

## **A Tracer Study on the Collegiate and Employment Alignment of Humanities and Social Sciences – Senior High School Graduates**

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**Abstract:** *With the first batch of K-12 graduating from college, various stakeholders began evaluating the program's outcome. Thus, it is important to look into several outcomes. Particularly, through descriptive and comparative survey, this study traced the profile of selected Humanities and Social Sciences – Senior High School (HUMSS-SHS) graduates and determined their collegiate and employment alignment. Results reveal that the majority of the selected HUMSS graduates are college graduates. Most are employed and receive fair monthly income above the poverty threshold. Furthermore, the majority are aligned in terms of the collegiate background and substantially in terms of employment alignment. Both alignments can be attributed to monthly income, educational attainment, and employment status. Civil status is only attributed to collegiate alignment, whereas sex and residence are insignificant for both alignments. Hence, the study proposes career guidance programs, organizational partnerships, and curriculum reviews to sustain the alignment of the graduates.*

**Keywords:** *collegiate alignment, employment alignment, humanities and social sciences, senior high school, tracer studies*

### **I. INTRODUCTION**

The Philippine education landscape was transformed by Republic Act (RA) No. 10533 also known as the “Enhanced Basic Education Act of 2013” or informally as the “K-12 program”. Before the K-12 program, the Philippines was the only country in Asia and one of three globally (the other two are Angola and Djibouti) with a 10-year basic education program (Corrales, 2020). Hence, the law added two academic years to the basic education level and changed the curriculum. The changes in the curriculum are in response to the demands of a globalized society. The K-12 program promises graduates will be more employable and globally competitive in the labor market.

It was during the School Year (SY) 2016-2017 that the first batch or cohort of students entered the newly implemented SHS program and were able to graduate in SY 2017-2018. In the Philippines context, this "first batch" refers to the inaugural group of students who progressed through the K-12 program, which was a significant shift from the previous 10-year basic education system. The batch also included the same students who underwent the new college curriculum in coherence with the K-12 program. Looking into the expected duration for college education, which is usually four to five (4-5) years, the first batch of the K-12 program was able to finish their college degrees in SY 2021-2022 and SY 2022-2023.

Thus, it is essential for governments and institutions to monitor their graduates to ensure that they are right on track and to ensure quality education. This can be achieved through

tracer studies. A tracer study establishes a close and continuous link between the institution and its graduates whose feedback can be gathered, which is instrumental in improving the institution (Romaldon & Arifin, 2021). Through these graduates, the institution mirrors its success in pursuing higher education and curricular offerings. Moreover, tracer studies guide government and academic institutions in planning their revisions and programs. Importantly, tracer studies are crucial for monitoring and assessing alignment objectives, specifically collegiate and employment alignment, which this study tends to focus on.

Examining alignment among graduates also ensures the Philippines' competitiveness and recognition of its graduates on an international scale. The study can also be an instrument by sharing the Philippine experience and informing educational policies in other countries. The results can also be applied to other contexts, particularly in other educational institutions or even countries where outdated curricula hinder economic and social progress.

Apparently, there is still limited literature and tracer studies of SHS graduates since the K-12 program is relatively new (Padios et al., 2021). Only a few academic institutions conduct tracer studies in their SHS. Also, tracer studies have been a primary document being looked at and mandated by government agencies such as the Department of Education (DepEd) and the Commission on Higher Education (CHED) and accrediting agencies regarding the quality performance of these institutions (Ramos & Flores, 2022).

Specifically, this tracer study focuses on the HUMSS strand since studies looking exclusively per strand are limited. To attain these objectives, the study sought to answer the following:

1. What is the socio-demographic profile of the selected HUMSS graduates in terms of:
  - a. Sex;
  - b. Civil status;
  - c. Residence;
  - d. Monthly income/allowance status;
  - e. Highest educational attainment; and
  - f. Employment status?
2. What is the collegiate alignment of the selected HUMSS graduates when moderated according to:
  - a. HUMSS-related degree;
  - b. Non-HUMSS-related degree; and
  - c. No collegiate background?
3. What is the employment alignment of the selected HUMSS graduates when moderated according to:
  - a. HUMSS-related job;
  - b. Non-HUMSS-related job;
  - c. Currently studying (undergraduate level);
  - d. Currently studying (graduate level); and
  - e. Unemployed?
4. Is there a significant difference between collegiate alignment and the socio-demographic profile of the selected HUMSS graduates?
5. Is there a significant difference in the employment alignment and socio-demographic profile of the selected HUMSS graduates?

## II. RELATED LITERATURE

### Need of Educational Reform and the Dilemmas of the Old Curriculum

Educational reforms and the alignment of national education systems with global standards have been a major focus of international education discourse. Various countries have undertaken significant changes to their education structures to enhance global competitiveness, ensure the international recognition of their graduates, and contribute to societal development. For instance, Adeniyi et al. (2024) provided that various African countries incorporated educational reforms as a primary instrument to pursue socio-economic development and assert de-colonialization while partaking in globalization. Similarly, countries like South Korea and Japan extended their basic education programs to align with global norms, aiming to improve their citizens' competitiveness in the international labor market and foster a more educated, innovative, and socially responsible populace (Jeong, 2020, Yamanaka & Suzuki, 2020).

In the Philippines, education reforms are needed due to the problems the old curriculum faced. K12 Philippines (2015) argued why the former 10-year program puts the Philippines at a disadvantage. First, following the global education standards, the Philippines is far behind almost all countries following a 12-year basic education program. This makes Filipinos globally uncompetitive. For instance, in terms of the labor market, hosting countries do not recognize Filipinos' educational background abroad. Additionally, many Filipino professionals are not fully acknowledged since their education is not adherent to the education and professional licensing standards of many foreign countries (K12 Philippines, 2015; SEPO, 2011).

Second, graduates of the 10-year program are deemed too young for the labor force since they lack 2 years in their primary education. Graduates of the 10-year program are commonly less than 18 years old. The median age is considered immature for graduates entering employment and engaging in legal agreements. Competencies needed for industries still need to be fully established with the curriculum and time length of the old program (K12 Philippines, 2015).

Third, many argued that the 10-year program exhibits poor quality education. Such determinants of why the 10-year shows poor quality education are the results of the National Achievement Test (NAT). The NAT is part of evaluating the effectiveness of the curriculum and assessing and monitoring the quality of primary education in the Philippines (Philippine Basic Education, 2013). Alarming, the overall results of the NAT before that K-12 program show that students have "low proficiency" (Behiga, 2022; Dios, 2019; SEPO, 2011; PBE, 2013). In addition, the Philippines participated in international exams such as the Trends in International Math and Science Study (TIMSS). TIMSS is a global large-scale assessment in mathematics and science. For four (4) times that the Philippines participated (1995, 1999, 2003, and 2008), the results show dismissal performance and Filipino students lag behind other countries (TIMSS, 2019; Balagtas, 2019; Ogena et al., 2013; Cruz, 2010).

Fourth, the old curriculum does not prepare students well for college. DepEd pointed out that high school graduates of the former 10-year basic education program are not adequately prepared for college since the majority of first-year college courses, known as General Education subjects, are actually remedial courses, as they should have been learned and mastered in high school (SEPO, 2011; DepEd, 2010).

Hence, the K-12 program attempts to solve the ills of the old curriculum. To catch up with the global standards, one of the novel features of the K-12 program is the added two academic years, the senior high school (SHS). The SHS is two years of specialized education wherein students may choose their career track in the future. Each student in SHS can choose

among three tracks: Academic, Technical-Vocational-Livelihood (TVL), and Sports and Arts. The Academic track includes three strands: General Academic Strand (GAS), Accountancy and Business Management (ABM), Humanities and Social Sciences (HUMSS), Science, Technology, Engineering, and Mathematics (STEM) (DepEd, 2020).

### **Collegiate and Employment Alignment**

With the conclusion of the first batch of the K-12 program, various stakeholders including many government agencies, non-government organizations (NGOs), and the academe, began evaluating and assessing the program's outcome. Sadly, several data suggest that the goals of the K-12 program were not fully satisfied or achieved. One of the objectives of the K-12 is to improve the quality of education among Filipino learners. However, the 2022 Programme for International Student Assessment (PISA) showed that the Philippines remains at the 2022 bottom rankings in reading, math, and science proficiency (OECD, 2023; Hernando-Malipot, 2023).

Another primary concern raised are the alignment objectives. The Philippine educational system with other countries adheres to an “outcome-based education” (OBE). OBE refers to “what students are expected to know and be able to do, what skills and knowledge they need to have when they leave the school system” (Connecticut General Assembly, 1994). Hence, OBE aims to ensure that there is a clear transition through alignment between what students learn in school, the competencies they develop in college, and the skills required in the workplace are fully meant (Dana et al., 2018; Travis, 2006).

Among the significant alignment issues raised is the collegiate alignment of students' strands, wherein their college degree is not aligned with their SHS strand. An essential purpose of the SHS is to prepare students for collegial education and career paths. Through their chosen strands, the students are given the necessary knowledge, background, practice, and preparation to be productive in college and the workplace. This can be confirmed by the study of Nazareno et al. (2021), wherein the chosen degree of a college student is strongly associated with their SHS strand. Likewise, Barroso et al. (2022) suggested that the strand is a determining factor for academic performance in college. Various studies would provide that the strand of SHS graduates is aligned with their college degrees (Cho-oy, 2023; Santos et al., 2019; Arded, 2019).

However, some studies beg to disagree. The study of Santos et al. (2019) indicated that there is a possibility that SHS graduates are misaligned on what degree they wanted from the strand that they have taken in college. Religioso et al. (2022) also presented that there is a bulk misalignment of the strand of SHS graduates in terms of their pursued higher education (35%), entrepreneurship (40%), and employment (20%). In a similar study, Padios et al. (2021) showed that the graduates are not aligned in terms of their college degrees (49%), occupation (80%), and entrepreneurship (3%). Quintos et al. (2020) reveal a high level of mismatch between the SHS strand of the graduates and the course they enrolled in college, with a rate of thirty-nine percent (39%) for SY 2017-2018 and thirty-one percent (31%) for SY 2018-2019. Even though the data presents a small percentage, this is a problem since strand mismatch or misalignment makes the college transition more challenging for most SHS graduates (Formaran et al., 2022).

Furthermore, there is a challenge regarding the employability of K-12 graduates. According to the Philippine Business for Education (PBED), although graduates held "theoretically" 93 percent of abilities relevant to the needs of the nation's industry (Monzon, 2022), only about 20 percent of 70 of the country's leading companies across all sectors were inclined to hire SHS graduates (Orbeta & Potestad, 2020). The study indicated that the hiring

policy of many companies requires applicants with at least two years of college education, potentially excluding SHS graduates (Corrales, 2020; Yee, 2018).

Regarding employability, employment misalignment or job mismatch has been a perennial problem among K-12 graduates. Senator Bam Aquino argued that the SHS courses “offered to students do not necessarily match the available jobs in the industry” (Cepeda, 2019). The rising job mismatch was due to the unfilled jobs related to technical-vocation courses. National Economic Development Authority (NEDA) Undersecretary Rosemarie G. Edillon and the University of Asia and the Pacific Economist Bernardo M. Villegas, as cited by Robles (2022), explained that “there are not enough technical or skilled workers such as carpenters, electricians, and masons because of the obsession with college diplomas of both parents and student.” This can be manifested in the study of Gomez and Mapa (2022), wherein most SHS students prefer to enter college education as their exit after graduating from SHS rather than enter technical-vocational education or skill-based training. This preference creates a job mismatch since most of the unfilled labor market is concentrated on technical-vocational jobs. There is firm competition and small vacancies on jobs that require college degrees, which is why most college graduates are forced to enter other employment related to technical-vocational jobs.

### **Humanities and Social Sciences (HUMSS)**

Generally, the study focused on the HUMSS strand. HUMSS is intended for students who are interested in the disciplines of the humanities, liberal arts, and social sciences. HUMSS prepares students who wish to become teachers, psychologists, political scientists, criminologists, anthropologists, sociologists, historians, journalists, social workers, community workers, lawyers, etc.

For HUMSS students to be prepared for the following college degrees, they have to take up the following specialization subjects unique from other strands including Introduction to World Religions and Belief Systems; Disciplines and Ideas in the Social Sciences; Disciplines and Ideas in the Applied Social Sciences; Creative Writing; Creative Nonfiction: The Literary Essay; Philippine Politics and Governance; Trends, Networks and Critical Thinking in the 21st Century Culture; and Community Engagement, Solidarity and Citizenship. HUMSS students are also required to take up Core Subjects (equivalent to General Education courses in college) such as Understanding Culture, Society, and Politics; Personal Development; and Introduction to the Philosophy of the Human Person, and Contextualized Subjects such as Practical Research I and II, and Entrepreneurship (DepEd, 2019).

Sadly, there has been an increasing dismissive attitude towards the HUMSS strand. There has been a trend that society and the corporate world look down on the liberal arts (Andin, 2016). College administrators downsize liberal arts and humanities programs and bent on promoting “job-oriented” programs concentrating on the STEM and ABM strands (Dutt-Ballerstadt, 2019). This trend in education leads to a dystopian education, as argued by Henry Giroux, a proponent of critical pedagogy. Giroux further contends that society has undermined the humanities and social sciences, which leads to alienation on the part of the students. Hence, students are being robbed of values such as critical thinking, civic involvement, and social awareness, the main competencies offered in HUMSS courses (Dizon, 2022).

This trend led to the perception that HUMSS is below the hierarchy of academic strands (Tan, 2017). HUMSS students are belittled since they are perceived to evade complex subjects such as math and suffer from social stigma which some would say the strand does

not promise employment opportunities (Camaligan et al., 2019; Calendatas, 2018; Bermejo, 2017).

On the contrary, several contend that HUMSS is a practical and promising strand for employment. HUMSS equips students with various skills, including critical thinking, socialization, writing, communication, problem-solving, creativity, etc (DepEd, 2010). These skills provided at HUMSS promise wide-range employment opportunities that are demanded in the job market (REVA, 2021; Rugerri, 2019). It is also less constrained and more flexible than highly technical courses like ABM and STEM, opening up more career paths which can lead to a brighter future (Strauss, 2017).

### **III. METHODOLOGY**

#### **Research Design**

The research method and design used was primarily quantitative design. This study utilized a descriptive and comparative survey to determine and differentiate the collegiate and employment alignment of UC-SHS HUMSS graduates.

#### **Population and Locale**

The study focuses only on selected HUMSS graduates of the University of the Cordilleras – Senior High School (UC-SHS). UC is a private, coeducational university in Baguio, Philippines. It is the university with the third highest student enrollees in Baguio City and the Cordillera Administrative Region (Delos Reyes, 2021). As of 2022, UC attends around 21,000 students with programs at the elementary, junior high school, senior high school, undergraduate, and graduate levels (UC, n.d.).

Mainly, the respondents are UC-SHS HUMSS graduates of the SY 2017-2018. Remarkably, SHS graduates of 2017-2018 are the first batch of the K-12 program. Looking into the time frame from the year they graduated and the time this study was conducted (2023), most of these graduates are either done with their college degrees and/or are already employed.

A purposive, non-random sampling technique was employed in this tracer study. For the SY 2017-2018, there are 399 HUMSS graduates. Through Slovin's Formula, the sample size required and actual data gathered throughout the study was 196 respondents. The selection of the respondents was based on their availability and willingness to participate. To reach out to as many graduates as possible, different communication channels such as emails and Facebook Messenger were utilized to maximize response rates. To minimize selection bias, the authors ensure that all blocks, classes, or sections of Batch 2017-2018 are represented, and each block was sent a message informing and requesting data collection with a link directing to the formal letter, informed consent, and questionnaire.

#### **Data Gathering Instrument**

A descriptive survey, specifically through a questionnaire checklist, was employed to attain this study's objectives. The respondents accomplished the questionnaire using a Google Form.

The first part of the questionnaire collects the respondents' general information, including sex, civil status, monthly income/allowance status, highest educational attainment, residence, and employment status.

The second part consists of a checklist of the respondent's collegiate alignment. An item asks if the respondent is an "undergraduate," "graduate," or has "did not enter college." Next,

a list of college degree programs was enumerated in the questionnaire. The programs were organized in HUMSS and non-HUMSS-related degrees. A blank slate was provided if the college degree was not mentioned in the questionnaire, allowing the respondent to encode the college degree. For degrees answered in the blank slate, the researcher will decide whether the degree is HUMSS or non-HUMSS-related degrees.

The third part pertains to the employment alignment of the respondent. The respondents selected the nature of their employment, which the list was classified as HUMSS, non-HUMSS related job, currently studying (undergraduate level), currently studying (graduate level), and unemployed. It must be noted that the category “currently studying” or being a full-time student is not considered part of the labor force nor considered unemployed (Bureau of Labor Statistics, 2015). Therefore, for this study, it is considered to be another category under employment alignment.

For the list classified under HUMSS and non-HUMSS related jobs, the respondents will identify if their employment belongs to the sectors enumerated in the checklist. A blank slate was also provided if the industry was not mentioned in the checklist, and the respondent was allowed to encode the nature of the work. The nature of work identified by the respondent was classified as whether it is a HUMSS or non-HUMSS-related job.

### **Data Gathering Procedure**

To formally access the respondents, a communication letter was sent to the Academic Director of the UC-SHS requesting that this study be conducted. Upon approval, the questionnaire link was distributed and communicated to the graduates through Facebook Messenger. The office of the director also provided a list of the official graduates to be used for cross-checking.

The researchers were able communicate with the respondents since the respondents were former students of the researchers. For ethical purposes, a letter of request and informed consent is part of the questionnaire (through Google Forms) discussing the anonymity of the respondents and the data to be gathered is strictly for research purposes.

### **Treatment of Data**

The data gathered and obtained in this study were organized, presented, and analyzed through frequency and percentage. To determine the significant difference between the socio-demographic profile of the HUMSS graduates when moderated according to their collegiate alignment and employment alignment, Chi-Square Test of Independence was used.

## **IV. RESULTS AND DISCUSSIONS**

### **Socio-demographic profile of the selected HUMSS graduates**

For the socio-demographic profile of the selected HUMSS graduates, frequency and percentage were used. Table 1 presents profile arranging from sex, civil status, monthly income/allowance status, highest educational attainment, residence, and employment status.

**Table 1**  
**Socio-demographic Profile of Selected HUMSS Graduates**

Profile	Frequency	Percentage
<b>Sex</b>		
Male	61	31.10%
Female	135	68.90%
<b>Civil Status</b>		
Single	183	93.40%
Married	13	6.60%
<b>Residence</b>		
City	121	61.70%
Municipality	75	38.30%
<b>Monthly Income/ Allowance Status</b>		
Less than P3,000	0	0%
P3,001 to P6,000	8	4.10%
P6,001 to P9,000	28	14.30%
P9,001 to P12,000	15	7.70%
P12,001 to P15,000	18	9.20%
P15,001 and above	127	64.8%
<b>Highest Educational Attainment</b>		
Senior High School	7	4.10%
Technical/Vocational Graduate	4	2.00%
College Undergraduate	44	22.40%
College Graduate	117	59.20%
Graduate Student (MA, MS, JD)	24	12.20%
<b>Employment Status</b>		
Studying only	23	11.70%
Study and work	6	3.00%
Casual	48	24.40%
Contractual	56	28.60%
Part-time	17	8.70%
Full time regular	27	13.80%
Self-employed	10	5.10%
Unemployed	9	4.60%

Table 1 shows the demographic profile of respondents. Regarding sex, it is observed that 31.10% are males while 68.90% are females. Of the 196 respondents, the majority (93.40%) are single, while a few are married (6.60%). Most of the respondents live in cities (61.70%), while the rest live in municipalities (38.30%). For monthly income/allowance, 4.10% have received a monthly income or allowance of P3,001 to P6,000, 14.30% have P6,001 to P9,000, 7.70% have P9,001 to P12,000, 9.20% received P12,001 to P15,000, and the majority (64.8%) have P15,001 and above monthly. This would confirm that the majority of the graduates are above the poverty threshold since, based on the 2021 Philippine Institute of Development Studies (PIDS), the monthly average estimated poverty threshold in the Philippines is P12,082 (Zoleta, 2022; PSA, 2021).

In terms of highest educational attainment, more than half (59.20%) are college graduates, and several are college undergraduates (22.40%). There are a handful of respondents



(12.20%) who are currently graduate students (law or master students), a few are only SHS graduates (4.10%), and technical/vocational graduates (2.00%). The number shares the results of Arimbay and Veloso (2023), Religioso et al. (2022), and Awi et al. (2021), which indicate that the majority of the curriculum exits of the graduates to pursue higher education.

Regarding employment status, 23 respondents are currently studying, 6 are simultaneously studying and working, 48 are casual workers, 56 are contractual, 17 are part-time workers, 27 are full-time regular, 10 are self-employed, and 9 are unemployed. The data indicates that most of the graduates are employed rather than unemployed. In addition, most of the graduates are casual, contractual, and part-timers because, looking into the timeframe, most of the respondents just graduated in 2022. This implies that the majority are in the entry-level positions of their respective work organizations.

### Collegiate alignment of the selected HUMSS graduates

For the collegiate alignment of the respondents, frequency, and percentage were used. Table 2 presents the collegiate alignment arranged from those with HUMSS-related degrees, non-HUMSS-related degrees, and no collegiate background.

**Table 2**  
**Collegiate Alignment of the Selected HUMSS Graduates**

Collegiate alignment	Frequency	Percentage
HUMSS-related degrees	137	69.90%
Non-HUMSS-related degrees	48	24.50%
No collegiate background	11	5.60%
<b>Total</b>	<b>196</b>	<b>100.00%</b>

Based on Table 2, 137 out of 196 respondents are HUMSS-related, 48 out of 196 are non-HUMSS-related, and 11 out of 196 did not enter college. It can be incurred that most of the college degree entry of SHS graduates is aligned with their strand. In this case, HUMSS graduates are more likely to take up HUMSS-related degrees in college. This is in consonance with the studies of Cho-oy (2023), Barroso et al. (2022), Nazareno et al. (2021), Santos et al. (2019), Arded (2019), and Tutor et al. (2019) wherein the strands of the SHS graduates are aligned with their preferred higher education courses. However, it should also be acknowledged that there is always a possibility of misalignment in the collegiate alignment and strands of SHS graduates, which is also similar to the findings of Religioso (2022), Padios (2021), Quintos et al. (2020), and Tutor et al. (2019) wherein misalignment of college degrees seems to be unavoidable among SHS graduates and will always exist.

**Table 3**  
**College Degrees Taken by the Respondents**

College Degrees	College Status				Total	Percentage	Rank
	Undergraduate	%	Graduated	%			
<b>HUMSS related degrees</b>							
Bachelor of Arts in English	1	0.50%	3	1.50%	4	2.00%	5 <sup>th</sup>
Bachelor of Science in Forensic Science	2	1.00%	2	1.00%	4	2.00%	5 <sup>th</sup>
Bachelor of Arts in Mass Communication	2	1.00%	16	8.20%	18	9.20%	3 <sup>rd</sup>
Bachelor of Arts in Political Science	3	1.50%	17	8.70%	20	10.20%	2 <sup>nd</sup>
Bachelor of Science	0	0.00%	3	1.50%	3	1.50%	6 <sup>th</sup>

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in Elementary Education							
Bachelor in Public Administration	0	0.00%	1	0.50%	1	0.50%	8 <sup>th</sup>
Bachelor of Arts in Behavioral Science	1	0.50%	3	1.50%	4	2.00%	5 <sup>th</sup>
Bachelor of Science in Criminology	7	3.60%	13	6.60%	20	10.20%	2 <sup>nd</sup>
Bachelor of Physical Education	1	0.50%	2	1.00%	3	1.50%	6 <sup>th</sup>
Bachelor of Science in Psychology	7	3.60%	22	11.20%	29	14.80%	1 <sup>st</sup>
Bachelor of Science in Public Safety (PNPA)	1	0.50%	1	0.50%	2	1.00%	7 <sup>th</sup>
Bachelor of Arts in Social Sciences	0	0.00%	1	0.50%	1	0.50%	8 <sup>th</sup>
Bachelor of Science in Social Work	1	0.50%	3	1.50%	4	2.00%	5 <sup>th</sup>
Bachelor of Science in Secondary Education major in English	2	1.00%	7	3.60%	9	4.60%	4 <sup>th</sup>
Bachelor of Science in Secondary Education major in Science	1	0.50%	3	1.50%	4	2.00%	5 <sup>th</sup>
Bachelor of Science in Secondary Education major in Filipino	0	0.00%	4	2.00%	4	2.00%	5 <sup>th</sup>
Bachelor of Science in Secondary Education major in Mathematics	1	0.50%	1	0.50%	2	1.00%	7 <sup>th</sup>
Bachelor of Science in Secondary Education major in Special Education	1	0.50%	3	1.50%	4	2.00%	5 <sup>th</sup>
Bachelor of Science in Secondary Education major in Values Education	0	0.00%	1	0.50%	1	0.50%	8 <sup>th</sup>
<b>Non-HUMSS related degrees</b>							
Bachelor of Science in Forestry	0	0.00%	1	0.50%	1	0.50%	6 <sup>th</sup>
Bachelor of Science in Real Estate Management	0	0.00%	1	0.50%	1	0.50%	6 <sup>th</sup>
Bachelor of Science in Air Craft Mechanic Technology	1	0.50%	0	0.00%	1	0.50%	6 <sup>th</sup>
Bachelor of Science in Civil Engineering	1	0.50%	2	1.00%	3	1.50%	4 <sup>th</sup>
Bachelor of Science in Electrical Engineering	0	0.00%	1	0.50%	1	0.50%	6 <sup>th</sup>
Bachelor of Science in Financial	0	0.00%	3	1.50%	3	1.50%	4 <sup>th</sup>

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Management Bachelor of Science in Hotel and Restaurant	0	0.00%	5	2.55%	5	2.60%	3 <sup>rd</sup>
Management Bachelor of Science in Industrial Engineering	0	0.00%	1	0.50%	1	0.50%	6 <sup>th</sup>
Management Bachelor of Science in Management Accountancy	0	0.00%	1	0.50%	1	0.50%	6 <sup>th</sup>
Engineering Bachelor of Science in Mechanical Engineering	0	0.00%	1	0.50%	1	0.50%	6 <sup>th</sup>
Engineering Bachelor of Science in Medical Laboratory Sciences	0	0.00%	2	1.00%	2	1.00%	5 <sup>th</sup>
Health Sciences Bachelor of Science in Nursing	3	1.50%	9	4.60%	12	6.10%	1 <sup>st</sup>
Health Sciences Bachelor of Science in Nutrition and Dietetics	0	0.00%	1	0.50%	1	0.50%	6 <sup>th</sup>
Health Sciences Bachelor of Science in Radiologic Technology	0	0.00%	2	1.00%	2	1.00%	5 <sup>th</sup>
Business Bachelor of Science in Business Administration	8	4.10%	3	1.50%	11	5.60%	2 <sup>nd</sup>
Information Bachelor of Science in Information Technology	0	0.00%	1	0.50%	1	0.50%	6 <sup>th</sup>
Physical Therapy Bachelor of Science in Physical Therapy	0	0.00%	1	0.50%	1	0.50%	6 <sup>th</sup>
<b>Total</b>	<b>44</b>	<b>22.50%</b>	<b>141</b>	<b>71.90%</b>	<b>185</b>	<b>94.40%</b>	

About collegiate alignment, Table 3 identifies the college degree enrolled by the respondents and if the respondents are still undergraduates or graduated with their degrees. Table 3 also shows the percentage for each college degree and the ranking for the most chosen or entered college degrees. For HUMSS-related degrees, the highest degree selected and entered by the respondents is Bachelor of Science in Psychology, followed by Bachelor of Arts in Political Science and Bachelor of Science in Criminology, ranked 2<sup>nd</sup>. The 3<sup>rd</sup> most chosen degree is Bachelor of Arts in Mass Communication. For non-HUMSS-related degrees, 1<sup>st</sup> in rank is Bachelor of Science in Nursing, followed by Bachelor of Science in Business Administration (2<sup>nd</sup>), and Bachelor of Science in Hotel and Restaurant Management (3<sup>rd</sup>). The top 3 degrees for both HUMSS and non-HUMSS related degrees conform to the study of Tutor et al. (2019) of the PIDS, in which all these 6 degrees are mentioned in the top 15 college courses enrolled by students.

### Employment alignment of the selected HUMSS graduates

For the employment alignment of the respondents, frequency, and percentage were used. Table 2 presents the collegiate alignment arranged from those with HUMSS-related job, non-HUMSS-related job, currently studying (undergraduate level), currently studying (graduate level), and unemployed.

**Table 4**  
**Employment Alignment of the Selected HUMSS Graduates**

<b>Employment alignment</b>	<b>Frequency</b>	<b>Percentage</b>
HUMSS-related job	81	41.30%
Non-HUMSS-related job	77	39.30%
Currently studying (undergraduate level)	15	7.70%
Currently studying (graduate level)	14	7.10%
Unemployed	9	4.60%
<b>Total</b>	<b>196</b>	<b>100.00%</b>

For Table 4, the employment alignment of the selected HUMSS graduates is as follows: 81 have HUMSS-related jobs, 77 have non-HUMSS-related jobs, 15 are currently studying at the undergraduate level, 14 are currently studying at the graduate level, and 9 are unemployed. For respondents currently studying at the graduate level, it was noted that 13 are taking up Juris Doctor degrees (law school), and 1 is a Master of Arts student.

Based on Table 4, many (41.30%) of the HUMSS respondents are aligned with their employment, which is higher than those with non-HUMSS related jobs (39.30%). The results are coherent with the findings of Religioso et al. (2022), Padios (2021), and Santos et al. (2019), wherein the majority of the SHS strand of graduates are aligned with their employment. The findings also parallel with other tracer studies such as those of Pentang et al. (2022), Cornillez et al. (2021), Albina and Sumagaysay (2020), Cuadra et al. (2019), and Tutor et al. (2019) wherein the job of graduates is relevant with their college degree. Although the findings indicate that a considerable number of HUMSS graduates are aligned with their employment, a portion of HUMSS graduates are not aligned with their employment, accounting for 39.30%. This substantial number is also apparent in the studies mentioned above, which confirms the unavoidability of employment mismatch among the SHS graduates.

However, it should also be considered that there are respondents who are still studying, which accounts for 7.70% at the undergraduate level and 7.10% at the graduate level. This implies that there will be definite changes in the overall data for employment alignment once these students have their degrees and/or attain a job.

**Table 5**  
**Nature of Employer**

<b>Nature of Employer</b>	<b>Frequency</b>	<b>Percentage</b>	<b>Rank</b>
<b>HUMSS related job</b>			
Academe	28	14.30%	2 <sup>nd</sup>
Government (Administrative)	30	15.30%	1 <sup>st</sup>
Health or Medical Field	9	4.60%	4 <sup>th</sup>
Law Enforcement	10	5.10%	3 <sup>rd</sup>
Media	2	1.00%	5 <sup>th</sup>
Non-Government Organization (NGO)	2	1.00%	5 <sup>th</sup>
<b>Non-HUMSS related job</b>			
Agriculture	2	1.00%	8 <sup>th</sup>
Business process outsourcing (BPO)	10	5.10%	3 <sup>rd</sup>
Business Co-Owner	4	2.00%	7 <sup>th</sup>
Retail Business	11	5.60%	2 <sup>nd</sup>
Construction	2	1.00%	8 <sup>th</sup>
Cosmetics	1	0.50%	9 <sup>th</sup>

Finance or Banking	4	2.00%	7 <sup>th</sup>
Food and Beverages	4	2.00%	7 <sup>th</sup>
Health or Medical Field	13	6.60%	1 <sup>st</sup>
Information Technology	4	2.00%	7 <sup>th</sup>
Manufacturing	5	2.60%	6 <sup>th</sup>
Recreation	2	1.00%	8 <sup>th</sup>
Service Industry	8	4.10%	4 <sup>th</sup>
Tourism	6	3.10%	5 <sup>th</sup>
Transportation	1	0.50%	9 <sup>th</sup>
<b>TOTAL</b>	<b>158</b>	<b>81.10%</b>	

Table 5 specifically categorizes the nature of the respondents' employers. For HUMSS-related jobs, the government ranks first as the employer of the respondents, accounting for 15.30%. In terms of the government, all respondents identify that the nature of the job focuses on administrative and clerical work. The second common employer is the academe which homes 14.30% of the respondents. The third is the law enforcement sector, which accounts for 5.10% of the respondents. Regarding non-HUMSS-related jobs, the first in rank is the health or medical field (6.60%). Second is retail business (5.60%). And third are those working in business process outsourcing (BPO) (2.00%). The results are analogous to the findings of Awi et al. (2021), wherein employers such as the government, health, and BPO are the common destinations for SHS students to work.

