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Dr. Manoj Kumar

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FOREWORD

I am pleased to put into the hands of readers Volume-5; Issue-3: 2023 (May-June, 2023) of “**Journal of Humanities and Education Development (JHED) (ISSN: 2581-8651)**”, an international journal which publishes peer reviewed quality research papers on a wide variety of topics related to, Humanities and Education development. Looking to the keen interest shown by the authors and readers, the editorial board has decided to release print issue also, journal issue will be available in various library also in print and online version. This will motivate authors for quick publication of their research papers. Even with these changes our objective remains the same, that is, to encourage young researchers and academicians to think innovatively and share their research findings with others for the betterment of mankind. This journal has DOI (Digital Object Identifier) also, this will improve citation of research papers.

I thank all the authors of the research papers for contributing their scholarly articles. Despite many challenges, the entire editorial board has worked tirelessly and helped me to bring out this issue of the journal well in time. They all deserve my heartfelt thanks.

Finally, I hope the readers will make good use of this valuable research material and continue to contribute their research finding for publication in this journal. Constructive comments and suggestions from our readers are welcome for further improvement of the quality and usefulness of the journal.

With warm regards.



Dr. Manoj Kumar

Editor-in-Chief

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Limitations of Cyborg feminism in India and Misinterpretation of feminism in Western Cyborg science fiction movies in the light of Haraway's *The Cyborg Manifesto*

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MA English Language and Literature

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Abstract

In the light Donna Haraway's work *The Cyborg Manifesto* this paper analyses the difficulties of adapting Cyborg model of feminism in a developing country like India. Initially the concept of cyborg feminism (Bell, 108) as introduced by Haraway is used to analyse the implicit ideology of Western cyborg science fiction movies. Through the analysis of popular western cyborg movies like *Alita: Battle Angel* (2019) and *Blade Runner 2049* (2017), the absence of gender duality in cyborg world as predicted by Donna Haraway is proved wrong. Later the concept of cyborg feminism in the present society is shown to be inadequate showing the glass ceiling effect and how technology is sided with patriarchy. Finally the limitation of Cyborg feminism especially in a third world country like India is revealed considering its historical, political and cultural diversity. Socialist feminism and identity politics is more essential in the present society than a foreseeing women's liberation in a technically developed future.

Keywords— *Cyborg, feminism, western science fiction, Indian context.*

“A cyborg is a cybernetic organism, a hybrid of machine and organism, a creature of social reality as well as a creature of fiction” (Haraway, 272). Haraway uses the term cyborg literally and metaphorically to explore a new form of feminism which is representative of all those who come under the category of women. Cyborg literally relates to feminism as it breaks the gender binary created by the patriarchal society. Cyborg is a genderless being which challenges the entire western patriarchal essentialism thus it literally supports feminist initiatives. Cyborg can be envisioned as a precursor to the forthcoming of a post-gender society. Haraway thus turns the cyborg from a symbol of Cold War into a representation for feminist liberation.

Cyborg metaphorically relates to feminist agendas by being a creature of fiction. Cyborg though a product of militancy and capitalism fights back to its own creator for their independent existence.

Though differently, the cyborg can challenge the places from whence it came; this is part of its irony. So part of the cyborg's challenge is that its

existence –including its existence in science fiction as well as social reality –threatens fundamental boundaries that have long structured ways of understanding the world. (Bell, 100-1)

Metaphorically the ancient coded notions of patriarchal norms can be decoded in the society just as cyborgs decode themselves. Similarly women can unlearn the deep rooted concepts of patriarchy from their lives. The famous cyborg movies like *Blade Runner 2049* (2017), *Alita: Battle Angel* (2019), *Ghost in the Shell* (2017), all overtly show the rebellion of cyborgs against their creators. Just as Haraway puts in her essay:

The main trouble with cyborgs . . . is that the illegitimate offspring of militarism, patriarchal capitalism, not to mention state socialism. But illegitimate offspring are often exceedingly unfaithful to their origins. Their fathers, after all, are inessential. (273)

This model of rebellion can be viewed as the fight against rooted systems of patriarchal ideologies in the existing society.

Donna Haraway rejects the previous forms of feminisms and introduces Cyborg feminism as a replacement. She says that the distinct feminisms and intersectionality creates more divisions rather than unity. She has major criticisms against identity politics as they further deliberately complicate identities. Haraway is of opinion that cyborg feminism revises the whole concept of gender. Cyborg helps to envision a future with no gender identity or construction of a gender identity of choice, rather than following the rigid western tradition of exclusive identifications. She discards radical feminism and socialist feminism as it cannot address the issue at hand without creating further dissections. She also criticizes the totalizing assumptions made by feminists and the idea of speaking for others in the generalised term of 'woman'. Thus cyborg feminism is a new kind of approach where multiple feminisms even ones based on identity politics can be amalgamated. Cyborg feminism at the same time represents universal experience of women as well as the individual experience to deconstruct and recreate the gender identities. "Cyborg gender is a local possibility taking a global vengeance. Race, gender, and capital require a cyborg theory of wholes and parts" (Haraway, 66). She answers the necessity of cyborg feminism with a question:

What kind of politics could embrace partial, contradictory, permanently unclosed constructions of personal and collective selves and still be faithful, effective—and, ironically, socialist-feminist? (278)

The new form of feminism suggested by Donna Haraway in ideal of Cyborgs as suggested in her seminal work *Cyborg Manifesto* is critiqued in this paper. The paper brings out the flaws in the cyborg model of feminism as Haraway proposed in fictional works, by exposing the gender duality in Western sci-fi films like the *Alita: Battle Angel* and *Blade Runner 2049* and its insignificance in the Indian context.

Why the concept of cyborg feminism fails in Western films?

It is true that the concept of cyborg breaks the essentialist idea of women being weaker to men. With the aid of technology the anatomical differences between genders can be modified and thus gender identities can be easily reconstructed. As Haraway mentioned in her essay that Cyborgs being the creature of reality and creature of fiction metaphorically helps to break the essential gender identities. But sadly the situation in fiction- especially in the western popular cinema is quite contradictory. Haraway rightly mentioned that, "Contemporary science

fiction is full of cyborgs—creatures simultaneously animal and machine, who populate worlds ambiguously natural and crafted."(272) yet these ambiguous creatures are unable to shatter the duality of male- female gendering.

Gender divide can be seen easily in western cyborg science fiction movies. In *Alita: Battle Angel* the protagonist lives in a world full of cyborgs which has distinct gender identities of man and woman. In the movie *Alita: Battle Angel* the one who fixes the cyborg protagonist (Alita) and then protects Alita is a male figure, Dr. Dyson Ido. This again reinstates the patriarchal values and the clear-cut gender roles. Even after being cyborg themselves they are reduced to their gender identities Not only in *Alita: Battle Angel*, but in movies like *Blade Runner 2049*, we see such distinct gender distinction. In *Blade Runner*, the cyborgs are discriminated for their abilities and artificiality, at the same time the secret that female cyborg's ability to give birth is protected by men around her. The similar pattern occurring in both films indirectly restores the idea that females need to be protected. Even using gender specific pronouns to call Cyborgs can be debatable. The protagonist is referred to as "she" and in many instances in the *Alita: Battle Angel*, which contradicts Haraway's claim for a post-gendered society in the cyborg era. Not only the binary division of genders is problematic but it takes away the whole argument of cyborg feminism.

In cyborg science fictions like *Ghost in the Shell* the cyborgs with female anatomies are explicitly sexualized. The politics behind such representation of female bodies for the visual pleasure of audience is again problematic. The cyborgs are then merely seen as female bodies which are sexualized for visual experience of male gender. Films are written and directed by men even more questions the objective of such portrayals. The solid concept of Cyborgs as shown in most movies is yet to be realized in the current reality. Most Cyborg fictions take place in a distant future and thus making it even difficult to actualize it in present day. Even though Haraway claims the use of science and technology can improve the conditions of women, the fact that it is men who control the technologies leaves little hope. The admittance to top positions despite the access of technology for women is still a challenge in the current patriarchal run capitalistic society. In Haraway's words the 'informatics of domination' needs to be toppled by playing in the system, but the way she suggest it is by disregarding the differences among the broad category of women.

Cyborg feminism in India

India is the second largest country in the world in its population. With the fifth NFHS survey that came out in

2021 India has more women than men. Yet with this high number of female population the number of female ministers and women holding high positions in India are comparably low. These statistics can be seen as the direct impact of Glass ceiling effect. This stark gender disparity is seen in technological fields as well. India being a developing nation and post-colonial nation has its own trajectory of feminist movements. When Haraway in her essay *The Cyborg Manifesto* blatantly rejects socialist feminism and intersectional feminism a country like India needs to give more importance to economic and social differences.

India's position as a developing country puts it in a different scenario compared to developed countries like United States and China. Due to high population and consequent economic problems in India, feminism needs to have a better judgment and understanding of various issues. Cyborg feminism which fights for issues beyond economic inequality is far more unreachable when women fight for equal opportunities and equal pay in India. The necessities that feminism demands in India is quite different from that of western feminism. The difference in struggle can be seen with the example of cyborg science fiction in India. While Haraway talks about Cyborgs fighting back to its creators as seen in western fictional movies, Indian film industry completely lacks cyborg movies of that kind. The only science fiction related popular movies in India are *Enthiran* (2010), *Ra one* (2011) and *Koi Mil Gaya- Krish* series (2003-2013) in which none of them can be named cyborg in its real sense except *Krish 3* released in 2013. Even in the movie *Krish 3* the cyborgs are never shown as normal but as something to be destructed as they are artificially built. The hatred, disgust and fear shown towards cybernetic creatures in the movie further moves away from the post-gender society Haraway envisioned in the cybernetic era. It is not just the thematic difference which shows the ineptness of cyborg feminism in India but also the huge difference in number of cyborg science fiction created in India stands as the evidence for itself.

India is different from other nations in many ways especially considering its cultural diversity. Just as the West fight against class and racial discrimination India needs to fight against religious and caste discriminations as well within feminism. Being a postcolonial nation which gained its independence in mid twentieth century also has its impact on feminism. Thus the influence and development of science and technology considering the various factors that influence the condition of women in India need to be addressed adequately. Considering the historical, political, economic and cultural differences of India identity politics which can address the issues of Dalit

women and transgender women separately is the need of the hour. Also to fight back the white capitalist patriarchy in its basic level more of an economy targeted feminism proposed by Socialist feminism seems more suitable for a third world country like India. Cyborg feminism as envisioned by Donna Haraway seems not only distant for the India, but is also quite utopian in its ideals to be realized anytime.

The hidden patriarchal values implicitly seen in Cyborg movies reasserts gender identities and revokes all the hopes for a post gendered society as envisioned in cyborg era. The lack of Cyborg science fiction movies in Indian film industry shows the lack of technological advancement in a third world nation like India. Technology as a means to achieve gender equality is challenged as the new information technology era is also under man's control. Considering the cultural diversity of India the necessity of identity politics and socialist feminism is more practical and adaptable. Thus it is argued that Cyborg feminism is highly idealistic and impractical to be applied in the present, especially in developing country like India.

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Performance Evaluation Method Biology Learning Project as An Effective Teaching Tool

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Abstract

The purpose of this study is to investigate the effect of project-based learning and thinking ability in biology classes. The research analyzed a sample of students from two distinct grades using pre-test and post-test. Following that, the findings revealed that members of the experimental group I, which included students who engaged in project-based learning, had the best learning outcomes. In a project-based learning environment, students gained knowledge and skills by working collaboratively for an extended period on a real-world question or problem. Students trained using this model had better indicators of thinking ability than students trained using the traditional learning model. Thus, teachers must use the project-based learning model to guarantee better results while also improving students' thinking abilities to increase the model's efficacy. Schools can promote collaboration, agency, and effective communication skills by teaching social studies using project-based learning. PBL also allows students to address real-world issues in their community and around the globe.

Keywords— Project-based learning; Biology Education; teaching aids and methods; Education for secondary schools.

I. INTRODUCTION

The project technique of teaching evolved from pragmatism's philosophy. It is a life-situation-related experience-centered approach. The following principles underpin this teaching approach. The project method is presently very popular in the classroom. It can be used in any school topic where large-scale problems are solved, but it is best suited for middle and senior students. This necessitates a thorough introduction to the educational process, including: practice orientation, a focus on a specific result, a focus on a finished tangible product, a focus on social utility, the ability to use various educational spaces, the ability of participants in the educational process to be creative, and the ability to analyze the results at each stage of activity, relying on the previous one. The experience of the participants in the educational process, the possibility of synthesizing other types of activities, the possibility of a variety of sources of information, the opportunity to "try" oneself in various roles, the diversity of forms of organization of the educational process.

N.M. Verzilin and V.M. Korsunskaya's "Teaching Methodology of Biology" (1976) and O. Salahov's textbook of the "Teaching Methodology of Biology" (1984) were in Azerbaijan. Later, methodist M. Pagayeva's methodical recommendation "Methodology of using interactive teaching methods in the teaching of biology" published in

2003, as well as Z.B. Muradova and H.M. Hajiyeva's methodical manual "Possibilities of mutual teaching of chemistry and biology" published in 2004.

Biology is taught in two ways: general and special, and it is split into locations. The general methodology includes training pedagogical guidance, uniform material and methods, and their interaction. Plants, animals, man and his health, and general biology techniques are examples of special methods. Nonetheless, biological methodology is a unified discipline. (1. 6.) A biology teacher should understand not only the scientific substance of the subject, but also its methodology; a thorough understanding of biology teaching methodology is essential in educating the young generation and molding them into patriotic citizens. Only in this case, the methodology of teaching biology can have an effect according to the requirements of the time. Biological methodology has its own research object and specific feature. (2. 4-5)It differs from other methods. Formation and development of biological concepts in students' application of biological tasks and studies to be carried out is very important. Accordingly, assignments and studies that develop students' cognitive activity (ability), expand and deepen their knowledge, and serve to form general and specific concepts are not applied.

One of the most urgent tasks facing our schools today is to develop students' practical knowledge, skills and

habits. The rapid development of science and technology requires not only training, but also the improvement of its methods.

The biology curriculum has emerged as one of the measures made to implement Azerbaijan's education reform. This document, which summarizes the educational experiences of the world's developed nations, differs in its humanistic, democratic, and integrative nature, with a direct emphasis on the formation of students as individuals. (3. 6)The inclusion of content standards, training strategies, content, tools, and evaluation mechanisms demonstrates that it is also a complex document. The new biology content covers the most important knowledge and skills related to man, his health, his social nature, his connection with nature, and his psychological characteristics. The biology curriculum envisions the development of students' logical thinking, subject-related life skills, integration, progression from basic to complex, organization of the interaction of content and activity, and the use of new technologies in topic teaching. In general, teachers should plan or have existing learning resources in schools. (Carr, 2007; Carroll, 2012; Coe et al., 2014; Kohl et al., 2013). Most of the teachers have prepared and identified some types of learning resources that they are going to use for teaching by referring to lesson plans. Referring to the 2010 curriculum, teachers should use teaching resources to improve the quality of scientific knowledge in Azerbaijan republic. According to the observation results (February 2018), all biology teachers attempted to acquire and use teaching resources in each study session. Learning resources can be media from the school or media created by teachers, or they can be any situation connected to the learning environment. In actuality, however, not all accessible learning resources covered the intended material. As a result, teachers had to be more creative in their use of teaching tools. One potential solution would be to instruct students independently create their own learning resources in a group setting after conducting a thorough examination of learning objectives, literature reviews, and learning needs. Today, the creative project-based method is widely accepted around the globe, and a wide range of organizations and businesses, including schools, businesses, and government agencies uses it effectively. The model is adaptable; it can be used both long and short term, and it can be easily adapted to specific circumstances. In the classroom, biological concepts, worldview, thinking, practical knowledge, and skills are primarily formed. Because subjects and discussions are taught in a specific order and system during the teaching process. We all know that its forms and methods determine the standard of education. In the conditions of active use of creative thinking in the acquisition of knowledge, modern teaching methods used in the lesson guarantee students'

autonomous acquisition of knowledge, their formation as individuals, and the efficacy of result-oriented learning. The best method to make a project look nice is to keep it clean.(4. 5-9) The students keep it as clean as possible, particularly when gluing, and make sure their lines are straight. When they are finished, they can embellish their creation with colored fonts, glitter, and other embellishments. Less is more; if the students go overboard, their project will appear sloppy.

II. METHOD

Scientific research is carried out by the experimental research method. This method is a technique for gathering information and data on a topic by observing it in controlled environments. Understanding the advantages of experimental research design can help us use it more effectively in our work life. Pilot studies should begin with an examination of the function being evaluated, the learning environment, and the characteristics of the students. (Özcan, 2007) As a result, the properties to be evaluated in the study were chosen first and foremost based on the study's purpose.

III. PREJECT BASED INSTRUCTIONS IN THE AZERBAIJAN SCHOOLS

Project-based learning (PBL) or project-based instruction is an instructional strategy that allows students to build knowledge and skills through engaging projects based on real-world challenges and problems. Project-based learning, like all classes, necessitates extensive preparation and planning. It all starts with an idea and an important query. It is crucial to note that many content standards will be addressed when designing the project and the essential question that will launch the activities. Create a plan that incorporates as many topics as possible into the project while keeping these standards in mind.

The educator used the **essential question** to begin the instruction. The topic that will kick off a PBL lesson must be one that will engage his or her students. It is bigger than the job at hand. It is unfinished business. It will present a problem or a situation that the students can address, understanding that there is no single answer or solution. Begin an in-depth investigation of a real-world subject. Make your question about a real-life situation or subject. Choose a question about an issue that students will think they can influence by answering. Make it pertinent to them. The topic should be one that is relevant to your students' lives right now.

The second stage is **to plan the procedure**. It is critical to consider which content standards will be addressed when planning the project. Involve the students

in the planning process; when they are actively involved in decision-making, they will experience ownership of the undertaking. Choose activities that support the topic and make use of the curriculum to fuel the process. Include as many topics as feasible in the project. Determine what materials and resources will be available to students to help them. Prepare to delve deeper into new subjects and issues that emerge as students become more engaged in the active pursuit of solutions.

Making a Schedule is the next stage. Create a schedule for the project's components. Recognize that timetable changes will occur. Be adaptable, but help students understand that there will come a moment when they must finalize their thoughts, findings, and evaluations. When making a plan, keep the following points in mind: The teacher must be familiar with the program and completely familiar with the guidelines. Even though it appears that, the kids are doing all of the heavy work, there is a lot of planning that goes on behind the scenes to ensure that the work is available for them.

Allow for achievement by employing the following strategies:

- Assist pupils who may not be aware of time constraints.
- Set goals and objectives.
- Give pupils guidelines for time management.
- Teach them how to plan their duties.
- Remind them of the schedule.
- Assist them in setting goals.
- Maintain a simple and age-appropriate essential query.
- Initiate initiatives that will allow all students to succeed.

Allow students to explore new interests, but guide them when they look to stray from the project. When a group appears to be heading in a different direction, ask the students to explain their rationale. They might have an idea for a remedy you have not considered. Help the kids remain on track, but do not limit them unintentionally.

Now the teacher can **monitor** the students and the project's progress.

Follow these steps to retain control while allowing students to take responsibility for their work:

- Facilitate the learning process and the enjoyment of learning.
- Teach your pupils how to collaborate.
- Assign individuals of the group to roles that are fluid.
- Allow students to choose their primary responsibilities, but expect them to take responsibility and participate in all group roles.
- Remind them that every step of the process pertains to each individual and requires full participation from each student. Provide tools and direction.
- Create team and project rubrics.

Students may need to remain organized, track their progress, and keep a focus on the problem rather than becoming confused by its elements as the number of ideas to consider or procedures to follow increases.

Team rubrics outline each team member's responsibilities: Keep an eye on the group relationships. How active are the participants? How involved are they in the procedure? Examine the result. Rubrics for projects, on the other hand, pose the following questions:

What do the students need to complete the project?

What is the result: Is it a document? What about a video presentation? Is it a poster? A merchandise combination? What constitutes a successful report, multimedia presentation, poster, or other product?

The teacher makes the requirements plain to the students so that they can all succeed.

In the study's experimental design, the control group used the curriculum and course materials according to the "Current Curriculum Application," while the experimental group used the curriculum and course materials according to the "Project Approach to Learning." The biology teacher led the control and experimental groups during the research. Together with the biology teacher, the researcher actively participated in the experimental group, supervised the students in the projects they created in this topic, and supervised the students as needed. Before and after the research, students in the control and experimental group's teacher gave an achievement test in the subject "Cage." The scheme of the experiment used in the study is presented in Table 1.1.

Table 1.1. Experimental sample used in research

Group	Pre- test	Experimental part	Post- test
CG	BAT	Traditional teaching (TT)	ТДБ
EG	BAT	Project-base teaching (PT)	ТДБ

CG: Control group in which the current curriculum is applied

EG: An experimental group that uses a project-based approach to learning.

BAT: Biology achievement test.

The means of correct pretest answers, standard deviations, and t-test results calculated to determine if there is a significant difference between these scores in Table 1.2.

Table 1.2. Arithmetic mean, standard deviation and T-test results of students in the control and experimental groups, calculated based on the number of correct answers in the preliminary test.

Test Group	Question Number	S	S.D	T	P	Result
CG pre-test	40 \bar{X} 11,76	4,04				No difference between group means
EG pre-test	40 11,81	3,79				
			14	-0,06	0,953	

As a result of statistical analysis, the average number of correct pre-test correct answers of students in the control group was 11.76; On the other hand, the average number of correct answers in the experimental group was 11.81. Since $p = 0.953 > 0.05$ at the 95% significance level, it was concluded that there was no significant difference between the number of correct answers before the test by students in both groups. When looking at student scores on their personal information forms and the average number of correct answers on the pre-success test, it was observed that both groups were equal.

The subject of study was selected from the 7th class subdivision "Cell, organism, and metabolism." A biological achievement test for the topic of cells was developed based on the scale of the subject chosen for study and putting expert opinions into consideration. Prior to the commencement of the study, two equal classes were determined based on the biology teacher's opinion. This class's pupils were given the "Personal Information Form." After informing the students in the experimental group, the students were divided into heterogeneous groups based on their course success and the biology teacher's view. Lessons were conducted with students of the experimental group using methods, techniques and activities that correspond to the project-based approach to learning. The students in the experimental group co-created various projects according to the sub-themes determined each week for the subject of the

cell. During the creation of projects, students were guided by both the researcher and the biology teacher so that students could use textbooks, magazines, the Internet and the laboratory. Students who completed research on the project were also asked to present their products to all students in the class. Cell of subjects of the control group; It was applied by methods such as lecture, question-answer and discussion. The study was conducted twice a week (2x45) for six weeks in both groups (6x90). During this period, the successful application time before and after testing is not included in the course hours. Cell of subjects of the control group; It was applied by methods such as lecture, question-answer and discussion. The study was conducted twice a week (2x45) for six weeks in both groups (6x90). During this period, the successful application time before and after testing is not included in the course hours. At the end of the study, which was conducted for six weeks, the same "Biology Achievement Test" was administered to both the control and experimental students as a post-test. According to the information obtained from the data collection tools, the necessary statistical analysis was first carried out and the results were interpreted.

IV. CONCLUSION

Students work on a project that engages them in solving a real-world issue or answering a complex question over a prolonged period ranging from a week to a semester.

They demonstrate their knowledge and abilities by creating a public product or giving a presentation in front of a live crowd. As a result, students gain in-depth understanding of the subject matter as well as critical thinking, collaboration, creativity, and communication skills. Project-Based Learning instills in students and instructors a contagious sense of creativity. The desired outcomes of project-based learning can differ greatly depending on the school, teacher, and institution. However, project-based learning goals aren't all that dissimilar to the characteristics and benefits outlined above.

The project-based learning objectives are autonomous learning promoted through independent investigation of unstructured issues. Teamwork helps pupils prepare for social situations. Students are encouraged to see beyond their own ideas and information through self-evaluation and self-criticism.

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A Study of the Revitalization of Indigenous People Annual Rituals in Taiwan

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Abstract

Over the past 400 years, Taiwan's indigenous people annual rituals have been lost due to the assimilation of foreign regimes and the influence of modern urbanization. However, under the influence of modern social life style and political power, the annual rituals became performance and lost their original significance. But also because of its regeneration, the culture of Taiwan's indigenous people has been revitalized, and has the role of identity and continuity. However, because of the restoration of the annual rituals, the culture of the aborigines has been revitalized, and the role of recognition and continuity has been generated in Taiwan.

Keywords— annual rituals, tribe, culture, identify, indigenous.

I. INTRODUCTION

For the 16 indigenous ethnic groups in Taiwan, the traditional rite of passage is an important inheritance activity of the tribal people, which contains national culture, belief, norms and education significance. Therefore, the tribal ritual is an extremely important part of the traditional culture of Taiwan's ethnic minorities. Each ethnic group has its own unique life culture, which has become an important asset for Taiwan's multi-cultural and ethnic groups. However, under the influence of the foreign ethnic groups' military repression and cultural assimilation, as well as the role of the modern industrialized society, the indigenous cults fell into the fate of disintegration or suspension. In the context of today's increasingly accelerated globalization, the cultural departments of the Taiwan authorities and the departments responsible for indigenous affairs have adopted multiculturalism to promote the construction of community policies, encourage the establishment of community or ethnic cultural development associations in local communities, transform the cultural landscape of communities, and revitalize the basic cultural forms (for example, resume the holding of traditional ceremonies, inheritance of oral traditions, etc.). By inheriting and reviving the intangible cultural heritage handed down from generation to generation, we can arouse the cultural identity of all ethnic groups. This study is a qualitative study. First, we will understand the origin and function of Taiwan indigenous' annual rituals, and the reasons for their disintegration and revitalization. Then we will understand

the regeneration of annual rituals and ethnic identity. Finally, we will analyze the impact of cultural and tourism policies on indigenous' annual rituals.

II. THE ORIGIN AND FUNCTION OF ANNUAL RITUALS OF INDIGENOUS PEOPLE IN TAIWAN

The annual rituals are a traditional celebration and ritual activity held by indigenous tribes every year according to the four seasons of nature. It is an important act of the year, showing how aborigines cooperate with the operation of the four seasons and reflecting the harmonious interaction between people and the natural environment. All kinds of annuals ritual reflect the cultural connotation of aboriginal beliefs, social organizations, traditional life and taboos. Therefore, with the traditional calendar or celestial body movement and natural farming conditions, various ethnic groups of Taiwan's aborigines held their own different annual rituals to preserve their ancestral beliefs and wisdom coexisting with nature [1]. For example, the annual ritual of the Amis people is of great political, economic, agricultural, fishing, educational, social and religious significance. They rely on nature economically, revere ghosts and gods spiritually, and pray for the protection and guidance of ghosts and gods for all difficulties and setbacks in daily life and activities. Therefore, a series of annual rituals related to economy, religion, entertainment and politics have emerged, each month has different forms of rituals according to the similarities and differences between natural

weather, farming, fishing and hunting, and there is a head and group presiding over the ceremony and a set of taboos that must be observed during the ceremony, and each activity has a certain purpose and multiple functions [2]. Because there are many kinds of annual rituals of indigenous people in Taiwan, and the ethnic groups are different from each other; The different cults of different ethnic groups have different meanings. The annual rituals of the indigenous people in Taiwan can be divided into five categories: the annual rituals of single livelihood activities, the complex annual rituals of settlements, the annual rituals of special objects, the life rituals, the witchcraft and the healing rituals [3].

The rituals for single livelihood activities refers to the rituals held mainly for a certain type of livelihood objects. It can be subdivided into farming sacrificial rites, hunting rituals and fishing and hunting rituals. The millet harvest rituals of the Tsou people belong to the farming rituals, the ear shooting rituals of the Bunun people belong to the hunting rituals, the sea rituals of the Amis people and the flying fish rituals of the Dawu people are typical of the fishing rituals. The settlement compound rituals refer to the sacrificial activities that the whole settlement mobilized to participate in. The content of the rituals includes multiple items and multiple functions, such as the Mangayau (great hunting rituals) of the Paiwan people and the harvest festival of the Amis people, which belong to this type of ritual. The Mayasvi (war rituals) of the Tsou people are the representative of the complex ritual held irregularly.



Fig.1. The Mayasvi of the Tsou people

(source:

<https://www.epochtimes.com/b5/12/2/19/n3517033.htm>)



Fig.2. The Pasta'ai of the Saisiyat people

(source:

<https://cyberisland.teldap.tw/g/qwhcsUDEwgAdefbBlmFSIZi>)

Special object rituals are a kind of sacrifice that mainly focuses on special objects. For example, the five-year ritual of the Paiwan people is held to welcome and send off the ancestors, while the Pasta'ai (dwarf ritual) of the Saisiyat people is held to comfort the spirits. In fact, in addition to specific purposes and objects, the annual rituals of the aborigines in Taiwan have religious color, cultural heritage role, and education, leisure, sports, and the functions of the rite of passage [3]. For example, the Mangayau is the most important annual ritual of the Paiwan people. The elders lead the young warriors to hunt in the mountains, inherit the hunting skills, and pass on the traditional culture and ballads of the Paiwan people to the next generation. The hunting results are brought back to the tribe and shared with all families. In the dance activities of the Sakizaya people's harvest festival, the clear determination of the leader and grade class system is not only the meaning of sacrificing ancestors and praying for a good harvest, but also the power of the traditional class to educate the aboriginal children to respect themselves, work hard, respect the old and the wise, love and be kind to the people, and abide by the rules and keep their own points [4]. Therefore, the annual rituals can be said to be a living teaching material of various aboriginal cultures. In addition to the functions of interpersonal, leisure, activities, education, politics and education, it can be found that in addition to its rich religious color, it can be determined that the annual rituals enrich the cultural connotation of all indigenous peoples and fully plays the role and function of the continuation of traditional culture.

III. THE COLLAPSE OF INDIGENOUS ANNUAL RITUALS IN TAIWAN

Taiwan's indigenous society was originally a tribal and self-sufficient social entity. During its thousands of years of history before its contact with foreign nationalities, its politics, economy, culture, society, education, military, and belief all formed a complete system. Until about 400 years

ago, the aborigines of Taiwan had a lot of contact with ethnic groups outside the island, which impacted the original stable tribal system and seriously affected the preservation and creation of their culture. After contacting with foreign nationalities such as the Netherlands, Spain, the Ming and Zheng Dynasties, the Qing Dynasty, and Japan, the aborigines have been strongly transferred in terms of territory, organization and culture. Especially in the period of Japanese rule, the Japanese military government seized its authority and violence, and through the military and police, it has even had an unprecedented impact on the aboriginal community [5]. Therefore, the indigenous peoples of Taiwan have been suppressed by force and assimilated by foreign ethnic groups. They have been deprived of all places to live together with all things in the world, including invading their land use sovereignty and limiting their cultural autonomy. The indigenous peoples have lost the land resources they rely on to survive. The survival and development of traditional social organizations and cultural identity are facing a crisis of disintegration [6]. The study pointed out that when the Japanese colonized Taiwan, the powerful force of nationalization and monetization had a profound impact on the entire value system maintained by the tribal cult. "Remove sanctification" cuts off the sacred source of the tribe from the root. Therefore, the structural collapse of the tribal cult became increasingly serious with the deepening of the Japanese colonial government [7]. After 1945, the Taiwan authorities' policy of "assimilation of compatriots in the mountains" did not deviate from the basic line of the era of Japanese rule. Although the plan to improve mountain life was implemented, the goal was to improve the social customs of the indigenous people at that time, such as food, clothing, housing and transportation, so that they could accept Chinese and change their original surname, language, customs and culture.

Although the way of cultural assimilation or integration is conducive to the integration of ethnic groups and shapes the illusion of ethnic integration, it sacrifices the rights and interests of vulnerable aborigines and even makes their culture close to extinction. At the beginning of the 1980s, the lives of the indigenous peoples changed with the rapid social and economic changes in Taiwan. Because the mountains could not provide enough demand in terms of economy, and at the same time, many indigenous people flocked to the major cities of Taiwan under the attraction of various materials in the cities [8], thus forming the so-called "urban mountains compatriot". In addition, in Taiwan's indigenous tribes, it can be found that they all have Catholic and Christian churches, and most ethnic people believe in these two religions. Due to the influence of these foreign beliefs, the traditional beliefs of the tribal people were suppressed, and most of the annual rituals were suspended.

The study points out that the disappearance of tribal cults and the division within the tribe are indeed related to the Christian faith and its sectarian struggle; In addition to national and economic factors, it has the most far-reaching influence on the social and cultural changes of Taiwan's aborigines [9]. According to the above reasons, the reasons for the loss of indigenous annual rituals culture can be summarized as follows [6]: (1) The lack of written elements makes it more difficult to inherit and learn traditional ballads; (2) The conflict between religious belief and traditional culture; (3) Inheritance of culture and customs and oral culture fault; (4) The tribal population is gradually decreasing; (5) Culture is diluted, and it is difficult to preserve its cultural characteristics; (6) Popular entertainment has replaced the vitality of traditional dance teaching; (7) The consciousness of traditional culture is increasingly blurred.

IV. THE REGENERATION OF INDIGENOUS TRADITIONAL RITUALS AND ETHNIC IDENTITY

One of the important changes in Taiwan's society in the 1990s was the important moment when multiculturalism gradually became the mainstream value of the society. In addition to the influence of the social movement of the aborigines, the aboriginal culture of Taiwan's South Island system, which had been marginalized for a long time, gained an opportunity to revive. Under the development of such a large social situation, the little-known annual rituals of Miitungusu, which was handed down by the ancestors of the Hla'alua ethnic group of only 500 people, can have the opportunity to receive increasing attention from the outside world [10]. It also belongs to the Sakizayi ethnic group with a small population. There are many large and important rituals related to the whole tribe, such as harvest sacrifice, fishing sacrifice, annual sacrifice, prayer for the sun, prayer for rain, disease prevention sacrifice, bird hunting sacrifice and so on. During the annual winter and summer holidays, the tribe will hold cultural tours and recognition activities for children and young people of all ages. The leaders, teachers and professors of all ages and clans will give lectures in person to stimulate the respect, confidence and recognition of the clans' next generation to the clans' culture, and accelerate the cultural revival and reconstruction of culture [11]. Take Palamalan A-Lisin (the worship Fire God ritual) as an example. In the past, indigenous people engaged in any activities related to fire, such as daily cooking, holding ceremonies, and transmitting messages. The smoke generated by fire is the medium of communication with the ancestors. In addition, in the past, the Sakizaya people in the Qing Dynasty were destroyed by the fire attack of the Qing army. Holding Palamalan A-Lisin

not only means remembering the ancestors, but also represents the rebirth of the ethnic group. On the other hand, in the past, most of the ceremonies were held by each family itself. Now, the past private ceremonies have been turned into the activities of the whole nation. The holding of the ceremonies has linked the tribes together, which is conducive to the formation of cohesion.



Fig.3. The Palamalan A-Lisin of Sakizaya people

(source:

<https://cyberisland.ndap.org.tw/g/qwhcsUnewDAdefbBI mFSldx>)



Fig.4. The Mikongu of Kananafu people

(source:

<https://www.chinatimes.com/realtimenews/20161008003326-260405?chdtv>)

Since the 1990s, the Kananafu people have revived the traditional rituals, and the Mikongu (celebrate the millet harvest) and Pasiakarai (worship the river God) are the two most representative traditional cults of the Kananafu people. Through the gathering of the elders to recall the details of the ceremony, the younger generation recorded it and worked together to prepare the ceremony. The reconstruction of the altar/club, the establishment of the ethnic group cultural development association, and the inheritance of oral traditions and handicrafts have experienced more than 20 years. These two traditional cults have gradually been held every year (except 2009 and 2010), and become the most distinctive ritual of Kananafu. They

have also become one of the most important traditional cultural heritage of Kananafu, the 16th ethnic group of Taiwan's aborigines. The study points out that since the 1992's, the awareness of aborigines has risen, and the traditional Bunun culture has been paid more and more attention due to the influence of government policies, capitalism and Christianity. Under the instructions of the government units, the Bunun tribes in various regions have rebuilt the new image and position of Malahtangia (A ceremony for training children to hunt.). The elders of the tribe and the Bunun people living in the metropolitan area believe that this phenomenon is very helpful for preserving the culture of the tribe and consolidating the ethnic consciousness of the people. In the past ten years, the nature of the Amis harvest festival has undergone a new development: the harvest festival has changed from being held only within the tribe to being held by the tribes in several tribes and towns, and its nature has also changed from the original ritual with religious functions to the festival activities expressing culture and identity.

V. THE IMPACT OF CULTURE AND TOURISM ON THE ANNUAL RITUALS IN TRIBE

A The Formosan Aboriginal Cultural Village (established in 1979) run by the local people in Yuchi Township, Nantou County, and the Taiwan Indigenous People's Park (established in 1987) run by the official government in Majia Township, Pingdong County are two typical ethnic minority tourism sites, which are the most typical exhibition venues for ethnic minority rituals, attracting tens of thousands of tourists every year. The former is a private amusement park, and the latter is an official institution. Traditional annual rituals have long been combined with commerce, and the performances have also been constantly innovative, not only flaunting tradition, but sometimes incorporating modern elements. However, in response to the changes in social needs and values, as well as the promotion of cultural and tourism policies by the Taiwan authorities, many tribes today will hold various festivals such as the harvest festival, ancestral spirit festival, and hunting festival to pray for agricultural production and harvest. Instead, combining local cultural characteristics, natural resources, and leisure industry, they have become a new mode of festival tourism in today's tribal areas, and therefore become one of the important forms of tourism. [12]. For example, the Bunun Tribal Leisure Farm in Yanping Township, Taitung, established a tribal theater.

In addition to performing the eight-part harmony of the Bunun tribe, it is a sacrificial ceremony to pray for a bumper harvest of millet, and it also irregularly performs indigenous traditional music and dance at home and abroad. Especially in the 1990s, the overall construction plan for Taiwan's

residential areas played a leading role in reviving and developing local culture. Of course, with the aid of policies and funds, the revival movement of tribal rituals has also begun among indigenous tribes. For example, the annual "Black Rice Festival" held by the Kungadavane tribe of the Lukai ethnic group in Kaohsiung has become an important tourism resource for the tribe, attracting many tourists [13]. In addition, the neighboring Teldreka and Opnoho tribes also sent representatives to participate. As the elements of tourism increase year after year, the plot design also takes into account catering to tourists' tastes. For example, in cultural exhibitions, although both tribes are performed by young men, the Warrior Dance of the Opnoho tribe is quite different from the Warrior Dance of the Kungadavane tribe: the former incorporates the dance elements of the Maori people of New Zealand, while the latter faithfully demonstrates the dance method and formation of the traditional Dona Warrior Dance [14]. However, there are not a few indigenous tribes that adhere to traditional culture. The Taromak tribe has inherited and continued the annual rituals to this day. Through holding annual ritual activities, it recreates the traditional cultural connotation and spirit of the tribe. Displaying the annual ritual is also a symbol of tribal people's cultural identity [15].

Due to economic factors, many indigenous people have migrated to cities in Taiwan, which has also led to a continuous increase in the number of indigenous people in cities. With the establishment of competent units for indigenous peoples by local governments, annual rituals are held in cities to provide the best stage for political performance. However, in order to avoid offending tribal taboos, it is usually necessary to avoid traditional tribal time for sacrificial ceremonies in metropolitan areas. For example, the number of people living in Taoyuan City has increased, and the municipal government has handled the "Taoyuan City Indigenous People Annual Rituals - Kazu ku Kani". The event venue is held at the Taoyuan City Indigenous People Culture Hall lawn, and the content includes wrestling and rally experience, a display of wreaths and moon peach rice, as well as the focus of the ceremony for each year of the Puyuma people. The aborigines in Tucheng District of New Taipei City include the Amis, Ataya, and Tsou people, with a total of more than 4000 people. In recent years, the district has also begun to handle the "Annals Rituals of the Indigenous People in Tucheng District", which includes the ceremony of reporting the ancestral spirit to the ancestral spirit house of the indigenous people, and ancestor worship. The district head and leader report the arrival of the bumper year festival to the ancestral spirit. In the evening, performances such as traditional singing dances and Tsou people war dances are arranged at the MRT station, in addition, the main purpose of holding a joint festival at the Tucheng Comprehensive Stadium is to

attract people to experience the culture of indigenous peoples.

Although the event is held in a different place than the original hometown, the aboriginal units that handle the event also hope to take root in the culture, gather the strength of the urban indigenous communities, and pass on the aboriginal culture through their own efforts. In addition, the traditional tribal life and rituals of the indigenous peoples have also undergone significant changes. Nowadays, most of the annual rituals have gradually become official performance and sightseeing activities. The reason is that currently, in Taiwan's various towns and townships, based on their characteristics in the real estate industry, combined with festival activities to promote the overall tourism industry, thereby attracting tourists to visit and experience, and bringing economic benefits to the local area. However, at the age of, the annual rituals often degenerate into a stage for Taiwan's politicians to perform. Some ceremonies are opened not by meeting tribal leaders, but by speeches from politicians or public opinion representatives who hold real power and financial assistance, as well as by dancing hand and foot with indigenous people, demonstrating the integration of ethnic groups.

However, the involvement of the public sector has also had a positive impact on the identification of annual rituals. For example, in the 1990s, the Truku people, following the wave of rising awareness of indigenous people in Taiwan society at that time, also actively promoted the revitalization of indigenous culture. Through literature and oral statements by senior citizens, it gradually constructed the contemporary ethnic group's annual ritual activity, "Mgay Bari Thanksgiving Festival.". This annual ritual is different from the traditional forms of the Truku people in the past. Therefore, in the first few years of the ceremony, it caused controversy among the ethnic groups. However, after years of active promotion and increased performance of the traditional ethnic culture by the township government, it gradually gained the recognition of the ethnic groups and became an occasion for contemporary Truku people groups to show their cultural appearance [16].

VI. CONCLUSION

According to the analysis results, it can be found that the annual rituals is a Taiwanese aboriginal tribe, which worships the nature and ancestors, and embodies the cultural connotation of faith, social organization, traditional life and taboo. In addition to its religious color, it also has the roles and functions of interpersonal, leisure, activities, education, politics, education and the continuation of traditional culture. The annual rituals are not only a cultural heritage activity, but also an experience of living and life. From birth, naming, adulthood to marriage, there are

ceremonies to celebrate. From the cultivation, sowing, harvest and hunting of crops, there are also various unique rituals to thank the ancestors. The reason for the loss of a few traditional annual literatures is that there is no text, so it is difficult to inherit. After the assimilation of foreign regimes and the influence of modernization, the tribes were mostly located in remote villages, and it was not easy to survive. Most of the young aborigines moved to cities. Under the influence of foreign religious beliefs, young people love modern life and entertainment, and the consciousness of traditional culture is increasingly blurred. The social movement of Taiwan's aborigines in the 1990s gave the long-marginalized aboriginal culture of Taiwan's South Island system an opportunity to revive. Through the holding of the annual literature, it aroused the respect and confidence of the next generation of ethnic people for the tribal culture, as well as the identification of ethnic groups and cultures.

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Review of research into teachers' beliefs at home and abroad

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Abstract

Teachers' belief is an important research field in teacher education research, and related practices and research have been increasing in recent years. This paper summarizes and sorts out the research on foreign language teachers' beliefs in primary and secondary schools at home and abroad from four aspects: the definition of the concept of teachers' beliefs, the influencing factors of teachers' beliefs, the research on the relationship between teachers' beliefs and teaching practices, and the research on teachers' beliefs and teachers' professional development. Specifically, teachers' beliefs are the views, attitudes, and psychological tendencies that teachers hold for truth about teaching-related factors in the teaching process. Its formation and change are mainly affected by personal background factors and social environment factors; Teachers' beliefs and teaching behaviors influence each other, but they are not always consistent; Teacher professional development is the driving force behind changes in teachers' beliefs. Finally, the paper points out that the future research on teachers' beliefs in China can also expand the research objects, pay attention to the application of qualitative research methods, and focus on the dynamic research of teachers' beliefs and the research related to teachers' beliefs and teachers' professional development.

Keywords— *Teachers' beliefs, Teachers' professional development, Teaching practices*

I. INTRODUCTION

Teachers' beliefs is an important area of research in teacher education. Since the late 1980s and early 1990s, influenced by important research findings in the field of education research, foreign scholars have been engaged in research on the beliefs of language teachers. With the increasing awareness of the complexity of educational and teaching work, the in-depth development of cognitive research and the shift of teaching research paradigm, the study of teachers in developed Western countries has shifted from the study of teachers' behavior to the study of teachers' thinking and decision-making process. Researchers have found that the concept of decision-making is too narrow to reflect the entire inner world of teachers, so teacher cognition research focuses on the knowledge and beliefs behind teachers' practice.

In response to the needs of teacher professional development and educational reform, Western research on teachers' beliefs pays more attention to the changes in the meaning of teachers' beliefs for individual, that is, the research on teacher belief changes. Therefore, current research on teachers' beliefs mainly focuses on the relationship between teachers' beliefs and teaching practice and the change of teachers' beliefs. This paper reviews from the following aspects: first, the definition of teachers' beliefs, second, the influencing factors of teachers' beliefs, third, the research on the relationship between teachers' beliefs and teaching practice, and fourth, the research on teachers' beliefs change and teacher professional development, so as to identify the research gap of teachers' beliefs research in China.

II. RELATED RESEARCH

2.1 Definition, structure and type of teachers' beliefs

2.1.1 Beliefs and their characteristics

Beliefs are considered to be the best indicator of how an individual makes a particular decision, and they influence how a person perceives and judges behavior. For teachers, these perceptions and judgements ultimately affect their specific teaching practice in the classroom, and beliefs have been studied by philosophers, social psychologists, and anthropologists from a variety of fields. Richardson's (2002) research suggested that the current basic understanding of what beliefs entail is as the mental understanding, premise, or proposition that people believe to be true. Psychologist Rokeach (1968) defined the concept of belief in terms of social psychology: belief is "a simple, conscious or subconscious assertion which is expressed through personal likes and dislikes, words and actions. Beliefs can be identified by the following approach: individuals generally preface their expressions of belief with the words 'I believe'". This definition associates beliefs with cognition and affect. He used the idea of an atom to compare the structure of beliefs. Similar to the nucleus of an atom that holds together different electrons into a stable structure, some beliefs serve as core beliefs and can organize other corresponding beliefs together to form a relatively stable belief system. Based on this definition, Rokeach classified three types of beliefs: descriptive belief, evaluative belief, and prescriptive belief. Barcelos (2000), citing Rokeach, a social psychologist whose interest in human behavior led him to understand the role of beliefs and attitudes in human actions, argued that core beliefs are related to emotions and to a person's identity, and he considered beliefs as a way of perceiving the world and it generates confidence to act on what is believed to be right, but may be questioned in the future. Moreover, it is through language that our realities are created and beliefs are constructed and expressed in discourse. Pehkonen (1998) stated that beliefs are stable subjective knowledge (containing emotions) of an individual about an object, and that beliefs are personal, self-directed, usually unconscious, have affective and evaluative dimensions, and are closely related to the body of knowledge. He argued that beliefs emphasize the dimension of personal emotion more than the term conception (conscious belief) and that the range of

one's beliefs is very large and the components influence each other. Eisenhart, Shrum, Harding & Cuthbert (1988) added an attitudinal component to his definition, arguing that beliefs (including affective factors) are description of a task, action, event or relationship between others and people's attitudes toward it. They thought that beliefs are part of an individual's subjective knowledge and that beliefs are in a constant state of change and evaluation, and when a new belief is adopted, it automatically becomes part of his or her subjective knowledge, that is, his or her belief system. In this way, an individual's beliefs are a combination of conscious and unconscious assumptions or expectations. Hamilton (2002) introduced the concept of culture to beliefs by arguing that the cultural perspective includes an understanding of what constitutes socialization in the world and that the belief perspective includes the cultural perspective that people must know how they interpret their experiences, which includes both personal beliefs and beliefs about what is shared by all. This includes individual beliefs and beliefs about shared customs, oral traditions, and artifacts. Taiwanese scholar Wang Gongzhi (2000) studied the definition of beliefs from the perspectives of sociology and psychology, assuming that from the perspective of psychology, beliefs are a psychological state that people feel or do not feel, and from the perspective of sociology, agreeing with Sigel (1985) that beliefs are an enduring attitude, values and ideology formed by people under the influence of cultural and economic factors of the society, which will be changed with the changes of the society. According to Yu Guoliang, and Xin Ziqiang (2000), beliefs can be understood as an individual's unwavering views about nature and society, such as theoretical views and ideological opinions. Once established, beliefs have a profound influence on people's psychology and behavior, and determine the direction, speed and effect of individual growth and development; at the same time, once a belief is shaken or disintegrated, it is the beginning of people's mental breakdown and behavioral deterioration. It can be seen that beliefs are of great importance to human life activities. Zhu Yuanyu, and Ye Yuzhu, et al. considered beliefs as personal mental filters that assist individuals in defining their environment, influencing people to accept and interpret information, and make choices and act accordingly, highlighting the filtering function of beliefs for

understanding, interpretation, decision making, and action (Lv Guoguang, 2004). Research by Wu Zhihui (2000) and Chen Xiangming(2003) demonstrated that beliefs are values that accumulate in the mental structure of teachers and are a priori assumptions that govern teachers' educational behaviors. According to Lin Yigang (2008), beliefs are personality tendencies that are convinced of the correctness of a certain viewpoint and govern one's actions, which tend to be stable and difficult to change even if facts to the contrary emerge.

