartphone to discussion educational material, take notes, and interaction with others.

Regarding, the importance use of smartphones, Evans (2008), in his study indicated that the students were more interested in learning materials using smartphones than lectures notes or textbooks. In South Africa, Motiwilla (2007) indicated that the students have a strong desire to use smartphones effectively for learning purposes.

In Jordan, like other regions, the most university students have smartphones and use them for many purposes. Jordanian universities used to use face – to face learning. As a result of Covid- 19 pandemic, face- to face

learning has been stopped. Therefore, learning in Jordan has to be shifted to online learning via the use of Teams system and they have to join online lectures. Thus, smartphones have become very essential for every student.

Although the importance of using smartphone activities and mobile device in learning, their use among university students is still limited. Accordingly, I think that this study is the first study in Jordan. Hence, this study aims to investigate the smartphone activities that undergraduate students use in the classroom. Moreover, it aims to determine the most important benefits of smartphone use from the undergraduates' point of view at the Hashemite University. Particularly, it aims to answer the following questions:

- 1- What are the activities of Smartphone that the Hashemite university students use in their learning?
- 2- What are the students' perceptions of Smartphone importance in learning activities?

Finally, this study is considered very important for the members of colleges and universities to point out the importance of using smartphone applications in the learning process. Also, the result of this study may draw the students' attention to using smartphones in their classroom. In addition, this study may make a significant contribution to the body of previous research

2. Methods

2.1. Population and sampling

The population of this study 3570 is the undergraduate university students at the college of educational sciences at the Hashemite University, Jordan in the second semester of the academic year 2023-2024. A random sample of 310 students from the total 3570 population size of students was chosen for the study.

2.2. Instruments

Two instruments were used in this study:

The Smartphone activities list: the activities of smartphone that the Hashemite university students use in classroom, consisted of seven items (Scanning the content of the course, Note taking, WhatsApp, Internet and googling surfing, downloading learning material, Calculator, and playing games). The items include classroom-related activities designed to elicit responses regarding daily time used in learning activities, participants recorded the type of activity they engaged during the classroom for two weeks.

The importance of using smartphones: A questionnaire for measuring the importance of smartphone using in learning was designed and developed after reviewing previous studies (Wali & Omaid, 2020; Alfaiakawi, 2022; Alkhunaizan, 2019). A Questionnaire comprised the participants' activities that used in their classroom, has 13 items related to the importance of using smartphone in learning, was designed on a five-point Likert scale strongly agree: 5 to strongly disagree: 1. To check the validity of the questionnaire, it was reviewed by 9 members in the colleges of education and information technology in many universities in Jordan.

For reliability verification purpose, the final draft of the questionnaire was applied to a pilot sample of 30 students. The internal consistency of the questionnaire items has been calculated, where the Cronbach alpha value was 0.88. In order to analyze the results, the mean scores were classified into three levels: low (1-2.33), moderate (2.34-3.67) and high (3.68-5).

2.3. Data analysis

To analyze the data which was obtained through a questionnaire using descriptive statistics, such as: the mean scores, standard deviation, frequencies, and percentages.

3. Results

Result of the first question: What are the activities of smartphone's that the Hashemite university students use in their learning?

To answer this question, frequency and percentage were calculated and are shown in table 1.

Table 1: Smartphone's activities that the Hashemite university students use in classroom.

Smartphone activities	Yes, I use it		No, I don't use	
	Frequency	Percent	Frequency	Percent
Scanning the content of the course	275	89	35	11
Note Taking	252	81	58	19
WhatsApp	198	64	112	36
Internet and goggling Surfing	195	63	115	37
Download Learning Material	132	43	178	57
Calculator	73	24	235	76
Playing game	15	5	295	95

It clear that from Table 1 that 275 (89%) of the students use smartphone in their classroom for " Scanning the content of the course, 252(81%) use it for " note taking",198 (64%) use it for" WhatsApp', 195(63%) use it for Internet and google Surfing, 132(43%) use it for Download Learning Material, 73(24%) use it for calculator, and 15(5%) use it for playing Games. The results point out that majority of the students use the smartphone for activities that considered related to the learning in the classroom such as scanning the content of the course, note taking, whatsAPP, and Internet and google surfing, on the other hand, small percentage of the students who use smartphone for purposes do unrelated to activities of classroom, such as calculator and playing games.

Result of the second question: What are the students' perceptions of Smartphone importance in learning activities?

To answer this question, the specific findings are as present in table 2.

Table 2: respondents' students perceived importance of Smartphone activities in their learning

No.	Importance of smartphone use in classroom	Mean	Std. Deviation
1	It helps me to study more efficiently	4.62	.96
2	It helps me to find updated information	4.57	.95
3.	It gives me the ability to foster my learning	4.45	.99
4.	It helps me to store all of my learning materials	4.34	.92
5.	It helps me in quick access to information online	4.21	.89
6.	It enables me to record lectures provided by my tutors	4.09	.90
7.	It helps me to do assignments on time	3.92	.87
8.	It permits to me to engage in online group discussion	3.88	.85
9.	It enables me to have various skills and activities outside the classroom	3.81	.88
10	It helps me to get feedback quickly	3.77	.86
11	It can interact with others no matter where they are	3.72	.85
12	It can be used as a mean of interaction with the teacher	3.70	.87

From table2, it could be clearly seen that the importance of smartphone use in classroom. All of items had the mean scores above 3.7with a high score. With a mathematical average of (3.70- 4.62); this means that majority of students agree with all the importance mentioned in the table above. Specifically, the item no.1 "i t is help me

to study more efficiently, has the high score 4.62, whereas the item no.12 has the least score" It is a medium of interaction with the teacher," has 3.70.

4. Discussion

The results indicated that these are four activities (Scanning the content of the course, note taking, WhatsApp, and Internet and google Surfing) are considered the most use by students: this means that the students engage in using smartphone in all its activities in their classrooms except for its use for playing and calculating. The researcher attributes this result to the most of them are familiar to them and allow mobile access to popular websites available on personnel computers. Also, these activities are considered a vital role in learning; so, students tend to use it frequency.

This finding is a suitable with results of the other research reporting that Alzougool and Almansour (2017) in their study asserted that university undergraduates usually use their smartphone to check the exams' schedule, class timetable, and grades and to login to the university portal, take notes, download class material. Also, this result is supported by Cochrane's study (2010) he, also asserted that the students use their Smartphones in many educational activities, such as access course content, take of notes, and participate in course group discussion.

On the other hand, the results indicated that students have strongly believed the importance of using Smartphone in their learning. The researcher attributes the result to the desire and motivation of students in the use of smartphone activities in learning and the use of internet in general and in the knowledge of all that is new in the field of specialization, and in the announcement of the university and in communicating with the college to inquire about some educational matters, but they don't reach the extent hoped.

Also, the researcher attributes this result that the successes of using smartphone in learning to the well-educated members of the university who are good at using technology in their teaching and encourage and help their students to use technology in their learning, such as using laptops, smartphone.

The findings of the present study are in the line with study (Garcia-Santillan & Espinos-Ramos, E (2021), he asserted that the Smartphone support learning either offline or online.

Also, this is supported by Zidan's study (2018), he believes that using Smartphone activities in learning is very effective, and that most of university students have a positive trend towards learning by using smartphones. Also, he indicated that smartphones help students to improve the rate of study achievement by 60%.

Finally, this study recommends that the decisions makers in higher education institutions should encourage students to use smartphones in classrooms.

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Planning and Implementation of an Educational Programme for Adult Educators' Training: The Case Study of a 25-hour Distance and Face-to-Face Programme

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Abstract

This article outlines the planning and implementation of a 25-hour adult educator training programme conducted at the American Farm School (AFS) in April-May 2024. The programme, entitled "Basic Principles and Teaching Methodology of Adult Education," used a combination of distance and face-to-face instruction. The target group was active adult educators and employees of this educational organisation. The programme was designed to encourage active participation and the use of experiential learning techniques in all individual modules. The participants in the programme stated that the most important motives for their participation in the training process were the acquisition of practical skills in teaching methodology, the preparation for the adult educator certification examinations, the broadening of theoretical knowledge in the field of adult education, obtaining the certificate of attendance to enrich their CVs and widening their circle of acquaintances. The trainees were enthusiastic about all the individual modules of the programme and their expectations were largely met. However, they did express a desire for more hours of face-to-face training.

Keywords: Educational Programme, Adult Educators, Training

1. Introduction

Nowadays, adult education is booming internationally, as people are hungry for knowledge and skills to stay ahead in a competitive and ever-changing world (Jarvis, 2004). Educational programmes are springing up to meet this demand, with different offerings for different target groups. By the term educational programme, we refer to an organized educational intervention addressed to a specific group of learners and comprising a set of factors, actors, processes and activities with a clear educational content, which is articulated around a central purpose and individual objectives.

The curricular content of a programme consists of individual modules that are directly linked to the learning needs of the participants and the already formulated objectives. The modules are often specified in terms of duration, educational techniques and media to be used. Depending on the design of the training programme, theoretical training may be separated from practical training, or face-to-face training from distance training. Information is also provided on the trainers who will be employed for the individual modules of the programme. This ensures that prospective trainees have the broadest possible information about the type of programme and the structure of the modules they will attend (Sork & Newman, 2004; Karalis & Papageorgiou, 2012).

The curricular content is the basis for structuring the daily programme, i.e. the plan with the distribution of modules over the days and hours of training. The educational needs of the target population and learner group, as well as the individual objectives of the programme, are the fundamental starting point for determining the curricular content (Vergidis & Karalis, 2008). Moreover, the individual objectives of the programme are primarily determined based on the theoretical knowledge, practical skills and attitudes that the participants are expected to acquire upon completion of the educational process (Vergidis & Karalis, 2008). Formulating the objectives of a programme determines the expected results from its successful implementation (Karalis & Papageorgiou, 2012). The clarity, completeness and targeted formulation of the curricular content of an educational programme contribute to its integrated design. The curricular content must be attractive to learners and stimulate their interest to ensure their most active participation.

The design of an educational programme is influenced by many factors that affect its effective implementation and successful outcome (Tzovla & Kedraka, 2020; Zaitseva & Goncharova, 2020). These factors relate to the specific characteristics of the target population, from which the group of trainees emerges, the selection of suitable trainers, the teaching methodology followed, the time of the programme and its overall duration, the cost of attendance, its structure in terms of whether it is distance, face-to-face or a combination of both, the logistical infrastructure and facilities of the programme venue (if face-to-face), and the online platforms (if e-learning). In recent years, many programmes have provided distance learning, either entirely or partially, combining some hours of face-to-face and some hours of distance learning (blended learning programmes) (Wittmann & Olivier, 2021; Ranieri, Giampaolo & Bruni, 2019).

The selection of educators is one of the most important factors involved in the design and implementation of a training programme (Tzovla & Kedraka, 2020; Vergidis & Karalis, 2008). Any educational process has a human-centred dimension, as the human factor largely shapes the learning climate and conditions. Therefore, the role of adult educators is particularly important in this context. It is therefore clear that the selection of trainers with the appropriate qualifications is a key process for the development of the programme. The effectiveness of trainers directly affects the level of achievement of the objectives set by the organization's programmes (Karalis & Papageorgiou, 2012).