The findings for both Tables 4 and 5 further imply that the HUMSS respondents have a high likelihood of employability, wherein the total of HUMSS and non-HUMSS related jobs accounts for 80.60%. Moreover, Table 4 indicates that 4.60% are unemployed. This can be accorded with the study of Carada et al. (2022), wherein SHS graduates, regardless of the strand, were rated as having a high likelihood of employment. The findings also validate the versatility and flexibility of the HUMSS strand, which offers a wide range of employment opportunities (REVA, 2021).

### **Socio-demographic profile and the collegiate alignment of the selected HUMSS graduates**

This portion presents the test of significant differences between the socio-demographic profile and the collegiate alignment of the selected HUMSS graduates. The Chi-Square Test of Independence was used in this part.

**Table 6**  
**Test of Significance Between the Socio-demographic Profile and the Collegiate Alignment of the Selected HUMSS Graduates**

<b>Socio-demographic Profile</b>	<b>Collegiate Alignment</b>			
	<b>Chi-Square</b>	<b>df</b>	<b>P-value</b>	<b>Interpretation</b>
Sex	0.162	2	0.922	Not significant
Civil Status	25.623	2	0.000	Significant
Residence	2.767	2	0.251	Not significant
Monthly Income/ Allowance Status	29.871	8	0.000	Significant
Highest Educational Attainment	55.461	8	0.000	Significant
Employment Status	64.220	14	0.000	Significant

*Legend:  $p \leq 0.05$  - Significant*

Regarding the socio-demographic profile and the collegiate alignment of the selected HUMSS graduates, Table 6 reveals that among the socio-demographic profile, civil status, monthly income/allowance status, highest educational attainment, and employment status

show a significant difference in collegiate alignment. This is supported by the obtained p-value (0.000) at a level of significance. This means that civil status, monthly income/allowance status, highest educational attainment, and employment status are predictors that affect the respondent's collegiate alignment. On the other hand, sex and residence display no significance regarding collegiate alignment.

For civil status, Orion et al. (2014) argue that civil status is a contributory factor that leads students not to pursue college education since married students prioritize their family over studying. Regarding monthly income or allowance status, the study validates that college degree holders promise higher incomes (Nietzel, 2021). Moreover, Daway-Ducanes et al. (2022) posit that more affluent household have higher probabilities of entering college and their preferred degrees. Correspondingly, Jerrim et al. (2015) suggest that economically disadvantaged students are much less likely to enter a college than their more advantaged peers. For the highest educational attainment, the significance in terms of collegiate alignment can be explained by Religioso et al. (2022), wherein the SHS program, together with the schools, ensures the alignment of the strand to the chosen college degree of the student.

### **Socio-demographic profile and the employment alignment of the selected HUMSS graduates**

The test of significant differences between the socio-demographic profile and the employment alignment of the selected HUMSS graduates are presented here. The Chi-Square Test of Independence was used in this portion.

**Table 7**  
**Test of Significance Between the Socio-demographic Profile and the Employment Alignment of the Selected HUMSS Graduates**

Socio-demographic profile	Employment Alignment			
	Chi-Square	df	P-value	Interpretation
Sex	6.300	5	0.278	Not significant
Civil Status	8.704	5	0.121	Not significant
Residence	6.586	5	0.253	Not significant
Monthly Income/ Allowance Status	54.114	20	0.000	Significant
Highest Educational Attainment	128.588	20	0.000	Significant
Employment Status	219.328	35	0.000	Significant

*Legend:  $p \leq 0.05$  - Significant*

Table 7 presents that among the socio-demographic profile, monthly income/allowance, highest educational attainment, and employment status exhibit a significant difference in the employment alignment of the respondents wherein all obtain a p-value (0.000) lesser than 0.05.

Concerning monthly income or allowance and employment status, the significance can be elaborated by Cheng (2021), where a college major and the current occupation significantly predict life satisfaction. Such indicators of life satisfaction are income, salary, and employment status. Importantly, Pentang et al. (2022) suggest that schools were able to prepare students for their employment, ensuring employment alignment and competitive income. For the highest educational attainment, the result can be attested in the study of Schmitt-Wilson and Faas (2016) wherein educational attainment predicts occupational ambitions.

Sex, civil status, and residence does not pose a significant difference in employment classification. This is in consonance with the study of Abd Majid et al. (2020), wherein sex

and civil status do not affect the graduates' employment and employability. The same study also argues that sex and civil status do not determine the nature of employment.

## V. CONCLUSIONS AND RECOMMENDATIONS

### Conclusion

In general, this tracer study presents that majority of the selected HUMSS graduates are already college graduates. Mainly, all are employed as part-time, casual, and contractual workers. Commonly the respondents received a monthly income or salary higher than the poverty threshold of approximately P12,000.

Most of the HUMSS graduates of the UC-SHS are aligned in terms of their collegiate background. In terms of employment, there is a substantial portion of HUMSS graduates that are not aligned and a notable number of those who are currently studying. Specifically, more graduates are aligned in their employment than those who are not. Hence, the study reveals a noteworthy trend of collegiate and employment alignment among most HUMSS graduates but also a considerable number of those who do not.

The alignment in college education implies that many HUMSS graduates pursue degrees or fields related to their strand. This can be attributed to civil status, monthly income/allowance, highest educational attainment, and employment status. Regarding employment alignment, a significant number of graduates were able to land jobs related to the HUMSS strand. Factors such as monthly income/allowance, highest educational attainment, and employment status may contribute to the employment alignment of the graduates.

### Recommendations

Hence, the following recommendations are proposed to improve and sustain the collegiate and employment alignment of HUMSS students. First, schools, particularly the guidance offices, must provide career guidance programs that will assist students in deciding their college degrees and future careers; the programs must be initiated at the junior high level since this is where the students will first decide on the strand they will pursue. The program's initiative by the guidance office should incorporate work exposure through field visits and talks from guest speakers representing various professions. Interestingly, schools can invite alumni or graduates who have successfully aligned their college degrees and careers to inspire and guide students.

Second, SHS should foster partnerships with companies, government, or other work organizations to facilitate work immersions or internships. This would provide students practical insights regarding their preferred career or work path, which can reduce the possibility of employment misalignment and link students to possible employment opportunities.

Third, there should be regular monitoring and evaluation of the HUMSS and other strand curriculums, and individual schools (private and public) to see if the program is up-to-date with the demands of the industry and society. Also, similar tracer studies are highly recommended to focus on public schools since most Philippine SHS students are graduating. Moreover, schools and government agencies, specifically DepEd, must regularly review and revisit the program and each course to see if it aligns with the evolving skills and competencies needed by the economy, society, and the students. Moreover, tracer studies should be conducted regularly to evaluate the current HUMSS and other strand programs, make necessary improvements and innovations, and produce new programs in the future.

Lastly, comparative studies can be conducted focusing on other countries facing similar challenges in aligning basic education with college and employment can provide valuable

insights. Additionally, sharing best practices and outcomes through international education platforms and conferences can foster global learning and adaptation of successful models across different educational contexts.

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## The Neoliberal Agenda of the Malaysian Education Blueprint 2013-2025: A Framework for the Development of Cosmopolitan Nationalism

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**Abstract:** *The socio-economic structure of Malaysia today derives from a blend of neoliberalism and unique domestic circumstances. Therefore, any attempts at reforms to escape the middle-income trap and become a developed nation must take into consideration the socio-cultural needs of various ethno-religious groups to ensure that the other goal of national unity is also achieved. This study employs a critical text-oriented discourse analysis, integrating Critical Discourse Analysis and Critical Policy Studies, to examine the 2013-2025 Malaysian Education Blueprint's (MEB) language and rhetoric, revealing how neoliberal values interact with Malaysia's diverse educational and socio-cultural context. This paper argues that the MEB, while embracing neoliberal values, whether deliberately or inadvertently, is developing the unique concept of "cosmopolitan nationalism". This is shown through the types of skills emphasized throughout the blueprint, the adaptations of the national curriculum to international standards, the introduction of an international curriculum in national schools, and also the expansion of privately-funded international schools in Malaysia, which all points towards the fact that the government has given in to neo-liberal pursuit of achieving international competitiveness while trying to preserve its unique national multicultural identity. This paper, therefore, highlights the potential for Malaysia to leverage neoliberal ideas to further develop economically by transcending primal ethnic divisions.*

**Keywords:** *neoliberalism, cosmopolitan nationalism, multiculturalism, Malaysia, Malaysian Education Blueprint*

### I. INTRODUCTION

Neoliberalism as a concept first appeared in Europe and Latin America in the 1950s and 1960s but did not appear in full force until the 1970s (Nef & Robles, 2000, 28). A neo-liberal economy is characterized by privatization and deregulation in both the product and labor markets, and the opening to international movements of resources. Due to neoliberal reforms all around the world, world trade has grown rapidly, and the power of capital has increased although trade is still not totally free. Despite constant challenges to free-market dogmas from nationally “governed markets” and “developmental states” and the challenge of its hegemony from the global financial crisis, the current shape of the international economy is still a neoliberal one. For countries that have embraced the global economy through export-orientation, international markets are paramount. This is the case of the Asian Tigers and the Tiger Cubs, Malaysia included. Neoliberal educational policies tend to focus on the application of knowledge that increases the level of productivity, not just for the individual, but for the overall economy, measured through Total Factor Productivity (TFP) levels (Spring, 2015). It has also been suggested that one manifestation of neoliberalism in education is the expansion of international curricula such as the International A-Levels (IAL) and International Baccalaureate Diploma Program (IBDP) which is governed not by a

national entity, but an international one, such as the International Baccalaureate Organization, Cambridge Assessments & International Education (CAIE), or Pearson (Tay, 2023). This trend is consistent with the other neoliberal ideas of reduced state intervention, increased privatization, and increased deregulation which leads to more competition and choices.

However, as Morrow & Torres (2000, 84) has observed about neoliberalism in the 21<sup>st</sup> century, at the very moment that nations were losing some control over economic policies and were cutting expenditures, educational policy took on even greater significance. The state is not powerless in the face of globalization, but different states have varying capacities to manage “national interests” (Rizvi, 2010, 68). At the same time, the philosophy of education looks like it is changing - from creating ideal citizens of a border-constrained national entity, loyal to that specific entity, to creating global citizens who are unconstrained by national borders, whose only loyalty is in the international markets. It is in this capacity that the research in this paper on the Malaysian Education Blueprint (MEB) of 2013-2025 was framed. This paper argues that there is a middle ground to this dichotomy, cosmopolitan nationalism. Whether inadvertently or deliberately, the MEB, through its neoliberal values, could be seen as developing a sense of cosmopolitan nationalism in the next generation of Malaysians which could safeguard the Malaysian government’s wider policy agenda to achieve the macroeconomic objective of growth in the 21<sup>st</sup> century while maintaining social cohesion. This paper begins by reviewing the literature on the concepts of “Actually Existing Neoliberalism” and “Cosmopolitan Nationalism”, followed by an explanation of the methodology used. Then, the relevant features of the MEB and its progress is analyzed, focusing on the language and rhetoric used in the document and the rationale behind them in the context of a diverse ethno-linguistic society that is Malaysia. This is followed by a discussion of how the policy is neoliberal in nature but is balancing the needs of the various ethno-linguistic communities, to form a cosmopolitan nationalist identity.

## **II. RELATED LITERATURE**

### **Actually Existing Neoliberalism**

A neoliberal society is socially imagined to be a society that prioritizes individual rights, freedom, responsibilities, and the pursuit of self-interest over collective welfare (Evans & Sewell, 2013). In the neoliberal production function, the strength of the economy depends on the quality and quantity of its factors of production, namely land, labor, capital, and enterprise. Therefore, citizens of a country are regarded as a factor of production, labor, or more commonly referred to as human capital. The development of human capital can lead to further growth and development of an economy. The higher the quantity and quality of education that one gains, the better the human capital is, and therefore, the faster the economy can grow. In other words, getting education can be seen as investment capital, dedicated to increasing wages and economic growth, rather than citizenship, cultural preservation, or “education for its own sake” and “education as a pure luxury” (Brown, Lauder & Cheung, 2020). Employers, as rational actors, will hire based on merit and hire the most able, irrespective of their social background. This social imaginary therefore sees the perks of education as instrumental, to get students jobs in the future. This view was guided by the neoliberal evangelization by Bretton Wood institutions which most likely dictated domestic policies, including the General Agreement of the Trade in Services (GATS) by the World Trade Organization (WTO). These multinational institutions promoted a simple new strategy that focuses on learning as a mean to develop knowledge, skills, and competencies for growth, development, and poverty reduction (Spring, 2015; Sidhu, 2007)



In practice, however, there are marked and constitutive discrepancies between the utopian and romantic idealism of the neoliberal narratives mentioned above and the variegated realities of those governing schemes and restructuring programs variously enacted in the name of competition, choice, freedom, and efficiency (Peck, Brenner, & Theodore, 2018, 3; Rodrik, 2023). Neoliberal commentators, for example, saw the emergence of a few developmental models as free-trade models (Berger, 2006, 118); however, even the Asian Tiger economies, the World Bank's poster child of economies that grew rapidly due to trade liberalization, was not fully adhering to every single conception of neoliberalism. There was no doubt that these economies did grow due to exports and their participation in the international economy (World Bank, 1994; Lee, 1981; Woronoff 1992; Wu, 1989); however, it was not simply a laissez-faire system that facilitated this export orientation. Most of these Asian economies had to work hard to develop their comparative advantage in manufacturing and it was the government's ability to mobilize this domestic transformation through strong government support and leadership in the economy (Lee, 1981; Chang, 2003). In addition, instead of promoting competition and greater opportunities for small and medium businesses, many of these "Miracle Economies", were characterized by a growing concentration of economic power in the hands of a small number of large oligopolistic corporations such as the Chaebol in South Korea and the Keiretsu in Japan which led the way in exports and economic development (Nolan, 2001 in Berger, 2006). Therefore, a more appropriate term to explain their success could be "export-promotion" rather than "export-orientation".

It is the "flexible credo" of neoliberalism and the existence of it in conjunctural forms that has warranted a need to analyze this phenomenon through the lens of "actually existing neoliberalism", not ignoring the domestic political histories that may refract international economic paradigms differentially (Peck, Brenner, & Theodore, 2018; Thachil, 2009). For example, in the case of Malaysia, Joseph's (2018) conceptualization of "ethnicized neoliberalism" may be more encompassing. She argues that besides the clearly Keynesian reaction towards the 1997 Financial Crisis, the Malaysian path to development at other times has fitted with the neoliberal imaginary but it also contains significant influence from precolonial and postcolonial socio-economic models that considers the positioning and needs of different ethno-religious groups. This has given rise to an economic system where competition may not be as fair and equal and where the state may not be as absent as the neoliberal ideal would suggest.

In fact, Malaysia's liberal economic order can be traced all the way back to the 15<sup>th</sup> century during the Golden Age of the Malacca Malay Sultanate, if not earlier, when this city became an entrepôt, taking full advantage of the high level of trade traffic and the trade winds on the Straits of Malacca. Since then, international trade has been its main source of income which attracted both colonialism and inward migration. Throughout the centuries, as traders and laborers started migrating, the most significant of which were the migration of the Chinese and Indians in the 19<sup>th</sup> and early 20<sup>th</sup> centuries, which further fueled economic growth but at the same time increased inequality between the different ethnic groups. Various attempts have been made to try to reduce the socio-economic divide amongst the ethnic groups, the most prominent of which was the New Economic Policy (1971-1991), which tried to increase the share of Malay equity ownership and created a new Malay middle class, through preferential treatment in various aspects of civic life. Except for a brief attempt of import-substitution in the 50s and 60s, modern Malaysia promoted export-led industrialization and continued somewhat with a laissez-faire economy left behind by the British. Further liberalization in the global economy in the 80s and 90s also meant that Malaysia needed to follow suit, and the government had to find new avenues to stay competitive. The solution was increased privatization and trade liberalization, not only under the rule-based multilateral trading system of the World Trade Organization (WTO) but also

the pursuance of regional, bilateral, and “mega” trading arrangements to complement the multilateral approach to trade liberalization (MITI, 2023). However, leading these reforms is still an “ethnocracy”, a state founded, during colonial times, on ethnic politics where there is still a dichotomy between the Malays and indigenous groups called the *Bumiputera* (sons of the soil) and the non-*Bumiputera* (Wade, 2009; Gibson & Bailey, 2023).

### **Cosmopolitan Nationalism**

Cosmopolitanism refers to the idea of a citizenship which is not tied to a bounded political community whereas nationalism refers to a Westphalian concept of citizenship which demands loyalty to a specific political entity which is competing with other sovereign states (Hutchings & Dannreuther, 1999). The idea of cosmopolitanism can be traced back to John Locke who claims that citizens of a state are first and foremost individuals who are members of, and participants in, a universal order and that national politics is subordinate to natural law. In fact, a pure cosmopolitan may see the concept of “them” or “others” as non-existent. Therefore, cosmopolitanism can be seen as an antithesis to nationalism and some observers such as Cheah & Robbins (1998) have explored whether the former will displace the latter, in a situation where neither can live while the other survive.

Therefore, the term cosmopolitan nationalism may seem like an oxymoron due to its contradictory outlook of the world, as cosmopolitanism by the definition may require the citizens of one nation to honor obligations to peoples elsewhere and undercut primary loyalties, providing them the same treatment and giving them the same priority as the peoples of the same nationality (Yemini et al, 2022). However, this battle between cosmopolitanism and nationalism may not be a battle at all if a more nuanced approach towards the term cosmopolitanism is taken. The previous paragraph outlines a very idealistic, romanticized, and elitist image of a world without borders, but on the other hand, may also invoke a dystopian future where there are no cultural and individual differences. However, different types or even levels of cosmopolitanism should be taken into consideration. In Kleingeld & Brown’s (2019) taxonomy of contemporary cosmopolitanisms, she noted three types of cosmopolitanism – moral, cultural, and economic. Moral cosmopolitanism was divided into two major categories – strict and moderate. Strict cosmopolitans do not treat anyone differently while moderate cosmopolitans do acknowledge that there are special duties to compatriots. In the debate over cultural cosmopolitanism, a similar division can also be seen, where one group encourages cultural diversity and appreciates a multicultural *mélange* while the other has a strong objection to the rights of minority cultures. The middle ground may be a situation where the importance of cultural attachments for the good of human life can be acknowledged but that a person’s cultural identity should not be defined by any bounded or homogenous subset of the cultural resources available in the world. Both moderate views of cultural and moral cosmopolitanism resonate with Kwame Anthony Appiah’s ‘rooted cosmopolitanism’, which recognizes local identities as being compatible with a cosmopolitan view of the world (Jones, 2022).

The final form of cosmopolitanism, economic cosmopolitanism, unsurprisingly promoted by neoliberal economists, is the view “that one ought to cultivate a single global economic market with free trade and minimal political involvement” (Kleingeld & Brown, 2019). Rizvi (2009) develops upon this idea of Economic Cosmopolitanism but calls it Corporate Cosmopolitanism, which he defines as cosmopolitanism that is a natural outcome of the neoliberal market economy where national borders inevitably become less significant, and in which individual freedom has the potential not only to produce greater mobility and innovation but also result in greater cultural tolerance. However, for any market to function, there needs to be market actors and in this case the market actors could be seen as rooted in national entities. For example, the World Bank’s Global Competitiveness Index and the Ease

of Doing Business Index, KOF's Index of Globalization, INSEAD's Global Talent Competitiveness Index all rank national entities, putting them in competition with one another. These rankings have, amongst other things, put the onus on governments and national policy to pave the way for the success of a nation and its citizens in international markets. This can be seen as a revival of nationalism in which there is a state-led fusion of global voyages in various aspects of national policy making through the national cultivation of the political 'we' and this is what Yemini et al (2022, 322) calls 'cosmopolitan nationalism'.

The neoliberal world order which is also rooted in the idea of trade and specialization under comparative advantage conditions, also creates a social imaginary where success in the international markets can be seen as a positive-sum game, not a zero-sum one, unlike the consequences of mercantilism. This is like Reich's (1991, 311) conception of "positive economic nationalism", in which each nations' citizens take primary responsibility for enhancing the capacities of their countrymen for full and productive lives, but who also work with other nations to ensure that these improvements do not come at other expense. When governments are added to the equation in the economic history of the 20<sup>th</sup> and 21<sup>st</sup> century, then this conception of cosmopolitan nationalism becomes very similar to the idea of the developmental state, where the government is helping develop an economy's comparative advantage to be able to compete in the international markets. At the earlier stages of economic development, this comparative advantage may simply be a low-cost labor force for simple manufacturing, but as an economy advances, more complex skills may require development.

Malaysia fits within this discussion on cosmopolitan nationalism in multiple ways. Malaysia herself can be seen as a cosmopolitan country, through the multi-ethnic and multi-religious nature of this country as described in the previous section. This has created lots of room for moral and cultural cosmopolitanism to develop, as various groups work together to create a stable and prosperous society, albeit limited to one geographical area in the world. In addition, within the cosmopolitan mix of people in Malaysia, one specific community stands out as being cosmopolitan by itself, my own community, the Straits Chinese, a community that has grown from the intermarriage of Chinese immigrants to the local Malays since the 15<sup>th</sup> century (Jones, 2022). The merging of two distinct cultures throughout the centuries has created a unique ensemble of traditions, food, attire, and language. In addition, when the British arrived, it was the leaders of this community that were most equipped in their cosmopolitan outlook of the world to act as an intermediary between the new colonial power, new immigrants, and the locals. Many Straits Chinese became officers of the British empire, speaking not just Chinese dialects, but also Malay and English fluently. This community "articulated a cosmopolitanism that embraced multiple, layered identities while simultaneously negotiating a place for themselves in a potentially egalitarian British Empire and a deterritorialized Chinese nation" (Jones, 2022, Ch. 5 1). Even until today, in independent Malaysia, this community continues to negotiate the space between being categorized and fully assimilated in the same group as the Chinese who migrated to Malaysia in more recent waves, or to push for official recognition of a status that is closer to the majority Malays, as *bumiputera*. Zooming out from Malaysian society again, together with the rest of Malaysia, its people are finding themselves navigating between their ethno-religious identity and a more agnostic global citizenry.

Put the government in the picture and we see an interventionist government in Malaysia who is trying to educate its citizens in both national and international values to be effective players in the neoliberal world order to foster growth and development for the country. In this case, the pressures of cosmopolitanism and nationalism sometimes work together. As Maxwell et al (2020) noted, this is very similar to the policies of other countries, where

despite the ‘global turn’ through which policy and curricula provision offers an international inflection, the motivation behind such initiatives is deeply embedded in nationalistic rationales. However, there are also “conflicting pressures within national education structures to promote internationalization and a global gaze, while also seeking to remain locally relevant and a primary contributor to national projects of economic development, social cohesion and creating the ‘right kinds’ of citizens” (Maxwell et al, 2020, 846). For instance, the possibility that the education system is creating global citizens may undercut the primary loyalties citizens have towards their own countries and in some way, help promote brain drain. This could push the liminal existence of some citizens over the fence as can be seen from the high number of emigrants from Malaysia.

### III. METHODOLOGY

This study employed a critical text-oriented discourse analysis to scrutinize the Malaysian Education Blueprint (MEB) of 2013-2025, focusing on language and rhetoric that promote market-oriented values and principles. The research approach combined Critical Discourse Analysis (CDA) with Critical Policy Studies (CPS) to uncover how language (re)produces social practices and privileges particular ideologies, as outlined by Mulderrig, Montesano Montessori, and Farrelly (2019). CDA was utilized to examine how language shapes, contests, and transforms social issues, driving social change, while CPS provided a framework for understanding the role of meaning-making practices in policy formulation and interpretation. This integration emphasized the importance of both discourse and contextual analysis in policy studies.

The chosen methodology was designed to capture the complex ways in which policy language reflects socio-political dynamics, cultural values, and ideological stances. Data were collected from the MEB itself (Ministry of Education, 2013), along with various evaluations, including official reports (Ministry of Education, 2014; Ministry of Education, 2023) and academic analyses (Kamaruddin & Mohd. Matore, 2020; Ramli, Awang, & Yusoff, 2021; Selamat, Kamaruddin, & Abdul Musid, 2019). This data collection aimed to uncover the genesis and significance of the MEB and to critically analyze the language used to understand its underlying assumptions and ideological perspectives.

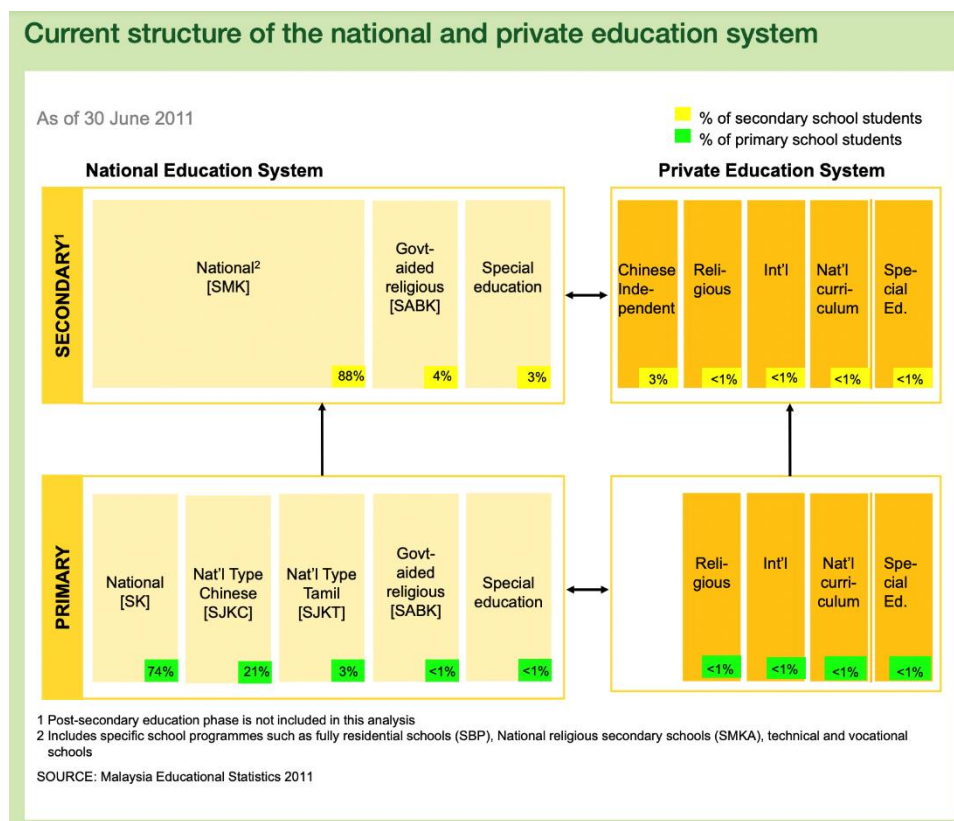
The methodology integrates reflexive thematic analysis, which was crucial for interpreting the policy document and revealing insights into the educational strategies proposed. Initially, the MEB was read and re-read to develop a deep familiarity with its content. A systematic coding process was then applied to highlight relevant phrases and statements. Themes were collated from these codes, and a thematic map was generated, capturing patterns of response and meaning related to the research questions (Braun & Clarke, 2006). Themes such as "competitiveness," "efficiency," "accountability," and "performance outcomes" were identified as indicators of neoliberal ideology, while themes like "multi-ethnicity," "bilingualism," "religion," and "culture" reflected the Malaysian societal context. The analysis also investigated how the blueprint framed education to produce human capital for a globalized economy, emphasizing standardized testing and measurable results.

To enhance methodological rigor, the study employed several strategies to manage potential biases and ensure the reliability of the analysis. Reflexivity was maintained throughout the research process, acknowledging the researcher's positionality, as a Malaysian from a “cosmopolitan heritage”, an educator, and an economist, and its potential impact on the analysis. Additionally, the study used techniques to ensure the validity of the themes, including cross-checking codes and themes with additional literature.

#### IV. RESULTS AND DISCUSSION

The Malaysian Education Blueprint 2013-2025 is a comprehensive policy document that outlines strategies and objectives for the entire education system except for Higher Education (which is covered in the Malaysian Higher Education Blueprint 2015-2025). It outlines the issues facing the Malaysian education system, five aspirations of the education system, and 11 shifts to transform the system, all with an objective to create students who will have 21<sup>st</sup> century skills. The first shift out of the 11 shifts outlined in the MEB to transform the education system is to “provide equal access to quality education of an international standard” (Ministry of Education, 2013). However, even before introducing this specific shift, it is clear what the goal of this transformation is – to create an education system that develops 21<sup>st</sup> century skills and knowledge required to drive the country’s economic growth and prosperity in an increasingly competitive global environment (Razak, 2013).

The MEB recognizes the diversity of the Malaysian education system where neoliberal discourses of economic globalization, capitalism and the free market sit alongside discourses of what it means to be Malay, Chinese, Indian, Muslim, Christian, Buddhist, Hindu, to name a few. The importance of ethno-religious collective values and behavior alongside capitalist values and behaviors are clearly reflected in the education system, from early childhood education to higher education. Since the times of British colonial rule, different school types took shape along ethnic, religious and linguistic lines to prepare them for their allocated role in the colonial scheme (Noor & Symaco, 2017). These separate schools that use Malay, Chinese, or Tamil as the medium of instruction and Islamic and Christian Missionary schools, still exist today and nearly all of which are supported by the government to appease the needs and wants of the different communities. The latest addition to this mélange of schools in Malaysia is the Type C International Schools (Hayden & Thompson, 2013) which has grown rapidly due to the continued spread of neo-liberal imaginaries. These International Schools, which once only catered to the expatriate community and were not part of the national education system, have opened their doors to locals and Malaysians now make up most of the student body in these schools. This started in 2006 when the government started allowing Malaysians into international schools but with a quota of only 40% of the entire student body but then was fully liberalized in 2012 when this quota was abolished (Ministry of Education, 2006; Ministry of Education, 2012) Figure 1 below summarizes the entire primary and secondary education system in Malaysia.



**Figure 1: Current Structure of the Primary and Secondary Education System in Malaysia (Taken from the Malaysian Education Blueprint 2013-2015)**

At the same time, recognizing the evolving demands of the contemporary world, the policy framework emphasizes that traditional academic proficiencies, encapsulated by the "3 Rs" - Reading, wRiting, and aRithmetic - are insufficient in the interconnected and fast-paced global landscape. In addition, both anecdotal evidence and the blueprint recognized that Malaysian students have historically always excelled at reproducing subject content but struggle with higher-order thinking skills (HOTS). The MEB also singles out the underperformance of Malaysian students in International Large-Scale Assessments such as PISA and TIMSS, mentioned in the blueprint more than 100 times, which indicate that "Malaysian students are less able to apply knowledge and think critically outside of familiar academic contexts" (Ministry of Education, 2013, 2-5). Although subject content is still needed, it is important to be able to reason, to extrapolate, and to creatively apply their knowledge in novel and unfamiliar settings. Therefore, the MEB places a premium on developing a generation capable of innovation, problem-solving, and applying knowledge effectively across diverse contexts. Terms like 'creativity', 'innovation', 'knowledge', 'skills', 'globally competitive', and 'critical, creative and innovative thinking skills', peppered throughout the MEB, embody the neoliberal emphasis on producing a workforce geared for the demands of the global market. The emphasis on the perception of multinational companies and "global competitiveness" also points to this. For example, it was through surveys that were conducted with Malaysian and multinational companies that suggested that Malaysian students fall short on soft skills such as leadership skills. This also aligns with the focus on HOTS, reflecting a neoliberal aspiration for an education system that caters to higher-order cognitive abilities, seen as critical for the contemporary economic landscape.

To achieve this, this blueprint started the revamping of the national curriculum. A new national curriculum was envisaged, the Primary School Standard Curriculum (KSSR) and Secondary School Standard Curriculum (KSSM). Compared to the old primary school

curriculum, for example, Reasoning is now being emphasized as well as Reading, wRiting, and aRithmetic – making it a 4R approach instead of a 3R. Additional school-based assessments were integrated into the curriculum and student assessment during primary school will no longer consist of an external examination. In the only remaining external examinations, the Year 10 examinations called the Malaysian Certificate of Education (SPM), 50% of the examination will test HOTS. This would also be part of the reforms that are intended to put Malaysia's performance on TIMMS and PISA in the top third of the global rankings by 2025, matching other high-performing education systems in terms of standards, performance, and budget. In addition, the higher emphasis on HOTS also makes the Malaysian national curriculum more comparable to international examinations such as the International GCSEs (iGCSE), International A-Levels (IAL), and the International Baccalaureate (IB) where these HOTS takes a significant portion of the assessment objectives, up to 75% for some exams.