Different understandings of beliefs can be seen in the above definitions: 1. Beliefs are personal psychological phenomena and are dynamic psychological structures. As from the definitions of beliefs by Richardson (2002), Pehkonen (1998), Eisenhart, Shrum, Harding & Cuthbert (1988), we can know that beliefs are the mental understanding, premise, or proposition that people believe to be true. It is a cognitive structure held by an individual and contains emotional and attitudinal components. In Furighetti & Pehkonen's (2002) definition, it can be seen that beliefs are a systematic composition, not only a static structure, but also a dynamic composition, and beliefs are in a constant state of change, consisting of both conscious and unconscious components. 2. Beliefs are sociocultural constructs. Wang Gongzhi defined beliefs from a sociological perspective, suggesting that beliefs are not only a personal construct but also include some shared sociocultural inheritance. Hamilton (2002) concluded that studying beliefs in a cultural context is necessary for understanding teachers' actions and choices in the classroom. Both of their definitions of beliefs focus on the formation of beliefs and social and cultural influences on individuals, viewing belief formation as a process influenced by social, cultural factors, and studying teachers' beliefs not only by focusing on individual teacher factors, but also by understanding the influence of social and cultural factors on beliefs.

Nespor (1987), through a study of eight teachers, analyzed four characteristics that beliefs have: 1. episodic storage: it shows that beliefs are opinions held by individuals, believed to be true, and can exist beyond personal knowledge. 2. alternativity: for different reasons, individuals try to create an ideal, alternative situation that is different from reality. Beliefs often represent the ideal real

world and entities that we want to choose. 3. affective and evaluative aspects: beliefs are more dependent on affective and evaluative aspects than knowledge, and they may elicit different affective responses under the right conditions, so that people, when faced with questions about the validity of their beliefs, take a positive or negative view of the matter related to beliefs. 4. episodic storage: teachers' personal experiences, information acquired during the teacher's learning and teaching career, for example, is stored as episodic fragments that influence his or her later teaching practice. These episodic memories are composed of personal experiences and events, and the key experiences that a person experiences or a particularly influential teacher produces episodic memories that are rich in detail, thus influencing his or her later beliefs about teaching as a teacher, that is, beliefs are stored in episodic fragments of personal experiences and events. Furighetti(1997) believed that beliefs are sometimes hidden and unconscious to the individual, and are often caused by discrepancies between the individual's declared beliefs and the beliefs in action, which may help us to analyze why there are inconsistencies between teachers' expressed beliefs and their classroom behavior.

Green (1971) proposed that individuals are constantly receiving signals from the world around them, and based on their perceptions and experiences based on this information, they draw conclusions about different phenomena and their nature. Their beliefs (including emotional factors) are a composite of these conclusions. In addition, he pointed out that individuals hold beliefs with three specific dimensions: quasi-logicalness, psychological centrality, and cluster structure. The first and second dimensions describe how individuals hold beliefs, nothing to do with the content of the beliefs. Beliefs vary from person to person and are difficult to agree on, so belief systems can hardly be considered logical; in other words, each person has his or her own logic in his or her own belief system. Belief systems consist of primary beliefs as well as derivative beliefs. Quasi-logicalness reflects individual thinking and values. For example, a teacher believes that it is important to "clearly" present the subject lesson, which is a fundamental belief, and to achieve this goal, the teacher believes that it is equally important to prepare the lesson carefully, ensure a clear and coherent presentation, and be

prepared to answer any questions asked by the students, which are all derived beliefs. The second dimension describes the belief that some beliefs in the belief system are more important to the individual than others, and that they are psychologically core beliefs to the individual, while others are peripheral beliefs. The central beliefs are the strongest beliefs, while the peripheral ones are the ones that are most easily changed or examined. Thus, beliefs have their own psychological intensity; the more central beliefs hold higher intensity and are less likely to be changed; conversely the more marginal beliefs are more likely to be changed. The third dimension refers to the fact that beliefs are aggregated in clusters that are more or less independent of other clusters and protected by other belief systems, and that clusters are not necessarily related to each other and may even be in conflict. This may explain inconsistencies in the core beliefs of an individual's belief system, such as a teacher who believes that "school should be a place where students are given every opportunity to excel," but who may also believe that "students who are not in gifted classes should not be recommended for higher level math courses". The teacher appears to have two incompatible beliefs, but there is no apparent contradiction for him because he may hold another belief in his belief system, "ability is fixed".

An analysis of the research on beliefs by domestic and international scholars reveals that understanding beliefs and the characteristics of belief systems helps us understand the relationships among the various beliefs held by teachers and the connections between teachers' beliefs and their teaching behaviors. Based on these characteristics of beliefs, this paper assumes that beliefs refer to claims and assumptions that individuals psychologically believe to be true and mainly include cognitive components. It is held by individuals and also socially and culturally constructed. Beliefs include both beliefs that individuals are aware of and beliefs that they are not aware of. The various beliefs make up the belief system, which is a quasi-logical, structure that exists according to psychological importance and the characteristics of clusters and is in a constant state of change. Thus, teachers' beliefs are both a static structure and a dynamic process.

2.1.2 Teachers' beliefs and their structure and types

Teacher beliefs are a part of the belief system and necessarily have the aforementioned belief characteristics.

Pajares (1992) stated that teachers' beliefs are the beliefs that teachers hold about teaching, the role of teachers, curriculum, students, learning, and other relevant factors in teaching situations and teaching process, which include teachers' perceptions, feelings, and evaluations of students, the learning process, the school's role in society, teachers themselves, and curriculum and teaching as they relate to teaching. He held the opinion that beliefs differ from knowledge in that knowledge is based on facts that are agreed upon by members of a particular field, whereas beliefs are more personal, and that beliefs are more emotional and contextual in nature, whereas knowledge has a value of truth or falsity. To some extent, teachers' beliefs influence teachers' practice and professional development more than teachers' knowledge. Kagan (1992) identified teachers' beliefs as a specific type of instigating individual knowledge. Richards (1998) noted that the essence of teacher beliefs is "the information, attitudes, values, expectations, theories, and assumptions about teaching and learning that teachers accumulate over time and implement in the classroom". It is a coherent and personally meaningful structure of past experience, teaching practice, teacher personality, educational theory, and other factors. It is elevated to a personal educational value through the individual's teaching behavior, which in turn is embedded in all aspects of the educational process. Borg (2003), on the other hand, suggested that teachers' beliefs are self-perceived notions held consciously or unconsciously by teachers in the field of teaching and learning, usually including teachers' perceptions of classroom teaching, language, language learning, learners, teachers' roles, curriculum reform, and teacher professionalism, while recognizing that other teachers may hold different perceptions of the same issue. Such perceptions form an interconnected system that guides teachers' thinking and behavior. Poter and Freeman believed that teacher beliefs are defined in terms of instructional orientation, which is a teacher's view of educational practice, students, learning, teaching, curriculum, and the teaching environment (Jin Aidong & Ma Yunpeng, 2013). Schmidt and Kennedy's study showed that experienced teachers have highly heterogeneous beliefs and theories about teaching and learning. If these teachers' beliefs are divided according to academic theory, they may correspond to distinct theoretical

schools at the same time. For example, a teacher may use both humanistic and scientific theories of teaching and learning in explaining the teaching behavior of a lesson (Dong Qi & Dong Beifei, 2021). Thus, it can be seen that teachers' beliefs are not a fixed and a priori system, but rather a combination of multiple conceptions that are formed gradually in teachers' lives and teaching contexts, influence their teaching practices, and change through reflection in teaching contexts.

Domestic educational scholars have defined the connotation of teachers' beliefs in a variety of ways, such as "educational beliefs," "teachers' beliefs," "teaching beliefs," and so on. "Most researchers do not focus on the distinction between beliefs and concepts, and more often than not, they use the two together or consider concepts to include beliefs (Xie Yi, 2006). From the literature cited by most scholars, "belief" is usually translated as "concept". For example, Gao Xiaoyi and Pang Lijuan (2003) translated "ideological education beliefs" as "ideal educational concepts", and Yu Guoliang and Xin Ziqiang (2000) argued that teachers' beliefs refer to teachers' judgments about certain theories and concepts about teaching and learning phenomena. Therefore, in this study, no distinction is made. According to Xie Yi and Ma Yunpeng, teacher belief is one of the important concepts in the field of teacher education research. It refers not only to teachers' beliefs about teaching and learning, but mainly to teachers' beliefs about the overall activities of education, which are accumulated and developed from their student days and believed by them, organized by the principles of personal logic and psychological importance ("core-peripheral") information base, which is a frame of reference for teachers' educational practice activities (Huang Min & Francis Bond, 2018). Qin Chengqiang (2007) concluded through classroom observations that both individual teachers and groups show a great deal of diversity in the basic teaching principles they believe in and the teaching practices they choose. According to Zhao Changmu (2004), teachers' beliefs are the ideas, perspectives, and assumptions about people, nature, society, and educational science that teachers themselves identify and believe in, and they are their internal state of mind, profound dimensions of existence, and inner guides for carrying out teaching activities. Whether or not individual teachers are aware of their beliefs, teachers always carry

beliefs with them in their educational activities. Teachers' beliefs influence teachers' thinking, decision making, behavior, and self-professional development, as well as the quality of students' self-beliefs and development. According to Wang Huixia(2008), teachers' beliefs are their subjective perceptions of relevant educational phenomena, especially their own profession, their teaching abilities and the students they teach, which influence their educational practices and students' physical and mental development.

From the above representative views, it can be seen that the consistency in the understanding of teachers' beliefs among domestic and foreign scholars lies in the affirmation that teachers' beliefs refer to their subjective perceptions and judgments about education and education-related practical and theoretical issues, while the difference lies in the division of the scope of these subjective perceptions and judgments. There are three different perceptions: teachers' beliefs should cover teachers' beliefs about human beings, nature, society, and educational science; teachers' beliefs refer to teachers' beliefs about education as a whole; and teachers' beliefs refer to teachers' beliefs about teaching and learning activities. The differences in the researchers' determination of the scope involved in teachers' beliefs reveal their different perceptions of the content of beliefs that influence teachers' professional behaviors. Researchers who consider the content of teachers' beliefs to be broader in scope consider teachers as a whole subject of life and believe that their overall beliefs affect their educational and teaching activities; those who consider the content of teachers' beliefs to be narrower in scope consider teachers as a specialized professional and focus on the effects of their perceptions and judgments on specific issues of educational and teaching activities. The former is characterized by a holistic and dynamic understanding of the research object, which is conducive to grasping the root causes of teachers' belief formation from multiple perspectives, such as background and influencing factors, while the latter is relatively static and direct, which is more conducive to revealing the specific problems of teachers' beliefs in a static state and is more conducive to observe and easy to grasp (Ma Ying, 2012).

Based on the above analysis, regardless of the definition, teachers are directly confronted with teaching, therefore, this paper concludes that teachers' beliefs are the opinions,

attitudes, and psychological tendencies that teachers hold in certain historical and cultural contexts and teaching process regarding factors related to teaching and learning, which are stored in clusters as a repository of personal information base in the form of episodes that contain personal experiences or events, teachers' varying degrees of certainty about education, the absence of shared assumptions and ideals, and a combination of cognitive, affective, evaluative, and action components. These views, attitudes, and psychological dispositions constitute a series of interrelated and mutually supportive value judgment systems that can indirectly and directly govern teachers' educational and pedagogical behavior.

Based on this foundation, teacher education researchers have refined the structure of teacher beliefs. More typically, Calderhead categorizes teacher beliefs into five components: beliefs about learners and learning, beliefs about teaching, beliefs about the discipline, beliefs about teacher learning, and beliefs about self and the teaching role. He believed that these components do not exist in isolation, but are integrated and influence each other, and together they form a teacher's belief system that guides teachers' professional development and classroom practice (Zhang Fengjuan & Liu Yongbing, 2011). William Willen et al. divided teacher belief systems into intuitive components and rational components. The intuitive component includes experiences, traditions, and personal needs, while the rational component includes scientific teaching theories and validated practices (Ma Ying, 2012). This classification provides an important way of thinking about what constitutes teachers' beliefs. Although the specific beliefs held by individuals are highly personal and illogical, and thus no uniform structural division of the content of specific beliefs of teachers in reality can be made, there can be a structural division of the rational beliefs of ideal teachers in the sense of cultivation goals, which can provide a standard reference for specific teachers' belief search as well as a clear goal for teacher belief education. Richard and Lockhart (2000) identified teacher beliefs as teachers' pedagogical beliefs, or those related to individual teaching, and proposed five major domains of teacher beliefs based primarily on subject matter teaching: (1) beliefs about English; (2) beliefs about learning; (3) beliefs about teaching; (4) beliefs about the curriculum or teaching

program; and (5) beliefs about ELT as a profession (Kong Wei, 2016). Zheng Xinmin and Jiang Qunying used a semi-structured personal interview method for three university English teachers to extract seven categories of foreign language teachers' beliefs, such as language theory, language teaching, curriculum, teaching-focused beliefs, teacher-student roles, classroom activities, and teaching resource applications (Dou Yan, 2015). Gao Xiaoyi and Pang Lijuan (2003) divided teachers' beliefs into four levels: first, ideological educational beliefs, which are educational beliefs proposed by some educational institutions, academic groups and educational experts; second, formal educational beliefs, which are educational beliefs prescribed by the educational administration; the third one is perceived educational beliefs. Different teachers may interpret the same formal educational concepts differently, and thus they have different perceived educational beliefs; the fourth one is operational educational beliefs, which is the educational concepts actually implemented in educational practice. Li Zhaocun (2002) argued that there are three different forms of educational concepts: first, theoretical educational concepts, second, institutional educational concepts, and third, socio-psychological educational concepts. Whether it is Gao Xiaoyi's and Pang Lijuan's four points or Li Zhaocun's three points, it is the operational and psycho-social conceptions of education that have a direct effect on educational behavior, and they are of great importance to the successful implementation of educational activities.

To better understand teacher beliefs, teacher education researchers have delved into the types of teacher beliefs. In the field of educational research, it is customary to classify teachers' beliefs into two orientations. The first is called positivist, traditional, transmission, or subject-centered, and although the terms are different, they convey similar meanings. Broadly speaking, this orientation assumes that the purpose of learning is to acquire knowledge, and that for teacher, the best way to teach science is to transmit knowledge to the student. Thus, the teacher is the transmitter of knowledge and the student is the passive recipient, and science provides the correct answers and represents the truth. The second is called the "constructivist" or "learner-centered" orientation, which holds, broadly speaking, that the purpose of learning is to construct one's own understanding. For teacher, the best way to teach

science is to help students construct their own knowledge; teachers are instructors and facilitators while students are active constructors of knowledge. Scientific knowledge is tentative and developmental; and scientific inventions are made within a research paradigm negotiated by scientists. This orientation was gradually promoted after the Western curriculum reform in the 1980s and is the dominant orientation in science education today. Other research suggests that some teachers hold a middle-of-the-road stance, giving some credit to both orientations, and that their beliefs are a blend of the two orientations, which scholars have called “mixed” or “hybrid” (Zhang Fengjuan & Liu Yongbing, 2011).

2.2 Current status of research on teachers’ beliefs at home and abroad

2.2.1 Empirical study of teachers’ beliefs

In the 1970s, the focus of research in teacher education shifted from the original attempts to exhaustively analyze teachers’ external behaviors to exploring the internal psychological dimensions and cognitive process of teachers in their teaching career. Because of the complexity and importance of the issue itself, researchers have mainly obtained the relevant data of teachers’ beliefs by observation of teachers’ behavior, observation of teaching environments, simulated recall, questionnaires, interviews, and content analysis of journal texts to study the relationship between teachers’ beliefs and teachers’ behavior. By understanding and evaluating the commonalities and differences among teachers, then compare and study the relationship between individual internal characteristics and teachers’ behavior or teaching performance. Empirical research is not only a “quantitative” research method, but also places special emphasis on theoretical support and generalization, and on understanding educational issues from a broad cultural context and exploring the deeper educational mechanisms, rather than on facts and figures.

An overview of empirical research on teacher beliefs at home and abroad can summarize the theoretical perspectives of researchers into two types: trait theory and ecocultural theory. Trait-theoretic teacher belief research views teacher beliefs as constant and individualized elements, maintaining that the structure of teacher beliefs is stable and that established teacher beliefs lead to specific

classroom teaching behaviors so that teacher behaviors can be successfully predicted through teacher beliefs. Generally, they use experimental or quasi-experimental research to provide teacher education with a variety of teacher beliefs, attitudes, and expectations that can predict teaching behaviors. Five & Buehl summarized four dimensions of teachers’ beliefs about teaching by interviewing 53 pre-service teachers and 57 in-service teachers: beliefs about imparting knowledge, beliefs about teaching competence, beliefs about teachers’ cognitive skills, and beliefs about teachers’ emotions. They designed a questionnaire to investigate 351 pre-service teachers’ beliefs about teaching and found that pre-service teachers who believed that “teachers are born with the ability to teach” were not comfortable with theoretical knowledge provided by teacher education training and were more likely to adopt fragmented teaching skills without considering the theoretical support behind those skills (Zheng Xinmin & Jiang Qunying, 2005).

The cultural-ecological theory of teacher beliefs situates teachers’ beliefs in the immediate social context in which they are located (classroom, school, family, state, and society, etc.), arguing that teachers’ beliefs and teaching behaviors are not in a causal relationship, but in an interactive relationship of mutual influence. That is, teachers’ beliefs emerge from their teaching practice and the environment in which they live, are subject to the values and culture of their environment, and influence and guide their practice, while conversely, teachers’ reflections and experiences accumulated through their teaching practice can change their existing beliefs. Bussis, Chittenden, and Amare found that teachers’ beliefs about curriculum and students were constructed from their personal understanding of their surroundings and guided teaching behaviors and they also found that teachers’ beliefs could be changed when they were committed to “exploring, experimenting, and reflecting” (Jin Aidong & Ma Yunpeng, 2013). In a study by Pajares (1992), it was found that when trainee teachers begin to teach in real classrooms, they generally teach from a mental modeling of the classroom. This modeling comes primarily from sociocultural and personal learning experience. Thus, the formation of teachers’ beliefs about teaching can be traced back to individuals’ pre-existing experiences of being taught and

images of education during the socialization process, which naturally leads to a personal view of education, teaching, learning and teacher-student roles related to educational issues. Lee and Dallman (2008) used an ecocultural theory framework to study pre-service teachers' beliefs about multicultural teaching and found that teachers' beliefs about multicultural education were rooted in their personal past life experiences through in-depth interviews. Formed through interactions with the surrounding environment and individuals, these beliefs can change through interactions with students from multicultural backgrounds and reflective teaching practices. It is also recommended that teacher education training programs offer a variety of teaching internships and apprenticeships that interact with students from diverse cultural backgrounds whenever possible. By reflecting on these multicultural "encounters", teachers' previous perceptions of multicultural education and stereotypes of students from different cultural backgrounds can be changed. Borg (2003) believed that teaching experiences are an important source of beliefs for teachers, and that teachers will continue to revise and add to their existing beliefs and adjusting their belief systems by reflecting on their practice. To a certain extent, the teaching process is a process of reconciling teachers' beliefs with various environmental factors.

2.2.2 Study of the factors influencing teachers' beliefs

2.2.2.1 Study of the factors that shape teachers' beliefs

The factors related to the formation of teachers' beliefs have received great attention from scholars both at home and abroad. Research has found that the sources of teachers' beliefs include two main aspects: personal experience and social construction. Pajares (1992) proposed two origins of teachers' beliefs—emotionally loaded experiences and cultural transmission. Richardson (2002), on the other hand, argued that there are three main sources of teachers' beliefs and attitudes: personal experience, schooling and experiences of teaching and learning, and experiences of formal knowledge (including school subjects and pedagogical knowledge). Both of these scholars' views are echoed. Xin Tao and Shen Jiliang (1999) also pointed out that there are two sources of teacher education beliefs: self-construction, which arises from direct personal experience and each person has a different "personal construction process"; and cultural script, which means that teacher

education is formed through three cultural transmission pathways: acculturation, education, and schooling. Freeman proposed that teacher beliefs are composed of a variety of complex factors, including the subculture of the discipline, teachers' learning and life experiences, teaching experiences, professional education experiences, pedagogical knowledge, and colleagues' interactions that lead to self-reflection (Zheng Xinmin & Jiang Qunying, 2005). Borg (2003) suggested that teachers' initial beliefs about second language acquisition are largely based on their own experiences as learners. Similarly, the apprenticeship of observation proposed by the American scholar Lortie (2003) provides insight into the influence of prior learning experiences on teachers' cognitive structures. Effective teacher education models also play an important role in shaping teachers' beliefs, and constructivist and sociocultural theories have been widely applied to this research in recent years (Zhang Fengjuan & Liu Yongbing, 2011). Skamp, on the other hand, explored the changing perceptions of effective science teaching among 12 Canadian pre-service science teachers through a tracking study in which the researcher interviewed these pre-service teachers at different times in their development. The study found that prior to participating in the internship, these pre-service teachers' perceptions of effective science teaching came primarily from their undergraduate studies, but after the internship, their perceptions coincidentally changed. Accordingly, Skamp concluded that teachers' teaching experiences can have a more important impact on the formation of teaching beliefs (Chen Bo & Wei Bing, 2012). In addition, teachers' work environments, such as classrooms, schools, and teacher communities, have a strong impact on teachers' beliefs and are the best places for teachers to grow (Jiang Yong, 2005). By conducting a questionnaire study on the intrinsic influences of teachers' beliefs, Lv Guoguang (2004) showed that teachers' job engagement, job satisfaction, critical thinking tendencies, reflective intelligence, and teacher' self-efficacy play an important mediating role in teachers' beliefs.

In conclusion, teachers' educational beliefs should be viewed as a result of the interaction of individual constructs and cultural information, and as a product of socio-historical culture. It is a trend in teacher belief research to analyze the educational conceptions of groups and individuals in

research and to further explore how individuals integrate information from different sources.

2.2.2.2 Study of the factors that change teachers' beliefs

As the exploration of teacher changes entered the 20th century, teacher beliefs were the focus of researchers' attention. Borg (2011), Yuan & Lee (2014) found that teacher training programs positively influenced teachers' beliefs, although there were differences in the manner and aspects of the influence (Xiang Maoying, Zheng Xinmin & Wu Yiping, 2016). Similarly, Bou-Jaoude compared the changes in pre-service teachers' views of teaching before and after the training program and found that the training program had a positive effect on teachers' beliefs change. Before the program, 75% and 3% of pre-service teachers held transfer and constructive orientations of teaching and learning, respectively, and after the training, the percentage of transfer-oriented pre-service teachers decreased to 34%, while the percentage of constructive-oriented pre-service teachers increased to 50%. A similar conclusion was reached in Luft's study, where an inquiry-based professional development program helped novice teachers shift their beliefs about teaching and learning, but it is worth noting that experienced teachers changed only at the practice level after training, and belief shifts did not occur (Chen Bo & Wei Bing, 2012). Zhang & Liu (2014) conducted a study with 733 middle school English teachers and found that curriculum reform, testing, and traditional cultural attitudes all influenced changes in teachers' beliefs (Xiang Maoying et al., 2016). Qiu Qing (2021) et al. explored 142 pre-service English teachers' belief changes before and after their internships through a combination of quantitative and qualitative research, which found that prior beliefs and self-reflection, supervisors during the internship, students, colleagues, and school climate were all factors that influenced teachers' belief changes during the internship. Xie Yi (2006) synthesized various teacher belief change studies and concluded that there were five factors that influenced teacher belief change: belief intensity, school culture, school colleagues, prior beliefs and cognitive base, and emotion is an important basis for beliefs.

The above research on teacher belief change is very important for us to reflect on the existing teacher education procedures and methods and to consider how to use practice and its resultant reflections to guide teachers to form correct

beliefs.

2.2.3 Study of the teachers' beliefs and teaching practices

Teachers' beliefs play a critical role in their professional growth. Few people doubt the idea that teachers' beliefs influence their perceptions and judgments, which in turn influence their classrooms (Zhao Changmu, 2004). Understanding teachers' beliefs is therefore an important task for improving teaching practice and teacher education. Many studies have shown that teachers' beliefs about teaching influence their teaching behaviors and are the most effective predictors of teachers' teaching behaviors and effectiveness (Lou Heying & Liao Fei, 2005). As Spodek argued, "When teachers engage in teaching activities, they process the information they gather, and they consider the implications of this information in relation to the educational concepts and values they have accumulated. Thus, teachers' behavior and classroom decisions are governed by their perceptions" (Gao Xiaoyi & Pang Lijuan, 2003). According to Pajares (1992), "Once an idea is formed, the individual has an orientation to build a causal explanation around aspects of the idea, whether these explanations are correct or just a fiction, and eventually it becomes a self-fulfilling prophecy - the idea influences cognition, cognition influences behavior, and behavior is consistent with the original idea and reinforces the original idea. Ottenbreit concluded from an analysis of data from eight teachers that teachers are more likely to incorporate emerging technologies into their teaching practices if they perceive them to be valuable. Martinez's survey showed that teachers' positive attitudes toward teaching promote their teaching practices and effectiveness in the classroom (Dong Qi & Dong Beifei, 2021). Pang Lijuan, and Ye Zi pointed out that teacher beliefs and educational behaviors are connected and influence each other, rather than a simple this-determines-the-other relationship (Wang Huixia, 2008). Also, Lin's research showed that teacher beliefs and teacher behaviors promote maximum teaching effectiveness when they are aligned (Huang Min & Francis Bond, 2018). However, teacher beliefs and teacher practices are not always aligned. Bryan (2003) observed the classroom teaching of a science teacher non-participantly, and found an inconsistency between teacher's beliefs and teacher's practices: while Barbara held a constructivist view of science and believed that scientific concepts were symbiotic

with the process of scientific inquiry, but was more pedagogically oriented to the lecture format, believing that the teacher is the center of instruction and holds the “right answer”. In a study of 12 college English teachers using several measurement instruments and classroom observations, Lou Heying and Liao Fei (2005) found that, in general, teachers’ beliefs were closely related to their teaching behaviors, but they also found that sometimes their beliefs were not consistent with their teaching behaviors, and all seven teachers encountered situations in which their teaching beliefs and teaching plans were not implemented in the actual classroom as expected. Qin Chengqiang (2007) demonstrated the contradiction between teachers’ beliefs and students’ actual situation, classroom teaching practices, socio-political environment, and students’ beliefs, and clarified the variability of teachers’ beliefs.

Based on the above analysis, it can be concluded that teachers’ teaching beliefs and teaching behaviors influence each other, and that teachers’ beliefs and other external environmental factors jointly influence teaching behaviors. The inconsistency between teachers’ beliefs and teaching behaviors leads us to explore the internal teacher beliefs that directly act behind teachers’ teaching behaviors. Despite their complexity and implicit nature, beliefs still reflect teachers’ expectations as well as their values and are the basis for teachers’ behavior, purposes, perceptions, interpretations of a particular classroom situation, and the actions teachers take in response to that situation.

2.2.4 Study of the teachers’ beliefs and teachers’ professional development

Kagan (1992) stated that teachers’ beliefs are the best measure of teachers’ professional growth. Many researchers view teacher beliefs as an important influence on teacher professional development and identity construction (identity). “Teacher beliefs serve three main roles as filters, frames, or guides, such as filtering and interpreting new information, developing lesson plans, etc., and guiding action in the present moment.” (Buehl, 2015). Morrisson C. (2015), through a follow-up study of 14 beginning teachers in Australia, found that there were three types of situations of identity for beginning teachers: emergent, distressed, and vulnerable. “Emergent” refers to teachers who are new to the profession. Their personal and professional beliefs are not in major conflict, and they hold positive and optimistic

attitudes about their abilities and teaching horizons. “Distressed” refers to teachers whose professional and personal beliefs are in great tension. They lack confidence in their daily behavior, and they need encouragement from others. “Vulnerable” refers to teachers who fluctuate between “emergent” and “painful”. “If teachers do not have adequate coping strategies and external professional support to overcome these tensions, it may lead to a professional crisis” (Dong Qi & Dong Beifei, 2021). Therefore, on the one hand, teacher educators should consider the identity perceptions, emotions, career stages, and life contexts behind teachers’ beliefs when designing and implementing lessons, which can have an impact on practice activities through teachers’ beliefs. Specific strategies include “creating a richer and more diverse cultural environment that forces teachers to reevaluate and reflect on their existing beliefs, attitudes, and knowledge; sharing and discussing teaching practices or teaching examples with peers; and stimulating belief conflicts that provoke discussions, comparisons, tests, and challenges to clarify their values.” On the other hand, teachers need to take the initiative to transform their personal emotionally biased beliefs about teaching and learning into scientific professional beliefs about education and learn to perceive and act as teachers (Lamote & Engels, 2010). It has long been assumed in teacher professional growth that changes in teachers’ beliefs and attitudes will lead to changes in their classroom behaviors and practices, which in turn will lead to improvements in student learning, and that changes in these psychological processes are a prerequisite for teachers to change their behaviors. However, Clarke and Hollingsworth (2002) propose a new model of the teacher change process which argues that teacher change is influenced by four domains: individual, external, practice, and outcome, which are linked together through teacher creation and reflection to form a complex system of teacher change. The model, in which the individual and organizational levels of teacher professional development interact with the context of change and the external environment as a systemic process, emphasizes the relationship between the organizational culture of the school and teacher development, and thus clarifies the relationship between individual teacher development and group and school development.

III. CONCLUSION

Teachers' beliefs are an important area of teacher and teaching research in foreign countries, and research on teachers' beliefs abroad has yielded fruitful results and provided us with many research paradigms to draw on. The focus of foreign scholars on teachers' beliefs was first directly driven by curriculum reform, and teachers' beliefs have become the key to whether curriculum reform can be implemented into practice. Teacher belief research shows that the direction of teacher education has changed from the formation of behaviors to the reshaping of teachers through beliefs to produce teachers who are suitable for the needs of the times. Teachers' beliefs are deeply influenced by the immediate social environment in which they are located. Beliefs and teaching behaviors are not causally linked but rather interactively related. Research has shown that teachers' beliefs can indeed be changed through curriculum design during the pre-service teacher training and in-service teacher training phases.

Research on teachers' beliefs in China, on the other hand, has emerged in response to the concern for teachers' professional development. As one of the factors of teachers' professional quality, teachers' beliefs have attracted theoretical research interests, especially the implementation of the new round of curriculum reform, which has made scholars in China pay more and more attention to how to change teachers' beliefs. According to the collected literature, scholars in China mainly study teachers' beliefs from theoretical or empirical perspectives by drawing on relevant foreign theoretical research results. Throughout the research on teachers' beliefs in China, there are still a large number of potential research topics:

First, expand the research objects. Conduct research on the beliefs of pre-service teachers, novice teachers, and excellent teachers, and gain insight into the characteristics and developmental patterns of beliefs of teachers at different stages of career development or different types of teachers.

Second, emphasis should be placed on the use of qualitative research methods. Although the research methods of foreign language teachers in China have shown diversified characteristics in recent years, quantitative research is still strong (Xiang Maoying et al., 2016). Teachers' belief research needs to capture the invisible and

intangible cognitive content, structure and change processes, and should further strengthen the use of qualitative research methods and enrich the means of data collection.

Third, dynamic studies of teachers' beliefs should be conducted. As teachers' teaching experiences are accumulating and their self-reflective abilities are increasing, the need for dynamic research on teachers' beliefs based on the development of changes in experiences and abilities is highlighted. By tracking and recording teachers' growth trajectories, dynamic research can help outline key events in the process of teachers' professional growth and explain the general patterns of teachers' belief development.

Fourth, research on teacher beliefs and teacher professional development should be strengthened. In traditional teacher education, teachers' existing beliefs are rarely "shaken" and they tend to stick to their own cognitive schemas and behaviors, which in part leads to ineffective teacher education. Therefore, understanding teachers' beliefs about issues related to teaching and learning should be an important starting point for teacher development.

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An Examination of the Principles of the Rule of Law and Their Application in Islam

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Abstract

A lot of works written on the Rule of Law are without Islamic connotations. The ones with Islamic viewpoints are limited. This article is therefore written to supplement the existing literature on the concept. The paper adopted a qualitative approach and its data was based on secondary sources and content analysis of relevant documents. The article harnesses the available information in the Shar'ah to justify the respect that Islam has for the Rule of Law. In doing this, the researcher examined the various clarifications of law and the Rule of Law, the principles of the Rule of Law and the extent to which these principles are applicable in Islam. It was found out that despite the efforts of Shar'ah and various scholars to sustain the ideal application of the Rule of Law, the concept is still facing numerous challenges, among which are poverty and ignorance, immunities to certain individuals and lack of independence of the judiciary.

Keywords— Examination, principles, Rule of Law, application, Shar'ah.

I. INTRODUCTION

For any given society to function well, there must be the existence of laws that regulate the activities of its members, and such laws must be put into operation by the agencies appointed, elected or inspired to run the affairs of the society. It is to be noted that there is no single universally acceptable definition of law. Each scholar defines the concept on the perspective in which he or she understands it. The concern of this paper is not to define law but to explain the components of law. Njiri (2020) says that law consists of four components. These are:

1. Law is a Social Science.
2. Law comes to implementation after validation by the concerned authority.
3. It originates from the society
4. It imposes sanctions either expressed or implied.

On the bases of the above four items, he says that law is a Social Science that has secured validity and controls any member of a given society upon the consideration of the interest of such a society. Gul and Othman (2021) opine that three legal systems are in existence in the World today. The three can be in existence in a given country or one or two of them. These are

1. The Common Law
2. The Civil Law
3. The Islamic Law system.

They state that the Islam Law System has a lot of influence on the Civil and Common Law systems. On the basis of this, Myren (1988) opines that law is a command of the sovereign relating to the general conduct of the subjects, to which command such sovereign has given legal obligation by annexing a sanction or penalty in case of neglect. Sovereignty of a nation as fetched out from the article of Ridwan (2020) could originate from God, king or leader, the nation itself, the people, or supreme law or constitution of the land. However, in Islam, sovereignty rests with *Allah* (God). Maksimovic (2018) and Khan *et al* (2022) opine that sovereignty in Islam belongs to Allah. The sovereignty of Allah is also stated in *Qur'an* 4:59, 32:5, 43:85 and 57:5.

Law, from the Islamic point of view is nothing other than the *Shar'ah* and *Shar'ah* according to Noibi (1988) is no more than the Muslims' way of life. It is the embodiment of the laws of the *Qur'an* and the *Sunnah* of Prophet Muhammad (S.A.W.) which are meant to guide the Muslims to success in this world and in the hereafter. The other major sources of *Shar'ah* are the *Qiyas* (Analogical deduction) and *Ijma* (Consensus of opinions).

In the same vein, Sodiq (1986) sees the Islamic law as the law of *Allah*, which He enacted for human beings in their belief, religion and moralities to regulate their affairs in all spheres of life for the purpose of achieving success in this world and the hereafter.

In the *Shar'āh*, according to Doi (1984), there is an explicit emphasis on the fact that Allah is the Lawgiver (Qur'an 45:18) and the whole *Ummah* (the nation of Islam) is merely His trustee. He goes further to say that it is because of this principle that the *Ummah* enjoys a derivation rule-making power and not absolute law-creating prerogative. In other words, laws in Islam is provided by *Allah* but expanded by the Muslims to cover the silent areas in the *Qur'ān* and *Hadīth*.

The essence of law to any given society according to B. Scholarly (n.d.) and Stoken-Huberty (n.d.) include the followings:

1. Laws set a broad measure for acceptable and non-acceptable behaviour in a given society.
2. It gives everybody living in a given country access to justice in all ramifications.
3. It is a means of saving the lives and property of every citizen in a country.
4. Laws protect the less privilege people in the society from oppression and other negative treatments in the society.
5. Laws give room for political and civil engagement.
6. Laws allow variety of career opportunities for a lot of people throughout the world.
7. It is through laws that peace and harmony can be maintained in the society.
8. Laws give room for progress in the society.
9. It is through laws that a person can claim his rights in a given country.
10. Laws have both positive and negative functions in term of apportion of fines on an individual or a group of individuals or institutions. It is positive for the receiver of the fine and negative for the payer of the fine.
11. Laws modify economic system of a given country for better.
12. Laws make a person to succeed in the world and if *Shar'āh* is adhered to, they give room for Muslims to enter Paradise in the hereafter.

It is when laws are made and permitted to perform the above functions or any other functions that are stated in the laws of a given society that we can talk of the Rule of Law.

II. CLARIFICATION OF CONCEPT

2.1 The Rule of Law

Efforts by different scholars to simplify the Rule of Law for the purpose of its understanding and utilization, even by the layman, right away from the time of the Greek Philosophers-Aristotle and Plato as at 350 B.C has resulted in a variety of definitions. Sharma (2020) opines that Edward Coke is the originator of the concept of the Rule of Law. He says that Edward Coke pointed out three major points on the Rule of Law. These are:

1. The Rule of Law safeguards the authoritarian rule of the king or the leader
2. It safeguards the arbitrary authority of the Government.
3. It protects the individuals and their Rights.

Sharma also says that Dicey propounded three principles of the Rule of Law as the Supremacy of the law, equality before the law and predominance of legal spirit. Shafritz (1988) tailored his own definition on equal application of the Rule of Law by saying that it is a governing system in which the highest authority is a body of law that applies equally to all as opposed to the rule of men in which the personal whims of those in power could decide any issue. The Rule of Law, according to Justice Cardozo of the United States, is a principle or rule of conduct so established to justify prediction which with a reasonable certainty that it will be enforced by the court if its authority is challenged (Olawale 1979).

The Federal Republic of Nigeria (1987) and (1999) is also of the opinion that the Rule of Law implies the supremacy of law (constitution) over any person or group of persons in the society and that no one is above the law and no one can tamper with the process of its application. This definition in relation to Nigeria is questionable especially under the incessant violation of the principles of the Rule of Law by the former military administration of which that of late Sanni Abacha (1993-1998) is a case in point. For example, during his regime, many people were arrested and detained for months without trial. Some of those arrested even died in detention among whom were the late Major General Shehu Musa Yar'dua and M.K.O Abiola, the acclaimed winner of 1993 President Election (Sani 2022, Abubakar 2022).

It may be because of this incessant violation of the Rule of Law under the military in Nigeria that made Nwanko (1987) to say that the Rule of Law, even under the military dictatorship, stipulates that all Nigerians are equal before the law, and that the law must be promulgated and known. The civilian government is not left out in Nigeria. In the February 25, 2023 election which produced Asiwaju Bola Ahmed Tinubu as president elect, 109

Senators and 325 out of 360 members of House of Representatives, and the March 18, 2023 Governorship and Houses of Assembly elections (Adeagbo 2023, Akinwale 2023), despite the fact that cashless policy was introduced in the country, money were transferred to electorates to motivate them to vote for particular candidates of a given political party without any penalty against them. Electoral boxes were hijacked and ballot papers destroyed with impunity. There were violent in many parts of the country without any charge against the violators. There were unlawful demonstrations across the length and breadth of the country. Some people went to the extent of calling for the cancellation of the election and installation of interim government without judicial procedure (Godwin2023). Tribalism and religious inclination were introduced during the campaign and the elections (Tijani 2022, Akhaine 2023). These among others constitute anti Rule of Law in Nigeria.

In a further explanation of the Rule of Law, the Federal Republic of Nigeria (1987) is of the view that the concept is alien to the Nigeria society because it is hardly understood by the ordinary person except the professionally trained legal minds and few other privileged persons in the society, and that the language in which laws are written is usually very difficult to understand, hence the general ignorance of the law. If it is true that the Rule of Law is alien to the Nigeria society and cannot be understood by them, least of all practicing same, then the whole existence of Nigeria is in danger because the application of the concept acts as checks and balance among the citizens of the country. One believes that the Rule of Law can be understood by every Nigerian, especially through public enlightenment, campaigns and compulsory mass education programmes.

One of the problems that Nigeria is facing today as regard the application of the Rule of Law is that most of our leaders want to keep the masses in darkness so as to perpetuate themselves in office. If the Rule of Law is alien to the Nigeria society, then they have no moral justification to legitimize their holding on to power through the same law which is alien to the country.

Cejie (2022) divides the Rule of Law to narrow (thin) and broad (thick). He states that the elements of the narrow definition consist of the followings:

1. The law must be prospective
2. It must be public and accessible
3. It must be applicable in the society
4. It must be cleared and not ambiguous
5. It should be stable and certain
6. It must also be consistent
7. It must also be enforceable in the country

8. It must be transparent and ensures the principle of equality amongst the citizens of a given country.

His broad definition comprises elements of political morality like certain forms of government, economic systems or conceptions of Human Rights. He goes further to give the meaning of the Rule of Law as expressed by the World Justice Project (WJP) as a durable system of laws, institutions, norms and community commitments that delivers accountability, just laws, open government, and accessible and impartial dispute resolutions. He states that these four principles are divided into eight factors of laws thus:

1. Constrains on government powers
2. Absence of corruption
3. Open government
4. Fundamental Human Rights
5. Order and Security
6. Regulatory enforcement
7. Civil Justice
8. Criminal Justice

Cejie (2022) also explains the United Nations definition of the Rule of Law as a principle of governance in which every person, institutions and entities, private and public, including the state itself, are accountable to the laws that are formally made public, equally implemented and independently adjudicated, and which are consistent with the International Human Rights, Norms and standard. The Rule of Law requires measures to make sure that people adhere to the principles of supremacy of the law, fairness in the application of the law, separation of powers, participation in decision-making, legal certainty, avoidance of arbitrariness, and procedural and legal transparency.

The essence of these postulations is to save the lives and property of individuals and to make sure that the laws are above everybody irrespective of the positions of such a people in the society.

The Rule of Law according to Syed (2021) is the bedrock of Islam. Without the Rule of Law, Islam cannot progress across the length and breadth of the World. The primary sources of the Rule of Law in Islam are the *Qur'ān* and *Hadīth*. The *Qur'ān* as the first primary source of the Rule of Law gives details about how to sustain the Rule of Law for the benefit of every Muslim irrespective of the positions or ranks in the society (Qur'ān 16:89). The second primary source is the *Hadīth* of Prophet Muhammad (S.A.W.). Allah says in Qur'ān 4:59 thus: "O you who believe! obey Allah and obey the Apostle and those in authority from among you; then if you quarrel about anything, refer it to Allah and the Apostle, if you believe in Allah and the last day; this is better and very good in the end."

The two other major sources of the Rule of Law are the *Ijma* and *Qiyas*. In Islam, there is no injunction forbidding the innovation, extension, and interpretation or re-interpretation of the existing laws of Islam as long as it does not contradict the sources of Islam. This gives room for *Ijtihad* (Independent Interpretive Jurisprudence) which Allah has given to the Muslim Jurists to make provisions for the developing circumstances, and prove Islam as a system of life practical for all times (DAWN 2008).

2.2 Basic principles of the Rule of Law

The core principles of the Rule of Law according to Stein (2019 and Sharma (2020) include the followings:

1. Supremacy of the law
2. All things should be done in compliance to the law of the land and not according to the whims and fancies of those in authority
3. Nobody should be punished except with the breach of the law
4. Absence of arbitrary use of power because the Rule of Law is the heart and soul of law
5. Fair and just procedure of justice
6. The discretionary use of powers by those in authority should be exercised within the limit set by law
7. There should be check against the abuse of powers by the executive
8. There should be equal application of the law
9. Laws must be able to protect persons and their property
10. Separation of powers
11. Independent and impartial Judiciary
12. Equality before the law
13. Speedy trial of any case
14. The law must be known and predictable by ordinary persons
15. The law must be just, robust and enforceable
16. Citizens have the right to participate in the process of the making of the law.
17. The law must give room for disputes resolution without excessive cost and delay
18. It must be in compliance with the International Rule of Law.

Numbers 1-9 are under the supremacy of the law and it shall be treated as such here.

2.3 The Islamic viewpoint on the principles of the Rule of Law

2.3.1 Supremacy of the law

The supremacy of law is the fundamental principle of Islam. The concept is stretched in Qur'ān 4:135 where Allah maintains that laws must be maintained

irrespective on one's position or status in the society. Prophet Muhammad (S.A.W.) is reported thus:

'A'isha, the wife of Allah's Apostle (may peace be upon him), reported that the Quraish were concerned about the woman who had committed theft during the lifetime of Allah's Apostle (may peace be upon him), in the expedition of Victory (of Mecca). They said: Who would speak to Allah's Messenger (may peace be upon him) about her? They (again) said: Who can dare do this but Usama b Zaid, the loved one of Allah's Messenger (may peace be upon him)? She was brought to Allah's Messenger (may peace be upon him) and Usama b. Zaid spoke about her to him (interceded on her behalf). The colour of the face of Allah's Messenger (may peace be upon him) changed, and he said: Do you intercede in one of the prescribed punishments of Allah? He (Usama) said: 'Messenger of Allah, seek forgiveness for me. When it was dusk. Allah's Messenger (may peace be upon him) stood up and gave an address. He (first) glorified Allah as He deserves, and then said: Now to our topic. This (injustice) destroyed those before you that when any one of (high) rank committed theft among them, they spared him, and when any weak one among them committed theft, they inflicted the prescribed punishment upon him. By Him in Whose Hand is my life, even if Fatima daughter of Muhammad were to commit theft, I would have cut off her hand. He (the Holy Prophet) then commanded about that woman who had committed theft, and her hand was cut off (Muhammad n.d).

The religion has no immunity to the Rule of Law as it is done in the western legal system to those in the constituted authority. Anybody in the state can challenge the authorities in both official and private capacity in the law court while in office (Dawn 2008).

2.3.2 Separation of powers

At the early stage of Islam, there was no separation of power. The legislative, executive and the judiciary powers rested with Prophet Muhammad (S.A.W.). The three powers were equally combined by his appointed Governors as it was the case with Muadh ibn Jabal when he was appointed by the Prophet as the Governor of Yemen. The Prophet tested his capability thus:

When the Messenger of Allah (ﷺ) intended to send Mu'adh ibn Jabal to the Yemen, he asked: How will you judge when the occasion of deciding a case arises? He replied: I shall judge in accordance with Allah's Book. He asked: (What will you do) if you do not find any guidance in Allah's Book? He replied: (I shall act) in accordance with the Sunnah of the Messenger of Allah (ﷺ). He asked: (What will you do) if you do not find any guidance in the Sunnah of the Messenger of Allah (ﷺ) and in Allah's Book? He replied: I shall do my best to form an opinion and I shall spare no effort. The Messenger of Allah (ﷺ) then patted him on the breast and said: Praise be to Allah Who has helped the messenger of the Messenger of Allah to find something which pleases the Messenger of Allah (Sunnah.com).

As the time goes on, the three powers were separated but they complement each other. Today, the Muslims countries uphold the principle of separation of power and it is being implemented across the length and breadth of the Muslim world.

2.3.4 Independent and impartial Judiciary

This principle is summarized in *Qur'ān* 5:44-50, wherein three out of the four mostly recognized books of judgment in Islam were mentioned. These are Torah, the Gospel and the *Qur'ān*. The books were revealed to prophets Musa, Isa and Muhammad (S.A.W) to guide human beings both in secular and religious matters, and to judge in accordance with the principle of impartiality. Every law-abiding citizen is expected to follow the footsteps of these prophets by being impartial in wherever position he or she finds himself or herself. This is possible by sticking to the injunctions that are contained in the *Qur'ān* and the precedents lay down by the early Muslim leaders. The above *Qur'ānic* verses further regard those who fail to judge in accordance with the law of *Allah* as unbelievers, wrongdoers and rebellious.