In the current era of lifelong learning and the increased demands of continuing education, every adult teacher-trainer must actively participate in the training processes, to continuously improve their teaching practices (Tzovla & Kedraka, 2020). Furthermore, modern adult educators must be learners themselves, following the philosophy of lifelong learning, which they de facto advocate with their work (Papageorgiou, 2008). By adopting the role of the learner, a teacher 'steps into the role of his future learner' and develops empathy skills, which are so much needed in the field of adult education.

Training programmes for adult educators are designed and implemented regularly. These programmes are primarily aimed at improving the quality of teachers' teaching skills and providing theoretical knowledge in the field of adult education. Some of these programmes are conducted remotely, with a combination of synchronous and asynchronous on line learning (Pavlis-Korres & Leftheriotou, 2016). Others are conducted face-to-face (Sork & Newman, 2004), while some combine some distance and some face-to-face hours (Ranieri, Giampaolo & Bruni, 2019).

2. Planning and implementation of the programme

The American Farm School (AFS) is an educational organisation that places great importance on experiential learning using participatory educational techniques at all levels of education. The School's teaching staff is unparalleled in its scientific training and active participation in the training and upgrading of teaching skills. At the start of 2024, the AGS 's Lifelong Learning Centre, in collaboration with the Personnel Department, designed and implemented a training programme entitled "Basic Principles and Teaching Methodology of Adult Education" for the AGS 's active teachers. The training programme was designed to consider the specific characteristics of the group of trainees (level of studies, previous experience, working hours and professional obligations). Based on the relevant literature, a 25-hour training programme was structured in 8 sub-modules with 2 trainers (Table 1). The training programme was conducted in April and May 2024 and was attended by a total of 32 trainees.

Table 1: Summary of the thematic modules of the educational programme

Thematic module	Hours	Form
Introduction to adult education, characteristics of adults Trainee characteristics (motivations, barriers and conditions barriers and obstacles to effective learning in adults)	3	Distance
Teaching techniques, teaching methodology in education adult education	3	Distance
Module planning, formulation of teaching objectives, objectives, planning and organisation of teaching	3	Distance
Educational media, use of modern technology in the teaching	3	Distance
Training activities, organisation, management and exploitation teaching material	3	Distance
The Adult Learner Certification Examination	2	Distance
Microteaching 1 (Practical Exercise)	4	In-person
Microteaching 2 (Practical Exercise)	4	In-person

The modules that were conducted remotely were delivered via the Zoom platform, while the face-to-face sessions were held in a modern classroom on the premises of the GSA. Particular emphasis was placed on the active participation of learners and the constructive interaction between learners and between learners and trainers (Pavlis-Korres & Leftheriotou, 2016). Besides, it is crucial to activate learners in any adult education process.

3. Feedback-Evaluation of the programme

Feedback and evaluation are essential components of any educational programme. They provide the opportunity to draw conclusions and form an overall picture of accountability (Zaitseva & Goncharova, 2020; Vergidis & Karalis, 2008). Evaluation is simply an investigation of the success of the choices made in the design of a programme and the procedures followed in the implementation of this design (Karalis & Papageorgiou, 2012). It also contributes to the detection of the strengths and weaknesses of the programme, the identification of possible failures and the improvement of individual parameters in case of repetition of the educational programme in the future.

This training programme involved two forms of feedback: the evaluation of the trainees by the trainers and the evaluation of the programme and the trainers by the trainees. The trainers were able to ascertain the acquisition of appropriate knowledge, skills and attitudes by the trainees in the last two modules of the programme. This was done by asking the participants to prepare and conduct a 20-minute microteaching session in a subject of their choice in the plenary session of their co-trainers. In these micro-teachings, the trainees incorporated elements and data from the previous modules, using principles of adult education teaching methodology and active and experiential learning techniques.

After each microteaching session, an open discussion and feedback on the individual aspects of the previous microteaching session followed, and useful conclusions were drawn. There was also an evaluation of the

microteaching sessions by the trainers. Furthermore, the trainers employed the observation technique to gather qualitative data, which cannot be obtained from questionnaires. This is because the microteaching sessions investigated the extent to which the trainees acquired specific knowledge and skills (Karalis & Papageorgiou, 2012).

Conversely, at the end of the last module, the participants of the programme were given a questionnaire designed for the occasion. This was to provide an evaluation of the educational process as a whole. The questionnaire was the most appropriate research tool for this study because it is the one that is used more often than all the others to obtain data from the participants of the programmes (Karalis & Papageorgiou, 2012). The questionnaire was designed with the specific characteristics of this programme in mind, as well as the relevant literature (Wittmann & Olivier, 2021; Kedraka & Phillips, 2017; Sork & Newman, 2004). It was kept short, simple and easy to understand to avoid fatigue among respondents. A total of 32 questionnaires were distributed and 29 were collected, representing a satisfactory response rate of 90.6%.

4. Results

This section presents the main results of the questionnaire for the evaluation of the training programme by the trainees. The first step was to record the profile of the 29 participants in the programme. 21 were female (72.4%) and 8 were male (27.6%) (Table 2). The participants' ages were as follows: two were between 21 and 30 years old (6.9%), eight were between 31 and 40 years old (27.6%), 12 were between 41 and 50 years old (41.4%) and seven were over 51 years old (24.1%). Regarding their level of education, 9 of them were higher education degree holders (31%), 15 were Master's degree holders (51.8%) and 5 were PhD holders (17.2%). Finally, at the time of the project, 4 participants had no previous experience in adult education (13.8%), 6 of them had 1-5 years of experience (20.7%), 10 of them stated that they had 6-10 years of experience (34.5%) and 9 of them stated that they had more than 10 years of experience in adult education (31%) (Table 2).

Table 2: Profile of the participants in the training programme

Gender	Men - Women				
	Total 8 (27.6%) 21 (72.4%) 29				
Age (years)	21-30,	31-40,	41-50,	>51	
	Total 2 (6.9%)	8 (27.6%)	12 (41.4%)	7 (24.1%)	29
Level of education	University Degree	Master Degree	Ph.D.	Total	
	9 (31%)	15 (51.8%)	5 (17.2%)	29	
Years of experience in adult education	0	1-5	6-10	>10	
	Total 4 (13.8%)	6 (20.7%)	10 (34.5%)	9 (31%)	29

The trainees' motivations for participating in the program were then investigated. Five key motivations were assessed, and the trainees were asked to rate each of them on a five-point Likert scale (5 = very important, 4 = important, 3 = moderately important, 2 = slightly important, 1 = not at all important). The respondents' answers in Table 3 clearly show that the primary motivation for participating in the programme was to gain practical skills in teaching methodology (4.92). Preparation for the adult educator certification exam was also a strong motivation (4.89), while another measurable motivation was to broaden theoretical knowledge in adult education (4.11). Two further motivating reasons for learners to participate in this programme were obtaining a certificate of attendance (3.46) and the desire to widen their circle of acquaintances (3.06).

Table 3: Incentives to participate in the training programme

Motive	Mean Score
Acquisition of practical skills in teaching methodology	4.92
Preparation for the instructor certification exams	4.82
Broadening theoretical knowledge in adult education	4.11

Obtaining a certificate of attendance	3.46
Broadening the circle of acquaintances	3.06

The trainees were then asked to evaluate how interesting they found the individual modules of the programme. As recorded in Table 4, the most interesting module for them was the micro-teaching (4.95), followed by the design of the teaching module (4.89), the teaching techniques (4.19), the educational tools and the use of modern technology (3.83) and the characteristics of adult learners (3.21).

Table 4: Evaluation of interest in the individual programme modules

Module	Mean Score
Microteaching	4.95
Teaching module design	4.89
Educational techniques	4.19
Educational tools, use of modern technology	3.83
Characteristics of adult learners (motivation, motivation, barriers and conditions for effective learning)	3.21

The trainees were then asked to evaluate how interesting they found the individual modules of the programme. As recorded in Table 4, the most interesting module for them was the micro-teaching (4.95), followed by the design of the teaching module (4.89), the teaching techniques (4.19), the educational tools and the use of modern technology (3.83) and the characteristics of adult learners (3.21).

Table 5: Degree of satisfaction with participation in the programme

Very dissatisfied	Dissatisfied	Unsure	Satisfied	Very satisfied
0 (0%)	0 (0%)	1 (3.4%)	5 (17.3%)	23 (79.3%)

Finally, an open-ended question asked trainees to record *"if they were to attend this programme again, what would they want to change about it?"* A total of 14 out of 29 participants answered that they would *"not want anything to change in the programme because they were completely satisfied with its design and implementation"* while 14 of the respondents answered that they *"would like more hours of internships with micro-teaching"*. In addition, 3 of the participants replied that *"they would like the programme to be entirely face-to-face"*.

5. Discussion

It is a fact that the role of the trainers in any adult education programme is crucial for the successful completion of the programme. Adult educators must therefore update their knowledge and upgrade their skills while paying particular attention to understanding the basic principles of adult education and applying modern teaching methodology using participatory learning techniques. Participation in teacher training programmes is an option in this direction.

Adult teacher education programmes must be designed and implemented with the specific characteristics of the participants in mind. They must be adapted to their learning needs and the particular circumstances of the situation. After all, learners are at the heart of any training programme. Adult educators bridge the gap between the initial education and training they have received and the demands of a constantly changing socio-economic and technological environment through their own continuing education. At the same time, trainers improve their teaching effectiveness through training, so that when they are called upon to teach their future learners, they are better prepared.

The design of training programmes is a multidimensional process involving many factors, leading to the formulation of a targeted educational intervention aimed at a particular group of trainees. In modern times, educational programmes of all kinds are constantly being carried out, in many individual subjects and in many areas. Some programmes achieve their objectives and become a benchmark for trainers and trainees. Others do not achieve their objectives but are successfully implemented. In any case, the evaluation of programmes and feedback from participating trainers and trainees help us draw useful conclusions.

This study addresses a topical issue, thus contributing to the enrichment of the relevant literature. The findings of this research are limited by the specific case study design, which used a purposive sample of adult educator trainees. However, the specific characteristics of the participants make the results applicable to a wider population of adult educators and useful for the design of similar programmes by other educational organizations and institutions.

Further research should be conducted in other adult educator training programmes to compare the results with those of this study and draw useful conclusions in this field.

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Fidelity of Implementation (FOI) of the Grade 10 English Curriculum: Developing a FOI Framework for Curriculum Delivery

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Abstract

Fidelity of implementation (FOI) is employed to probe into the implementation of the curriculum by English teachers as intended by developers through the curriculum guide. This explanatory-sequential paper sought to probe into the fidelity of implementation practice of high school English teachers using the dimensions of adherence, duration and quality of delivery. Data were gathered using the Curriculum Fidelity of Implementation Survey-Questionnaire, focus group discussion and document analysis. Data analyses were conducted using quantitative and qualitative approaches. Findings revealed that teachers mostly implement the curriculum with average adherence but cited several reasons for not accomplishing the learning competencies. Overall, high quality of delivery was observed and the required time allotment for the Grade 10 English subject was implemented; however, these did not translate to the full implementation of the curriculum. Reasons such as lack of orientation on the learning competencies, intervening and other-teaching related activities, professional development programs during class days, among others resort to teachers' backlogged discussion of the competencies. Implications of and recommendation for the study were provided for future researchers and empirical discussion.