The MEB also outlines plans to pilot the IB Middle Years Programme (MYP) “to enhance the quality of teaching and learning” in 10 secondary schools around the country (Ministry of Education, 2013, 4-6). This is in addition to a handful of fully residential government-funded schools in Malaysia who have already implemented the IB Diploma Program and iGCSEs. In these pilot schools, the guidelines and rules set by the IBO such as the application of the IB Learner Profile and Approaches to Learning framework of communication skills, social skills, thinking skills, research skills, and self-management skills, must be adhered to (Kamaruddin & Mohd. Matore, 2020; Ramli & Yusoff, 2021). In addition, students, at the end of the MYP, in Year 10, will have to complete the MYP Personal Project where each student will use the knowledge and skills (research, thinking and communicative) which they have learnt and practiced since Year 7. The intention mentioned in the MEB of doing this is not to see whether the MYP can be implemented in more schools, instead, the findings from this pilot will be used to help with the further development of the national KSSM curriculum. In fact, the MYP will use the Malaysian curriculum and the only thing different is the approach towards how the Malaysian curriculum will be taught. Students are still required to sit for the SPM, and it is compulsory for them to pass the Malay Language paper.

In addition, it was recognized that the growth of private schools has outstripped the public sector and therefore it is vital that the role of private education was also included in the narrative towards the achievement of the national goal. The MEB recognizes four different types of schools which operate outside government funding:

- Schools which teach the Malaysian National Curriculum, called “Private Schools”
- Schools which teach an International Curriculum, the most popular curriculum offered include the IB Programs, iGCSEs, IAL, South Australian Matriculation, American Degree Programs, and Canadian Pre-University, called “International Schools”
- Schools with an emphasis on Islamic education, which may or may not teach the national curriculum, called “Religious Schools”
- Schools which teach a curriculum developed by Dong Jiao Zong, an educational organization in Malaysia that advocates for and overseas Chinese vernacular schools, promoting Chinese language and culture within the Malaysian education system, using the Chinese language as the main medium of instruction called “Independent Chinese Schools” (Ministry of Education, 2013, 7-11)

Of these four types of schools, the growth of international schools was specifically focused on where the “scaling up international schools” was part of the first wave of reforms to transform the entire education system (Ministry of Education, 2013, A-34). The growth of international schools is also identified as a subsector under the National Key Economic Areas

(NKEA) to drive the economic growth of the nation. Under this policy measure, the growth of international schools was encouraged through the provision of Investment Tax Allowances, the removal of Malaysian students' quota, the deregulation of tuition fees and the promotion of Malaysia as the preferred education destination. This may be one of the few instances where a very specific sub-sector of education is targeted as part of an economic policy, proving how intertwined education and the economy are in a neoliberal environment.

### **Discussion**

The Malaysian government's push for an internationally competitive education system resonates with the neoliberal belief that in a globalized world, nations must produce skilled individuals who can compete on the international stage. This is clearly an approach that emphasizes the development of human capital in Malaysia, where human value is based on the person's contribution to the labor force. The approaches in education outlined in this blueprint is intending to "help children develop the skills they need for the 21<sup>st</sup> century" and "help train young Malaysians who will ask questions and look for answers, and who are willing to think in new ways, design new solutions, and create new opportunities" (Ministry of Education, 2013, 7-1). The emphasis on knowledge and innovation-driven industries echoes the neoliberal conviction that knowledge and innovation are pivotal for economic growth and development in the contemporary era. Education is not merely a public good but to enhance economic productivity and national competitiveness. The increased similarity between the Malaysian examinations and international examinations and the openness of the government to the usage of international curricula in Malaysia can also be seen as evidence of the neoliberalization of education in Malaysia. Such adherence to international standards is not uncommon in the Malaysian education system. Despite having its own examination board and own national examinations, external reviews of the examination papers are conducted by internationally recognized bodies such as Pearson Education Group and CAIE. The inclusion of HOTS such as application, analysis, synthesis, and evaluation in the newer exams stem from the recommendations of these bodies. In addition, in the English Language paper at SPM, candidates also received a grade based on the UK General Certificate of Secondary Education (GCSE) criterion, through the Cambridge English 1119 paper code.

However, the neoliberal underpinnings of Malaysian education policy were not something brand new that only appeared in the MEB. Already back in 1996, in the preamble of the Education Act, it was stated that "the purpose of education in Malaysia is to enable Malaysian society to have a command of the knowledge, skills, and values necessary in a world that is highly competitive and globalized, arising from the impact of rapid development in science, technology, and information" (Government of Malaysia). The Act also added that "education plays a vital role in achieving the country's vision of attaining the status of a fully developed nation in terms of economic development, social justice, and spiritual, moral and ethical strength, towards creating a society that is united, democratic, liberal and dynamic" and that it is the government's mission "to develop a world-class quality education system which will realize the full potential of the individual and fulfill the aspiration of the Malaysian nation" (Government of Malaysia). In essence, the recognition that the world is "highly competitive and globalized" and the desire to create a society that is "united, democratic, liberal, and dynamic" in the Education Act of 1996 foreshadowed the increasingly neoliberal trajectory of Malaysian education policy, laying the groundwork for subsequent blueprints like the one being analyzed. It emphasizes a longstanding dedication to neoliberal principles in education, indicating that the adoption of these ideas in the 2013-2025 blueprint was not a sudden departure but a progression of a pre-existing paradigm deeply entrenched in the Malaysian education system. In fact, it was the policies of Mahathir Mohammed, the prime minister of Malaysia who first took the helm in 1981, that led to



Malaysia's emergence as a neoliberal state where competition and efficiency was emphasized (Rao, 2009; Juego, 2018).

The pre-existing paradigms brought about by the ethnic and historical diversity makes the Malaysian education system and path towards development in a neoliberal world unique. This uniqueness also paves the way for an easier route to create global citizens which will do well in the international markets and help with the growth and development of the nation. An easy starting point with regards to this is language. Although the national language of Malaysia is Bahasa Malaysia, it is safe to say that Malaysians are bilingual, with English and Bahasa Malaysia often being the languages involved in this bilingualism. Trilingualism is also not uncommon, especially amongst those whose first language is neither Bahasa Malaysia nor English. It was even highlighted in the MEB that a 17-year-old Malaysia won the English-Speaking Union International Public Speaking Competition in London in May 2012. In addition, according to the EF English Proficiency Index 2023, the English Proficiency of Malaysians is 25<sup>th</sup> in the world and 3<sup>rd</sup> in Asia, out of 113 countries surveyed (Education First, 2023). This puts Malaysia high on the list in terms of possessing cosmopolitan characteristics i.e., the ability to speak the current lingua franca, English. This is not just important because English is the Business Lingua Franca (BELF) but also because English is a religious vernacular (Karhunen, Kankaanranta, & Räsänen, 2023; Lin, 2017).

However, to be able to effectively reap the most out of the international economy, the current command of these languages is still not good enough and the MEB intends to remedy this. Poor English proficiency among fresh graduates, since 2006, has been consistently ranked as one of the top five issues facing Malaysian employers (Ministry of Education, 2013, E-12). A survey of HR managers on university graduates around the world has also confirmed that this is an issue amongst graduates from low-wage nations (Brown, Lauder & Ashton, 2011, 46). The level of English spoken in Malaysia is still not as high as in Singapore, where command of the lingua franca of globalization has caused Singapore's spectacular economic progress, opening countless opportunities to Singaporeans (Kenway & Koh, 2013; Green, 1997; Brown, Lauder & Ashton, 2011). To be able to achieve sustained economic growth, the Malaysian economy needs to shift from manufacturing-led to a knowledge economy and to do this, English fluency is needed (Segawa, 2019, 152-153). Therefore, the 2nd shift outlined in the MEB is to increase bilingual proficiency. This will be done by rolling out new Bahasa Malaysia curriculum for national-type schools where the command of this language is the lowest and provide intensive remedial support for students who require it, expanding the Literacy and Numeracy Screen (LINUS) Programme to cover English language literacy as well as Bahasa Malaysia literacy, upskill English teachers, make the English Language SPM paper a compulsory pass, and expand opportunities for greater exposure to the English language (Ministry of Education, 2013, 3-14).

What makes this approach uniquely Malaysian is the *Memartabatkan Bahasa Malaysia Memperkukuhkan Bahasa Inggeris* (MBMMBI) policy. This policy, translated, reads "To Uphold Bahasa Malaysia, Strengthen the English Language". While Bahasa Malaysia will remain the medium of instruction in national schools, extra emphasis will be given towards improving the command of the English language. The target set by the MEB is for 90% of all students sitting for the SPM to achieve a credit in Bahasa Malaysia and 70% of all students to achieve at least a credit in English. This policy approach is consistent with the Ministry of Education's stated goals in the blueprint for the learning of languages of "fostering a unique shared identity between Malaysians anchored in the ability to be proficient in the use of a common national language, Bahasa Malaysia" and "developing individuals that are equipped to work in a globalized economy where the English language is the international language of communication" (Ministry of Education, 2013, 4-10). In other words, this policy objective is leveraging on Malaysia's inherent multicultural heritage to enable all Malaysians to

participate in professional, academic, and social life nationally and internationally by being multilingual i.e. Bahasa Malaysia for domestic use and English for international use. “Malaysia’s multicultural society makes it a natural environment for producing students who are proficient in more than one language” (Ministry of Education, 2013, E-12). This will maximize the “employability in the global workforce” but still make sure that every student develops a “sense of national identity” (Ministry of Education, 2013, 4-10). Therefore, even by just looking at Malaysian students in terms of language ability, the intention could be to create Cosmopolitans who are fluent in English and able to communicate with people from all over the world, but Nationalists at the same time, as they are speaking Bahasa Malaysia, a national language.

However, it must be noted that within Malaysia’s unique multi-ethnic context, even the idea of Bahasa Malaysia as a unifying language is not universally accepted in Malaysia and may exacerbate further societal inequalities. Bahasa Malaysia fulfills the two key conditions of being a unifying language as it is being spoken by most of the population and that it is related to other languages in the region, although not the third – being politically neutral (Cheong, Hill, & Leong, 2016, 78). There are also pressures from various groups, the strongest being from the Chinese educational groups for the promotion of Chinese as a main language in primary and secondary education. The introduction of a third language may be an answer to this, especially with Chinese being a language of huge importance in international markets today. The neoliberal era provides an opportunity for various groups to agree based on practical and rational reasons, rather than primal ones.

Another element of the blueprint that may seem contradictory is the promotion of the growth of international schools which use an international curriculum, nearly all of which uses English as the main medium of instruction. In fact, in Malaysia, international schools are desired by families as it provides an opportunity for children to learn English, alongside children from other countries and being taught by foreign teachers with international skills and knowledge, who are mainly native English-speaking teachers (Ignatius, 2002; Oxford Business Group, 2016). However, in the MEB, it was made clear that even in such international schools, the learning of Bahasa Malaysia will be compulsory for all Malaysian students in international schools to help them develop “a sense of national identity” (Ministry of Education, 2013, 7-11). In fact, due to this policy, CAIE with the cooperation of the Malaysian Ministry of Education has even come up with two subjects at the iGCSE Level to promote Malay language understanding and fluency through the iGCSE Malay as a Foreign Language and iGCSE Malay as a First Language. This language policy may also seem contradictory with the idea of nationalism, especially given Malaysia’s colonial past, being under the British for more than 100 years. However, even one of the most nationalist prime minister Malaysia has had, Dr. Mahathir Mohamed, argued that “learning English was in keeping with the promotion of nationalism as English competence was essential for attaining national goals such as Vision 2020 and for maintaining economic growth and prosperity” (Mohamed, *The Star* 10 September 1999 in Segawa, 2019, 154). Dr. Mahathir even tried to change the national curriculum to make Science and Mathematics to be taught in the English language, instead of Bahasa Malaysia but the policy was subsequently reversed after less than a decade of implementation in 2012. This was due to a culmination of factors including a practical one which is the lack of qualified teachers to do this, but most significantly was the pressures from both Malay and Chinese groups who claimed that this would erode the learning of Chinese and the status of Malay. However, even after this, the commitment towards improving the level of English did not erode as more English teachers were employed, including bringing in Fulbright Scholars from the US, and other policy measures that have been outlined in the blueprint. Today, schools have a choice on whether to teach Science and Mathematics in English or Malay.

All these point towards creating an education system that creates competitive global citizens but with a unique identity as Malaysians (Razak, 2013). The 3<sup>rd</sup> shift in the MEB is to “develop values-driven Malaysians” and the values identified are universal values such as integrity, compassion, justice, and altruism, values closely aligned to a global citizen, but at the same time developing a strong national identity (Ministry of Education, 2013, E-13). The Malaysian values will be developed by enhancing Islamic and Moral Education, with a greater focus on unity and fostering stronger bonds with students and reinforcing the requirement for every student to participate in one Sport, one Club, and one Uniformed Body, amongst others. The development of universal values will be supported, for example, through the inculcation of the IB Learner Profile amongst students which enables them to develop their potential holistically in facing the global challenges, consistent with the six student aspirations that has been set in the MEB as shown in Table 1 below. The Malaysian government’s attempt to develop active global citizens is supported by the MYP which allows for the development of such students with values and concern with local and global issues (Kamaruddin & Mohd. Matore, 2020). Overall, success in achieving this objective will mean that

“Every student leaves school as a global citizen imbued with core, universal values and a strong Malaysian identity. The values they have learnt are applied in their day-to-day lives, leading to more civic behavior such as an increase in volunteerism; a willingness to embrace peoples of other nationalities, religions and ethnicities; and a reduction in corruption and crime. Every student also leaves school prepared to act as a leader, whether in their own lives and families, or as part of the broader community and nation.” (Ministry of Education, 2013, E-13)

This means that when they leave school, students will have world-class knowledge and skills, strong moral values, and will be capable of competing with their peers in other countries. Therefore, the cosmopolitan values are upheld together with Malaysian-values.

**Table 1**  
**Comparison of the IB Learner Profile and the Malaysian Education**  
**Blueprint 2013-2025 Student Aspirations**

IB Learner Profile	Key Student Aspirations in the Malaysian Education Blueprint 2013-2025
Inquirers Knowledgeable Thinkers Communicators Principled Open-minded Caring Risk-takers Balanced Reflective	Knowledge Thinking Skills Leadership Skills Bilingual Proficiency Ethics and Spirituality National Identity

The MEB undoubtedly is trying to increase the inclusiveness of the entire education system. For example, additional opportunities and resources for groups with specific needs such as gifted, special needs and indigenous and other minority groups (Yassin, 2013). However, the complex societal make-up of Malaysian society makes policy making a difficult task, especially if there are various pressure groups with conflicting objectives. One of the main issues from the blueprint is the idea of inclusivity, especially when the wording

of the first shift is to “provide equal access to quality education”. In fact, neoliberalism puts society’s focus onto the pursuit of efficiency and equity is pushed to the sidelines. The gains in efficiency in the economy have been marred by the exacerbation of several economic, cultural, political, and social inequality (Plehwe, 2005, 24; Evans & Sewell, 2013). Privatization and the promotion of privately funded international schools may inadvertently perpetuate disparities in access to quality education, as they are often financially exclusive. This may also coincide with an increase in ethnic disparities. For example, the liberalization of rules for Malaysia to enroll in international schools coincided with the end of teaching Mathematics and Science in English, which resulted in the national school’s language of instruction being entirely in Bahasa Malaysia (Gibson & Bailey, 2023). This led to the national schools becoming even more dominated by ethnically Malay students, while non-Malays flocked to international or Chinese schools. In fact, the MEB did point out the increased homogeneity in the various types of schools, especially in primary schools, where the percentage of Malay students studying in National Schools is 97%, the percentage of Chinese students studying in National Type Chinese Schools is 96%, and percentage of Indian students studying in National Type Tamil Schools is 56% (Ministry of Education, 2013, E-8). In addition, the increased use of English is fraught with post-colonial sentiments, with English continuing to be perceived as a reminder of colonial rule (Khor, 2009; Gibson & Bailey, 2023). The growth of international schools, in general, could also be seen as largely Eurocentric, engaging with local culture as an “other” (Gibson & Bailey, 2023). English is also certainly not “class neutral” with the language spoken by those in the middle- and higher-income groups, who are mainly living in urban areas (Chua, 2007, 922 in Kenway & Koh, 2013, 278)

A critical examination of the policy also reveals the need for a more explicit and detailed articulation of how the education system plans to instill and assess these 21st-century skills while fostering a unique and unified Malaysian identity. There is an inherent challenge in precisely defining and measuring these skills and characteristics, necessitating a robust and adaptable assessment framework. Furthermore, ensuring that these are seamlessly integrated into the curriculum and pedagogy is vital to realize the blueprint's vision fully. Striking a balance between fostering traditional knowledge and developing unified Malaysian values while nurturing these contemporary proficiencies will be instrumental in aligning the Malaysian education system with the demands of the 21st century. For example, at the time of writing, one of the latest controversies is the implementation of a new module in schools to teach 'Imam Al-Nawawi's 40 Hadith' which is intended to foster a sense of love and enhancing religious understanding. Although the module is to be first only introduced in National Religious Secondary Schools (SABK) and Government-funded Religious Schools, this was seen as a “divisive policy” and against the goals of promoting national unity by non-Muslim groups as it is specifically promoting Islamic values, rather than Malaysian values and due to this, the Ministry of Education had to come up with a statement to clarify that this was only for Muslims (Kasinathan, 2023).

## V. CONCLUSION AND RECOMMENDATIONS

Given the opening of markets and globalization, there is an opportunity for countries like Malaysia to get ahead by giving its citizens the opportunity to hone in the various kinds of capital required for the global economy – not just by providing them with a qualification on paper but with the right skills as well – the skills of a Cosmopolitan Nationalist. This paper posits that the types of skills emphasized throughout the blueprint, the adaptations of the national curriculum to international standards, the introduction of an international curriculum in national schools, and the expansion of privately funded international schools in Malaysia,

all points towards the fact that the government has given in to neo-liberal demands while trying to create a stronger national identity. The transformation of the education system outlined in the blueprint is consistent with the neo-liberal idea of achieving higher levels of international competitiveness, but it is still grounded in Malaysia's unique multi-ethnic and post-colonial context. The strengthening of neoliberal ideas may provide an opportunity for Malaysia to finally move on from their ethnic divisions, where universal skills for international markets can transcend ethno-religious associations. Thus, the development of cosmopolitan nationalism may be an opportunity to bring education excellence to its forefront. This may enable Malaysia to change from a society of ethnicized neoliberalism to cosmopolitan nationalism which could pave the way for Malaysia to escape the middle-income trap, benefiting the society.

However, those who have relied on preferential treatment based on ethno-religious associations may feel that such policies will erode their economic opportunities in society and their power in the socio-political structure of Malaysia. This transformation will also risk exacerbating the rural-urban divide, unless emphasis is also put into reducing the current inequity between rural and urban areas in terms of education provision specifically and in general, the wider economic opportunities. The tension between the neoliberal economic drive and the need for an inclusive and equitable education system is a challenge that must be navigated to ensure that the policy benefits all segments of society. Neoliberalism may weaken the stranglehold the government has over the education system, and this will make achieving the goal of equality even more difficult and therefore the government may have to try to develop a more symbiotic relationship with private education players, both from within Malaysia and internationally. Regulations are needed but the possibility that regulations are perpetually playing catch-up is very real (Cheong, Hill, & Leong, 2016, 83).

In terms of the growth of international schools and the increased adoption of international standards, this should not be seen as a threat to the sovereignty of the nation-state but seen as a method to further increase the competitiveness of the nation in this neoliberal version of the world we are living in. Two possible scenarios may become apparent in Malaysia, either the national education system and national schools are improved to standards accepted by the general populace and therefore not requiring international schools at all in the future, or if the transformation fails to fully improve the national schools and international schools will grow even further in popularity which will then require the government to set even clearer agendas for international schools, absorbing it fully into the national education system. What Malaysia is doing and will be doing could also serve as a framework for other countries that are grappling with the rise of international education in their domestic context as well and such strategies could serve as a possible development strategy.

Nevertheless, it must be noted that this study has focused only on one specific blueprint, one which is also soon reaching the end of its time, and one which was introduced by a different government than the one ruling at the time of writing of this article. How the government follows up with this blueprint in future policy documents will really show whether the government is fully committed to the current trajectory of neoliberalism in the education system and whether there really is a strong commitment to move away from a society that is based on primal ethnic divisions. A further study into other government blueprints such as the Malaysia Productivity Blueprint, the Shared Prosperity Vision 2030, and the current government's plans would reveal whether the neoliberal trajectory of the MEB is consistent with other government plans and whether this trajectory will continue. At the time of writing, there is still no follow up to the MEB.

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## **Insights from Reflective Professional Practices Towards Sustainable Community Transformation: A Collaborative Narrative Inquiry**

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**Abstract:** *This article is the outcome of the ‘prolonged and deep engagement’ of the participants in this study and is the fair return of one of the research tasks. All the participants were actively involved in generating data collectively as there was a question that expressed lived experiences in the development and humanitarian sectors. Everybody critically expressed their/our journey highlighting the importance and process of practicing ‘reflective practices’ in their/our professional career. However, in many ways, we have been contributing to community transformation. After multiple consultative discussions together, we decided to bring our experiences through collaborative narrative inquiry. We discussed together, critiqued each other’s narratives, and together developed some of the themes as meaning-making. Majorly, we developed the themes for effective implementation of the practices for other professionals in their profession. Reflective practice is not just reflection as a mirror reflects, it is beyond the single reflection, rather it guides us in multiple ways, which can be claimed as a ‘3D Mirror’. One can analyze situations through the perspectives of various I/NGO professionals as parties involved. Researchers considered both emotional and social factors at play and introspect on how our preconceived notions and biases may have influenced our behavior. Therefore, critiquing our self-practices, and other parties involved by introducing perspectives, fostering acceptance of diverse ideologies and a common consensus on respecting contextualization and generating responses for sustainable community transformation.*

**Keywords:** *reflective practice, lived experiences, narrative inquiry, social transformation, development professionals*

### **I. INTRODUCTION**

We approached the discussion from diverse perspectives influenced by our professional and personal experiences, as well as our involvement with various organizations. We exchanged our lived experiences and strived to integrate our academic backgrounds with practical insights into organizational well-being and related activities execution. Through this, we gained a deeper understanding of our potential and the realities faced by the communities and people we work with. In our informal discussions and sharing, there is always one of the corners to discuss our own organizational culture and individuation. The

extent to which employees feel comfortable speaking up and being themselves without fear of judgment or punishment is captured by the concept of psychological safety (Kim, 2019).

We all got a golden opportunity to participate as participants in the research process and it was the exploration of individual lived experiences, our contributions, and linkage to social transformation. We have been engaging together formally and informally, which always provides us with the opportunity to share current scenarios. There are lots of agree/disagree arguments even with our similar approaches whatever we have been delivering to others. For this article development, we together decided to intensively bring our voices, our culture, and our surroundings by giving it the heading “Reflection on reflective practices as International non-governmental organizations and non-governmental organizations (I/NGO) professional towards transformation”.

Reflective practice is a mechanism to communicate issues. Generally, reflection is looking back on how things went, and it reflects how things are going. The definition of reflective practice is a very personal thing and different people define it in various ways because it consists of a wider meaning and sense. Leering (2014) has defined reflective practice as continuous learning from experiences. Therefore, it is important to keep in mind that there is no single truth or way of defining reflection; it depends on our way of perception and our circumstances.

For example, if we take our daily life routine or professional discourse, we talk and discuss various issues while we are having tea, we are always asking something ourselves: Why? How? What? We debate to find the solution. In our professional trajectory, even though we plan for small activities to deliver, we reflect on our experiences, pros and cons, and the transferability, and efficacy of the activities. We explore the possibilities of why we conduct the activities. To some extent, we can define this argument as reflective practice.

Professionally, we call a meeting for discussion, and generally call it ‘reflection’, we present our views, comment on each other, and apply principles like; thesis, antithesis, and synthesis. These all are some kinds and forms of reflective practice. In another way, we define reflective practice as a way of questioning, debating, and concluding. We ask questions about whatever we are doing to reach reality. In this way, we reflect by asking; what goes or went well, what did I/we learn? What is/was easy? How can we transform? What is/was the difficulty? What do I/we need to learn more about? How can I/we mitigate the challenges? How can I/we improve in the future? (Rushton & Suter, 2012).

A development professional is a person who works in the field of developmental projects contributing to the betterment of highly vulnerable, marginalized, and isolated communities. They complement the government’s priority projects and are responsible for managing resources for organizations, such as nonprofits, charities, and educational institutions. They do this by developing and implementing fundraising strategies, cultivating relationships with donors, and managing fundraising events.

## **II. RELATED LITERATURE**

Reflective practice is a process of thinking about and reviewing past events or experiences to learn and improve in the future. It is often associated with professional development and is used in fields such as education, healthcare, and social work. The concept of reflective practice was first introduced by Schön (1983) in his book "The Reflective Practitioner: How Professionals Think in Action." Schön's work emphasized the importance of reflecting on our own experiences and using that reflection to improve our practices. Reflective practice has since been widely adopted and adapted in various fields to promote ongoing learning and development.

Critical reflection is based on the idea that it involves the identification of deep-seated assumptions, but with the primary purpose of bringing about some improvements in professional practice (Fook & Askeland, 2007). Applying critical reflection in my profession means that we analyze what we do or did. We look at the issues, describe these issues, observe the scenarios, and collect the reactions from others, linking these issues with a particular role. We collect the different perspectives, and then we go only for articulation, putting all the arguments together, and we conclude with a common statement. However, this is not enough to cover the multidimensional facet of critical reflection.

What makes such reflection critical is the focus on the influence of authorized power (Brookfield, 1995) which allows the reflective process to be transformative. Transforming might be the destination but reaching near transformation takes many stages. Of course, critical reflection builds to exploration mindsets that are very much crucial adaptations or starting steps towards transformation. Reflective practices give enhancement, and sensitization of our ways of thinking, it broadens the awareness of the images, which can shape our structures, and pattern our behaviors, then leads to this all-support empowerment and transformation.

Despite the growing recognition of the importance of reflective practice in professional development and effective performance, there is a limited understanding of how to effectively implement and integrate reflective practices within a Non-Governmental Organization (NGO) sector, with whom we have been working for a long period. This lack of understanding leads to the under-utilization of reflective practice among I/NGO professionals and a failure to fully realize the potential benefits of reflective practice in enhancing the effectiveness of our work.

Further, reflective practice is often seen as a time-consuming and difficult process, and many NGO professionals struggle to find the time and resources to engage in regular reflection. As a result, they may not reap the full benefits of reflective practice and may even experience burnout.

There is a lack of study on the use of reflective practice among NGO professionals and how it could be used to improve our work, particularly in the context of developing countries like Nepal.

#### The Purpose of the Study:

The purpose of this study is to explore the ways of practicing reflective practices of I/NGO professionals in our professions.

#### The Question of the Study

How have we as I/NGO professionals been practicing reflective practices in our professions?

### III. METHODOLOGY

The study methodology is conceived to examine how knowledge is acquired. Specific identification of the problem and solving the problems with appropriate ideation through study (Kothari, 2004). This indicates that methodologies for study can lead to wider lenses and steps that an author takes to uncover and probe a problem, look at real connections, and provide the reasoning behind it.

#### Collaborative Narrative Inquiry as Methodology

Different methodologies of the qualitative study did not meet many requirements of human-centric issues and the lived voice of people, therefore there are critiques that ‘such

approaches failed to address real issues of quality associated with learning and teaching' (Mertova & Webster, 2019). Therefore, some leading professionals acknowledge and invest in exploring the various alternatives as new approaches can be adapted to generate data that will update opportunities and support choice-making.

Struggling to demonstrate the quality of learning and educating presents the difficulties of human pursuits such as learning and living for a better life. In this complex circumstance, narrative inquiry is the method that enables the analysis of these phenomena for professionals to unpack complex concerns related to quality through investigation in depth. We chose collaborative narrative inquiry as a method or approach to clarify the circumstances to distinguish the individual experiences, all through an explanation of what manner people perceive in a situation in a corporation with my views. In the human domain, this usually means humans for depth data and assessment.

Reflection is affected by concerns that authors may have about a phenomenon, whereas reflexivity involves questions about authors as agents in a circumstance (Hibbert, et al., 2010). Being self-conscious of one's evolving subjectivity and engaging in critical reflexivity encompasses both the idea of exposing oneself as well as being aware of the constraints of one's chosen epistemology, approach, and theoretical referents (Denzin, 2003). In this case, reflexivity is not just for something but also about something (Gemignani, 2016). Our goal is that the study required for generating new conceptions of knowledge will be free reflexivity from post-positivism and impact through interpretivism and criticality (Braidotti, 2013; Gemignani, 2014, as cited in Gemignani, 2016).

Narrative, an arts-based investigation, is an elegant and highly useful way to uncover the subtleties and details of historical encounters. Narrative exploration is more than just storytelling, it is sharing people's personal, cultural, and social activities. An investigative method that uses lived perception through storytelling aims to uncover subtleties. As Clandinin and Rosiek (2006) argued, "narrative inquiry" is an approach to cramming people's experiences; we can say there is nothing more and nothing less (p.38). In the opening she described that the narrative is not viewed as a mere tool or expression. It is the live framework of a story that embodies the experience itself.

Narrative inquiry is a method that focuses on understanding and interpreting the stories and experiences of individuals or groups. It is considered a "situated" and "relational" practice because it considers the context and relationships in which the stories are told and the author's role in the process. The goal of narrative inquiry is to gain a deeper understanding of the meaning and significance of the experiences being studied. We can link the notion of narrative inquiry within the three-dimensional space of 'temporality, sociality, and place' (Clandinin & Connelly, 2000; Estefan et al., 2016, p. 1). I was so excited that once I was asked to bring in my journey my understanding regarding who I am. I now realized it was not my story only, but it is beyond just the story. I drew my reflection, my ways of thinking and how I can bring my ideologies and shape towards it within my surrounding that others can be influenced.

### **Participants' Strengths**

The methodological premise and the purpose of the study are to dispel untruths, erroneous beliefs, and incomplete knowledge to enable individuals to act and inherently modify their/our perspectives (Chilisa & Kawulich, 2012). Mertova and Webster (2019) stated that narrative inquiry is better suited to small participant sizes while also being sensitive to how knowledge is developed. As both participants and authors can give reflexivity of self-gained knowledge from real experiences. For some years, participants have been engaging directly in planification, implementation, monitoring and again redefining the problem for further steps.

Consequently, considering the landscape of the study, we all are the participants and authors of this study, and we have been engaging in I/NGO sectors in Nepal for a minimum of five years. We have decided ourselves the participants purposefully to engage deeply in the exploration of the experiences, understanding, and learning, and through it to establish knowledge and understanding. As Creswell (2013) stated, "Narrative exploration is best for capturing the detailed stories or lives of a single individual or the lives of a small number of individuals" (p. 74). The purposeful selection of participants enables me to squeeze in a lot of perceptions regarding reflective practices.

### **Approaches for Empirical Material**

An open-ended leading questionnaire and discussion with meaningful interaction were used as data collection tools. Depending on the leading question, interview, and conversation: modalities were developed. We conversed with each other directly when using this approach. In face-to-face interviews and group discussions, I, as the lead investigator, asked the contributors a series of questions individually and collected the thematic perception through focus group discussion (*Kachahari*) for common consensus.

"*Kachahari*" is a word commonly used in South Asian countries such as India, Nepal, and Bangladesh. It refers to a government office or administrative center where officials gather to hold meetings, issues-based discussions, and resolve issues related to the administration of the area. *Kachahari* is usually associated with rural or semi-urban areas, and it may refer to a courthouse, district office, or other local government institutions. The term "*Kachahari*" is derived from the Hindi language, where "*kacha*" means unfinished or temporary, and "*hari*" means a place where people gather. However, in our Nepali context, older people use this term in their meetings and discussion process. A *Kachahari* is a people's court traditionally held in Nepali villages (Aryal, 2014).