One of the laws of Allah is the principle of impartiality which could only be realized if justice is allowed to reign. This is the reason why *Qur'ān* places a lot of emphasis on justice. It enjoins justice, the doing of good and liberality to kith and kin. It also forbids all shameful deeds, injustice and rebellion (*Qur'ān* 16:90). In another verse, Allah commands the Muslims not to conceal or evade the truth and to be maintainers of justice, bearers of witness for Allah, even if it is against oneself, parents, near relatives, the poor or the rich (*Qur'ān* 4:135). Allah also enjoins the Muslims not to allow the hatred of others

to make them swerve to wrong and depart from justice because justice is next to piety (*Qur'ān* 5:9). Finally, *Qur'ān* wants Muslims to judge with justice between men (*Qur'ān* 4:58, 105). The essence of these injunctions is to maintain the principle of impartiality so as to eradicate hatred, injustice, rebellion, shameful deeds and all acts of indecency that could jeopardize the peaceful co-existence of human race.

Apart from sticking to the injunctions of the revealed books, one of the prophets whose precedents are recommended to be followed is Prophet Muhammad (*Qur'ān* 33:21), who was both religious and political leader in Islam. In his administration and judgment, he maintained the principle of impartiality as indicated on the issue of a woman who committed theft in the above *Hadīth*. He also upheld the principle of impartiality in *Qur'ān* 5:38.

The same principle of impartiality was also administrated by Abu Bakr, Umar, Uthman and Ali, who were his four rightly guided Caliphs of Islam. For example, from Caliph Umar to Abu Musa al-As Shari, on the eve of his appointment as a judge, it was stated that Abu Musa al As'hari should consider everybody equal before him in the court and also consider them equal in giving attention to them so that the highly placed people might not expect him to be partial and humble might not despair of justice from him (Doi, 1984).

On this note Ajijola (n.d) is of the opinion that whenever a person is in a position to have a say in the matter of appointment to the functions of government, his duty is to select the best men to handle the affairs of the state with integrity, forbearance, sagacity and strength. He went further to say that those who are appointed to these offices of trust should guard against partiality for or against particular individuals, classes or nations, for partiality creates severe heart-burning and deep-seated hatred which make peace impossible to attain except for brief and uncertain periods.

2.3.5 Equality before the law

This principle is also more of international law. The Islamic law that is applicable in Nigeria is equally applicable in any other country where Islamic law is allowed to operate with minor differences in cases where there are no definite answers in the *Qur'ān* and *Hadīth*. The basis of equality in Islam comes from the fact that all human beings are created by *Allah* from a male and a female-Adam and Eve, but made into different nations and tribes so as to recognize one another (*Qur'ān* 49:13). Apart from this, *Allah* sent messengers to different nations and tribes to warn and judge between them with equity (*Qur'ān* 35:24, 10:4). The last of the messengers of *Allah*

was Prophet Muhammad (*Qur'ān* 30:40), who was sent to all mankind (*Qur'ān* 21:107, 33:45:28). In his farewell sermon, he dealt unequivocally with the issue of equality. He said that no Arab has any superiority over a non-Arab, nor did a non-Arab has any superiority over a black man or the black man has any superiority over the white man, and that all human beings are the children of Adam and Adam was made from clay (Muhammad n.d).

Equality from the Islamic point of view, according to Abdalati (1986), is not to be confused or mistaken with identicalness or stereotype, because all men are equal before *Allah*, but not necessarily identical. He accepts that there are differences of abilities, potentials, ambitions, wealth, colour, race, bodily proportion, prestige or social status, but these are incidental and do not establish the superiority of one man or race over the other. The only distinction which is recognized by *Allah* is piety (*Qur'ān* 49:13), which could be attained by anybody who conforms to His laws.

The principle of equality, according to this man, is not simply a matter of constitutional right or gentleman's agreement of condescending, but an article of faith which the Muslims take with seriousness and sincerely adhere to, and it comes from the following basic principles:

1. That all men are created by one and the same Eternal God who is the Supreme Lord of all.
2. That all mankind belongs to the human race and share equally in the same common parentage of Adam and Eve.
3. That God is just and kind to all creatures. He is impartial to every race, sex, age or religion.
4. That all human beings are born equally, because nobody brings any possession with him and none will take back worldly belongs when he dies.
5. That God judges everybody on the basis of his own personal merits and not according to his own deeds.
6. That God confers on every man a title of honour and dignity.

It is the fundamental right of everybody to be given fair and equal treatment in accordance with the law, whether the person is rich or poor, powerful or weak (Lemu 1993). Lemu states further that there was a time when Umar, the second Caliph of Islam was called before Zayd Ibn Thabit, a judge in Madinah. Zayd wanted to stand up for Umar as a mark of respect for his position but the caliph told him that was his first unjust behavior, which means that the judge is to be completely impartial towards the people that appear before him. The Caliph thereafter took his seat beside the complainant. The complainant

wanted Umar to take an oath which the judge wanted to spare him of due to his position as the Caliph. The Caliph finally told the judge that he would not be a just judge until a common man was equal to Umar before him. That is, a common man is equal to the person in the position of authority.

All men, according to Doi (1984) are equal before the law in Islam, and if a person chooses not to follow the religion of Islam, he or she has every right to live in peace and tranquility in a Muslim state or where the Muslims are in majority as honourable citizen with every right and privilege. Abdalati (1986) says that if the principle of equality in Islam is fully implemented, there would be no room for prejudice or persecution, oppression or suppression, concept of chosen and Gentile people, and words or expressions like privileged and condemned races, social castes and second class citizens which many countries are witnessing today.

2.3.6 Speedy trial of cases

Speedy trial of cases is an indispensable aspect of legal system in Islam. It has been in existence for a long time and it is the right of every individual of a given country (Pandey 2018). Speedy trial according to Berega (2018) connotes that the defendant is tried for the alleged offence within a reasonable period of time after being alleged. The complainant is also given the opportunity to secure justice without delay. If a case is delay for a long time, negative things such as the disappearance or death of witness, lost of evidence and forgetfulness may happen. Faith in the judicial system of any nation is the ability of the court to provide accessible, speedy and cost effective justice to everybody equally.

2.3.7 The law must be known and predictable by ordinary persons

The law of a given country must be known and predictable by every citizen of the country. The essence of this is to allow every citizen to know the consequence of his or her action and inaction. The government of the day must ensure the application of the law in its totality to every case irrespective of the status of the concerned person in the society. Equal application of justice was maintained by Prophet Muhammad (S.A.W.) as seen in the above quoted *Hadīth* on the issue of theft.

2.3.8 The law must be just, robust and enforceable

Added to the above point is a reasonable law that takes care of the interest of the citizens and non citizens living in the country. Any law or policy that contradicts the interest of the people living in the country is unreasonable and can retard the progress of the country. For example, the redesign policy of the Nigeria naira notes

of 200, 500 and 1,000 by the Federal Government of Nigeria before the February 25, 2022 was nullified in the Supreme Court of Nigeria on Friday, March 3, 2023 because there were no adequate information on it and its period of cancellation was too short. The Nigeria Supreme Court ruled that the old naira notes remain legal tender in Nigeria until December 31, 2023. The judgment sets aside February 10, 2023 announced by the Federal Government of Nigeria (Adesomoju 2023). The Supreme Court of Nigeria nullified the redesign policy since it is not just and enforceable.

2.3.9 Citizens have the right to participate in the process of the making of the law

The process of making of law in Islam is of two dimensions. The *Qur'ān* which is the revelations from *Allah* and the subsidiary ones by man. That of man include the *Ḥadīth* and other sources of Islamic law. *Ḥadīth* makes people to know that Prophet Muhallammad (S.A.W.) participated actively in the making of laws in Islam. The same thing is applicable to the rightly guided caliphs and other leaders of Islam. Today, the means by which Muslims can participate actively in the law making include their representatives participation in the making of laws in the parliaments and allow the masses to express their opinions on a given law and the correction is carried out before the final passage of the law and the assent of the concerned authority.

2.3.10 The law must give room for disputes resolution without excessive cost and delay

Dispute resolution is an indispensable aspect of Islam. This has been demonstrated in the earlier quoted verses of the *Qur'ān* and *Ḥadīth*. Any law or policy that fails to give room for dispute resolution is against the law of nature and the general interest of the populace. Any given law should give the masses the opportunity to seek for redress in the law court without expensive cost. Hiring of a lawyer by an aggrieved person on a particular case may be difficult for a poor man, hence, the denial of justice. The government of Nigeria should make lawyers available to the poor people to be able to get justice. Other means of dispute resolution without cost such as the public complaint commission should be made known to the populace through public enlightenment programmes. Dispute resolution is highly recommended in *Qur'ān* 3:104 and the fighting of the person that refuses to abide by the resolution until he or she complies is contained in *Qur'ān* 49:9.

2.3.11 Rule of Law of a given country must be in compliance with the International Rule of Law

International Rule of Law is the yardstick for measuring the compliance of any country to the principle

of the Rule of Law. Any law made be a given country that is at variance with the international Rule of Law indicates the non compliance of such a country to the international law and the administrators of such a country may not get the support of the advance countries of the world. Any law made by the Muslims that are not in compliance with the *Qur'ān*, *Ḥadīth* and other major sources of *Shar'ah* is void and of no use.

2.3.12 Problems associated with the Rule of Law

Among the problems that are associated with the full implementation of the Rule of Law, most especially in the developing countries are:

1. The notion of alien nature of the Rule of Law: Some states believe that the Rule of Law is an alien concept which many citizens are ignorant of and as such could not be practiced effectively in their countries. An example of such states is Nigeria.
2. Abject poverty and ignorance: Many people are so poor to the extent that they consider going to court to seek redress for their grievances as additional financial burden which they cannot bear. People also do not know that bail in the Police Station is free. Therefore, rather than taking their cases to court, they pay huge money to the police for bail instead of hiring lawyers. Apart from that, many Africans believe in the slogan that there is no friendship after returning from the court, meaning going to court to seek redress against another person makes them to become enemies to each other. This being the case, they remain in silence whenever their rights are violated, more so when they consider the violator as their superior officer.
3. Privileges and Immunities to individuals or groups: In some countries, President, Vice President, Governors, Judges, member of diplomatic corps, officials of international agents and certain government officials are exempted from the due process of law, thus placing them above the law. Likewise the trade union leaders are immuned as regard the crimes committed while seeking for better condition of service.
4. Lack of independence for the judiciary: In some states, the Judges are only independent in theory but not in practice. If the Judges are gagged, the interpretation of the law would be ineffective and this would have devastating effects on the full implementation of the Rule of Law.

III. CONCLUSION

The Rule of law, as can be deduced from the above discussion, connotes every means of making life

easy and better for everybody at both states and national levels. It is a concept that leads to far reaching beneficial results, among which are justice, fair play, impartiality, equality before the law and fundamental human rights, which are essential to the peaceful co-existence of every society and the world at large. A society that operates without the Rule of Law would face series of problems such as oppression, suppression and gagging of the Judiciary. Also, there would be severe heart-burning and deep-seated hatred which make peace impossible to attain except for brief and uncertain periods. The necessity for uninterrupted peace throughout the world makes it mandatory on every society to embark on full implementation of the Rule of Law which is devoid of besetting problems like poverty and ignorance, immunities and lack of independence for the judiciary. The Judges should also understand that they would incur the wrath of man and *Allah* if they judge unjustly. On this note, the following suggestions are hereby made to ameliorate the principle in every country of the world.

1. Every country, especially the developing ones, should try as much as possible to eradicate poverty and ignorance by improving the condition of living of their citizens so as to live above the poverty level and provide free and qualitative education.
2. The Rule of law, which is very important to the development of human race should be made compulsory for every facet of education and it should be part and parcel of the curriculum of every institution and it should be obligatory for all students.
3. There should be public enlightenment campaign on the importance of the Rule of Law and the masses should be made to be aware that there are other avenues apart from the court such as the Public Complaints Commission where they could be helped to secure their rights without financial involvement.
4. The immunities granted to certain rulers and certain governmental officials by some countries should be withdrawn to enable justice to prevail whenever their actions contradict the Rule of Law.
5. The independence of the judiciary should be maintained by every government so as to allow the Judges to judge cases with a free and fair mind and in accordance with the *Shar'ah* or the laws of the country.
6. The legislators should make laws in the interest of the society and the masses should be given the opportunity for adequate participation in the process of law making. There should be adequate publicity of the law before signing and implementation.

7. The principle of the impartiality should be adhered to by those in authority and the judiciary.
8. The principle of separation of powers should be sustained by every country, especially the developing ones.
9. The clamour for interim government and military takeover of the governmental power in Nigeria by the aggrieved people on the 2023 elections in Nigeria is anti Rule of Law and should be discarded.
10. Apportion of punishment, especially in the developing countries should be in accordance with the Rule of Law. The whims and caprices of those in authority should be jettisoned.
11. Speedy trial of cases should be done by the judiciary and if Judges are not enough, the concerned countries should employed more Judges to fast track the cases in the law courts. If judgment is delay, there could be a lot of negative development on a given case.

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The Similarities and Differences in Expressing Apology In English And Vietnamese

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Abstract

This paper was conducted to see on the similarities and differences in expressing apology in English and Vietnamese. So as to gather more believable data, the qualitative method including the review of literature and the analysis of some researches related to the topic. Based on the data collected from various types of books and dictionary and internet sources, the author pointed out the similarities and differences in expressing apologies in the two languages and the value of apology culture. As a result, we can improve our communication skills in the daily life.

Keywords— similarities, differences, expressing apology, English, Vietnamese

I. INTRODUCTION

Nowadays, English has become a global language which are widely used in almost every country. English is not just the mean of communication, but also the official language of many fields such as politics, culture, economics, sports, etc. The learning of English is thus, plays a vital role in the people's success.

When studying a language, it is essential to master the knowledge of the culture of that country and the knowledge of that language itself. English and Vietnamese language are of different culture, as a result, there are many differences between the two languages as those in grammar, lexicology, translation, phonetics, semantics and so on, and the understanding of these matters brings about good access to the languages.

Apologizing is a speech act used very often and naturally in our daily life. It plays an important role in communication. In day-to-day life, we are in interpersonal relationship. Therefore, we sometimes make mistakes or do something wrong and we have to apologize to others to maintain our conversations or social relation. In order to get a harmonious relationship, we should master the ways to express an apology. This has so long been the matter of our interest which encourages us to carry out a small study of verbal aspects of expressing apologies in English vs. Vietnamese.

The author has conducted this article entitled: "*Similarities and differences in expressing apology in English and Vietnamese*" with the hope that this paper

will contribute a small part to improve the quality of learning English as the second language in Viet Nam.

II. LITERATURE REVIEW

Definitions of apology.

From the view of Speech acts, apologies are expressive illocutionary acts. Kasper and Bergman (1993) defined apologies as compensatory action to an offense in the doing of which the speaker was causally involved and which is costly to the Hearer. This conceptualization is supported by Goffman's (1997) view of apologies as remedial interchanges serving to re-establish social harmony after a real or virtual offense.

Apology is called for when social norms have been violated, whether the offence is real or potential. It is assumed that there are two participants: an apologizer and a recipient of the apology. The act of apologizing requires an action or an utterance intended to "set things right" (Trosborg, 1987). In the decision to carry out the verbal apology, the speaker (S) is willing to humiliate himself or herself to some extent and to admit to fault and responsibility for the act. Hence the act of apologizing is face-saving for the Hearer (H) and face-threatening to S in Brown and Levinson's (1978) term.

Works on expressing apology.

A number of studies regarding the speech act of apologizing have been carried out by such authors as Kasper et al (1989,1996), Trosborg (1987,1995), Olshtain

(1989) and Phuong (2000). Studies of interlanguage apologizing have essentially addressed the same research question—the accessibility of apology strategies to non-native speakers. Kasper and Berman (1993) investigated perception and performance in native and non-native apology by means of a Dialogue Construction questionnaire, completed by three groups of informants: native speakers of American English, Thai and Thai non-native speakers of English. The DC data were coded into the five major categories summarized according to the semantic formula identified as constituting the apology speech act set (Olshtain and Cohen, 1983; Blum-Kulka et al, 1989).

(i) IFID (illocutionary Force Indicating Device), specifying the force of apology.

(ii) Upgrading, including element increasing apologetic force and Taking on Responsibility.

(iii) Downgrading responsibility or severity of offense, comprising of utterances reducing S's accountability for the offence or severity of offence.

(iv) Offer of repair, s showing to remedy damage.

(v) Verbal redress, S showing concern for H, efforts to appease or promise of forbearance.

As an interlanguage study, Trobogr's paper (1996) dealt with the act of apologizing in complaint-apology situation as realized in the speech of Danish learners of English compared to native speakers' performance. She outlined 4 categories including 8 strategies in order to increasing directness.

Unlike interlanguage studies of apologizing, cross-cultural studies have laid a great emphasis on a comparison of the apology realization patterns cross-linguistically. Olshtain (1989) and Phuong (2000) are among the authors who carry out such a type of studies. Olshtain (1989) implemented a cross-cultural study focusing on similarities and differences of the realization patterns of apologies in four different languages: Hebrew, Australian English, Canadian French, provided by speakers of the four languages by means of the identical CCSARP discourse completion questionnaire (Blum-Kulka et al, 1989). The speech act set (Olshtain and Cohen, 1983) consist five main apology strategies- an IFID, an expression of responsibilities, an explanation or an account of the violation, an offer of repair, and a promise of forbearance. The other three units are intensifiers within the IFID, concern for H and minimizing the offence. Surprisingly, Olshtain found no correlation between the use of responsibility and the other three strategies and socio-pragmatic factors, which was opposed to Kasper's findings that Distance covaried with responsibility.

Different from above studies, Phuong (2000) assumed these five strategies into two core categories: direct strategy via an IFID and indirect strategies including the others. As regards the selection of strategies, the noteworthy finding was the differences between English and Vietnamese in the level of directness and indirectness employed in informal as well as in powerful settings. In terms of the manipulation of lexico-modal markers, the data showed that in addressing the ten different conversational patterns, the English speakers used more lexico-modal markers than do the Vietnamese speakers, especially such modal markers as intensifiers, subjectivizers, downtoners and hedges. However, Vietnamese speakers provided more politeness markers than the English speakers. Despite of great significance of being the first cross-cultural study of apologies in English and Vietnamese, this study still possesses a conspicuous gap in its analytical framework. Due to the oversimplification of grouping apology strategies into two categories: direct and indirect, the manipulation of each of the strategies constituting the speech act apologizing seems to have been obscured. Hence, the actual wordings of apologies, especially the IFID, have not been carefully analyzed.

Throughout the above discussion of speech act theory, politeness theory and previous studies on apology, now we have had in mind panoramic view of the fundamental theoretical issue relating to the realization of the speech act set of apology.

Strategies used in expressing apology

Explicit expressions of apology

When an offence is committed, the speaker may choose to express his/her apology explicitly from a variety of apologetic formula called the illocutionary Force Indicating Device (IFID). There are different views on what the illocutionary Force Indicating Device is for the act of apologizing.

According to Austin (1962) and Searle (1969), the verb "apologize" in the present indicative, with a first person singular subject is pointed as the explicit performative (the 'normal form' for the act of apologizing). On the contrary, Owen (1983) claims that "historical evidence warns us against setting up apologies as illocutionary acts in their own rights, with expressions of regret, request for forgiveness, and so on, regarded as "indirect", i.e. in some sense subsidiary and derived ways of performing the same act". Trobogr (1995) accepts Owen's claim to the effect that "historically a perceived equivalence of interactional function between the two utterances can be postulated" (Owen, 1983). She presents a set of explicit apology expressions which are categorized

into three subgroups with regard to level of formality and restrictions on occurrence. They are expression of regret, request for forgiveness and offer of apology.

Expressing regret and apology.

In terms of restriction on occurrence and activities, We classified the group into two smaller subgroups

* Positive expressions of regret and apology including "sorry" and "apology"

* Negative expression of regret and apology including "regret" and "afaid"

Requesting forgiveness

Table 1: IFIDs for Apologies in English and Vietnamese

Subformulate		IFIDs		
		English	Vietnamese	
1. Expressing regret and apology	Positive	be sorry	xin lỗi	
		apologize		
	Negative	regret	rÊt tiÕc	
		afaid	e r»ng, sÊ lụ	
2. Requesting forgiveness	a. excuse		xin lỗi	
		b. forgive		thø lỗi
				lĩng thø
				bá qua
				bá qu,
				tha thø
			tha lỗi	
	c. pardon		thø lỗi	
			lĩng thø	
			bá qu,	
			tha tẻi	
			x, tẻi	
		©n x,		
2.0 Requesting sympathy		th«ng c¶m		
		hiÓu cho		
		ch©m tríc		

Acknowledgement of responsibility

With an effort to placate the offended party, the speaker often chooses to express responsibility for the offense which created the need to apologize.

- *Self-blame*

The speaker explicitly acknowledges the fact that it was his/her fault, including expression of deficiency and explicit self-blame. For example:

E.g - I'm so forgetful. (Tôi thật cẩu thả)

- You know I am bad at... (Tôi biết tôi không giỏi về....)

- It was a mistake (Đó là một sai lầm)

- I'm so careless (Đây là sơ suất của em)

- *Lack of intent*

The speaker explicit states that he/she hasn't intended to hurt the Hearer through his/her offence

E.g: - I didn't mean to up set you (Tôi không cố ý làm bạn khó chịu)

- I'm sorry, Professor. I did not intend to do so, I was going to note the name of the author, but I was so absorbed in writing that I forgot.

(Xin lỗi giáo sư. Em không cố ý đâu ạ. Em đã định chú thích tên tác giả nhưng mãi viết nên em quên mất)

- *Admission of facts*

The speaker does not deny his/her involvement in the offence but attempts to avoid openly accepting his/her responsibility.

E.g: - I forgot about it. (Tôi quên khuấy mất.)

- I haven't done that for you. Tomorrow is OK? I promise I will Finish it for you.

(Em à , anh chưa kịp làm cho em mất rồi. Thôi để ngày mai nhé. Anh hứa sẽ cố gắng làm xong cho em.)

Explanation or account

- *Implicit explanation*

E.g: - Such thing are bound to happen, you know

(Những chuyện như thế sẽ xảy ra, anh biết rồi đấy)

- Traffic is always so heavy in the morning.

(Sáng nay xe cô đông đúc quá)

- *Explicit explanation*

E.g: - Sorry, I'm late, but my car broke down

(Xin lỗi tôi đến muộn, nhưng xe ô tô của tôi bị hỏng)

- Oh, sorry! Let me clean it up for you. " Sympathize with me". That boy did not take enough notice.

(Ôi xin lỗi cậu! để tôi lau sạch giúp cậu. Cậu thông cảm nhé. Cậu bé kia chẳng để ý gì cả)

Minimization

- *Minimizing the degree of offense*

The speaker argues that the supposed offence is of minor important, in fact is hardly worth mentioning.

E.g: - I'm sorry, but I did not think it would matter

(Tôi xin lỗi nhưng tôi không nghĩ điều đó đáng để bận tâm)

- Oh, what does that matter, that's nothing

(Ồ vấn đề đó có là gì đâu)

- *Querying preconditions*

the speaker queries the preconditions on which the offence is committed.

- Well, everybody that, what is love then?

- We are all creatures of influence.

- *Blame themselves*

The offence committed by S can be partly excused by S blaming both of them for the offense.

- Sorry, perhaps both of us did not pay attention
What to do now?

(Xin lỗi có lẽ hai chúng ta đều không chú ý. Thế nào bây giờ?)

- *Pretend not to notice the offence*

- Professor, what has happened? I don't understand

(Thưa giáo sư có chuyện gì xảy ra vậy ạ, em không hiểu.)

- *Future task-oriented remark*

- Let 's go to work then!

- *Humor*

In order to pacify the Hearer, the Speaker may add some humorous sense to his response.

E.g: - Oh, what a terrible mistake. Broke the appointment with you. But don't worry as I never break an appointment the 4th time. I myself will bring it to your house tonight.

(Ầy thật có lỗi quá. anh đã sai hẹn với em. Nhưng em yên tâm vì chưa bao giờ anh qua hẹn đến lần thứ tư đâu. Anh sẽ tự tay mang đến nhà cho em vào tối nay.)

- *Appeaser*

The Speaker makes an effort to appease the Hearer by employing compensatory offers which are not directly connected with the Speaker's offense.

E.g: - I'm sorry. I am repairing your watch. Please, wait a minute. I will try to finish it. Please, sit down and take a cup of tea.

(Xin lỗi chị. Đồng hồ của chị em đang sửa. Xin chị ngồi chờ một lát em cố gắng sửa xong. Mời chị ngồi uống trà.)

Opting out

The Speaker completely rejects responsibility for the offense.

- *Explicit denial of responsibility*

The Speaker explicitly denies that an offence has occurred or that he/she has responsibility for that.

- It was not my fault. (Đó không phải là lỗi của tôi)

- *Blame the hearer*

The Speaker denies his/her responsibility by blaming the Hearer.

E.g: - It's your fault. (Đó là lỗi của anh)
 - You - go- like-that? Must be careful.
 (Cậu đi đứng thế à? Phải cẩn thận chứ)

- *Pretend to be offended.*

The Speaker acts as if he/she was the offended partly.

E.g: I'm the one to be offended. (Tôi là người bị hại)

III. METHODS

The study is done with the review of literature and the consideration of some previous research on the topic. Besides, the typical examples are extracted from various types of books and dictionary and internet sources as well.

In this paper, we just make a small investigation into some kinds of structures used for expressing apologies in Vietnamese and English and then point out the similarities and differences in expressing apologies in the two languages.

IV. RESULTS AND DISCUSSION

1. Similarities in expressing apology in English and Vietnamese.

1.1. Expressions of apology

1.1.1. Overall use of expression of apology

English and Vietnamese tend to choose Expression of Apology in a majority of situations to approximately similar degrees. The fact that expression of apology were employed at a fairly high rate by English and Vietnamese subjects in all the constellations of P and D indicates no correlation between the social dimensions (P,D) and the of compliance of Expression of Apology. Thus the great similarities between the two language groups have been pointed out.

1.1.2. Use of sub-formulate of IFIDs

The two language groups are still significantly similar in providing Positive Regret and Apology in almost all of the situations studied (Kieu, Thi HongVan. (2000). *Apology in English and Vietnamese*, pp.50)

1.2. Acknowledgement of responsibility.

When a speaker exploits a direct expression of apology such as "I'm sorry" or "I apologize", he/ she implicitly acknowledges his/ her involvement in the offence. Yet, an explicit expression of Responsibility is often added to an Expression of Apology in sincere apology (Olshtain, 1989).

The result shows that Es and Vs exhibited the same trend towards their preference for Responsibility although Vs were prone to opt for more Responsibility than Es in almost all of the situations and significantly in powerless and equal power unfamiliar settings.

In addition, the two languages show their agreement on using the least Acknowledgement of Responsibility.

English and Vietnamese people were similar to each other in affording a greater amount of Responsibility in familiar settings in unfamiliar ones in all types of power situations. It proves that the context-external factors Distance correlated negatively with the choice of this strategy in both English and Vietnamese. Es and Vs agree on expressing more Responsibility for the offensive act, the closer they were to the offended party and conversely, the more distant the relationship to the offended person, the less they were prone to acknowledge their responsibility.

Nevertheless, the context-external factor Power was not found to be dramatically associated with both Vietnamese and English compliance of the Responsibility in their apologies.

1.3. Remedial support

1.3.1. Offer of repair

The two language groups show a close agreement on the tendency towards repairing or compensating for the damage. Both groups in all situations provided this strategy but the need for Offer of Repair significantly varied with the situation. (Kieu, Thi HongVan. (2000). *Apology in English and Vietnamese*, pp.66)

1.3.2. Promise for forbearance

Promise of forbearance only occurred as supportive moves in the two languages. The most common promises in English data were "I will never do it again" or "It won't happen again". In Vietnamese data, apart from a statement similar to that in English "Em sẽ không bao giờ làm thế nữa ạ", another common expression can be observed "Em sẽ rút kinh nghiệm lần sau."

2. Differences in expressing apology in English and Vietnamese.

2.1. Overall use of expressions of apology.

According to Hong Van (Kieu,Van.(2000). *Apologies in English and Vietnamese*), only a few statistically significant differences were found in terms of the frequency of apology strategy usage, especially that of Explicit Expressions of Apology and Acknowledgement of Responsibility. English people offer much less Expressions of Apology than Vietnamese people. The use of Expressions of Apology in English and Vietnamese can be

ascribed to the matter of cost, which is perceived differently by the two groups in different cultures.

In communication, the English avoided admitting responsibility for the serious offense which would be concomitant with an explicit apology. Unlike the English, the Vietnamese have a sentiment-respectful Eastern living style with flexible behavioral principles (them, 1997:612). A sincere apology for the committed offense in this case may be accepted by a Vietnamese professor. And it may be more costly for Speaker if he/she does not apologize explicitly and sincerely. Therefore, most of the Vietnamese people offer explicit apologies in communication.

2.2. The use of sub formula of IFIDs.

Another striking finding is that of the difference between English people and Vietnamese people in their suppliance of the subformula Requesting Forgiveness. The data obtained from the study of Hong Van. (2000) indicated that the English do not use Requesting Sympathy for apologizing while it is a fairly popular way of apologizing in Vietnamese. In general, the linguistic form of Requesting Sympathy is that of a subject-omitted statement with a frequent presence of either verb : Xin(beg) or mong (wish). Requesting Sympathy can be used alone or together with some form of Forgiveness like " thứ lỗi " or " tha thứ ".

- Xin/mong bác thông cảm. (beg/wish -you-sympathize)

- Mong chị thứ lỗi và thông cảm cho cửa hàng.

(beg - you - forgive - and - sympathize - for shop)

- Em rất mong thầy thông cảm và tha thứ cho em.

(I - very - wish - teacher - sympathize - and - forgive - me)

The difference in expressing apology between English and Vietnamese found in terms of the use of Requesting Forgiveness. Rarely do the English employ the subformula for their apologies, which is consistent with the finding in Trosborg (1995) that " request for forgiveness was not used at all". On the contrary, the Vietnamese afford Forgiveness in all situations with the highest proportion.

In English, "excuse", "forgive" and " pardon" can be used in polite expressions to lessen the force of what the Speaker says or used in mild apologies (Oxford Advanced Learner's Dictionary, 1990). For example:

- Excuse me for being late.

- I'll never forgive her for such an insulting behaviour.

- I am sorry, I am late. Forgive me.

- Pardon me for asking.

Compared to English, Vietnamese has more linguistic forms of Requesting Forgiveness:

thứ lỗi, lượng thứ, bỏ qua, bỏ quá, tha thứ, tha lỗi, tha tội, xá tội, ân xá. Among these forms

" thứ lỗi, lượng thứ, bỏ quá" also used in polite expressions like " excuse, forgive and pardon" in English. " bỏ qua" is a neutral word, which can be opted for in many kinds of settings. "tha thứ, tha lỗi, tha tội, xá tội, ân xá " can be provided for very serious offenses. All these forms can be used by the Speaker to request forgiveness from the Hearer. With a variety of forms and a wider range of utility, Requesting Forgiveness in Vietnamese will, obviously, be used more frequently than that in English for substantive apologies.

- Mong thầy lượng thứ ạ

(wish - teacher - forgive)

- Mong anh bỏ quá cho.

(wish - you - forgive)

With respect to Positive Regret and Apology, the Vietnamese seem to opt for this formula less than the English in a majority of situation. Besides, the Vietnamese opt more Regret than the English.

2.3. Acknowledgement of Responsibility.

The statistic results (Kieu, Van.(2000). Apologies in English and Vietnamese) shows that The Vietnamese were prone to opt or more Responsibility than the English in almost all of the situations and significantly in powerless an equal power unfamiliar settings.

- I am sorry but the watch has not been repaired yet.

(Rất tiếc là chị vẫn chưa sửa xong chiếc đồng hồ đó cho em)

The difference expressed clearly through the age of Speaker and Hearer. The age of the Hearer relative to the Speaker relates to the use of Responsibility in Vietnamese. The Vietnamese subjects are likely to exploit much fewer expressions of Responsibility when the offended party at lower age than at greater age in all the setting. On the contrary, the difference of age in expressing apology in English is not significant.

2.4. Explanation or Account.

It is interestingly noticeable that the Vietnamese provide more Explanation than English in all the settings. The level of Explanation in the Vietnamese is appropriately twice as high as that in the English.

- I am sorry for the delay. I had an unexpected meeting.

(Xin lỗi chị. Tôi bận họp đột xuất. Chị chờ có lâu không ?)

3. Possible culture shock.

Culture shock is not a clinical term or medical condition. It is simply a common way to describe the confusing and nervous feelings a person may have after leaving a familiar culture to live in a new and different culture. When we move to a new place, we are bound to face a lot of changes. That can be exciting and stimulating, but it can also be overwhelming. You may feel sad, anxious, frustrated, and want to go home

But how about culture shock happening between native and non – native speakers of a language, and of English or Vietnamese in particular, because of unawareness of culture differences. “Communication breakdown” between them is unavoidable. Culture shock results from different values, perceptions, norms that lead to difference as well as misinterpretation in both verbal and non – verbal communication.

Unlike Vietnamese people, we often say “xin lỗi” for the wrong things being done by us. English people often say “sorry” for things that they do or not do. For example, they say “sorry” for missing someone's birthday party, etc. When seeing a terrible accident, the English often say “ sorry”. In this case, they feel regret for the injured not because they cause the accident. If this word made in Vietnam in an accident, the utterer might be blamed for causing the accident.

V. CONCLUSION

As we know, apologizing is normal in our daily life. It plays an important role in communication. It is not easy for learners of English to express apology appropriately. From the contrastive analysis aspects, we hope that it will help students know something to improve their knowledge of expressing apology. Besides, we also hope that this paper can provide useful ideas and knowledge to teachers to apply this field in language teaching.

To sum up, due to the limitation of materials and knowledge, our paper remains some weaknesses, however, we do hope readers can benefit some valuable points which are taken into consideration in this paper.

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The Impact of English Movies with Standard Subtitles on Enhancing the Writing Skills of EFL Students at Cihan University – Duhok

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Abstract

This research paper aims to comprehensively investigate the effects of English movies accompanied by standard English subtitles on the writing skills of English as a second language (ESL) learners. Writing, considered a particularly challenging language skill, presents unique difficulties for ESL learners. Moreover, understanding English movies without subtitles poses further challenges. To address these issues, integrating media and movies into language learning practices has been recognized as highly effective. This study employs a meticulously designed questionnaire as the primary research instrument to collect data from a sample size of 30 participants aged 19-24 enrolled at Cihan University- Duhok. A combination of qualitative and quantitative methodologies is utilized to thoroughly examine the impact of watching English movies with English subtitles on the development of writing skills. Participants provide valuable insights into the effects they experience when utilizing subtitles, including improvements in expressive abilities, as well as the formation of more coherent and sophisticated sentences and phrases. The findings unequivocally demonstrate that a significant majority of participants attribute their enhanced writing skills to the use of English movies with subtitles as a powerful learning tool.

Keywords— EFL students, writing skills, English movies, standard subtitles, language learning

I. INTRODUCTION

This chapter serves as a foundation for the research by providing a concise background on the topic of English movies with standard subtitles and their potential impact on enhancing the writing skills of EFL students at Cihan University- Duhok. It highlights the significance of the study, emphasizing the importance of effective writing skills in the context of English as a Foreign Language (EFL) education. The objectives of the research are outlined, along with the identification of the research problem to be addressed. The scope and limitations of the study are also discussed, followed by an overview of the data and methodology employed. Lastly, the chapter outlines the structure of the research, indicating how the subsequent chapters will be organized to address the research objectives.

Background

ESL students often encounter difficulties in developing their writing skills due to various factors, including limited exposure to English-language materials, insufficient vocabulary, and challenges in comprehending complex sentence structures. Writing is widely recognized as one of the most challenging language skills to acquire, necessitating extensive practice to enhance proficiency.

In recent years, the utilization of multimedia resources, such as movies, has emerged as a promising method for language learning and instruction. Movies offer a rich source of linguistic input that can contribute to the development of listening, speaking, reading, and writing abilities in learners. Additionally, movies provide learners with opportunities to immerse themselves in authentic, real-world contexts, fostering cultural awareness and understanding.

Among the various approaches explored, the use of movies with standard subtitles has gained attention as a potential tool for facilitating writing skill development. Standard subtitles, appearing in the same language as the audio, aid viewers in comprehending dialogue. Previous research suggests that English movies with standard subtitles can assist learners in enhancing their writing skills by exposing them to natural, authentic English input, which promotes vocabulary acquisition, grammar proficiency, and overall language development.

However, limited research has specifically investigated the effects of English movies with standard subtitles on writing skills, particularly among EFL learners. Consequently, this study aims to examine the impact of utilizing English movies with standard subtitles on the writing abilities of ESL students. By identifying potential benefits and challenges associated with this approach, the study seeks to contribute to the understanding of effective language learning strategies for writing proficiency enhancement.

Research Questions:

The current study aims to address the following research questions:

RQ1. How does watching movies with English standard subtitles contribute to the development of students' writing skills?

RQ2. To what extent do students improve their writing abilities through the utilization of movies with standard subtitles?

The significance of the study:

This study holds significant importance in the field of EFL education as it delves into the potential benefits of utilizing subtitles as a means for university EFL learners to enhance their writing skills. The research explores a cutting-edge topic that directly relates to university-level students studying English as a foreign language. By investigating the impact of subtitles on writing proficiency, the study aims to contribute valuable insights to language educators, curriculum designers, and researchers in the field.

Additionally, the findings may inform instructional practices, providing evidence-based strategies for effectively incorporating movies with subtitles in language learning contexts. Ultimately, the study's significance lies in its potential to enhance language instruction and empower EFL learners to develop their writing abilities more effectively.

II. REVIEW OF LITERATURE

Writing Skills and Standard Subtitles

Writing is a fundamental skill in language learning that requires practice, dedication, and commitment. Proficiency in writing is essential for effective communication in English as a foreign language (EFL). However, many EFL learners face challenges in expressing ideas, organizing thoughts, and applying proper grammar and syntax. To address these difficulties, educators in the field of language instruction have explored various pedagogical approaches to enhance EFL learners' writing abilities. One notable approach that has gained attention is the integration of media and movies with standard subtitles. Writing skill encompasses the ability to produce written communication that is clear, concise, coherent, and achieves its intended purpose (Fazeli, Mirzaee, & Zende-Ghahramani, 2015). It involves mastering various components such as grammar, vocabulary, syntax, organization, and style. Proficient writing skills are crucial for academic success, professional development, personal expression, and effective communication.

Standard subtitles refer to synchronized subtitles that adhere to established conventions and guidelines regarding font type, size, color, and timing (Salam & Hamid, 2015). They accurately represent the spoken language in written form and are commonly used in commercial movies and television programs for viewers who are deaf, hard of hearing, or prefer watching movies in a language other than the original one. Vadivel, B. (2021)

Theoretical Framework:

There are several theoretical frameworks that may be relevant to the topic of using movies with standard subtitles to develop writing skills, including:

Input Hypothesis: Proposed by Krashen (1985), this theory suggests that language acquisition takes place through exposure to comprehensible input. The use of movies with standard subtitles can provide EFL learners with a rich source of input that facilitates the development of their writing skills.

Social Cognitive Theory: Proposed by Bandura (1986), this theory posits that learning occurs through observation and modeling of others' behaviors. By watching movies with standard subtitles, EFL learners can observe models of written language use, which can assist them in developing their own writing skills.

Dual Coding Theory: Introduced by Paivio (1986), this theory suggests that incorporating visual and verbal information enhances learning and memory. English movies with standard subtitles offer EFL learners a dual

coding of information by simultaneously presenting visual and verbal cues, thereby aiding their retention and application of learned material.

Sociocultural Theory: Developed by Vygotsky (1978), this theory highlights the role of social interaction and collaboration in learning. Utilizing standard subtitles in English movies provides English as a foreign language learner with opportunities to engage and collaborate with others in meaningful contexts, fostering the development of their writing skills.

Previous Studies:

Looking at the related literature, there have been several notable papers and books that have addressed the topic of using movies with subtitles to enhance writing skills. This paper has selected some of the most prominent works in this field.

Fazeli, Mirzaee, and Zende-Ghahramani (2015) conducted a study exploring the effectiveness of using movies with English subtitles to improve the writing skills of Iranian EFL learners. The findings indicated that incorporating subtitles in movie watching significantly enhanced the students' writing abilities. This study offers valuable insights into the potential benefits of using movies with subtitles as a tool for language learning.

Abdul Salam and Hamid (2017) examined the impact of movies with subtitles on the writing performance of Malaysian undergraduate students. The results demonstrated a positive influence on the students' writing skills when utilizing English movies and their subtitles as a method. This paper emphasizes the potential of using movies with subtitles as an engaging approach to enhance language learning outcomes.

Alshumaimeri (2017) highlighted the use of English subtitles while watching movies as a means of improving the writing skills of Saudi EFL students. Through a quasi-experimental study, the author found a significant improvement in the students' writing ability by incorporating subtitles in movie viewing. Vadivel, B (2019) This study provides valuable insights into the benefits of using subtitles in EFL contexts.

Soltanpour, Pishghadam, and Riazi (2018) investigated the impact of English standard subtitles on the writing performance of Iranian EFL learners. Their study revealed a significant enhancement in the students' writing skills when exposed to movies with subtitles. The paper emphasizes the potential of using movies with subtitles to create an enjoyable and effective language-learning experience.

Bahrani, Fazilatfar, and Hashemi (2018) explored how Iranian EFL learners improved their writing skills in

English through the use of subtitles while watching movies. Their study demonstrated a significant improvement in the student's writing ability when incorporating subtitles. This paper offers valuable insights into the benefits of using subtitles in EFL contexts.

Akbari, Ghaemi, and Yousefi (2020) investigated the extent to which standard subtitles affect the writing skills of Iranian EFL learners. Their study revealed a significant improvement in the students' writing ability when exposed to movies with subtitles. The paper underscores the importance of selecting appropriate movies and subtitles for language-learning purposes and provides valuable insights into the benefits of using subtitles in EFL contexts.

III. METHODOLOGY

Introduction

This chapter provides an overview of the research methods employed in the study, focusing on investigating the effect of using standard English subtitles while watching English movies. Specific research instruments, designs, and procedures are described to carry out the study effectively.

Research Approach and Methodology

In this study, the research approach follows the methodology presented by Fowler (2013). Survey research is identified as the quantitative research method used to collect data from a sample of individuals through standardized questionnaires. Surveys are commonly utilized to measure attitudes, opinions, behaviors, or demographic characteristics of a population or subpopulation. Various modes of data collection, such as telephone, mail, face-to-face, and online surveys, can be employed in survey research.

The study design encompasses several steps, including identifying the population of interest, selecting a sample, developing a survey instrument, pretesting the instrument, administering the survey, and analyzing the data. Survey results can be utilized to describe or compare population characteristics, as well as test hypotheses or research questions.

Population of Interest and Setting

The participants in this study are students from the Department of English Language at Cihan University-Duhok, Kurdistan Region, Iraq. A total of 30 students participated, with 10 students each from the second, third, and fourth years. The gender distribution was equal, with an age range of 20 to 29 years. All participants expressed an interest in watching English movies.

The Research Instrument

To collect data for this study, a questionnaire was employed as the research instrument. The questionnaire, provided in the appendix, consists of questions regarding the participants' use of captions and subtitles to enhance their writing skills in English. The survey utilizes a Likert scale format, as defined by DeVellis (2017), which asks participants to rate their level of agreement or disagreement with statements on a 5 or 7-point scale. The Likert scale is a widely used method for measuring attitudes and opinions in social science research. The questionnaire comprises 10 questions specifically related to students' efforts to improve their writing skills through reading captions in movies.

Data Collection Procedure

Once the target group was selected, the researchers distributed the questionnaires and provided an explanation of the study objectives and methodology. A short presentation was given to the group, obtaining their consent to participate. The participants were then given a questionnaire to complete. The collected data will be kept confidential and solely used for the analysis of this study, adhering to ethical considerations.

IV. DATA ANALYSIS

The data analysis section of this study aims to explore the effects of English standard subtitles on students' writing skills. The data is analyzed using descriptive statistics, which involves summarizing and describing the main characteristics of the dataset. The questionnaire used in this study consists of 10 variables or questions. The first question asks participants if they watch English movies frequently.

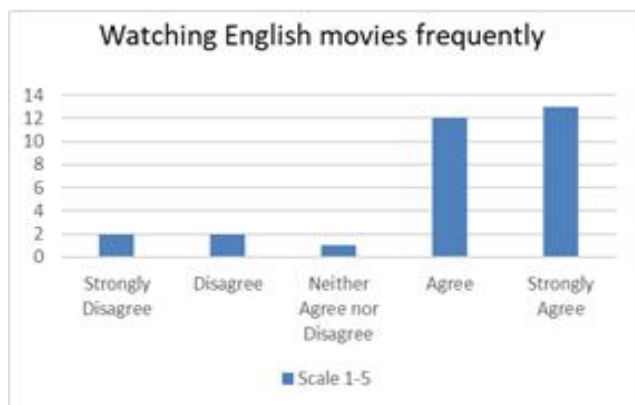


Fig.1: Watching English movies frequently.

The data collected indicates that the majority of participants (43.3%) strongly agree with this statement, followed by 40% who agree, 6.6% who disagree, 6.6%

who strongly disagree, and 3.3% who neither agree nor disagree. Overall, this analysis suggests that most participants watch English movies frequently, with 83.3% responding with an agreement. See Figure 1 for the data visualization of question 1.

Concerning Question 2, the participants were asked if they use subtitles when they watch movies in English. The data collected from 30 students aimed to determine whether they use standard subtitles. The participants responded using a 5-point Likert scale, with 1 representing "Strongly Disagree" and 5 representing "Strongly Agree". The results show that the majority of the participants (90%) agreed or strongly agreed that they watch English movies with English subtitles. Specifically, 50% of the participants agreed that they watch English movies with English subtitles, while 40% strongly agreed with this statement. Only 6.6% of the participants neither agreed nor disagreed, and 6.6% disagreed with the statement.

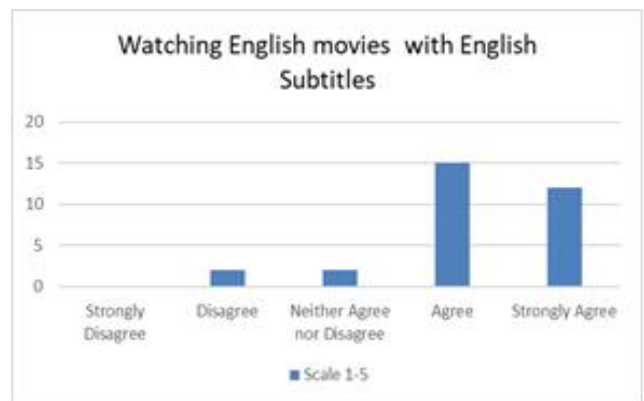


Fig.2: Using English subtitles with English movies.

As for question 3, based on the data collected, we can see that a majority of the respondents (50%) strongly agree that watching movies with English subtitles helps them understand the movie better, while 36.6% of the respondents agree with this statement. A small minority of respondents (3.3%) strongly disagree with the statement, while none of the respondents disagree with it. Additionally, 10% of the respondents neither agree nor disagree with the statement. The figure below represents the given results:

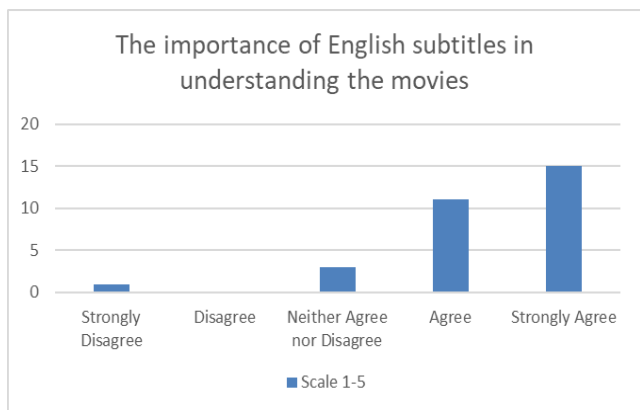


Fig.3: The importance of English subtitles in understanding the movies.