Keywords: Curriculum Fidelity of Implementation, English Curriculum, Adherence, Exposure, Quality of Delivery

1. Introduction

Fidelity of Implementation (FOI) is a critical factor in ensuring the successful delivery of educational programs and curricula. It refers to the degree to which a program or intervention is implemented as intended by its developers (Dane & Schneider, 1998; O'Donnell, 2008). When a curriculum is implemented with high fidelity, it increases the likelihood that the intended learning outcomes will be achieved (Century et al., 2010). The concept is widely recognized and utilized in the field of education and curriculum development to ensure the faithful implementation of educational programs. Research on FOI helps assess the effectiveness of curriculum implementation strategies, identify factors that influence fidelity, and inform improvements in educational practices.

Curriculum implementation is an important topic, but it is frequently examined from the standpoint of national issues (Nevenglosky, 2019). Nonetheless, there has been an increasing interest in implementation research to examine classroom implementation, specifically with regard to instructors' adherence to the curriculum. Curriculum fidelity of implementation refers to the existence and level of actual implementation done by teachers as compared to the written curriculum (Mihalic, 2002; Santacrose et al., 2004; Furtz et al., 2008). Studies about curriculum fidelity have been divided into two perspectives: the traditional and the innovative approaches. Generally, traditionalist accounts are pro-curriculum fidelity while the innovative lenses focus more on the adaptation side. Traditionalists believe that the curriculum must be fully implemented. Innovative FOI researchers, however, point that the curriculum must be adapted in the school. Over the years, these two have been mixed and have been argued by researchers (Dusenbury, et al., 2003, as cited in Bumen et al., 2014). The third view is the most prominently used by curriculum researchers. Despite these diversities of opinion, it is acknowledged that curriculum fidelity must be studied.

This study aims to examine the single and most important factor in curriculum implementation (International Task Force on Teachers for Education 2030) discourse, English teachers who are teaching Grade 10. Grade 10 is the last key level in the junior high school (JHS) curriculum and it is expected that by this stage, all competencies required for JHS are, if not completely, covered.

There are three curriculum fidelity of implementation dimensions explored in this study: adherence, exposure and quality of delivery. *Adherence* refers to the extent to which the curriculum is delivered as stated in the written curriculum and implementing appropriate scope and sequence (Dusenbury et al, 2003). Adherence is necessary in FOI because it shows teachers' faithfulness to the curriculum they implement. The K to 12 English curriculum - through its objectives, competencies, and standards – articulates how it must be implemented. Adherence determines the ways teachers implement the curriculum. For example, in discussing a lesson on subject-verb agreement, a teacher needs to review the curriculum guide to deliver the lesson. Without a familiarity with the English curriculum guide, it is difficult to determine how teachers adhere to curriculum implementation. *Exposure* refers to the length of session (i.e. 60 minutes), duration (i.e. 2 weeks, 1 quarter) and frequency (i.e. daily) in the curriculum that is delivered by the teachers (Dusenbury et al., 2003). In employing the sub-dimensions of exposure, the K to 12 English Language curriculum will be used as primary reference. *Quality of delivery* pertains to how the teacher plans, prepares, delivers the lessons, and assesses student learning outcomes in the classroom (Dusenbury et al., 2003). Researchers need to further investigate how teachers competently teach English lessons in the classroom. For example, an English teacher provides drills and independent practice activities to the learners in teaching a lesson on nouns.

2. Literature Review

Teachers' age and curriculum FOI have different results in research literature. Süer & Kinay (2022) found that younger teachers are more receptive to a curriculum as compared to their seasoned teacher counterparts. This can be attributed to the new opportunities that are experienced first by younger teachers in their professional teaching practice. On the other hand, some research found that there is no strong link between teachers' age and curriculum FOI (Aslan & Erden, 2020; Christison & Murray, 2021).

Similarly, teaching experience and curriculum FOI, Boyd et al. (2021) found no correlation between years of teaching and program structure. Other factors interplayed with curriculum FOI such as teachers' beliefs and alignment to the curriculum program objectives (Anteneh & Anshu, 2024). Seasoned teachers, who have undergone numerous and quality professional training, are able to deliver the curriculum with higher fidelity. These professional development trainings are targeted towards the teachers' pedagogical needs. Interestingly, teachers with more experience find it challenging to adapt to curriculum objectives. This results in lower fidelity scores (Pennington et al., 2020).

Early research on curriculum fidelity (Garet et al., 2001 & Penuel et al., 2007) has emphasized that reliance on length of teaching does not necessarily guarantee higher curriculum fidelity. While older teachers have established their own teaching skills, empirical evidence points to their resistance to new curriculum principles and going beyond their comfort zones. On the other hand, experienced teachers are more aware of adjustments and strategies they can conduct in implementing the curriculum in their classrooms.

Teaching, historically employing more women, provides discussion on gender and curriculum FOI. Considering contexts, Vázquez-Cano et al. (2023) recommended that male teachers prioritize adherence and lesson sequence as compared to female teachers, who focus on nurturing a conducive learning environment. This key factor is substantial in planning professional learning development focusing on curriculum implementation, with priorities on delivery of lessons and learning environment.

With options for management and other-related roles, teaching position underscores that school leadership roles play an influential factor in increasing curriculum fidelity. Teachers, under the leadership of middle managers who provide support and guidance, were found to have higher curriculum fidelity of implementation Gelmez-Burakgazi, S. (2020). Other findings have also supported studies. Creating a shared sense of accountability and supporting classroom teachers yield high curriculum scores and increases teachers' sense of motivation and morale.

3. Research Questions

The study aimed to determine the fidelity of implementation of the English curriculum by Grade 10 teachers. Specifically, it sought to answer the following questions:

1. What is the demographic profile of the Grade 10 English teachers in terms of:
 - 1.1. type of school affiliation,
 - 1.2. age of teachers,
 - 1.3. gender of teachers,
 - 1.4. teaching position,
 - 1.5. number of years in teaching, and
 - 1.6. highest educational attainment?
2. What is the curriculum fidelity of implementation by the Grade 10 English teachers in terms of the following dimensions:
 - 2.1. adherence,
 - 2.2. exposure, and
 - 2.3. quality of delivery?
3. Is there a significant difference in the curriculum fidelity of implementation of the Grade 10 English teachers when grouped according to the teachers' demographic profile?
4. Is there a significant difference between the curriculum fidelity of implementation of the Grade 10 English teachers per school and their school performance in the National Achievement Test?
5. What challenges did the teachers experience in the curriculum fidelity implementation in the three dimensions?
6. What framework can be developed based on the findings of the study?

4. Participants

The preliminary step in the collection of data was the request for the National Achievement Test 2018 results in Grade 10 from Region 3's top five (5) performing public and (5) private schools and lowest ten (5) performing public and (5) private schools based on their mean percentage scores. The sample schools will be 20 in total.

The participants included teachers with at least 1 year of teaching, English major, handles English subjects/teaching load, teach in either/or public or private schools, were already teachers in 2018. This study was

conducted in Region III, Philippines where the selected public and private high schools are situated. English teachers in Grade 10 were the teacher-participants for school year 2023-2024.

5. Methodology

This study utilized mixed methods using explanatory sequential research design. Using the Curriculum Fidelity of Implementation Survey Questionnaire, the teacher-participants were asked questions from a pool of curriculum FOI dimensions to produce the numerical results. The gathered data from the survey-questionnaire was employed particularly in establishing the significant relationship between the teacher-participants' characteristics and their fidelity to implementation of the English curriculum standards. As qualitative research, this study employed document analyses based on Grade 10 Curriculum Guide and focus group discussions. These supplemented the numerical results from the quantitative design. Alongside this, document analyses of other pertinent records were also analyzed such as lesson logs/plans, classroom assessment, and classroom observation ratings.

6. Findings and Discussion

Demographic profile of teachers

The sample teachers in the study are mostly from public schools and are aged 22-26 years old. Majority of the teachers are female educators and are entry-level teachers. In terms of teaching experience, the sample teachers have been in professional practice for one to five years and have taken Master's degree units.

Curriculum fidelity of implementation – adherence dimension

Table 1: Curriculum fidelity of implementation of the Grade 10 English teachers in terms of adherence

Code	Quarter (Q)	Learning competency	M	SD	Verbal interpretation
2.1.1	Q1	Use information from news reports, speeches, informative talks, panel discussions, etc. in everyday conversations and exchanges	2.97	0.72	Average Adherence
2.1.2	Q1	Determine the effect of textual aids like advance organizers, titles, non-linear illustrations, etc. on the understanding of a text.	3.04	0.71	Average Adherence
2.1.3	Q1	Appraise the unity of plot, setting and characterization in a material viewed to achieve the writer's purpose	2.78	0.75	Average Adherence
2.1.4	Q1	Compare and contrast the contents of the materials viewed with outside sources of information in terms of accessibility and effectiveness	3.14	0.85	Average Adherence
2.1.5	Q1	Employ analytical listening in problem solving	2.78	0.73	Average Adherence

2.1.6	Q1	Evaluate and make judgments about a range of texts using a set of criteria e.g. comparing arguments on the same topic, critiquing a short story	2.74	0.65	Average Adherence
2.1.7	Q1	Evaluate spoken texts using given criteria, e.g. fluency, tone, cohesion, correctness	2.92	0.80	Average Adherence
2.1.8	Q2	Observe the language of research, campaigns, and advocacies	2.51	0.68	Average Adherence
2.1.9	Q2	Identify key structural elements, e.g.: • Exposition - Statement of position, • Arguments, • Restatement of Positions and language features of an argumentative text, e.g.: • modal verbs: should, must, might, and modal adverbs: usually, probably, etc.; • attitudes expressed through evaluative language; • conjunctions or connectives to link ideas: because, therefore, on the other hand, etc.; • declarative statements; • rhetorical questions; passive voice	2.98	0.77	Average Adherence
2.1.10	Q2	Formulate a statement of opinion or assertion	3.40	0.49	Average Adherence
2.1.11	Q2	Formulate claims of fact, policy, and value	3.42	0.50	Average Adherence
2.1.12	Q2	Write an exposition or discussion on a familiar issue to include key structural elements and language features	3.00	0.68	Average Adherence
2.1.13	Q2	Deliver a prepared or impromptu talk on an issue employing the techniques in public speaking	3.09	0.59	Average Adherence
2.1.14	Q2	Compose texts which include multimodal elements	3.00	0.68	Average Adherence
2.1.15	Q2	Compose an argumentative essay	3.00	0.69	Average Adherence

2.1.16	Q2	Use a variety of informative, persuasive, and argumentative writing techniques	3.00	0.68	Average Adherence
2.1.17	Q2	Compose an independent critique of a chosen selection	3.00	0.68	Average Adherence
2.1.18	Q3	Critique a literary selection based on the following approaches: - structuralist/formalist - moralist - Marxist - feminist -historical -reader-response	2.77	0.72	Average Adherence
2.1.19	Q4	Distinguish technical terms used in research	2.99	0.88	Average Adherence
2.1.20	Q4	Give technical and operational definitions	2.59	0.63	Average Adherence
2.1.21	Q4	Give expanded definition of words	3.45	0.50	Average Adherence
2.1.22	Q4	Observe correct grammar in making definitions	3.46	0.50	Average Adherence
2.1.23	Q4	Compose a research report on a relevant social issue	3.05	0.62	Average Adherence
Total			3.00	0.674191	Average Adherence

Legend:

High adherence	3.50-4.00
Average adherence	2.50-3.49
Inadequate adherence	1.50-2.49
Low adherence	1.00-1.49

Table 1 shows the fidelity of implementation of the sample teachers for adherence. Adherence refers to the teachers' implementation of the curriculum as intended. The Most Essential Learning Competencies (MELCs) were the decongested version of the curricular guide which teachers comply with and teach in their classrooms. Although teachers adhered to average in terms of adherence, there were some observations cited such as the teachers' reliance on the teaching modules as reference for their daily lesson logs. Learning modules were employed during the height of the CoVid-19 pandemic as part of the different learning modalities that were offered by the education department. Data show that all the most essential learning competencies were implemented with average adherence (range: 2.50-3.49) of the teachers. This points to all the MELCs for implementation by the Grade 10 teachers. Average adherence refers to teachers' coverage of 3-4 needed learning competencies. Teachers explained that their implementation focused only on interpreting the competency themselves and results in different content in the classrooms. As mentioned by Teacher 1-4 (2023), *"I think that focusing the curriculum on real applications is very effective. Students like to use the language in a practical context, which makes learning more interesting."* Majority of the sampled public school teachers employ the learning modules developed during the height of the CoVid-19 pandemic when face-to-face classes were not available while private school teachers used both textbook and modular references. The learning logs/plans of teachers also have different interpretations of what content is appropriate for the most essential learning competency.