We collected the information from the participants by interviewing and discussing, and the way of shaping our habits/behavior during the period. There are various ways of collecting data from sources. We selected our participants purposefully; therefore, we already had some kind of connection with them, as a colleague who worked together or as people organizationally familiar with each other.

For the study purpose, we collected our information and perception, analyzed our actions, and tried to establish a new ground of knowledge. We confirmed the places and sat together for the interview, both formally and informally. We also interacted virtually on our practices, and perceptions, and brought the commonality as meaning-making. Collaborating as an author has enormous benefits not only for the outcome of the project but also for the developing working relationship between the researchers and participants (Barkhuizen & Hacker, 2009). In our collaborative narrative inquiry method, we applied the process of critically evaluating, interpreting, and organizing our experiences through interaction, interview, transcription, discussion notes, or other non-textual materials that supported us to deepen our understanding.

### **Ensuring Quality Standards**

In professional fields, educational exploration has its significance and quality of conduct. We as collaborative authors tried maximally to sustain the excellence of the study by considering the multiple responsibilities for accuracy and establishment of the truth of the realities.

During the collaborative article writing, we tried to maintain the maximum quality of the procedures applied while conducting the interview/interaction, designing the action plan, collecting information, and interpreting or discussing findings.

Our article, trustworthiness, in collaborative narrative inquiry, is about establishing four things: credibility, transferability, dependability, and confirmability. Additional criteria for narrative inquiry to sustain the quality standards included honesty of the authors, ease of access for participants and the authors, verisimilitude, authentication of the study process, familiarity, and being reasonably reachable in terms of the economy (Habermas, 1984; Webster & Mertova, 2020).

#### IV. RESULTS AND DISCUSSION

We have integrated narratives and our professional practices, prompting us to critically reflect on our methods and engagement. By analyzing these narratives, we've identified recurring themes that shape our work. This reflection reveals strengths and areas for improvement, fostering a deeper understanding of how our experiences influence our professional behavior. The narratives guide us in developing practices that are more aligned with our values and goals, ensuring that our actions are both intentional and impactful. This continuous process of reflection and adaptation helps us remain responsive and effective in our professional roles.

##### **Collections of Narratives and Meaning-Making**

###### Recontextualization 'Reflective Practice' and Transformation (Govinda)

Since 2009, I have been working for and with Non-Profit Organizations to explore and engage in different theme-based activities. *During my professional engagement with different organizational ways to make a reflection on and in them. I remember that one of my supervisors frequently and proudly expressed 'I am orthodox, I am the old-fashioned guy, I am not the thematic expert, but I decide everything'. If somebody has a problem regarding my attitude, my face, and my way of thinking, it is not my problem.*

These statements were presented as cover pages before starting any discussion and interaction. At the beginning of my starting career, I thought it was fine because managers or leaders should have such characteristics, and it usually works and was acceptable to many. But when I went through some of the articles and deep discussion on the reflective practice and the ways of reflection for positive change towards contextuality to sustainability, to some extent it does not work for changing the mindset of individuals and the need to think 'Does it support for transformation?' Why is everybody in the organization not following the notion of individuals' knowledge/perception? Why is there always a game of power? How can we shift the individual's power into organizational strengths?

We had always an ideological debate to conclude, different perspectives are/were in the ground to make it more practical, and however, concluding remarks are/were dominant with presenting their own favorable side because of the decision power and position.

In my professional endeavors, I got the opportunity to participate in different so-called reflective practices to bring and respect many voices to be included. I realize that many approaches of reflective practice worked well, however, some events were just to follow and for documentation to others. Some of the very interesting and practical sessions we did in the organization together to find the strengths and points to be improved participatory, also involved and practiced for the growth of the profession through different means, peer review,



participatory appraisal, continuous professional development, zonal proximal development, and multiple ways of constructive feedback mechanism.

My understanding of reflective practice and transformation, they are closely linked because reflective practice can lead to transformational change. By reflecting on our past experiences and critically analyzing them, individuals can identify areas where we need to improve and develop new skills or perspectives. Over time, this can lead to a transformational change in our attitudes, beliefs, and behaviors. Of course, we are guided and have a certain level of status quo, for me, maintaining all positionality, power dynamics, people's existing practices, and motivating factors are challenging for recontextualization, regeneration, and developing positive mindsets for transformation.

There are very few possibilities to raise the question about others' decisions. Often, I found responses like "This is my decision, I have the power to decide, and nobody can raise the question against my decision." Even though I tried the same in my professional life, I used many times my ego as; 'I love to terminate'. Other responses would be "I need the result at any cost, otherwise do resign from your position. An organization can get many candidates like you, I am the boss of this and that organization." Looking at these characters and matching them with the reflective practice essence and transformative lenses, I can say that this style is 'what a USE and THROUGH (*condom*) leadership'.

#### Since 18, Reflecting on Myself (Mansingh)

For me, development professionals are meant to support the government's priority area of intervention, especially in the development sectors, and may work in a variety of roles, such as program management, fundraising, communications, and advocacy. The goal of I/NGO professionals is to make a positive impact on society and uplift their living standards by incorporating national and international development plans.

Reflecting on myself, I joined as a development practitioner back in April 2015. As an 18 year's 18-year-old adolescent and the country was in a massive earthquake emergency, I built resilience in myself to serve the people in need. It gave hints to me that this humanitarian sector was something where I belong and ultimately, I took this field as a safe space and from where the journey continues.

*Reflective practices as a development practitioner make me analytical on every action and decision to learn from them and improve future performance.*

In other words, this is also a way to gain insights and improve professional practice. Reflective practices are often used in various development thematic areas such as education, healthcare, social work, and management.

Concluding the statement, we development practitioners practice reflective practices in our professions by intervening in research (learnings, immersion in the community, and interacting) with the communities in their day-to-day work. Complement the government's key indicators and priority programs such as nutrition, child immunization, safe motherhood, and so many others.

#### Attended and conducted Meetings (Dipak)

Since I began my career in the development sector through different I/NGOs and have performed as a project staff and executive board member. That's why, presenting empirical experiences as management and implementer, regarding its implication of reflection and action in the organization.

*We know a meeting is one of the best platforms to sit together and review everything possessed by the project and organization to achieve the set goal. Which is the so-called 'bottom-to-top and participatory approach' in many organizations and projects. Therefore, we believe in the meeting and reflection process to further action with a full recharge of motivation and inspiration.*

However, I felt it is dependent on the moral responsibilities and accountabilities of the management board in the organization and the project head of the project. I saw many reflections were for completing the physical targets rather than ensuring qualitative impacts. Many times, I was part of the meeting when there was discomfort, and associates had a conflict of interest in the program. They called the meeting frequently rather than regularly. Similarly, regular meetings are also conducted as a requirement of event on the number of activities. Thus it is not reflective to effectively implement the action. For example, the project head calls the meeting and has equal chances to share personal thoughts in the meeting regarding the program or activities, however, it is guided by certain personal interests.

Many where I found feedback is collected for just documentation, and very less goes for implementation, they only listen and keep it as minute or record to communicate and then forget. Therefore, I found some of the organizations and projects must fulfill the formality of meetings and only listen to the team but are not active in the field. So, it is one of the hegemonies of the management and project leaders to subordinates and other team members in the sense of implementation of reflection of the meeting.

Besides, if the management team is more accountable for the responsibilities, the meeting is one of the best ways to mitigate the conflict and bring a radical change in the performance. However, it should be a more democratic way, rather than controlling the voice of team members and other concerned stakeholders. Because sometimes management teams are not ready to listen to the root causes of problems and new ideas regarding the program implementation. It's one of the main reasons for the dominant perception of the junior staff or mid-level team.

*So as a staff, many times, I participated in the meeting and fulfilled the formality.*

They did discuss and collect the agenda too, but it's only a discussion and never taken seriously. Why are they doing such unethical activities in the name of the meeting? I think everyone has not answered about it. Although, as a staff, I presented sincerely my thoughts in the meeting, so rarely I have had a tussle with the senior management team because correction should be the two-way rather than implementing team. In addition, I have experience as a management board member of the organization for about a decade.

When I was a staff in the project and faced many challenges as well as expected the management team to immediately initiation regarding the findings of the meeting and reflection. So, I was very conscious not to repeat, which had already experienced during the project implementation. Most of the time, paid to listen to deprived voices of the project team for the improvement of lacking in the management board. Also formed the task force under the leadership of the board team, including the representative of the project staff. Such a practice was more effective, and the project team also contributed meaningfully to addressing the issue. Sometimes, if the management board leader is a rigid character, it can be more challenging to execute effectively.

Finally, the reflection meeting is a way of self-evaluating the team and self-realization to further improvement. However, another important element is the moral ethics and

accountability of respected leaders and management teams. Otherwise, they will have a good showcase to show the public and operate differently.

#### Reflective practice as a process: Self-critiques (Iroj)

Reflective practice is essential in my personal and professional work as it allows me to evaluate and learn from my experiences and improve my performance. As a professional in the development sector, working in different development sectors and organizations, reflective practice of my experiences brings new strength and ideas that helped enhance my performance.

As my first experience in a development project, I joined an education project that helped local schools of remote Nepal in the education system, strengthening and connecting these schools to the modern education system. As the project implementer, my team introduced a new education system in the schools with learning and sharing platforms, which helped us sustain the improvised education system.

*The reflective practice introduced in the project enabled us to reflect on our activities, understand the complexity of society and culture, and bring ideas to continue improving education institutions binding the modern education system with local culture and norms.*

I began my journey with an NGO, where I was exposed to reflective techniques and actively participated in their development. I began working in the field of health and rehabilitation in 2016. I began long-term work orientation training as soon as I started my employment. During the training, the instructor urged me to consider the small things in my life and draw lessons from them. Since those were my memories, it was amazing to convey that I could articulate them with ease. Over time, the practice of thinking back on the actions and deriving meaning from that small-scale event inspired me to repeat in other contexts, such as social gatherings and exchanging successes, lessons learned, and difficulties with others.

I have been involved in the discussion process and reflections. I used different methods as reflective practices with my team. I have been following some recognized steps and procedures that have been helping in the reflective process. Some methods worked well, whereas some practices did not give a better result. I always discuss the practice's appropriateness with my team to bring out the best in the team's performance.

As a development facilitator, I am sometimes influenced by international experts and I try to follow the same ideas to localize my perceptions. Nothing is easy; however, everything has a solution. The task of development work is challenging and demanding, as they may be working in complex and often uncomfortable conditions. However, for those committed to positively impacting the lives of others, it can also be an enriching and fulfilling career. I can proudly say this reflective practice or, in general, meetings support me in overcoming challenges.

Although reflective practice is essential for personal and professional development, I have faced a few challenges. Reflective practice requires time and effort, which stretches our workload and responsibilities. I always motivate my team to contribute their time and effort in reflection meetings and discussions. The reflective practice shows areas for improvement and thus requires a change, but we resist the change process a few times.

And in my opinion, transformation is never a single-shot process. It is a continued and long process to bring changes in social structure, values, beliefs, and norms that lead to

positive meaningfulness in people's lives. Transformation requires ages of experience and reflecting on these experiences for better processing for a sustainable society.

### **Claiming**

Reflecting on case studies or scenarios

Case studies and scenarios are often used in various fields to analyze and understand complex issues or real-world situations. Reflecting on these case studies or scenarios allows individuals to understand the subject matter more deeply and identify key takeaways or lessons learned. Cogitating upon these processes provides the foundation for good facilitation and the means to become an excellent conductor (Brookfield, 1995). This can be useful in making decisions, solving problems, and developing new strategies. Reflecting on case studies and scenarios can also help individuals identify patterns and trends, which can inform future studies or initiatives.

Narrative case studies are a form of qualitative research that uses storytelling to explore and understand a particular phenomenon or situation. They can be used to develop themes by providing a detailed and rich description of the experiences, perspectives, and emotions of individuals involved in the case. Narrative case studies can be used to identify patterns and themes that emerge from the story, which can provide insights into the underlying causes and consequences of the phenomenon being studied.

Case analysis involves reading and re-reading the data multiple times, looking for patterns and themes that emerge from the story. It can also include coding or categorizing the data, which can help to identify key themes and patterns. It is important to note that narrative case studies are typically used to explore complex and nuanced phenomena, such as people's experiences and perspectives, thus they provide rich and in-depth insights that can be used to understand and develop themes.

### **Supports a Better Understanding of the Complexities of the Work**

Reflective practice is a process of thinking about and evaluating one's actions and decisions to learn from them and improve future performance. It helps professionals better understand their work's complexities by allowing them to critically analyze their own experiences and consider alternative perspectives. Reflective practice can be applied to various fields such as education, healthcare, social work, and business. It can also aid in personal development and self-awareness. Reflective practice enables professionals to gain insight into their thought processes and behaviors, recognize their biases and limitations, and improve their problem-solving and decision-making skills, as Larrivee (2000) stated problems and possibilities are always together like two sides of a coin. Therefore, reflective practice can lead to better outcomes for clients and patients and improved job satisfaction for the professional.

### **We can see the reflective practice as '3D Mirrors'.**

An interesting metaphorical representation of reflective practice, we can see it as '3D Mirrors'. Yes, the metaphor of a 3D mirror can represent the idea that reflective practice involves looking at a situation from multiple perspectives, much like how a 3D object can be viewed from different angles rather than just to say mirror because the mirror reflects only one side. Just as a 3D mirror can reflect an object from different sides and angles, the reflective practice encourages individuals to examine a situation from different lenses or perspectives. This can include examining the situation from the perspective of different

stakeholders, considering the emotional and social aspects of the situation, and reflecting on how one's own biases and assumptions may have influenced our actions. Internal supervision is a more accurate way than the generic term 'reflection' of accounting for the kind of "self-analysis that needs to happen at a deeper emotional, sensory, experiential level" that may enable practitioners to contain our thoughts and feelings or not (Ferguson, 2018, p. 10).

By looking at a situation from multiple angles or perspectives, individuals can gain a more comprehensive understanding of the situation and identify potential areas for growth and improvement. This can also help individuals to develop greater empathy and understanding for others and make more informed and effective decisions in the future.

### **Build Self-awareness, Critical Thinking Skills, and Professional Growth**

Reflective practice can help us to become more aware of our thoughts, emotions, and behaviors, and understand how they impact our interactions with others. Reflecting on experiences can help individuals identify areas for improvement and develop new strategies for growth and development. Reflective practice can be used in professional settings to improve performance, problem-solve, and make effective decisions as Mezirow (2000) stated that learning is known because of the process of employing a prior interpretation to construe a replacement or revised interpretation of the meaning of one's experience as a guide to future action.

Reflecting on one's own experiences can help individuals develop empathy and understanding toward others. Reflective practice can be used to learn from mistakes and avoid repeating them in the future. Reflective practice can be used to generate new ideas and approaches. Reflecting on experiences can help individuals develop the ability to cope with difficult situations, bounce back from setbacks, and adapt to change.

### **Implication**

#### **Our Understanding and Appropriateness in Our Profession**

Critical reflection and reflective practice are similar in that they both involve thinking deeply about an experience, event, or situation to gain a deeper understanding of it. However, there are some key differences between the two. Both critical reflection and reflective practice are processes of thinking about one's own experiences to improve one's understanding of and ability to perform a task or activity. Reflective practice is a process that facilitates teaching, learning, and understanding, and it plays a central role in professions' professional development (Mathew, et al. 2017). Both critical reflection and reflective practice are used in various fields such as education, healthcare, and professional development.

However, we can dig out some of the differences in the sense that reflective practice is generally more focused on personal growth and development, while critical reflection is more focused on understanding the broader context and implications of an experience.

Critical reflection is more formal and structured. Reflective practice is more often used as a tool for self-improvement, while critical reflection is more often used to evaluate and improve systems or organizations. Critical reflection often involves looking at the situation from multiple perspectives. Critical reflection often involves looking at a situation or experience from multiple perspectives. This can include considering different viewpoints, cultures, or experiences that may have contributed to or influenced the situation.

By looking at a situation from multiple perspectives, individuals engaging in critical reflection can gain a more holistic and nuanced understanding of the situation and identify

any potential biases or assumptions that may have influenced their thinking. This can also help to challenge any entrenched beliefs or preconceptions and make more informed decisions, critical reflection provides the opportunity to explore different resolutions (Larrivee, 2000). Additionally, looking at the situation from multiple perspectives can also help to identify any potential ethical or moral dilemmas that may be present and to consider the impact of one's actions on different stakeholders.

Overall, critical reflection and reflective practice are related but distinct processes. Reflective practice is a broad term that refers to any process of thinking about one's own experiences, whereas critical reflection is a specific type of reflective practice that emphasizes the need for critical thinking and analysis.

### **The Importance of Reflective Practice in our Professional Career**

We do not think that there is no area where reflective practice cannot be applied, however, commonly, reflective practice is developed and rigorously implemented in many disciplines. It is additionally valuable beyond the scholarly community even if it is important if we apply for employment, as a portion of proficient capability, or fair as a way of thinking about our roles.

In our professional and daily life, knowingly or unknowingly, we are reflecting because the somatic is central to reflective practice. After all, it enables actors to explore feelings, expressions, values, and judgments around a specific practice. This supports deeper learning and critical analysis of what happened and why.

Ultimately, this type of practice qualifies us to learn from what occurred to develop and improve future practice. Practically, we have created different portals for reflection and incorporation of things. We can now express that there are many paybacks to doing a reflective practice that empowers us to accomplish better responsiveness of ourselves, our knowledge and understanding, our skills and competencies, and workplace practices in general. We can apply the reflective practice in two ways; one during the action (Reflection-in-action) and another after completing the task (Reflection-on-action) (Schon, 1983).

We practice reflection everywhere during our education, workplace, or as part of our general personal well-being. We practice reflection because it is a process that helps to gain contextual insights and support to bring the lesson learned. It is also good practice in that sense it provides the best options so far based on acquired knowledge and experience. Reflection unites the professional and protects from different myths, sharing builds the team stronger and more cohesive. We, therefore, encourage the involved beneficiaries, stakeholders, and service providers to support each other, and undertake regular reflection because my experiences note that it brings more confidence, togetherness, insight, openness, honesty, analysis, and respect for culture.

Professionally, we have been practicing some of the tailored-made appraisal tools to enhance our professional skills here and there. Once per year, we conduct an appraisal and analyze the performance with a further revised growth plan. This creates a common ground to reflect on the past and plan, also understanding the self from the wider lenses of others in a conducive environment.

*Reflection! Actions!! Again Reflections!!!*

*Reflection! Actions!! Again Reflections!!!*

*Preflection, Actions, and reflecting on, thinks meaning, see impact,  
Discover a way that have taken, so that it can lead better.*

*Always look on choices, take actions,  
Expect something to change, thoughts through hand.*

*Realize past activities that have done, should think further  
Appreciate that reflection, be guided ahead.*

*Reflection as development, it digs strength and alternatives,  
Step up with exploration, transfer for self and others for positive change*

*Reflection as learning, from what have done,  
Try reach to moon, nonstop reflection reaching the unreached*

*Reflecting on each step, be observed a sequence of grim,  
Not a final procedure, but constant uncertainty, shame, and gloom.*

*Mistakes, learning, reactions at the end,  
New insights that have, think to lead again.*

*Hankering around the activities that did, try always to reach the reality  
And realize that reflection, adapt these again in another way,  
Change ways of doing, if things are not change,  
Keep on scrolling, past's actions with some range.*

*Think back on methods, always be one step ahead.  
Ultimately, it's just a means of confining*

*When back on methods, always be guided with another innovates  
My actions! my choice!!, and your perspective are all perceptive!*

The process of reflective practice is a journey of self-discovery and growth, through which an individual can learn from their past experiences and find new ways to move forward. Professional growth is an evolving process of learning, shift, and change. It should be based on an individual's personal experiences and reflections which is why it is called a bottom-up approach to professional development (Cirocki & Farrell, 2017). It is an ongoing process that enables an individual to gain insight, make improvements, and find new perspectives. Sometimes, reflective practice is a negative cycle that can lead to self-doubt, guilt, and dwelling on the past. It suggests that reflection can be a way to beat oneself up for things that cannot be changed and that it might be more beneficial to break the cycle of reflection and move on with life. It is important to note that this is one perspective on reflective practice and we professionals find it beneficial in our personal and professional growth. Reflective practice can be used differently by different people and it's important to find the way that works best for you.

## **V. CONCLUSION AND RECOMMENDATION**

For us becoming a critically reflective facilitator is being in the middle of having both positive aspirations and upcoming challenges. Developing as a critically reflective facilitator or practitioner encompasses both the capacity for critical inquiry and self-reflection.

Critical inquiry involves the conscious consideration of the moral and ethical implications and consequences of our practices on learners. Becoming a reflective practitioner, everyone

has the task of facing deeply rooted personal attitudes concerning human nature, human potential, and human learning. Reflective practitioners challenge assumptions and question existing practices, thereby continuously accessing new lenses to view our practice and alter our perspectives.

Giving own practices through the lenses of acquired knowledge and its practicality moving towards transformation both for self and others, is important. Looking thoroughly at self-performed activities and their relevance, in that sense these activities brought positive changes in daily living activities. Knowledge generation through collaboration is very powerful because it speaks in collective voices and relates things in a more practical sense.

Generated themes can support further professionals to practice in their regular activities. As highlighted, we can see the reflective practice in the broader sense and apply its application in many ways and that helps to support individuals' instinct for their professional growth, and awareness of critical reflection on whatever professionals are doing in their practices.

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## Upgrading Students' Research Capability in a Hybrid Learning Setting : A Results-Oriented Approach

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**Abstract:** *This study focused on determining student-researchers' capabilities of graduate students in the master's program at Golden Gate Colleges, Batangas City, Philippines specifically targeting action and basic research. A mixed-methods approach was utilized, incorporating a checklist questionnaire to assess research proposal writing skills and the extent of expert collaboration in a hybrid learning environment. Additionally, a structured interview guide was employed to identify the challenges students face in online distance learning and their coping mechanisms. The sample comprised 68 graduate students during the second semester of SY 2023-2024. Quantitative data were analyzed using frequency counts, percentages, rankings, and weighted means, while qualitative data were examined through thematic analysis. The findings reveal that students generally feel capable of writing research proposals, presenting their research, and finalizing their work. Expert collaboration in hybrid learning environments was highly valued, particularly in research discussions, consultations, and proposal defenses. However, students reported significant challenges, including unstable internet connectivity and power interruptions, which disrupted their participation in online classes. To address these issues, students have developed adaptive strategies, such as improving internet connectivity and minimizing distractions. The research guide developed offers practical support for overcoming these research-related challenges. Recommendations include designing training modules to enhance mathematics teachers' capabilities and providing updated training guides to meet educators' needs. These measures aim to ensure teachers can effectively navigate educational changes and deliver high-quality instruction.*

**Keywords:** *research capability, hybrid learning setting, Results-Oriented Approach, graduate school students*

### I. INTRODUCTION

The education landscape is rapidly changing with the integration of technology and flexible learning environments, challenging traditional paradigms of student research capabilities. This research aims to explore and enhance the research capabilities of graduate school students in a hybrid learning setting. Titled "Upgrading Students' Research Capability in a Hybrid Learning Setting: A Results-Oriented Approach," the study seeks to understand how students engage with research methodologies, process information, and produce impactful research outcomes within the framework of hybrid learning.

Hybrid learning, a mix of in-person and online instruction, is increasingly prevalent in contemporary educational settings. This blend of traditional classroom experiences with digital resources offers students unique opportunities and challenges in developing their research capabilities. Understanding students' proficiency in conducting research,

synthesizing information, and presenting findings is crucial for fostering academic excellence and preparing them for the complexities of the modern research landscape.

This research is particularly relevant given the transformative shift in educational modalities, as hybrid learning becomes a foundational aspect of the educational experience. The study is situated within the broader discourse on the evolving nature of education, where adaptability, digital literacy, and research acumen are integral components of a student's academic toolkit.

The study recognizes the need to recalibrate traditional approaches to assessing and enhancing research capabilities in the context of hybrid learning. By adopting a results-oriented approach, the study aims to not only gauge the proficiency of students in conducting research but also to identify actionable strategies that can uplift their capabilities.

Moreover, research skills are fundamental for success in various professional spheres, not just academically. Understanding how students' research capabilities can be upgraded in a hybrid learning setting has implications for their academic journey and future career trajectories. Despite efforts from professors, students still lack competencies in proposing good research, which this study aims to address.

This research is imperative to align educational practices with the evolving needs of graduate school students at the Golden Gate Colleges in a hybrid learning environment. By adopting a results-oriented approach, the study aims to contribute valuable insights that can inform educational strategies, curriculum development, and instructional methodologies aimed at enhancing students' research capabilities in this contemporary educational landscape.

This study seeks to identify and address the underlying factors inhibiting the optimal research capability of students in a hybrid learning environment, with the goal of proposing a results-oriented approach that can significantly improve the quality of research output and contribute to the advancement of student learning outcomes.

Specifically, this study sought to answer the following questions:

1. How do graduate school students assess their research capabilities in terms of:
  - 1.1 writing a research proposal,
  - 1.2 presenting output, and
  - 1.3 finalizing the research proposal?
2. To what extent can expert collaboration in a hybrid learning setting contribute to upgrading the quality of research output relative to:
  - 2.1 discussion of research learning content,
  - 2.2 consultations of research output; and
  - 2.3 individual interactions in research proposal defense?
3. What are the challenges encountered by graduate school students in a hybrid-learning setting?
4. What are the coping strategies adopted by them in writing their research proposals?
5. What additional recommendations can student researchers offer to upgrade their capabilities in completing their research papers?

## **II. RELATED LITERATURE**

The literature on upgrading students' research capabilities in hybrid learning settings covers a range of topics including research skills enhancement, expert collaboration, proposal improvement, and challenges faced in hybrid learning environments.

Macaspac et al. (2014) identified a significant deficiency in teachers' engagement in action research, underscoring the need for improved research skills. Agatep and Villalobos (2020) highlighted a moderate perception of research capabilities and resource availability among

participants, suggesting the need for targeted interventions. Bueno (2017) emphasized areas for improvement in faculty research proficiency, signaling the importance of ongoing training. Hughes (2019) stressed the role of research-based learning in developing critical thinking skills, advocating for a progressive approach to research skill development.

Ramim and Lichvar (2014) highlighted the importance of expert feedback in refining survey instruments and understanding human factors in project management. Aryani et al. (2015) found that social networks significantly impact students' research capabilities, urging policymakers to prioritize education and expert monitoring in virtual domains. Muneeb et al. (2020) emphasized the positive influence of doctoral communities and networking on student productivity, advocating for stronger doctoral communities, while Alammary (2014) discussed blended learning benefits and challenges. Knight and Rowley (2020) presented an online tool for personalized reports, transforming workshops into targeted sessions. Receptoğlu (2013) explored how age affects teachers' perceptions of instructional practices in organizational learning.

Hughes (2019) identified three challenges in integrated research-based learning: conceptualizing research skill progression, recognizing skill accumulation, and establishing clear support systems. Bao (2020) recommended strategies to improve student concentration and engagement, including emergency preparedness, content segmentation, and effective use of online teaching tools. Rotas and Cahapay (2020) noted challenges such as unstable connectivity and inadequate resources. Rahiem (2020) highlighted technological disruptions, high internet costs, and material access issues. Hazaea et al. (2021) observed that the COVID-19 pandemic exacerbated proposal writing challenges due to the abrupt shift to online learning, leading to technological barriers and decreased student-teacher interaction. Dayagbil et al. (2021) emphasized the need for strategic scenario analyses and curriculum recalibration to maintain teaching continuity during the pandemic. Muppalla et al. (2023) highlighted the negative impacts of excessive screen time on social and emotional development. Nkhangweni Mahwasane and N.P. Mudzielwana (2016) advocated for improved information literacy and better access to library resources. Hodges et al. (2020) stressed flexibility and alternative technologies for maintaining educational continuity. Broadbent and Poon (2015) emphasized the importance of time management and organizational skills in online learning. Zulfikar (2016) and Wang and Yang (2012) argued that external support from peers and family enhances research proposal writing. Zulfikar also recommended consulting peers and mentors to understand research patterns and formulate problems effectively.

These studies collectively underscore the multi-faceted approach required to enhance research capabilities and navigate the complexities of hybrid learning environments. They highlight the need for targeted interventions, ongoing development, and strategic support to address the challenges and opportunities within hybrid education.

### III. METHODOLOGY

#### Research Design

The methodology adopted for this research employs a mixed-method design, combining qualitative and quantitative approaches to comprehensively assess the research capabilities of graduate school students during the first semester of the school year 2023-2024. A total of 68 graduate school students were randomly selected using a quota sampling technique to ensure representation across diverse programs. For the quantitative component, a survey questionnaire was utilized, focusing on students' self-assessment of their capabilities in writing research proposals, presenting research output, and finalizing research proposals. Additionally, students' assessments of expert collaboration in a hybrid learning setting were

gauged through the survey, specifically targeting the discussion of learning content, consultations of research output, and individual interactions in research proposal defense.

To complement the quantitative data, a qualitative dimension was incorporated using interviews conducted through Google Forms. This qualitative approach aimed to capture nuanced insights, with a specific focus on gathering additional recommendations from student researchers on how to upgrade their capabilities in completing research papers. The combination of quantitative survey data and qualitative interviews provides a comprehensive understanding of the research capabilities of graduate students, allowing for a rich exploration of their experiences and offering valuable insights for potential enhancements in the academic setting.

### **Subjects of the Study**

The study involved 68 participants enrolled in ten distinct master's programs at Golden Gate Colleges, Batangas City, Philippines. The programs included are Master of Arts in Education (non-thesis), Master of Arts in Science Teaching, Master of Arts in English Teaching, Master of Arts in Mathematics, Master of Arts in Filipino, Master of Arts in MAPEH, Master of Arts in Social Studies, Master of Arts in Kindergarten, Master of Arts in Educational Management (thesis program), and Master of Arts in Technology and Livelihood Education. These participants were drawn from the entire population of students enrolled during the second semester of SY 2023-2024. A survey questionnaire was administered to all enrolled students. Additionally, purposive sampling was employed to select key informants for qualitative research. Criteria for selection included having at least one representative from each program and willingness to engage in focus group discussions to validate qualitative responses.

### **Data Gathering Instrument**

The study made use of questionnaires and qualitative questions as instruments for gathering data.

#### **1. Construction of Questionnaire**

The survey questionnaire is divided into two sections that include respondents' assessments of their research capabilities in terms of writing the research proposal, presenting the research output, and finalizing the research proposal. The second segment addressed the assessment of the expert collaboration in terms of discussion of research learning content inputs, consultations of research outputs, and individual interactions in research proposal defense. The third part discusses the challenges of graduate school students in writing research proposals in a hybrid-learning setting and the coping strategies of graduate school students in writing their research tasks. To gather insights on topics linked to the study, books, journals, dissertations, and research competency were studied and considered during the creation and construction of the questionnaire and qualitative questions. The questionnaire's content was based on the problem statement. The researchers' actual experiences as graduate school professors enriched the questionnaire's design.

#### **2. Validation of the questionnaire**

The instruments were presented to the practitioners for content validation. Their suggestions in the revisions of the final draft were incorporated and being considered.

#### **3. Scoring of questionnaire.**

The responses on the questionnaire were measured through the number of respondents' answers on each item with a corresponding weight value; one as the lowest and four as the

highest. Descriptive equivalents or verbal descriptions were listed for the interpretation of results.

The three sections used different rating scales for every category with a four-point scale.

Option	Scale Range	Verbal Interpretation
4	3.50 - 4.49	Highly Capable /Strongly Agree/Very great extent
3	2.50 - 3.49	Capable/Agree/ Great extent
2	1.50 – 2.49	Slightly Capable / Disagree/Moderate extent
1	1.00 – 1.49	Not Capable / Strongly Disagree / Least extent

## Data Gathering Procedure

The researcher asked for the approval of the Dean of the graduate schools at Golden Gate Colleges, Batangas City, Philippines before conducting the study. With permission granted, the administration of the questionnaire was done.

### 1. Administration of Questionnaire

The questionnaire was distributed to the master students in eight programs during the second semester of SY 2023-2024 who are enrolled in the Advanced Research Methodology class. After answering the questionnaire, the researcher immediately retrieved the questionnaire. The scores were computed and tabulated to assess the responses of the respondents on their research capabilities, extent of expert collaboration, challenges, and coping strategies in writing research proposals for action and basic research.