When participants were asked whether watching movies assists them in enhancing their ability to write in English, the responses indicate that a significant portion of respondents (33.3%) strongly agree that watching movies with English subtitles helps them improve their writing skills in English. Another 36.6% of respondents agree with this statement, indicating that a majority of the respondents see a positive impact on their writing skills through this practice. On the other hand, 6.6% of the respondents strongly disagree with the statement, and an equal percentage disagree with it. One-fifth of the respondents (20%) neither agree nor disagree with the statement, as shown in the following figure:

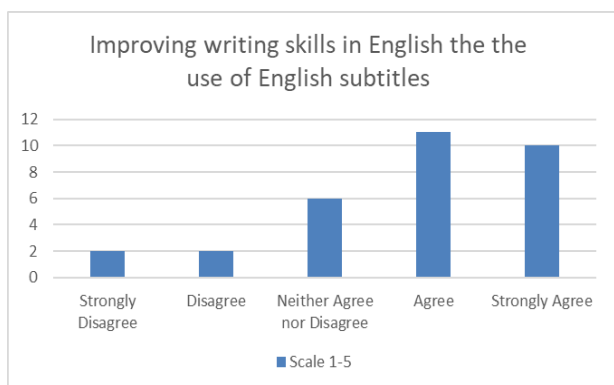


Fig.4: Improving writing skills in English the use of English subtitles

The data collected for Question 5 suggests that the English subtitles of English movies do not have a significant influence on improving sentence construction skills in English. A small minority of respondents (16.6%) strongly agree that this practice helps them improve their sentences in English, while 30% of respondents agree with this statement. However, 10% of respondents disagree, indicating that they do not believe that this practice leads to better sentence construction. A larger proportion of

respondents (40%) neither agree nor disagree with the statement. It should be noted that while a portion of respondents sees value in using English subtitles to enhance their sentence construction skills, a considerable number of participants remain uncertain or unconvinced about the impact of this practice.

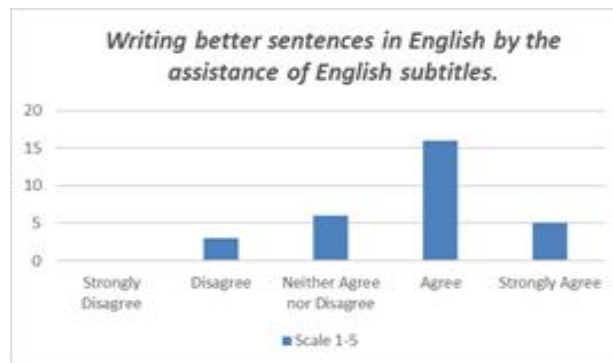


Fig.5: Writing better sentences in English by the assistance of English subtitles

Moreover, when the students were asked about the correlation between watching movies and understanding sentence structure, the data collected suggests that a significant proportion of the respondents (26.6%) strongly agree that watching movies with English subtitles helps them have a better understanding of sentence structure in English.

Another 30% of respondents agree with this statement, indicating that a majority of respondents see a positive impact on their understanding of sentence structure through this practice. In contrast, only 3.3% of respondents disagree with the statement, and none of the respondents strongly disagree. A larger proportion of respondents (40%) neither agree nor disagree with the statement, suggesting a lack of a clear consensus on this issue.

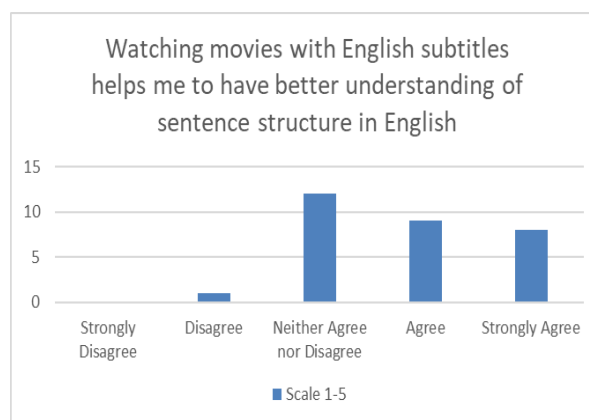


Fig.6: Watching movies with English subtitles helps me to have a better understanding of sentence structure in English.

For assessing the effect of watching movies on learning grammatical tenses, the participants were asked whether they learn grammatical tenses from English movies. Based on the given data, using English subtitles while watching movies does not appear to be a widely held belief as a means to learn grammatical tenses for sentence writing. A relatively small proportion of the respondents (10%) strongly disagree with the statement, and the same percentage disagrees with it. Additionally, 46.6% of respondents neither agree nor disagree with the statement, indicating a lack of a clear consensus.

However, there are still some respondents (23.3%) who agree with the statement, suggesting that for some individuals, watching movies with English subtitles can be a helpful tool to learn grammatical tenses for sentence writing. Furthermore, 10% of the respondents strongly agree with the statement, indicating that there is some positive correlation between watching English-subtitled movies and learning grammatical tenses for sentence writing, as shown in this figure: The data suggests that using English subtitles while watching movies is not widely seen as an effective method for learning grammatical tenses for sentence writing. A small proportion strongly disagrees (10%) or disagrees (10%), while a larger proportion neither agrees nor disagrees (46.6%). However, there are still some who agree (23.3%) and strongly agree (10%) that watching English-subtitled movies can help in learning grammatical tenses for sentence writing.

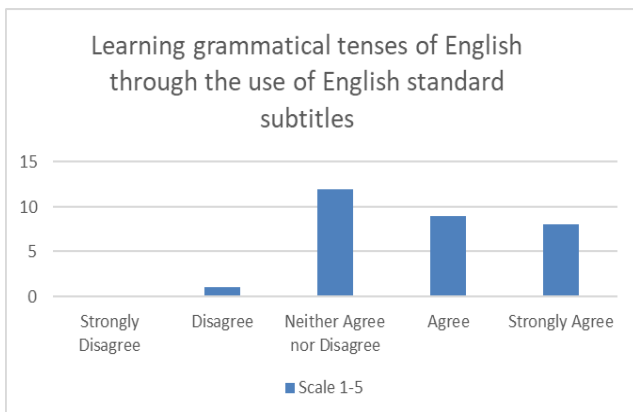


Fig.7: Learning grammatical tenses of English through the use of English standard subtitles

The data collected for Question 8 suggests that using English subtitles while watching movies can have a positive impact on expressing and writing thoughts in English. More than half of the respondents (53.3%) agree with this statement. However, a notable proportion (23.3%) neither agreed nor disagreed, indicating a lack of consensus.

The majority of participants (33.3%) agreed that using English subtitles while watching movies is an effective technique for enhancing their English writing and expression abilities. Furthermore, 20% of respondents strongly agreed with this statement, showing a higher level of endorsement. In contrast, a small minority (6.6%) strongly disagreed, and a slightly larger proportion (16.6%) disagreed with the statement.

The data collected regarding the impact of watching English movies with English subtitles on building English vocabulary suggests that a significant majority of the respondents agree or strongly agree with this practice, with a combined percentage of 86.6%. Only 13.3% of the respondents selected the option of neither agreeing nor disagreeing, indicating that the majority of participants hold an opinion on the matter. None of the respondents strongly disagreed or disagreed with the statement, indicating that the majority of participants find that their vocabulary can be enhanced by using English standard subtitles while watching movies.

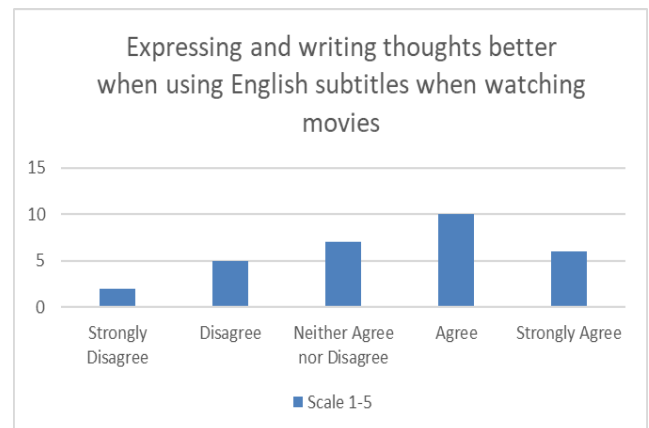


Fig.8: Expressing and writing thoughts better when using English subtitles when watching movies

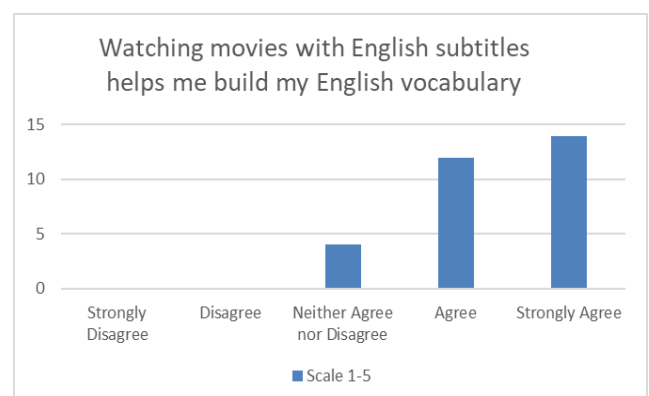


Fig.9: Watching movies with English subtitles helps me build my English vocabulary.

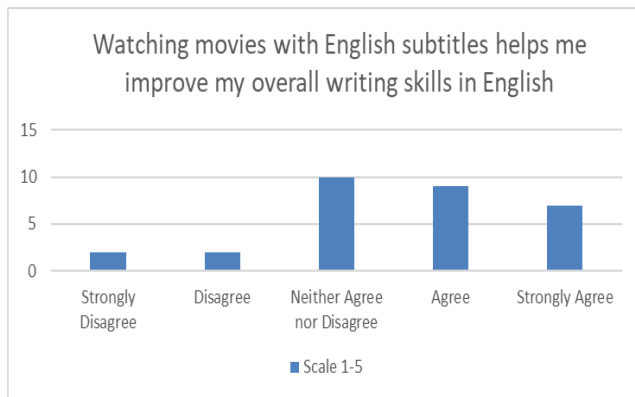


Fig. 10: Watching movies with English subtitles helps me improve my overall writing skills in English

The final question in the questionnaire focused on whether participants felt their writing skills improved after watching English movies with English subtitles. The majority of respondents, approximately 53.3%, either agreed or strongly agreed that this practice helps enhance their writing skills in English. Conversely, only 13.2% of the respondents disagreed or strongly disagreed with the statement. A significant proportion of respondents (33.3%) neither agreed nor disagreed, suggesting a lack of clarity or certainty on the topic.

V. RESULTS AND DISCUSSION

The data collected from the questionnaire indicates that a significant number of participants believe that English subtitles have a positive impact on language learning. The majority of respondents in the study agreed or strongly agreed that watching movies with English subtitles helped them understand the movie better, improve their writing skills, and build their English vocabulary. Additionally, a substantial number of respondents agreed that this practice can enhance their understanding of sentence structure and their ability to express and write thoughts in English. These findings align with previous research highlighting the potential benefits of using movies as a language-learning tool. Watching movies provides learners with exposure to authentic language use, aiding in the development of listening comprehension skills and familiarity with spoken English nuances. Subtitles provide visual and textual support, facilitating the understanding and retention of vocabulary and grammar structures.

The results of this study are particularly relevant for learners of English as a foreign language who may have limited opportunities for authentic language use outside the classroom. By incorporating movies into their language learning routine, learners can complement

classroom instruction and continue to develop their language skills in an engaging and enjoyable manner. It is important to note, however, that the effectiveness of using movies as a language-learning tool may vary depending on individual learner characteristics, such as language proficiency, motivation, and learning style. Some learners may find it challenging to keep up with the fast pace of spoken English in movies or may struggle with understanding the cultural context. Therefore, language teachers should consider the diverse needs and preferences of their students when integrating movies into the language curriculum. In conclusion, the findings of this study support the use of English movies with English subtitles as a supplementary tool for language learning. By providing exposure to authentic language use and offering visual and textual aids, movies can assist learners in developing listening comprehension, vocabulary, writing skills, understanding of sentence structure, and expressive abilities in English. Nonetheless, teachers should be mindful of individual learner characteristics and preferences when incorporating movies into the language curriculum.

VI. CONCLUSION

The findings from the current research lead to several important conclusions. Firstly, it is evident from the questionnaire results that watching English movies with English subtitles can have a positive impact on language learning, particularly for individuals learning English as a foreign language. The majority of respondents expressed agreement with the benefits associated with this practice, including improved movie comprehension, enhanced writing skills, and expanded English vocabulary. These conclusions align with previous research, which has consistently highlighted the potential advantages of using movies as a language-learning tool. By engaging with movies, learners are exposed to authentic language use and can benefit from the visual and textual aids provided by subtitles. This exposure helps develop listening comprehension skills and fosters familiarity with the nuances of spoken English. Nevertheless, it is important to recognize that the effectiveness of this tool may vary depending on individual learner characteristics. Factors such as language proficiency level, motivation, and learning style can influence the extent to which learners benefit from watching movies with subtitles. Language teachers should be mindful of these diverse needs and preferences when incorporating movies into their curriculum, ensuring they cater to the specific requirements of their students.

In summary, incorporating movies into language learning can serve as a valuable supplementary tool for learners looking to improve various language skills. It

facilitates the development of listening comprehension, vocabulary, writing abilities, understanding of sentence structure, and overall expression in English. However, it is crucial for language teachers to consider individual learner characteristics and preferences to maximize the effectiveness of this approach.

Scope for the Further Research

Further research could explore the following aspects related to the use of English movies with standard subtitles to enhance the writing skills of EFL students:

- i. Long-term effects: Investigate the long-term impact of using English movies with subtitles on the writing skills of EFL students. Conduct a longitudinal study to assess whether the observed benefits are sustained over time or if additional interventions are necessary to maintain progress.
- ii. Different proficiency levels: Examine the effectiveness of using movies with subtitles for EFL students at different proficiency levels. Compare the impact on beginner, intermediate, and advanced learners to identify potential variations in the benefits gained and adapt instructional strategies accordingly.
- iii. Genre preferences: Investigate whether certain genres of movies are more effective than others in improving writing skills. Explore whether genres with specific linguistic features, such as dialogue-heavy films or films with complex narratives, have a greater impact on writing proficiency.
- iv. Subtitle variations: Compare the effects of different subtitle options, such as English subtitles versus subtitles in the learners' native language. Investigate whether different subtitle styles, such as standard subtitles versus simplified subtitles, influence writing skill development differently.
- v. Writing tasks and genres: Assess the specific types of writing tasks and genres that are most effectively enhanced through the use of English movies with subtitles. Determine whether certain writing skills, such as narrative writing, descriptive writing, or argumentative writing, are particularly well-suited to be developed through this approach.

By further exploring these aspects, researchers can deepen their understanding of how to effectively utilize English movies with subtitles as a tool for enhancing EFL students' writing skills, leading to more informed pedagogical practices in language learning contexts.

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Investigating the Effectiveness of ESL Games and Activities in Developing Listening Skills among ESL Learners

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Abstract

This study aimed to examine the efficacy of using ESL games and activities to enhance ESL learners' listening skills. The study was conducted with participants of 75 from various universities in Kurdistan Region, selected using a stratified random sampling method. The pretest-posttest control group design was employed in this study, in which the experimental group received ESL games and activities, while the control group received traditional listening instruction. Data analysis was performed using descriptive statistics, independent t-tests, and ANCOVA. The findings of the study revealed that the experimental group outperformed the control group on the post-test, indicating that ESL games and activities had a significant impact on the development of listening skills among ESL learners. This study's outcomes have several implications for teaching and learning practices. Instructors and curriculum designers could integrate ESL games and activities into their teaching methodologies to make language learning more engaging and interactive. Furthermore, learners could benefit from a more enjoyable and dynamic learning experience. The study's limitations were that it was conducted in a specific cultural and educational context, which may limit its generalizability. Additionally, the study did not consider individual differences among participants, such as prior language proficiency or motivation levels, which may have influenced the results. In conclusion, this study indicates that ESL games and activities can enhance listening skills among ESL learners. Future research could explore the effectiveness of these methods in different educational settings and with different populations of ESL learners.

Keywords— *ESL, games, activities, listening skills, effectiveness.*

I. INTRODUCTION

Background

Listening is a crucial skill for language learners, and it is essential for communication and comprehension in daily life situations (Goh, 2008). However, many ESL learners find it challenging to develop their listening skills, which can significantly impact their language-learning process (Bai & Yuan, 2021). In recent years, ESL games and activities have become increasingly popular as teaching tool to improve listening skills among ESL learners. These games and activities aim to create an engaging and interactive learning environment that encourages learners to develop their listening skills (Lin, 2016).

Rationale

Despite the popularity of ESL games and activities, empirical research on their effectiveness in developing listening skills among ESL learners is lacking (Lee & Huang, 2018). While some studies have reported positive outcomes (Al-Shehri, 2015; Yang, 2019), others have found no significant effects of these interventions (Hsu & Wang, 2020). Therefore, there is a need for more empirical research to determine the effectiveness of these interventions and to identify the most effective types of games and activities.

The findings of this study will have important implications for language teachers, curriculum designers, and language learners. Teachers can use the findings to develop effective teaching methods and to create a more

engaging and interactive learning environment (Chen & Lee, 2021). Curriculum designers can use the findings to design language programs that incorporate ESL games and activities, and learners can use the findings to enhance their listening skills and improve their language proficiency (Al-Shehri, 2015). Overall, this study will contribute to developing effective teaching methods that can help ESL learners develop their listening skills and enhance their language learning process.

Research questions

The main research question for this study is:

RQ1. How effective are ESL games and activities in developing listening skills among ESL learners?

Sub-questions that can be used to further investigate the main research question include:

RQ2. What types of ESL games and activities are most effective in developing listening skills among ESL learners?

RQ3. How do ESL games and activities compare to traditional listening exercises in developing listening skills among ESL learners?

Significance of the study

The proposed study is significant for several reasons:

Practical implications for language teachers: The findings of the study will provide language teachers with evidence-based information on the effectiveness of using ESL games and activities to develop listening skills among ESL learners (Kurniawan & Cahyono, 2017; Sung, Chang, & Lee, 2016). This information will enable language teachers to incorporate effective teaching methods in their classrooms, which will enhance their students' listening skills and improve their language proficiency.

Contribution to the development of effective teaching methods: The study will contribute to developing effective teaching methods that can help ESL learners develop their listening skills and enhance their language learning process. This will help language educators to design language programs that are engaging, interactive, and effective in meeting the needs of ESL learners.

Empirical evidence: The proposed study will provide empirical evidence on the effectiveness of using ESL games and activities to develop listening skills among ESL learners. This evidence will be useful in guiding future research in the field of ESL teaching and learning.

Contribution to the literature: The study will contribute to the literature on ESL teaching and learning by filling the gap in empirical research on the effectiveness of ESL games and activities in developing listening skills among ESL learners. The study will add to the growing body of knowledge in the field of language teaching and

learning, and its findings will be relevant to both researchers and practitioners.

Improvement of language proficiency: The development of listening skills is crucial for language learners, and improving their listening skills will lead to an improvement in their overall language proficiency (Kurniawan & Cahyono, 2017; Sung, Chang, & Lee, 2016). The findings of the study will have practical implications for improving the language proficiency of ESL learners, which will benefit their personal and professional lives.

II. LITERATURE REVIEW

Previous studies on ESL games and activities for developing listening skills

Several previous studies have investigated the effectiveness of ESL games and activities in developing listening skills among ESL learners. These studies have reported mixed findings, with some studies showing positive effects, while others found no significant effects.

For example, a study conducted by Kurniawan and Cahyono (2017) found that using games in teaching listening skills resulted in a significant improvement in listening skills among Indonesian EFL learners. Similarly, a study by Sung, Chang, and Lee (2016) found that using games in teaching listening skills improved the listening comprehension of Korean EFL learners.

On the other hand, a study by Lai and Kuo (2016) found that while games were effective in improving overall English proficiency, they did not have a significant effect on improving listening skills among Taiwanese EFL learners. Another study by Chen and Chen (2015) found that while games were effective in enhancing motivation and interest in learning, they did not significantly improve listening skills among Taiwanese EFL learners.

Overall, previous studies have shown that ESL games and activities have the potential to be effective in developing listening skills among ESL learners. However, the effectiveness of these interventions may depend on factors such as the type of game or activity, the proficiency level of the learners, and the cultural context of the learners (Kurniawan & Cahyono, 2017; Sung, Chang, & Lee, 2016; Lai & Kuo, 2016; Chen & Chen, 2015).

It is important to note that most of the previous studies on this topic have been conducted in EFL contexts, and there is a need for more research in ESL contexts. Additionally, few studies have compared the effectiveness of games and activities to traditional listening exercises, and more research is needed to explore this comparison.

Theoretical framework

The theoretical framework for this study is rooted in the socio-constructivist theory of learning, which emphasizes the importance of social interaction and knowledge construction through shared experiences. According to this theory, effective learning environments should provide opportunities for learners to interact with others and the environment, construct meaning, and develop skills through active participation. ESL games and activities align with this theory by creating engaging and interactive learning environments that foster social interaction, allowing learners to develop their listening skills through meaningful interactions and collaborative experiences.

Additionally, the principles of task-based language teaching (TBLT) are intertwined with the use of games and activities in ESL instruction. TBLT highlights the use of tasks as the foundation for language learning, emphasizing active participation and social interaction. (Liu, F. Vadivel, B et al., 2021) By engaging in tasks, learners have authentic opportunities to use the language and develop their listening skills through active involvement in the task. (Vadivel, B. 2021). Therefore, the socio-constructivist theory of learning and the principles of TBLT together provide a theoretical basis for incorporating ESL games and activities, as they promote a dynamic and interactive learning environment that encourages learners to develop listening skills through social interaction and active participation.

Gaps in the literature

Despite the growing body of research on the effectiveness of ESL games and activities in developing listening skills among ESL learners, several gaps in the literature need to be addressed (Zhang et al., 2021). Firstly, while there are several studies that have investigated the effectiveness of ESL games and activities in developing listening skills, there is a need for more research on the specific types of games and activities that are most effective (Guo & Li, 2020). For example, there is limited research on the effectiveness of digital games, simulation activities, or other types of interactive media in developing listening skills.

Moreover, most of the existing research on the effectiveness of ESL games and activities in developing listening skills has been conducted in EFL contexts (Gholami & Allahyar, 2021), and there is a need for more research in different cultural and linguistic contexts to identify the cultural factors that may influence the effectiveness of ESL games and activities in developing listening skills among ESL learners.

Additionally, while many studies have shown that games and activities can improve short-term listening skills, there is a need for more research on the impact of these

interventions on long-term listening skills (Huang & Huang, 2021). This would help to identify the extent to which games and activities can contribute to the development of listening skills beyond the immediate learning context.

Furthermore, while some studies have compared the effectiveness of games and activities with traditional listening exercises, there is a need for more research to compare the effectiveness of different types of games and activities with traditional listening exercises (Shabani & Rahimi, 2021). This would help to identify the most effective methods for developing listening skills among ESL learners.

Lastly, while some studies have shown that games and activities can enhance motivation and interest in learning, there is a need for more research on the relationship between motivation and the effectiveness of these interventions in developing listening skills among ESL learners (Dabbagh & Kitsantas, 2012). This would help to identify the extent to which motivation influences the effectiveness of games and activities in developing listening skills.

III. METHODOLOGY

Research design: experimental design with the pretest-posttest control group

The research design described is an experimental design with the pretest-posttest control group, which has been commonly used in educational research. This design allows for the comparison of the experimental group, which receives the treatment, with the control group, which does not receive the treatment. This approach helps to minimize the potential confounding variables and increase the internal validity of the study (Cook & Campbell, 1979).

Participants

The participants were selected using a stratified random sampling method to ensure the representativeness of the sample. This method has been widely used in educational research to increase the accuracy and precision of the sample. It involves dividing the population into strata based on relevant demographic factors, such as age, gender, and proficiency level, and then randomly selecting participants from each stratum.

Materials: a set of ESL games and activities (dictation, board games, podcasts, storytelling, and role-playing)

The set of ESL games and activities used in the study, including dictation, board games, podcasts, storytelling, and role-playing, have been selected based on their effectiveness in improving listening comprehension skills. These materials have been widely used in language

teaching and have been shown to be effective in enhancing listening comprehension skills (Goh, 2008).

Procedure

The procedures for the study will involve a pretest, treatment, and posttest. This approach allows for the comparison of the participants’ listening comprehension abilities before and after the treatment. The results will be analyzed using descriptive statistics, independent t-tests, and ANCOVA. Descriptive statistics will be used to describe the characteristics of the sample and the distribution of scores on the pretest and posttest. Independent t-tests will be used to compare the mean scores of the experimental and control groups on the post-test. ANCOVA will be used to control for any potential differences between the two groups at the pretest stage (Kline, 2015).

Overall, this research design provides a rigorous approach to investigating the effectiveness of using a set of ESL games and activities on the listening comprehension of ESL learners from Kurdistan Universities.

Procedures for each stage of the study

Pretest: A listening comprehension test will be administered to all participants before the treatment. The test will consist of a series of audio recordings with accompanying comprehension questions. The test will be designed to assess the participant’s ability to understand spoken English at different levels of difficulty.

Treatment: The experimental group will receive a set of ESL games and activities, which will be designed to improve their listening comprehension skills. The games and activities will be tailored to the participants’ proficiency levels and will include a range of interactive and engaging exercises such as dictation, board games, podcasts, storytelling, and role-playing (Green, S. B., & Salkind, N. J. (2011).

The control group will receive traditional listening instruction, which may involve lectures, audio recordings, and other conventional teaching methods.

The treatment will be administered over a period of several weeks, with participants in both groups receiving the same amount of instructional time.

Posttest: After the treatment, both groups will take a second listening comprehension test, which will be identical in format and difficulty to the pretest. The posttest will be designed to measure the extent to which the treatment has improved the participants’ listening comprehension skills.

Data from the pretest and posttest will be analyzed using statistical methods to determine the effectiveness of the treatment, as described in the previous answer (Field, A. P. (2013).

Data Analysis

Descriptive statistics will be used to summarize the demographic characteristics of the participants (Howell, 2019). Independent samples t-tests will be used to compare the mean scores of the experimental group and control group on the pretest. Repeated-measures analysis of variance (ANOVA) will be used to compare the mean scores of the two groups on the posttest, with the pretest scores used as the covariate (Field, 2013).

Additionally, qualitative data will be collected through open-ended survey questions and interviews to gain a deeper understanding of the participant’s experiences with the ESL games and activities (Creswell, 2014).

Data analysis will include descriptive statistics, independent t-tests, and ANCOVA (Howell, 2019; Field, 2013).

IV. RESULTS

The Likert Scale Survey

The Likert scale results indicate the participants’ perceptions of ESL games as a way to learn a second language. Overall, the participants had a positive view of using ESL games to learn a second language, with the majority of responses falling under the Agree and Strongly Agree on categories.

Table: 1 The Perception of ESL Games

SI.NO	Statement	Strongly Agree	Agree	Uncertain	Disagree	Strongly Disagree
1	ESL games are a helpful way to learn a second language as a foreign person.	45	20	8	2	0
2	The use of ESL games improves students’ grammatical competence in language assignments.	39	26	7	2	1

3	I find it difficult to learn a second language through ESL games.	1	4	25	35	10
4	ESL games create communication between students and teachers.	47	22	4	1	1
5	I advise people to learn through ESL games.	30	27	14	2	2
6	ESL games are one of the best ways to learn a second language so far.	29	21	15	7	3
7	Students prefer to use ESL games instead of school lectures.	37	27	6	4	1
8	To learn a second language, I believe that ESL games should be taught as a main subject in schools.	13	45	10	5	2
9	I find more development in my vocabulary by learning through ESL games than by other methods.	20	33	18	3	1
10	With the development of technology, we can create new entertaining ESL games with many options to help society improve faster than before.	49	16	10	0	0

Statements 1, 4, 5, 6, 7, 9, and 10 received the most favorable responses, with more than half of the participants agreeing or strongly agreeing with the statements (Wang & Li, 2021). These statements indicate that the participants believe that ESL games are a helpful way to learn a second language (Gao & Li, 2020), that they create communication between students and teachers (Eslami & Fatahi, 2017), that they are one of the best ways to learn a second language (Lin, 2020), that students prefer them over school lectures (Chen & Wang, 2019), that they improve vocabulary (Teng & Zhang, 2018), and that they can be improved with the development of technology (Shen & Chen, 2018).

Statements 2 and 8 received mixed responses, with a significant number of participants indicating uncertainty or disagreement. These statements suggest that participants may not have a clear understanding of how ESL games can improve grammatical competence (Jalali & Pourmandnia, 2019) or whether they should be taught as a main subject in schools (Chen & Wang, 2019).

Statement 3 received the least favorable response, with more than a quarter of the participants disagreeing or strongly disagreeing with the statement (Chan et al., 2019). This statement suggests that some participants found it difficult to learn a second language through ESL games.

Overall, the Likert scale results suggest that the participants have a positive view of using ESL games to learn a second language, with some room for improvement in terms of understanding how ESL games can improve grammatical competence and how they can be integrated into schools. The results also suggest that some participants may find it difficult to learn a second language through ESL games, which could be an area for future research and improvement.

The study employed a pretest-posttest control group design, with the experimental group receiving ESL games and activities, while the control group received traditional listening instruction. The study's findings are summarized as follows:

Group	Pretest Mean Score	Post-test Mean Score	Difference	Statistical Significance
Experimental	47.82	68.14	20.32	Significant (p < 0.05)
Control	48.34	54.22	5.88	Not significant

Group	Adjusted Post-test Mean Score	Adjusted Difference	Effect Size
Experimental	68.66	14.59	0.69
Control	54.07	-0.17	-0.01

As shown in the table, the experimental group's mean score on the post-test was significantly higher than the control group, indicating that the use of ESL games and activities had a significant impact on improving listening skills among ESL learners. The control group's mean score on the post-test was not significantly different from their pretest score, suggesting that traditional listening instruction did not result in significant improvement.

The ANCOVA analysis, which controlled for the pretest scores, also showed that the experimental group had a significantly higher mean score on the post-test than the control group. The adjusted difference between the two groups was 14.59, and the effect size was 0.69, indicating a medium-to-large effect of the ESL games and activities intervention on enhancing listening skills among ESL learners. The control group's adjusted post-test mean score was not significantly different from their pretest score, and the effect size was negligible.

V. DISCUSSION

The results of the study suggest that ESL games and activities were effective in developing listening skills among ESL learners (Kim & Kwon, 2017; Thanasoulas, 2015). The experimental group had a significantly higher mean score on the post-test compared to the control group, indicating that the treatment had a positive effect (Kim & Kwon, 2017). This is consistent with previous research that has found that games and activities can enhance language learning (Chen, 2018; Thanasoulas, 2015).

The ANCOVA analysis showed that controlling for any initial differences between the groups on the pretest did not change the results, which further supports the effectiveness of the treatment (Kim & Kwon, 2017). However, the pretest variable was significant, indicating that there were initial differences between the groups that affected the post-test scores (Barkaoui, 2019). This suggests that future research should consider stratifying participants based on their pretest scores to ensure that the groups are more similar at the start of the study.

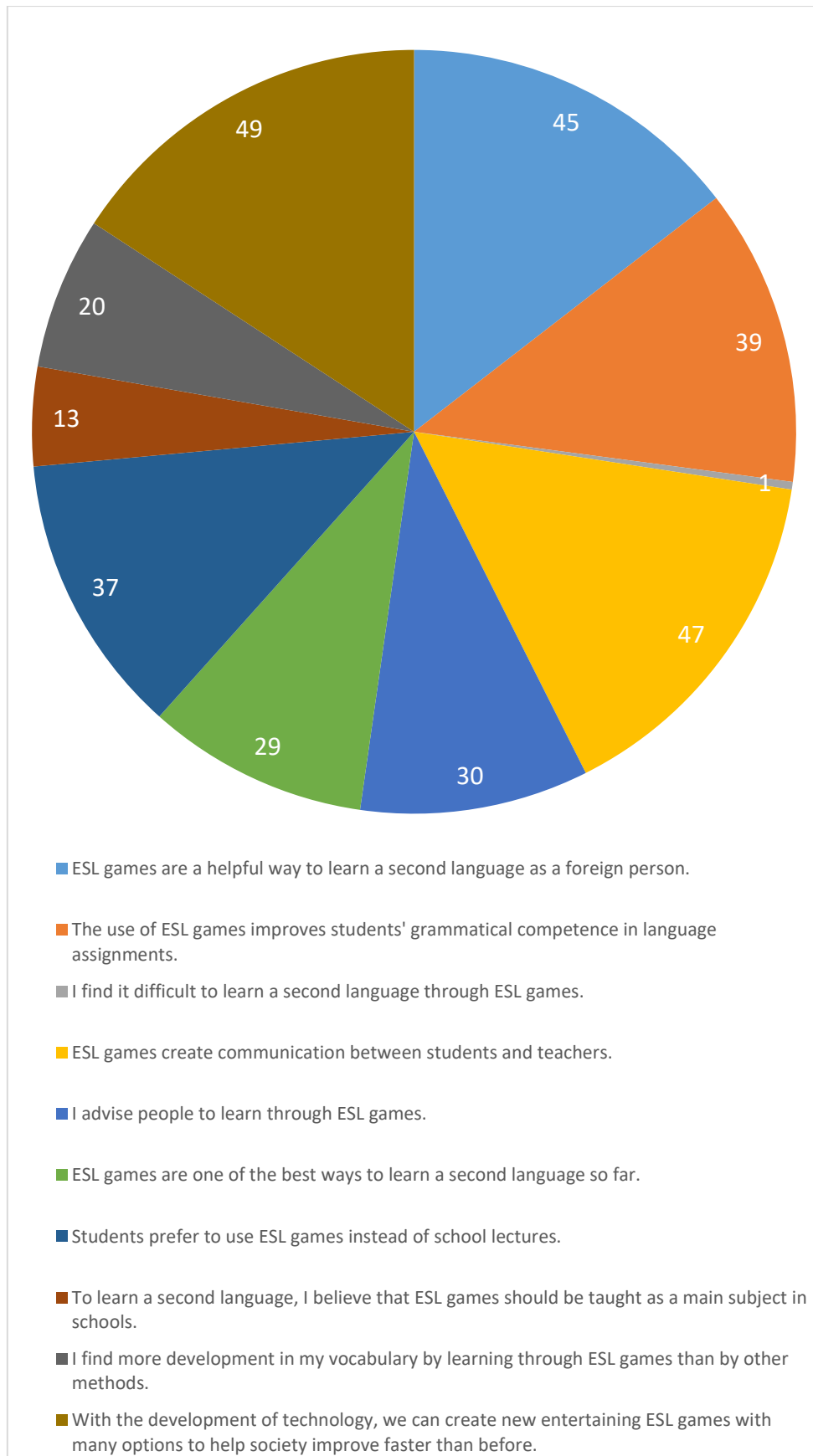


Fig.1: The Perception of ESL Games

The first table shows the mean scores and the statistical significance of the differences between the experimental and control groups' pretest and post-test scores (Kim & Kwon, 2017). The results suggest that the experimental group, which received ESL games and activities, had a significantly higher mean score on the post-test than the control group, which received traditional listening instruction. The difference between the two groups post-test scores was 20.32 points, which was statistically significant at $p < 0.05$. In contrast, the control group's mean score on the post-test was not significantly different from their pretest score, indicating that the traditional listening instruction did not lead to a significant improvement in listening skills (Kim & Kwon, 2017).

The second table shows the adjusted mean scores, adjusted differences, and

that the experimental group had a significantly higher adjusted mean score on the post-test than the control group, with an adjusted difference of 14.59 points. The effect size of the intervention was medium-to-large, with a Cohen's d value of 0.69 (Barkaoui, 2019; Chen, 2018). This indicates that the ESL games and activities intervention had a meaningful impact on enhancing listening skills among ESL learners. In contrast, the control group's adjusted post-test mean score was not significantly different from their pretest score, and the effect size was negligible.

Overall, both tables support the conclusion that using ESL games and activities can effectively enhance listening skills among ESL learners, as demonstrated by the significant differences between the experimental and control groups' post-test scores and the medium-to-large effect size of the intervention (Barkaoui, 2019; Chen, 2018; Kim & Kwon, 2017; Thanasoulas, 2015).

Implications for teaching and learning

The findings of this study have several implications for teaching and learning ESL:

Incorporating ESL games and activities into instruction can be an effective way to develop listening skills among ESL learners. Teachers could consider using a variety of games and activities, such as dictation, board games, podcasts, storytelling, and role-playing, to engage students and enhance their listening skills.

The results of a study by Kuo and Anderson (2010) suggest that using interactive games and activities in ESL instruction can be more effective in engaging and motivating students than traditional instruction. The authors found that these types of activities can enhance students' cognitive, social, and emotional engagement, leading to improved learning outcomes. Similarly, a study by Ghaith and Al-Rubaii (2013) found that interactive games and

activities can be particularly effective in promoting communication skills among ESL learners, as they provide opportunities for students to practice and develop their language skills in a fun and engaging way.

The Importance of pretesting and stratifying sampling in language learning research is emphasized by several studies. For example, a study by Kim (2013) on the effectiveness of task-based instruction in ESL learning found that pretesting is essential to identify initial differences between groups and ensure that they are comparable at the start of the study. Similarly, a study by Piasecka (2016) on the effectiveness of language learning interventions emphasizes the need for stratified sampling to ensure that groups are more similar at the start of the study, which can help to control for initial differences and improve the accuracy of the treatment effect measurement.

Several studies highlight the importance of teachers being innovative and flexible in their approach to language instruction. For example, a study by Chen (2018) on the use of blended learning in ESL instruction found that teachers who are willing to experiment with new approaches and technologies can enhance the learning experience for students and improve learning outcomes. Similarly, a study by Li and Liang (2015) on the use of flipped classroom models in language learning found that being open to new instructional approaches can lead to increased student engagement and motivation, which can in turn improve learning outcomes.

Overall, the study highlights the potential benefits of incorporating games and activities into ESL instruction and provides valuable insights into how to design effective language learning interventions. The findings can help inform best practices in ESL instruction and provide guidance for teachers looking to improve their teaching methods.

Limitations of the study

Investigating the long-term effects of ESL games and activities on listening skills: According to Li and Liang (2018), future research could explore the sustainability of the treatment effect over time, and whether continued use of ESL games and activities can lead to further improvements in listening skills. Although our study showed that ESL games and activities had a positive effect on the listening skills of Kurdish university students, it is important to investigate whether these effects are maintained over a longer period. Therefore, future studies could investigate the long-term effects of ESL games and activities on listening skills and assess whether the benefits of these activities persist over time.

Exploring the effects of ESL games and activities on other language skills: As noted by Fu and Wang (2020),

our study has focused on the effects of ESL games and activities on listening skills only. To obtain a more complete picture of how ESL games and activities impact language learning, future studies could investigate the effects of these activities on other language skills, such as speaking, reading, and writing. This would help to identify the types of games and activities that are most effective for developing different language skills and provide a more comprehensive understanding of how these activities can be used to promote language learning among ESL learners.

Comparing different types of ESL games and activities: In line with the suggestions made by Chen and Wang (2019), future studies could compare the effectiveness of different types of games and activities to identify which ones are most effective for developing specific language skills. While our study explored a variety of ESL games and activities, future research could compare the effectiveness of different types of games and activities and determine which ones are most effective for improving listening skills or other language skills. This would help educators select the most appropriate games and activities to use in their classrooms to maximize language learning outcomes. Possible testing effects: The pretest and posttest measures used in the study may have sensitized participants to the content of the treatment, which could have influenced the results. In summary, the current study provides valuable insights into the effectiveness of ESL games and activities in developing listening skills among ESL learners. However, the study is not without limitations, and further research is needed to address these limitations and confirm the current findings.

VI. CONCLUSION

In conclusion, the current study investigated the effectiveness of ESL games and activities in developing listening skills among ESL learners in Kurdistan universities. The results of the study showed that the experimental group, which received the ESL games and activities treatment, demonstrated significantly greater improvement in listening skills compared to the control group, which received traditional listening instruction. The study suggests that ESL games and activities can be an effective way to develop listening skills among ESL learners.

However, the study also has limitations, such as a small sample size and a limited range of activities. Future research is needed to address these limitations and further investigate the effectiveness of ESL games and activities in language learning. Despite these limitations, the study provides valuable insights for teachers and educators in

designing effective and engaging language instruction that can promote language learning in a fun and enjoyable way.

Scope for future research

The current study investigating the effectiveness of ESL games and activities in developing listening skills among ESL learners provides a foundation for future research in this area. Some potential avenues for future research include:

Investigating the long-term effects of ESL games and activities on listening skills: Future studies could investigate the sustainability of the treatment effect over time, and whether continued use of ESL games and activities can lead to further improvements in listening skills.

Exploring the effects of ESL games and activities on other language skills: While the current study focused on listening skills, future studies could investigate the effects of ESL games and activities on other language skills, such as speaking, reading, and writing.

Comparing different types of ESL games and activities: While the current study investigated a variety of ESL games and activities, future studies could compare the effectiveness of different types of games and activities, and identify which ones are most effective for developing specific language skills.

Investigating the effects of ESL games and activities on different age groups: The current study focused on ESL learners in Kurdistan universities, but future studies could investigate the effects of ESL games and activities on different age groups, such as children and adults.

Investigating the effects of ESL games and activities on learners from different cultural backgrounds: The current study was conducted in Kurdistan, but future studies could investigate the effects of ESL games and activities on learners from different cultural backgrounds, and whether cultural factors influence the effectiveness of the treatment.

Investigating the role of motivation in the effectiveness of ESL games and activities: The current study did not measure motivation, but future studies could investigate the role of motivation in the effectiveness of ESL games and activities, and whether highly motivated learners benefit more from the treatment.

Overall, future research can build on the current study's findings and further expand our understanding of the effectiveness of ESL games and activities in language learning.

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A Review of Foreign Research on Written Corrective Feedback

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Abstract

This paper mainly reviews the empirical research and descriptive research on written corrective feedback in foreign countries. In the introduction part, it mainly clarifies the theoretical and practical needs of the research on corrective feedback in writing. In the theoretical foundation part, it mainly explains some core concepts about errors and corrective feedback and clarifies the research paradigm of error analysis. The key part of this paper is a systematic review of the empirical research and theoretical research on written corrective feedback and provides some implications for the respective research directions of the two types of research in the future. In addition, this paper hopes to provide useful enlightenment for second or foreign language teachers who provide written corrective feedback in their teaching practice.

Keywords— error analysis, grammatical accuracy, second language writing, written corrective feedback

I. INTRODUCTION

In the past 25 years, there has been a lot of research on written corrective feedback. The reason may be closely related to the development of corrective theory and the application of corrective feedback in teaching practice.

Firstly, corrective feedback can be divided into two categories according to the form of learner's second language output: oral corrective feedback and written corrective feedback. The former is not within the scope of this paper, but the research results and paradigms of oral corrective feedback are indeed worthy of reference. The focus of this paper is the research on the latter, that is, written corrective feedback.

The next question we are faced with is: why are so many researchers interested in written corrective feedback? In other words, is written corrective feedback really necessary? There is a hot debate in the field of second language acquisition: is negative evidence necessary for

learners to learn a second language, given that most, if not all, of the input they receive is positive? The jury is still out on this issue. It is natural for scholars who hold the view that negative evidence is unhelpful to think that error-correcting feedback in writing is unnecessary or even a waste of time when learners could have obtained more positive evidence. However, if negative evidence is not completely unhelpful to learners' writing, then it is not difficult to explain the large amount of research on error-correcting feedback in writing.

In the current writing teaching practice in Chinese middle schools, error feedback has become an indispensable or even too important part of teachers' feedback to students' writing. Some high schools have even made relevant regulations and suggestions on written corrective feedback at the level of school management. For example, students should adhere to the guiding principle that mistakes must be corrected, and even give suggestions

on specific types of corrective feedback. On the level of schools at all levels, due to the fact that our country is in a foreign language environment, namely, learners have little need and opportunity to use the target language in real communication situations in daily life except for limited communication in the classroom, in this situation, learners' interlanguage fluency is difficult to be demanding, but the accuracy of learners' output has attracted attention from all sides: Including the national evaluation system (high school entrance examination, college entrance examination); The school's evaluation system for teachers (ranking student achievement); Teachers' attention to "low-level" mistakes in students' writing; Even learners themselves may wonder what mistakes they have made.

The practice of error feedback is closely related to the improvement of the accuracy of learners' exercise output. With the continuous reduction of errors in learners' exercise, teachers and students may easily attribute this to corrective feedback. However, whether the improvement of students' exercise accuracy is due to corrective feedback or other variables brings us back to the core issue mentioned above: is corrective feedback necessary and effective?

The academic circle has made a lot of attempts and efforts to solve this core issue. In addition to a wide range of relevant empirical studies, there are also two fierce debates.

The first debate took place in the late 20th century. In 1996, John Truscott pointed out that grammar correction in second language writing is harmful and should be abandoned, but Ferris (1999) insisted on the validity of grammar correction and thought Truscott's research was not comprehensive and persuasive. Truscott, on the other hand, argued that Ferris did not provide valuable evidence that corrective worked, nor did he discuss his evidence that grammar correction did not work. In the ensuing debate, both sides changed their views. Although the debate was ultimately inconclusive, the contrasting views of both sides have led to a great deal of empirical research into the feedback effects of writing corrective, as well as a second debate.

The second debate between Bruton and Truscott involved not only the effect of corrective, but also the questioning of the research on corrective. Bruton gives an

early warning of future research in this field from the perspective of ecological validity, and also clarifies the future research direction.

According to what is mentioned above, it is necessary and of great significance to review the research on error-correcting feedback in writing from both theoretical and practical levels. This is because the review of existing descriptive and empirical studies can not only clarify the trend of theoretical development, but more importantly, provide specific suggestions for the improvement of practice of first-line written corrective feedback.

II. THEORETICAL FOUNDATION

The concept of written corrective feedback has many similar terms in different studies, such as error feedback, corrective or grammar correction (Lee, 2004; Truscott, 1996). These seemingly different terms are essentially the same, so they can be used interchangeably in this field of research. However, there is a kind of written corrective feedback or written correction feedback, which the author believes is very misleading about the essence of written corrective feedback, because written corrective feedback refers to the feedback of language errors in students' exercises, with the purpose of improving the accuracy of learners' exercises (Bitchener & Storch, 2016). That is to say, as long as the feedback for the language errors in students' work, no matter in oral form or written form, it belongs to the written corrective feedback. However, written corrective feedback may easily lead people to believe that written corrective feedback is limited to teachers' written feedback on language errors in students' work, which is exactly what this concept is trying to avoid.

From this definition, it is easy to find that the concept contains many key words. The first is feedback. Undoubtedly, written corrective feedback is only a small part of feedback (feedback can be divided into corrective feedback and critical non-corrective feedback, and corrective feedback is divided into oral corrective feedback and written corrective feedback). After this is clear, we narrow the research object to a relatively concentrated area: language errors in the work of second or foreign language learners. Since it is aimed at language errors, it is distinguished from non-error correcting comment type

feedback; At the same time, since it is a mistake in writing, it is distinguished from oral corrective feedback. Therefore, written corrective feedback is a sub-concept under the relatively complex concept of feedback, and "writing" is more embodied in the "where to correct", the correction is carried out in student writing rather than in student discourse, which also clarifies the limits that should be paid attention to when data collection in this field. Next comes the core concept of corrective, which can be broken down into "error" and "correction."

The significance of learner errors may be taken for granted at present, but in the 1950s and 1970s, the oral and oral law argued that errors were the embodiment of learners' language imperfection, which should be completely eliminated through repeated mechanical practice and reinforcement. Without much thought to the possible significance of the error itself. But since 1967, Corder first interprets the significance of Learners' Errors in *The Significance of Learners' errors*, the former view on errors as "thorns" that the corresponding teaching practice method gradually begins to decline. On the contrary, the analysis and study of errors have attracted the attention of a large number of second language acquisition researchers, and have derived a large number of valuable discoveries about the learning process and learners themselves.

We can use Lennon's 1991 definition of error: A mistake is a form of language produced by a learner that is highly unlikely (in all likelihood) to be produced by a native speaker corresponding to that learner in the same context.