Hardman and A-Rahman (2014, cited in Barrot, 2018) affirmed that basic education English teachers struggle in implementing the curriculum due its lack of the comprehensive articulation. While there are only twenty-five (25) MELCs required for the Grade 10 were implemented by the teachers, some expectations were not implemented as evidenced by the different interpretation in their lesson planning and execution.

Curriculum fidelity of implementation – exposure dimension

Table 2: Curriculum fidelity of implementation of the Grade 10 English teachers in terms of exposure

Curriculum FOI dimension	N	M	SD	Verbal Interpretation
Exposure	78	3.82	.386	High Exposure

Table 2 shows the fidelity of implementation of the Grade 10 English teachers in relation to exposure. Data reveal that the sample teachers have a high (.38) fidelity of implementation in exposure. Exposure refers to the teachers' fidelity to implementation in terms of time allotment. This is necessary to comply with classroom teachers as they abide with a teacher schedule equivalent to the subject they teach.

Teacher 3-5 (2023) emphasized that “*The curriculum is a little demanding and covering all the topics for the subject time is difficult, especially with too many students.*”

Curriculum fidelity of implementation - quality of delivery dimension

Table 3: Curriculum fidelity of implementation of the Grade 10 English teachers in terms of quality of delivery

Quality of delivery criteria	Statement	M	SD	Verbal interpretation
Teaching/ Ethics	I maintain high ethical standards in interaction with students, colleagues, and parents.	3.82	0.39	High Quality of Delivery
Teaching/ Classroom Environment	I convey information clearly and foster a positive learning environment.	3.64	0.48	High Quality of Delivery
Teaching/ Inclusivity	I adapt teaching methods to meet the diverse needs of students including those with different learning styles and abilities.	3.58	0.50	High Quality of Delivery
Teaching/ Methods & Strategies	I utilize varied and appropriate teaching methods, strategies, and techniques that engage students in learning.	3.58	0.50	High Quality of Delivery
Teaching/ Instructional Delivery	I provide satisfactory instructional delivery based on their performance scores.	3.58	0.50	High Quality of Delivery
Teaching/ Technology Use	I incorporate technology that can enhance learning.	3.56	0.49	High Quality of Delivery

Teaching/ Inclusivity	I respect diverse backgrounds and cultures among students for an inclusive learning environment.	3.56	0.49	High Quality of Delivery
Teaching/ Assessment	I design fair and accurate assessments to measure student learning and provide constructive feedback for improvement.	3.55	0.50	High Quality of Delivery
Teaching/ Learner Participation	I encourage active participation and interest in the subject matter.	3.50	0.50	High Quality of Delivery
Teaching/ Professional Development	I continuously update my teaching skills and stay informed about educational trends and research.	3.49	0.50	Average Quality of Delivery
Teaching/ Instructional Material	I employ instructional materials/resources that are appropriate with the curricular standards.	3.45	0.50	Average Quality of Delivery
Teaching/ Classroom Management	I create a well-organized and disciplined classroom environment for effective teaching.	3.45	0.50	Average Quality of Delivery
Curriculum Understanding	I have a deep understanding of the subject matter to effectively convey information to my students.	3.45	0.50	Average Quality of Delivery
Curriculum Understanding	I comprehend the English Grade 10 curriculum guide.	3.38	0.59	Average Quality of Delivery
Teaching/ Assessment	I assess whether my students meet learning objectives and adjust my teaching accordingly.	3.32	0.47	Average Quality of Delivery
Total		3.53	0.50	High Quality of Delivery

Legend:

High exposure	3.50-4.00
Average exposure	2.50-3.49
Inadequate exposure	1.50-2.49
Low exposure	1.00-1.49

Table 3 shows the fidelity of implementation of the Grade 10 English teachers in terms of quality of delivery. Data shows that the sample teachers were found to have the highest quality of delivery in ethics ($x = 3.82$), along with other usual teaching aspects including classroom environment ($x = 3.64$), and inclusivity, methods and strategies, and instructional delivery ($x=3.58$). It can be noted that teachers scored low in curriculum understanding ($x = 3.45$ & 3.38) pertaining to understanding the subject matter and the contents of the Grade 10 English curriculum guide with the Most Essential Learning Competencies. Palestina (2020) found that the teachers' commitment is vital in successfully implementing the curriculum. Lack of support in improving the teachers' workload was found to

negatively affect the efforts in curriculum. Time constraints were also referred to as factors which hinder the delivery of the curriculum due to the teachers' other non-teaching responsibilities. In other education systems, insufficient teacher training was also found to have resulted in poor curriculum implementation (Kimosop, 2018; Guerrero, 2019, and Rahman et al., 2019).

6.5. Curriculum fidelity of implementation and other demographic profile

It was found that public and private schools have average adherence to the curriculum. Lower teaching positions have higher adherence mean scores as compared to their higher teaching position counterparts. The adherence scores of private schools were found to have dismal differences as compared to private schools.

Further, it was found that there is a significant difference between the NAT scores and curriculum FOI in terms of adherence. No significant differences were found between NAT scores with exposure and quality of delivery. Haramain (2018) established that there are desirable factors that are attributed to a school's leading performance: person, school, student, and community-related factors which make up a holistic school community. In the Programme for International Student Assessment (PISA) 2018 results, the Philippine top performing schools in the said international assessment attributed their success to a student-centric environment which involved professional development of teachers. Peer mentoring among the students was likewise encouraged to allow competent learners to help their academically struggling classmates (Fababaer & Arboleda, DepEd Updates on Education Quality Press Conference, 2018).

When asked if there are certain desirable factors which the high performing schools conduct to attain fidelity of implementation, the sample teacher participants mentioned that they are given utmost priority in terms of specific feedback in classroom observations, upper hand in collaborative planning, and focus on student learning outcomes. It was also evident in the focus group discussions that the lowest performing schools conduct the same activities but are not as consistent as the top performing schools in the region. Factors such as lack of guidance from school heads and proper and strategic planning, which some teachers admitted also influence their fidelity of implementation, were also pointed as reasons for insufficient curricular implementation. Meno (1997, cited in Haramain, 2018) established that school administrators' leadership preparation and credentials influence teacher performance in the workplace.

In terms of their teaching experiences, teachers point to many reasons why they were not able to finish the expected learning competencies. These included learners' lack of foundational skills, impact of the CoVid-19 pandemic, lack of professional development seminars/workshops/write-shops on curriculum, teacher absenteeism, weather conditions, and teachers' lack of understanding of the *most* essential learning competencies.

6.6. Fidelity of implementation for curriculum delivery framework

The Fidelity of Implementation (FOI) for Curriculum Delivery Framework focuses on three dimensions: fidelity to curriculum standards, fidelity to teaching time and fidelity to lesson delivery. It is developed for teachers to better understand their curricular understanding, teaching practices, and curriculum delivery.

Figure 1.

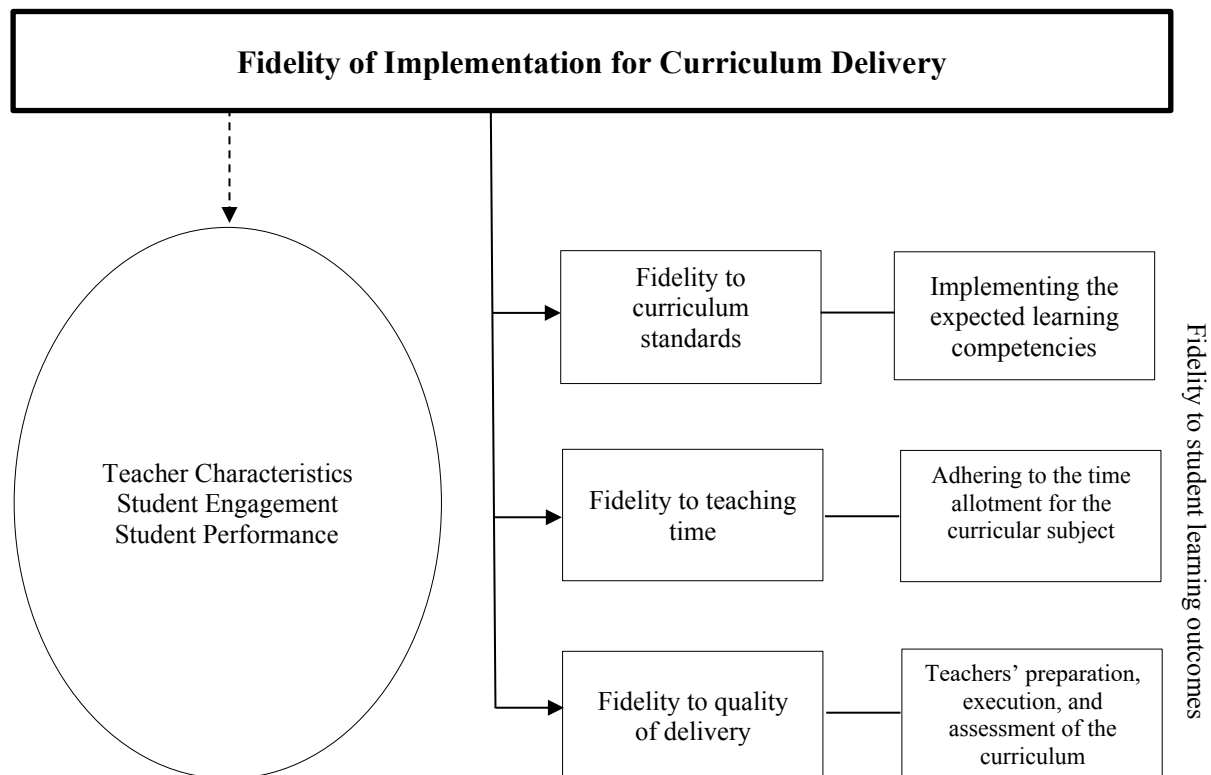


Figure 1: Fidelity of Implementation for Curriculum Delivery Framework

Curriculum Fidelity of Implementation, in this framework, refers to the extent to which the curriculum is implemented as designed for curriculum delivery. This design is based on the learning competencies and standards set in a national curriculum. In the case of this study, the English Language Curriculum set the learning competencies and standards.