### 2. Data Analysis

Tabulated responses were analyzed using the following statistical tools: frequency counts to determine the number of responses for each item, ranking to determine the positional importance of responses, percentage to determine the magnitude of the frequency of the whole or total responses, weighted mean to determine the typicality of responses of the respondents on items that will be rated based on a scale of options and thematic analysis to determine the themes that emerge after soliciting the responses of the select study's participants.

## IV. RESULTS AND DISCUSSION

### 1. Students' Assessment of their Research Capabilities

**1.1. Writing the Research Proposal.** Writing a research proposal involves the process of outlining and detailing a plan for a research project. It serves as a blueprint that communicates the objectives, methodology, and potential outcomes of the proposed research.

**Table 1**  
**Student's Assessment of their Capabilities in Writing the Research Proposal**

<i>In writing my research proposal, I am capable of ...</i>	WM	VI	RANK
1. understanding the research problem	3.43	Capable	2
2. defining the research's purpose and justification	3.34	Capable	3
3. formulating literature review and synthesis-	3.11	Capable	6.5



4. creating research questions/hypotheses	3.03	Capable	8.5
5. choosing appropriate research design and methodology	3.03	Capable	8.5
6. ensuring clarity and coherence in proposal writing	2.97	Slightly Capable	10
7. following institutional format	3.04	Capable	5
8. selecting the applicable data collection techniques	3.54	Highly Capable	1
9. matching the correct treatment for data analysis and interpretation	3.11	Capable	6.5
10. writing and structuring the proposal	3.25	Capable	4
Composite Mean	3.19	Capable	

Table 1 shows graduate students' capabilities in writing their research proposals, the findings reveal a nuanced perspective based on the weighted mean (WM) scores. The highest-rated aspect, securing the top rank with a WM of 3.54 and being categorized as "Highly Capable," is the selection of applicable data collection techniques. This emphasizes a strong proficiency in choosing appropriate methods to gather relevant and reliable data. Following closely, understanding the research problem (WM: 3.43) and defining the research's purpose and justification (WM: 3.34) demonstrate a high level of capability, securing the second and third ranks, respectively. These results underscore the students' foundational understanding of the research context and the ability to articulate the significance of their proposed studies. The study conducted by Macaspac et al. (2014) identified pressing issues in the realm of research engagement among teachers. Over the period from 2010 to 2014, it was found that only two out of ten teachers were actively involved in research. Technical assistance activities uncovered a significant proficiency gap, with 90% of teachers lacking the necessary skills for conducting action research. A concerning shift was observed in 2015, as only 10% of teachers opted for individual action research rather than the collaborative approach, conflicting with mandated responsibilities and critical performance indicators. The study's gap analysis pinpointed the 90% deficiency in action research expertise as the most crucial and urgent concern.

However, certain areas, creating research questions/hypotheses and choosing appropriate research design and methodology share a rank (WM: 3.03), indicating an equally competent but perhaps evenly distributed proficiency across these dimensions. Ensuring clarity and coherence in proposal writing (WM: 2.97) ranks lowest and is labeled as "Slightly Capable," suggesting room for improvement in effectively communicating research intentions. In summary, while students demonstrate notable strengths in critical aspects of proposal writing, targeted enhancements in specific areas could contribute to an even more robust overall performance. The composite, a mean of 3.19, categorizes the overall capability as "Capable," indicating a generally commendable performance across various facets of research proposal writing.

**1.2. Presenting the Research Output.** Presenting the research output proposal refers to the plan for sharing the findings, results, and conclusions of a research project with relevant stakeholders. This proposal outlines the strategies, methods, and platforms that will be used to effectively communicate the research outcomes to the intended audience. It serves as a

roadmap for how the research findings will be disseminated and presented in a clear, engaging, and impactful manner.

**Table 2**  
**Student's Assessment of their Capabilities in Presenting the Research Output**

<i>In presenting my research proposal, I am capable of ...</i>	WM	VI	RANK
1. ensuring clarity and structure of presentation	3.34	Capable	7
2. employing powerful PowerPoint and video presentation	3.35	Capable	7
3. interacting with the invited panelists	3.49	Capable	3
4. responding to panelist's inquiries and comments	3.55	Highly Capable	2
5. exhibiting overall confidence	3.29	Capable	9
6. developing self-assurance and readiness	3.45	Capable	4
7. demonstrating assurance to the panelists	3.37	Capable	6
8. expressing concepts clearly	3.40	Capable	5
9. demonstrating mastery of the research paper	3.28	Capable	10
10. expressing optimism through remarks and recommendations	3.60	Highly Capable	1
Composite Mean	3.41	Capable	

In the assessment of graduate students' capabilities in presenting their research output, a nuanced picture emerges based on the weighted mean (WM) scores. The highest-rated aspect, securing the top rank with a WM of 3.60 and being deemed "Highly Capable," is the expression of optimism through remarks and recommendations. This suggests that students excel in conveying positivity and constructive insights during their presentations. Following closely, responding to panelists' inquiries and comments (WM: 3.55) is recognized as another area where students demonstrate a high level of capability, marked as "Highly Capable" and securing the second rank. Interacting with invited panelists (WM: 3.49) also stands out with a "Capable" rating, securing the third rank. This signifies the students' adeptness in engaging with the evaluative aspects of the presentation.

Meanwhile, ensuring clarity and structure of the presentation (WM: 3.34) and employing powerful PowerPoint and video presentations (WM: 3.35) both exhibit a "Capable" level of proficiency, securing the seventh rank. These competencies emphasize the importance of visual aids and organizational skills in effective presentation delivery.

The composite mean of 3.41 categorizes the overall capability as "Capable." While students generally exhibit commendable presentation skills, there is room for refinement in certain areas, such as expressing mastery of the research paper (WM: 3.28), which ranks tenth. In summary, the findings suggest that students excel in certain facets of presentation but may benefit from focused development to enhance specific aspects of their presentation capabilities. This is supported by the study conducted by Agatep and Villalobos (2020) found

that participants perceived their abilities in crafting research proposals and producing publishable research papers to be "Moderately Capable." Additionally, the respondents perceived the availability of facilities, time, training, funding, other resources, and support from the agency for research endeavors as "Moderately Available."

**1.3. Finalizing the Research Proposal.** Finalizing the research proposal refers to the process of completing and refining all components of the proposal to prepare it for submission, review, and approval. This stage is crucial for ensuring that the research proposal is well-structured, comprehensive, and aligned with the requirements and standards of the intended audience, such as funding agencies, academic institutions, or research review boards.

Table 3 on the next page reveals the assessment of graduate students' capabilities in finalizing their research proposals, the weighted mean (WM) scores highlight areas of strength and opportunities for improvement. Topping the ranks with a remarkable WM of 3.68, categorized as "Highly Capable," is the integration of comments and suggestions. This indicates a commendable ability to incorporate feedback, demonstrating a high level of responsiveness to constructive input. Following closely, accepting collaboration from others (WM: 3.63) secures the second rank and is also labeled as "Highly Capable," suggesting that students are adept at working collaboratively to refine their proposals. Additionally, editing and formatting as prescribed (WM: 3.59) and reviewing and revising important parts (WM: 3.55) both receive high rankings and are considered "Highly Capable," emphasizing proficiency in the detailed editing process.

**Table 3**  
**Student's Assessment of their Capabilities in Finalizing**  
**the Research Proposal**

In finalizing my research proposal, I am capable of ...	WM	VI	RANK
1. integrating the comments and suggestions	3.68	Highly Capable	1
2. composing and arrangement of inputs	3.48	Capable	6
3. reviewing and revising important parts	3.55	Highly Capable	5
4. handling time management	3.25	Capable	10
5. examining the self-reflection after submission	3.33	Capable	9
6. accepting collaboration from others	3.63	Highly Capable	2
7. editing and formatting as prescribed	3.59	Highly Capable	3
8. finishing the paper editing	3.45	Capable	7
9. managing submissions and deadlines	3.40	Capable	8
10. assessing overall satisfaction	3.56	Highly Capable	4
Composite Mean	3.49	Capable	

Composing and arrangement of inputs (WM: 3.48) is considered "Capable" and ranks sixth, suggesting that while students exhibit competency in this area, there may be room for

improvement in the organization of inputs. However, finishing paper editing (WM: 3.45) and time management (WM: 3.25) rank lower and are categorized as "Capable," signaling areas where students may consider refining their efficiency and attention to detail.

The composite mean of 3.49 categorizes the overall capability as "Capable," indicating a generally strong performance across various facets of finalizing research proposals. In summary, while students excel in several aspects of finalizing research proposals, continuous improvement in time management and organizational skills could contribute to an even more robust overall performance.

## 2. Students' Assessment on Extent of Expert Collaboration in a Hybrid Learning Setting

**2.1 Discussion Research Learning Content Inputs.** Discussion Research Learning Content Inputs" can be understood as the elements or components that contribute to the discourse, study, and educational materials related to a specific research topic or subject matter

**Table 4**  
**Student's Assessment on Expert Collaboration in Terms of Discussion Research Learning Content Inputs**

In improving the quality of my research output, the research learning content inputs of experts contribute...	WM	VI	RANK
1. obtaining knowledge of research concepts, principles, and methodologies	3.57	Strongly Agree	2.5
2. learning the research topics, guiding principles, and techniques for writing the research report	3.57	Strongly Agree	2.5
3. expanding my knowledge and insights into the research context	3.55	Strongly Agree	4
4. understanding the parts of the research paper	3.63	Strongly Agree	1
5. applying the knowledge gained in preparing the research paper	3.54	Strongly Agree	5
Composite Mean	3.57	Strongly Agree	

In assessing graduate students' perceptions of expert collaboration in improving the quality of research output, the findings reveal a high level of agreement with the significant impact of expert inputs on research learning content. The weighted mean (WM) scores emphasize a shared sentiment among students. Topping the ranks with a WM of 3.63 and labeled as "Strongly Agree" is the understanding of the parts of the research paper. This suggests that expert collaboration plays a crucial role in providing clarity on the different components of a research paper, contributing to a comprehensive understanding. Following closely, obtaining knowledge of research concepts, principles, and methodologies (WM: 3.57) and learning the research topics, guiding principles, and techniques for writing the research report (WM: 3.57) share the second rank, also marked as "Strongly Agree." This highlights the significance of expert insights in shaping students' foundational understanding and practical skills in research writing. Expanding knowledge and insights into the research context (WM: 3.55) secures the fourth rank, further affirming the substantial role of expert

collaboration in broadening students' perspectives. Applying the knowledge gained in preparing the research paper (WM: 3.54) completes the top five, marked as "Strongly Agree," indicating that students perceive a direct link between expert input and the practical application of acquired knowledge in their research endeavors.

The composite mean of 3.57 reinforces the overall consensus among students, affirming a collective "Strongly Agree" sentiment regarding the positive influence of expert collaboration on the quality and depth of their research learning content. In summary, the findings underscore the invaluable role of expert collaboration in enriching students' understanding, guiding their writing process, and ultimately enhancing the quality of their research output. Hughes (2019) emphasized the essential role of research-based learning in equipping students with critical thinking skills, suggesting a need for a progressive and coherent approach to developing and assessing research skills as threshold concepts. These collective findings underscore the urgency and significance of enhancing research capabilities in the hybrid learning environment, emphasizing the need for targeted interventions and ongoing development initiatives to address these critical challenges and opportunities. Muneeb et al.'s (2020) research emphasizes the positive influence of doctoral community, network orientation, and academic and social networking on doctoral students' productivity, highlighting the need to strengthen doctoral communities to enhance research skills and competencies.

**2.2. Consultations of Research Output.** This refers to the process of seeking feedback, input, or advice from relevant stakeholders, experts, or peers regarding the findings, conclusions, and implications of a research study. This consultation process typically occurs after the completion of the research project and the generation of research output, such as a report, thesis, dissertation, or scholarly article.

Table 5 shows students' assessment of the impact of expert collaboration on the quality of research output through consultations, graduate students express a resounding "Strongly Agree" sentiment, as reflected in the weighted mean (WM) scores. Topping the ranks with a remarkable WM of 3.77 is the improvement of the research title and questions, indicating that consultations play a pivotal role in refining the fundamental elements of a research study. This suggests that expert insights significantly contribute to the precision and clarity of the research focus.

**Table 5**  
**Student's Assessment of Expert Collaboration in terms**  
**of Consultations of Research Output**

In improving the quality of my research output, my consultations with experts contribute to...	WM	VI	RANK
1. improving my research title and questions	3.77	Strongly Agree	1
2. choosing the relevant and related literature aligned with the research study	3.60	Strongly Agree	4
3. refining and improving the methodology	3.63	Strongly Agree	3
4. crafting survey questions/ interview guide	3.50	Strongly Agree	5
5. implementing the feedback and recommendations provided by experts during consultations	3.70	Strongly Agree	2

Composite Mean	3.64	Strongly Agree
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Following closely, the choice of relevant and related literature aligned with the research study (WM: 3.60) secures the fourth rank, also marked as "Strongly Agree." This underscores the valuable role of expert consultations in guiding students toward a comprehensive literature review that aligns with their research objectives. Refining and improving the methodology (WM: 3.63) occupies the third rank, emphasizing the substantial impact of expert input on the research design and execution. Crafting survey questions/interview guide (WM: 3.50) and implementing feedback and recommendations provided by experts during consultations (WM: 3.70) complete the top five, both marked as "Strongly Agree."

These findings underscore that expert consultations contribute significantly to the development of research instruments and the incorporation of valuable feedback into the research process. The composite mean of 3.64 reinforces an overall "Strongly Agree" stance, indicating a consistent perception among students regarding the transformative influence of expert collaboration on various aspects of their research output. In summary, the results highlight the instrumental role of expert consultations in shaping research titles, refining methodologies, selecting relevant literature, and implementing improvements, collectively enriching the overall quality of graduate students' research output. Ramim and Lichvar's (2014) study highlights the importance of expert input in refining survey instruments to assess effective collaboration in Systems Development projects, emphasizing the significance of expert feedback in enhancing understanding of human factors in project management.

**2.3. Interactions in Research Proposal Defense.** It refers to the communicative exchanges and discussions that take place during the formal presentation and defense of a research proposal before an academic or professional committee. This process is a critical milestone in the research journey, typically occurring as part of the evaluation and approval process for initiating a research project.

**Table 6**  
**Student's Assessment of Expert Collaboration through Individual Interactions in Research Proposal Defense**

<i>In improving the quality of my research output, one-on-one interactions with experts contribute to...</i>	WM	VI	RANK
1. enlightenment on the research process	3.60	SA	4.5
2.. identifying and addressing potential weaknesses or gaps in my research proposals	3.62	SA	3
3. refining and strengthening the research proposals	3.60	SA	4.5
4. clarity of my research output for continuous improvement	3.68	SA	2
5. incorporating feedback received during collaborative proposal defense sessions	3.75	SA	1
Composite Mean	3.65		

*Legend: Strongly Agree (SA), Agree (A), Disagree (DA), Strongly Disagree (SD)*

The table above reveals an assessment of graduate school students on the impact of expert collaboration through individual interactions in research proposal defense, graduate students

express a strong consensus marked by a "Strongly Agree" sentiment, as reflected in the weighted mean (WM) scores. Topping the ranks with a WM of 3.75 and securing the first rank is the incorporation of feedback received during collaborative research proposal defense sessions. This underscores the transformative role of one-on-one interactions with experts in refining and enhancing research proposals based on constructive feedback. Identifying and addressing potential weaknesses or gaps in research proposals (WM: 3.62) secures the third rank, emphasizing the instrumental role of individual interactions in honing students' critical thinking skills and ensuring the robustness of their research designs. Enlightenment on the research process (WM: 3.60) and refining and strengthening research proposals (WM: 3.60) share the second rank, both marked as "Strongly Agree." These findings highlight the multifaceted contributions of expert collaboration, ranging from providing clarity on the research process to refining the substance and coherence of research proposals. The clarity of research output for continuous improvement (WM: 3.68) completes the top five, securing the second rank.

The composite mean of 3.65 underscores a consistent "Strongly Agree" perception among students, affirming the substantial and positive impact of individual interactions with experts in enhancing the quality of their research output. In summary, the findings indicate that one-on-one interactions play a pivotal role in fortifying research proposals, addressing potential weaknesses, and fostering continuous improvement in the overall quality of graduate students' research output. Aryani et al.'s (2015) findings underscore the statistically significant impact of social networks on students' research capabilities, calling for policymakers and practitioners to prioritize education and expert monitoring in virtual domains.

### **3. Challenges encountered in a hybrid learning setting**

The identification of challenges experienced by the graduate school students in a hybrid-learning setting was done by administering questions and confirming during the focus group discussion to selected graduate school students at Golden Gate Colleges, Batangas City, Philippines. The themes are based on the responses of the participants about the challenges they experience in writing research proposals. The themes represent the challenges while the subthemes refer to the initially supportive statements about the challenges encountered.

The challenges faced by graduate students in a hybrid-learning setting were identified through a focus group discussion at Golden Gate Colleges, Batangas City, Philippines. The analysis of most participants' responses highlighted recurring issues such as unstable internet connectivity and power interruptions, which critically impact students' ability to engage consistently in their online classes. One respondent noted, "*The challenges that I experience in an online distance learning modality were unstable internet connection and a conducive learning environment when the meeting is ongoing because there are some cases that I hear noise from surroundings.*" These technological barriers disrupt learning, contributing to frustration and disengagement, which affects the overall educational experience. This aligns with Rotas and Cahapay (2020), who identify similar difficulties in remote learning, including unstable connectivity, inadequate resources, power interruptions, and a poor learning environment. In addition, According to Rahiem (2020), students' challenges in remote learning are technological disruption while studying, expensive internet costs, and difficulties in obtaining learning materials.

Furthermore, the lack of a conducive learning environment at home—characterized by background noise and various distractions—underscores the challenges students face in creating a focused and productive study space. This issue is compounded by the difficulty of balancing academic responsibilities with other commitments, such as work and household duties. The conflict between scheduled work activities and graduate school obligations

highlights a broader issue of time management and the need for more flexible learning schedules to accommodate students' diverse needs. One respondent noted, "For me, home environments may not always be conducive for learning, with distractions such as family members, pets, or household chores." Supporting this, Hazaea et al. (2021) indicate that the COVID-19 pandemic has intensified challenges in writing proposals due to the abrupt shift from face-to-face to online learning, which has led to technological barriers, reduced student-teacher interaction, and decreased motivation (Atmojo & Nugroho, 2020). Additionally, high internet costs and a noisy, disruptive home environment further complicate the learning experience (Rahiem, 2020).

*"The challenges I encountered in online distance learning include limited interaction and difficulties in maintaining focus and motivation without the structure of a traditional classroom setting."* The inability to effectively communicate with professors, combined with the limited face-to-face interaction, highlights the need for improved communication channels and support systems within the hybrid learning model. These issues emphasize the complexities of adapting to a hybrid learning environment and point to the necessity for targeted interventions, such as enhanced technological infrastructure, flexible scheduling, and supportive learning environments to meet the unique needs of graduate students. According to Dayagbil et al. (2021), maintaining teaching and learning continuity during the pandemic requires a thorough analysis of institutional parameters from the perspectives of stakeholders, including students, faculty, curriculum, and external partners. Higher education institutions need to conduct strategic scenario analyses and adapt by recalibrating curricula, enhancing faculty capabilities, and upgrading infrastructure to ensure effective teaching and learning amid and beyond the pandemic.

Responses from the focus group discussion reveal several significant challenges faced by some graduate students in a hybrid learning environment. Key issues include limited interaction and difficulties in maintaining focus and motivation due to the absence of the traditional classroom structure. While learning from home offers comfort, it also introduces distractions such as household chores, family members, and pets, which impede concentration. Balancing home responsibilities with academic and work duties further complicates the learning experience. Additionally, some students, particularly those who are educators, voiced concerns about the lack of opportunities to develop public speaking and classroom management skills online. These challenges highlight the need for strategies to enhance student engagement and focus on hybrid learning, as well as support systems to help students manage their multiple responsibilities effectively.

The focus group discussion with graduate students at Golden Gate Colleges highlights additional challenges in the hybrid-learning setting, particularly concerning health, accessibility, and self-discipline. Some respondents noted the negative health effects of prolonged screen time, such as headaches and eye strain, especially for those with pre-existing conditions like astigmatism. As mentioned by the respondent *"The screen time though was given importance by our professor, with an online class from 7 to 4, it sometimes affects my medical conditions like I am having a headache after the class since I have a stigmatism."* This underscores the importance of hybrid learning models addressing students' physical well-being by incorporating more frequent breaks, limiting screen time, and offering alternative learning methods to reduce health risks. Muppalla et al. (2023) support this, noting that excessive screen time can adversely affect social and emotional development, contribute to sleep disorders, and increase the risk of mental health issues like depression and anxiety.

Another significant challenge is accessing physical resources, such as libraries, particularly for students living far from campus. One respondent mentioned, *"Aside from internet connection, it's hard when I need to go to the library in a face-to-face setup since it is far from our home."* This highlights a gap in resource accessibility within hybrid learning



environments. Nkhangweni Mahwasane and N.P. Mudzielwana (2016) emphasizes the need for improved information literacy skills and better access to library resources. Enhancing online library services, providing remote access to essential materials, and offering logistical support could address these gaps effectively.

#### 4. Coping Mechanism of Graduate School Students

The identification of coping mechanisms done by the graduate school students in a hybrid-learning setting to ensure completion of their research proposals was done by administering questions and confirming during the focus group discussion to selected graduate school students at Golden Gate Colleges, Batangas City, Philippines. The discussion revolved around the main question: *How did graduate school students cope with these challenges?*

The themes are based on the responses of the participants about the coping mechanism of graduate school students in writing research proposals. The themes represent their strategies in dealing with the research tasks while the subthemes refer to the initially supportive statements about their coping mechanism.

The responses from the focus group discussion revealed that the majority of the graduate school students at Golden Gate Colleges have developed adaptive strategies to overcome the challenges of hybrid learning, particularly in ensuring strong internet connectivity and minimizing distractions. *"I always have data on my phone in case there's a power interruption or internet problem."* Students frequently mentioned the importance of having backup plans, such as using mobile data when internet connectivity is unstable or seeking alternative locations like coffee shops to maintain a conducive learning environment. These proactive measures demonstrate resilience and a commitment to their education, even in the face of technological and environmental challenges. According to Hodges et al. (2020), the ability to quickly adapt to technological disruptions, such as by switching devices or seeking alternative internet sources, is crucial for maintaining continuity in online education. Furthermore, Gillis and Krull (2020) highlight the importance of creating a learning environment that minimizes distractions, which aligns with the students' use of noise-cancelling headphones and finding quieter study areas.

Some responses from the focus group discussion reflect the strong sense of responsibility and self-discipline among graduate school students at Golden Gate Colleges in managing the demands of hybrid learning. Students emphasized the importance of being hardworking, maintaining positivity, and staying focused on their goals as key strategies for success. *"By looking at my goals and every day reminding myself, why I enrolled in Graduate school."* responded a participant. The emphasis on preparation, such as ensuring a stable internet connection before class and reviewing lessons after disruptions, further underscores their proactive approach to learning. This commitment to responsibility aligns with the literature on self-regulated learning, which highlights the role of personal accountability in academic success. According to Broadbent and Poon (2015), students who engage in self-regulated learning strategies, such as goal setting, self-monitoring, and time management, are more likely to succeed in online and hybrid learning environments. These strategies enable students to navigate the unique challenges of hybrid learning, such as technological disruptions and the need for self-motivation, by taking ownership of their learning process.

The responses from a few students at Golden Gate Colleges illustrate a range of strategies employed to navigate the challenges of hybrid learning, particularly in managing time, balancing work and studies, and leveraging groupmate support and professor assistance. These students demonstrated resourcefulness by using mobile data as an alternative to Wi-Fi, scheduling tasks effectively, and communicating proactively with both classmates and professors to ensure continuous learning despite technical and scheduling difficulties.

The reliance on mobile data highlights the necessity of adaptability in the face of technological limitations, a theme echoed in the literature. *"I went to different places such as coffee shops and continuously attended my class. Despite challenges, I need to learn because I know that I will benefit from this in the future."* the respondent mentioned. For example, Hodges et al. (2020) emphasize the importance of flexibility and the use of alternative technologies to maintain educational continuity during disruptions. The students' proactive approach to managing their schedules and seeking out quiet spaces for study also aligns with Broadbent and Poon's (2015) findings that effective time management and organizational skills are critical for success in online learning environments.

Moreover, the importance of groupmate support and proactive communication with professors highlights the role of social and academic networks in mitigating the isolation often associated with hybrid learning. As one respondent noted, *"Regularly scheduling virtual meet-ups with classmates and attending live sessions whenever possible also helped in building a more interactive learning environment, communicated proactively with my professors about connectivity challenges, ensuring they were aware and could accommodate any disruptions."* This observation aligns with Zulfikar (2016) and Wang and Yang (2012), who argue that external support from friends and family can enhance motivation and effectiveness in writing research proposals. Students benefit from sharing references, discussing writing issues, and receiving feedback from peers. Providing spaces for collaborative conversations about research is crucial, as highlighted by Zulfikar, who recommends consulting peers and mentors to understand research patterns and formulate research problems. These insights emphasize the need for a multifaceted approach to hybrid learning, integrating time management, adaptability, social support, and effective communication to help students navigate the complexities of this learning model and achieve their academic objectives.

## **5. Recommendations can upgrade student researchers' capabilities**

The video lessons that may be created for graduate school students are designed to be highly effective in upgrading students' capabilities in various research-related areas. These video lessons are meticulously crafted to be easy to use and understand, providing a step-by-step process to guide students through complex concepts and practical skills. The effectiveness of these video lessons is evident in their ability to enhance students' understanding and proficiency in research methodologies, data analysis techniques, academic writing, literature review, research ethics, and other essential aspects of conducting high-quality research.

The ease of use of these video lessons is emphasized through their accessibility online and offline, allowing students to access the content at their convenience. The video lessons are structured to accommodate different learning styles and preferences, ensuring that students can engage with the material in a manner that best suits their individual needs. Whether accessed online through a dedicated platform or downloaded for offline use, these video lessons are designed to be seamlessly integrated into students' learning experiences.

Furthermore, the video lessons are created with a focus on easy understanding, utilizing clear and concise explanations, practical demonstrations, and real-world examples to facilitate students' comprehension. The step-by-step approach employed in these video lessons ensures that students can follow along and apply the knowledge gained in their academic and research endeavors with confidence.

Overall, the video lessons created by researchers for graduate school students are tailored to be highly effective, easy to use, easy to understand, and structured with a step-by-step process to empower students to upgrade their capabilities and excel in their academic

## V. CONCLUSIONS AND RECOMMENDATIONS

Based on the findings of the study, the following conclusions are drawn:

1. The results indicate that most students consider themselves capable of writing research proposals, presenting research outputs, and finalizing their research work.
2. Respondents express strong agreement on the effectiveness of expert collaboration in hybrid learning environments, particularly in areas such as research content discussions, consultations for research outputs, and proposal defense interactions.
3. Most students face significant challenges in hybrid learning due to recurring issues with unstable internet connectivity and power interruptions, which critically impact their ability to participate actively and consistently in online classes.
4. The graduate school students at Golden Gate Colleges have effectively developed adaptive strategies to address the challenges of hybrid learning, focusing on maintaining strong internet connectivity and minimizing distractions.
5. The developed research guide by the researchers offers valuable support for graduate school students in overcoming their challenges related to writing research.

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## The Effectiveness of Online Learning During COVID-19 for Students in Three Public Universities in Cambodia

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**Abstract:** *This paper aims to identify the determinants of online effective learning in three public universities in Cambodia during the COVID-19 pandemic using our joint survey data of about 1500 samples collected from National University of Battambang, Royal University of Phnom Penh and Royal University of Fine Art. From our survey data we found that a vast majority of students in both rural areas and urban areas used smart phones for online study. However, about half used computers. Microsoft team, Telegram and ZOOM were the main platforms for online learning during COVID-19. The internet service was still poor, and the quality of the internet service was not much different between rural and urban areas. Using a simple logistic regression model, we found that older students are more likely to choose online/hybrid learning than younger students, students from families whose income were reduced during COVID-19 are less likely to choose online/hybrid learning in the next semester, the more severe the economic effect of COVID-19 are, students are more likely to choose online/hybrid learning, students who use home Wi-Fi are more likely to choose online/hybrid learning than students who use mobile Wi-Fi, teacher's skills for online learning is also important for students to choose online/hybrid learning, students who are more active in sports are more likely to choose online/hybrid learning in the next semester. The findings suggest that online learning is appropriate for senior students while face-to-face learning shall be provided to freshman students.*

**Keywords:** *online learning, COVID-19, anxiety, depression, sport activities, effectiveness*

### I. INTRODUCTION

Any online learning environment is considered to be a framework that “uses the Internet to deliver some form of instruction to learners separated by time, distance, or both” (Dempsey & Van Eck, 2002, p. 283). Online learning is also defined as a teaching and learning process between teachers and students that involves various digital mediums, such as 'WhatsApp', 'Zoom', and 'Google Classroom'. Any assignments or activities, provided by the teacher online, are considered part of online learning (Basar et al., 2021). Online learning (often referred to as e-learning) refers to the use of digital materials to support learning. It does not necessarily take place at a distance. It can be used in physical classrooms to complement more traditional teaching methods, in which case it is called blended learning (Organization for Economic Co-operation and Development, 2020). Online learning can be part of remote learning. Remote learning refers to synchronous or asynchronous instruction provided in a place outside the classroom. Synchronous learning means that students are connected to learning experiences where a teachers' immediate feedback is possible. Asynchronous or self-directed learning means that students can learn at their own pace and chosen time. Remote learning takes an array of forms ranging from paper-based take-home packages to online platforms. Remote learning is also possible through a variety of different channels, such as mobile phones, television, radio, and tutors (Munoz-Najar et al., 2021).

Hybrid learning combines in-person learning with remote learning. It is sometimes also referred to as blended learning. Distance learning refers to learning that is done away from a classroom or the workplace. Traditionally, this involved offline correspondence courses wherein the student corresponded with the school via post. Today, it involves mainly online education, with an instructor that gives lessons and assigns work digitally (Organisation for Economic Co-operation and Development, 2020, p. p.5).

Like other countries, Cambodia also closed schools either fully or partially for extended periods between February 2020 and February 2022. COVID-19 pandemic caused full or partial school closure across Cambodia between February 2020 and February 2022 with a total of 532 days (fully closed for 280 days and partially closed for 253 days), making Cambodia stand out as the country experiencing the third highest number of school closure days in East Asia and Pacific (EAP) during these two years (Bhatta et al., 2022). Online and remote learning was introduced to schools to reduce learning loss. The first case of COVID-19 was confirmed in Cambodia in a Chinese man on January 27, 2020 (<https://www.who.int/cambodia/news/detail/28-01-2020-ministry-of-health-responds-to-first-positive-case-of-new-coronavirus>). In February, Cambodia welcomed MS Westerdam cruise ship with more than 2,200 tourists and crew members on board to dock in Sihanoukville after it was turned away by five countries, including Japan, the Philippines, Taiwan, Thailand, and Guam. The tourists were also allowed to travel to visit Angkor Wat, the most famous tourist destination in Cambodia. The COVID-19 outbreak in Cambodia seemed to be serious in mid-March and it remained quiet again between April and June. On 16 March 2020, educational facilities were closed nationwide, travel restrictions and self-quarantine of migrant workers were issued. Karaoke bars (KTVs) and nightclubs were closed on 17 March. In addition, the government banned religious and other large gatherings including postponing Khmer New Year (12-16 April 2020) and cancelling the water festival which was supposed to be held in late October. The Khmer New Year was officially rescheduled for 17-21 August. In early October, some schools and universities were allowed to reopen by the Ministry of Education and Sports provided they could adhere to appropriate health safety standards. On 7 July, the Phnom Penh Municipal Administration announced KTVs and clubs could reopen, provided they convert their venues into restaurants and receive a city hall permit to operate. The majority of COVID-19 cases in Cambodia were acquired abroad and male. A joint Situation Report #10 issued by the World Health Organization (WHO) and Ministry of Health (MoH) on 7 September 2020 indicated that as of 6 September 2020, 274 confirmed cases of COVID-19 were reported from Cambodia, of which 272 cases had recovered and 236 cases were acquired overseas, representing 11 nationalities in addition to Cambodian, with the rest locally acquired (<http://cdcmoh.gov.kh/resource-documents/who-moh-situation-report>). The majority of infected persons were male. The Ministry of Health of Cambodia indicated that the cumulative cases of COVID-19 in Cambodia on 09 October 2020 reached 283, of whom 57 were female and 226 male. According to Le Bureau de Prospective Economique, Cambodia was ranked third in the World and first in Asia for controlling and countering the adverse effects of COVID-19.