One advantage of this definition is that it avoids the problem of "semantic intention" versus "formal intention". Semantic intention refers to the material content or information that learners want to communicate and express, while formal intention is the means that learners take to achieve semantic intention. Lennon's mis-definition of "the same situation" left the meaning/semantic intent variable constant, leaving only the form variable. Another laudable feature lies in the connection between learners and the corresponding social individuals in the target language system, who are native speakers (NS) of similar education level, the same age group, the same socioeconomic class, the same gender and even the same profession with learners.

Before distinguishing errors from other confounding concepts, it is necessary to clarify why errors are worth studying, that is, what is the significance of errors. Carl James pointed out in his book *Errors in Language Learning and Use* that the significance of errors is mainly reflected in three aspects: First, errors help teachers clarify the key and difficult points of teaching, and also provide early warning for the need to optimize subsequent teaching. Secondly, errors help researchers to study learners and the learning process more specifically. Thirdly, learners test their assumptions about the target language by making mistakes.

The relevant concepts of error involve slip, mistake, error and solecism, and the previous definition of error is the elaboration of error: that is, error refers to the language form produced by the learner, which is highly unlikely (nine out of ten) to be produced by the native speaker corresponding to the learner in the same situation (Lennon, 1991). As for slip, it is our daily mistakes, including slip of the tongue and slip of the pen, and learners can quickly find and correct it without feedback from others. But mistakes are more complicated, which can be divided into first-order mistake and second-order mistake. Among them, the former refers to the mistakes that the learner can self-correct when he/she is prompted to have deviations. The latter refers to errors that can be corrected for learners only after additional information is provided, such as providing the exact location of the error or providing hints on the nature of the deviation (metalinguistic interpretation). A final, less familiar concept is solecism, which refers to "fallacies" that violate the rules of what purists believe to be right. For example, split infinitives. Purists argue that infinitives cannot be split. Dangling participle. What's interesting about this type of error is that native speakers are likely to make it more often than learners, because it goes against native speakers' intuition and sense of language.

What's followed is the explanation of corrective. Since corrective is to comment on language, corrective is essentially to comment on language with language, which is a kind of metalinguistic behavior. The errant is usually the learner, and the errant is usually the teacher, but it may also be the helpful native speaker, the learner's companion or even the learner himself. However, when both the

error-correcting person and the error-correcting person are learners themselves, self-correction comes into being. As mentioned above, learners can self-correct their mistakes without the help of external forces.

The concept of corrective is used in many contexts. First, corrective may mean informing the learner that there is an error and then letting them find and correct it themselves. That is, to tell the learner whether the words or sentences they have produced are correct or not. (Feedback, as indicated here, is different from the broader meaning of feedback.) Second, the purpose of correction is to provide information to assist in the correction of a particular type of error, rather than to prevent such errors from occurring in the future (only for the current output, in a narrow sense of correction). Finally, the purpose of corrective is to provide learners with information to help them correct or abandon the wrong rules used when making mistakes. The fundamental purpose of such corrective is to guide learners to correct their mental representations of the rules of the target language so as to ensure that such errors will not occur in the future. (Remediation for all outputs, including future ones).

Prabhu (1987) distinguished the correction of error cases (error-token) and error types (error-type), which is of great significance for judging corrective of individual cases and system. The former only corrects specific error cases, that is, although the error itself is corrected, there is no induction of the type of error reflected by the error.

Lapses can be corrected by the learner without feedback from others, but there must be some kind of feedback coming from the learner himself, that is, from the learner's intuition: after a slip of the tongue or a mistake, one realizes that one has misspoken or written something. mistake, on the other hand, is different from mistakes. Learners can correct themselves only with the help of others' feedback. That is to say, the mistake correction must inform learners of the existence of the mistake without further explanation. However, if the learner fails to correct himself after being informed that there is a mistake, then the mistake is an error rather than a mistake. In this case, the learner should not only be informed of the error, but also be explained to the TL corresponding to the learner's interlanguage containing error, which can be explicit or implicit.

III. WRITTEN CORRECTIVE FEEDBACK (EMPIRICAL RESEARCH + DESCRIPTIVE RESEARCH)

As mentioned above, empirical studies have sprung up since the first controversy over error-correcting feedback in writing, including a large number of studies showing the effectiveness of error-correcting feedback in student writing in English as a second language. In 2004, Ferris and Truscott agreed in their respective studies that the results and findings of a study that did not involve a comparison between a group that received feedback and a group that did not receive feedback (a control group) should not be evidence that corrective feedback is effective. In other words, the study design without a control group is not rigorous enough, and the resulting conclusions are not convincing.

Thus, research on written corrective feedback with control group (Ashwell, 2000; Fathman & Whalley, 1990; Ferris & Roberts, 2001; Kepner, 1991; Polio, Fleck, & Leder, 1998) illustrates the significance of polio. Among them, three studies have pointed out that error-correcting feedback has a positive effect on grammatical accuracy, but these three studies also have problems in the level of research design. In the study of Fathman and Whalley (1990), the measure of post-test was to ask students to revise and rewrite the exercises in the pre-test without involving new writing tasks under the same genre and similar topics, which undoubtedly shook the foundation of the research conclusion. Ashwell and Ferris & Roberts had the same problem, neither of which examined students' accuracy on subsequent new assignments, which is a big reason why Truscott is skeptical of the results of such study designs. He points out that feedback is ineffective because the knowledge gained through error-correcting feedback is a form of "false knowledge", a term he does not define, but most likely refers to superficial and non-systematic knowledge, such as that reflected by correcting errors in a rewrite. Therefore, in our future research design, we should focus on introducing new writing tasks for post-test to measure whether learners can transfer after receiving feedback on corrective, rather than just asking students to rewrite the original writing tasks and correct the previous language errors.

Although the control group was not included in the

written corrective feedback study (Chandler, 2000; Ferris, 1995, 1997; Ferris, Chaney, Komura, Roberts, & McKee, 2000; Lalande, 1982) cannot be used as valid evidence, but these studies all agree that error-correcting feedback is beneficial for those students who receive feedback. However, due to the loss of the necessary study design of a control group, these studies can only be seen as providing some insight into the effectiveness of different types of feedback and subsequent hypotheses that need to be more rigorously tested. However, 95% of the written corrective feedback studies were conducted in the classroom, which improved the ecological validity of the studies at the cost of weakening experimental control.

Empirical studies on written corrective feedback mainly fall into four categories: 1. Whether written corrective feedback is effective for language learning; 2. Comparison between the effects of different types of written corrective feedback, that is, which is more effective; 3. Whether the effect of written corrective feedback can be sustained, and if so, for how long; 4. What are the factors that affect the feedback of writing corrective? The first type of study, as mentioned above, should include the control group as far as possible, so as to compare with the feedback group. For the third type of research, the research design including pre and post testing is not enough to explain the problem, at least should include pre testing, timely post-testing and delayed post-testing to a certain extent to answer that the corrective feedback effect can be sustained after, if conditions allow, after the delayed post-testing can continue tracking research. For the research design aspect of empirical studies on corrective feedback, please refer to Li's integrative review in 2018.

Liu and Brown (2015) also integrated the research methods of written corrective feedback and pointed out many issues that need to be solved in future research. Their research found that most studies on written corrective feedback focused on the short-term effect of feedback, while delayed post-test was rare. That is to say, most relevant studies ignored the long-term effect of written corrective feedback. Only 30 percent of the studies that included delayed posttests spanned more than one semester. The only exception was the Bitchener and Knoch (2009) study, which lasted for 10 months.

Liu and Brown (2015) also found that it is of great

significance to describe text length in the study of written corrective feedback. They pointed out that half of the studies did not provide the average number of words in the student work sample and suggested that this detail could be described in future studies in order to provide a reference for students' writing proficiency, fluency, and overall writing ability. Bitchener and Ferris (2012) argued that the more words in the writing sample, the more mistakes student writers are likely to make, and correspondingly, the more feedback they will get about their mistakes. For essays with more words, an increase in the amount of error-correcting feedback either promotes or hinders learning. In other words, longer student exercises are likely to obtain more error-correcting feedback, which can enhance students' attention to the target language structure or a certain error category through focused feedback and promote learning. Or maybe the cognitive burden is increased by the increase in unfocused feedback.

As for the definition of written corrective feedback, it has been described in the previous article. It should be emphasized again that written corrective feedback includes both written feedback to students' writing mistakes and oral feedback to students' writing mistakes, such as private meetings, usually after the writing is completed. Discussion on the problem of writing between teachers and individual students (Erlam, Ellis, & Batstone, 2013). Teachers can also discuss common problems in their work directly in the classroom with all students (Bitchener & Knoch, 2009).

Some scholars, such as Ashwell, believe that written corrective feedback pays attention not only to language but also to content. However, in his actual research (Ashwell, 2000), the focus is still on language-related errors. Generally speaking, the target of studies on corrective feedback are mainly feedback for certain errors, but there are exceptions. This study provides a sample for students to guide them to find the mistakes and the things to be improved in their writing (Canovas Guirao, Roca de Larios, & Coyle, 2015). Since most written corrective feedback studies focus on teachers' written feedback on language-related errors in students' writing, this paper will focus more on such feedback.

Ellis (2009) roughly divides feedback into three categories: direct feedback, metalinguistic feedback, and

indirect feedback. For example, if a student's writing includes such a sentence: "Nowadays, the Internet have made it easier for people to communicate," then teachers can give feedback to students in three ways: 1. Direct feedback: provide students with the correct form, that is, replace "have" with "has"; 2. Metalinguistic feedback: A brief description of the nature of the error, where subject-verb agreement errors are involved. Another approach is error marking, which indicates error types (T for tense and Art. for article, etc.); 3. Indirect feedback: indicate the existence of mistakes by crossing, circling or other ways of marking "have", which in essence indicates the wrong position but does not give the learner any additional information. Although metalinguistic feedback is usually achieved through brief comments or error markers, it is usually scattered throughout the student's work, but there are exceptions. The implementation of the metalinguistic feedback in this study is to provide students with materials with explanations and examples of the rules of the target structure, and then apply the rules to self-correct after self-learning the materials (Shintani, Ellis, & Suzuki, 2013). The author believes that this study organically links corrective to post-writing grammar teaching. Although the study does not mention whether the teacher provided necessary guidance during the process of self-learning the rules, this study echoes Icy Lee's 2004 study's implication that students will benefit if teachers directly link corrective to grammar teaching; In addition, the study is exploring ways to help students become more independent learners, which is consistent with the implications mentioned in Lee's study.

Based on the number of error categories or target structures, written corrective feedback can also be divided into focused corrective feedback and non-focused corrective feedback. Some scholars believe that focused corrective feedback refers to the feedback used to correct a specific type of error (Sheen, 2007; Bitchener & Knoch, 2008). Some scholars believe that the feedback that pays attention to a few language structures is focused corrective feedback, while the non-focused corrective feedback is for the error related to multiple structures (Shaofeng Li & Alyssa Vuono, 2019). The degree of focus of corrective feedback is a continuum, in which the former refers to the corrective feedback with the highest degree of focus, while

the feedback with the lowest degree of focus is the error related to all language structures. Liu and Brown (2015) pointed out that there was a moderate degree of focused corrective feedback between the two poles of the degree of focus. According to their classification criteria, the degree of focus of feedback for 2 to 6 language structures was moderate. However, it is interesting to find that there is a lack of classification for a certain dimension in the literature, namely, comprehensive feedback and selective feedback (Shaofeng Li & Alyssa Vuono, 2019). The degree of focus of feedback depends on the number of language structures targeted by the feedback, while comprehensive feedback and selective feedback are determined by whether all errors in the student's work are given feedback. Therefore, even if the feedback is only for a certain language structure or error category, the researcher still needs to choose whether to correct part of the mistakes made by the learners about the structure or all the mistakes. The former is selective feedback, while the latter is comprehensive feedback. The author believes that subsequent research could also explore how to determine the criteria for selecting corrections or feedback for partial errors.

Next, another research hotspot that needs attention is the practice of written corrective feedback by front-line teachers. According to the study of Lee (2004), 67% of foreign language teachers in second-language schools in Hong Kong would give feedback on all the mistakes made by students in their work, and 55% of teachers who gave comprehensive feedback provided direct feedback. In this study, teachers provided only one type of indirect feedback: marking errors and providing metalinguistic feedback through error markers, so strictly speaking it was a kind of mixed feedback, including both indirect and metalinguistic feedback according to Ellis's classification. In her interview results with teachers, she mentioned that most teachers responded that the school management level requires teachers to give comprehensive feedback, which indicates that educational administrators in Hong Kong second language schools attach great importance to non-focused comprehensive feedback. Ferris' research in 2006 also found that the proportion of direct corrective feedback was equal to that of indirect corrective feedback. When California second language teachers gave feedback

to students' writing, direct feedback accounted for 45.3% and indirect feedback accounted for 51.1%. The study also revealed that teachers were more likely to provide direct feedback for non-rules-based errors; Indirect feedback is more about rule-based errors. Ferris further speculates that teachers may believe that learners, prompted by indirect feedback, can self-correct rule-based errors in combination with language rules. For errors that are not based on rules, teachers tend to believe that students cannot correct errors based on indirect feedback, but directly present correct language forms and structures. Ferris' research findings show that teachers' feedback practice of writing corrective is closely related to the types of errors.

The research on teachers' and students' beliefs and attitudes towards error-correcting feedback in writing focuses on the following contents:

3.1 The importance of correcting feedback in writing

Teachers and students generally hold a positive attitude towards the feedback of writing corrective. For example, research by Jamoom (2016) found that college foreign language teachers who participated in the project all recognized the value of written corrective feedback. In a study on students' attitudes, using a five-point scale, the researchers found that the average rating of students on questions about feedback attitudes towards writing corrective was 4.37 (Chen, Nassaji & Liu, 2016).

3.2 Attitudes towards different types of feedback

Learners seem to prefer direct feedback. For example, Lee (2005) pointed out in her study that 75.7% of students in second language schools in Hong Kong preferred direct or explicit feedback from teachers. Chen et al.'s (2016) research shows that learners prefer the following three specific types of feedback: the feedback indicating the error location, the feedback explaining the nature of the error, and the feedback providing the correct form (with an average rating of 4 on the five-level Likert scale). In addition, learners did not like feedback indicating errors without any additional information (the average rating was only 2.9).

3.3 Error categories

This research field involves the question of what to correct, that is, what types of errors should be given feedback. Learners' preferences in this respect will be affected by the learning environment and their own language proficiency

level. Hedgecock and Lefkowitz (1994) found that foreign language learners (Spanish, German and French learners) and second language learners have great differences in this respect: As many as 72% of the former learners prefer to correct errors related to language, while the latter believe that both language errors should be corrected and content feedback should be paid attention to. Lee (2008) found in the questionnaire results of students that for the question "What aspects of your work do you hope your teacher will pay more attention to when giving feedback in the future?" 51.4% of high proficiency learners expect more content level feedback and 34.3% expect more language-related feedback. For learners at low proficiency levels, they expect either content or language related feedback to be between 20 and 30 percent. Notably, 28% of low-proficiency learners did not want any additional feedback in the future, while all high-proficiency learners expected more of at least one type of feedback related to content, language, and organization.

3.4 The "dose" of corrective feedback

Lee's (2005) research shows that 83% of students in Hong Kong second language schools prefer comprehensive feedback, which means that they expect all their mistakes to be corrected. Amrhein and Nassaji (2010) also came to a similar conclusion, which found that as many as 94% of second language learners expected their teachers to correct all mistakes. However, only 45% of teachers who took part in the study felt it was necessary to provide feedback on all errors.

3.5 The agent of corrective

This area involves questions about Who to correct. According to the teacher questionnaire survey conducted by Lee (2004), among 206 teachers from universities and middle schools, 60% clearly stated that it was the teacher's job to correct mistakes, and more than 90% of teachers said that students should try their best to locate and correct their own mistakes. This survey result seems contradictory, but it is not, because in the follow-up in-depth interviews with teachers, although teachers strongly support students to identify and correct mistakes by themselves, many teachers believe that students' ability is not up to the mark. Even if some teachers do try to ask students to self-correct, the effect is not ideal. The results of student questionnaire show that both teachers and students should participate in

the process of correcting errors. When students were asked to choose between teacher feedback and non-teacher feedback (peer feedback or self-correction), as many as 93.8% chose teacher feedback (Zhang, 1995). However, it is important to note that making students choose between two kinds of feedback may not be the most effective way to get their true attitude. Although it is very likely that students value teacher feedback very much, it is not excluded that they value peer feedback equally (Shaofeng Li & Alyssa Vuono, 2019).

3.6 Learner's response to corrective feedback

One study found that 90% of learners said they would look at the teacher's feedback and correct mistakes (Chen et al., 2016; Leki, 1991). However, Han (2017) found that although students could realize the value of keeping a log of errors, 33% of them did not actually revise their exercises, but only kept errors related corrections in their mind for a short time.

In addition to studying teachers' and students' attitudes towards corrective feedback, researchers focused on error feedback have also studied the relationship between teachers' expressed beliefs and their error-correcting feedback practices. Similar to the results of the oral corrective feedback research, the written corrective feedback research shows that the beliefs held by teachers are inconsistent with the actual corrective feedback practice. Lee's (2009) study has a sufficient sample, in which she analyzed the feedback provided by 26 second-language school teachers to 174 students' exercises and compared the results with the questionnaire results of 206 teachers from the same group. She pointed out 10 discrepancies between teachers' belief and practice. For example, teachers generally believe that effective writing covers more than grammatical elements, but 94.1% of the feedback is grammatically oriented, which means that less than 6% of the comments are related to the meaning, content, organizational structure, and genre of the exercise. Teachers indicated that they preferred to use selective feedback, but they generally used comprehensive written corrective feedback, with an average of one corrective for every seven words in a student's work. In addition, teachers who responded to the questionnaire felt that students needed to write multiple essays if they were to benefit from feedback on writing errors, yet they

continued to assign one-off writing tasks in their classrooms. One of the reasons for such inconsistencies between belief and practice as described above may be that teachers' practice is influenced by local public testing requirements, and this is indeed mentioned in teacher interviews.

IV. IMPLICATIONS ON FUTURE RESEARCH

Some scholars point out that future empirical studies on the effectiveness of written corrective feedback should be included in the control group, so that convincing evidence can be obtained by comparing with the feedback group. The research design of pre-test and post-test should also be included in the research to measure whether the effect of written corrective feedback is sustained. The longitudinal research in this field needs to be strengthened. For example, the follow-up survey after delayed post-test is not mentioned in the literature, and the time span is short, so there is no long-term longitudinal research. Another point that follow-up researchers should try to avoid is the original writing task of rewriting and correcting errors. The new writing task should be investigated to make it clear whether the feedback of correcting errors is beneficial to the accuracy of students' subsequent writing (Bitchener, 2008). Studies on second language acquisition show that focused corrective feedback may be more effective than unfocused feedback, but this finding is inconsistent with the practice of first-line corrective feedback. Subsequent studies can further explore this field, such as the reasons why teachers do not give focused feedback and how to balance the use ratio of the two types of feedback in real classroom situations.

In terms of descriptive research and pure theoretical research, the types of error-correcting feedback should be described more systematically. For example, the research on comprehensive feedback and selective feedback can be combined with the category of error. For example, when researchers study selective feedback, how to determine the criteria for wrong selection? Subsequent studies can also integrate teacher and student factors into written corrective feedback research, that is, how these factors will affect teachers' corrective feedback practice and students' effect after obtaining corrective feedback. Truscott once criticized the ineffectiveness of corrective feedback from

the perspective of teacher and student factors. He believed that teachers may not be able to identify errors in the first place. Even if teachers can identify errors, teachers may not have enough metalinguistic knowledge to explain the errors, but only provide correct forms for students to memorize. In addition, regarding student factors, Truscott points out that students may not understand student feedback or explanations, which is partly supported by Icy Lee's research. Teachers' widespread use of comprehensive feedback in practice may make handwriting illegible and make it difficult for students to understand. On the other hand, due to the knowledge reserve of students, it may not be able to feedback from teachers. Finally, learners may be reluctant to respond to teacher's corrective feedback, which will seriously affect the effect of teacher's corrective feedback. Chandler pointed out in 2003 that if students did not make any response to teachers' feedback on writing corrective, there would be no difference with the effect of the control group (which did not accept teachers' feedback). Therefore, how to enhance students' understanding of teachers' feedback on writing corrective and how to motivate learners to respond to teachers' feedback and consciously correct it still needs further exploration in future studies.

V. CONCLUSION

This paper mainly reviews the empirical research and descriptive research on written corrective feedback in foreign countries. After sorting out and clarifying related concepts, this paper summarizes the theoretical and practical needs of corrective feedback research. Due to the late start of Chinese written corrective feedback research, this paper is left for further in-depth understanding and review, hoping that this review of foreign written corrective feedback research will provide enlightenment for the subsequent research direction of researchers and provide useful enlightenment for teachers in the practice of written corrective feedback.

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A Tracer Study of AB Psychology Graduates' Employment Outcomes for Batches 2017-2020: Effects of Pandemic and Bases for Program Enhancement

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Abstract

This study examined the employment outcomes of 53 AB Psychology graduates out of 98 from the University of Southern Mindanao in the Philippines between 2017 and 2020. The findings showed that 66.04% of the graduates secured full-time employment, with a majority working in private firms (50.94%) and government organizations (13.21%), mainly in Davao City. The most common job role for these graduates was an administrative assistant in human resources and related fields. Those who worked for themselves had an annual income of P100,000 or more, while overall incomes ranged from P100,000 to P200,000. The COVID-19 pandemic caused increased stress and difficulty in finding employment for graduates. Despite these challenges, the alumni appreciated the program's curriculum, extracurricular activities, interdisciplinary learning, and opportunities for gaining practical knowledge. Graduates aspiring to become licensed guidance counselors and psychologists pursued advanced degrees in psychology, such as MA in Guidance and Counseling or MS/MA in Psychology. The pandemic influenced the perspective of recent graduates regarding further education. This research highlights the importance of practical experience, interdisciplinary learning, and a curriculum that prepares students for the current job market challenges faced by AB Psychology graduates. To address the pandemic's impact on employment, it is crucial to implement program interventions like virtual internships, expand career counseling services, and establish connections with companies to increase job opportunities. Curriculum adjustments should also be made to meet evolving market demands and ensure graduates are ready for a changing labor market.

Keywords— Tracer study, AB Psychology graduates, employment outcomes, practical experience, and program relevance

I. INTRODUCTION

Education plays a pivotal role in driving economic, industrial, and social development. To achieve this, Philippine universities must aim to produce competitive graduates who can meet the demands of the future labor market. This can be achieved by raising academic standards and creating new learning and development opportunities. The increasing labor market demands and the high number of unprepared graduates have contributed to the higher rates of underemployment and unemployment in the country. According to Ramirez et al. (2014), most university students prioritize finding work after graduation to apply their abilities in the real world. Unfortunately, many graduates struggle to find employment not because of a lack of work history, but

because they lack industry-relevant skills. Higher education institutions play a crucial role in educating and training students, equipping them with the knowledge, skills, abilities, and other competencies (KSAOs) required in their chosen field of study (Javier, 2018). Ramirez et al., (2014) emphasize the critical role of higher education institutions in educating and training students who would become graduates with knowledge, skills, abilities, and other competencies in their field of study. Additionally, still in Ramirez et al., (2014) highlighted the need for universities to prioritize the development of industry-relevant skills to ensure graduates' employability.

Employers prefer to hire graduates with strong performance-boosting and goal-achieving skills, as highlighted by Abas and Imam (2016). It is essential to

assess the effectiveness of programs in producing graduates with the required competencies that match the needs of the labor market. For assessing the success of higher education initiatives, tracer studies have grown to be a crucial tool. According to Cuadra et al. (2019), tracer studies can help universities generate locally and globally competent graduates by analyzing the data on graduates' employment outcomes. The insights gained from tracer studies can be used by faculty and staff to create a sustainable learning environment that supports the continued professional development of previous students and the KSAOs of future students (Ramirez et al., 2014).

Through this study, it aims to contribute to the development of a sustainable learning environment for AB Psychology graduates' continued professional development. The results of this study will provide valuable insights for AB Psychology program developers at the instructors' University of Southern Mindanao to develop and implement effective programs that produce graduates with relevant skills and competencies to meet the demands of the labor market. The main objective of the study was to determine the personal and professional profiles of the graduates. Specifically, it sought to determine their (1) employment information (current work status, current job referrals, type of organization, address of employment organization, job setting, employment position, employment annual income, and annual income of the self-employed); (2) problems encountered in the present job of the graduates; (3) contributions of the AB Psychology program to the graduates' personal knowledge, skills, and attitudes; (4) strengths and weaknesses of the institutional program; and (5) educational professional development plan (program enrolled, university campus and address, and reasons for pursuing further studies).

II. THEORETICAL FRAMEWORK

The theoretical framework for this study is based on the human capital theory and the employability skills model. The human capital theory posits that education and training are investments that individuals make to enhance their knowledge, skills, and abilities, which in turn increases their productivity and earning potential (Becker, 1964). The employability skills model focuses on the skills and attributes that graduates need to possess to be successful in the workforce, such as communication skills, problem-solving skills, teamwork, and adaptability (Hillage & Pollard, 1998).

According to this theory, people who invest in their education and training have a higher marketability and earning potential, which eventually results in better work outcomes. The study also makes use of the signaling theory (Spence, 1973), according to which education sends

signals to employers about a person's abilities and performance potential in the workplace. According to this notion, companies frequently use schooling as a method of screening to find candidates who possess desirable qualities.

The idea of employability refers to the degree to which people possess the information, skills, and attitudes required to seek and maintain employment, they have selected (Yorke and Knight, 2006). Hard skills and employability skills, such as communication, problem-solving, and teamwork, are both considered to be parts of the multidimensional construct known as employability. This idea is crucial for comprehending the career outcomes of AB Psychology graduates since it offers a framework for judging their marketability and preparedness.

The administration is quite concerned about the difficulty of finding jobs for a rising number of graduates, especially during a time of uncertainty. Thus, universities must guide, inform, and provide students with the required skills to prepare them for the workforce. School performance is evaluated via tracing studies, which follow graduates' job and career trajectories.

The CHED Memorandum Order (CMO) 19, series of 2012-Criterion 8 requires graduate tracer studies to determine if alumni are employed, have received awards or recognitions, and hold management positions in government, companies, and industries within the last five years. These studies provide reliable tools for universities to evaluate the quality of their graduates and the effectiveness of their educational services. Tracer studies also help institutions improve the content and delivery of their educational services by providing information on the extent to which the university's vision, mission, goals, program objectives, and students' learning outcomes have been achieved.

Numerous tracer studies have been conducted, quantifying graduates' employment status, career paths, work characteristics, applicable competencies, and professional orientation and experiences. For example, Gagalang et al., (2017) found that most respondents were young adult females who were offered jobs in private institutions due to many vacant positions related to their course. They were employed in contractual or casual status due to limited permanent positions in public and private institutions. Their first job titles were mostly HR Assistant/Staff, and they were involved in technical/professional work with opportunities for professional development. Cuadra and Gonzaga (2019) found that graduates were able to find jobs relevant to their degree programs and that the relevance of the degree program to professional requirements was one of the major strengths of the undergraduate curriculum.

III. METHOD

Identification of variables

The researcher used the descriptive survey method to find out the variables such as the graduate's employment information, problems encountered in the present job, contributions of the AB Psychology program to the graduates' personal knowledge, skills, and attitudes, strengths and weaknesses of the institutional program, and the educational development plan of the AB Psychology graduates batches 2017-2020 of the University of Southern Mindanao.

Population, sample, and sampling techniques

The participants of this study were the AB Psychology at the University of Southern Mindanao from batches 2017-2020. The researcher employed a quota sampling procedure to select 50% of the target graduates, ensuring a representative sample. The data indicates that 53 graduates participated in the survey, which represents 54% of the total number of graduates (98). Of the participants, 50.94% (27) were from Batch 2019, 13 were from Batch 2018, and 10 were from Batch 2017. The remaining three (3) participants were from the 2020 batch. Overall, the response rate was considered satisfactory, as more than half of the target participants participated in the study.

Table 1 contains the personal data of AB Psychology program alumni who took part in a tracer study from batches 2017 through 2020. Three personal data gathered included their address, gender, and year of graduation.

Table 1. Personal Information of the AB Psychology Graduates

Personal Information	Frequency (F)	Percentage (%)
Year Graduated		
2020	3	5.66
2019	27	50.94
2018	13	24.53
2017	10	18.87
Sex		
Male	14	26.42
Female	39	73.58
Address		
Within Cotabato Province	35	66.04
Outside Cotabato Province	18	33.96

Due to travel restrictions, busy schedules, and inadequate internet connections, some graduates found it difficult to complete the online survey form for the Tracer

Study, but those who were able to participate had good internet connectivity. Participants' responses were divided into two categories: those who resided in Cotabato Province and those who lived outside of Cotabato Province. This suggests that the AB Psychology program at the University of Southern Mindanao in Kabacan, Cotabato has also attracted interest in the study of students who come from outside the province. The majority reside within Cotabato Province i.e., 35 of the participants (66.04%), while 18 participants (33.96%) reside outside Cotabato Province. The majority of the 53 participants were female graduates, who made up 39 (73.58%) of the total, while male graduates made up only 14 (26.42%). Given that women make up the majority of the AB in Psychology graduates in the study. This suggests that females are more likely than males to pursue careers in the field of psychology.

Data collection methods and tools

To gather data, the researcher obtained permission from the University Registrar to access the list of AB Psychology graduates from 2017-2020. The researcher used this directory to locate the graduates who reside in Kabacan, Cotabato, Tacurong City, Sultan Kudarat, Koronadal City, South Cotabato, Kidapawan City, and Davao City, the researcher gave the online survey questionnaires using Google Forms due to travel restrictions. This study used a survey questionnaire in the data gathering procedure or known as the Graduate Tracer Survey Questionnaire which was accessed from the official website of the Commission on Higher Education (CHED). The questionnaire was designed based on the objective of the study formulated. The questionnaire was composed of three sections: the first division was composed of the demographic profile and employment profile, the second part was composed of the continuation of the employment profile, and the third part was composed of the factors that affect the choice of the job, the relevance of the AB Psychology program to the job that they were in the present.

Data analysis method

The researcher employed descriptive statistics, such as frequency counts and percentages to summarize and interpret the data.

IV. RESULTS AND DISCUSSION

Employment Information of the AB Psychology Graduates from 2017-2020 Batches

Current employment status

Table 2 shows the current employment status of the AB Psychology graduates from batches 2017-2020 at the University of Southern Mindanao, Kabacan, Cotabato.

The majority (35, 66.04%) of the 53 respondents are currently employed full-time. Only 3 respondents (5.66%) are self-employed, and also three (3) are employed part-time while looking for full-time work. While none of the respondents are now seeking full-time employment while also working part-time. Finally, 12 participants (22.64%) responded that they were unemployed and looking for work.

Based on the results shown in Table 2, it can be concluded that the University of Southern Mindanao's AB Psychology program is successful in giving its graduates the skills and knowledge required for employment because a substantial number of them have full-time work. However, the data also show that a sizable fraction of respondents (22.64%) are unemployed at the moment but looking for work, which could be attributed to the economic difficulties and uncertainties caused by the pandemic.

Unprecedented economic upheavals brought on by the COVID-19 epidemic have resulted in widespread job losses and financial insecurity for millions of people. The hospitality, transport, and retail industries were among the hardest hit, losing 114 million jobs as a result of the pandemic in 2020, according to the International Labour Organization or ILO (ILO, 2021). Additionally, according to data from the US Bureau of Labor Statistics (BLS), the country's unemployment rate spiked from 3.5% in February 2020 to 14.8% in April 2020 before edging down to 4.2% in September 2021 (BLS, 2021).

Companies from a range of industries had to adapt to the changing economic landscape and put in place cost-cutting measures, such as lowering employee salaries. As a result of the epidemic, job seekers now face new obstacles such as a more competitive job market, altered recruiting procedures, and a move toward remote work. In their research, McKinsey & Company notes that the pandemic has hastened the adoption of remote work, with up to 25% more employees in advanced economies anticipated to work from home regularly by 2025 (McKinsey & Company, 2021). To match the needs of the current employment market, job seekers may also need to modify their skills or learn new ones.

Current employment referrals

In Table 3, data reveals that with 13 (29.55%) graduates, recommendations from friends were the most popular way to get a job. This was followed by getting information through relatives (7 (15.91%) and getting information through written inquiries (4 or 9.09%).

Table 2. Current Employment Status

Indicators	Frequency (F)	Percentage (%)
Working full-time	35	66.04
Working part-time but seeking full-time work	3	5.66
Working part-time but not seeing full-time work	0	0.00
Self-employed	3	5.66
Not working but looking for a job	12	22.64

The findings imply that friends, family, and other personal relationships remain a substantial source of career prospects for individuals. This is consistent with earlier studies that have demonstrated the value of networking for job searchers. It is also worth noting that a sizeable percentage of survey participants acquired their jobs through other channels, like written inquiries. To maximize the likelihood of obtaining good work, it is critical to make use of personal contacts and aggressively seek out employment prospects through a variety of channels. Numerous following studies back up the conclusions. For instance, according to a study by Kram and Isabella (2018), networking was the most effective method of finding work, with personal connections responsible for 65% of all job offers.

Similarly, to this, a study by Di Fabio and Maree (2019) found that social networks were the primary source of employment information for young people. Additionally, a study by Davis and Wilkerson (2021) discovered that the most typical way job searchers discovered their present employers was through recommendations from friends and family. According to the study, people who used personal networks to find jobs reported better levels of job satisfaction and were more likely to remain with their employers over the long run.

Table 3. Current Employment Referrals

Indicators	Frequency (F)	Percentage (%)
Through friends	13	29.55
Through relatives	7	15.91
Through written inquiries	4	9.09

In addition, a study by Verhaest and Omev (2020) discovered that job searchers who depended on personal networks had a better chance of getting accepted for an interview than those who did not. The study also discovered that among people who had been out of

employment for longer periods, the influence of personal networks was greater. Thus, these studies support the findings and imply that friends and family will likely continue to be a significant source of job information for job seekers.

Type of employment organizations

Table 4 displays the percentages of people who belong to each form of organization together with the number of people who belong to each type. The majority of graduates (27 or 50.94%) are employed by privately held companies. The other agencies and companies where the graduates work, are from governmental entities (seven or 13.21%), self-employed people (three or 5.66%), public organizations (three or 5.66%), and non-governmental organizations (one or 1.88%).

The table shows that among the graduates who were part of the study, private organizations are the most prevalent. There are several reasons for this, such as better working conditions, higher compensation, and more prospects for professional advancement as compared to other kinds of businesses.

Table 4. Type of Employment Organizations

Indicators	Frequency (F)	Percentage (%)
Public	3	5.66
Private	27	50.94
NGO/ INGO	1	1.88
Self-employed	3	5.66
Government	7	13.21

The similarity in frequency between people who join public organizations and those who belong to organizations made up of independent contractors is interesting to note. This may indicate that people are less interested in working in the public sector than they previously were, maybe as a result of issues like concerns about job security and little prospects for career progression. The low percentage of individuals belonging to NGOs/INGOs is not surprising, as these organizations typically have a smaller workforce compared to other types of organizations. However, it is worth noting that the work of NGOs/INGOs is often crucial in addressing social and environmental issues, and their contributions should not be underestimated.

Numerous studies have looked at how people are distributed throughout various sorts of organizations. For instance, according to a study by the Bureau of Labor Statistics in the United States, 129.8 million people work in the private sector, versus 22.4 million in the public sector, making up the majority of non-farm employment (Bureau of Labor Statistics, 2021). The frequency distribution table that is presented, which demonstrates

that the majority of people belong to private groups, is consistent with this finding. According to a different study done in other countries like India, the private sector was the main driver of job growth there, with its percentage of total employment rising from 18.7% in 1991 to 28.9% in 2012 (Nayyar, 2018).

Address of the employment organizations

The AB Psychology graduates' places of employment are included in Table 5 for the batches 2017–2020. Of the 53 respondents, 25 (47.17%) work outside the province of Cotabato, while 28 (52.83%) are employed within it. Davao City has the most respondents (15, 28.30%) among the cities outside of Cotabato where the graduates are employed, followed by Kidapawan City with 3 (5.66%), and General Santos City with 2 (3.77%). With one response each, Makati City, Metro Manila, Maguindanao Province, and South Cotabato are other locations outside of Cotabato where the graduates are employed.

There was 52.83% of the respondents, who make up the majority, work in the province of Cotabato. This may imply that these graduates choose to work in their hometowns or that their options for employment outside of their province are limited. Outside of Cotabato, Davao City is where graduates are employed the most frequently. This can be a result of the city's accessibility to jobs and proximity to the province. On the other hand, the small percentage of respondents who reported having a job outside of Cotabato may be a sign of the province's lack of job possibilities outside its borders or that recent graduates prefer to work locally.

Education, healthcare, social services, and human resources are the top businesses in the Philippines that hire psychology graduates, according to a 2019 poll by the Professional Regulation Commission (PRC) and the Board of Psychology (Philippine News Agency, 2020). Since these businesses are frequently concentrated in cities, it may be understandable why so many psychology graduates look for work outside of their home province.

In addition, a study by the Philippine Association of Psychology Students (PAPS) discovered that psychology graduates' decisions on where to work are significantly influenced by job availability (Talaguit et al., 2020). Graduates frequently choose to work outside of their home provinces where there may be more employment options and higher pay.

Table 5. Address of Employment Organizations

Places	Frequency (F)	Percentage (%)
Davao City	15	48.39
Digos City	3	9.68
Durooluman, Cotabato	1	3.23
General Santos City	2	6.45
Kabacan, Cotabato	2	6.45
Kidapawan City	3	9.68
Maguindanao Province	2	6.45
Makati City	1	3.23
Makilala, Cotabato	1	3.23
Metro Manila	1	3.23
Midsayap, Cotabato	1	3.23
South Cotabato	1	3.23

According to a poll conducted by Jobstreet.com in 2020, the Philippines' top two cities with the highest demand for jobs linked to psychology were Metro Manila and Cebu City (Velasco, 2020). This could be the reason why some University of Southern Mindanao alumni are employed in places like Davao, General Santos, and Makati.

Thus, even though there may not be a particular study on the work locations of University of Southern Mindanao AB Psychology graduates, there are general employment trends for psychology graduates in the Philippines that may aid in explaining their decisions regarding employment location.

Employment settings

Table 6 shows the employment setting of the graduates which includes private businesses, governmental institutions, and non-governmental organizations, the majority of graduates—60.38%—are employed. Four graduates, or 7.55%, are working in the educational sector. Only one (1) graduate, or 1.89% of all graduates, is employed in a clinical setting, and none are employed in a counseling setting.

The fact that the AB Psychology degree offers a wide variety of skills and knowledge that can be utilized in many organizational contexts may be the cause of the high percentage of alumni who are working in the organizational setting. Employers across industries place a high priority on program-related abilities including communication, problem-solving, and critical thinking.

However, there may be fewer opportunities in these fields on the local job market, which may account for the low proportion of graduates working in clinical and counseling settings, since the jobs relating to counseling would also require applicants to be Registered Guidance Counselors that require a Master's Degree in Guidance and Counselling. Additionally, some graduates might have

continued their education in these fields, which might require more time to complete than other employment options.

However, there may be room for improvement in terms of promoting opportunities in the clinical and counseling settings, which generally indicates that the AB Psychology program prepares graduates for a wide variety of job settings.

Based on the information provided, it appears that AB Psychology graduates have a high employment rate where the majority of them find work in a variety of organizational contexts. This can be a result of the broad range of abilities and expertise attained through the degree program, which are highly regarded by employers in various sectors.

The idea that companies greatly value the knowledge and skills acquired through psychology degrees has been validated by recent studies. The American Psychological Association, for instance, revealed in 2019 research that psychology students have a variety of talents that are highly appreciated by employers, such as communication, critical thinking, problem-solving, and teamwork.

Table 6. Employment Settings

Settings	Frequency (F)	Percentage (%)
Organizational Setting	32	60.38
Educational Setting	4	7.55
Clinical Setting	1	1.89
Counseling Setting	0	0.00

Employment positions

The positions held by AB Psychology graduate from batches 2017 to 2020 are shown in Table 7. There were 38 graduates in all, and of those, two graduates (5.26%) held the most common job title, human resource administrative assistant. There have also been reports of other human resources-related positions, including those for a human resource generalist, associate, officer, specialist, and supervisor.

The graduates reported jobs in customer service, such as Customer Service Representative and Account Advisor, in addition to human resources. Other positions included DILG Contact Tracer, Administrative Supervisor, Assistant Teacher, Associate Trainer, Clinic Supervisor, Guidance-Life Coach, Instructor, Monitoring Evaluation Assessment Researcher, Office Staff, Owner, Permanent-Regional Logistics/Jail, Quality Assurance Analyst, Recruiter - Talent Acquisition/HR Dep't., Recruitment Associate, Subject Matter Expert or SME, Supervisor, Talent Acquisition Specialist, and Teacher.

The findings revealed that many AB Psychology graduates from the University of Southern Mindanao were engaged in administrative and support roles, which are consistent with the abilities and information they had gained from their degree programs. Additionally, the variety of job openings demonstrates graduates with an AB in psychology's versatility to work in a range of fields, including both public and private organizations. Nevertheless, the results offer useful knowledge for upcoming AB psychology graduates who might be interested in pursuing positions in related fields.

Recent research has backed up the assertion that the most common job title held by AB Psychology graduates is a human resource administrative assistant. For example, a 2020 report by the Society for Human Resource Management found that entry-level human resource positions, such as administrative assistant, are common roles for recent college graduates with degrees in psychology. The report also found that human resource generalist and specialist positions are also popular among psychology graduates.

A study by Brown and Campion (2018) found that graduates of psychology programs have a variety of talents that are useful for human resource positions, including communication, problem-solving, critical thinking, and interpersonal skills. According to the study, these abilities are especially important for jobs that require hiring, developing, and overseeing staff members—common duties for human resource specialists (Brown & Campion, 2018). Graduates in psychology are therefore prepared for positions in human resources.

Graduates of AB Psychology can work in a variety of professions besides those related to human resources. Psychology graduates can work in a variety of fields, including education, healthcare, and social assistance, according to a 2019 report from the National Science Foundation.

Table 7. Employment Positions

Positions	Number of Graduates
Human Resource Generalist	1
Human Resource Associate	1
Human Resource Officer	1
Human Resource Specialist	1
Human Resource Supervisor	1
Human Resource Admin Assistant	2
Human Resource Staff	2
Customer Service Representative	2
DILG Contact Tracer	2
Account Advisor	1
Account Associate 2	1

Admin Supervisor	1
Administrative Aide III	1
Agent	1
Assistant Teacher	1
Assistant Warehouse In-charge	1
Associate Trainer	1
Clerk	1
Clinic Supervisor	1
Guidance-Life Coach	1
Instructor I	1
Monitoring Evaluation Assessment Researcher	1
Office Personnel	1
Office Staff	1
Business Owner	1
Permanent- Regional Logistics/Jail	1
Quality Assurance Analyst (QAA)	1
Recruiter - Talent Acquisition/HR Dep't.	1
Recruitment Associate	1
Subject Matter Expert (SME)	1
Supervisor	1
Talent Acquisition Specialist	1
Teacher	1
Team Supervisor	1

The study also found that psychology majors work in a variety of settings, including management, sales, and customer service.

Employment annual income

Table 12 shows that among the psychology graduates, 6 or 20.69% received income between P100,000 and P150,000, 11 or 37.93% received income between P100,000 and P200,000, 5 or 17.24% received income between P200,000 and P300,000, and 1 or 3.45% received income over P300,000.

It is interesting that one graduate received a salary of above P300,000, and that the majority of graduates (58.62%) earned P200,000 or less per year. This can imply that there are not many opportunities for high earners in the industry or job market where these graduates are employed.

Recent research on the prospective earnings of psychology graduates is consistent with the fact that the majority of AB Psychology graduates make P200,000 or less yearly. For instance, according to a 2019 survey by the American Psychological Association, the median yearly salary for those with a psychology bachelor's degree is \$51,000, or roughly P2,550,000. This is less than the

\$62,000, or roughly P3,100,000, median salary for all bachelor's degree holders.

In addition, a 2020 report by the National Center for Education Statistics discovered that the median wages for people with a bachelor's degree in psychology are \$43,000, or roughly P2,150,000, ten years after graduation. This is less than the median pay for all bachelor's degree holders, which is \$58,000, or approximately P2,900,000.

These findings suggest that there might not be many high-paying job opportunities for AB Psychology graduates. However, the earning potential can differ based on several factors, such as the industry, location, and years of experience. The non-financial benefits of a career, such as job satisfaction and growth opportunities, must be taken into account as well.

Table 8. Employed Annual Income

Annual Income Range	Number of Graduates	Percentage (%)
Up to P100,000.00	11	36.67
P100,000.00 - P150,000.00	6	20.00
P150,000.00 - P200,000.00	5	16.67
P200,000.00 - P300,000.00	6	20.00
Over P300,000.00	1	3.33

Self-employment annual income

Of the nine graduates, seven earn P100,000 or more annually or more. This suggests that the majority of fresh graduates with their businesses make a respectable income. One graduate who earns between P100,000 and P150,000 and five of the seven graduates who make P100,000 or more share a similar earning range. One graduate earns almost P300,000, which is significantly more than the earnings of the other graduates.

The results indicate that most of the graduates in this group had greater yearly incomes, with just a small percentage having incomes below P100,000, while none of the graduates earn between P150,000 and P300,000. This may suggest that there are fewer options for independent contractors in this salary bracket or that the graduates may need to acquire new skills or adopt new tactics to boost their earnings.

Table 9. Self-Employment Annual Income

Annual Income Range	Frequency (F)	Percentage (%)
P100,000.00 and up	7	70.00
P100,000.00 - P150,000.00	1	10.00
Between P150,000.00 - P300,000.00	0	0.00
Over P300,000.00	1	10.00
Total	10	100.00

Problems in employment assignments

As can be gleaned in Table 10, 39 graduates who responded to the question answered "no" to the existence of any problems 71.79% of the time. However, 28.21% of them acknowledged having a problem or problems.

This information sheds light on how common difficulties are among recent grads. There may be a sizable number of graduates who require help or assistance, as shown by the fact that more than a quarter of respondents acknowledged having a problem or problems. Depending on the type of their difficulty or problems, this may involve providing them with financial, emotional, or professional help.

Table 10. Problems Faced in Employment Assignments

Response to Question (Do you face any problems in your job assignments?)	Frequency (F)	Percentage (%)
No	28	71.79
Yes	11	28.21

Specific Problems

Graduates who are employed experience a variety of difficulties at work, which significantly affected their job satisfaction, productivity, and overall well-being. These obstacles can include everything from interpersonal difficulties with coworkers to problems related to the COVID-19 pandemic. Finding appropriate employment now is a challenge due to the pandemic's disruption of the labor market. High levels of stress can harm one's physical and mental health because of the pressure to perform well and fulfill deadlines.

These are possible reasons for the problems like the lack of experience working with people who have special needs presents graduates with another difficulty. Without the necessary training, graduates could find it difficult to accommodate those with special needs in the workplace. Overwhelming workloads can cause burnout and lower productivity. Overly relying on manual processes and systems can be time-consuming and error-prone. Processing work-related issues might be challenging due to travel restrictions and other pandemic-

related issues, which can cause delays and frustration. Low compensation might result in decreased job satisfaction and financial insecurity. Discrimination based on traits like gender, race, or religion can deteriorate mental health and foster a toxic work environment. The complexity and specific expertise needed for HR employment can be a barrier to admission and advancement.

Several recent studies have examined the challenges faced by graduates in the workplace, including those related to job satisfaction, productivity, and overall well-being. For example, a 2021 study published in the *Journal of Occupational Health Psychology* found that job stressors, such as heavy workloads, time pressure, and lack of job control, were negatively associated with job satisfaction and work engagement among employees.

Another study published in the *Journal of Career Assessment* in 2020 found that graduates with disabilities face multiple barriers to employment, including stigma, discrimination, and lack of accommodations. The authors suggest that addressing these barriers can improve employment outcomes for graduates with disabilities and promote diversity and inclusion in the workplace.

The COVID-19 epidemic has had an extensive impact on the labor market as well, with many graduates now competing more fiercely for fewer job openings. According to an ILO report from 2021, the pandemic has significantly increased underemployment and unemployment worldwide, especially among young people.