The Fidelity of Implementation (FOI) for Curriculum Delivery Framework focuses on three dimensions: fidelity to curriculum standards, fidelity to teaching time and fidelity to lesson delivery. Fidelity of Implementation, in this study, refers to the implementation of dimensions in the classroom. Figure 5 shows the framework and the relationships between and among the dimensions. The teacher characteristics, student engagement and student performance are connected through dotted lines to show their non-linear relationship with FOI for curriculum delivery.

In the fidelity to curriculum standards dimension, the learning competencies are expected to be fully implemented as stated in the curriculum. This refers to covering all the stated lessons under each competency. To gain high fidelity scores, teachers need to be aware of teaching all lessons expected to be covered in an academic year. This enables learners to benefit from a quality learning environment leading to increased student outcomes. Based on the study, it was found that high performing schools have teachers with high fidelity of implementation scores in national tests.

Fidelity to teaching time refers to teachers' FOI of the time allotment required for the subject. This is standard lesson time for the Philippine curriculum and is explicitly stated in the curriculum guide. Fidelity to teaching time is necessary for teachers to comply to cover the learning competencies required for the academic year. This also refers to covering all the time required for covering the lessons and written in teachers' lesson plans. Measuring fidelity to teaching time can be validated through classroom observations, interviews, presentation of lesson plans and teacher performance ratings.

The fidelity to lesson delivery dimension points to aspects of teaching that impacts student learning outcomes. This includes careful and strategic lesson planning and alignment of lesson objectives with the curricular objectives, and teaching strategies to engage learners. When teachers carefully design their lessons and are able to execute these properly in the classroom, the lesson delivery is more meaningful. Likewise, lesson planning must also foster interactive student engagement and provide assessments in line with the lessons.

Fidelity to lesson delivery means that teachers are able to put into good use their knowledge, skills, and values in the classroom. Their understanding of the curriculum is observable as they incorporate instructional strategies, select appropriate learning resources, and cater to the needs of their learners. These embody a deep understanding of how the curriculum is implemented. Fidelity to lesson delivery is the most observable dimension under this framework. It can be easily verified with classroom observations, analysis of teachers' lesson plans and classroom assessments.

This dimension also covers how teachers, at different career levels, show their mastery and expertise of the subject matter regardless of their demographics. This dimension can also strengthen teachers' fidelity scores in the two dimensions. As teachers deeply understand the curriculum and as they engage and delve into professional learning engagements, their fidelity to lesson delivery can improve.

The dimensions are inter-related with one another as teachers implemented the curriculum fidelity of implementation dimensions cohesively with one another. Their main goal in implementing these dimensions is to gain fidelity to achievement of student learning outcomes as shown in the framework. To measure the curriculum fidelity of implementation dimensions, the curriculum has to be identified. All supplemental documents must be readily accessible to be verified with a survey-questionnaire. This survey-questionnaire specifies all the curricular learning competencies to which teachers would respond to gain the dimension scores. Also, supplemental documents can be employed as means of verification for the dimension scores. These can be textbooks, lesson plans and classroom observation ratings which can support the numerical scores in the survey-questionnaire questions. It is important to analyze the curriculum fidelity of implementation scores through further validation by qualified raters. Focus group discussions can also be conducted to allow opportunities for follow-through of the dimension scores. For instance, a teacher scored high in the fidelity to curriculum standards but certain classroom details may surface during a focus group discussion such as extracurricular activities that take time off from actual teaching. There may also be circumstances where teachers gain high scores in one dimension but lesser in another. This can be addressed with caveats to understand that curriculum fidelity of implementation is not a linear process but rather relational with the other dimensions.

Generally, the curriculum fidelity of implementation framework is intended for teachers to better understand their curricular understanding, teaching practices, and curriculum delivery. This enables the researcher to understand how students achieved their learning outcomes through their teachers' lenses. What curriculum fidelity of implementation seeks to answer is why teachers teach the way they do as they implement the curriculum.

7. Implications

Based on the findings, the following implications were drawn:

1. Teacher demographics which are deemed traditionally associated with successful implementation do not often translate in most classrooms such as educational attainment, years of teaching experience, and teaching position.
2. Challenges with time management and planning can also have an impact on how faithfully teachers conduct their lessons in terms of exposure. English teachers teaching Grade 10 may underestimate how long an activity or conversation would take, which could result in hurried ends to classes or incomplete assignments.
3. Unexpected disruptions like assemblies, fire drills, or other school-related activities might cause timing errors and disrupt the lesson's flow. Furthermore, finding devoted time for thorough lesson planning can

be challenging due to restricted planning time, such as heavy teacher responsibilities, which could result in unforeseen time management problems in the classroom.

4. Curriculum FOI scores of teachers are related to their schools' national achievement scores. Teachers from high performing schools have higher curriculum FOI scores than teachers from low performing schools in the region.
5. Students' performance is a reliable indicator of how teachers faithfully implement the curriculum. Academic achievement is heavily influenced by implementation fidelity, but there are many other elements that also play a substantial role. These include resource availability, teacher effectiveness, and student motivation. These aspects underscore the complex nature of educational success.
6. Teachers experience several instructional concerns that directly affect their curriculum fidelity of implementation scores.

8. Conclusions

The following recommendations are drawn based on the study:

1. Curriculum fidelity of implementation measures can also be incorporated into teachers' performance ratings to provide evidence-based technical assistance to their teaching needs. Teachers may have understood the intent of the curriculum but have no means of being mentored or coached on how they can proceed forward in their teaching concerns.
2. Schools can benchmark with high performing schools, visit their English classrooms, and participate in academic discourses on how they can improve their own fidelity of implementation.
3. It is recommended that teachers are given technical and constant assistance in the implementation of the English curriculum standards through the Most Essential Learning Competencies through their school and/or division seminar-workshops to enable them to fully understand what constitutes "essential" competencies in their classes. It is likewise important to provide them with specific feedback especially for entry-level and novice teachers. Similarly, data play an important role in understanding the fidelity of implementation of English teachers in alignment with the curriculum.
4. With the number of school programs and projects that the Department requires from schools, it is recommended that hybrid learning, the combination of face-to-face classes and online learning, be fully institutionalized. This can contribute to the increase of time-on-task or contact time of teachers and implement all the needed competencies expected for the grade level.
5. Future researchers can also probe on the FOI implementation of teachers in other subjects, in the K to 12 full curriculum in order to have baseline data on the new and incoming MATATAG curriculum to be implemented by the Department of Education.

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The GameStop Short Squeeze as a Case Study in Business Law Education

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Abstract

This article describes the GameStop short squeeze of January 2021, which was driven by retail investors from the online Reddit forum r/WallStreetBets. The short squeeze resulted in unprecedented market volatility and significant losses for institutional investors like hedge funds, leading to controversial trading restrictions by brokerages like Robinhood. This case study uses the GameStop saga to delve into key legal and ethical issues pertinent to an undergraduate business law class, including market manipulation, regulatory oversight/compliance, and conflicts of interest. It also examines fiduciary duties and class action lawsuits. By exploring these aspects, the study highlights the event's educational value in demonstrating many real-life examples of business law concepts while underscoring the need for robust regulatory frameworks in an era shaped by social media and technological advances.

Keywords: Business Law, Class Action, Fiduciary Duty, Financial Regulation, GameStop, Market Manipulation, Payment for Order Flow, Regulations, Retail Investors, Roaring Kitty, Short Squeeze, Social Media

1. Introduction

The well-publicized case of the GameStop short squeeze provides an excellent opportunity for business law students to learn about the innerworkings of the United States financial markets and the legal framework governing them. In discussing this case, a professor may explore with their students the following topics (and perhaps others) while encouraging students to use critical thinking skills to engage in a discussion of the legal and ethical implications thereof.

- 1) Issues relating to the United States financial markets
- 2) Market manipulation
- 3) The use of social media to effect change
- 4) Fiduciary duties
- 5) Issues related to unequal bargaining power in contracts (unconscionability)
- 6) The legislative process

- 7) Business ethics
- 8) Class action lawsuits

2. GameStop Case Facts

Anyone who has been to a shopping mall in the United States has likely seen a GameStop store. GameStop is a brick-and-mortar retailer that sells video games, gaming systems and related items (Cohan, 2021). At the end of December of 2020, GameStop's stock (NYSE: GME) was one of the most heavily shorted stocks on the market (Cohan, 2021). In fact, 138% of its shares available for trading were sold short by hedge funds at that time, a practice known as “naked shorting” (Cohan, 2021). Just a few weeks later, the stock's value completely changed. GME would jump by over 500%, which led many Wall Street veterans and insiders to wonder why.

In short, it was a short squeeze. It all started at the end of 2020 when Keith Gill, a marketing and financial education specialist at MassMutual, who goes by the Reddit handle: u/DeepF***ingValue and the Youtube name: RoaringKitty, declared on the internet that he “liked the stock.” The COVID-19 Pandemic caused many people to stay in their homes for months, and during that time, they turned to the internet for a sense of connection and community. Keith Gill was no different. He worked from home and when his work and family time were over, he would go down to his basement, don his red bandana and cat t-shirt, and livestream his thoughts on the goings on of the financial markets that day. It was there that he spoke the prolific phrase about GameStop: “I like the stock.” As his Reddit handle suggests, Keith Gill is the type of investor that looks for the deep value, the often-overlooked aspects of a company, which give it non-obvious value. The deep value is typically ignored by Wall Street market makers in favor of the “low hanging fruit” and “safer” bets. On the surface, at that time, any normal person viewing the “fundamentals” of the company would conclude that GameStop was headed for bankruptcy. As a result, the market makers, which are companies that provide liquidity to investors by buying securities from sellers and selling securities to buyers, (Citadel Securities. (n.d.)) bet against GameStop. In essence, these hedge funds believed that GameStop was a relic of a past world where people would physically go to a video game store to purchase games. Now that most gaming systems allow for the streaming or downloading of video games, a brick-and-mortar location would soon become obsolete. Because of this, hedge funds decided that GameStop was a good stock to short (e.g.: bet against), and so they did. In fact, more than 100% of the available shares of GameStop were shorted in early January of 2021, just a few weeks prior to the “MOASS” (Mother of All Short Squeezes) (Cohan, 2021).

2.1 What is “Short Selling” and What is a “Short Squeeze?”

According to Charles Schwab, “Short selling involves borrowing a security whose price you think is going to fall and then selling it on the open market. You then buy the same stock back later, hopefully for a lower price than you initially sold it for, return the borrowed stock to your broker, and pocket the difference. For example, let's say a stock is trading at \$50 a share. You borrow 100 shares and sell them for \$5 000.00. The price subsequently declines to \$25 a share, at which point you purchase 100 shares to replace those you borrowed, netting \$2 500.00” (Bohl, 2021).

In other words, when an investor shorts a stock, they are betting that the price will go down. It is highly speculative and risky. Losses are potentially unlimited because if the stock goes up instead of down, short sellers are forced to buy the stock to close their short positions or risk losing their entire investment, which causes the share price to go higher. Charles Schwab provides the following example: “you enter a short position on 100 shares of stock XYZ at \$80, but instead of falling, the stock rises to \$100. You'll have to spend \$10 000.00 to pay back your borrowed shares—at a loss of \$2 000.00. Stop orders can help mitigate this risk, but they're by no means bulletproof” (Bohl, 2021).