At primary school level, learning loss during COVID-19 pandemic can be attributed to lack of access to the internet and computers at home of students and teachers and low usage of essential platforms for online learning. A study by UNICEF (2022), which used data from the 2016 and 2021 grade six national learning assessments (NLA) carried out by the Education Quality Assurance Department (EQAD) of the Ministry of Education Youth and Sports (MoEYS), showed an evidence of substantial learning loss for grade 6 students, as average achievement levels in 2021 were 0.30-0.75 standard deviations lower than the 2016 averages. The study found that the percentage of students who failed to demonstrate basic proficiency increased from 34% to 45% in the Khmer language and from 49% to 74% in



Mathematics despite that face-to-face instruction was replaced with remote teaching and learning activities. The study found that E-learning platforms that grade 6 students used were: YouTube page (22.2%); the MoEYS Facebook page (20.3%); and the MoEYS Podcast (19.3%). For teachers, the patterns were again very similar, although in more usage. In addition to low usage of E-learning platforms, relatively few students and teachers report having internet connections at home, but most report having access in some way (via phone, café, etc.). Home computers are also fairly rare among students (about 6% on average), but more common in teacher homes.

The challenges for effective online learning at upper secondary school level are also like those of primary school level. At upper secondary education level, Thy et al. (2023) found that teachers and students, during their eLearning, faced the challenge of interactions stemming from their difficulties in handling their teaching and learning using technology and online platforms such as Telegram, Zoom, Microsoft Team, Google Meet. In addition, digital devices and disruptions to teaching and learning due to poor internet connections, electricity cut-offs, and/or noisy environments were quite distracting during online instruction.

This paper aims to examine (1) the socio-economic effects of COVID-19 on university students in Cambodia, (2) the applications of ICT tools for online learning, and to (3) identify the determinants of online effective learning, as self-reported by students from three public universities in Cambodia during the COVID-19 pandemic using our joint survey data of about 1500 samples collected from National University of Battambang, Royal University of Phnom Penh and Royal University of Fine Art. Our main research hypothesis is that COVID-19 pandemic and education lockdown caused anxiety and depression, reduction in extracurricular activities, among the public university students, economic difficulties, which affected the effectiveness of online learning. Our research contributes to the previous literature about the determinants of online learning effectiveness by adding to the existing models (Basar et al., 2021; Soong et al., 2001) new factors, such as anxiety, depression, recreation activities, economic conditions during the COVID-19 pandemic.

## II. RELATED LITERATURE

At higher education level, a few studies examined the effectiveness of online learning. Chet et al. (2022), using surveyed data of 1,002 undergraduate students at Royal University of Phnom Penh, a large public university, found that 81.4% of the students did not wish to pursue online learning post-pandemic because 62.5% of them revealed that their academic performance was affected during online learning. Only 18.6% of the students wished to continue online learning. It was also found that factors that influence the decision to continue to study online in the future included gender, the effect of online learning, permanent address, and home WIFI connection; and the leading causes of willingness to continue online education included time and money-saving, the current availability of Sustainability, various practical and flexible platforms for educational purposes, and the creation of an independent learning environment. Heng et al. (2023), using an online surveyed data of 1025 samples from universities throughout Cambodia, revealed key challenges for online learning were the expense of purchasing Internet data, connectivity issues, disruptive environments for learning, reduced learning interactions, and psychological issues, among other challenges. Limited ICT skills among students was one of the challenges in online learning (Chealy & Serey, 2020). Sol (2021) suggests that in the post-COVID-19 era, Cambodian higher education institutions should invest more in improving their digital infrastructure and learning resources, digitalize their delivery approach, provide regular professional development and training for faculty members, and promote collaboration and partnerships with diverse stakeholders.

Whether face-to-face learning is more effective than online learning or vice versa is ambiguous. Some previous studies demonstrated that online learning caused learning loss compared to face-to-face learning in classrooms. Pei & Wu (2019) provided evidence that online learning worked but it was less effective than offline methods. Spending too much time on screen can cause depression, which is claimed by the World Health Organization (2011) as the leading cause of disease burden worldwide by the year 2030. Moderate or severe depression level was associated with higher time spent on TV watching and use of computers (more than 6 hours per day in total) (Madhav et al., 2017). However, it seems that online learning activities are well suited for graduate level education as student satisfaction with an online course is higher; GPA and other measures of student achievement are the same or better because computer networking provided a more authentic learning environment in the sense that students can easily communicate with other educational professionals outside the class group if they desire (Kearsley et al., 1995). Nguyen (2015) also showed that online learning is generally at least as effective as the traditional face-to-face format, especially for the postsecondary education arena.

Munoz-Najar et al. (2021) proposed five principles for effective remote/online learning: (1) Ensure remote learning technology is fit-for-purpose: availability of technology is a necessary but not sufficient condition for effective remote learning. Meaningful internet connectivity must be ensured, which means that students, teachers, and parents can use the Internet every day via an appropriate device with enough data and connection speed to enable learning; (2) Use technology to enhance teacher effectiveness: teachers can motivate students to find positive value in the learning process, provide incentives to perform, give targeted feedback in the areas where students experience difficulties, and provide socio-emotional support; (3) Establish meaningful two-way interactions: for remote learning to be successful it needs to allow for meaningful two-way interaction between students and their teachers by using the most appropriate technology for the local context; (4) Engage parents and students as partners in the teaching and learning process: in addition to supports provided by teachers, parents can help supports to improve social contact which may be reduced by remote or hybrid learning, (5) Rally all actors to cooperate for learning: collaborate and liaise with local and international partners.

### III. METHODOLOGY

#### 1. Methods and Data

This research aims to identify the determinants of online effective learning. A structured questionnaire was developed and used to interview undergraduate students in three public universities, namely, National University of Battambang, Royal University of Phnom Penh and Royal University of Fine Art in Cambodia to collect primary data. The questionnaire was designed through discussion among selected professors and enumerators from those three universities various times through online platforms such as Microsoft team, ZOOM and Google classroom. The questionnaire that was deployed was in Khmer language and divided into five parts- (1) general information, (2) psychological situation, (3) economic situation, (4) learning outcome, and (5) social/extracurricular activities.

Questionnaires in Khmer language in Google form were sent to students to fill out on a voluntary basis with support from volunteer students. The volunteer students were trained about how to fill the questionnaires before they sent the questionnaire to their friends. Students were asked to send the questionnaire to their friends who study in the three public universities. STATA 15 was used for analysing data after we prepared and cleaned data in Excel which was extracted from responses in Google form. The questionnaire was sent to

undergraduate students in RUPP, NUBB, and RUFA to complete with instructions from our enumerators who received training before the survey started.

The data were collected between 9<sup>th</sup> and 23<sup>rd</sup> of July 2022 for RUPP, between 10<sup>th</sup> of July 2022 and 1<sup>st</sup> of August 2022 for NUBB, and between 13<sup>th</sup> and 30<sup>th</sup> of July for RUFA. The data were collected after the schools were open after its closure between February 2020 and February 2022. However, students were still wearing masks and some classes were still conducted online using platforms such as Microsoft Team. The dataset includes 1547 respondents from the three public universities (536 samples from NUBB, 581 samples from RUP, and 430 samples from RUFA). The sample size in this research was larger than sample sizes in previous research on COVID-19, which was conducted in Cambodia. When the population size is large, a sample size of 400 can ensure a precision level of 5% at 95% confidence level (Yamane, 1973). Therefore, the sample size from each of the three universities is representative at both university level and students in public universities in Cambodia.

This research followed ethical standards. Official permissions from each of the three universities were obtained and participation of students was voluntary. The purpose of the research was well informed to respondents and students could agree or could not agree to answer our survey questions. Personal information of students was also kept confidential.

#### IV. RESULTS AND DISCUSSION

##### a. Socio-demographic of Respondents

Of the total respondents, the proportions of male and female students were 39% and 61%, respectively. About 72% were between 21 and 25 years old. About 33% were bachelor students in year 2. 93% were Buddhists and 4% were Christians. 74% were from urban areas and 26% were from rural areas as shown in Table 1.

**Table 1**  
**Socio-demographics of Respondents**

Socio-demographics	Value	Frequency	%
University	NUBB	536	34.65
	RUPP	581	37.56
	RUFA	430	27.80
	Total	1547	100.00
Gender	Male	596	38.53
	Female	951	61.47
Age group	less than 20	397	25.68
	between 21 to 25	1,117	72.25
	between 26 and 30	23	1.49
	Above 31	9	0.58
Year in University	Year 1	396	25.6
	Year 2	507	32.77
	Year 3	369	23.85

	Year 4	275	17.78
Marital status	Single	1,515	97.93
	Married	30	1.94
	Divorced	2	0.13
Religion	Buddhist	1,444	93.34
	Muslim	14	0.9
	Christian	64	4.14
	No religion	22	1.42
	Others	3	0.19
Urban/rural	Rural	402	25.99
	Urban	1,145	74.01

### b. Online learning environment: IT devices, learning platforms and internet service

The main device for online learning was smart phones, followed by computers and tablets. For online learning, about 92% of students used smartphones, 43% computers and 4% tablets (Table 2). There was no significant difference between rural and urban students in usage of smart phones for online learning. The proportions of rural and urban students who used smartphones were 93% and 91%, respectively (Pearson  $\chi^2(1, 1546) = 2.0203$ ,  $Pr = 0.155$ ). However, urban students had more access to computers than rural students. Only 33% of students from rural areas used computers, significantly lower than the proportion of students from urban areas, which was 47% (Pearson  $\chi^2(1, 1542) = 22.6949$ ,  $Pr = 0.000$ ). In addition, urban students had more access to tablets than rural students. Only 2% of students from rural areas used tablets, significantly lower than the proportion of students from urban areas, which was 5% (Pearson  $\chi^2(1, 1547) = 4.2$ ,  $Pr = 0.04$ ). Only about 0.5% of students responded they had no device for online learning.

**Table 2**  
**Devices for Online Learning (% of total N=1547)**

	Smart Phone	Computer	Tablet
Rural	93%	33%	2%
Urban	91%	47%	5%
Total	92%	43%	4%

More than half of students (56%) used smartphones only. However, about 1 in 3 students (36%) used a combination of smartphones and computers for online learning (Table 3).

**Table 3**  
**Combination of Smartphones and Computer**

		Smart phones		Total
		No	Yes	
Computers	No	16 1%	859 56%	875 57%
	Yes	114 7%	552 36%	666 43%
Total		130 8%	1,411 92%	1,541 100%

Microsoft team, Telegram and ZOOM were the main platforms for online learning during COVID-19. Most students (85%) used Microsoft Team, followed by telegram (74.7%) and ZOOM (64.8%) (Table 4).

**Table 4**  
**Platforms for Online Learning**

Online Platform	NUBB( N=534)		RUPP (N=572)		RUFA(N=441)		Total ( N=1,547)	
	n	%	n	%	n	%	n	%
Moodie	3	0.6%	9	1.6%	7	1.6%	19	1.2%
Skype	4	0.7%	7	1.2%	26	5.9%	37	2.4%
Others	29	5.4%	27	4.7%	30	6.8%	86	5.6%
E-mail	71	13.3%	100	17.5%	102	23.1%	273	17.6%
Facebook	116	21.7%	95	16.6%	88	20.0%	299	19.3%
School platform	136	25.5%	176	30.8%	174	39.5%	486	31.4%
Google Classroom	109	20.4%	205	35.8%	185	42.0%	499	32.3%
Google Meet	209	39.1%	280	49.0%	185	42.0%	674	43.6%
Zoom	324	60.7%	314	54.9%	365	82.8%	1003	64.8%
Telegram	363	68.0%	443	77.4%	350	79.4%	1156	74.7%
Microsoft Team	433	81.1%	551	96.3%	337	76.4%	1321	85.4%

Regarding internet service, about 77% of all students used phone/mobile internet, 22% home Wi-Fi and 2% outdoor internet. There was a significant difference in types of internet services among different universities, Pearson  $\chi^2(4, 1547) = 82.4249$ ,  $Pr = 0.000$ . The proportion of RUFA students who used home Wi-Fi was larger than those of NUBB and RUPP.

**Table 5**  
**Different types of internet services for Online Learning**

University	Phone/Mobile internet	Home Wifi	Outdoor Wifi	Total
NUBB (N=536)	83%	15%	1%	100%
RUPP (N=581)	82%	17%	1%	100%
RUFA (N=430)	61%	37%	3%	100%
Total (N=1547)	77%	22%	2%	100%

The internet service was still poor, and the quality of the internet service was not much different between rural and urban areas. Only 8% of respondents were completely satisfied with the internet service, 9% mostly satisfied, 22% somewhat satisfied (Table 6). This means that about 38% of respondents were satisfied with internet service. Students from rural areas seemed to have more difficulty in using internet service as 16% of rural students were completely dissatisfied with internet service, while this number was 10% for urban students.

**Table 6**  
**Level of Satisfaction with Internet Service by Urban and Rural Areas**

Level of satisfaction	Rural	City	Total
Completely Dissatisfied	16%	10%	11%
Mostly Dissatisfied	9%	11%	10%
Somewhat dissatisfied	13%	16%	15%
Neither Satisfied nor Satisfied	24%	24%	24%
Somewhat Satisfied	21%	22%	22%
Mostly Satisfied	10%	9%	9%
Completely Satisfied	6%	8%	8%
Total	100%	100%	100%

### c. Social/Extracurricular Activities

It is well recognized that physical activity or sport has a positive impact on academic achievement and health. Lack of exercise among young people has been found to contribute to obesity and health problems. The Ministry of Education, Youth and Sport of our country also encouraged all high school and higher education institutions (HEIs) to implement physical education and sporting activities during and after school hours because it is highly beneficial to health of students and plays a vital role in building the nation's human resources (<https://www.phnompenhpost.com/national/educational-institutions-urged-develop-sport-programmes>). Field et al (2001) confirmed that exercise contributes to improvement in adolescents' academic performance in a sense that students with a high level of exercise had higher grade point averages than did students with a low level of exercise. Stead & Nevill (2010) found that physical activity or sport can maintain or enhance academic achievement and has a positive impact on anxiety and depression. Zhai et al. (2022), using a sample of 2,324 college students representing three Chinese universities, found that physical fitness was positively associated with academic performance, even after controlling for the effects of lifestyle behaviours. It is reported that the exercises with a minimum of 30 minutes of moderate-intensity per day recommended in the guidelines improve the general physical condition for all age groups (Pitta et al., 2005). In this section, we explore sport activities, entertainment activities, and social communication activities of students during the past six months by asking various questions covering those three topics.

Regarding sport activities during the interview periods, Figure 15 shows the responses of students to our questions whether they did sport activities in the past six months. The bottom bar suggested that 23% of students never went walking/running, 42% rarely, 22% sometimes, 9% often, and 5% did (Table 7). The majority of students (90%) never or rarely did exercise at the gym.

**Table 7**  
**Sport Activities**

Sport activities	Never	Rarely	Sometimes	Often	Always	Total (N)
Walking/running	23%	42%	22%	9%	5%	1,547
Swimming	76%	17%	5%	2%	0%	1,547
Cycling	48%	28%	14%	5%	5%	1,547
Dancing	58%	23%	12%	5%	2%	1,547
Doing exercise at gym	77%	13%	7%	2%	1%	1,547
Playing football/tennis	55%	24%	13%	6%	3%	1,547
Doing yoga/martial art	72%	17%	7%	3%	1%	1,547
Working on farms/garden	43%	29%	18%	8%	2%	1,547
Doing housework	6%	22%	32%	19%	21%	1,547

Female students seemed to be less active than male students in going walking or running, swimming, doing exercise at gyms, playing football or tennis, working on farms or in gardens. The proportion of females was 16% while this number was 28% for female students (Table 8). However, Female students seemed to be more active than male students in dancing, doing yoga or martial arts, and doing housework. About 23% of female students reported they did housework often while this number was only 18% for male students.

**Table 8**  
**Sport Activities by Sex**

Sport activities	sex	Never	Rarely	Sometimes	Often	Always	Total	Chi-square test
Walking/running	Male	16%	40%	27%	11%	7%	100%	chi2(4) = 48.3798 Pr = 0.000
	Female	28%	43%	19%	7%	3%	100%	
Swimming	Male	67%	22%	7%	2%	1%	100%	chi2(4) = 44.4627 Pr = 0.000
	Female	81%	14%	3%	1%	0%	100%	
Cycling	Male	45%	28%	15%	5%	6%	100%	chi2(4) = 6.8381 Pr = 0.145
	Female	49%	28%	13%	6%	4%	100%	
Dancing	Male	62%	20%	12%	4%	2%	100%	chi2(4) = 9.9207 Pr = 0.042
	Female	56%	25%	12%	6%	2%	100%	
Doing exercise at gym	Male	67%	16%	10%	4%	3%	100%	chi2(4) = 58.0456 Pr = 0.000
	Female	83%	11%	5%	1%	1%	100%	
Playing football/tennis	Male	36%	27%	21%	10%	6%	100%	chi2(4) = 187.5497 Pr = 0.000
	Female	67%	21%	8%	3%	1%	100%	
Doing yoga/martial art	Male	77%	14%	6%	2%	1%	100%	chi2(4) = 10.2479 Pr = 0.036
	Female	69%	18%	8%	3%	1%	100%	
Working on farms/garden	Male	38%	30%	19%	11%	3%	100%	chi2(4) = 21.2509 Pr = 0.000
	Female	46%	28%	17%	7%	1%	100%	
Doing housework	Male	6%	29%	30%	17%	18%	100%	chi2(4) = 33.4844 Pr = 0.000
	Female	6%	17%	33%	21%	23%	100%	

Regarding entertainment activities during the interview periods, Figure x shows the responses of students to our questions whether they did entertainment activities in the past six months. The bottom bar suggested that 4% of students never watched TV or used a phone or PC (Table 9). 27% rarely, 22% sometimes, 9% often, and 5% did. The majority of students

(86%) never or rarely went to a movie or art performance. 22% of students never went to the library or an art museum. And 31% never went shopping.

**Table 9**  
**Entertainment Activities**

Entertainment activities	Never	Rarely	Sometimes	Often	Always	Total
Watching TV/Phone/PC	4%	27%	32%	17%	20%	1,547
Listening to radio/music	12%	27%	26%	16%	19%	1,547
Going to movie/art performance	53%	33%	11%	3%	1%	1,547
Playing games/internet	42%	29%	15%	8%	6%	1,547
Reading books/newspaper	9%	36%	33%	16%	6%	1,547
Going to library/art museum	22%	44%	23%	10%	2%	1,547
Going shopping	31%	40%	18%	8%	2%	1,547
Going for a walk with friends	37%	43%	15%	4%	1%	1,547
Going outdoor with friends	21%	47%	21%	9%	2%	1,547
Singing/dancing	47%	31%	14%	5%	3%	1,547

Regarding communication during the interview periods, Table 10 shows the responses of students to our questions whether they communicated with siblings or relatives, teachers or researchers, and classmates or friends in the past six months. The proportion of students who never communicated with classmates or friends, teachers or researchers, siblings or relatives were 4%, 11%, and 9%, respectively. The majority of students (94%) still communicated with their classmates or friends. Only 5% of students always communicated with their teachers, compared to 12% with siblings or relatives and 21% with classmates or friends.

**Table 10**  
**Communication Partners During COVID-19**

Communication activities	Never	Rarely	Sometimes	Often	Always	Total (N)
classmates/friends	4%	24%	31%	21%	21%	1,547
teachers/researchers	11%	40%	29%	16%	5%	1,547
siblings and relatives	9%	31%	30%	17%	12%	1,547

#### **d. Anxiety and Depression**

In the past two weeks, about 1 in 4 students (26%) were severely depressed. The Patient Health Questionnaires (PHQ) and Generalised Anxiety Disorders (GAD) questionnaires were used in our survey to determine if students were affected by anxiety or depression. The PHQ-9 is a nine item questionnaire that measures response to treatment and the severity of depression. The GAD-7 is a seven item questionnaire that measures levels of anxiety. Each total score for GAD-7 and PHQ-9 is calculated by summing the score of each question by assigning scores of 0, 1, 2, and 3, to the response categories of “not at all”, “several days”, “more than half the days”, and “nearly every day”, respectively. For PHQ-9, when the score is between 0-5 = mild, 6-10 = moderate, 11-15 = moderately severe, and 16-20 = severe depression. For GAD-7, 0-5 =mild, 6-10 moderate, 11-15=moderately severe anxiety, 15-21= severe anxiety. Following these methods, the proportions of students who were severely depressed and severely anxious were 26%, and 13%, respectively (Table 11).



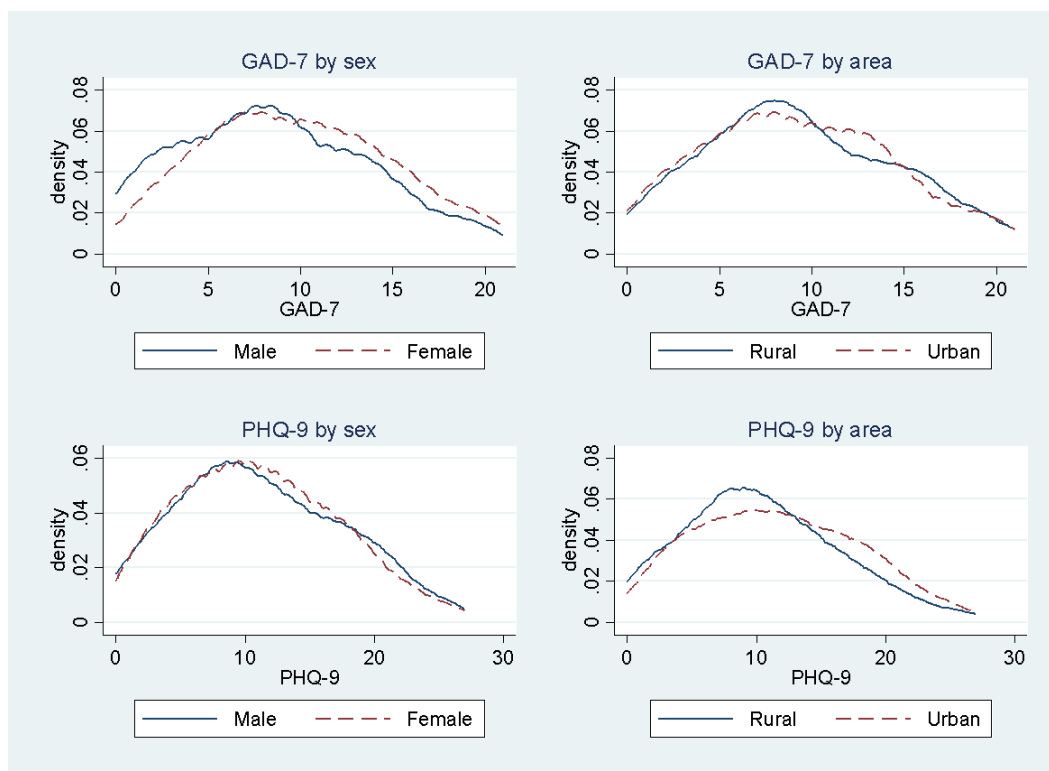
**Table 11**  
**Anxiety and Depression**

Severity	GAD-7			PHQ-9		
	Freq.	Percent	Cum.	Freq.	Percent	Cum.
Mild	395	25.53	25.53	318	20.56	20.56
Moderate	528	34.13	59.66	436	28.18	48.74
Moderately severe	415	26.83	86.49	396	25.6	74.34
Severe depression	209	13.51	100	397	25.66	100

Depression and anxiety significantly varied by sex. Female students tended to have higher levels of anxiety and depression than female students. For anxiety, the proportion of female students with severe anxiety in the past two weeks was 15% while this number was 11% for male students (Table 12). For depression, the proportions of female and male students with severe depression were 29% and 20%, respectively. The distributions of GAD-7 and PHQ-9 by sex and area are shown in Figure 1.

**Table 12**  
**Anxiety and Depression by Sex**

Variables	Sex	Mild	Moderate	Moderately severe	Severe	Total	Chi2 test	
GAD-7	Male	31%	35%	23%	11%	100%	chi2(3)	=
	Female	22%	34%	29%	15%	100%	20.9212, Pr = 0.000	
PHQ-9	Male	22%	33%	25%	20%	100%	chi2(3)	=
	Female	20%	25%	26%	29%	100%	19.0914, Pr = 0.000	



**Figure 1: Distribution of anxiety, depression by sex and area**

There was no significant difference in the levels of anxiety and depression between students from rural and urban areas, but female students had significantly higher levels of anxiety and depression. The average levels of anxiety for male and female students were 8.659 and 9.859, respectively,  $t(1545) = -4.4099$ ,  $p\text{-value}=0.000$ . The average levels of depression for male and female students were 10.42 and 11.656, respectively,  $t(1545) = -3.7691$ ,  $p\text{-value}=0.0001$ .

### e. Econometric Specifications

Several logic regression models were used to analyse the determinants of perceived effectiveness of online learning and the influences on preferences for online learning. Logit regression is nonlinear, specifically designed for binary dependent variables (Stock & Watson, 2003).

$$P(y = 1/x_1, x_2, \dots, x_k) = \frac{\exp(\beta_0 + \beta_1 x_1 + \dots + \beta_k x_k)}{1 + \exp(\beta_0 + \beta_1 x_1 + \dots + \beta_k x_k)}$$

- $\beta_i$  are the regression coefficients;
- $X_i$  are the following covariates: gender, current residence, age, situation of family income during COVID-19, whether the student is receiving assistance or not, severity of economic impact, internet type, usage of computer, teacher teaching skill, level of anxiety, and sport activities.
- The dependent variable  $y$  is binary. We look at two different dependent variables: (1) if a student chooses online/hybrid learning in the next academic year, then  $y=1$  and if he/she prefer face-to-face learning, then  $y=0$ ; (2) if a student like online learning, then  $y=1$ , if he/she don't like online learning, then  $y=0$ .

For constructing an independent variable about sport activities, Principal Component Analysis (PCA) was used to reduce sport activities to one variable by using STATA command *predict* after we use command *pca*. The scree plot is in Appendix A.

The results in Table 13 from logistic regression when the dependent variable  $y=1$  if a student chooses online/hybrid learning in the next academic year and  $y=0$  if he/she prefers face-to-face learning, suggested that:

- Older students are more likely to choose online/hybrid learning.
- Students from families whose income was reduced during COVID-19 are less likely to choose online/hybrid learning in the next semester.
- The more severe the economic effect of COVID-19 has on students' families, students are more likely to choose online/hybrid learning.
- Students who use home Wi-Fi are more likely to choose online/hybrid learning than students who use mobile Wi-Fi.
- Teacher's skills for online learning are also important for students to choose online/hybrid learning.
- Students who are more active in sports are more likely to choose online/hybrid learning.

**Table 13**  
**Results of Logistic Regression: Part 1**

Dependent variable (1=online learning/hybrid; 0= face-to-face learning)	Model 1	Model 2	Model 3	Model 4	Model 5
Gender (1=Female, 0=Male)	-0.0698 (-0.61)	-0.0401 (-0.35)	-0.0621 (-0.53)	-0.0245 (-0.21)	-0.0246 (-0.21)
Current residence (1=Urban; 0: Rural)	0.22 (1.72)	0.142 (1.08)	0.119 (0.90)	0.126 (0.95)	0.126 (0.95)
Age	0.0967*** (3.72)	0.0982*** (3.72)	0.0994*** (3.74)	0.101*** (3.79)	0.101*** (3.79)
Family income (1=decrease,0=other)	-0.288* (-2.49)	-0.295* (-2.51)	-0.286* (-2.43)	-0.274* (-2.32)	-0.274* (-2.31)
Assistance (1=Yes, 0=No)	0.217 (1.40)	0.233 (1.49)	0.233 (1.48)	0.229 (1.45)	0.229 (1.44)
Severity of economic impact	0.143* (2.29)	0.173** (2.72)	0.183** (2.87)	0.184** (2.88)	0.184** (2.85)
Internet (1=mobile internet, 0=Others)		-0.673*** (-5.09)	-0.678*** (-5.09)	-0.676*** (-5.07)	-0.676*** (-5.07)
Use Computer (1=Yes, 0=No)		-0.00995 (-0.08)	-0.000321 (-0.00)	-0.00226 (-0.02)	-0.00231 (-0.02)
Teacher's teaching skills (1=Yes, 0=No)			0.555*** (3.99)	0.544*** (3.90)	0.544*** (3.90)
Sport activities				0.0674* (2.07)	0.0674* (2.06)
Anxiety (GAD-7)					0.000073 (0.01)
Constant	-3.176*** (-5.31)	-2.752*** (-4.50)	-3.215*** (-5.11)	-3.676*** (-5.49)	-3.676*** (-5.48)
n	1546	1541	1541	1541	1541
chi2	30.52***	57.46***	74.17***	78.42***	78.42***
bic	1964.1	1943.4	1934.1	1937.2	1944.5

*t* statistics in parentheses \*  $p < 0.05$ , \*\*  $p < 0.01$ , \*\*\*  $p < 0.001$

## V. CONCLUSION AND RECOMMENDATION

COVID-19 adversely affects the economic situation of university students and their families. During the pandemic, students suffered from depression and anxiety and most students did not actively participate in sport activities and other extracurricular activities such as entertainment and recreation. However, students started to use ICT devices, mostly smartphones, for online learning through platforms such as Microsoft Team and Zoom. Telegram was also widely used by students for online study purposes. Availability of technology is a necessary but not sufficient condition for effective remote learning: access to the internet via smartphones has been a key to keep learning despite the school lockdown, opening new opportunities for delivering education at scale. In this research, it was found that teachers' knowledge about teaching online is important for effective online learning. Students who are more active in sports are more likely to choose online/hybrid learning in the next

semester. Students who are active in sport activities are more likely to choose online/hybrid learning. The level of anxiety is positively related with the choice of online learning, but not significantly. The findings suggest that online learning is appropriate for senior students in year 3 or year 4 while face-to-face learning shall be provided to freshman students. With the spread of smartphones, rural students can learn with teachers who live far away. Rural universities shall provide online teaching options to teachers with competent online teaching skills who are not living close to the university. Encouraging students to do some sports can also promote desire to study/academic outcomes as it was found in other studies.

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### **Conflict of interest**

The author declares that the research was conducted in the absence of any commercial or financial relationships that could be construed as a potential conflict of interest.

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## Research on the Efficiency Evaluation System of Scientific Research Innovation Output of Hubei University Teachers 湖北高校教師科研創新性產出效率評價體系研究

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**Abstract:** With the gradual increase of research funding support for universities in China, the research achievements of universities have attracted widespread attention from society. In this context, developing appropriate evaluation tools to assess the research efficiency of universities has become an urgent issue. This study used non parametric statistical methods, including Data Envelopment Analysis (DEA) and Malmquist Index, to comprehensively evaluate the panel data of scientific research input-output data of universities in Hubei Province, aiming to analyze the static and dynamic changes in their scientific research efficiency. The research results show that the universities in Hubei Province that participated in the evaluation performed well overall in terms of research efficiency, but there is still room for improvement. In depth analysis reveals that slow technological progress is a key obstacle to improving the efficiency of scientific research in universities. Therefore, in order to improve scientific research efficiency and optimize the allocation of scientific research resources, universities should pay more attention to investment in scientific research innovation and technological progress.