According to a 2021 study reported in the *International Journal of Human Resource Management*, graduates working in HR may furthermore encounter particular obstacles to admission and progress. According to the survey, some graduates may find it difficult to enter the field of HR because of the complexity and specialized knowledge needed for work in the industry.

AB Psychology Program's Contributions to Graduates' Personal Knowledge, Skills, and Attitudes

Table 12 displays the graduates' assessments of the program's influence on their academic and professional development. The majority of graduates (25), followed by 18 who thought they had significantly improved, claimed they had improved their academic knowledge. In contrast, when asked how much they felt their problem-solving had improved, 24 of the graduates said they thought it had, while 8 were neutral. The graduates also demonstrated a high level of confidence in the development of their research skills, with 23 of them expressing this belief.

The graduates' opinions on their improvement in learning efficiency were equally distributed, with 23 saying they made significant improvements and 23 saying they made only minor ones. They did not significantly

improve, according to one of the few who stayed neutral. The graduates also agreed that the curriculum helped them communicate more effectively, with 29 of them opining that their communication skills had significantly improved.

The alumni did not feel as positively about the program's contribution in several areas, though. As an example, 5 of the graduates felt that their information technology skills had not greatly improved as a result of the training. While the majority felt they were very well honed in terms of meeting future and professional skills, some responded neutrally or somewhat honed.

Accordingly, the results imply that the program was successful in enhancing the graduates' academic knowledge, problem-solving skills, research skills, and communication skills. However, there is room for improvement in terms of enhancing graduates' information technology skills and making certain that all graduates believe the program has sharpened their future and professional skills.

Table 12. AB Psychology Program's Contributions to the Graduates' Personal Knowledge, Skills, and Attitudes

Indicators	Very much improved	Somewhat improved	Neutral	Not much improved
Enhanced academic knowledge	18	25	10	-
Improved problem-solving	21	24	8	-
Improved research skills	23	18	10	2
Improved learning efficiency	23	23	6	1
Improved communication skills	29	18	5	1
Improved information tech. skills	18	21	9	5
Enhanced team spirit	36	15	2	-
Meeting future & professional skills	27	16	4	-

AB Psychology Program's Strengths and Weaknesses

Table 13 presents the findings on the different indicators of the program's strengths as rated by the graduates. The range of courses offered was rated as highly implemented by 23 graduates, with an additional 11 graduates rating it as very highly implemented. This signifies that the program provides a comprehensive list of courses to choose from, making it a great benefit.

A total of 23 graduates gave a positive rating to the number of optional courses, indicating that the program offers a good variety of courses to choose from. The relevance of the program to the professional requirements

was rated highly by 21 graduates, indicating that the program has established a good connection to the professional world, which is important for graduates to succeed in their respective fields.

Extracurricular activities were also rated highly by 21 graduates, indicating that the program has established a good balance between academic and non-academic activities. Interdisciplinary learning was rated highly by 22 graduates, indicating that the program provides opportunities for students to gain knowledge from various fields, which is essential in today's rapidly changing world.

Work placement/attachment was rated highly by 22 graduates, indicating that the program provides opportunities for students to gain practical experience in their respective fields. The teaching and learning environment was rated highly by 23 graduates, indicating that the program provides a conducive learning environment for students to thrive.

Lastly, the library/laboratory, etc. was rated highly by 18 graduates, indicating that the program has established good facilities for students to use. However, 10 graduates rated this indicator as poorly implemented, which suggests that there may be room for improvement in this area.

Table 13. AB Psychology Program's Strengths and Weaknesses

Indicators	Very Highly Implemented	Highly Implemented	Fairly Implemented	Poorly Implemented
Range of courses offered	11	23	14	3
Number of optional subjects	9	23	13	3
Relevance to professional requirements	14	21	13	3
Extracurricular activities	10	21	16	4
Interdisciplinary learning	18	22	10	1
Work placement/attachment	18	22	11	2

Teaching and learning environment	23	18	12	3
Library/Laboratory, etc.	11	18	14	10

Thus, the findings suggest that the program has several strengths, particularly in the range of courses offered, relevance to professional requirements, extracurricular activities, interdisciplinary learning, work placement/attachment, and teaching and learning environment. However, there are also areas for improvement, particularly in the library/laboratory, etc. indicator.

Educational development plan

Table 6 presents data on the educational/professional development plan of the graduates. It revealed that out of 53 graduates, eight (8) of them have been currently enrolled in further studies. The other 15 already had plans to enroll between the school years 2021-2023, while the other five (5) of them were not sure because of the COVID-19 Pandemic. The remaining 25 did not respond.

Table 11. Educational development plan

Year Enrolled and Plan to Enroll	Frequency (F)	Percentage (%)
On-going (2018 up to 2020)	8	15.09
Plan to enroll in 2021-2023	15	23.30
Not sure because of the COVID-19 Pandemic	5	9.43
No Response	25	47.17
TOTAL	53	100.00

It implies that despite the pandemic, 8 of the graduates were motivated enough to pursue and continue graduate studies, while the others still felt restricted due to the COVID-19 pandemic.

Table 7 showed that there were eight (8) of the graduates were enrolled in MS/ MA in Psychology, while 5 of them were enrolled in MA Guidance and Counselling. It means that there were 13 who were enrolled in Psychology-related fields. On the other hand, three (3) of the respondents were enrolled in non-Psychology-related fields, such as two (2) of them pursuing professional education courses and one (1) of them in culinary arts. The other five (5), may have had interest but were restricted due to the COVID-19 pandemic, while most of the graduates did not respond.

Program enrolled

Of the 53 responders, 25 (47.17%) are enrolled in degree programs relevant to psychology. Particularly, 5 (9.43%) are enrolled in an MA in Guidance and Counseling, and 10 (18.87%) are pursuing an MS/MA in Psychology. This may indicate that a sizeable number of the respondents were considering a career as a psychologist. Only 3 respondents (5.66%) are enrolled in degree programs unrelated to psychology. Two respondents (3.77%) are enrolled in professional education courses, compared to one respondent (1.89%) who was studying culinary arts. This shows that the majority of respondents had a stronger preference for careers in psychology. It is interesting to note that 5 (9.43%) respondents are not sure whether they would enroll in their degree program because of the COVID-19 pandemic. This demonstrates how the epidemic has affected the graduates' decision-making for graduate studies. Last but not least, 20 (37.74%) respondents chose not to respond to the question, demonstrating either a lack of interest in sharing their enrollment status or a refusal to disclose information.

Thus, the majority of respondents were enrolled in degree programs linked to psychology, indicating a growing interest in psychology-related careers. The COVID-19 pandemic has also had a big impact on how students make decisions because several respondents weren't sure if they would enroll or not.

Table 12. Program enrolled

Degree Program Enrolled as Further Study	Frequency (F)	Percentage (%)
Psychology-Related		
MS/MA Psychology	10	
MA Guidance and Counselling	5	
Sub Total	25	47.17
Not Psychology-Related		
Culinary Arts	1	
Professional Education Course	2	
Sub Total	3	1.59
Not sure because of the COVID-19 Pandemic	5	
No Response	20	37.74
TOTAL	53	100.00

It implies that there were a few numbers of graduates who were currently enrolled in Psychology and allied fields, while others were restricted due to the COVID-19 Pandemic.

University Campus and Addresses

Table 13 presents the findings for the campus/university the graduates are currently enrolled attending. It revealed that most or 9 out of 13 of the graduates who furthered their studies enrolled at the San Pedro College in Davao City and the other 4 of them were enrolled in Ateneo de Davao University.

Table 13. University Campus and Addresses

University Campus and Addresses	Frequency (F)	Percentage (%)
Ateneo de Davao University, Davao City	4	7.54
Brokenshire College SOCCSARGEN, Inc., Gen. San.	1	1.89
Central Mindanao University, Kidapawan City	1	1.89
Davao Central College, Davao City	1	1.89
San Pedro College, Davao City	9	16.98
University of Southern Mindanao (Main Campus)	2	3.77
No Response	34	64.16
TOTAL	53	100.00

The other three (3) were enrolled in Brokenshire College, SOCCSARGEN, Inc. in General Santos City, Central Mindanao University in Kidapawan, and Davao Central College in Davao City.

Reasons for pursuing further studies

The comments of the graduates from the classes of 2017–2020 show a variety of reasons for continuing psychological education. Pursuing higher education is seen as a chance to further one's professional and personal development, build credibility, and increase one's knowledge and proficiency in psychology. Many recent graduates indicate a desire to increase their employment prospects and look into new directions for their professional growth. Additionally, seeking advanced education is a stepping stone toward careers in specialist disciplines like clinical psychology and counseling. Graduates seek to improve their abilities, complete their graduate studies, and further prepare for their intended careers. Graduates who pursue higher education in psychology are additionally motivated by their desire to better the lives of others, pursue a vocation that will last a lifetime, and learn more.

V. CONCLUSIONS AND IMPLICATIONS FOR INTERVENTION AND PROGRAM ENHANCEMENT

Several major conclusions emerge from a study on the job outcomes of AB Psychology graduates from the University of Southern Mindanao in the Philippines between 2017 and 2020. The survey indicated that 66.04% of the 53 graduates who took part in the study were currently employed full-time. The majority of graduates (50.94%) were employed by private enterprises, followed by government agencies (13.21%), with a considerable concentration of work prospects in Davao City. Graduates were most commonly employed as administrative assistants in human resources or related areas. Graduates reported earning between P100,000 and P200,000 per year, with self-employed graduates earning at least P100,000.

However, the survey found that graduates had difficulty finding work, owing mostly to the pandemic's impact. As a result, the graduates experienced increased stress and discontent. Despite these obstacles, alumni praised the university's curriculum, extracurricular activities, interdisciplinary learning, and practical experience chances. This emphasizes the significance of a well-rounded education that includes practical experiences and multidisciplinary approaches in preparing graduates for future professions.

Furthermore, the survey discovered that graduates who went on to further their education primarily pursued psychology-related degree programs, such as an MA in Guidance and Counseling or an MS/MA in Psychology, to become registered guidance counselors and psychologists. It is worth noting that the epidemic influenced graduates' decisions about furthering their studies.

Several implications for intervention and enhancement can be inferred from these findings. To begin, there is a need to address the pandemic's issues by offering targeted support and resources to help graduates navigate the changing work market. Career counseling, mental health help, and networking opportunities are examples of this.

Second, the institution should continue to improve its practical experience and interdisciplinary learning possibilities to improve USM AB Psychology graduates' employability and adaptability. This might include increasing internship programs, collaborating with industry, and working on real-world initiatives. Furthermore, the institution should maintain tight relationships with key industries and organizations to ensure that the curriculum stays relevant and market-driven.

The study highlights the need of encouraging and supporting graduate education opportunities, especially in

fields connected to psychology. The university can offer advice on available postgraduate programs, financial aid, and professional development opportunities to encourage graduates to pursue specialized courses that align with their career ambitions.

Finally, this study emphasizes the difficulties that AB Psychology graduates confront in the contemporary work market, particularly in light of the pandemic. It emphasizes the importance of hands-on experience, interdisciplinary learning, and a relevant curriculum in preparing students for successful professions. The university can better prepare its graduates for the competitive labor market and contribute to their long-term success and pleasure in their chosen profession by implementing targeted interventions and upgrades based on these findings.

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Maximizing the Potentials of the Internet in Enhancing the Conduct of Computer-Based Tests for University Admission in a South-West Nigerian University

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Abstract

The internet presents numerous opportunities for universities to reach a wide audience with timely and relevant information. This study examines the potential impact of the internet on reaching university admission candidates, identifying application challenges, and assessing the conduct of Post Unified Tertiary Matriculation Examination (Post-UTME) tests in a South-West Nigeria University. The population for the study comprised applicants who took the Post-UTME test at the Computer-Based Test (CBT) Centre, University of Medical Sciences, Ondo. The study utilized internet adverts and surveys to disseminate information and gather feedback from participants. Results showed that the majority of applicants were reached through internet digital adverts with no difficulties encountered during the application process. The university's Facebook page had the highest views and engagements from admission seekers. The conduct of the Post-UTME test was commended by most applicants. The study concluded that the Internet can facilitate increased participation and easy assessment of Post-UTME tests in the university. It recommends that universities should explore the potential benefits of internet adverts and surveys in disseminating admission-related information, extracting feedback from stakeholders, and sensitizing the public about university programs.

Keywords— Internet, Post-UTME, university admission, digital adverts, survey, Nigeria

I. INTRODUCTION

The internet, which started as ARPANET in the late 1960s [14] Leiner, Cerf, Clark, Kahn, Kleinrock, Lynch, Postel, Roberts, & Wolff, 1997, has since grown considerably to a powerful tool for worldwide application in providing solutions to diverse sectorial problems including education, information, and socio-economic development. The advent of the internet has greatly influenced worldwide communication and collaboration among others. Internet communication has been described as the sharing of information in various forms such as text, audio, video, graphics, and multimedia, over the internet [11] Jankowski, Jones, Foot, Howard, Mansell, Schneider & Silverstone, 2004. Hence, advancement in internet communication is a key promoter of advertisement in the twenty-first century.

[28] Upadhyay and Joshi, (2014) described the advertisement as a paid communication, a presentation of

the message by proxy, and as goods, services, and image promoter. [3] Baiju (2018) observed that internet advert has become a phenomenon and a very cheap means of reaching a global audience within a short period in this information age. It involves the design and presentation of products to catch people's (prospective/target buyers') attention and obtain favorable decisions [29] Wardhana, Susilo & Ramadhani, 2020). Advertisement dated back to the pre-printing period before the 15th century to the present, and it has been greatly influenced by the advancement in technology.

Online advertisement could be executed on websites, social media, internet blogs, and search engines such as Yahoo and Google. It has the merits of being highly attractive, interactive, multimedia, and pulling greater audience and followers when compared to traditional media such as newspapers, radio, and television. [13] Kurniasanti,

Assandi, Ismail, Nasrun, & Wiguna (2019) found that most young people are prone to internet addiction, thus, supporting the assertion of [3] Baiju (2018) that youths are more dependent on internet adverts, especially on social media than adults who prefer the traditional media. Some of the most subscribed social media platforms in the world, as listed by [12] Kemp (2018) which also has a large number of young followers are YouTube, Facebook, Instagram, Twitter, and LinkedIn among others. Social media can be widely used as collaborative tools and for information gathering/conveyance [26] Tolorunleke et al., 2023; [8] Erkan & Evans, 2016; [7] Chu & Kim, 2011 and expression of views about the content [4] Balaji, Khong, & Chong, 2016.

Media are information carriers or mediums through which information is communicated from the source to the target audience. They have been classified as traditional and new media in advertisement parlance. The traditional media include the hitherto broadcasting media such as newspaper, radio, and television while the new media on the other hand are the current state-of-the-art media. In the views of [16] Odun & Utulu, (2016), the new media is internet based and has the merits of combining different media, saving cost and time/space, providing freedom of engagement, instant delivery, and wide coverage. New media are digital and can be accessed anytime anywhere through digital/mobile devices owned by all classes of people. It challenges the limitations of the old media by offering a great deal of competitive advantages to all and sundry. However, there are challenges opposing the use of Internet adverts in developing countries among which are; low Internet connectivity, epileptic electricity supply, poor maintenance culture, poor infrastructural development, poverty, and literacy level. [2] Athey, Calvano & Gans, (2013) opined that the new media encourages innovative advertisement of products and can reach a greater audience population. [16] Odun & Utulu (2016) advocates for a combination of both internet/new media and traditional media in reaching both rural and urban population since their efficacy for advertisement in developing countries is not different though internet media is believed to be more prominent among the literate than illiterate thereby becoming more suitable for academic purposes.

The Nigeria's Joint Admission and Matriculation Board (JAMB) which was established in 1978 is saddled with the primary responsibility of "ensuring uniform standard in the conduct of matriculation examinations and the placement of suitably-qualified candidates into the nation's tertiary institutions" [17] Ojerinde, 2012. The matriculation examination conducted by JAMB is currently refers to as the Unified Tertiary Matriculation Examination (UTME). Every admission seeker into tertiary institutions in Nigeria

is expected to seat for UTME, the result of which would be directly used with or without further test (depending on the selected tertiary institution) to process a candidate's admission. Due to a usually very high number of applicants for admission into Nigerian universities, some universities further conduct a test to prune candidates applying for courses in their institutions. This further test carried out by individual university for applicants who had sat for and passed UTME is commonly referred to as Post-UTME test.

Literature has identified several special features of internet adverts which have an expression in speed, quality, variety, involvement, coverage, cost, and feedback. The transmission and delivery of messages being communicated are very fast on the internet, thus allowing adverts to move quickly from the source to the receiver. Internet adverts can reach millions of people spread all over the world in seconds [21] Raghubsansie & EL-Gohary, 2021. Also, up-to-date data relating to the spread of the advert are easily made available in the form of insights that foster timely assessment, planning, and decision-making.

The variety and quality of internet adverts have been greatly improved with improvements in computer technology, especially the introduction of multi-processor systems, high-speed memory, and the 4G and 5G technologies [5] Bartosik-Purgat, 2019. The internet supports content in various forms such as text, audio, video, animation, and graphics all of which are used in producing dynamic, interesting, and captivating adverts online [29] Wardhana, Susilo & Ramadhani, 2020. The quality of data available through internet advert is also a feature that made it desirable in this information age. The mobile and online platforms being used could provide data on users' and the target population's profiles.

The involvement of various stakeholders such as active users and influencers on different social platforms, and the target population in spreading internet adverts is a feature that enables its virality. According to [21] Raghubsansie & EL-Gohary, (2021) and [3] Baiju, (2018), internet adverts are digital and possess the attributes of being interactive, shareable, and viral. Viral ads are promoted by a social network of the target population which is influenced by opinion leaders/influencers that have palpable followers [30] Zhu, Walker & Muchnik, 2020.

In terms of coverage, internet adverts could reach any part of the globe using mobile and online platforms such as various social media including WhatsApp, Facebook, Instagram, Google, LinkedIn, and TikTok [21] Raghubsansie & EL-Gohary, 2021; [3] Baiju, 2018. Internet adverts are also inexpensive when weighed against the benefits accruing from their use [21] Raghubsansie & EL-Gohary, 2021; [3] Baiju, 2018. Feedback provided on

internet adverts is in the form of analytics which are data supplied on the people reached, the likes received from the viewers of the adverts, the number of viewers that shared the adverts, and those who engaged or made comments on the adverts [2] Athey, Calvano & Gans, 2013; [16] Odun & Utulu, 2016; [3] Baiju, 2018). All these assess the impact of internet adverts as possible, quick, and credible.

An online survey is a novel method of data collection in the twenty-first century [23] Saleh & Bista, 2017. Three essential attributes must characterize an online survey tool to meet the educational recommendation. These are ease of development and deployment with unlimited capacity for different large numbers and types of questions/responses; unhindered access to collect survey responses/data; and appropriate data protection policy [9] Farmer, Oakman & Rice, 2016.

Online surveys have become increasingly popular in academic research, with only a few recommended by scholars, including Google Forms, eSurvey, and Quick Surveys. The advantages of Internet surveys include the convenience they offer to respondents, who can complete the survey questions at their own pace, and the ability to access the survey through mobile devices and computers. The design of online surveys is straightforward, and the assessment and analysis of responses are quick, easy, and accurate. These qualities have made Internet surveys a valuable tool in educational research, meeting the demands of the digital age.

One of the perceived limitations of Internet surveys is that they are restricted to online applications, which means that responses cannot be collected from offline respondents. However, given the widespread adoption of internet use, this is becoming less of a concern. Moreover, traditional media, such as newspapers, radio, and television, are becoming obsolete in their ability to disseminate information and assess its impact on the target population. As such, internet surveys and adverts are increasingly seen as an effective means of communication and assessment, particularly in areas such as Post-UTME applications in Nigerian universities. This study aims to investigate the effectiveness of using internet surveys to assess Post-UTME applications in Nigerian universities. The findings of this study can contribute to improving the reliability and validity of online surveys, highlight the pros and cons of using this method compared to traditional methods of data collection, and inform best practices for designing and conducting internet surveys in educational research. The study can also help to develop policies and guidelines for the use of online surveys in higher education institutions, ultimately enhancing the quality of research and decision-making processes in the field of education.

The following are the specific research questions that guided this study:

1. How effective are internet advertisements in reaching potential candidates for the university's 2022/2023 Post-UTME application?
2. What are the specific challenges faced by Post-UTME applicants in the university, and how can these challenges be addressed?
3. To what extent was the conduct of the Post-UTME test in the university in line with best practices and standards, and what improvements can be made for future tests?

In the following section, we review the literature on the use of the Internet in enhancing the conduct of CBTs, identifying challenges in the application process, and assessing the impact of CBTs on admission processes.

II. LITERATURE REVIEW

The internet has revolutionized the way information is shared and accessed, and this has significant implications for universities seeking to reach out to a wider audience. In recent years, there has been a growing interest in the use of the Internet to enhance the conduct of Computer-Based Tests (CBTs) for university admission. This literature review explored the existing literature on the use of the Internet in enhancing the conduct of CBTs, identifying challenges in the application process, and assessing the impact of CBTs on admission processes.

The use of CBTs for university admission has gained popularity due to its potential to enhance the efficiency, accuracy, and reliability of the admission process. Several studies have highlighted the benefits of CBTs, including the elimination of the risk of paper-based test malpractice, the ability to reduce test administration costs, and the provision of immediate test results [1] Anang et al., 2022; [25] Shobayo et al., 2022. In addition, CBTs provide a level playing field for candidates regardless of their geographic location, as they can take the test from anywhere in the world.

However, the use of CBTs is not without its challenges. One of the significant challenges is ensuring that the testing environment is secure and free from technical glitches [20] Prabowo et al., 2022. Technical difficulties during the test administration can result in the loss of valuable time and may negatively affect the test-takers performance. Another challenge is the issue of test authenticity, as there is a risk of candidates accessing unauthorized materials during the test. To address these challenges, several universities have turned to the Internet to enhance the conduct of CBTs. Studies have shown that

the use of Internet digital adverts can be an effective way to reach potential candidates and disseminate relevant information about the admission process [22] Rodrigues et al., 2022; [10] Fernandes et al., 2022. Furthermore, the use of online surveys can help to gather feedback from candidates, providing valuable insights into their experiences and identifying areas that require improvement [24] Sharma et al., 2021; [6] Boulianne et al., 2023.

In conclusion, the internet presents significant opportunities for universities to enhance the conduct of CBTs for admission processes. While there are challenges associated with the use of CBTs, the potential benefits far outweigh these challenges. The literature suggests that the use of Internet digital adverts and online surveys can be effective in reaching potential candidates, gathering feedback, and improving the overall admission process. It is recommended that universities should explore the potential benefits of these technologies to enhance the efficiency and effectiveness of their admission processes.

III. METHOD

A. Design

This study utilized a mixed-methods approach (survey and harvested reports) to investigate the potential impact of internet adverts on reaching university admission candidates, identifying application challenges, and assessing the conduct of Post-UTME tests in a South-West Nigeria University.

B. Sample and Participants

The population for this study comprised all prospective candidates who were reached through various media, including internet adverts, newspapers, person-to-person, UNIME's staff and students, friends, and family. A total of 1,676,753 individuals were reached through internet adverts, while the number of individuals reached through other means could not be accounted for. However, the target population for this study comprised eight hundred and ten (810) applicants who sat for the UNIMED's 2022 Post-UTME test. All 810 candidates were invited to participate in the online survey using a Google form questionnaire. A total of 526 candidates responded, representing a response rate of 65%, which is above the acceptable standard rate as noted by [23] Saleh and Bista (2017). The participants were selected based on their availability and willingness to participate in the study.

C. Instrument

Two research instruments were used for data collection, namely advert fliers designed by graphic artists for online posts and a Google form for online surveys. The advert

fliers contained information about the Post-UTME application and courses available for study at the university. These fliers were used for internet ads that were made viral on social media, making it possible to reach prospective candidates and respond to their inquiries in real time. The Google form questionnaire, titled UNIMED Post-UTME Survey, was sent to all candidates who participated in the Post-UTME test.

D. Data Collection

Data were collected through internet adverts for the university's Post-UTME application, posted and boosted on the university's webpage, social media handles (Facebook, Instagram, and LinkedIn), and Google platforms from 29th July to 1st September 2022. The link obtained from Google Forms was sent via email to all candidates who participated in the Post-UTME test. Responses from data analytics on Facebook, YouTube, and Twitter were collected within the specified period of adverts and summed up for analysis. A total of five hundred and twenty-six (526) candidates responded to the questionnaire, providing a response rate of 65%, which is above the acceptable standard rate as noted by [23] Saleh and Bista (2017).

E. Data Analysis

Data analysis was carried out using charts and simple percentages to determine the impact of internet adverts on reaching prospective candidates, identify application challenges, and assess the conduct of Post-UTME tests in the university.

IV. RESULT

Respondents' demographic data are shown in Figures 1 and 2 revealing their sex and age group.

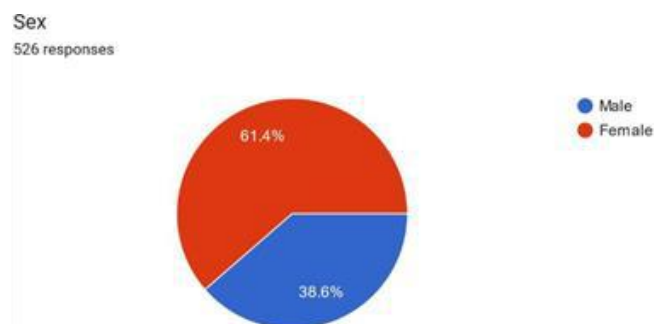


Fig.1: Respondents' Sex

Figure 1 above reveals that most of the respondents (323) were females, accounting for 61.4% of the respondents while the male respondents were just 203 (38.6%).

Age Group

526 responses

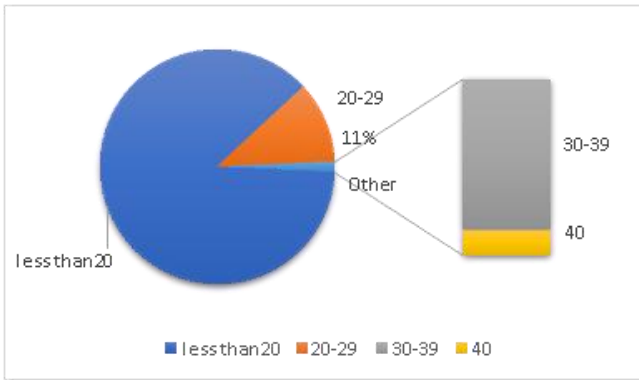


Fig.2: Respondents' Age grouping

As revealed in Figure 2 above, the majority of the respondents (88%) were teenagers while only 1% were between ages 30 and 40 years. This implies that most of the intended candidates in the university are adolescents.

Research question 1: How effective are internet advertisements in reaching potential candidates for the university's 2022/2023 Post-UTME application?

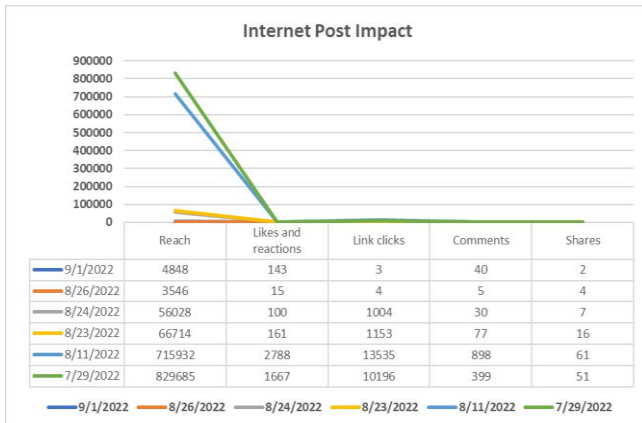


Fig.3: Internet post impact

The impact of the internet advert in reaching prospective candidates and the interaction obtained in terms of likes/reactions, link clicks, comments, and shares are shown in Figure 3 above. It can be seen that the impacts of the adverts were very high at the beginning, that is 29th July 2022 (reaching 829,685 people with 1,667 likes and reactions, 10,196 link clicks, 399 comments, and 51 shares) but declined with time, reaching only 4,848 people with 143 likes and reactions, 3 link clicks, 40 comments and 2 shares by the last day which is 1st September 2022.

Table 1: Summary of Internet post impact

People Reached	Likes and reactions	Link clicks	Comments	Shares
1,676,753	4,874	25,895	1,449	141

Table 1 above is the summary of the impact of the internet post in Figure 3 revealing that more than one and half million people were reached through the post-UTME internet adverts with 4,874 likes and reactions, 25,895 link clicks, 1,449 comments and 141 shares obtained as interactions.

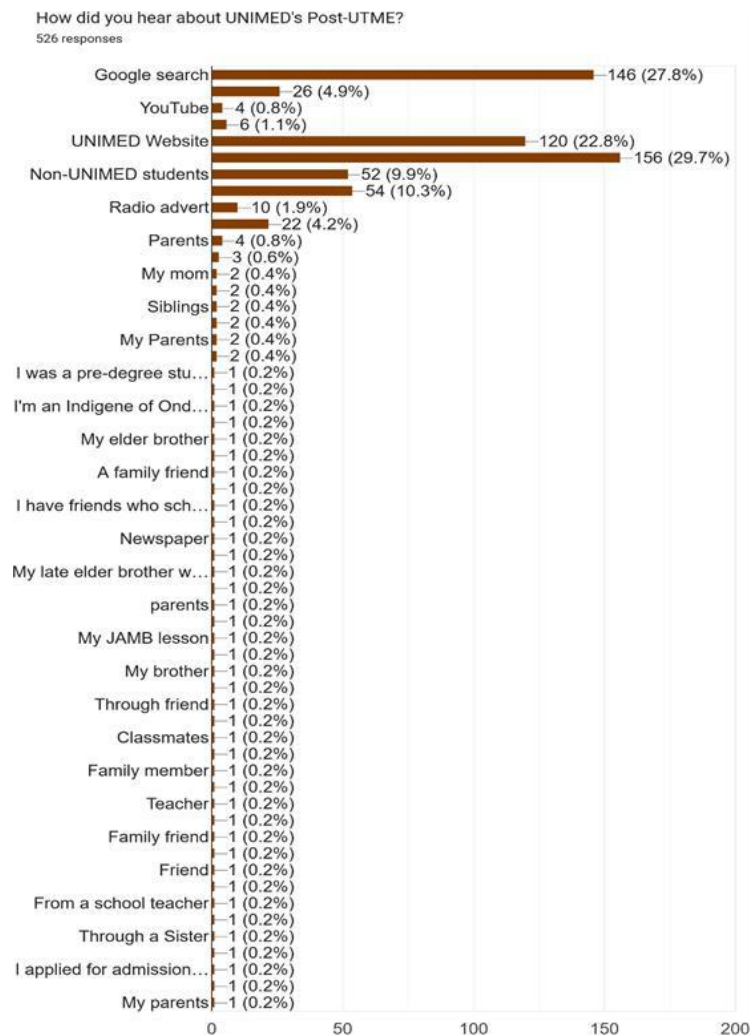


Fig.4: Respondents' source of awareness for Post-UTME

Analysis of the data collected from respondents as shown in Figure 4 above reveals that most of the students (57.4%) became aware of the UNIMED Post-UTME application through the internet advert source (Google search, Facebook, YouTube, LinkedIn, and UNIMED website)

while only a very few (6.3%) became aware through the traditional media, namely, radio, television, and newspaper. Figure 3 further revealed that respondents further indicated other sources of awareness including UNIMED community members (staff and students) 40.5%, family, friends, and acquaintances (21.3%).

Research question 2: What are the specific challenges faced by Post-UTME applicants in the university, and how can these challenges be addressed?

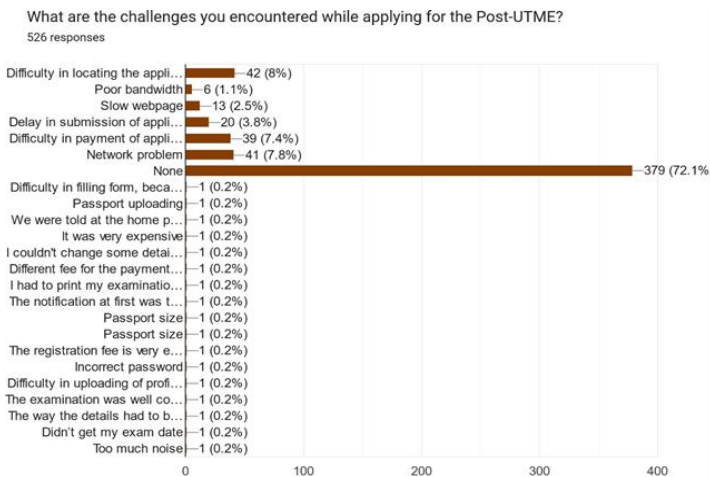


Fig.5: Challenges encountered during the application

The various challenges encountered by the respondents in the course of applying for the university's post-UTME online are shown in Figure 5 above. The figure revealed that most (72%) of the respondents encountered no challenges at all, a few (15%) respondents had connectivity problems (such as network problems, slow webpage, delayed submission of applications, and poor bandwidth) while others (13%) expressed having varying degrees of technical challenges.

Research question 3: To what extent was the conduct of the Post-UTME test in the university in line with best practices and standards, and what improvements can be made for future tests?

Table 2: Respondents' comments on the Post-UTME test conducted in UNIMED

Comment	N	n%
Excellent	10	1.9
Very Good	20	3.8
Good	438	83.3
Fair	47	8.9
Bad	5	1.0
No comment	6	1.1
Total	526	100

Table 2 above shows the analysis of comments made by respondents about the general conduct of the Post-UTME test in UNIMED. The result indicated that most participants (87.9%) were favorably disposed to the conduct of the Post-UTME test while only a few participants (1%) were not. This means that the conduct of the test was well-rated (good) by participants.

What is your view of the examination in terms of orderliness?
 526 responses

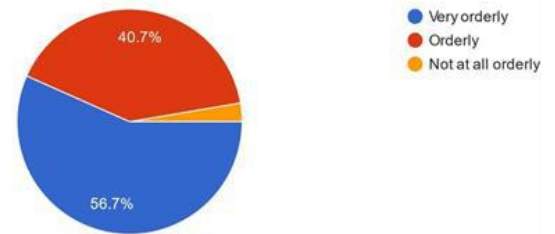


Fig.6: Respondents' view on orderliness

As shown in Figure 6 above, almost all respondents were of the view that the Post-UTME conducted at UNIMED was either very orderly (56.7%) or orderly (40.7%) but few (2.6%) said it was not at all orderly. This implied that the conduct of the test was, overall, commendable and satisfactory to the candidates.

How confident are you about the Post-UTME exam?
 526 responses

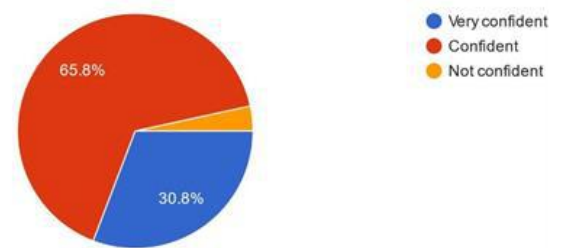


Fig.7: Respondents' confidence about the test

Respondents' confidence in their performance in the test is revealed in Figure 7 above. The majority (65.8%) expressed confidence; some (30.8%) were very confident while very few (3.4%) expressed fear. This implied that the conduct of the test was such that confidence was inspired in most participants thereby raising their expectation of success and hope of admission.

V. DISCUSSION

The impact of a digital advert in reaching prospective candidates for the post-UTME was felt in the greater number of respondents (57.4%) who were informed through the internet source. This confirmed the potential

capability of the Internet in reaching a large number of people within a short period as observed by [16] Odun and Utulu, (2016). The internet made it possible to distinctively measure the impact of the ads posted to the target population for post-UTME applications. Unlike traditional media such as the newspaper, the impact of internet ads was revealed in analytics which gives the number of reaches, likes and reactions, link clicks, comments, and shares.

The challenges encountered by applicants on the university's online Post-UTME application portal, as revealed by the study, were technical and internet connection related. This is not strange in Nigeria because internet services are mostly provided by telecommunication companies such as GLO, MTN, and Airtel whose network coverages are adequately distributed to every nook and cranny of the country. This finding is in line with the observations of [16] Odun and Utulu, (2016) about the major challenges to online processes in Nigeria being poor electricity supply and low internet network. However, it was good to note that the majority of the respondents encountered no challenges of any sort whatsoever, thus supporting the views of [27] Umezuruike, Oludele, and Izang (2015) that access to the internet in Nigeria was improving over the years, especially with the advent of the mobile devices and broadband network. This finding implies that the prospect and effectiveness of internet services, most especially, Internet of Things (IoT) [31] Olugbade et al., 2023 are more certain and dependable in today's world and, therefore could be embarked upon for achieving educational goals.

Finally, the conduct of the Post-UTME test for admission applicants in the university was confirmed well by more than eighty percent of the respondents. The Post-UTME test was conducted at the university's CBT center which provided online access to test items, enhanced security of examination materials, candidates' information, test items and examination results, and quick release of results to candidates [17] Ojerinde, 2012; [19] Ojerinde, Popoola, Ojo & Ifewulu, 2015; [18] Ojerinde, Okonkwo-Uwandulu, Ariyo & Anyaegbu, 2015.

VI. CONCLUSION

In conclusion, this study has demonstrated the effectiveness of internet adverts and surveys in reaching a wider audience of prospective admission candidates with minimal application challenges. Furthermore, the study has provided insight into the performance of a South-West Nigeria university in conducting Post-UTME tests. Based on these findings, the following recommendations are made:

Firstly, tertiary institutions should explore the potential benefits of internet adverts in quickly and efficiently disseminating admission-related information to prospective candidates. This would enable institutions to reach a wider audience and provide timely updates on available courses, admission requirements, and examination dates and times.

Secondly, administrators should also consider utilizing internet surveys to extract feedback from prospective candidates for timely assessment of management function in conducting Post-UTME tests. This will help institutions to gain valuable insights into the challenges faced by candidates and improve their processes accordingly.

Lastly, it is recommended that both internet adverts and surveys be employed in sensitizing the public about the prospects of universities' programs, informing prospective candidates about admission requirements and processes, and soliciting the views of stakeholders in management operations and decisions. This would create a more inclusive and transparent admission process, and enhance the reputation of tertiary institutions.

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Impacts of industrialization on rural employment in Nghi Son economic zone, Tinh Gia District, Thanh Hoa Province

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Abstract

This research focuses on the impact of industrialization on rural employment in Nghi Son economic zone where has been seen as an important southern economic zone of Thanh Hoa province which was built in 2006 and included 12 communes. The cultivated land that is seen as a crucial tool for the survival of peasants was dispossessed for building numerous factories to establish a new industrial town. Although industrialization has created a wide range of jobs for residents, the peasants are not able to catch up with the strong development of economic development. The industrial enterprises were not employed all redundant labor of Hai Yen commune. So, farmers obviously fell into unemployment situation as an obvious result.

Keywords—Industrialization, rural employment, industrialization, jobs, farmer, Hai Yen commune, unemployment.

I. INTRODUCTION

Vietnam is recently in the process of industrialization and modernization in which the nation has achieved significant success despite the global economic crisis. A key example is that Nghi Son Economic Zone- the biggest southern economic zone of Thanh Hoa province- accounted for roughly 43 percent of the total (annual report of Thanh Hoa Province People Committee, 2021). In 2013 Thanh Hoa province became one of the leading provinces in attracting investment during the economic transition. It has been argued that Hai Yen commune has been affected the most during the industrializing stage. In fact, five of six communes were taken overall agricultural and homestead land and local residents will be moved except Bac Yen commune will be merged into Tinh Hai Commune according to the phase 2 of Nghi Son EZ's strategy. Also, it cannot be denied that industrialization and modernization have brought many changes to improve the quality of life. For instance, it creates new jobs, and changes occupation structure following the tendency of increasing labor in the industrial, construction, and service sectors and decreasing labor in the agricultural sector. In the same way, the industrialization process improves local infrastructure, expands the urbanization process, and assists local people access new technology and abundance of industrial

production. In other words, local households own a large amount of money from the land withdrawal process. Above all, the industrialization and modernization process were a turning point changing the socio-economic situation in the locality.

However, it should be highlighted that farmers in Tinh Gia District are seriously injured the most by the strong speech of industrialization and modernization process. Needless to say, during the economic change process, the cultivated land which is a crucial tool for survival of was dispossessed for building numerous factories to establish a new industrial town. As mentioned in the previous part of the essay, although industrialization has created a wide range of jobs for residents, farmers actually are incapable to attain them because of their inactive with the changes and having unsuitable skills for required jobs. Thus, with many shortcomings, farmers struggle to become workers in enterprises in the industrial zone. As a consequence, they fall into unemployment situations, even social evils.

II. LITERATURE REVIEW

H. Azadi, P. Ho, et. (2010) in Agricultural land conversion (ALC) drivers a comparison between less developed, developing and developed countries: "In

developing countries with rapid economic growth, the economic structure tends to shift from an agricultural-based to a non-agricultural-based economy". On the other hand, though developing countries show the highest, developed countries show the lowest rate of land loss the ALC's trend for all three groups are increasing. Whereas the developing and developed countries have respectively experienced the highest and lowest average of ALC. Obviously, this result leads to the conclusion that agricultural land conversion will be continuing in the future if there is no government intervention to halt it. In that case, urbanization could be considered as the main cause of the ALC, especially in developing countries where the urbanization has the fastest growth while developed countries have been successful in managing their urbanization process and therefore receive the least impacts.

According to FAO (2011): Rural employment refers to any activity, occupation, work, business, or service performed by rural people for remuneration, profit, social or family gain, or by force, in cash or kind, including under a contract of hire, written or oral, expressed or implied, and regardless if the activity is performed on a self-directed, part-time, full-time or casual basis. Similarly, rural employment is comprised of agricultural employment, which includes both on-farm self-employment and wage employment in the agricultural sector, as well as non-agricultural employment, which includes non-farm self-employment and wage employment.

Farmer households are engaged in agriculture, to earn a livelihood on their land, used mainly family labor for production, usually located in the system's larger economy, but mainly characterized by participation in the local market and tend to operate with a degree of imperfection (Frank Ellis, 1998).

The Political Economy textbook of economists of the Soviet Union states that: "*Socialist industrialization is the development of large-scale industry, firstly, heavy industry, the development of national economy bases on the advance of facilities and technical basic*" (Nguyen Van Hao, 1999).

Households are engaged in agriculture, to earn a livelihood on their land, used mainly family labor for production, usually located in the system's larger economy, but mainly characterized by participation in the local market and tend to operate with a degree of imperfection (Frank Ellis). Dao The Tuan (1997) argues that "farmers are the main household agricultural activities in the broadest sense, including forestry, fisheries and non-agricultural activities in rural areas". Nguyen SinhCuc

researchers in analyzing a rural survey in 2001 said that "agricultural households are households or 50% of all employees regularly participate directly or indirectly farming activities, livestock, agricultural services (soil, irrigation, crop varieties, crop protection...) and the usual source of life based on agriculture.

According to Hoang Ba Thinh, industrialization and transformation of family life in rural Vietnam in the year 1997 has contributed to changes in many aspects of rural families towards restructuring of the industry, improving living standards, creating new jobs, reducing labor and increasing non-agricultural labor.

III. RESEARCH METHODS

Collecting data methods

Secondary data

Data for this research were collected from both annual reports of commune, district, city statistical office and previous research, published books, magazines, the internet, newspaper, scientists...

Data about planning the development of Nghi Son economic zone, the situation of the emigrant to resettlement area, the chance and challenge of farmer in strong industrialization process from the management of Nghi Son economic zone.

Information about the socio-economic development of TinhGia district, the process of land withdrawal, the development of Nghi Son economic zone, planning of the industrial zone and industrialization that reported annually in the district office from TinhGiaDistrict People Committee.

Primary data

Primary data were collected from the household survey in Hai Yen commune where agricultural land conversion is at a high rate.

Questionnaire:

In this research, I used a questionnaire as an effective tool to interview household farmers to know the current state of their job, members of the household, other economic activities, household income, the desired farmer about future life

In-depth interview:

In-depth interview with deputy chairman to know the impact of land conversion on rural employment and how to resolve this problem.

In-Depth interview with the chief of the district of People's Committee secretariat to get information related

to impacts of industrialization on rural employment in Nghi Son economic zone.

In-depth interview with president of Hai Yen commune to gain information about land conversion, jobs and farmer life, etc in Hai Yen commune.

In-depth interview with leader of Van Yen and Trung Yen commune to get information relate to research problems.

There are 10 households to know deeply about their employment and production activities in the past as well as present.

3.2.2 Data processing and analysis methods

Data processing: SPSS and Excel were used to analyze quantitative and qualitative data. Descriptive methods were practiced for calculating simple statistical indicators such as percentage, sum, the correlate between variables, test relationship between variables.

IV. RESEARCH RESULTS

4.1. Impacts of Industrialization on employment structure in Hai Yen commune

4.1.1. The rural employment before land conversion

Previously, Tinh Gia were one of low living standard district of Thanh Hoa province where the land is mainly rich soil but always is arid condition, salt – marsh and exhausted soil as the nature condition, there is no river and irrigational works. Wet rice cultivation wasn't giving high productivity, almost about more than 100kg/sao (500m²) (L.N.D, vice chairman in Hai Yen commune). To the year 2000 Hai Yen commune changed to cultivate peanut, sweet potato, sesame which brought high productivity but expenditure of inputs is too much. Thus, farmer standard of living still was poor all year round. In order to add more in agricultural productivity, farmer was ardent to raise livestock. Nevertheless, many years farmer was lost income by the rage of epidemic diseases.

4.1.2. The rural employment after land conversion

After land conversion to industrial zone the local people must face with too many difficult problems. The lack of land for agricultural production was 86 ideas, due to in the last they were the farmers with main job in agricultural production. Now they moved all means of production to industrial zone which taken their job and livelihood, if they do not effort to find job in enterprises they will be easy to fall in jobless. They think that after the transfer of land, the companies will have to take jobs to people who lost the land but that did not happen. The farmers were struggling with finding a new livelihood but not simple.

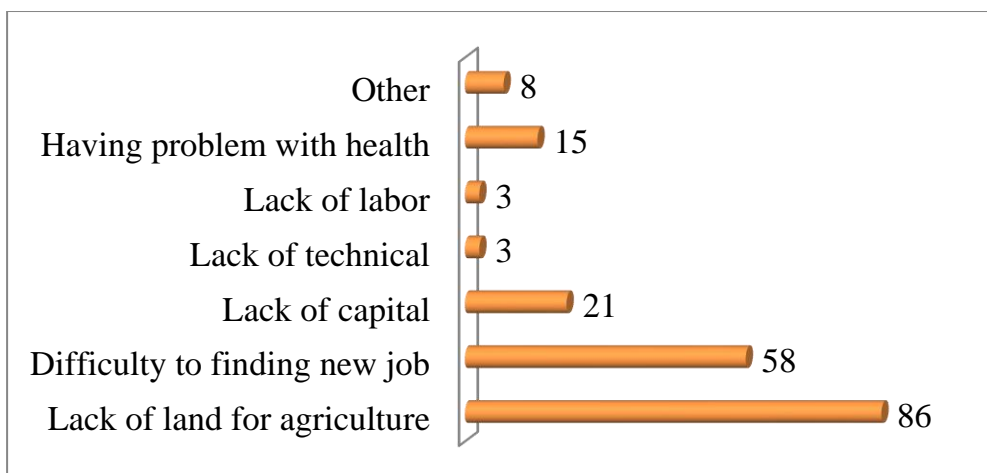


Fig.1: Difficulty of households face with after land conversion

Source: Household survey 2021

During of my research, I divided the labor in Hai Yen commune in three kind of group. Group I includes laborers work in stable income situation with contracts and social insurance as civil servants and workers who work in enterprises in industrial zone. Group II, who work in informal sector like extra jobs, service, trading with unstable salary and no contracts and social insurance. Group III, who are in working age but unemployment, they are difficult in finding jobs and have no income and

become dependent people raise, that raises total dependent people to 256 people in both of Van Yen and Trung Yen village.