2.2 What Caused GME to Rise?

In 2019, Gill purchased approximately \$53 000.00 in call options on GME (Prentice & Schroeder, 2021). He shared this information on a subreddit called r/Wallstreetbets, which is part of a larger forum-based website called

Reddit.com and is a place where people share their wins and losses in the stock market, often using memes and offensive language in the process Mitra (2021). Subsequently, Michael Burry's Scion Asset Management acquired a 3.3% stake in GameStop (Lewis, 2010). In August of 2020, Ryan Cohen, CEO of successful online pet food retailer Chewy.com purchased a 9% stake in GameStop. He later joined GameStop's board in January of 2021 (Li, 2021).

The endorsements of Michael Burry and Ryan Cohen, along with Gill's YouTube livestreams and posts on r/Wallstreetbets, contributed to the attention retail investors gave to GameStop as they began to buy the stock in large quantities, most prolifically through an investing app called Robinhood, which boasts "commission-free" trading and whose mission is to democratize finance (Robinhood. (n.d.)). This collective action drove GameStop's stock price from around \$20 in early January 2021 to an intraday high of \$483 on January 28, 2021. Gill's position had risen from \$53 000.00 to \$48 million (Prentice & Schroeder, 2021).

2.3 What was the fallout?

Several hedge funds that held short positions of GME, most notably Melvin Capital, sustained significant losses as a result of the GameStop short squeeze (Chung, 2021). In fact, Melvin Capital, which has since closed down, sustained losses of 53% (\$6.8 billion) of its Assets Under Management (Chung, 2021). At one point during the short squeeze, Melvin Capital was losing more than a billion dollars a *day* and had to be bailed out by two larger hedge funds: Citadel Securities ("Citadel") and Point72, which contributed a combined \$2.75 billion in an emergency cash infusion for Melvin Capital (Chung, 2021).

At the height of the short squeeze, on January 28, 2021, Robinhood halted trading of GME on its platform, which triggered several class-action lawsuits (the "Robinhood Class Actions" and the "Gill Class Action") and a congressional investigation into the interplay between hedge funds/ market makers, and Robinhood as well as the role of Keith Gill and the r/Wallstreetbets community (Breuninger, Franck & Macias 2021).

2.4 The Class Action Lawsuits

The Robinhood Class Actions alleged that "Robinhood purposefully, willfully, and knowingly removed the stock GME from its trading platform in the midst of an unprecedented stock rise thereby depriving retail investors of the ability to invest in the open market and manipulating the open market" (*Nelson v. Robinhood Financial LLC 2021*) Specifically, the class actions alleged that as a result of (1) Robinhood's negligence, (2) breach of fiduciary duties to its customers and (3) breach of the implied covenant of good faith and fair dealing, the plaintiffs suffered financial losses (*Nelson v. Robinhood Financial LLC 2021*). Robinhood is able to offer customers commission-free trades via a practice called Payment for Order Flow (PFOF), which is a long-time market practice under which market makers (like Citadel), or wholesalers, pay retail broker-dealers (like Robinhood) for their trades. The PFOF business model used by Robinhood, creates an inherent conflict of interest because Robinhood derives its revenue from Citadel, which had just bailed out Melvin Capital in the midst of the short squeeze (*Nelson v. Robinhood Financial LLC 2021*). In other words, Robinhood had an incentive to halt trading of GME in order to "stop the bleeding" for Citadel while leaving retail investors "holding the bag."

Keith Gill was also named in at least one class action lawsuit which claimed that he was more sophisticated than the "average" r/Wallstreetbets user, holding various financial licenses, and working in the financial services industry for many years (*Iovin v. Keith Patrick Gill 2021*). The lawsuit alleged that Gill had intentionally created an online persona which made it seem like he was a modern-day Robin Hood, seeking to take from the rich and give to the poor, in an effort to manipulate the stock upward and ultimately, to profit (*Iovin v. Keith Patrick Gill 2021*). The legal allegations made were violations of the Securities Exchange Act of 1934 (the "'34 Act"), specifically section 78i, which deals with manipulation of security prices (*Iovin v. Keith Patrick Gill 2021*), 15 U.S.C. § 78i (2024).

2.5 The Congressional Investigation

The Congressional Investigation was divided into three parts, commencing on February 18, 2021, and included the testimony of key players in the GameStop short squeeze: Vlad Tenev, CEO of Robinhood; Ken Griffin, CEO of Citadel; Gabe Plotkin, CEO of Melvin Capital; and Keith Gill, “RoaringKitty” a.k.a. “u/DeepF**kingValue,” among others (U.S. House Committee on Financial Services, 2022). The members of the House Committee on Financial Services, headed by Maxine Waters and including Alexandria Ocasio-Cortez (“AOC”), who was particularly vocal on Twitter about the GameStop short squeeze, (Farr, 2021) aimed to explore the causes and consequences of the stock price volatility, the roles of various market participants, and the regulatory framework governing such market activities (U.S. House Committee on Financial Services, 2021). The hearings sought to understand whether there were any market abuses or regulatory lapses and to assess the need for potential legislative or regulatory reforms (U.S. House Committee on Financial Services, 2021).

The testimony of Vlad Tenev brought to light the innerworkings of brokerage companies to Congress as he claimed that Robinhood was forced to restrict trading of GME due to liquidity requirements from clearinghouses, and not to protect hedge funds like Citadel and Melvin Capital (Tenev, 2021). He used his testimony to highlight the need for “real time” settlement of trades (Tenev, 2021). He explained that when customers buy or sell securities, the order goes to a market maker [Citadel] that submits the trade to a clearinghouse for clearance and settlement (Tenev, 2021). The time it takes for the clearinghouse to process the transaction is two days (Tenev, 2021). In the interim, Robinhood must place a deposit using its own funds to cover the transaction until the trade “settles.” The deposit obligation is subject to change based on market volatility and other risk factors (Tenev, 2021). Tenev explained that January 25, 2021, just a few days prior to the short squeeze, the clearinghouse required a deposit of approximately \$124 million (Tenev, 2021). On January 28, 2021, the day of the MOASS, the clearinghouse required a deposit of approximately \$3 billion due to the unprecedented volatility in the market (Tenev, 2021). Tenev claimed that in order to protect customers trading securities other than GME, Robinhood made the decision to halt trading of GME (Tenev, 2021). Subsequent to this explanation, the Committee spent significant time focusing on the relationship between Robinhood and Citadel, which provides PFOF to Robinhood and was one of the companies that provided several billion dollars in bail out funds to Melvin Capital (Tenev, 2021).

The Committee came to several conclusions as a result of its investigation (U.S. House Committee on Financial Services, 2021). Most notably, it found that while there was not conclusive evidence of illegal manipulation by the retail investors using Reddit to discuss GME, the ability to remain anonymous on platforms such as Reddit, while advocating for certain trading strategies may also provide an avenue for manipulative conduct (U.S. House Committee on Financial Services, 2021). When coming to this conclusion, the Committee acknowledged the power of social media and retail investors in relation to market dynamics and emphasized the need to understand and adapt to the evolving landscape of market behavior driven by new technologies and investment platforms (U.S. House Committee on Financial Services, 2021). Secondly, the committee recognized that there is a need to update the regulatory framework to address modern trading practices and technologies, specifically in relation to short selling, market manipulation, and the settlement cycle (U.S. House Committee on Financial Services, 2021). Unfortunately, to this day, no substantive legislation has been passed to address these issues, despite the occurrence of an additional “mini” short squeeze of GME in the spring of 2024.

3. Discussion Questions

The following are some questions that can be used as part of an in-class discussion or as an out of class writing assignment. The questions are designed to encourage critical thinking, and most do not have a single “correct” answer. Students should be evaluated based upon their ability to form well-reasoned arguments utilizing knowledge gained through reading the text, other resources, attendance at lectures in their business law (or other) class, and a reading of the facts above.

3.1 Substantive Questions

The following are some examples of questions and answers that a professor might consider using as substantive talking points during an in-class discussion, or as the basis for a writing assignment.

1) Did Robinhood owe a fiduciary duty to its customers: the retail investors? If so, was that duty breached by their actions to limit the trading of GME?

A fiduciary duty is a legal obligation to act in the best interest of another. In the context of the financial industry, fiduciary duties typically apply to financial advisors that give financial advice and others acting on behalf of investors. Robinhood is a broker-dealer which means it merely processes transactions that investors make on their own. Robinhood does not give its customers financial advice, nor does it assist them with financial planning. While Robinhood does not owe a fiduciary duty to its customers, there are some legal duties that it does owe to customers. Specifically, the duty of best execution, which requires brokers to seek the best terms for their customers trades (FINRA, 2021), and the duty of fair dealing, which requires that brokers act fairly and reasonably when working with their customers (FINRA, 2021). Ultimately, the question of whether Robinhood owed a duty of care to their customers is debatable. On one hand, students may argue that Robinhood failed to act in the customers' best interest by restricting the trading of GME, thereby preventing them from capitalizing on potential gains. Additionally, it can be argued that the relationship with Citadel presented Robinhood with a conflict of interest when considering whether to halt trading of GME. On the other hand, students may argue that because Robinhood is a broker-dealer and not a financial advisory firm, no fiduciary relationship existed between Robinhood and its customers. Additionally, if Robinhood did not halt trading of GME, it would have been in violation of regulatory requirements and would have placed the entire company at legal and financial risk.

2) What is the implied covenant of good faith and fair dealing and how does that come into play in this case?

The implied covenant of good faith and fair dealing is a common law concept which has applied to all contracts made for over a century (Legal Information Institute, n.d.). Essentially, the implied covenant of good faith and fair dealing requires the parties to a contract to avoid doing anything that may interfere with the other's right to receive the benefits of the bargain. All customers of Robinhood signed electronic agreements to use the Robinhood platform. The argument can be made that Robinhood had an obligation to process the trades of its customers and, by blocking their ability to purchase GME, they interfered with their customers' right to receive the benefits of their agreement with Robinhood. Alternatively, students may argue that Robinhood because had an obligation to protect its customers and halting trading of GME ensured Robinhood's ability to process trades for other customers that were not participating in the short squeeze, thus fulfilling its obligation under the implied covenant of good faith and fair dealing.

3) Were the retail investors using Robinhood's platform bound by contracts of adhesion with Robinhood due to their unequal bargaining power?

Like many websites, Robinhood uses clickwrap agreements for its users. Clickwrap agreements are the agreements that online users must accept in order to access a website or online service (Upcounsel, 2023). They have become controversial because they require a patron of the website to "take it or leave it." In other words, to access the website or use the service, the customer must accept the terms, or not use the website. Some have claimed that clickwrap agreements are considered to be contracts of adhesion, which may be invalidated under the doctrine of unconscionability, which provides a defense against the enforcement of a contract or portion of a contract if the contract is unfair or oppressive to one party in a way that suggests abuses during its formation (Legal Information Institute, 2024). A contract is most likely to be found unconscionable if both unfair bargaining and unfair substantive terms are demonstrated. An absence of meaningful choice by the disadvantaged party is often used to prove unfair bargaining (Ezer Williamson Law, 2023). Despite this, courts have typically held that clickwrap agreements are enforceable as long as the customer has notice of the agreement, and, therefore, the Robinhood agreements are likely to be deemed enforceable (Ezer Williamson Law, 2023).