**Keywords:** Scientific research innovation; Output efficiency; Evaluate

### I. 引言

在《中華人民共和國國民經濟和社會發展第十四個五年規劃和 2035 年遠景目標綱要》(2021 年版)中,強調了構建以創新能力、質量、實效、貢獻為核心的科技人才評價體系的必要性,以完善人才評估和激勵機制。同樣,湖北省人民政府辦公廳發佈的《湖北省數字化戰略行動計劃(2023-2025 年)》(2023 年版)亦明確了現代教育評價體系構建的目標。

鑒於高校在國家創新體系中的核心地位,其科研創新能力對國家科技創新的推動作用不容忽視。在此背景下,湖北省承擔著激發高校教師科研活力、推進人才培養、服務新時代人才強國戰略以及通過高品質科研創新成果支撐科技自立自強的重大戰略任務。因此,識別影響湖北省高校教師科研創造性產出效率的關鍵因素,以及如何科

學評估高校教師的科研創新性產出效率，成為確保政策有效執行和科技發展目標達成的核心議題。

## II. 國內外研究現狀和趨勢

自 20 世紀 70 年代起，國際上對高校教師科研創新性產出效率的影響因素進行了廣泛研究，這一研究浪潮隨著科學社會學的建立而興起，尤其是墨頓(Merton)的工作對此領域產生了深遠影響。隨後，特別是在美國，大量實證研究聚焦於高校教師個體特徵和環境因素(Harriet Zuckerman, 1979; Allison & Long, 1990; Fox, 1983; Xie, Yu & Shauman, 1998)。在中國，近年來也出現了一些基於本土數據的實證研究(林曾, 2009; 毅志遠, 2011; 林嘯宇, 2009; 鮑威, 2012; 李璐, 2017)。然而，這些研究往往從單一視角或單一變數出發，探討影響高校教師科研產出的因素，缺乏構建綜合性理論框架以全面解釋科研產出的嘗試。

學術研究對高校教師個體科研產出的探討，主要體現在 20 世紀 80 年代以來墨頓學派的實證研究中。朱克曼對諾貝爾獎得主的研究、克蘭對知識在無形學院中傳播的探討、科爾兄弟對科學界社會分層的分析以及加斯頓對科學界獎勵系統的研究，均是該領域的重要貢獻。在科研創新性產出效率的評估方法方面，學界提出了多種評估工具，包括 Runco 的分散思維化測試(Runco, 2010)、Torralice 創新思維測試(Torralice, 2003)和 Wallach 測試(Wallach & Kogan, 2011)等。

科學學在中國的興起始於 20 世紀 80 年代，國內關於高校教師科研創新性產出效率評估的方法研究涵蓋了創新指數法(了敬達, 2015)、資料對比分析法(歐朝靜, 2020)、設計二級名額結合專家諮詢法(康美娟, 2019)以及多層次模糊綜合評價模型方法(譚春輝, 2020)。儘管這些研究提供了教師科研產出效率評估的多種方法，但現時尚缺乏通過構建綜合性分析框架對高校教師科研創新性產出效率進行指數量化評估的研究成果。因此，建立一個全面的理論框架，對高校教師科研創新性產出效率進行系統的量化評估，是未來研究的一個重要方向。

## III. 湖北省高校科研投入產出效率評估模型構建

在高校中，科研活動涉及複雜的資源配置與產出，其效率評估是一項複雜的系統工程。本研究採用非參數化的數據包絡分析(DEA)方法，旨在量化評估高校的科研效率。DEA 作為一種定量分析工具，通過數學規劃模型對比同類決策單元間的相對效率，尤



其適用於那些具有多輸入和多輸出特徵的決策單元的效率評估。該方法通過構建數學模型評估決策單元在相同操作環境下的表現，識別效率較高和有改進空間的單元。DEA 的主要優勢在於其非參數化特點，即無需預設生產函數的具體形式，而是依據實際數據直接確定決策單元的效率前沿。這種方法使得研究者和決策者能夠更精確地理解和優化高校科研活動的效率。

本項研究選取湖北省高校作為決策單元 (DMU) 進行科研活動效率的評估，確保所選 DMU 的數量符合既定標準。本研究的投入與產出名額數據基於 2021 至 2024 年版《高等學校科技統計資料匯編》。通過對這些數據的細緻分析，旨在對湖北省高校的科研活動效率進行深入評估與分析。

研究結果揭示，湖北省內多數高校在綜合效率、科技效率和規模效率方面均達到了較高水準，反映出這些高校在科研投入產出比方面表現優異，科研活動的純科技效率已實現相對優化。然而，亦有部分高校未達到 DEA 效率標準，顯示出科研活動效率存在提升空間，尤其是在科技效率和規模效率方面。

深入分析進一步顯示，湖北省高校的科技效率平均得分為 0.8125，其中 15 所高校的科技效率達到效率前沿，表明這些高校在資源配置方面已接近最優。對於那些未達到科技效率標準的高校，投影分析揭示科研產出的不足主要集中在“專著字數”和“獲獎成果項數”兩個名額上，而投入冗餘主要集中於“科研經費撥入”和“科研課題支出經費”兩個方面。

在規模效率方面，參與評估的“985 工程”高校的平均規模效率為 0.982，在 DEA 的三種效率名額中得分最高。有 15 所高校實現了規模收益不變，表明這些高校的科研投入產出規模較為合理，建議維持現有的投入產出比例。對於其他院校，其中 14 所高校的規模收益遞增，表明這些高校需要新增科研投入規模；而另外 8 所高校則處於規模效益遞減階段，建議適當減少科研投入規模，以優化資源配置。

#### IV. 結論及對策建議

採用非參數化數據包絡分析 (DEA) 方法，本研究對湖北省高校在 2021 至 2023 年間的科研活動效率進行了量化評估。研究結果及建議如下：

截至 2023 年，本研究涉及的高校在科研活動的整體效率方面仍有較大的提升空間，約三分之二的高校未實現 DEA 綜合效率的最優化，反映出科技效率不足是制約科研活

動效率提升的主要瓶頸。對未達標的高校進行的深入分析表明，科研產出不足主要表現在“專著字數”和“獲獎成果項數”兩個名額，而投入冗餘則集中於“科研經費撥入”和“科研課題支出經費”。這些發現揭示了儘管對高校的科研資源投入不斷增加，但科研績效未達預期，科研資源的利用效率亟需提升。

進一步的投影分析顯示，高校湖北在科研經費投入與人力資源配寔方面已達較高水準。因此，建議湖北高校應更加注重科研經費的合理分配和高效使用，而非單純擴大投入規模。在科研產出方面，建議高校提升出版品的質量和數量，並優化科研成果品質。這些措施將有助於全面提升高校科研活動效率，實現科研資源的高效利用。

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## Research on the "Chinese + Tourism" Curriculum for Korean International Students

### 面向韓國留學生的“中文+旅遊”課程設置探究

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**Abstract:** *In the context of globalization, Korean students are increasingly interested in Chinese language and Chinese culture. In response to this demand, this paper explores the effectiveness and implementation strategies of the "Chinese + Tourism" course setting, aiming to improve their language and professional skills by designing a "Chinese + Tourism" course system for Korean students. The "Chinese + Tourism" course is not a simple superposition of Chinese classes and tourism skills classes, but needs to be based on Chinese, through the learning and practice of tourism knowledge and skills to improve Korean students' Chinese application ability in the workplace, while enhancing their understanding of Chinese culture and tourism. Taking the Korean exchange student program of Wuhan City Vocational College as an example, this paper summarizes the important conclusions of the "Chinese + Tourism" course setting and suggests expanding its scope of application and further optimizing the teaching content.*

**Keywords:** *Korean international students, Chinese + vocational skills, cross-cultural, practical teaching*

#### I. 韓國留學生來華就讀旅遊相關專業現狀

近年來，隨著中國旅遊產業的不斷發展以及國際影響力的提升，韓國留學生到中國學習旅遊相關專業的人數整體上呈現出增長的趨勢。但這一增長並非是直線上升的，受到多種因素的影響，人數呈一定波動現象，但隨著疫情政策的調整及兩國文化交流的向好發展，留學人數又逐漸恢復。

韓國一直是中國留學生的重要來源國之一，在學習旅遊相關專業的留學生群體中，韓國留學生也佔據著一定的比例。中國豐富的旅遊資源、深厚的文化底蘊以及不斷提升的旅遊教育水準，對韓國學生具有較大的吸引力。許多高校積極開展國際交流與合作專案，與韓國的高校建立合作關係，開展學生交換、聯合培養等活動。

## II. “中文 + 旅遊”課程的背景及意義

在全球化的推動下，語言學習不再僅限於語言本身，而是與職業技能相結合，以滿足就業市場的多樣化需求。“中文+職業技能”課程應運而生，旨在通過將中文教學與特定行業的專業知識融合，使學習者不僅能掌握中文，還能具備行業相關的實際操作能力。這種模式不僅增強了語言學習的實用性和針對性，也為留學生提供了更廣闊的發展平臺。

“中文 + 職業技能”是一種將中文學習與職業技能有機結合的創新型人才培養模式。此模式要求學習者不僅要掌握一定的中文交流能力，還需具備特定領域內的專業知識和操作能力，以便在工作環境中能夠運用中文解決實際問題。在不同歷史時期，職業院校開展“中文+職業技能”的理念和模式不一，大致呈現為“技術+中文”、“中文+專業”和“中文+職業技能”三種類型，從“分離”逐漸走向“融合”，與“一帶一路”發展的契合度不斷提高。發展至今，“中文 + 職業技能”的教學已形成中文教學與職業技能教學在一定程度上融合的狀態，其內容構成呈現出多層次、多維度的特點。

對於韓國留學生而言，“中文+旅遊”課程具有特別的重要性。韓國作為中國重要的鄰國之一，兩國之間的人員往來頻繁，文化交流密切，許多韓國留學生對中國文化和旅遊業產生了濃厚興趣，希望通過學習中文及相關專業知識，在未來從事中韓兩國間的旅遊交流工作。因此，“中文+旅遊”課程體系不僅滿足了他們對語言學習的需求，更為其未來職業發展奠定了堅實基礎。

## III. 目前國內“中文+旅遊”課程設置存在的問題與挑戰

目前，各大高校普遍開設了一系列針對外國留學生的中文課程，但這些課程主要集中在基礎語言技能培訓上，很少涉及具體領域或專業方向。韓國留學生雖然能夠通過這些課程提升基本溝通能力，但在實際應用和專業領域仍存在較大差距。特別是在旅遊行業，由於缺乏專門設計的“中文+旅遊”綜合性課程，導致他們在進入職場後面臨諸多挑戰，如缺乏行業術語、不瞭解核心業務流程等。存在的問題與挑戰如下：

### 1. 教學內容單一。

現有中文課程更多關注聽說讀寫四項基本技能訓練，而忽略了結合專業背景進行教學，這使得韓國留學生難以將所學知識應用到具體職業實踐中。

### 2. 缺乏實踐機會。

大多數高校提供的是課堂理論教學，缺少真實情境中的實踐機會。例如，在導遊實務訓練、旅遊線路策劃等方面，僅靠課堂講授難以達到理想效果。

### 3. 師資力量不足。

儘管一些學校已經意識到“中文+職業技能”課程的重要性，但由於師資力量有限，無法提供足夠高品質、有針對性的教學資源。

### 4. 評估機制不完善。

當前評估方式主要以期末考試為主，難以全面反映學生在實際操作能力和綜合素質上的提升。

## IV. “中文+旅遊”課程體系設計及案例分析

### 1. 論基礎與設計原則

“中文+旅遊”課程體系基於交際法、任務型教學法以及建構主義理論，通過將語言學習與職業教育相結合，實現“學用結合”的目標。設計原則包括：

1) 實用性：注重培養韓國留學生對中國歷史、地理、風土人情等方面進行全面瞭解，並靈活運用於實際生活中。

2) 互動性：採用小組討論、角色扮演等互動式教學方法，提高課堂參與度及效果。

3) 系統性：根據不同階段設定明確目標，從基礎入門到高級應用逐步推進。

4) 評估科學化：建立科學合理、多元化評價體系，包括過程評價、終結評價及實踐表現評價。

### 2. 核心課程模組及內容

核心模組分為以下幾部分：

1) 基礎中文模組：聽說讀寫四項基本技能訓練、日常交流情景模擬

2) 職業技能模組：導遊詞編寫技巧、景點介紹詞彙、實地考察報告撰寫

3) 文化認知模組：中國歷史概覽、地域風俗民情、非物質文化遺產介紹

4) 實踐操作模組：活動策劃實施、合作企業參觀見習

5) 綜合素養模組：跨文化交流禮儀、危機處理能力培訓

### 3. 教學方法與評價機制

為確保“中文+旅遊”課程的順利實施需要注意以下幾點：

1) 使用教材內容必須新穎符合市場需求；

2) 教師需具備扎實雙重背景(教育領域)積極參加進修提高自己素養；

3) 建立回饋問卷及時調整方案適應不同層次同學。

4) 關於評估鼓勵採用即時動態考核包括：平時作業完成情況，小組協作表現，期末論文答辯，模擬演講等等。

### 4. 案例分析

以武漢城市職業學院為例，該校曾連續三年面向韓國交換生開設“中文+旅遊”課程，按照上述核心課程模組設置了課程體系。分類陳述如下：

1) 基礎中文模組以中文水準等級標準為參照，從聽、說、讀、寫全方位提升學生的語言，但在教學設計中有針對性地融入旅遊行業工作場景。

2) 職業技能模組設置導遊實務課。該模組主要教授學生如何進行導遊講解、景點介紹及應急處理等技能。導遊實務課堂上不僅講授理論知識，還安排大量模擬演練環節，比如讓學生分組扮演導遊與遊客角色，通過情景再現加深理解。此外，還引入了一些真實案例分析，使得學生能夠更好地掌握實際操作技巧。

3) 文化認知模組設置旅遊文化課。該模組主要介紹中國各地風土人情、歷史文化遺產以及現代都市風貌。教師通過圖文並茂的方式，將中國豐富多彩的人文景觀展示給學生，同時鼓勵他們發表自己的見解和感受。同時也安排了多次文化體驗活動。這種互動式教學不僅激發了學習興趣，也增強了他們對中國文化的認同感。

4) 實踐操作模組安排“我在中國當導遊”活動，及企業參觀和實習機會。學校組織韓國學生前往武漢黃鶴樓景區，要求每位同學在一個景點現場向遊客進行解說。這種方式不僅鍛煉了他們口語表達能力，還增加了對中國各地文化、歷史背景的瞭解。學校還安排了一系列企業參觀活動，包括旅行社、博物館、酒店管理公司等。同時，

與多家知名企業合作，為表現優異的留學生提供短期實習機會，讓他們能夠將所學知識應用於實際工作中。這種經歷無疑為他們未來進入職場打下堅實基礎。

5)綜合素養模組設置了導遊禮儀課程，從著裝、儀態、接待禮儀等方面全面培養學生的綜合素養。同時還安排了急救講座，讓學生在碰到相關危機事件時能夠科學處理。

為了評估“中文+旅遊”課程對韓國留學生語言能力和文化理解方面取得效果，學校進行了系統的資料收集和回饋調查，通過量化指標和質性分析相結合的方法，對專案效果進行了全面評估。如通過定期測試評估留學生們在聽說讀寫四個方面取得進步情況，針對導遊講解技能進行了專項測評，從準確性、流利度、自信度等多個維度進行打分，讓學生填寫回饋問卷，訪談等。分析結果顯示，大多數參與者都顯著提升了自己的中文水準，其中超過 80%的同學表示能夠較自如地進行日常交流，並能基本勝任簡單導遊任務。而在定性回饋中，不少學生提到通過課程學習不僅提高了自己的語言應用能力，更深入瞭解到了中國豐富多彩的人文景觀及社會風貌。他們普遍認為這種跨學科綜合性課程形式非常有趣且富有挑戰性，有助於增強自身競爭力。

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## The Sambyeolcho Anti-Mongolian Movement and Jeju-Language Evolution

### 三別抄反蒙古運動與濟州語的演變

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**Abstract:** This paper examines the significance of Jeju Island during the Mongol invasions of Korea (1231-1270) and its role as a final stronghold for the Sambeolcho (삼별초) rebels, who resisted Mongol rule. The Mongol Empire, under Genghis Khan and later Kublai Khan, sought to dominate East Asia, forcing the Goryeo Kingdom to submit in 1259. However, the Sambeolcho continued their resistance, retreating to Jeju Island after being driven from Ganghwa Island and Jindo. Jeju's strategic location between Korea and Japan made it vital for Mongol military operations, including their failed invasions of Japan in 1274 and 1281. The island's natural defenses, fertile land, and freshwater resources allowed the Sambeolcho to build fortifications, including 缸坡頭 Fortress, where they held out against Mongol-Goryeo forces until their defeat in 1273. The paper also explores the linguistic impact of the Mongol occupation on Jeju, particularly the introduction of Mongolic and Manchu loanwords and phonological influences. Words related to horse breeding and military operations, such as "말(mal)" from Mongolian "morin", became part of the Jeju dialect. Phonological changes, including the introduction of guttural sounds and consonant clusters, contributed to the distinct linguistic identity of Jeju.

**Keywords:** Anti-Mongol Movement, Jeju, Mongol and Manchu influence on Jeju Dialect, Sambyeolcho,

本文探討了濟州島在蒙古入侵高麗(1231-1270)期間的重要性及其作為三別抄(삼별초)反抗蒙古統治的最後堡壘的角色。蒙古帝國在成吉思汗及其後來的忽必烈的統治下，企圖統治東亞，並於1259年迫使高麗王朝屈服。然而，三別抄繼續進行抵抗，在被逐出江華島和珍島後，退守至濟州島。濟州島位於韓國和日本之間的戰略位置，使其成為蒙古軍事行動的重要據點，包括1274年和1281年兩次對日本的失敗入侵。該島的天然防禦、肥沃土地和淡水資源使三別抄能夠建立防禦工事，包括缸坡頭城堡，並在1273年被蒙古-高麗聯軍擊敗之前堅守陣地。本文還探討了蒙古佔領對濟州語言的影響，特別是蒙古語和滿洲語借詞的引入及其對語音的影響。與馬匹飼養和軍事行動相關的詞彙，如蒙古語中的“morin”對應的韓語“말(mal)”，成為濟州方言的一部分。語音變化，包括喉音和輔音叢的引入，促成了濟州語言獨特的語言特徵。

## I. 引言

### 1. 蒙古入侵高麗王朝

高麗王朝(918-1392年)首次面對蒙古入侵是在1231年，由成吉思汗的兒子窩闊台領導。蒙古軍隊最初攻擊高麗的北部地區，憑藉其優越的軍事戰術和騎兵迅速壓倒當地防禦力量。高麗首都開京脆弱不堪，促使高麗王室和朝廷於1232年撤退至江華島，利用該島的天然防禦來抵禦蒙古的攻勢。

儘管高麗竭力防禦領土，蒙古軍隊在接下來的幾十年間繼續他們的戰役。高麗採用了游擊戰和防禦工事，但蒙古仍在1231至1259年間不斷進行入侵，給朝鮮半島帶來了巨大破壞。這場持久的衝突造成了廣泛的毀滅、飢荒，以及朝鮮人民長期遭受的掠奪和苦難。

### 2. 高麗的屈服與三別抄的角色

1259年，在經歷多年蒙古壓力後，高麗國王高宗與蒙古帝國談判達成和平協議，實際上向其屈服。高麗同意成為忽必烈領導下的蒙古元朝的附庸國，進入了蒙古支配的元朝干涉時期。作為協議的一部分，高麗國王必須與蒙古公主聯姻，並向蒙古進貢和提供軍事援助。

儘管高麗朝廷投降，但朝鮮內部並非所有派系都願意接受蒙古的統治三別抄(삼별초)就是這樣的一個群體，它最初是高麗軍事政權下成立的一支私人軍隊，最初負責治安和防禦任務，後來發展成為正式的軍事力量。在高麗向蒙古屈服後，三別抄成為反抗外來統治的象徵(召立준, 2020)。

1270年，當高麗政府根據與蒙古的和平協議將首都遷回開京時，三別抄拒絕解散，並公開對抗蒙古-高麗聯盟。他們撤退至江華島，後來又轉至珍島，繼續與蒙古作戰。最終，三別抄在濟州島建立了最後的據點，並在1273年被擊敗前堅持抵抗。

## II. 濟州島在朝鮮和蒙古歷史中的重要性

### 1. 濟州島的地理意義

濟州島(제주도)位於朝鮮半島南部海岸，是南韓最大的島嶼，面積約為 1,848 平方公里。它位於韓國海峽，該海峽連接東中國海和日本海。濟州島的地理位置使其成為控制朝鮮、日本和中國之間海上航線的關鍵點。它靠近韓國本土和日本，對於任何試圖控制東亞海域的勢力來說，特別是在蒙古時期，當海軍力量對擴張至關重要時，濟州島是一塊極具價值的領土。

濟州島的自然景觀由其火山地貌決定，島上有漢拿山，這座休眠火山是南韓的最高峰。該島還擁有崎嶇的海岸線、肥沃的平原和豐富的自然資源，包括淡水和農田，這使得它能夠支撐大量人口和軍事力量。島上的山地地形和茂密的森林提供了天然防禦，使其成為三別抄對抗蒙古的最後防禦據點的合適地點。

### 2. 濟州島在蒙古入侵前後的歷史作用

在蒙古入侵之前，濟州島早已是朝鮮歷史中的一個重要前哨。高麗時期，該島是一個偏遠但具有重要意義的領土，以其獨特的文化和與本土的相對隔離而聞名。在蒙古入侵期間，由於其戰略位置和資源的重要性，濟州島的價值進一步提升，對蒙古和高麗反抗勢力都成為了寶貴資產。

1270 年，當三別抄起義者撤退到濟州島時，該島成為反蒙古抵抗的中心。由金通精(김통정)領導的三別抄軍隊利用島上的防禦地形，加固了他們在該島的據點。他們建造了包括缸坡頭堡壘(항파두성)在內的防禦工事，試圖抵抗蒙古-高麗聯盟。

對於蒙古人來說，控制濟州島至關重要，不僅是為了鎮壓三別抄起義，也是為了實現更廣泛的帝國野心。忽必烈領導下的蒙古人正在準備入侵日本，而濟州島提供了一個理想的海軍基地來策劃這些入侵行動。濟州島的肥沃土地和天然水源為蒙古軍隊提供了所需的給養，而其地理位置則為蒙古艦隊提供了進攻日本的出發點。此外，控制濟州島也意味著消除了反抗中心，進一步鞏固了蒙古對朝鮮的控制。

1273 年三別抄被擊敗後，濟州島的淪陷標誌著蒙古在朝鮮權力的鞏固，並使該島成為蒙古帝國在東亞軍事行動中的關鍵基地。然而，1274 年和 1281 年從濟州等地發動的兩次蒙古入侵日本的行動最終因神風颱風摧毀了蒙古艦隊而告失敗。

### 3. 蒙古戰役中的地緣政治重要性

#### 1) 濟州島作為發動海軍戰役的戰略軍事基地

濟州島在蒙古帝國的東亞戰役中扮演了至關重要的角色，尤其是作為對日本發動海軍行動的基地。位於韓國南部海岸的濟州島，靠近朝鮮半島和日本，成為蒙古軍隊理想的集結地點。從濟州出發，蒙古人可以有效管理其海軍行動，確保艦隊能夠在適當的距離內攻擊日本，同時保持對韓國的補給和增援渠道的便捷訪問。

除了地理重要性，濟州島的肥沃平原、淡水資源以及支撐大量人口的能力，對蒙古人來說是不可或缺的資產。該島能夠生產食物並提供足夠的淡水來支持成千上萬的軍隊和戰馬，這對於依賴後勤支持來保持統治的蒙古戰爭機器至關重要。隨著蒙古人為對日本的戰役做準備，濟州島成為一個重要的資源中心，為軍隊提供長途旅行和長期軍事行動所需的補給。(윤용혁, 2016)

#### 2) 靠近朝鮮半島和日本

濟州島的位置戰略上介於韓國本土和日本之間，對於蒙古軍隊來說，是一個不可或缺的海軍基地。蒙古艦隊可以輕鬆從濟州島啟航，航行至日本南部海岸，顯著減少了從韓國本土跨海航行的後勤難度。這一近距離使蒙古人能夠更有效地調動他們的部隊，將濟州島變成其征服日本的關鍵支點。

#### 3) 島上的資源：肥沃的土地、淡水和馬匹飼養

在蒙古戰役期間，濟州島的一個重要用途是其馬匹飼養功能。馬匹是蒙古軍事戰略中的重要組成部分，特別是對於其騎兵而言，這是蒙古人在亞洲和歐洲征服中的重要力量。蒙古人看重濟州島的廣闊平原和良好的氣候條件，將大量蒙古馬引入該島，並在此建立了馬匹飼養場，為他們入侵日本做準備。這些馬匹將供應蒙古騎兵，支援他們在日本登陸後的地面部隊。除了引入馬匹外，蒙古人還將大量蒙古人和滿洲人遷

徙至濟州，管理馬匹飼養工作。這些定居者負責管理和訓練馬匹的後勤工作，確保蒙古軍隊在未來的戰役中有穩定的戰馬供應。這些人群的遷徙也使得蒙古人在該島上建立了半永久性的存在，進一步鞏固了對濟州的控制。

#### 4. 濟州島作為蒙古入侵日本的跳板

##### 1) 1274 年和 1281 年失敗的蒙古入侵日本行動

濟州島在 1274 年和 1281 年蒙古兩次入侵日本的行動中顯得尤為重要，但這兩次入侵最終都以失敗告終。在成功統治朝鮮之後，蒙古人在忽必烈的領導下，試圖將其帝國擴展至日本。濟州島成為這些海軍遠征的重要集結點，蒙古人需要一個靠近日本的基地來組裝艦隊、儲備物資並為士兵的跨海航行做準備。

第一次入侵發生在 1274 年，蒙古人從韓國出發，動員了約 900 艘船和 23,000 名士兵，並以濟州為主要集結地。這次入侵最初成功登陸日本，但最終因日本武士的強烈抵抗和突如其來的風暴損壞了大部分艦隊，蒙古人被迫撤退。

1281 年的第二次入侵規模更大，動用了超過 4,000 艘船和 140,000 名士兵。濟州島再次成為這次大規模行動的重要後勤基地，負責提供包括食物、武器和馬匹在內的必要資源。然而，這次入侵和第一次一樣，最終以災難告終，蒙古艦隊遭遇了臭名昭著的神風颱風，摧毀了艦隊並造成數萬名士兵喪生。儘管濟州島具有戰略重要性，這些失敗的入侵也標誌著蒙古征服日本的嘗試告終。

##### 2) 蒙古海軍需求：濟州島作為供應基地的角色

濟州島在蒙古入侵日本的行動中，不僅僅是出發點，還充當了蒙古海軍的重要補給基地。該島提供食物、淡水、馬匹和其他必要的物資，支持他們的艦隊和軍隊。海軍戰役的後勤需求極為龐大，濟州島的肥沃土地和淡水資源使蒙古人能夠為他們的軍事遠征儲備資源。在濟州島飼養的馬匹也被準備運往日本，它們將在蒙古騎兵的潛在地面戰役中發揮關鍵作用。(한성욱, 2015)

此外，該島的天然港口使其成為維修船隻並為其配備物資的理想地點，確保蒙古艦隊(包括蒙古船和韓國船)在長途而危險的航行前做好充分的後勤準備。

## 5. 濟州島在蒙古與高麗關係中的角色

### 1) 高麗屈服後濟州島納入蒙古勢力範圍

1270 年高麗正式向蒙古投降後，濟州島被完全納入蒙古的行政和軍事框架。作為元帝國的一部分，濟州成為了軍事和經濟活動的關鍵地點。蒙古人在該島駐紮了軍隊，並監督馬匹飼養的發展，這對於蒙古軍事戰略至關重要。濟州島在馬匹飼養方面的作用，確保了蒙古騎兵在整個東亞地區的有效性，無論是在對日本的戰役中還是管理對朝鮮的統治中，這一點都非常重要。將濟州島納入蒙古勢力範圍，還允許元帝國進一步投射其在東亞海上領域的力量。通過控制濟州島，蒙古人確保了一個關鍵的海軍基地，這使他們能夠監控並控制韓國、中國和日本之間的海域。這種控制對於維持蒙古對貿易路線的主導地位以及防止高麗內部抵抗勢力的復興至關重要。

### 2) 確保對海上航線的控制並防止朝鮮抵抗

控制濟州對蒙古人來說，不僅僅是出於軍事價值，還為了確保對連接朝鮮半島、日本和東亞地區的海上航線的支配。這些航線對於貿易和軍事運輸至關重要，蒙古對濟州島的控制使其能夠監控並保護這些通道。通過在濟州建立強大的存在，蒙古人可以防止未來來自反蒙古派系的起義，如曾將該島作為抵抗基地的三別抄。隨著蒙古人牢牢控制濟州島，任何潛在的朝鮮抵抗勢力進一步削弱。1273 年三別抄的失敗以及隨後蒙古對該島控制的鞏固，標誌著朝鮮對蒙古統治的有組織軍事抵抗的結束。通過控制濟州島，蒙古人確保了朝鮮將繼續作為附庸國穩定地存在於其統治之下，從而防止進一步的起義，並確保其對朝鮮半島的統治地位。

## III. 三別抄反抗蒙古統治的起義(1270-1273 年)

三別抄起義是對蒙古統治的最後一次重要的軍事抵抗之一。在 1270 年高麗王朝正式向蒙古帝國投降，成為元朝的附庸國後，高麗軍隊的某些部分並不接受這一安排。三別抄(삼별초)，最初是高麗軍事政權成立的一支私人軍隊，拒絕解散，繼續抗擊蒙古的控制。他們視高麗朝廷的屈服為對朝鮮主權的背叛，決心發動起義以維護獨立。三別抄的起義始於 1270 年，高麗王元宗根據與蒙古的協議下令解散他們的部隊。三別抄拒不服從，由裴仲孫(배중손)領導，撤退至曾是高麗防禦據點的江華島。經過

一段短暫的時間，他們在蒙古-高麗聯軍的壓力下被迫放棄江華島，遷往韓國南部海岸的珍島，繼續抵抗。儘管在珍島建立了堅固的防禦工事，最終蒙古-高麗聯軍再次迫使三別抄於 1271 年遷往濟州島。(姜鳳龍，2011)

濟州島成為了三別抄的最後堡壘。該島相對孤立的地理位置和崎嶇的地形為他們提供了一個天然的避難所，使他們能夠繼續抵抗蒙古軍隊，並維護其獨立性。從濟州島，三別抄希望能保持對蒙古統治的抵抗，並重新控制朝鮮半島。然而，儘管他們決心堅持，濟州最終還是成為他們最後一戰的所在地。(윤용혁, 2015)

## 1. 濟州島上的防禦工事和抵抗行動

### 1) 濟州島上的防禦工事：缸坡頭堡壘(항과두리 항몽 유적지)

抵達濟州島後，三別抄迅速著手建造防禦工事以加強他們的防禦地位。其中最重要的就是建造了缸坡頭堡壘(항과두성)，這座堡壘成為三別抄在島上的軍事行動核心。該堡壘位於濟州西北部的涯月邑，充分利用了島上的天然地形，如山丘、河流和崎嶇的火山地貌，建成了一個堅固的防禦結構。現今保存的缸坡頭-抗蒙遺址(항과두리 항몽유적지)展示了三別抄在鞏固其防禦工事方面的努力。堡壘的土牆是用當地材料建造的，其設計充分利用了周圍的陡坡和河流，為敵軍提供了天然的屏障。這些防禦特徵使缸坡頭堡壘成為抵抗蒙古-高麗聯軍的理想據點。

### 2) 戰略性利用濟州的自然地形

濟州島的地形是三別抄抵抗行動中最大的資產之一。該島的山地景觀，特別是位於島中央的休眠火山漢拿山，為反抗者提供了天然的掩護和觀察點。此外，濟州島的河流，如高城川和小王川，充當了天然的護城河，進一步加強了三別抄所建據點的防禦能力。

三別抄還有效利用了濟州島的森林和洞穴來隱藏他們的行動和儲存物資，並使用游擊戰術來騷擾蒙古-高麗聯軍。這些戰術，加上強大的防禦工事，使三別抄能夠比其他抗蒙勢力更長時間地抵抗蒙古在朝鮮半島的統治。

## 2. 維持獨立的努力



儘管形勢危急，三別抄依然堅定地抵抗蒙古和高麗當局的統治。他們試圖在濟州島上建立一個獨立的政府，甚至推舉了王溫為他們的領袖，象徵著他們捍衛高麗王室血統、拒絕蒙古統治的決心。這一舉措以及他們在濟州島的持續抵抗，顯示出三別抄的反抗精神和避免被蒙古征服的決心。

他們的戰術旨在拖延戰爭，希望能夠激發更廣泛的朝鮮反抗，或者迫使蒙古做出讓步。然而，蒙古-高麗聯盟決心結束這場起義，認識到允許這樣一個據點在濟州持續存在，將威脅他們對該地區的控制。