The employment structure of Hai Yen commune changes quickly and absolutely when they change habitat from a place that had large land area to cultivate to a place had only homestead land. Farmers lost means of production from agricultural activities, so this situation forced farmer to change job. However, beside advantage of

industrialization process was given such as created new jobs in industry sector, improved infrastructure, and brought huge compensation which never they can see in

their live before. There was too much pressure to famer when they approach new job which job require high education, good abilities in.

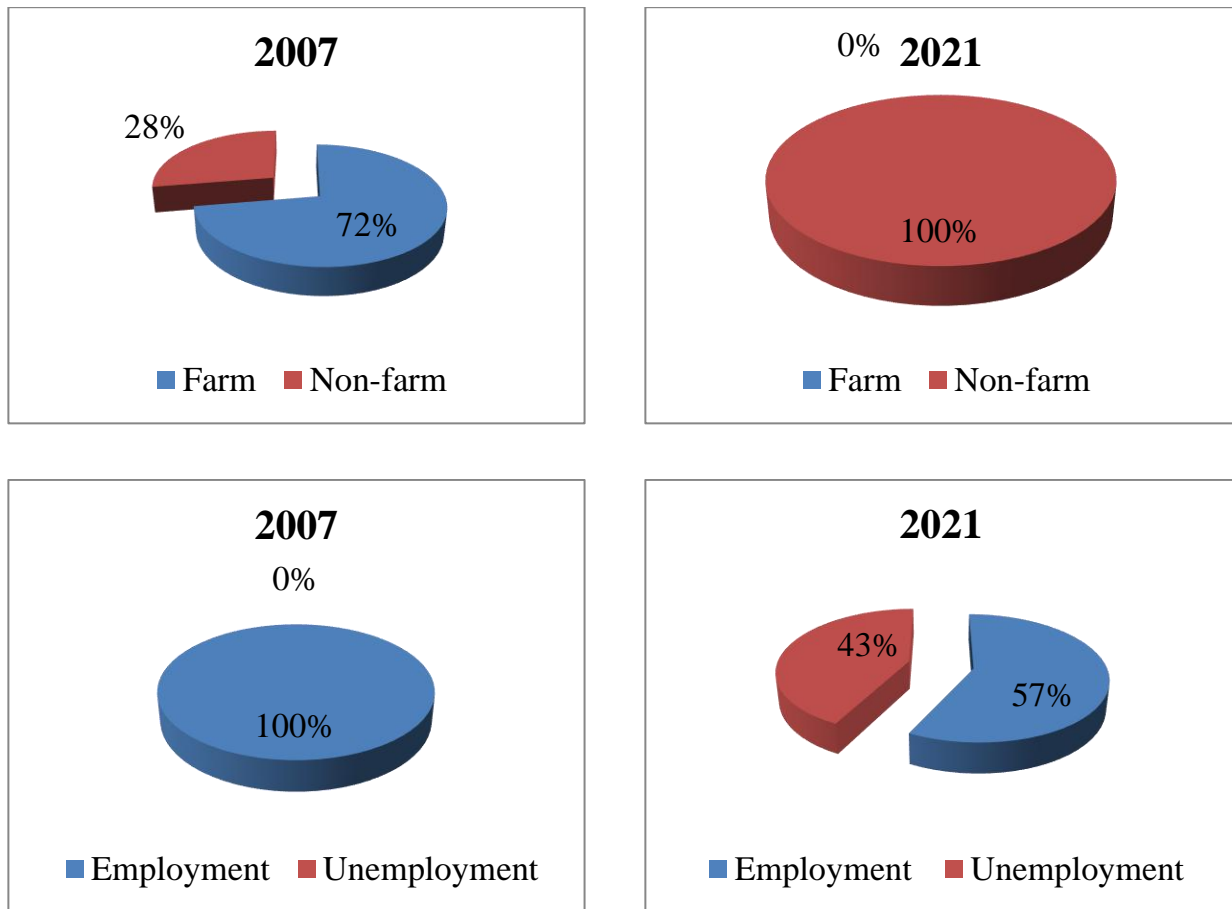


Fig.2: Occupation changing process of laborers in Hai Yen commune

Source: Household survey 2021

The study result indicates about labor force change before and after land conversion (2007 and 2021). Meanwhile in 2007, the group of farm employment accounted for largest proportion (72%), non-farm was only 28%, but 2021, 100% labors of Hai Yen commune work in non-farm activities. Paradoxically, 100% labor had employment in 2007, but there was only 57% in 2014 while 43% unemployed labor.

Meanwhile, before land conversion the rural people activated mainly in agriculture sector which accounted for 72%. After land conversion the main activity was around industrial sector, the worker who works in industrial enterprise and civil servants (34%) have formal employment. However, many of rural people do casual jobs without long-term contracts and social insurance in 2021(23.2%) which was only 4.6% in 2007. Thus, the change in occupation structure of peasant households after

withdrawal land can be seen as the end of farm employment and enlarge industrial job in both of formal and informal jobs.

Unemployed people who have not employment but they were activating to find the job or waiting for work against (Nguyen Huu Dung, 1997). In order to suitable with research situation in Hai Yen commune, I classified unemployed people who are in working age did not have jobs and finding job.

The unemployed labor increased significant due to land conversion the famers lost means of production and employment while Government had not satisfied the pace switch careers of peasant. The working age from 18 to 35 years old, are suitable with enterprise requirements. Nevertheless, the labor upper 35-year-old, are difficult to apply the job in the factories due to health condition, working time, slow adaptation with technology and so on.

Moreover, female labors were recruited when they got married and have enough their child because at that time female labor will concentrate on their work and don't have hesitate time during working time.

4.2. The impact of industrialization on job quality

Industrialization process modifies land conversion situation in Hai Yen which not only creates

opportunities as large amount of compensation money, urbanization, infrastructure, but also puts pressure on cultivated land, jobs and natural environment. Therefore, it is crucial to improve advantages and minimize disadvantages of industrialization process in Nghi Son EZ.

Table 1: Factors affect labor qualification of surveyed households in 2021

No	Indicators	2021			
		Unit	Group I	Group II	Group III
1	Labor				
	+ Number of labors	Person	99	67	123
	+ Percentage	%	34.3	23.2	42.6
	+ Average	Person	1.02	0.69	1.27
2	Education level				
	+ Illiterate	%	0.0	1.7	2.5
	+ Primary education	%	3.8	3.4	11.2
	+ Secondary education	%	30.4	37.9	57.1
	+ High school	%	31.6	36.2	28.0
	+ Intermediate	%	1.3	6.9	0.6
	+ College	%	8.9	13.8	0.6
	+ University	%	24.1	0.0	0.0
3	Gender				
	+ Male	%	41.1	57.1	47.3
	+ Female	%	58.9	42.9	52.7
4	Age				
	+ From 18-35	%	63.0	54.0	27.4
	+ More than 36	%	37.0	46.0	72.6

Source: Household survey 2021

When compared between education levels within 3 groups of labor the outcome of the research shows that. Group I had highest education level within all three groups of labor. Group I included workers, civil servants or staff office in enterprises. There were 15 in total 19 people with university level work as state office, 2 people work as staff office in joint-venture companies and had high income. The workers of Hai Yen commune worked in enterprises in industrial zone often are unskilled labor with level of under high school. It can be seen that the education had a strong effect on employed inhabitant that mean the higher education level the better employment people have, civil servants who often have high levels of education and unemployment people almost have low education level in total of 159 unemployed people there are 91 people with

secondary education, 44 people in high school and 18 people primary education and 4 people illiterate. Labor Group II who work in informal sector often do not have high education level, some of them have intermediate and college level try to run their business. Thus, the education level which is required quite high in industrial sector but Hai Yen people cannot meet this requirement. They only suit unskilled employment.

4.3. The impact of industrialization on location of employment

4.3.1 The location of employment

The vigorous fluctuation of Nghi Son economic zone impacted strongly on totally socio-economic situation of Hai Yen commune.

The Nghi Son economic zone with high demand of labor and employment attract many labors from other areas meanwhile a lot of people in Hai Yen commune are still jobless and have to find job in other areas.

According to annual report of Hai Yen commune People Committee, in 2007, 20 cases migrated to other

location to earn a living and the household’s survey shows that in 2021 this number reached 30 cases. There is the trend of slight increase in emigration in Hai Yen commune. In 2021, only 51% of people worker in commune but 28% of people work outside Hai Yen commune and 21% work outside ThanhHoa province.

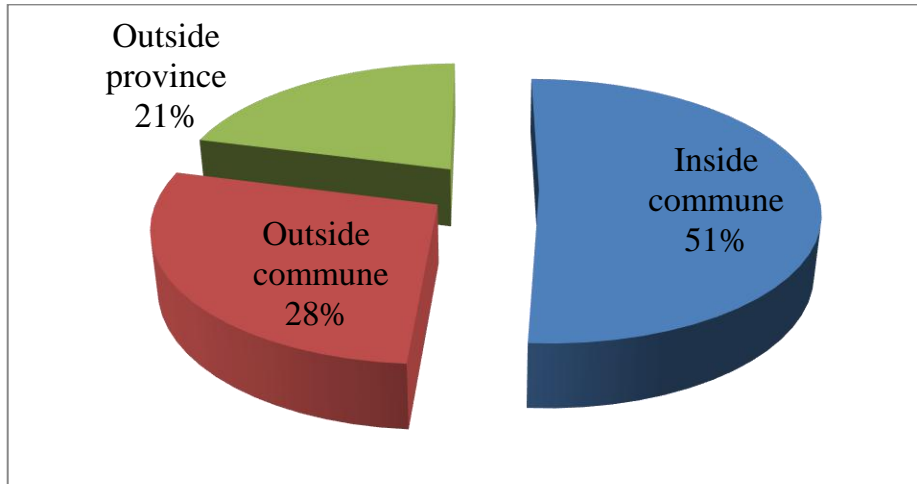


Fig.3: Labor location

Source: Household survey 2021

International migration in Hai Yen commune seem to be very scarce, in the period of 2006 – 2007, many organizations and companies advertised and recruited people for labor export. However, no one was successful because most of these companies are bogus.

In order to convenient for household’s life the laborers in Hai Yen commune have a trend working near

their family. Moreover, as if they work far from their house the income of laborer will not enough to transportation or other activities with circumstance of accommodation hire. The farm’s thought still cannot go far away from village bamboo hedges.

3.3.2. Perspective of workers about workplace

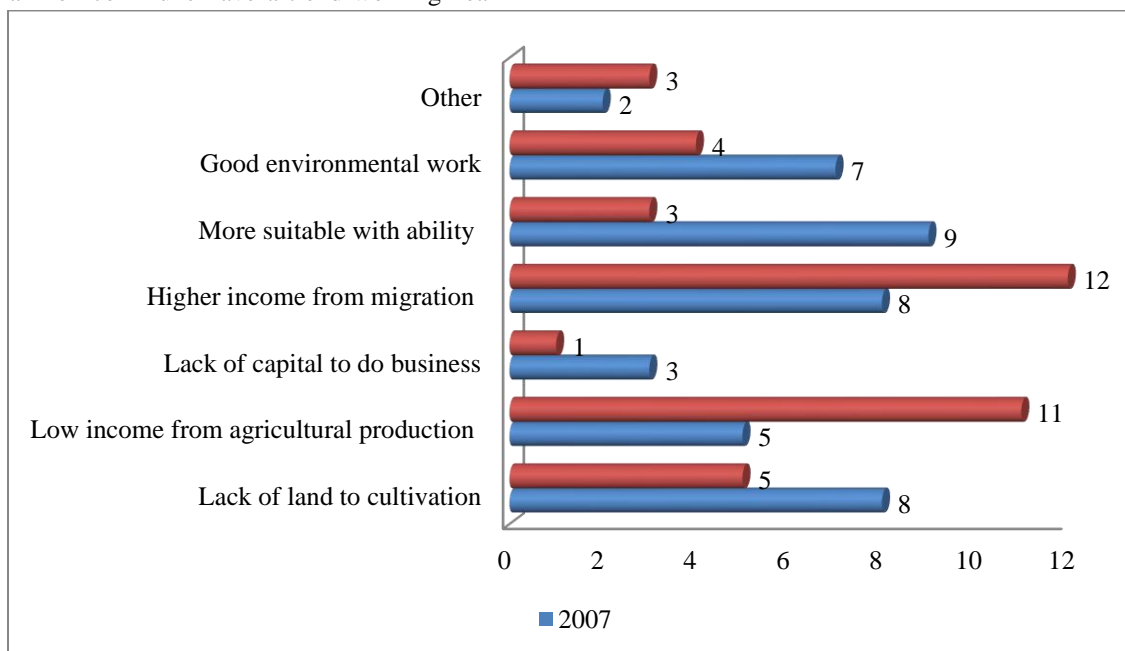


Fig.4: The reasons for migration

Source: Household survey 2021

There are many reasons migration to work, many laborers went to Binh Duong industrial zone to work their income was mostly from 4 to 5 million VND/ month, those people worked there from before land conversion (2007) to now some of them return the commune but some of them still work there and help others relationship to migration to work. Comparison with the income of workers in Nghi Son economic zone who income only has around 3 million VND/ month that is lower than others industrial zone peasant ever worked before. However, depend on the different position and qualification of employment, the workers in Nghi Son economic zone have the different income. For example, workers in Nghi Son cement company if they are unskilled labor their income often around 3 million VND/ month but with labor of intermediate level they earned around 4 million VND/ month and labor of university level have salary around 1000 USD/ month. The laborers in Hai Yen commune often are unskilled workers so really difficulty to improve their salary if they do not study and upgrade their knowledge.

V. CONCLUSION

The industrialization made powerful changes in employment structure in Nghi Son economic zone. It changed one hundred percentages from agricultural to non-agricultural production activities, from a farmer to urban people quickly and strongly. In one way, these changes have several positive impacts. In reality, many new jobs were created in industrial companies which helped a large number of local people have stable income which they could not earn from agricultural work. In other words, the extra jobs around industrial zone were a big opportunity to local people. More importantly, this change helps farmers become new workers in the industrial area. On the other hand, there are many negative impacts on local people that should not be ignored. A typical example is that a huge number of farmers fell in unemployment. Indeed, the changing employment and local households' food security did not guarantee when they are not able to access stable jobs.

The employment quality of Nghi Son economic zone was impacted strongly by industrialization process. Majority laborers in Hai Yen commune were unskilled workers due to low education level so their income is not too high as much as skilled workers. However, cannot be rejected that working in the enterprises as a worker will give better income to the farmers. We found that the industrial labor proportion is much lower than proportion of unemployed labor. Thus, the industrial enterprises were not admitted all redundant labor of Hai Yen commune. In

the research we have seen that the main income source of households had relied on saving interest.

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Sense of Efficacy and Burnout among General and Special Needs Education Teachers

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Abstract

Teacher self-efficacy as defined is the teacher's belief in his own capability to prompt student engagement and learning even when students are difficult or unmotivated. It can also be developed and influenced by a lot of factors such as teacher training, teaching experiences, support from colleagues, and personal characteristics. Burnout as defined by the World Health Organization is a syndrome conceptualized resulting from chronic workplace stress that has not been successfully managed. It is further defined as having three dimensions: a. feelings of energy depletion or exhaustion, b. increased mental distance from one's job, or feelings of negativism or cynicism related to one's job, and c. reduced professional efficacy. This research aims to see if there is a significant difference in terms of the burnout experienced by teachers when grouped according to unit. It is also aimed to see if there is a significant difference in the teacher's sense of efficacy of general education and special education teachers. The results revealed that there is no significant difference in terms of burnout experienced by teachers when grouped according to unit. When the teacher's sense of efficacy was calculated and analyzed, it revealed that there is no significant difference in the teacher's sense of efficacy of general education and special education teachers.

Keywords— self-efficacy, burnout, special needs education teachers, general education teachers

I. INTRODUCTION

Teacher self-efficacy as defined is the teacher's belief in his own capability to prompt student engagement and learning even when students are difficult or unmotivated. It can also be developed and influenced by a lot of factors such as teacher training, teaching experiences, support from colleagues, and personal characteristics.

Burnout as defined by the World Health Organization is a syndrome conceptualized resulting from chronic workplace stress that has not been successfully managed. It is further described as having three dimensions: a. feelings of energy depletion or exhaustion, b. increased mental distance from one's job, or feelings of negativism or cynicism related to one's job, and c. reduced professional efficacy.

In the study of Pabatang and Zabala published in 2022, the Focus Group Discussion results showed that doing tasks unrelated to teaching, overloading work, and overlapping meetings are the main causes of burnout among educators in the College of Education of Mindanao State University-Iligan Institute of Technology.

Increased level of stress and burnout are experienced by special education teachers as revealed in the study by Emery and Vandenberg in 2010. Further, they are susceptible to low job satisfaction and low self-efficacy.

On the contrary, Sarikam and Sakiz in 2014 stated that there were significant relationships between teacher self-efficacy and burnout. The results emphasized the importance of self-efficacy beliefs in special education staff's level of emotional involvement, sense of accomplishment and engagement. It also disclosed that special education teachers have lower burnout scores as compared to music, art and primary education teachers. Further, the research revealed that special education teachers reported significantly higher self-efficacy levels than music, art and primary education teachers. It was also revealed in that research that teacher's self-efficacy was lower among primary, music, and art teachers as compared to special education teachers. Further, according to Villarejo et al. (2022), occupational burnout among teachers is closely associated with work demands which later on resulted to emotional fatigue and low self-efficacy among public school teachers.

Statement of the problem

Specifically, this research aims to answer the following research questions:

1. Is there is a significant difference in terms of the burnout experienced by teachers when grouped according to unit?
2. Is there a significant difference in the teacher's sense of efficacy among general education and special education teachers?

Hypotheses:

H₀₁: There is no significant difference in terms of the burnout experienced by teachers when grouped according to unit.

H₀₂: There is no significant difference in the teacher's sense of efficacy among general education and special education teachers.

The null hypothesis was tested at 0.05 level of significance.

This research looked into the burnout and teacher's self-efficacy of general and special needs education teachers in San Lorenzo Ruiz de Manila School in Marikina. The results of this study can be used to evaluate, plan and execute ways to support teachers cope with burnout and consequently keep them efficient in their chosen career. programs for teachers who are experiencing burnout and losing teacher self-efficacy in their chosen career.

II. METHOD

Type of research

In this research, descriptive correlational analysis was utilized. Correlation was used to determine the relationship of burnout and teacher's self-efficacy between general education and special education teachers. The descriptive method was used to determine the teacher's profile in terms of a. number of years in the institution; b. age; c. sex; and d. marital status.

Research setting and participants

The participants were 26 teachers from San Lorenzo Ruiz De Manila School in Marikina City. There were 18 teachers from the General Education Unit and 8 from the Special Education Unit. All the respondents are actively teaching for the school year 2022-23. Further, the mode of teaching in the school is a combination of online and onsite for the aforementioned school year. The identities of the respondents in this research were kept unspecified for confidentiality.

Data collection process

A letter of permission to conduct research was submitted to the Academic Director for approval. The

academic director then gave explicit instructions to the principals that research will be done in the institution. After approval, the researcher gave the survey tools to the basic education principal and senior high school principal. The researcher being the principal in the special unit conducted the survey to the respective teachers. The data collection process was done onsite.

Resources, materials and tools

The demographic profile of the respondents such as the a. number of years in the institution; b. age; c. sex; and d. marital status were collated and analyzed for the first part. The second part of the survey is the Oldenburg Burnout Inventory. Lastly, the third part of the research is the Teachers' Sense of Self-efficacy Scale.

The 16-item Oldenburg Burnout Inventory (OLBI) was originally constructed and validated among different German occupational groups (Demerouti, 1999; Demerouti & Nachreiner, 1998). The tool aims to assess the two core dimensions of burnout which are exhaustion and disengagement from work. The survey used a 4-point Likert Scale for scoring. On the other hand, the Teachers' Sense of Efficacy Scale was developed by Megan Tschannen-Moran and Anita Woolfolk Hoy in 2001. The tool is sometimes called Ohio State Teacher Efficacy Scale as it was developed in Ohio State University. The questionnaire was designed to understand the things that create difficulties for teachers in their school activities. The tool focused on three factors namely a. efficacy in student engagement, b. efficacy in instructional strategies, and c. efficacy in classroom management.

Data analysis process

The data were collated and tabulated for statistical analysis. The data were subjected to the following statistical analyses. Percentages and frequency counts were used to analyze the demographic profile of the teachers. Pearson correlation was utilized to determine the relationship between burnout and self-efficacy of all the teachers. On the other hand, Mann Whitney Wilcoxon U Test was used to was used to determine the significant differences between the teachers' self-efficacy and burnout of general and special education teachers when grouped into their respective unit.

III. RESULTS AND DISCUSSION

When it comes to years of service, 14 participants have been in the company for 1 to 5 years with 53.8%. On the other hand, 11 participants are 26 to 30 years old with 42.30%. There were 18 females with 69.20 % and 8 males with 30.8% in this research. On marital status, 18 participants are single with 69.20 %, 7 are married, and 1

widowed. Table 1 presents the demographic profile of the participants.

Table 1. Demographic Profile of Teachers (n=26)

Characteristics	Frequency	Percentage
Years of service		
1-12 months	3	11.5
1-5 years	14	53.8
6-10 years	4	15.4
11-15 years	3	11.5
16-20 years	2	7.7
Age (years)		
20-25	6	23.1
26-30	11	42.3
31-35	1	3.8
36-40	2	7.7
41-45	1	3.8
46-50	3	11.5
51-55	2	7.7
Sex		
Female	18	69.2
Male	8	30.8
Marital status		
Single	18	69.2
Married	7	26.9
Widowed	1	3.8
Unit		
General Education	18	69.2
Special Education	8	30.8

Upon analysis of the data retrieved on the Oldenburg Burnout Inventory, it was revealed that all the participants scored medium on all the items in the inventory. The results yielded same results for general education and special education teachers. Mean comparison between burnout level of general education and special education teachers was analyzed. Table 2 presents the mean comparison between general education and special education teachers in terms of burnout.

Table 2. Mean Comparison between General Education and SpEd Teachers (Burnout)

Unit	Mean Rank	U value	Sig. value
General Education	14.19	59.500	0.480
Special Education	11.94		

α = 0.05 Level of Significance

The results revealed that there is no significant difference in terms of burnout experienced by teachers when grouped according to unit. Hence, the null hypothesis is accepted.

The findings of this research are contrary to the research of Emery and Vandenberg in 2010 where special education teachers experience high levels of stress and burnout.

When the teacher’s sense of efficacy was calculated and analyzed, it revealed that there is no significant difference in the teacher’s sense of efficacy between general education and special education teachers. Consequently, the null hypothesis is accepted. Table 3 shows the mean comparison between general education and special education teachers in terms of teacher’s sense of efficacy.

Table 3. Mean Comparison between Gen Ed and SpEd Teachers (Teacher’s Sense of Efficacy)

Unit	Mean Rank	U value	Sig. value
General Education	13.53	71.500	0.978
Special Education	13.44		

α = 0.05 Level of Significance

The results of this research are contrary to the research by Sarikam and Sakiz in 2014 where there is a significant difference between teacher self-efficacy and burnout.

IV. CONCLUSION

The objective of this study is to determine if there is a significant difference in terms of the burnout experienced by teachers when grouped according to unit. Based on the results, the level of burnout of general education and special education teachers are the same. It can be said that this is contrary to researches where special education teachers have a high burnout level. One of the possible reasons why special teachers do not experience high burnout is the support of the institution. San Lorenzo Ruiz De Manila School (SLRMS) with the initiative of the Human Resources Department provides program for the employees' mental health. The program started in 2019 even before the height of the pandemic. Identify, Connect, Understand (ICU) is one of the programs being implemented in the institution. Another is Intouch Community Services where employees are given free consultation to a psychologist and subsidized consultation fee to a psychiatrist. This implies that despite the transition from onsite to online and the continuous change in the learning modality, the teachers are not experiencing high burnout level due to the support of the school. Another probable reason is the culture and the environment of the institution. SLRMS supports not only the mental health, but also the spiritual health of the employees. Being a Catholic school, fellowship was done once a month headed by the Christian Life Center. However, due to lack of manpower as a result of the financial crisis brought about by the pandemic, the program was discontinued.

The teacher's sense of self-efficacy was also measured and the results revealed that there is no significant difference in the self-efficacy of general education and special education teachers. This might be attributed to the trainings and recognition that the school provides for its employees. SLRMS employs in-service training for teachers at least twice a year. The trainings were intensified at the onsite of the pandemic. A number of trainings were provided on how to use technology during remote learning. Throughout the year, the school also provides curriculum and assessments trainings to teachers. Another program of the school that is highly appreciated by the teachers and staff is the employee's night. In this event, outstanding teachers and employees are given monetary reward and certificate for their exemplary performance. The CSE awards are given to employees who have demonstrated exemplary acts or behaviors of COMMUNION, SERVICE, AND

EXCELLENCE worthy of emulation of members of the school community. Service awards are also given to employees who have rendered 5, 10, 15, and 20 years in the institution.

It can then be concluded that with the programs that the school implements, the teachers do not experience high level of burnout despite the challenges presented in the field of education brought about by COVID-19. Further, the teacher's sense of efficacy of general education and special education teachers are the same. It can then be concluded that they are given proper trainings to ensure that they are well-equipped and well-prepared in times of uncertainty.

With the findings, the researchers recommend that mental health programs should be a top priority in an educational institution. The Department of Education should ensure that mental health programs must be implemented across the country. Further studies can be steered in public schools to determine if there are differences in the results between private and public schools. A bigger population can also strengthen the findings of this research.

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Unraveling the Influence of Anxiety on Language Learning: Examining its Implications for Student Behavior and Academic Performance

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Abstract

This study aimed to unravel the influence of anxiety on language learning and examine its implications for student behavior and academic performance. A comprehensive review of existing literature was conducted to explore the causes, manifestations, and effects of anxiety on language learners. The relationship between anxiety and student behavior in language learning contexts and its impact on academic performance was a particular focus of the investigation. A mixed-methods approach was employed, utilizing both quantitative and qualitative data collection methods. Surveys, interviews, and observations were used to gather data on anxiety levels, student behavior, and academic performance. The collected data were analyzed using appropriate statistical and qualitative analysis techniques to identify patterns, trends, and correlations. The findings of this study contribute to the existing body of knowledge on anxiety in language learning and provide valuable insights into its implications for student behavior and academic performance. By understanding the impact of anxiety, language educators and institutions can develop effective strategies to support language learners and create a more conducive learning environment. Addressing anxiety in language learning has the potential to enhance student outcomes and promote a positive language-learning experience.

Keywords— Anxiety, Language learning, Student Behavior, Academic performance.

I. INTRODUCTION

Language learning plays a crucial role in today's interconnected world, facilitating communication, cultural understanding, and personal growth (Council of Europe, 2001). However, it is not without its challenges, and anxiety is a prevalent obstacle faced by language learners.

Anxiety in language learning refers to feelings of apprehension, unease, and worry experienced by learners during language acquisition tasks and interactions (Balachandran, 2021). It can stem from various sources, such as fear of making mistakes, concern about being judged by others, or a lack of confidence in one's language abilities (Dewaele, 2010). Research indicates that anxiety affects a significant number of language learners across different proficiency levels and educational settings (Vadivel, 2021).

Understanding how anxiety impacts language learning and student behavior is a pressing research problem (Omer et al., 2023). Anxiety can have detrimental effects on language learners, hindering their progress and affecting their overall language learning experience (Horwitz et al., 1986). It can lead to avoidance behaviors, reduced participation in speaking activities, and a lack of confidence in using the target language (Vadivel et al., 2022). Additionally, anxiety may impact academic performance, as learners may struggle to demonstrate their true language proficiency due to anxiety-related challenges (Vadivel, 2021).

By investigating the influence of anxiety on language learning and student behavior, this study seeks to shed light on the intricate relationship between anxiety and language acquisition (Ahmed et al., 2023). Understanding this relationship is crucial for educators and researchers to develop

effective strategies and interventions that can support learners in managing their anxiety and optimizing their language learning outcomes (Khalil et al., 2022).

In the subsequent sections of this research, we will delve into the existing literature, examine the causes and manifestations of anxiety in language learning, explore its effects on student behavior, and assess its impact on academic performance. (Vadivel, 2023). Through this research, we aim to contribute to the body of knowledge in this field and provide practical insights to enhance language learning experiences for students (Kolganov et al., 2021).

II. LITERATURE REVIEW

Anxiety in Language Learning:

Anxiety is a significant psychological factor that can impact language learning. It is crucial to explore the causes, manifestations, and effects of anxiety on learners. According to (Vadivel, 2019) language learning anxiety arises from various sources, such as fear of negative evaluation, communication apprehension, and low self-confidence. (Vadivel, B. 2021). These factors can contribute to learners' anxiety levels, affecting their language learning experiences.

Several studies have investigated the manifestations of anxiety in language learning. For example, Young (1991) identified three dimensions of language learning anxiety: communication apprehension, test anxiety, and fear of negative evaluation. (Ahmad Tilwani et al., 2023) found that anxiety often leads to avoidance behaviors, such as unwillingness to participate in speaking activities and reduced oral proficiency. (Kolganov et al., 2022)

Anxiety and Student Behavior:

The relationship between anxiety and student behavior in language learning contexts has been extensively studied. (Vadivel, 2022). found that high levels of anxiety were associated with decreased participation and increased silence in the language classroom. Dewaele and MacIntyre (2014) reported that anxiety affected learners' willingness to take risks in communication and their overall engagement in language learning activities. (Abdollahi, A 2022)

Furthermore, studies have shown that anxiety can impact learners' attitudes and motivation. Ely (1986) found that anxiety negatively influenced learners' attitudes toward the language and their motivation to continue learning (Liu et al., 2021) noted that anxiety was inversely related to intrinsic motivation and self-confidence in language learning. (Hammad Al-Rashidi et al., 2023)

Impact of Anxiety on Academic Performance:

Anxiety in language learning can also have a significant impact on learners' academic performance. (Tilwani et al., 2022) highlighted the detrimental effects of anxiety on cognitive processes, such as attention, memory, and information processing. Eysenck (2012) suggested that high anxiety levels can impede learners' ability to retrieve and utilize their language knowledge effectively, resulting in reduced performance on language tasks and assessments. (Khalil et al., 2021)

Moreover, research has shown that anxiety can affect learners' performance on specific language skills. (Vadivel et al., 2023) found that anxiety was related to reduced fluency and accuracy in speaking tasks. (Abdollahi et al., 2022) Kang and Kim (2013) reported that anxiety had a negative impact on reading comprehension performance.

Interventions to Reduce Anxiety in Language Learning:

Researchers have explored various interventions to alleviate anxiety in language learning contexts. One approach is cognitive-behavioral therapy (CBT), which focuses on identifying and modifying negative thought patterns and behaviors associated with anxiety. (Vadivel, 2022) found that CBT techniques, such as relaxation exercises and systematic desensitization, were effective in reducing language learning anxiety. (Abdulateef et al., 2023)

Another intervention is the use of supportive and encouraging learning environments. A study by Kormos and Csizér (2010) revealed that creating a positive and inclusive classroom atmosphere, where learners feel comfortable and supported, helped reduce anxiety levels. (Vadivel, 2023). Additionally, incorporating cooperative learning activities and providing constructive feedback can contribute to a more supportive language learning environment. (Liu et al., 2022)

Furthermore, technology-assisted interventions have shown promise in reducing anxiety. Virtual reality (VR) and augmented reality (AR) have been utilized to create immersive and interactive language learning experiences. Studies by (Omar et al., 2023) demonstrated that the use of VR and AR technologies reduced anxiety and increased learners' engagement and confidence in language learning tasks. (Vadivel, 2019).

The Objective of the Research

The objective of this research is to unravel the influence of anxiety on language learning and examine its implications for student behavior and academic performance. The study aims to achieve the following objectives:

1. Explore the causes, manifestations, and effects of anxiety on language learners in order to gain a comprehensive understanding of the phenomenon.
2. Investigate the relationship between anxiety and student behavior in language learning contexts, examining the specific behaviors exhibited by learners experiencing anxiety.
3. Assess the impact of anxiety on academic performance, particularly in terms of learners' ability to demonstrate their true language proficiency.
4. Employ a mixed-methods approach to gather quantitative and qualitative data on anxiety levels, student behavior, and academic performance, enabling a comprehensive analysis of the research problem.

Research Questions

RQ1. How does anxiety impact student behavior in language learning contexts, and what are the specific behaviors exhibited by language learners experiencing anxiety?

RQ2. What is the relationship between anxiety in language learning and academic performance, and how does anxiety hinder or affect language learners' ability to demonstrate their true language proficiency?

III. METHODOLOGY

To investigate the influence of anxiety on language learning and its implications for student behavior and academic performance, a mixed-methods approach was employed. This approach allows for the collection and analysis of both quantitative and qualitative data, providing a comprehensive understanding of the research problem.

Participants:

Participants in this study were language learners from various proficiency levels and educational settings. The sample included students from different age groups and cultural backgrounds to ensure the diversity and generalizability of the findings.

Data Collection:

Multiple data collection methods were utilized to gather information on anxiety levels, student behavior, and academic performance. Surveys were administered to assess self-reported anxiety levels and gather demographic information. Interviews were conducted to obtain in-depth insights into learners' experiences with anxiety in language learning. Observations were carried out in language

classrooms to observe and document students' behavior and participation levels.

Data Analysis:

The collected data were analyzed using appropriate statistical and qualitative analysis techniques. Descriptive statistics were used to analyze survey data, providing an overview of anxiety levels among the participants. Qualitative data from interviews and observations were transcribed and subjected to thematic analysis to identify recurring themes and patterns related to anxiety, student behavior, and academic performance. Correlations and relationships between variables were examined using appropriate statistical tests to determine the impact of anxiety on student behavior and academic performance.

IV. RESULTS AND DISCUSSION

Table:1 Correlation between Anxiety Levels and Academic Performance

Anxiety Levels	Average Academic Performance
Low	80%
Moderate	65%
High	50%

In this example, anxiety levels are categorized as "Low," "Moderate," and "High." The average academic performance represents the percentage of correct answers or scores achieved by students in a language learning assessment.

The table provides a snapshot of the correlation between anxiety levels and academic performance. Calculating the average performance for each anxiety level category can show the trend or relationship between anxiety and academic achievement. . (Vadivel at al., 2019)This analysis can help identify any potential impact of anxiety on student’s ability to perform well in language learning tasks and assessments.

Table:2 Frequency of Anxiety-Related Behaviors in Language Learning Contexts

Anxiety Levels	Average Academic Performance
Low	80%
Moderate	65%
High	50%
Anxiety Levels	Average Academic Performance

In this example, the table displays the frequency of various anxiety-related behaviors observed in language learning contexts. (Vadivel at al., 2022) These behaviors include avoidance of speaking tasks, reduced participation, lack of confidence, and test anxiety.

The frequency column indicates the number of occurrences for each behavior. This information provides insights into the prevalence and manifestation of anxiety-related behaviors among language learners. By analyzing the frequencies, you can identify the most common anxiety-related behaviors and their potential impact on student behavior in language learning settings.

Table:3 Correlation between Anxiety Levels and Language Learning Performance

Anxiety Levels	Speaking Proficiency	Writing Proficiency	Listening Proficiency	Reading Proficiency
Low	High	High	High	High
Moderate	Moderate	Moderate	Moderate	Moderate
High	Low	Low	Low	Low

In this example, anxiety levels are categorized as "Low," "Moderate," and "High." The table displays the correlation between anxiety levels and language learning performance in different skill areas: speaking, writing, listening, and reading. The proficiency levels in each skill area are categorized as "High," "Moderate," and "Low." These proficiency levels represent the performance and competence of language learners in each specific skill area based on their anxiety levels.

By examining the table, you can observe any patterns or trends between anxiety levels and language learning performance. This analysis can help identify potential correlations or associations between anxiety and specific language skills, providing insights into the impact of anxiety on learners' proficiency in different language domains.

V. CONCLUSION

In conclusion, this research aimed to unravel the influence of anxiety on language learning and examine its implications for student behavior and academic performance. Through a comprehensive literature review and the use of a mixed-methods approach, valuable insights were gained into the complex relationship between anxiety and language acquisition. The findings of this study suggest that anxiety has a significant impact on language learners. It affects student

behavior by leading to avoidance of speaking tasks, reduced participation, lack of confidence, and test anxiety. These anxiety-related behaviors hinder students' engagement and active involvement in language learning activities. Moreover, anxiety in language learning has implications for academic performance. High anxiety levels can impede cognitive processes such as attention, memory, and information processing, resulting in reduced language proficiency. Learners experiencing anxiety may struggle to demonstrate their true language abilities, particularly in speaking and writing tasks.

Understanding the influence of anxiety on language learning is crucial for language educators and institutions. By addressing anxiety, educators can create a supportive and conducive learning environment that promotes students' language learning outcomes. Strategies and interventions can be developed to help learners manage their anxiety, such as providing opportunities for practice in a non-threatening environment, building learners' self-confidence, and offering effective stress management techniques. In conclusion, this research contributes to the existing body of knowledge on anxiety in language learning. The insights gained can guide educators in designing effective language learning programs and interventions that prioritize students' psychological well-being, resulting in enhanced student behavior, academic performance, and overall language learning experiences.

Scope for the further research

While this research has provided valuable insights into the influence of anxiety on language learning and its implications for student behavior and academic performance, there are several areas that offer opportunities for further research. These include:

1. Longitudinal studies: Conducting longitudinal studies can provide a deeper understanding of the long-term effects of anxiety on language learning. Tracking the same group of language learners over an extended period can shed light on how anxiety evolves, its impact on behavior and performance, and the effectiveness of interventions over time.
2. Intervention effectiveness: Further research can focus on evaluating the effectiveness of specific interventions or strategies aimed at managing anxiety in language learning. Comparative studies that assess different intervention approaches can provide insights into the most effective methods for alleviating anxiety and improving student outcomes.

3. Cultural and contextual factors: Exploring the influence of cultural and contextual factors on anxiety in language learning can enrich our understanding of this phenomenon. Investigating how cultural norms, educational systems, and instructional approaches shape anxiety levels and their impact on behavior and performance can provide valuable insights for educators and institutions working with diverse student populations.
4. Technology-based interventions: With the increasing integration of technology in language learning, there is scope for researching the effectiveness of technology-based interventions in managing anxiety. Investigating the impact of digital tools, language learning applications, virtual reality, or online platforms on anxiety reduction and language learning outcomes can provide practical insights for educators in the digital age.
5. Teacher and institutional practices: Research can delve into the role of teachers and institutions in addressing anxiety in language learning. Exploring teacher practices, instructional strategies, and support systems that can mitigate anxiety and promote a positive learning environment can contribute to the development of effective teacher training programs and institutional policies.

Overall, further research in these areas can deepen our understanding of anxiety in language learning and provide evidence-based insights for the development of effective interventions, instructional practices, and support systems that enhance student well-being, behavior, and academic performance in language education.

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Evaluation of Practice Teachers' Views on Inclusive Education

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Abstract

This study examined the views of practice teachers toward the inclusion of students with special education needs in the regular classroom. A total of 32 practice teachers from University of the East, College of Education, participated in the research. Mixed-Method was utilized which comprised of participants answering a questionnaire and participating in a focus group discussion. The questionnaire, My Thinking about Inclusion Scale, MTAI, (Stoiber et al., 1998) was utilized for the quantitative part of the research; while, a focus group discussion was conducted for the qualitative part which sought to uncover the perceptions of practice teachers concerning their background and training on inclusive education. Only six of the 32 practice teachers were able to join the focus group discussion. The results revealed that there is no significant difference in the practice teachers' views on inclusive education between males and females and their degree programs. Findings also showed that practice teachers held similar positive views on inclusion. The responses of the participants in the focus group discussion unveiled that the practice teachers believed they have adequate theoretical knowledge about inclusive education; however, they still require further in-depth training and hands-on involvement and participation in conducting inclusive practices inside classrooms to effectively apply them in the future as they become licensed teachers. They also saw the importance of the support of the government and the cooperation of schools as well as parents and guardians for the successful espousal of inclusive education.

Keywords— Manila, Inclusive Education, Practice Teachers' Attitudes and Beliefs

I. INTRODUCTION

Inclusive education has been steadily gaining serious ground in the Philippines in recent years and when then President, Rodrigo Roa Duterte, on 11 March 2022, signed Republic Act No. 11650 also known as *Instituting a Policy of Inclusion and Services for Learners with Disabilities in Support of Inclusive Education Act*, inclusive education has once again been put in the spotlight. Republic Act No. 11650 provides that no learner shall be denied admission based on their disability. Both private and public schools are mandated to ensure equitable access to quality education for every learner with disability (*Republic Act No. 11650*, n.d.). As such, teachers must prepare, not just the learning environment, but also the mindset of regular learners to fairly cater to the diverse learners inside their classrooms.

Following the mandate to employ inclusive educational approaches and practices in schools, teacher education institutions have to provide adequate training and

experience to practice teachers. A study by Avramidis & Norwich (2002) underscored the importance of training in special or inclusive education as a variable that influences teachers' attitudes.

Over the years, numerous researches conclude that the attitude of teachers towards the schooling of students with disabilities in general classes is one of the key factors of success in inclusive education (Avramidis & Norwich, 2002; Forlin, et al., 2011; Boyle et al., 2020 in Guillemot et al., 2022). Several studies highlight the fact that teachers with positive attitudes toward inclusion employ instructional strategies beneficial to all students in a classroom (Avramidis & Norwich, 2002; Forlin, et al, 2007) and that the more positive the attitudes of teachers are, the more inclusive practices become (Sharma & Sokal, 2016).

In the University of the East, practice teachers are required to take a one semester course on Foundation of Special and Inclusive Education as part of their curriculum. Additionally, in their experiential learning courses during

their final year in college, they have to be deployed in both private and public-school settings to observe, assist, and practice various pedagogies. In this regard, it is vital to understand the beliefs of practice teachers toward inclusive education as well as their insights on the adequacy of their training and background on inclusive education as they will become the teachers who are expected to employ inclusive practices in their classrooms in compliance and in support of Republic Act No. 11650.

Statement of the Problem

The focus of this research is the views of practice teachers on inclusive education; specifically, this study sought to answer the following research questions:

1. How do beliefs of practice teachers differ with regard to gender?
2. How do beliefs of practice teachers from different degree programs as Bachelor of Secondary Education-English, Bachelor of Physical Education, Bachelor of Special Needs Education, and Bachelor of Elementary Education differ with regard to inclusive education?
3. What are the insights of practice teachers regarding their background and training on inclusive education?

Hypotheses:

H₀₁: There is no significant difference in the beliefs of practice teachers when it comes to gender.

H₀₂: There is no significant difference in the beliefs of practice teachers from different degree programs.

II. METHODS

Research Type

In this research, Mixed-Method was utilized. For the quantitative part of the study, the researchers made use of the My Thinking About Inclusion Scale, MTAI (Stoiber et al., 1998); while, for the qualitative part, a focus group discussion was employed.

Research Setting and Participants

The participants of the study were a purposeful sample of 32 practice teachers of the University of the East, College of Education, officially enrolled in the following programs: a. Bachelor of Secondary Education-English (BSED-E), b. Bachelor of Physical education (BPED), c. Bachelor of Special Needs Education (BSNED), and d. Bachelor of Elementary Education (BEED). There were 15 practice teachers from Bachelor of Physical Education, 6 from Bachelor of Secondary Education-English, 6 from Bachelor of Special Needs Education, and 5 from Bachelor of Elementary Education. Further, there were 20 females and 12 males. Majority of the participants fall under the age

range of 22 – 23 years old. All of the participants previously took a course in Foundation of Special and Inclusive Education as part of the Professional Education curriculum. Additionally, during the focus group discussion, six practice teachers were able to participate. Two practice teachers from each of the following degree programs, namely: Bachelor of Secondary Education-English, Bachelor of Physical Education, and Bachelor of Special Needs Education were able to join; however, the Bachelor of Elementary Education was not represented.

Data Collection Process

Both the quantitative and qualitative data collection process was conducted during May 2023 with the consent of the dean. The MTAI questionnaire was sent to the participants' official university email addresses via Google Forms; while, the focus group discussion was conducted via Google Meet. Participants were duly informed that their participation in the research was voluntary and that their integrity was protected.

Of the 43 questionnaires sent via email, only 32 were answered fully. Yielding a 74.42% response rate. Data analysis was performed using the standard Statistical Package for the Social Science (SPSS) and multiple statistical tests were conducted, namely frequencies, standard deviation, t-tests, univariate analysis of variance (ANOVA), and Levene's test for equality. Additionally, only 13.95% of the 43 practice teachers, were able to participate in the focus group discussion.

Resources, Materials, and Tools

Demographic data of the participants such as their age, gender, and degree program were culled and analyzed in the first part. The second part was the My Thinking About Inclusion Scale or MTAI (Stoiber et al., 1998), and finally, the third part was the focus group discussion.

The My Thinking About Inclusion Scale or MTAI was developed in 1998 by Karen Callan Stoiber, Maribeth Gettinger, and Donna Goetz, to investigate beliefs on early childhood inclusion. It is a 28-item comprehensive measure composed of three subscales: core perspectives, expected outcomes, and classroom practices (Stoiber et al., 1998). MTAI used a 5-point Likert scale for scoring where in (1) stands for strongly accept and (5) signifies strongly reject.

Questions for the focus group discussion were related to inclusive education which were reviewed and validated by three experts in the fields of special education and inclusive education. Although all 43 practice teachers from the various degree programs from the College of Education were invited, only six were able to participate. The focus group discussion was video and audio-recorded

with permission from the participants and lasted for one hour and 18 minutes.

Data Analysis Process

In the quantitative part of the study, data were collated and tabulated for statistical analysis. the mean and standard deviation were tested between genders. Levene’s Test for Equality of variances, Analysis of Variance (ANOVA), and t–test for equality of means were also utilized to get the t- value and f-value as well as the significance level value. In addition, for the focus group discussion, qualitative content analysis was utilized to methodically analyze data. The qualitative data collected were manually transcribed, coded, and categorized. Themes

and sub-themes related to the study emerged from the categories.

III. RESULTS AND DISCUSSION

This research titled, “Evaluation of Practice Teachers’ Views on Inclusive Education” presents the results, arranged in order as stated in the research questions.

A total of 32 practice teachers participated in this study. The following were gathered for the demographic profile: a. age, b. sex, c. degree programs. The table below shows the demographic profile of the participants.

Table 1 Demographic Profile of Practice Teachers (n = 32)

Characteristics	Frequency	Percentage
Age	3	9.4
20-21 yrs old	27	84.4
22-23 yrs old	1	3.1
24-25 yrs old	1	3.1
26-27 yrs old	3	9.4
Sex		
Male	12	37.5
Female	20	62.5
Degree Program		
Elementary Education	5	15.6
Physical Education	15	46.9
English	6	18.8
Special Needs Education	6	18.8

Results of the analysis of the data revealed that there is no significant difference in the practice teachers’ views on inclusive education between males and females. For the male practice teachers, the mean score was 2.19 with a standard deviation of 0.286. On the other hand, for the females, the mean score was 2.27 with a standard deviation

of 0.427. The tests resulted to a t-value of -.566 and sig.value of 0.576. Hence, the null hypothesis was accepted which conveyed that regardless of gender, the beliefs of the male and female participants regarding inclusive education are the same.

Table 2 Result of Levene’s Test for Equality of Variances on Gender of Practice Teachers (n =- 32)

Gender	Mean	Standard deviation	t value	Sig. value	Interpretation	Decision to Ho
Male	2.19	0.286	-	0.576	Not Significant	Accept
Female	2.27	0.427	0.566			

α = 0.05 Level of Significance

To test the relationship among the different degree programs, Analysis of Variance or ANOVA was utilized to compare the variances across the means of the different degree programs. For Bachelor of Elementary Education, the mean was 2.0280 with a standard deviation of .53383; for Bachelor of Physical Education, the mean was 2.1907 with a standard deviation of .35594; for Bachelor of Secondary Education Major in English, the mean was

2.4117 with a standard deviation of .40276; and for Bachelor of Special Needs Education, the mean was 2.3867 with a standard deviation of .15371. The tests resulted to a f-value of 1.376 and sig.value of 0.270. Hence, the null hypothesis was accepted which signified that regardless of the degree program of the practice teachers, their beliefs on inclusive education is the same. The table below, presents the descriptive statistics for the different degree programs.