4) Was Keith Gill legally or ethically obligated to disclose his financial licenses and related background to the users of r/wallstreetbets and Youtube?

Because Gill was not giving personalized investment advice, he was not under a legal obligation to disclose his licenses. It can be argued that disclosing his licenses could have been misleading to his followers because it would

cause people to trust him more than the “regular guy” his followers were led to believe he was. However, from an ethical standpoint, Gill probably should have disclosed that he had several financial licenses so his followers could make an informed decision about the information he was sharing and to avoid potential conflicts of interest, whether real or perceived.

5) Is the concern of market manipulation via social media a legitimate concern?

Yes. The GameStop case illustrates the power and speed of dissemination of information via social media. The potential for the rapid spread of misinformation and speculative content is astronomical. Regulators should not only be concerned that social media may be used to manipulate the market intentionally, but also unintentionally, as rumors and misinformation can spread quickly causing extreme volatility in the market like in the GameStop case.

6) The SEC is an administrative agency. How do administrative agencies promulgate new regulations?

The Administrative Procedure Act (the “APA”) governs administrative agencies like the Securities Exchange Commission (“SEC”), which is the administrative agency that oversees the trading of securities (Administrative Procedure Act, 2024). In order for the SEC to promulgate new regulations, it must follow a very specific process outlined in the APA. First, the SEC must identify the need for new regulation and conduct research and analysis into rules that could satisfy the need (U.S. Government Publishing Office, 2021). Next, the SEC must publish the new, proposed regulations in the Federal Register and allow between 30 and 60 days for public comment (U.S. Government Publishing Office, 2021). The public comment period is when the public and industry insiders can accept, reject, or offer modifications to the proposed regulations. After this has taken place, the SEC may modify or promulgate the new regulations taking into consideration the public commentary (U.S. Government Publishing Office, 2021).

7) What sorts of regulations can the SEC implement to help to alleviate the concerns Congress expressed with regard to market manipulation by retail investors via social media?

Some examples of reforms that regulators such as the SEC can implement include increased monitoring of social media posts which refer to publicly traded companies, working with social media platforms to ensure the accuracy of information shared on their platforms and increased penalties for manipulative practices. Students may come up with significantly more examples of possible solutions for regulators, but these are a few suggestions to stimulate conversation.

3.2 Opinion Questions

The following are some examples of opinion-based questions that a professor may use during and in class discussion or writing assignment to elicit an opinion-based response from students.

- 1) What do you think of the “gamification” of investing through Robinhood’s app? Is it predatory to less sophisticated investors?
- 2) Do you think that Keith Gill had an intention to manipulate GME for his own personal gain?
- 3) Do you think that Citadel played more of a role in Robinhood’s decision to halt trading of GME?
- 4) Does reading about this case give you more, or less, confidence in the SEC to govern the stock market and to control the effect of social media influencers on the stock market?
- 5) What are your thoughts on the lack of action taken by Congress after the investigation?

4. Conclusion

Providing students with real-life examples to bring the concepts they are learning to life is a great way to engage students and encourage critical thinking. Through this exercise, professors can provide students with a

foundational understanding of the United States financial markets and the regulation thereof which will help to prepare them for their more functional studies and, ultimately, their future as business professionals.

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Indonesia's RSBI Project: Looking Back and Lesson Learnt

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Abstract

At the beginning of the 2000s, Indonesia, a developing country with one of the largest populations in the world, instituted a series of reforms in its education practices; one of them was the decentralization policy. A part of this policy was education internationalization through the inclusion and enforcement of the international-standard schools pilot project known as *Rintisan Sekolah Bertaraf Internasional* (RSBI) project. Nevertheless, the government discontinued the initiative in 2013 as a result of some disapproval of its implementation. This paper aims to address how the RSBI project diverged from social justice values in a democratic society. By analysing the influence of globalization on educational policies and their implications, it elaborates on how the project led to an increase in social inequality and contributed to the loss of national identity.

Keywords: RSBI, Education Internationalization, Globalization, Education Policy Reforms, Social Justice

1. Introduction

1.1 Background

Davies and Guppy (2018) claim that formal education has moved to the centre stage of Canadian social life over the past centuries; they call it a “schooled society” (p. 2). Despite the fact that Canada and Indonesia are different in many aspects, the trend toward the importance of formal education can also be observed in the latter country. It shows how schooling has been increasingly inextricable from people's lives everywhere. Therefore, it is not an exaggerated statement that, in the current order of the world, there is not a single country that does not strive to raise the standard of formal education among its population. Obviously, this notion cannot be dissociated from the profound question of what the purpose(s) of education is, which provides direction to the schooling process and, more importantly, forms the bedrock of educational policy reforms. In the eyes of John Dewey, a prominent figure in the progressive movement, education is a means for extending and reforming the democracy of social life (Flinders & Thornton, 2022). According to Bobbitt (2022), education must provide both knowledge and proficiency that children need for their distinctive occupational class futures in the pursuit of social efficiency. In addition to those views, Hattie and Larsen (2020) believe that education purposes have to be plural, contending that education does not have an overarching visionary objective or a mandatory and permanent rationale. However, they argue that there is a concept at the core of education known as *bildung* or self-cultivation (Hattie & Larsen, 2020, p. 219).

Indonesia is a developing country with the fourth largest population globally. As noted by Kristiansen and Pratikno (2006), following the 1998 financial crisis, the central government faced a pressing need to cut public expenditure, including education, and thus encourage the lower government and the people to take on more responsibility. Consequently, the involvement of the private sector in education has gradually gained importance, marking the emergence of the neoliberal project in the country's education system. It has become increasingly apparent since 2001, when Indonesia instituted a series of reforms in its education practices, including the decentralization policy (World Bank, 2020). A part of this decentralization policy was education internationalization through the inclusion and enforcement of the international standard school pilot project, known as *Rintisan Sekolah Bertaraf Internasional* (RSBI). It is in accordance with Act No. 20/2003 on the National Education System, "The government and local government organize at least a unit of education at all levels of education to be developed further as a unit having international-standard education" (Ministry of State Secretariat, 2003). With this paradigm, at least one school in each district should be prepared to transform into an international-standard school, namely *Sekolah Bertaraf Internasional* (SBI), with central government and local government support.

The Indonesian government believes that improving human resources through quality education by initiating the RSBI project is paramount to facing the challenges of globalization (Akuntono, 2012). However, Muchlas Suseno, a former facilitator of the RSBI project said that its implementation veered from its initial objective to provide a high-quality education for Indonesian citizens (Mappiasse, 2014). He further argued that schools had become commercially viable products because they promoted international education agencies and corporations to achieve international standard labels. In addition to using the government's allocated budget, the SBI needed other funds derived from tuition fees. Therefore, only students from upper-middle-class families could attend the SBI, resulting in discrimination in education and social segregation. Another critique emphasized that English as the mandatory language of instruction at the SBIs could potentially undermine national identity (Daud, 2013). In response to these concerns, many non-governmental and civic organizations concurred that the RSBI project is contrary to the spirit of the 1945 Constitution. Eventually, the government decided to officially terminate the project on January 8, 2013.

1.2 Research Questions

This paper evaluates the RSBI policy implemented by the Indonesian government two decades ago. It delves into the lessons that can be learnt from this policy because turning education into a competition is one of the blatant influences of neoliberal ideology. The research question is: How does the implementation of the RSBI Project diverge from the social justice values of a democratic society? Therefore, an essential topic of discussion is the extent to which Indonesia's education internationalization policy, as implemented through the RSBI Project, contradicts social justice values.

This paper is structured around two sub-questions in order to provide further detail, as follows:

1.2.1 *How did the RSBI project lead to inequality in education?*

1.2.2 *How did the RSBI project contribute to undermining national identity?*

1.3 Theoretical Lens

The paper follows the theories that are derived primarily from those of scholars who contribute to *Bridging Educational Leadership, Curriculum Theory, and Didactic: Non-affirmative Theory of Education* to analyze the result of its literature review. In his forewords, Pinar (2017) examines that in the process of redefining the relationship between school and society, Uljens and Ylimaki challenge the terms of the neoliberal by invoking them by saying that "education is preparing students for the existing, but it does so by problematizing that world" (p. v). He further argues that, naturally, the world is globalized, but globalization is understood not only in terms of standardization, quantification, and homogenization but also in terms of localization and cosmopolitanism (Pinar, 2017). Thus, in the literature review and analysis, the paper highlights globalization and other aspects that are closely linked to it, one of which is neoliberalism.

Throughout this paper, the arguments presented above will guide in answering the research questions. Although the context in the book is closer to the US and North America, the author believes there is a significant relationship between the theories offered for related research on education policy in non-Western countries.

1.4 Context

Located in Southeast Asia, Indonesia is a developing country with an estimated population of over 240 million. It is also a vast and diverse country comprising more than a thousand archipelagos. In general, its educational system is composed of four different levels: primary (grades 1 to 6), junior secondary (grades 7 to 9), senior secondary (grades 10 to 12), and higher education. The World Bank (2020) reports that there are 3.3 million teachers in this education system who are working to educate 53,1 million students from primary level to secondary level. To provide equal education opportunities for all, since 1984, Indonesia had initiated a six-year compulsory education for the primary level (age 7-12), after which, in 1994, it was expanded to nine-year compulsory education for junior secondary level (age 15). To date, the government has been confronted with multiple challenges within economic, geographic, and socio-cultural contexts in its efforts to implement the twelve-year compulsory education. The complexity of its schooling system arises not only from the country's demographics but also the fact that it is administered by two different ministers, namely the Ministry of Education and Culture, Research and Technology (MoECRT) and the Ministry of Religious Affairs (MoRA).

The MoECRT is responsible for managing and supervising the conduct of education in public and private educational institutions. Public schools are typically common schools, whereas private schools are both religious-based and secular. In public schools, the government controls most of the funding, regulations, and standards; contrastively, the latter is established and managed by private sectors that have more flexible regulations. The MoRA is in charge of Islamic religious schools (*madrasah*) and Islamic boarding schools (*pesantren*). *Madrasah* is predominantly privately owned, while all *pesantren* are entirely private. According to Bangay (2005), one of the most notable characteristics of Indonesian educational institutions run by private is their diversity. Several of them are small, family-run foundations operating on a limited budget and managing a single school; others have solid financial support that handles a wide range of schools and businesses.

2. Literature Review

2.1 Education and Globalization

Discussion regarding the connection between globalization and education has drawn much attention in recent decades. According to Giddens (1990), globalization strengthens global social relations so that events that happen many miles away impact local occurrences and vice versa. Haan (2012, as cited in Lopez, 2015, p. 172) mentions that while globalization has resulted in an explosion in information resources, it has also made people become members of multiple overlapping communities; thus, people reside in highly diverse environments in terms of language, information flow, and cultural practices. In the view of Uljens and Ylimaki (2017), globalization manifests itself in several ways, not the least of which are technological advancements and world economic interdependence. In education, in particular, globalization can present itself as cosmopolitanism, manifested through new national, international, and transnational governance practices, regulations, and procedures (Uljens & Ylimaki, 2017). Therefore, they conclude that schools today also find themselves operating in constantly changing environments on a national and global scale. With the process of globalization comes the inevitable restructuring of a country's roles, which poses significant issues for its curriculum development, educational evaluation, policymaking, leadership, and teaching (Uljens & Ylimaki, 2017).