### 3. 三別抄的覆滅與濟州的征服

#### 1) 蒙古-高麗聯軍對三別抄的聯合攻勢

1273 年，蒙古帝國聯合高麗軍隊發動了一場決定性的軍事行動，旨在摧毀三別抄在濟州的最後據點。聯合軍隊約有 10,000 名士兵，這是一支數量龐大且壓倒性的部隊，三別抄孤立在濟州島，難以抵抗。蒙古-高麗聯軍採用了海軍和陸軍相結合的策略入侵該島，並圍攻了三別抄的防禦工事。

儘管缸坡頭堡壘的防禦堅固且濟州島的地形崎嶇，三別抄軍隊在金通精(김통정)指揮下無法抵擋優勢的蒙古-高麗聯軍。經過激烈且持久的戰鬥，三別抄的抵抗開始瓦解。許多三別抄士兵在最後的戰鬥中被殺或被俘。(조길재 & 조병욱, 2004)



圖 1 濟州島涯月海岸的三別抄紀念碑

## 2) 金通精之死與起義的終結

當蒙古軍隊逼近缸坡頭堡壘時，三別抄的最後領袖金通精面臨著即將到來的失敗。據說，金通精選擇自盡，而不是向蒙古人投降，這是他對外來入侵者的最後反抗行為。他的死象徵著三別抄起義的終結，也標誌著朝鮮對蒙古統治的最後一次重大抵抗的瓦解。

金通精的死亡及三別抄在濟州的覆滅，標誌著該島的完全平定。隨著沒有組織抵抗的殘餘，蒙古人得以將濟州島完全納入其帝國。

## 3) 濟州島的最終平定與納入蒙古帝國





三別抄失敗後，濟州島被徹底納入蒙古的控制。蒙古人將該島作為帝國中的戰略前哨，特別是用於軍事和經濟用途。蒙古人將蒙古定居者和滿洲馬匹飼養者遷徙至濟州，以建立馬匹飼養業，為其騎兵部隊提供馬匹，供其在朝鮮及其他地區的戰役中使用。濟州島還成為蒙古海軍活動的重要基地，尤其是在其入侵日本的計劃中。

隨著三別抄的失敗，蒙古對朝鮮的統治得以完全鞏固，濟州島成為蒙古帝國在東亞軍事網絡中的重要組成部分。該島的戰略重要性得到蒙古和高麗朝廷的雙重認識，在元朝統治期間，高麗政府繼續在蒙古的監督下管理該地區。(강봉룡, 2022)

#### IV. 蒙古語和滿洲語借詞對濟州語的影響


隨著蒙古軍隊佔領濟州島，並將蒙古和滿洲定居者遷移至該島，當地濟州島原住民與新來者之間的互動頻繁，這促使了蒙古語和滿洲語借詞的引入，尤其是在軍事、行政和馬匹飼養等領域。

##### 1. 濟州語中的蒙古語借詞示例：

- ① 말 (mal) - 在韓語中普遍用來表示馬，這個詞在韓國本土和濟州島都使用，據推測源自蒙古語詞「 (morin)」，意為馬。由於濟州島在蒙古統治期間成為主要的馬匹繁育中心，因此該詞語顯得尤為重要。古韓語中的「 (mol)」一詞很可能受到蒙古語的強化或影響。
- ② 고비 (gobi) - 用來指代乾燥、貧瘠的土地，這個詞與蒙古語「 (gobi)」相似，該詞用於描述蒙古的廣闊沙漠地區。在濟州，這個詞被用來指代島上較貧瘠的地區。
- ③ 타고 (tago) - 在濟州方言中意為「騎」，這個詞可能源自蒙古語「 (takhu)」，意為「騎乘」。由於騎馬是蒙古文化的核心，加上濟州島的馬匹繁育產業，這個詞融入了當地的日常詞彙。





這些借詞由於濟州島在馬匹飼養和軍事準備中的重要性，逐漸成為濟州日常生活的一部分。

滿洲語借詞的影響較少，但仍在特定領域，尤其是軍事術語中有所體現。例如：

- ① 부대 (pudæ) - 表示軍事單位，這個詞可能受到了滿洲語「」的影響，意為軍事上下文中的小隊或單位。

##### 2. 音韻對濟州語的影響



蒙古語和滿洲語對濟州語的音韻影響主要體現在發音上的變化和引入了不屬於古韓語音系的新音素。這些變化雖然微妙，但在特定情況下，尤其是借詞和一些本土詞彙的發音中尤為顯著。

- ① 輔音叢集：蒙古語經常使用輔音叢集，而韓語中則較少見。濟州方言吸收了一些這類叢集，特別是在蒙古來源的詞彙中。例如，蒙古語詞「 (barimta)」，意為「抓住」或「捕獲」，引入了如「br」和「rt」這樣的輔音叢集，影響了濟州的軍事詞彙，儘管這些叢集隨著時間的推移在濟州方言中往往被軟化或簡化。
- ② 喉音：蒙古語音系包括一些喉音(如「 (kh)」在「 (khubilai)」，意為「變化」中)，這些音素在韓語中原本不存在。在濟州，這些喉音被軟化為更熟悉的「h」音。例如，濟州語可能將「 (kherem)」(意為「堡壘」)改為「헤림 (herim)」或類似形式，將喉音「kh」轉換為「h」，反映出音韻上對韓語發音習慣的適應。
- ③ 重音模式：儘管韓語通常是音節時序的語言，而不是重音時序的語言，蒙古語中的重音模式——其中音節重音可能改變詞義——可能導致濟州借詞的發音發生微妙變化。這可能引入了蒙古語詞彙中的首輔音加重現象，從而使濟州語詞彙在音節開頭的發音比韓國本土的對應詞語更為強烈。

### 3. 專業詞彙：軍事和馬匹飼養術語

濟州作為馬匹飼養中心和蒙古占領下的軍事前哨，導致許多與這些活動相關的蒙古語和滿洲語借詞融入當地詞彙中。蒙古人引入了許多專業術語，尤其是與動物飼養、騎兵和營地生活有關的術語，這些術語在濟州留下了語言上的痕跡。

#### 1) 專業領域的蒙古語和滿洲語借詞示例：

- ① 아가리 (agari) - 在濟州用來描述動物，特別是馬匹的嘴巴，這個詞來源於蒙古語「 (ama)」，意為「嘴巴」。隨著時間推移，這個蒙古語詞彙適應了濟州的音韻系統，變成了「agari」。
- ② 줄 (jul) - 意為繩子或韁繩，這個詞可能源自蒙古語「 (zurgan)」，意為「拴繩」或「繩索」。這個詞在馬匹飼養文化中至關重要，特別是在控制馬匹時使用。

- ③ 게리 (geri) - 指大型營地或軍事定居點，該詞可能借自蒙古語「ᠭᠡᠷ (ger)」，意為「帳篷」或「蒙古包」。該詞在蒙古軍事戰役背景下尤為相關，當時濟州島上常設有臨時營地。

由於濟州島在蒙古軍事行動和馬匹飼養中的重要角色，這些專業術語成為了當地語言的一部分，並在蒙古統治結束後仍持續使用。

#### 4. 對濟州方言的長期語言影響

蒙古語和滿洲語對濟州方言的影響並未隨著元朝的滅亡而消失。相反，許多這些語言特徵被保留了下來，並融入了濟州語的獨特身份。由於濟州島與本土的隔絕，這些蒙古語和滿洲語的影響得以延續，即使韓國本土的方言發展方向有所不同。最持久的影響之一是馬匹飼養詞彙的延續，這些詞彙至今仍是濟州文化的重要組成部分。蒙古人引入的音韻變化，特別是在喉音和輔音叢集方面，成為濟州獨特發音模式的一部分。此外，這一時期引入的重音模式和音韻結構也影響了現代濟州語的節奏和語調，將其與其他韓國方言區分開來。

### V. 結論

濟州島在蒙古入侵高麗 (1231-1270) 期間的戰略重要性，以及作為抵抗蒙古統治的三別抄叛軍最後堡壘的角色，仍然是韓國和濟州歷史中的重要部分。濟州島位於韓國和日本之間的地理位置，使其成為三別抄和蒙古軍事行動的關鍵基地，特別是在蒙古嘗試入侵日本的過程中。三別抄利用濟州島的自然防禦，例如其崎嶇的地形和淡水資源，進行了長期的抵抗，最終於 1273 年被擊敗。此外，蒙古的佔領在濟州的語言環境中留下了深遠的影響，引入了與軍事和馬匹飼養相關的蒙古語和滿洲語借詞。這些語言的影響促成了濟州獨特的語言特徵，語音變化和專業詞彙在蒙古勢力撤退後仍繼續影響當地方言的發展。

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## On the Influence of Taoist Thought on Wang Wei's Landscape Idyllic Poetry

### 論道家思想對王維山水田園詩的影響

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**Abstract:** *The Tang Dynasty was the heyday of Taoist thought, and Wang Wei who lived under the Tang regime, was bound to be influenced by Taoist thought. Wang Wei's poems, especially his landscape and idyllic poems, often reflect the Taoist idea of tranquility and naturalness. He observes the natural landscape through this perspective. His poetry presents a peaceful, free state of mind. It also shows his attitude of letting nature take its course and being content with life. This outlook is influenced by Taoist ideals of reclusion and a noble lifestyle.*

**Keywords:** *Wang Wei; Taoist thought; landscape of Idyllic Poetry*

唐代是道家思想發展的全盛時期，李唐王朝為了提高自己天皇貴胄的身份以及神化其政權統治，宗老子李耳為李氏始祖，並宣稱自己為“神仙之苗裔”。以老莊為主的道家思想開始與唐朝皇權相結合，在皇家權威的加持和推崇之下，道家思想不僅獲得了御用國學的崇高地位，而且對於唐代社會和文學發展都產生了非常重要的影響。盛唐詩人王維從二十一歲擢進士第，到晚年官至尚書右丞，一直生活在李唐王朝的政權體系之中，這必然會受到道家思想的浸染與影響。

仔細考察王維的詩歌，特別是他的山水田園詩，所流露的正是道家思想希求在與自然的交流中獲得一種心靈的補償和慰藉，追尋人精神自由的一種本真情感。正如章尚正在《中國山水文學研究》中所說：“山水詩是東漢後期起二百餘年間廣大封建文人偏離儒家文化、趨奉老莊文化而導致心靈蛻變的藝術結晶。”(章尚正, 1997)王維的山水田園詩多作於中年時期，張九齡罷相被貶荊州長史後，失去政治倚靠和文學知音的王維也開始了他亦官亦隱的政治生活，從歸隱終南，到購置輞川別業，詩人開啟了一段長期追求清明虛靜、順應自然天性的隱逸生活。而在此期間創作的山水田園詩，不僅見證了王維由政治官場走向山水林間的過程，也折射出了道家逍遙適意思對詩人人生境界的深刻影響。

## I. “坐忘” “無己” 的虛靜思想

王志清在《道學視閩的王維解讀》中提出：“如果我們以老莊的虛靜、喪我、物化等一些思想來詮釋王維的山水田園詩，恐怕要比用佛教思想去詮釋更為合理和貼切。”(王志清, 2006)虛靜作為一種處世的人生哲學，最早源自於老莊思想。老子提出：“致虛極，守靜篤。”老子認為世間一切事物都源自於虛靜，最終也會復歸於虛靜。莊子在老子的基礎上提出“不蕩胸中則正，正則靜，靜則明，明則虛，虛則無為而無不為也。”當不受外在物欲的干擾之後，就可以認識到事物的本真之理，人也會回歸到本真狀態，從而達到“天地與我並生，而萬物與我為一”的融合之境。後至魏晉時代，劉勰在《文心雕龍》中提出：“是以陶鈞文思，貴在虛靜，疏瀹五藏，澡雪精神。”劉勰認為在醞釀文思時，要保持虛靜的心理狀態，疏通人體的障礙，排除人心的雜念，這樣才能體察山水自然之美。

王維在詩歌之中也宣導這種去除塵俗欲望，堅守內心之靜的觀念，他在《贈房盧氏管》中寫到“將從海嶽居，守靜解天刑。”“解天刑”源自於道家典故，據《莊子·德充符》記載“無趾語老聃曰：‘孔丘之於至人，其未邪……不知至人之以是為己桎梏邪？’老聃曰：‘……解其桎梏，其可乎？’無趾曰：‘天刑之，安可解！’”“解天刑”也就意味著去除名欲桎梏。除了引用道家典故，道家這種守靜去欲的思想在王維的山水詩中也得到了自然的抒發，如他在《積雨輞川莊作》中說“山中習靜觀朝槿，松下清齋折露葵。”主張的是一種與自然相融的靜修觀念；《酬張少府》中說“晚年唯好靜，萬事不關心。”主張的都也是一種摒棄塵世，靜心獨居的守靜思想。

在守靜去欲的同時，道家思想還追求一種“坐忘”“無己”和“喪我”的思想。即《莊子·大宗師》中提到的：“墮肢體，黜聰明，離形去知，同於大通。”意為當人感受不到自己本體存在時，便能處於一種物我兩忘的狀態，從而與天地萬物融為一體，獲得精神世界的極度自由。後唐代道士司馬承禎發展了這種思想，並進一步提出了“安心坐忘”的道家理論和修行方式。這對王維的詩歌創作產生了很大的影響，王維在行於山水林間之時，往往就是處於這種境界之中。《戲贈張五弟諲》中說：“吾生好清淨，蔬食去情塵。……我家南山下，動息自遺身。”此處“遺身”便是“喪我”“無己”的體現。《山中示弟》中說：“山林吾喪我，冠帶爾成人。”“吾喪我”就是進入一種自忘的精神境界。再如《辛夷塢》中說：“木末芙蓉花，山中發紅萼。澗戶寂無人，紛紛開且落。”詩人以順其物性、任其開落的觀物方式，創造出一片芙蓉



花自開自謝的無人之境，將自己從紛擾的外在世界中抽離出來，也極具莊子哲學的底色。王維在道家“坐忘”“無己”觀念的影響下，對山水萬物的獨有天性十分珍視，在觀察山水時，自覺隱遁於世俗世界之外，以一種靜觀的方式的去表現山林最天然的生態本原之美，在不考慮外在功利價值的解脫狀態中，獲得一種寧靜淡泊的逍遙之境。

## II. 崇尚自然的隱逸情懷

徐複觀在《中國藝術精神》中認為：“在中國藝術活動中，人與自然的融合，常有意無意地，實以莊子的思想做其媒介。”（徐複觀，1987）“自然觀”是道家思想之精髓，《老子》中認為：“人法地，地法天，天法道，道法自然。”《莊子·知北遊》也提出：“天地有大美而不言。”自然界的鬼斧神工正是天地之“大美”，而人應處無為之事，順應自然本性，也能達到“大美”之境。道家的自然觀從先秦發展到盛唐，為中國文人開闢了一種嶄新的生活模式，使在複雜官場和喧囂人世之外，看到了本真無暇的山林之美。“自然觀”也開始從哲學領域走進文學視閥之中，成為了一個具有獨立意義的文學審美概念。而盛唐社會對道家“自然”審美風格的崇尚，也對王維的詩歌創作產生了重要影響。

王維在《座上走筆贈薛璩慕容損》中認為自己“希世無高節，絕跡有卑棲。君徒視人文，吾固和天倪。”“和天倪”源自於《莊子·齊物論》中說：“何謂和之以天倪？”後郭象注曰：“天倪者，自然之分也。”詩人在此處認為自己隨世而行，安於天命，且天性與自然相和。王維常以一種真誠的態度去關注山水之間的自然變幻，順應物性地去體悟大自然的靜寂與規律，這種“自然”思想折射在他的山水田園詩中，也體現為他對“青”“白”二色的偏愛。如《送邢桂州》中說：“日落江湖白，潮來天地青。”再如《欽湖》中的“湖上一回首，青山卷白雲。”和《林園即事寄舍弟統》中的“青草肅澄陂，白雲移翠嶺。”詩人均用“青”“白”二色，為整首詩的意境增加了一種清遠空曠的亮度和自然素淨的空靈透徹之感。

道家講求“道法自然”，主要是宣導對萬事萬物本然狀態的追尋，同時將視野從街巷都市移向山水之間的自然之景，體現在中國傳統文人的“仕隱觀念”上，則是對隱逸山林的無限嚮往。王維在《濟州過趙叟家宴》一詩中就曾暢想過理想中的隱士生活：“雖與人境接，閉門成隱居。”雖居鬧市，但仍能遠離塵俗，這便是真正的“大隱隱於市”。詩人隱居淇水時寫下《淇上即事田園》：“屏居淇水上，東野曠無山。

日隱桑柘外，河明閭井間。”在隱居輞川別業時寫下《竹裏館》：“獨坐幽篁裏，彈琴複長嘯。深林人不知，明月來相照。”萬籟俱寂的竹林深處，古琴的弦樂在明月之下激昂地流動，清幽的山林與個體的生命情懷在月光下彼此相融，詩人由此進入一種物我無礙的生命狀態。在這些隱逸詩中詩人表達的是個體在忘卻塵俗、與世隔絕之後，開始回歸自我本源的寧靜，體悟萬物生命與自然山水同樣靜寂的世界規律，這種遁世願望和道法自然的思想正是王維道家思想的體現。

### III. 逍遙適意的貴生意識

“逍遙”是道家的一種人生境界，也是一種生存哲學。《莊子·逍遙遊》中說到：“今子有大樹，患其無用，何不樹之於無何有之鄉，廣莫之野，彷徨乎無為其側，逍遙乎寢臥其下。不夭斤斧，物無害者，無所可用，安所困苦哉。”莊子所希翼的逍遙世界，是脫離功名利祿和權勢尊位的束縛，使個體精神能夠遨遊在一個自由無羈、悠然自得的境界之中。當王維在面對官場利益爭奪和人生失意時，莊子逍遙適意的人生態度便使他坦然面對人世紛爭並且置身事外。在《酌酒與裴迪》中王維說：“酌酒與君君自寬，人情翻覆似波瀾。……世事浮雲何足問，不如高臥且加餐。”王維一生沉浮宦海，看慣了世態炎涼和人性的反復無常，白首相交甚至也會反目成仇，那不如將世間萬事都視為過眼浮雲，逍遙自在地高臥於北窗之下，去享受自由曠達的人生。

在道家追尋逍遙境界與適意人生的處世原則之中，也包含了一種貴生惜命的生命意識。《莊子·秋水》中言：“（莊子）曰：‘吾聞楚有神龜，死已三千歲矣，王巾笥而藏之廟堂之上。此龜者，寧其死為留骨而貴乎？寧其生而曳尾於塗中乎？’二大夫曰：‘寧生而曳尾塗中。’莊子曰：‘往矣！吾將曳尾於塗中。’”莊子認為儒家的入仕觀念是加於個體身上的一種束縛和枷鎖，雖能“死為留骨而貴”，但失去了生命本然的喜樂與適意，山間的自然泥潭才是最舒適的精神場所。莊子反對用權力束縛人的自然天性，而主張對生命適意的重視和對於本真生命狀態的追尋，反映到王維的詩歌詩中，體現為對自然生命的濃厚熱愛和對蓬勃生命活力的描寫。如《輞川別業》中寫：“雨中草色綠堪染，水上桃花紅欲然。”青草在細雨過後呈現出茂盛清脆的綠意，桃花經河水滋養後展現出紅豔如火的熱烈，這些鮮豔的色彩以一種強烈的視覺衝擊，為我們顯露出大自然的生機勃勃，同時也讓我們感受到詩人的生命活力和激情。再如《積雨輞川莊作》中寫：“漠漠水田飛白鷺，陰陰夏木囀黃鸝。”廣闊的農家水田之

上，自由的白鷺迎風盤旋，輞川靜寂的深林中，時而又傳來夏日黃鸝的清脆鳴叫，視覺上的明艷對比加上聽覺上的一動一靜，王維筆下的雨後輞川，充滿著大自然的靈秀與生機。在王維的筆下，山水自然都獨立的生命個體，在自然的法則下熱烈地釋放自己飽滿的生命激情，而王維也借這些自然風光，展現出適意今生、瀟灑當下的精神追求。

道家對王維一生的影響可以用《漆園》中“偶寄一微官，婆娑數株樹”一句來概括，在經歷了坎坷的仕宦之路後，王維開始以一種避世朝隱的方式退守內心，形體雖處於塵俗之中，精神卻遨遊於山水林間，修行一種物我兩忘的自然之境。他以虛靜、自然的思想去觀照自然山水的天然風貌，展現了詩人在道家遁世貴生思想影響下所追求的一種任其自然、適意今生的人生態度。正如王志清所說：“以虛靜為體的王維，更因為其道學的慧根，內化為其人生哲學的重要內容，形成了他適應現實環境的良好心理素質和調控能力，其心靈獲得了不受物役的絕對自由，形成了他以出世之心而成入世之事的超然態度。”（王志清，2006）失勢趨靜，得勢亦趨靜。道家思想不僅給予了詩人一種虛靜以自足的心理狀態，也為詩人創造了一種在仕途起伏中尋求自我心靈寬慰和釋放的生命機制。

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## The Current Development Status and Countermeasures of China's Beauty Industry: Taking the South Korean Beauty Industry as a Reference

### 中國美容產業的發展現狀與應對策略 -以韓國美容行業為借鑒

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**Abstract:** *With the acceleration of globalization, the beauty industry, as an important part of the service sector, has shown a vigorous development trend worldwide. China and South Korea, as significant economies in the Asian region, have their own unique characteristics in the development of the beauty industry. This article aims to provide a comparative overview of the beauty industries in China and South Korea from the perspectives of industry scale and growth, legal and regulatory environment, technological and product innovation, market competition, and brand building. It seeks to offer references for further cooperation and development between the two countries' beauty industries.*

**Keywords:** *beauty industry, China and South Korea, cooperation and development*

#### I. 美容行業的定義及中國美容行業發展現狀

隨著生活水準的提高，人們對生活品質和對美的追求也不斷提高。美容行業是指通過專業美容技術和手段，對人體的肌膚進行一系列的護理與修復、對人的容貌與形體進行美化和修飾的服務性行業。根據服務的提供方式，美容行業可以分為生活美容和醫學美容兩大類(白潔，2023)。這個行業不僅包括傳統意義上的護膚品、彩妝品、美髮產品的生產和銷售，還包括美容院、美甲店、SPA 館、整形美容醫院等提供各類美容服務的機構。美容行業以滿足人們對美的追求為核心，致力於通過各種方式和技術手段，如皮膚護理、面部按摩、美髮造型、美甲美睫、微整形手術等，來美化肌膚、改善面部形態與體型，從而提升個人魅力和自信。

中國美容行業的發展歷史悠久，可以追溯到古代。在古代，人們已經開始使用一些自然物質如米粉、鉛粉等進行簡單的美容化妝。隨著時間的推移，人們開始追求更加精緻的妝容和護膚品，於是就有了胭脂、口脂、面脂、香粉、黛墨等豐富的化妝品。到了近代，尤其是 20 世紀初期，隨著社會變革的深入和外來文化的影響，中國美容行

業開始逐漸形成體系。在改革開放以後，隨著經濟的快速發展和人民 生活水準的提高，美容行業迎來了高速發展的時期，各類美容機構和美容服務不斷湧現，市場規模持續擴大。

目前，中國美容行業已經發展成為一個龐大的產業，市場規模持續擴大，服務內容日益豐富。美容產品的銷售仍是美容機構的主要盈利來源，同時，個人護理服務、醫學美容等也佔據了重要的市場份額。隨著科技的進步和消費者需求的多樣化，美容行業不斷推出新的產品和服務，如 AI 皮膚檢測、機器人美髮設計、鐳射美容、微整形等，以滿足消費者的不同需求。然而，與此同時，美容行業也面臨著一些挑戰，如法規不健全、技術水準相對較低、市場競爭無序、人才短缺等問題。針對中國美容行業面臨的問題和挑戰，本文通過對比中韓兩國美容行業的部分現狀，分析中國美容行業存在的問題和差距，並結合國內外的成功案例和經驗教訓，提出具有針對性的政策建議和發展建議。

## II. 中韓美容行業部分現狀對比

### 1. 行業規模與增長

韓國美容行業起步較早，市場規模穩步擴大。近年來，隨著韓國文化在全球範圍內的流行，韓國美容行業也呈現出國際化的發展趨勢。截至 2021 年，韓國醫美業現在已成為全球最大的醫美市場之一。根據韓國衛生福利部的資料，2019 年韓國的醫美市場規模為 209 億美元，預計到 2025 年，市場規模將達到 263 億美元。這足以證明韓國醫美業在全球的重要性。相比之下，中國美容行業雖然起步較晚，但憑藉龐大的市場需求和快速的經濟發展，市場規模迅速擴大，成為全球最大的美容 市場之一。據 iiMedia Research 艾媒諮詢相關資料顯示，近十年來中國美容行業市場持續穩健增長，預計到 2025 年中國的美容行業市場規模將達到 4459 億元。



資料來源: iimedia.cn

相較于中國，韓國美容市場規模雖然相對較小，但消費者對於美容服務的品質要求較高，且消費習慣較為成熟。中國美容市場規模龐大，但消費者需求多樣化，市場競爭激烈。兩國在市場規模上的差異，也反映了各自市場的不同特點和消費習慣。

## 2. 法律法規與政策環境

韓國在美容行業的法規制定和執行上相對完善。在韓國，美容整形醫院需向保健福祉部地方組織登記，具備一定經營資金和技術條件，且需進行年度業績彙報和審查評估。微整容和整容醫生需畢業于醫科大學，至少有一年的實習經歷，然後參加整容外科專業資格考試以獲取醫生執照。大韓醫院協會下屬的醫院審查委員會負責專科醫生的培訓及資格認證。醫療美容行業和政府聯合建立了醫療糾紛調解仲裁院，對醫療美容損害帶來的衝突進行調解(심은경, 2008)。

此外，韓國政府還通過稅收優惠、資金扶持等政策措施，鼓勵美容行業的發展。首先，韓國政府十分重視醫美產業的發展。成立專門的部門、頒佈專門的法律從立法層面推動整個醫美產業的發展。1999年韓國政府根據《韓國保健產業振興法》設立了韓國保健產業振興院，隸屬於保健福祉部，其宗旨是培育韓國的保健產業，具體包括醫療服務、製藥、醫療器械、化妝品和食品等細分領域。

2009年，韩国政府出台《医疗观光法》正式批准对外国游客提供医疗服务，主要服务项目包括体检、美容整形、器官移植等(이한웅, 김기연, 김혜경, 2010)。2016年，韓國保健福祉部推出《醫療進步和國外患者吸引綜合計畫(2017-2021)》，國際

醫療健康旅遊及醫療健康產業國際化發展正式成為韓國國家戰略。其次，韓國政府對醫療設備、藥品的政策十分寬鬆，基本上獲得美國 FDA 認證的項目拿到 KFDA 不到 3 個月就可以獲得審批認證，這就保證了在韓國醫美市場的醫療設備、醫美技術與歐美最新的技術和專案具有同步性，相應的設備、治療方法也都世界領先。

最後，針對國際醫療旅遊，韓國政府也是出臺了一系列的政策給予了全方位的支持，從醫美簽證、配套翻譯服務、旅遊套餐、諮詢中心，包括事後的醫療支援、爭議解決等都配備了相應的制度建設，保障了韓國在國際醫療旅遊產業的競爭力(천현정, 2016)。

相比之下，中國美容行業的法規體系尚待完善，尤其是醫療美容領域，需要進一步加強監管和立法。中國美容行業的法規和標準相對較為分散，不同的地區和行業可能採用不同的標準和規定，導致行業內的規範性和統一性不足(哈書菊，劉沫含，2022)。這給行業內的企業帶來了困擾，也使得消費者在選擇產品和服務時缺乏明確的指導。儘管已經有一些相關的法規出臺，但在實際執行中，監管力度往往不夠，導致一些違規行為不能得到及時有效的懲處(胡月，2023)。這在一定程度上削弱了法規的威懾力，也給了不法商家可乘之機。由於法規不健全，一些美容產品和服務在安全性方面存在隱患。例如，一些不法商家可能使用劣質原料或者非法添加化學物質，給消費者的健康帶來風險。

### 3. 技術與產品創新

韓國在美容技術方面具有較高的創新能力和研發水平，特別是在生物科技、智慧美容等領域處於領先地位。韓國美容品牌也注重產品創新和品質提升，不斷推出符合消費者需求的新產品。韓國美容儀的出口額不斷增加，2022 年美容儀出口額破 3 億美元大關，創歷史新高，面向美國的出口同比大增 109.7%。這一資料反映了韓國美容產品在國際市場上的競爭力和需求。

與此相比，中國美容行業在技術創新和產品創新方面尚存在差距。中國美容行業在研發投入方面相對較少，導致技術水準和創新能力相對較低，中國美容行業在國際市場上缺乏競爭力，也難以滿足消費者日益增長的個性化需求。目前，中國美容行業主要依賴引進和模仿國外技術，缺乏自主研發的核心技術。這使得中國美容行業在技術升級和產品創新方面受到一定限制(胡月，2023)。同時，美容行業的技術人才需要具備較高的專業素質和創新能力。目前中國美容行業在人才培養方面還存在一定不足，



導致技術人才的短缺和素質參差不齊。隨著美容行業的不斷發展，對專業技術人才的需求也在不斷增加。然而，目前中國美容行業在專業技術人才方面還存在一定缺口，難以滿足行業的發展需求(哈書菊，劉沫含，2022)。除了專業技術人才外，美容行業還需要大量的管理人才來推動企業的持續發展。然而，目前中國美容行業在管理人才方面也存在一定短缺現象，導致企業在管理和運營方面受到一定限制。

#### 4. 市場競爭與品牌建設

韓國美容市場競爭激烈，但品牌競爭秩序較為規範。韓國美容品牌注重品牌建設，通過獨特的品牌形象和行銷策略，吸引消費者並提升品牌知名度。相比之下，中國美容市場競爭更為激烈，價格戰和惡性競爭現象較為普遍。為了爭奪市場份額，一些美容企業經常採用價格戰的手段來吸引消費者。這種無序競爭不僅損害了企業的利潤和品牌形象，也影響了整個行業的健康發展。一些美容企業為了追求短期利益，可能採取虛假宣傳和誤導消費者的手段來促銷(박원양 etc., 2022)。這不僅損害了消費者的權益，也影響了行業的公信力。一些企業可能採取不正當競爭手段來打壓競爭對手，如惡意詆毀、侵權等。這些行為破壞了市場秩序，也損害了行業的整體形象。

### III. 結論與展望

通過對中韓美容行業的對比研究，可以看出兩國在美容行業的發展上各有特色。韓國在法規制定、技術創新和品牌建設等方面具有優勢，而中國則憑藉龐大的市場規模和快速的經濟發展，為美容行業的發展提供了廣闊的空間。未來，兩國可以在法規完善、技術創新、人才培養等方面加強合作與交流，共同推動美容行業的持續健康發展。同時，兩國也需要關注行業發展中存在的問題和挑戰，如法規缺失、技術瓶頸、市場競爭無序等，並積極採取措施加以解決。

第一，針對中國美容行業在法規不健全、技術水準相對較低以及操作方面的問題，首先應加強立法工作，完善相關法律法規，明確美容行業的標準和規範，為行業發展提供明確的法律依據。其次要完善監管體系，建立健全的監管機制，加強執法力度，對違規行為進行嚴厲打擊，保護消費者權益。第三，推動行業自律，鼓勵美容行業組織建立自律機制，加強行業內部監管，提升行業整體形象。

第二，與韓國等發達國家相比，中國美容行業在技術研發和創新方面存在明顯不足。這導致行業在高端市場缺乏競爭力，難以滿足消費者日益增長的需求。為此，應

鼓勵企業加大研發投入，加強新技術、新產品的研發和應用，提升行業技術水準。同時，加強國際合作，積極與國際先進的美容企業和技術團隊開展合作，引進先進技術和管理經驗，提升行業整體水準。除此以外，還需培養創新人才，加強人才培養和引進工作，提升行業創新能力和競爭力。

第三，中國美容行業在操作方面存在諸多問題，如服務流程不規範、操作標準不統一、員工培訓不到位等。這些問題影響了消費者體驗和滿意度，也制約了行業的健康發展。為此，應該規範服務流程和操作標準，確保服務品質和消費者體驗的一致性。同時，加強員工培訓和教育，提高員工的專業素養和服務意識，確保服務品質和消費者滿意度。引入資訊化管理，利用資訊化手段，對服務流程進行數位化管理，提高服務效率和管理水準。

通過以上措施的實施，中國美容行業可以逐步解決法規不健全、技術水準相對較低以及操作方面的問題，推動行業的健康、有序發展。同時，這也需要政府、行業協會、企業以及消費者共同努力和配合，共同推動中國美容行業的進步和發展。

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