Examining a specific case may help to illustrate globalization and its effects on education. However, it is essential to acknowledge that the influence of globalization is varied and cannot be uniformly compared across different countries. In their study, Forsberg et al. (2017) provide an illustrative understanding of Sweden's vertical and horizontal shifts over the last two decades, depicting globalization that transpires in the education system. Vertically, globalization of education manifests itself in decentralization, deregulation, policy transfer, and involvement in programs established by international organizations such as the European Union (EU) and the

Organisation for Economic Co-operation and Development (OECD) (Forsberg et al., 2017). On the horizontal level, many school suppliers can be identified, including private companies or non-profit organizations that operate independent schools in addition to schools that the local governments manage (Forsberg et al., 2017).

Young et al. (2014) state that an educational policy refers to a broad guideline that influences decisions or actions that significantly impact the daily environment of teaching and learning in schools. Furthermore, Uljens and Ylimaki (2017) argue that today's educational policy research has successfully drawn attention to the fact that neoliberal politics is one of the driving factors underpinning globalization. According to neoliberal rationale, one of the most critical roles of governments is to encourage market trends (Brown, 2006; Olmedo & Wilkins, 2017, as cited in Winton, 2019, p. 9). In response to this notion, Anderson (2009, as cited in Uljens & Ylimaki, 2017, p. 38) examines schools from a critical educational standpoint as "sites of struggle over material and cultural resources and ideological commitments." Meanwhile, Winton (2019) claims that as a substitute for directly providing social services, governments encourage the participation of the private sector in public program delivery and place greater responsibility on individuals to achieve social and economic goals.

2.2 RSBI Project: An Overview

The previous section has explicitly demonstrated how powerfully the neoliberal drive has impacted educational policy within and between countries. One of the transformations may be noticed from the evident influence of transnational agencies, particularly the OECD, in global education over the previous two decades (Hopman, 2008, as cited in Moos, 2017, P. 153). In the context of Indonesia, the study conducted by Ma'arif (2011) reveals how the government invests in quality education to produce human resources that are adaptive, productive, innovative, and competitive by initiating a decentralization policy. Bray (1996) and Hasbullah (2007) state that decentralization, in the context of the country's education and schooling system, refers to the transfer of decision-making authority from the central government to local governments for the betterment of educational outcomes (as cited in Winardi, 2017, p. 81). This decentralization policy includes mandating internationalization in education across districts through the RSBI project.

The RSBI project is a basis for planning and managing the education internationalization policy across Indonesia. Act No. 17/2010 on the Education Management and Administration states: "International-standard education is education that meets the national-standard education and is enriched with developed countries" (Ministry of Laws and Human Rights Affairs, 2010, p. 8). Therefore, international-standard schools can be defined as schools that have fulfilled the national-standard education and additional components taken from the developed countries, notably the OECD. According to Act No. 19/2005 on the National Standard Education, the national-standard education consists of (1) content/curriculum; (2) process; (3) graduate competency; (4) assessment; (5) teachers and education personnel; (6) facilities and infrastructure; (7) management; and (8) finance (Ministry of Laws and Human Right Affairs, 2005). As a result, in order to transform into international-standard education, schools must meet additional requirements from developed countries; two of them are the use of English as a mandatory language of instruction and an OECD-approved curriculum (Balitbang, 2013).

3. Analysis and Discussion

It is interesting to look into the current trend of neoliberal politics and how it has been perceived and translated into national policies across the world (Antunes 2006; Lawn & Lingard 2002, as cited in Moos, 2017, p. 153). The trend can also be seen in how the government initiated a decentralization policy in education in Indonesia. In addition to delegating responsibility for education management to local governments, the government mandates each district to participate in the RSBI project, developing at least one national-standard school into an international-standard school. Suyanto, the former director-general of primary and secondary education at the MoEC, explained that the project aims to produce students who are highly competitive and exceed national education standards (Akuntono, 2012). Since 2007, international-standard schools steadily expanded, reaching 1,305 in 2011, including 239 elementary levels and more than 1,000 secondary levels (Dharmaningtias, 2013). The following section evaluates the perils of the RSBI project in a developing country from the lens of social justice education.

3.1 Education in the Marketplace and Inequality

According to Yemini (2017), global economy demands play a significant role in the increased policies to advance students' 21st-century abilities or education for global competence. As a result, it has been frequent how educational policy is subordinated to commercial thinking. In terms of funding, Subkhkhan (2011) highlights that the RSBI project is sponsored by 50% funding from the central government, which varies for each level, ranging from IDR 300 to 600 million, while the local governments must bear the remaining 50% of the cost. Moreover, international-standard schools are granted the authority to charge fees to parents to support operations and infrastructure (Mudzakkir, 2016). In other words, besides using the government's allocated budget, these schools typically need additional funds derived from parents' financial support, ranging from IDR 6 to 15 million per student (Dharmaningtias, 2013). Therefore, only children from upper-middle-class families could study at these schools, resulting in social inequality.

On the one hand, international labeling has piqued the interest of many upper-middle-class parents in sending their children to SBI (Subkhkhan, 2011). This enthusiasm is encouraged by one of the RSBI project's objectives, which is to enable students to win international competitions in various subjects such as science, mathematics, technology, arts, and sports (Dharmaningtias, 2013). In connection with this, Knapp and Hopmann (2017) state that considerable research indicates that the greater the emphasis placed on academic achievement as a primary variable in school systems, the more pressure is placed on disadvantaged students, and the more social segregation is promoted in the process. Additionally, they argue that the more energy students devote to achievement competition in primary areas, the less they can devote to other subject areas because "fewer resources are left for other educational issues such as social activities or civic engagement" (Knapp & Hopmann, 2017, p. 236). As a matter of course, this is in opposition to the objective of education as a way of promoting social change, or what Rousseau (1762, as cited in Uljens & Ylimaki, 2017, p. 47) refers to as "social transformation." Education, in this sense, should foster the development of a new ideal that does not yet exist. In other words, education must contribute to a more socially just future by instilling social justice values in the future youth of the nation.

On the other hand, the flagship teaching and learning programs of the SBI are designed to meet the needs of their students' career paths and academic success. As many low-quality public or private schools and other types of educational institutions (e.g., *madrasah* and *pesantren*) are unable to provide upper-middle-class parents with what they anticipate, the emergence of SBI is the remedy to their concerns. Thus, they must treat it as a severe matter. On the subject of parents and students being consumers, Whitty, Power, and Halpin (1998, as cited in Hill & Kumar, 2009, p. 15) find that one of the consequences of marker-driven education is boosting "parental choice" in schools. This preference must be paid accordingly by them at a high price, which compensates for the school's programs and facilities. Placing schooling as a commodity, or what Hirtt (2004) refers to as "merchandization" (p. 442), undermines the values of education. Instead of being a means for achieving social justice, these schools often constitute inequalities by giving more privileges to the rich. A financial resource is unquestionably a source of class privilege; children of families with more wealth have access to benefits and resources unavailable to those with less financial resources, and vice versa.

Based on the above arguments, the relationship between schooling and social inequality or schooling and social reproduction is apparent. Bowles and Gintis (2011) highlight that disparities in financial resources exacerbate disparities in schooling social relationships. Hirtt (2009) also believes that one of the four core roles of education in a capitalist world is social reproduction. By paying attention to the common trends, after completing secondary school, it is predicted that the more advantaged students have an opportunity to pursue higher education before finally returning to their social class. The disadvantaged children from lower-class families are reversed. This situation makes them unable to move from the social class they are raised in. This condition proves how schooling is legitimately an agent of social reproduction.

3.2 National Identity at Risk

According to Act No. 78/2009, one of the requirements for a school to become an SBI is to use English as the mandatory language of instruction (Mudzakkir, 2016). Besides using the developed national curriculum, these

schools must also be enriched with a global standard curriculum from the OECD, such as the Cambridge Curriculum and International Bachelorette. In connection with this, Knapp and Hopmann (2017) examine that over the previous 30 years, the tendency to import the European curriculum system, where such product control and dealing with evaluation in the form of student test results, is more widespread. Starting at this point, the connection between Westernizing education within the RSBI project and neocolonialism is obvious. According to Durokifa and Ijeoma (2018), neocolonialism can be referred to as “an indirect form of control by a superpower through cultural and economic means” (p. 356). However, in terms of education, it might be effective in overt and covert ways, depending on the context. Levitan (2018), in his collaborative ethnographic research examining the marginalized students’ voices in the Peruvian Andes, mentions that students’ intention to become professional elite and devalue their indigenous culture reflects the influence of neo-colonialism. In addition, Altbach (1995) notes that foreign technical consultants on education problems and the maintenance of foreign administrative models and curriculum patterns for schools are also examples of neocolonialism (as cited in Anwaruddin, 2014, p. 144).

From the examples of neocolonialism presented above, we can see how the RSBI project somehow severely restricts Indonesia’s ability to set its educational curriculum, unconsciously and consciously putting the country at a competitive disadvantage. The colonial concept is still embedded in Indonesia’s education policy practices even after it was independent of European colonization many decades ago. As Akena (2012) points out, the literary form of Western knowledge is more than just a functional link between society and individuals; it also carries ulterior motives that may be disparaging and colonizing non-Western ways of thinking. This notion is reinforced by Dei (2008, as cited in Akena, 2012, p. 601), that European and American educational systems, without a doubt, contributed to the establishment and maintenance of the colonizing knowledge system, which is marked by glaring disparities and inequities.

Regarding English as the language of instruction in SBI, Tollefson (2000, as cited in Pennycook, 2009, p. 17) emphasizes some issues about it by pointing out a paradox. On the one hand, some people regard English as meeting the imagined requirement for a single universal communication language; people all over the world connect directly to science, technology, education, employment, and mass culture. On the other hand, the spread of English presents a formidable barrier to education, employment, and other activities requiring English proficiency. Further, Pennycook (2009) mentions that the students who learn and speak English are exposed to the imaginings of Orientalism. Therefore, the cultural constructions of Orientalism are the cultures and characteristics of students who study and speak English. In contrast, the cultural constructions of Occidentalism are the virtues and glories of the West from where the English came (Pennycook, 2009). The colonial authority may not be the direct cause of the above scenario. However, the adoption of the Eurocentric curriculum models and the use of English that characterize the SBI can be seen as an unconscious attempt to perpetuate Western domination through the production and reproduction between teachers and students in the teaching and learning process.

4. Conclusion

As a developing country, Indonesia views globalization as a challenge and an opportunity for its development. In its context, it can be said that its education policy is developed to directly contribute to the country’s economic boost in the future. Bascia and Fredua-Kwarteng (2008), in *Reducing Class Size: Promises and Perils*, underline the tendency of various stakeholders to reckon that one single reform of class size reduction established in several Canadian and North American regions can make a total contribution to education and enthusiasm which they refer to as “magical thinking” (p. 31). Likewise, pertinent to the RSBI project, although the context is different, the argument on how an educational policy developed without carefully considering all relevant factors might have negative consequences that oppose social justice values. The perils associated with its implementation include increasing inequality in education and instilling in students the belief that Western knowledge is superior in dealing with globalization demands.

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