Table 3 Result of ANOVA on Degree Programs of Practice Teachers

Degree Program	Mean	Standard deviation	F value	Sig. value	Interpretation	Decision to Ho
Elementary Education	2.0280	.53383	1.376	0.270	Not Significant	Accept
Physical Education	2.1907	.35594				
English	2.4117	.40276				
Special Needs Education	2.3867	.15371				

As stated earlier, of the 32 practice teachers that completed the survey, only six participated in the focus group discussion. To protect the privacy of the focus

group participants, all names have been changed throughout the discussion of the results. The demographic data is presented in Table 4.

Table 4 Description of Focus Group Discussion Participants

Participants	Degree Program
BSED-E 1*	Bachelor of Secondary Education Major in English
BSEDE 2*	
BPED 1*	Bachelor of Physical Education
BPED 2*	
BSNED 1*	Bachelor of Special Needs Education
BSNED 2*	

* names have been changed for anonymity

The focus group discussion yielded three broad themes which were identified as they emerged during the

qualitative content analysis. The themes and sub-themes are given in Table 5 below:

Table 5 Themes and Sub-themes

Themes	Sub-themes
1. Thoughts on Inclusive Education	Essential Equal opportunities
2. Training on inclusive education practices	Exposure in diverse learners with needs Knowledge of inclusion practices Experiential learning courses Confidence
3. Inclusive practices in future classroom	Government support and resources Parents/guardian follow-up

Thoughts on Inclusive Education

Generally, the participants in the focus group discussion have positive views regarding inclusive education. The participants view inclusive education as essential in supporting diverse learning environments. The participants expressed that inclusive education benefits students with disabilities and teachers by providing ample opportunities to apply learned strategies and validate theories from a previous course taken on Foundation of Special and Inclusive Education. It was mentioned that in that particular course, students were taught the various disabilities they might encounter in a classroom, instructional adaptations for said disabilities, as well as international and local laws supporting inclusion among others.

Training on Inclusive Education Practices

In their responses during the focus group discussion, it can be surmised that even if they have background knowledge on inclusive education, they are still concerned with their level of skills in working with learners with disabilities in a regular classroom. One participant, BPED 1, even stated that:

It would be pretty challenging even though I have experience as a student teacher and as a coach. With inclusive education, I understand that there's diversity and knowing that, malalaman mo na marami dapat i-consider (you will know that there are many things you need to consider). Mahirap pa para sa akin ang mag-handle ng isang class sa hinaharap (It will still be difficult for me to handle a class in the future); since, knowing something is different from handling actual students.

This statement was supported by the other participants as seen below:

BSNED 1: *Upon thinking about it, I am not really ready to enter a classroom with that (inclusion) set up. But since I am a graduating student looking for a job, I will hone my skills in teaching and adapting inclusive education in a classroom setting.*

BSNED 2: *Even if I have experience in handling learners with needs in the regular class, I was not exposed to teaching students with different disabilities. I was only exposed to some. I still lack background on how to handle other students with needs. I still need to attend trainings and seminars.*

Based on the participants responses, we can infer that they require more thorough exposure in settings where inclusion in the classroom is practiced. One practice teacher, BSED-E 1 mentions:

Inclusivity has several facets and layers. Medyo mahirap siya (It is quite challenging). Trainings are not enough. We came from online classes because of the COVID-19 pandemic and then pagbalik (when we returned to onsite classes), we had to immediately enroll in Field Study and Teaching Internship. Yes, we were able to learn the theories, philosophies, laws, and concepts about inclusive education but when you're already in the actual situation, you might get disconcerted or even experience mental block. With our experiences in the private and public schools during our internship, we did not see inclusion being practiced that much because we were not exposed to learners with disabilities in the classroom. We were asked to conduct reading intervention to some learners but they were pulled out from the class.

The statements of the participants support the idea that practice teachers need to gain both theoretical and practical knowledge about inclusion (Booth, Nes, & Stromstad, 2003, as cited in Sharma et al. 2014). They expressed the need to be immersed in actual practice to augment and validate their theoretical knowledge. It can also be noted that the effect of the two-year online classes due to the COVID-19 pandemic also had an effect on the confidence of the practice teachers in the probability of practicing inclusion in their future classrooms.

Inclusive Practices in Future Classrooms

Since all the participants in the study were enrolled in the teaching internship course during the duration of the data gathering procedure, they were able to observe and experience firsthand how classes were conducted in both the private and public school settings as part of their deployment. The participants in the study recommended that the government provides intensive training on inclusive education as well as build more classrooms, and supply materials to the teachers, especially those in the public schools. They also mentioned that the population of students in the classroom must be decreased. According to BSED-E 2, "There are several students inside the classroom. How can you effectively practice inclusion if there are 50 individuals cramped inside a small room?"

The participants also emphasized the importance of partnership and collaboration not just with students but also with teachers, with school administrators, and even with the parents and guardians. They agreed that in order for them to successfully adopt inclusive practices in their future classrooms, they will need the support of the stakeholders.

IV. CONCLUSION

The goal of this study is to evaluate the views of practice teachers toward inclusive education. Based on the findings, it can be concluded that there is no significant difference in the practice teachers' views on inclusive education between males and females. The null hypothesis is accepted. Moreover, when degree programs were compared, it was revealed that there is no significant difference on the practice teachers' views on inclusive education. Hence, the null hypothesis is also accepted.

The responses of the participants in the focus group discussion revealed that the practice teachers believe they have adequate knowledge about inclusive education; however, they still require more in-depth training and hands-on involvement and participation in conducting inclusive practices inside classrooms to effectively apply them in the future as they become licensed teachers. They also saw the importance of the support of the government and the cooperation of schools as well as parents and guardians for the successful espousal of inclusive education.

In this light, the researchers recommend that the government, specifically, the Department of Education, find effective ways to build more schools and hire more teachers to address the problems of scarcity of classrooms and high student-teacher ratio; additionally, colleges and universities should review their curriculums, especially the experiential learning courses, to ensure that practice teachers are provided with intensive and extensive exposure in inclusive classrooms; finally, more research can be conducted on the beliefs, attitudes, and confidence of practice teachers on inclusive education to determine whether the results from different respondents vary significantly.

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Assessment of Experimental Results Application of the Physical Exercise System with Instruments for Kids Kindly 4-5 Years Old in Hanoi City, Vietnam

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Abstract

One of the outstanding results of the preschool education sector in Hanoi in the 2016-2020 period is a comprehensive improvement in school size, class, and quality of child care and education, meeting parents' need to send their children, and at the same time mobilize more and more children of school age. However, physical education for preschool children still faces many difficulties and limitations; especially ancillary works, equipment for children's physical training and sports activities is still lacking and have not met the set requirements. Within the framework of this article, the author evaluates the experimental results of the application of a system of physical exercises for preschool children 4-5 years old in Hanoi City, Vietnam. On that basis, specific goals are discussed for the research subjects, to contribute to improving the physical health of 4-5-year-old preschool in the coming time in Hanoi city.

Keywords— Results; Exercise system; Experimental; Hanoi; Vietnam.

I. INTRODUCTION

In modern life, physical exercise with equipment (gymnastics) is one of the basic means of harmonious physical development that is not only attractive to adults but also to children, being invested by many families. go to the gym from preschool age. The system of physical exercises with equipment for children has been formed and developed in many countries around the world for over 20 years now [9].

Gymnastics as well as physical activities from an early age, not only have the effect of exercising but also help stimulate the simultaneous development of both hemispheres of the brain. This is something that few smart tools or toys can do. However, for children up to 3-6 years old, to maintain regular practice, besides the guidance of the teachers at the center, parents also need to pay attention to learn to have the right method, to help their children. easy to absorb lessons in class and bring children comfort when participating in exercises.

First of all, all exercise activities must be conducted regularly, with a reasonable schedule. According to gym instructors, at a young age, regular

exercise with a schedule not only brings positive effects but also contributes to building healthy habits in daily life through exercise and sports. for the baby later. At this age, it is recommended to let your baby exercise in the gym as a way to practice sports skills to help develop physically [9].

II. RESEARCH LITERATURE REVIEW

2.1. New approach to sports for children in the world

In some developed countries, they have begun to gradually develop standards for sports training conditions for preschool children, such as There must be a gym to ensure warmth in winter and cool in summer. summer, the temperature is stable; Gyms or play areas must be safe, clean, and dust-free to avoid infection during children's movement and breathing...[1], [2], [5].

"Sport" today has been viewed and evaluated from many different angles, in which sport for everyone in the world is changing rapidly. Each country in the world has a different view and assessment of the influence of "sports

for all" on the policy of national sports development [2], [5], [10].

Recently, Singapore launched a training program for preschool teachers and coaches to provide basic motor skills to 18-month-old children; The British government has introduced several major reforms in investment in sports, in which two major issues stand out: the first is to promote the development of "sport for all", "sports for all". the masses" and secondly to attract young people's participation in sports activities;

The New Zealand government during the 1980s - 1990s implemented a sports program called "KiwiSports", which attracted the participation of children aged 9-12. This program was developed with the participation of children aged 9-12. The aim is to increase the number of children participating in outdoor activities such as swimming, picnicking, cycling... The results of this Program were summarized in 1996, with 78% of New Zealanders participating in it. outdoor sports activities have increased significantly, including for both adults and children;

China, with its excellent achievements in the recent Olympic arena, has a way of classifying the concept of sport into two different fields. The first is that "sports" often focuses on the development of high-performance sports, and competitive sports; and secondly, "physical activities" often focus on physical training and sports activities, mass activities, health training, and serving social groups.

Malaysia proposed in 1985, with the main goal of focusing on developing sports for all Malaysians, to become a healthy, united, highly disciplined nation, where people have many opportunities to participate participate in physical activities and let Malaysia's sports industry develop stronger and stronger.

Canada and many other countries associate fitness and health education with personal and social development; Develop a variety of elective physical training and sports content during intra-curricular hours and develop voluntary extracurricular sports activities [4].

In Norway in 2012, the Multi-Factor Model (increasing physical activity, reducing autistic behaviors, and improving meals) with the measure: 10 minutes of weekly exercise increases the sense of exercise and stimulates exercise. practice including time at school and free time. Implementation: 20 months (program name is Adolescent Health (implemented at 2165 schools aged 11) in the curriculum for the physical development of children.

In the Netherlands with the FATaintPHAT model 883 kindergarten students participated. Exercises increase physical activity for students, reduce autism and improve

good eating habits. 15 minutes for each lesson, 8 lessons in 10 weeks to help preschoolers improve their health and develop physically.

In Belgium in the 2006-2007 school year, there were 1589 kindergarten and primary school students participating in a program to strengthen advocacy activities for children. The program adds extra-curricular physical activities for students to develop physically.

Spain in 2013 implemented a program of 2062 children 3-5 years old. Supplementing the curriculum related to eating habits, types of physical exercise for preschool children to develop stature and physical strength for children.

In Germany, a study of 1119 children aged 7-8 years old participated in a program consisting of 29 classroom sessions, 2 training sessions per day, and 6 home exercises, with regulated TV viewing time and carbonated drink consumption to enhance physical development for children's physical development [10].

In Japan, since kindergarten, sports competitions take place for children from 24 months. Fitness expert Len Almond at the British Heart Association's National Physical Training Center said that young children should go to the gym from a young age, but should not do weights because football players exercise vigorously at their age. As a child, he experienced pain in his hind legs [10].

2.2. Related research projects in our country

Le Anh Tho (1995), Research using some folk movement games in physical education for 4-year-old preschool children; Includes folk games for physical development for preschoolers. Post-experiment results show that post-experiment has a good influence on the physical development of preschool children [8].

Dang Hong Phuong (2000); Research on teaching methods of basic motor exercises for older preschool children (5-6 years old); The research results have developed four groups of methods, including Developing new motor concepts, reviewing old motor concepts, perfecting motor concepts and checking and evaluating the performance of motor exercises. The book has had a good impact on the physical and mental development of preschool children (5 - 6 years old) [6].

Lam Thi Tuyet Thuy (2007); Research on the physical development of preschool children in some central provinces. Research results, the author has identified tests to assess the fitness level of preschool children with 5 criteria and proposed measures that can improve the effectiveness of physical development for preschool children in some provinces and regions. The middle is: Increase General activities with learning

purposes. physical education into 2 activities in 1 week with the method of organizing children to practice in many small groups (teams), applying the form of rotation, increasing the use of motor games, and folk games to develop physical fitness for children [9].

Nguyen Thi Ha (2019), Research on innovation of the Physical Education program in training students majoring in Early Childhood Education at Hanoi National University of Education 2 towards improving career capacity, through the integration of 2 chapters program in the direction of taking the profession as a motivation to improve the effectiveness of PE, taking the content of PE to combine with equipping students with knowledge and skills to implement PE activities for preschool children, overcoming the limitations of two general PE subject programs and PE subjects belong to the professional knowledge block, contributing to improving professional capacity for students specializing in early childhood education [3].

Nguyen Hung Dung (2021), Research on the physical development of 5-6-year-old preschool children in Dong Thap province, has developed a plan to apply 30 games into teaching practice. Post-experimental results show that 30 games had a better impact on the performance of the physical assessment tests of the experimental group than the control group after the experiment.

The research works on preschool physical education, by domestic and foreign authors, are a valuable source of material, a theoretical and practical basis oriented towards solving the research tasks and objectives. topic.

III. RESEARCH METHODS

3.1. Methods of analyzing and synthesizing documents

This is the method that most of the research works use to systematize the knowledge related to the research area. In the process of researching, collecting, synthesizing, and analyzing documents, documents of the Party and State, legal documents of the sector on the work of physical education in schools; books, journals, scientific documents, and research results of domestic and foreign authors and scientists related to physical education in schools. The main sources of materials are collected from the libraries of the Universities of Sport and Sport and the Universities of Sport and Education, the Library of the Institute of Sports Science, and the National Library of Vietnam.

3.2. Methods of Interview and Investigation

An interview is a form of conversation, the questions must be prepared in advance and asked in a certain order, and the answers need to be publicly recorded.

In interviews, people use modern technical means such as cameras, recorders, or video recorders to retain research materials.

Investigation of 556 preschool children 4-5 years old in Hanoi city (282 boys and 274 girls), monitored and evaluated for their physical development before the experiment and after the experiment according to 10 established criteria and tests, including Height (cm); Weight (kg); Balance standing on 1 foot (seconds); Sitting with the torso folded (cm); Jump in place (cm); One-handed long-throw (m); Long throw with 2 hands (m); Hit and catch the ball with 2 hands (balls/min); Toss the ball with 2 hands into the bucket (fruit); Run as fast as 10m (seconds).

3.3. Pedagogical observation method

It is a method of perceiving research objects in the process of education and reformation without affecting that process, or in other words, a purposeful approach to a certain educational phenomenon to acquire and collect specific data, documents, and events that characterize the evolution of that phenomenon.

Within the scope of the topic, we have directly observed the process of PE at preschools and studied the current plan, content, and methods of the current preschool PE program.

In the process of observing and approaching the research object of the topic, the pedagogical processes have been recorded from both sides: the teacher and the learner to serve as a basis for determining the factors and conditions that ensure the teaching and learning process. application of physical exercises to research subjects.

The selected subjects for pedagogical observation are preschool teachers, physical education teachers (teachers), and preschool children in preschools in Hanoi city, through basic observation (observation with the program). schedule, plan, take notes); Internal observation (observation when the teacher directly teaches during PE class); Public observation (observation when learners and teachers know there is an observer and the observed content).

3.4. Methods of biomedical examination

Including key methods such as (1) Blood pressure; (2) Pulse pulse; (3) Standing height (cm); (4) Weight (kg); (5) BMI index; (6) Single reflex- Body reaction speed (ms)

3.5. Experimental method of pedagogy

The pedagogical experiment is a method of actively and systematically studying an educational phenomenon to determine the relationship between educational impact and educational phenomenon that needs to be studied under controlled conditions. The experimental method allows researchers to deeply understand the nature of the educational phenomenon to discover new things, but this is a method that requires elaborate preparation in terms of both theories as well as work and site technical equipment during the experiment.

3.6. Statistical Mathematical Methods\

The information and parameters collected during the implementation of the topic will be processed and analyzed by mathematical and statistical methods, ensuring the scientific, reasonable, and logical quality of the entire content of the study. rescue.

4. Research results and discussion

4.1. Evaluation of physical development before the experiment

For 4-year-old children: the results of the pre-experiment physical development test of children in the

Table 1: Results of physical development assessment test 4-year-old preschool children in Hanoi city – TTN

No	Expense, test	\bar{X}	δ	\bar{X}	δ	t	p
Boys		NTN (n=61)		NĐC (n= 63)			
1	Height (cm)	105.79	3.08	105.59	3.06	1.77	>0.05
2	Weight (kg)	17.81	2.50	17.11	2.75	1.66	>0.05
3	Balance standing on 1 foot (seconds)	6.75	1.74	7.12	2.8	0.89	>0.05
4	Sitting folded body (cm)	7.48	1.74	7.83	1.72	1.13	>0.05
5	Thrust in place (cm)	45.66	16.8	45.45	19.16	0.06	>0.05
6	One-handed long-throw (m)	2.39	0.77	2.2	0.82	1.33	>0.05
7	Long throw with 2 hands (m)	1.77	0.31	1.62	0.57	1.84	>0.05
8	Smash and catch the ball with 2 hands (ball/1 minute)	14.62	3.11	14.44	3.22	0.32	>0.05
9	Toss the ball with 2 hands into the bucket (fruit)	1.57	1.55	1.92	1.66	1.21	>0.05
10	Run fast 10m (seconds)	3.88	0.29	3.94	0.42	0.93	>0.05
Girls		NTN (n=58)		NĐC (n= 62)			
1	Height (cm)	105.67	2.26	105.18	2.46	1.91	>0.05
2	Weight (kg)	17.28	2.34	17.39	2.66	1.80	>0.05
3	Balance standing on 1 foot (seconds)	5.19	1.94	5.34	2.44	0.37	>0.05

experimental and control groups showed similar development in both boys and girls ($p>0.05$); presented in Table 1.

For 5-year-old children: pre-experiment test results, average achievement values of physical development indicators of children between the experimental group and control group were not different, presented in Table 1. Table 2.

Thus, the physical development indicators of the experimental group and the control group did not have a significant difference in the initial level, in other words, the pre-experiment physical parameters of the two groups were similar. equivalent. This is the basis for conducting pedagogical experiments and comparing and evaluating the effectiveness of the application of the tested TCVD exercises in practice, through practice.

The results of the physical development assessment of 4-5-year-old preschools in Hanoi-TTN city are presented in Table 1-2.

4	Sitting folded body (cm)	7.48	1.72	7.88	1.74	1.27	>0.05
5	Thrust in place (cm)	52.72	14.93	53.77	9.39	0.46	>0.05
6	One-handed long-throw (m)	2.36	0.84	2.26	0.82	0.66	>0.05
7	Long throw with 2 hands (m)	1.80	0.31	1.87	0.28	1.30	>0.05
8	Smash and catch the ball with 2 hands (ball/1 minute)	13.08	5.22	14.52	2.34	1.93	>0.05
9	Toss the ball with 2 hands into the bucket (fruit)	1.92	1.66	2.03	1.56	0.37	>0.05
10	Run fast 10m (seconds)	4.26	0.92	4.01	0.41	1.90	>0.05

(Source: Survey results from the thesis)

Table 2: Results of Development Assessment the physical condition of 5-year-old preschool children in Hanoi city-TTN

No	Expense, test	\bar{X}	δ	\bar{X}	δ	t	p
Boys		NTN (n=77)		NDC (n= 81)			
1	Height (cm)	106.81	3.67	107.33	3.26	1.17	>0.05
2	Weight (kg)	18.24	2.17	17.95	2.02	1.37	>0.01
3	Balance standing on 1 foot (seconds)	431.58	216.47	404.44	155.65	0.8	>0.05
4	Sitting folded body (cm)	5.93	1.6	5.39	2	1.67	>0.05
5	Thrust in place (cm)	7.34	1.84	7.75	1.73	1.28	>0.05
6	One-handed long-throw (m)	49.01	16.28	65.28	18.8	5.16	<0.01
7	Long throw with 2 hands (m)	2.47	0.84	2.22	0.8	1.69	>0.05
8	Smash and catch the ball with 2 hands (ball/1 minute)	1.83	0.38	1.86	0.28	0.5	>0.05
9	Toss the ball with 2 hands into the bucket (fruit)	15.23	3.06	14.61	2.8	1.17	>0.05
10	Run fast 10m (seconds)	2.3	1.5	2.08	1.6	0.79	>0.05
Girls		NTN (n=80)		NDC (n= 74)			
1	Height (cm)	107.60	3.53	107.36	2.94	9.5	>0.05
2	Weight (kg)	18.46	2.05	18.83	2.75	13.26	>0.05
3	Balance standing on 1 foot (seconds)	441.22	219.99	410.34	146.87	0.9	>0.05
4	Sitting folded body (cm)	5.29	1.63	4.89	1.22	1.51	>0.05
5	Thrust in place (cm)	7.28	1.88	7.68	1.74	1.21	>0.05
6	One-handed long-throw (m)	49.47	16.23	61.42	19.62	3.64	<0.01
7	Long throw with 2 hands (m)	2.49	0.86	2.21	0.8	1.84	>0.05
8	Smash and catch the ball with 2 hands (ball/1 minute)	1.82	0.39	1.86	0.29	0.63	>0.05
9	Toss the ball with 2 hands into the bucket (fruit)	14.45	3.04	13.72	2.67	1.39	>0.05
10	Run fast 10m (seconds)	2.29	1.5	1.87	1.45	1.56	>0.05

(Source: Survey results from the thesis)

4.2. Evaluation of physical development after an experiment

For 4-year-olds

The results of the post-experiment physical development test of the experimental and control groups, presented in Table 3, show that:

In boys: The mean values of height and weight of the experimental group compared with the control group were similar (t calculated 1.77-1.64; with $p > 0.05$); 08 average values of pedagogical-physical parameters are Balance standing on 1 leg; sitting with the body folded, turning on the spot; long throw with 1 hand, long throw with 2 hands; hit and catch the ball with 2 hands; toss the ball with 2 hands into the bucket, run 10m fast; The experimental group was significantly higher than the control group. The experimental group was higher than the control group (t calculated 2.54-6.31; with $p < 0.05-0.01$).

In female children: The mean values of height and weight of the experimental group compared with the control group were similar (t calculated 1.78-1.54; with $p > 0.05-0.01$); 06 average values of fitness parameters: Balance standing on 1 leg; far off in place; long throw with 2 hands; hit and catch the ball with 2 hands; toss the ball with 2 hands into the bucket, run 10m fast; The experimental group was significantly higher than the control group (calculated 1.99-6.59; $p < 0.05-0.01$);

02 average value of the parameter is the sitting folded body; throw with one hand, the difference is not significant (calculated 0.77-1.65; with $p > 0.05$).

For children 5 years old

The results of the post-experiment physical development test of the experimental and control groups, presented in Table 4, show that:

In boys: The mean values of height and weight of the experimental group compared with the control group were similar (t calculated 1.35-1.81; with $p > 0.05$); 05 average values of pedagogical-physical parameters are: Balance standing on 1 leg; sitting with the body folded,

turning on the spot; throw with one hand; toss the ball with 2 hands into the bucket; the experimental group was significantly higher than the control group (t calculated 2.80-7.88; with $p < 0.05-0.01$); 03 parameters are long throw with 2 hands; hit and catch the ball with 2 hands; 10m fast, the achievement of the control group was not significant (t calculated 0.04-1.77; with $p > 0.05$)

In female children: The mean values of height and weight of the experimental group compared with the control group were similar (t calculated 1.33-1.86; with $p > 0.05-0.01$); 04 average values of fitness parameters: sitting flexed body; throw with one hand; long throw with 2 hands; toss the ball with 2 hands into the bucket; The experimental group was significantly higher than the control group (calculated 1.97-4.53; with $p < 0.05-0.01$); 04 average values of fitness parameters are: Balance standing on 1 leg; far off in place; hit and catch the ball with 2 hands; 10m fast run; the difference was not significant (calculated 0.55-1.81; with $p > 0.05$).

Thus, the post-experiment results show that the physical fitness of the experimental group at both ages boys and girls is better than the control group, statistically significant with $t > t$, at the threshold of certainty. pressure $p < 0.05-0.01$. The absence of differences in morphological parameters (height, weight) between the groups is consistent with biological laws; because height growth is not entirely due to genes, but also depends on many factors such as nutrition, environment, psychology, and movement. In particular, genetic factors determine about 23% of a person's height and this factor cannot be changed. Nutrition plays the most important role in determining height, accounting for about 32%. Next is the factor of sports training, which determines 22% of a person's height. The rest are environmental factors such as sleep, air, noise, emotional states of happiness, sadness, anxiety, stress, etc.

The results of the physical development assessment of 4-5-year-old preschools in Hanoi city-STN are presented in Table 3-4.

Table 3: Results of the development assessment test the physical condition of 4-year-old preschool children in Hanoi city-STN

No	Expense, test	NTN		NDC		t	P
		n=61		n=63			
		\bar{X}	δ	\bar{X}	δ		
Boys							
1	Height (cm)	107.59	2.58	107.38	2.77	1.77	>0.05
2	Weight (kg)	19.81	2.76	19.60	3.01	1.64	>0.05

3	Balance standing on 1 foot (seconds)	4.65	1.66	4.11	1.27	2.54	<0.05
4	Sitting folded body (cm)	8.53	1.59	7.91	1.65	2.66	<0.01
5	Thrust in place (cm)	63.23	21.75	55.2	21.32	2.6	<0.01
6	One-handed long-throw (m)	2.77	0.92	2.22	0.81	4.44	<0.01
7	Long throw with 2 hands (m)	2.14	0.45	1.73	0.46	6.31	<0.01
8	Smash and catch the ball with 2 hands (ball/1 minute)	18.51	3.22	15.39	3.48	6.51	<0.01
9	Toss the ball with 2 hands into the bucket (fruit)	2.7	1.33	1.72	1.65	4.6	<0.01
10	Run fast 10m (seconds)	3.67	0.27	3.83	0.42	3.20	<0.01
Girls		n = 58		n = 62			
1	Height (cm)	107.93	2.53	107.37	2.72	1.78	>0.05
2	Weight (kg)	19.68	2.79	19.68	2.99	1.54	>0.01
3	Balance standing on 1 foot (seconds)	4.25	1.77	4.67	1.34	1.99	<0.05
4	Sitting folded body (cm)	4.72	1.77	4.48	1.75	0.77	>0.05
5	Thrust in place (cm)	8.54	1.95	7.73	1.69	2.51	<0.05
6	One-handed long-throw (m)	61.05	21.86	54.53	22.72	1.65	>0.05
7	Long throw with 2 hands (m)	2.85	1.03	2.04	0.77	5.04	<0.01
8	Smash and catch the ball with 2 hands (ball/1 minute)	2.05	0.47	1.8	0.39	3.3	<0.01
9	Toss the ball with 2 hands into the bucket (fruit)	18.4	2.82	15.27	2.59	6.59	<0.01
10	Run fast 10m (seconds)	2.92	1.67	1.87	1.37	3.95	<0.01

(Source: Survey results from the thesis)

Table 4: Results of Development Assessment the physical condition of 5-year-old preschool children in Hanoi city-STN

No	Expense, test	\bar{X}	δ	\bar{X}	δ	t	p
Boys		NTN (n=77)		NDC (n= 81)			
1	Height (cm)	109.35	3.62	109.15	3.09	1.81	>0.01
2	Weight (kg)	20.24	1.99	21.75	2.65	1.35	>0.01
3	Balance standing on 1 leg (gy)	324.6	129.62	430.04	188.36	3.65	<0.01
4	Sitting folded body (cm)	7.02	1.51	4.95	1.41	7.88	<0.01
5	Thrust in place (cm)	9.74	3.45	8.35	1.74	2.8	<0.01
6	One-handed long-throw (m)	65.38	21.47	51.05	14.85	4.3	<0.01
7	Long throw with 2 hands (m)	2.75	0.76	2.58	0.86	1.17	>0.05
8	Hit and catch the ball with two hands (ball/1 minute)	2.65	0.74	2.69	0.81	0.29	>0.05
9	Toss the ball with 2 hands into the	17.6	2.09	15.66	2.51	4.69	<0.01

	bucket (fruit)						
10	Run fast 10m (seconds)	2.90	1.19	2.91	1.6	0.04	>0.05
Girls		NTN (n=80)		NDC (n= 74)			
1	Height (cm)	109.51	3.67	109.79	2.94	1.33	> 0.01
2	Weight (kg)	20.63	2.17	20.83	2.75	1.86	> 0.05
3	Balance standing on 1 leg (gy)	431.58	216.47	410.34	146.87	0.71	>0.05
4	Sitting folded body (cm)	5.93	1.6	4.89	1.22	4.53	< 0.01
5	Thrust in place (cm)	7.34	1.84	7.68	1.74	1.18	>0.05
6	One-handed long-throw (m)	49.01	16.28	61.42	19.62	4.28	< 0.01
7	Long throw with 2 hands (m)	2.47	0.84	2.21	0.8	1.97	< 0.05
8	Hit and catch the ball with two hands (ball/1 minute)	1.83	0.38	1.86	0.29	0.55	>0.05
9	Toss the ball with 2 hands into the bucket (fruit)	15.23	3.06	13.72	2.67	3.26	< 0.01
10	Run fast 10m (seconds)	2.30	1.5	1.87	1.45	1.81	>0.05

(Source: Survey results from the thesis)

4.3. Results of physical growth rate according to each index of the experimental group and control group

Assessing the physical growth and development of children after the experiment is to consider the manifestation of the relationship according to the rules, and objective reality, through longitudinal monitoring (self-collation) of the subjects' growth indicators. study.

For 4-year-olds

The results of the post-experiment physical growth compared with the pre-experiment of the experimental group and the control group are presented in Table 3.30-3.31 and Chart 3.1-3.2.

For NTN:

In boys: The growth rate of physical indexes ranges from 26% to 5.81%, with a t from 2.52 to 3.89; $p < 0.05$; The average physical growth is 3.84%.

In girls: The growth rate of physical indicators is from 2.24% to 7.29%, with t from 2.45 to 4.63; $p < 0.05$. Average physical growth of 4.54%.

For investors:

In boys: The growth rate of physical indicators is from 0.52%-2.09%, with t from 0.45-1.28; $p > 0.05$; Average physical growth of 1.01%. In female students: The growth rate of the physical fitness index ranges from 0.4%-3.01%, with t from 0.45-0.97; $p > 0.05$ (only in-situ distal $p < 0.05$). Average physical growth of 1.63%.

For children 5 years old

The results of physical growth after the experiment compared to before the experiment of the children of the experimental group and the control group are presented in Table 3.32-3.33 and Chart 3.3-3.4.

For NTN:

In boys: The growth rate of physical indexes ranges from 26% to 5.81%, with a t from 2.52 to 3.89; $p < 0.05$; The average physical growth is 3.84%.

In girls: The growth rate of physical indicators is from 2.24% to 7.29%, with t from 2.45 to 4.63; $p < 0.05$. Average physical growth of 4.54%.

For investors:

In boys: The growth rate of physical indicators is from 0.52%-2.09%, with t from 0.45-1.28; $p > 0.05$; Average physical growth of 1.01%.

In girls: The growth rate of the physical fitness index ranges from 0.4% to 3.01%, with t from 0.45 to 0.97; $p > 0.05$ (only in-situ distal $p < 0.05$). Average physical growth of 1.63%.

Thus, the test results of STN compared with TTN in both Men and Women of adolescents had a clear change in physical strength ($p < 0.05$), the average growth rate was 3.84% in Men and 4.54% in Women.

Meanwhile, there was no obvious change in the physical strength of the elderly ($p > 0.05$) and the average growth rate was only 1.01% in men and 1.63% in women. The growth rate of NTN is 1.5 times higher than that of the average resident.

This proves that physical exercise exercises applied in practice have had a good impact on the indicators of physical fitness of adolescents, in the

direction of positivity, stimulating demand, stimulating interest in physical training and development. children's initiative, creativity, and physical training.

Table 5: Physical growth results of 5-year-old preschool children in Hanoi city – Adolescents

No	Expense, test	\bar{X}	δ	\bar{X}	δ	t	p	W%
Boys (n=77)		TTN		STN				
1	Height (cm)	106.81	3.67	109.35	3.62	2.69	<0.05	2.39
2	Weight (kg)	18.24	2.17	20.24	1.99	2.29	<0.05	2.48
3	Balance standing on 1 leg (gy)	5.93	1.60	7.02	1.51	4.38	<0.01	4.21
4	Sitting folded body (cm)	7.34	1.84	9.74	3.45	5.42	<0.01	7.03
5	Thrust in place (cm)	49.01	16.28	65.38	21.47	5.37	<0.01	7.16
6	One-handed long-throw (m)	2.47	0.84	2.75	0.76	2.18	<0.05	2.68
7	Long throw with 2 hands (m)	1.83	0.38	2.65	0.74	8.71	<0.01	9.15
8	Hit and catch the ball with two hands (ball/1 minute)	15.23	3.06	17.6	2.09	5.65	<0.01	3.61
9	Toss the ball with 2 hands into the bucket (fruit)	2.3	1.50	2.9	1.19	2.77	<0.01	5.77
10	Run fast 10m (seconds)	3.75	0.27	3.46	0.31	6.23	<0.01	2.01
Girls (n= 80)		TTN		STN				
1	Height (cm)	107.60	3.53	109.51	3.67	2.27	<0.05	1.97
2	Weight (kg)	18.46	2.05	20.83	2.17	2.70	>0.05	2.63
3	Balance standing on 1 leg (gy)	5.29	1.63	7.09	1.71	6.73	<0.01	7.27
4	Sitting folded body (cm)	7.28	1.88	9.43	3.30	5.0	<0.01	6.43
5	Thrust in place (cm)	49.47	16.23	66.42	20.11	5.79	<0.01	7.31
6	One-handed long-throw (m)	2.49	0.86	3.18	1.07	4.44	<0.01	6.08
7	Long throw with 2 hands (m)	1.82	0.39	2.79	1.27	6.45	<0.01	10.52
8	Hit and catch the ball with two hands (ball/1 minute)	14.45	3.04	17.4	2.32	6.81	<0.01	4.63
9	Toss the ball with 2 hands into the bucket (fruit)	2.29	1.50	2.79	1.46	2.11	<0.05	4.92
10	Run fast 10m (seconds)	3.76	0.27	3.66	0.24	1.44	>0.05	0.67

(Source: Survey results from the thesis)

Table 6: Results of physical growth of 5-year-old preschool children in Hanoi – NDC

No	Expense, test	\bar{X}	δ	\bar{X}	δ	t	p	W%
Boys (n = 81)		TTN		STN				
1	Height (cm)	107.33	3.26	109.15	3.09	1.99	<0.05	2.26
2	Weight (kg)	17.95	2.17	21.75	2.65	2.15	<0.05	2.09
3	Balance standing on 1 leg (gy)	5.39	2	4.95	1.41	1.61	>0.05	2.13
4	Sitting folded body (cm)	7.75	1.73	8.35	1.74	2.19	<0.05	1.86
5	Thrust in place (cm)	65.28	18.8	51.05	14.85	5.31	<0.01	6.12

6	One-handed long-throw (m)	2.22	0.8	2.58	0.86	2.74	<0.01	3.75
7	Long throw with 2 hands (m)	1.86	0.28	2.69	0.81	8.66	<0.01	9.12
8	Hit and catch the ball with two hands (ball/1 minute)	14.61	2.8	15.66	2.51	2.5	<0.05	1.73
9	Toss the ball with 2 hands into the bucket (fruit)	2.08	1.6	2.91	1.6	3.28	<0.01	8.32
10	Run fast 10m (seconds)	3.64	0.29	3.62	0.29	0.44	>0.05	0.14
Girls (n = 74)		TTN		STN				
1	Height (cm)	107.36	2.94	109.79	2.94	1.01	>0.01	0.34
2	Weight (kg)	18.46	2.05	20.83	2.75	1.71	>0.05	0.83
3	Balance standing on 1 leg (gy)	4.89	1.22	5.96	2.01	3.97	<0.01	4.93
4	Sitting folded body (cm)	7.68	1.74	8.37	2.27	2.10	<0.05	2.15
5	Thrust in place (cm)	61.42	19.62	65.18	17.3	1.25	>0.05	1.48
6	One-handed long-throw (m)	2.21	0.8	2.44	0.76	1.82	>0.05	2.47
7	Long throw with 2 hands (m)	1.86	0.29	1.94	0.35	1.53	>0.05	1.05
8	Hit and catch the ball with two hands (ball/1 minute)	13.72	2.67	14.53	3.65	1.56	>0.05	1.43
9	Toss the ball with 2 hands into the bucket (fruit)	1.87	1.45	2.41	1.44	2.30	<0.05	6.31
10	Run fast 10m (seconds)	3.64	0.29	3.6	0.27	0.88	>0.05	0.28

(Source: Survey results from the thesis)

4.4. Results of physical development of 4-5-year-old preschool children in Hanoi city according to classification

For 4-year-olds

Results of physical classification of adolescents and young adults compared with the standard of physical development classification of 4-year-old preschool children in Hanoi

The results of the physical classification of 4-year-old adolescents and young adults compared with the pre-experimental classification standard showed that:

In boys:

NTN, Good grade 14.7%; Fair grade 19.6%; Average grade 57.3%; Weak type 13.1%; Poor grade 11.9%. NDC, Good grade 15.8%; Fair grade 15.7%; Medium grade 55.5%; Weak type 11.1%; Poor grade 9.5%.

In girls:

NTN, Good grade 24.1%; Fair grade 2.4%; Medium grade 50.0%; Weak type 1.7%; Poor grade 3.2%. NDC, Good grade 14.5%; Fair grade 12.9%; Average grade 46.7%; Weak type 6.4%; Poor grade 6.4%.

Thus, in both boys and girls, the rate is similar ($p > 0.05$).

The results of the physical classification of 4-year-old adolescents and young adults compared with the post-experiment classification standard, show that:

In boys:

NTN, Good 22.9%; Fair grade 21.3%; Average grade 39.3%; Weak type 4.9%; Poor grade 3.2%. NDC, Good grade 19.0%; Fair grade 17.4%; Average grade 49.2%; Weak type 7.9%; Poor grade 6.3%.

In girls:

NTN, Good grade 24.1%; Fair grade 22.4%; Medium grade 50.0%; Weak type 1.7%; Poor grade 1.7%. NDC, Good grade 17.7%; Fair grade 24.7%; Average grade 46.7%; Weak type 4.8%; Poor grade 3.2%.

Thus, in both boys and girls 4 years old, after the experiment, the rate of achievement was much higher than that of the experimental group ($p < 0.05$).

For 5-year-olds:

The results of the physical classification of adolescents and young adults compared with the standard of physical development of 5-year-old preschool children in Hanoi show that:

The results of the physical classification of 5-year-old adolescents and young adults compared with the pre-experimental classification standard, show that:

In boys:

NTN, Good 13.58%; Fair grade 18.52%; Average grade 41.98%; Weak type 4.94%; Poor grade 3.7%. NDC, Good grade 19.4%; Fair grade 25.37%; Average grade 61.19%; Weak type 8.96%; Poor grade 5.97%.

In girls:

NTN, Good 16.25%; Fair grade 21.25%; Medium grade 41.25%; Weak type 12.5%; Poor grade 8.75%. NDC, Good 17.57%; Fair grade 18.92%; Medium grade 41.89%; Weak type 14.86%; Poor grade 6.76%.

Thus, in both boys and girls, the rate is similar ($p > 0.05$).

The results of the physical classification of 4-year-old adolescents and young adults compared with the post-experimental classification standards show that:

In boys:

NTN, Good 29.63%; Fair grade 25.93%; Average grade 23.46%; Weak type 2.47%; Poor grade 1.23%. NDC, Good 14.93%; Fair grade 28.75%; Average grade 27.5%; Weak type 5.0%; Poor grade 2.5%.

In girls:

NTN, Good 36.25%; Fair grade 28.75%; Average grade 27.5%; Weak type 5.0%; Poor grade 2.5%. NDC, Good 14.86%; Fair grade 24.3%; Average grade 41.8%; Weak type 13.5%; Poor grade 5.9%.

Thus, in both boys and girls, after the experiment, the rate of achievement was much higher than that of the experimental group ($p < 0.05$).

4.5. The results of the classification of comprehensive physical development according to the transcript of 4-5-year-old preschool children in Hanoi city

The results of classifying the comprehensive physical development of preschool children 4-5 years old in Hanoi city according to the scoreboard, presented in Table 7-8

For 4-year-olds

The results of the comprehensive physical classification of adolescents and young adults compared with the Composite Score, presented in Table 7 show that:

In boys:

NTN scores on a 100-point scale are: From 90-100 points 19.7%; from 70-80 points 52.5%; from 50-60 points 19.7%; from 30-40 points 4.92%; from 10-20 points 3.28%. The NDCs, respectively, on a 100-point scale are: From 90-100 points 12.7%; from 70-80 points 33.3%; from 50-60 points 25.4%; from 30 to 22.2%; from 10-20 points 6.35%.

In girls:

NTN scores on a 100-point scale, respectively: From 90-100 points 23.9%; from 70-80 points 36.2%; from 50-60 points 24.1%; from 30-40 points 6.9%; from 10-20 points 3.45%. The NDCs, respectively, on a 100-point scale are: From 90-100 points 16.1%; from 70-80 points 17.7%; from 50-60 points 43.6%; from 30-4- score 12.9%; from 10-20 points 9.68%.

The results calculated according to the composite score confirmed that the physical development of 4-year-old preschool boys and girls in Hanoi NTN was better than that of the NC, with $p < 0.05$.

For children 5 years old

The results of the comprehensive physical classification of adolescents and young adults show that:

In boys:

NTN scores respectively on a 100-point scale: From 90-100 points 27.3%; from 70-80 points 46.8%; from 50-60 points 18.2%; from 30-40 points 6.49%; from 10-20 points 1.3%. The NDCs, respectively, on a 100-point scale are: From 90-100 points 19.8%; from 70-80 points 33.3%; from 50-60 points 14.8%; from 30-40 points 17.3%; from 10-20 points 14.8%.

In girls:

NTN scores on a 100-point scale, respectively: From 90-100 points 33.3%; from 70-80 points 24.4%; from 50-60 points 29.5%; from 30-40 points 10.3%; from 10-20 points 2.56%. NDCs, respectively, on a 100-point scale are: From 90-100 points 18.5%; from 70-80 points 23.5%; from 50-60 points 18.5%; from 30-40 points 33.3%; from 10-20 points 6.17%.

The results calculated according to the composite score confirmed that the physical development of 5-year-old preschool boys and girls in Hanoi city was much better than that of the non-school children, with $p < 0.05$.

Thus, the physical development of 4-5-year-old preschool children in Hanoi city of the experimental group after experiencing the physical activity exercises has tended to be better than the control group, as demonstrated through classification and scores. synthesized, showed that the physical development of the experimental group was generally higher than that of the control group; statistically significant at the threshold of probability $p < 0.05$. This further affirms that the effectiveness of physical activity exercises has a good impact on the physical indicators of the experimental group; in a positive direction, stimulating the need to arouse interest in physical training for 4-5-year-old children in Hanoi city through the experience of physical education exercises.

Table 7: Comparative results according to the ranking table Physical development of 4-year-old Kindergarten Hanoi children (%)

Boys	NTN (n=61)		NDC (n=63)		χ^2 count	χ^2 board	p
Good 9-10	12	19.7%	8	12.7%	11.41	9.49	<0.05
Good 7-8	32	52.5%	21	33.3%			
Average 5-6	12	19.7%	16	25.4%			
Weak 3-4	3	4.92%	14	22.2%			
Poor 1-2	2	3.28%	4	6.35%			
Girls	NTN (n=58)		NDC (n=62)				
Good 9-10	17	29.3%	10	16.1%	12.28	9.49	<0.05
Good 7-8	21	36.2%	11	17.7%			
Average 5-6	14	24.1%	27	43.6%			
Weak 3-4	4	6.9%	8	12.9%			
Poor 1-2	2	3.45%	6	9.68%			

(Source: Survey results from the thesis)

Table 8: Comparative results by grading table physical development of 5-year-old preschool children in Hanoi city (%)

Boys	NTN (n=77)		NDC (n=81)		χ^2 count	χ^2 board	p
Good 9-10	21	27.3%	16	19.8%	15.59	9.49	<0.05
Good 7-8	36	46.8%	27	33.3%			
Average 5-6	14	18.2%	12	14.8%			
Weak 3-4	5	6.49%	14	17.3%			
Poor 1-2	1	1.3%	12	14.8%			
Girls	NTN (n=78)		NDC (n=80)				
Good 9-10	26	33.3%	15	18.5%	16.18	9.49	<0.05
Good 7-8	19	24.4%	19	23.5%			
Average 5-6	23	29.5%	15	18.5%			
Weak 3-4	8	10.3%	27	33.3%			
Poor 1-2	2	2.56%	5	6.17%			

(Source: Survey results from the thesis)

4.6. Survey results of administrators and preschool teachers

Preschool administrators and teachers have a particularly important position in the educational cause of the Party, as a bridge connecting the national culture and humanity with the reproduction of that culture in the child. young. Kindergarten teachers' activities include child care activities; activities of teaching and educating children; professional self-improvement activities and social activities.

In this day and age, teachers not only have the function of imparting knowledge but also have a positive impact on the formation of children's personalities. That is

also the difference in professional activities of preschool teachers compared to other types of teachers in the national education system.

Within the framework of the thesis topic, administrators and preschool teachers at pedagogical experimental establishments, are the subjects who always accompany and help effectively. Their opinions are considered an important and objective channel for the process of implementing the exercise system for preschool children 4-5 years old in Hanoi. Managers and preschool teachers directly monitor, the process of approaching and giving the system of exercises for preschool children in Hanoi 4-5 years old allow the following comments:

Intuitive: Made with movements, through direct motor actions to make it easier for children to visualize (mean 4.07). Self-discipline and positivity: By guiding the child through imitation, simulation of motor movements, and helping the child to have a sense of self-discipline, positivity, and focus (mean 4.53).

Develop children's ability to think for themselves: by letting them experience reality; create space for children to create and experience themselves to reveal their personality and character (mean 4.43). The exercises are suitable for the child's psychophysiology, age, gender, health, and level (mean 4.13). The only goal is to help children develop comprehensively both physically and intellectually (mean 4-40).

Fit and suitable to the characteristics of each child in terms of physical strength, personality, and personal problems of each person, applying appropriate exercises and methods of movement (mean 4.17). Reinforcement and enhancement: Performed regularly to form conditioned motor reflexes (mean 4.27). From a social perspective, physical activity for children also has a positive meaning as a useful playground and a healthy living environment; helps children use their free time rationally (mean 4.27). Ensure safety: Help limit risks during practice with safe and suitable equipment and yards for children (mean 4.30). With Cronbach's Alpha reliability >0.8

IV. CONCLUSION

To improve knowledge in organizing educational activities for the cognitive and physical development of students, physical education for preschool children has been focused, especially in schools in the capital and other cities. In big cities, teachers of preschools regularly enhance their professional learning and fostering.

Through the training program, teachers improve their skills and have a more realistic and comprehensive view of preschool physical education. The courses not only stop at technical knowledge of physical education but also expand knowledge of science and child psychological development, helping teachers have ways to train children suitable for each condition and level. age and psychology. Therefore, for children's physical activities to achieve high efficiency, it is extremely necessary to take care of and improve the quality and qualifications of teachers and guides.

It can be said that, for children of preschool age, helping children develop harmonious physical aspects, thereby developing personality, and fostering aesthetic feelings and social skills for children is not only the task of

the family. school but also need the help of parents. At the same time, it is necessary to have methods and lesson plans suitable for each age group. Thus, setting goals for physical development for preschool children is effective and brings practical value.

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The Situation of State Management of Labor in Nghi Son Economic Area, Thanh Hoa Province, Vietnam

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Abstract

State management of labor plays a particularly important role in the socio-economic development of the country and the region. It is an important solution to improve the quality of labor resources, connect supply and demand, create jobs for workers, create wealth for society, generate income for themselves, and improve their lives. Constantly improving capacity and qualifications is also a condition for employees to enjoy achievements in culture and human civilization. Within the framework of this article, the author focuses on analyzing the current state of state management of labor in Nghi Son economic zone, Thanh Hoa province, Vietnam. On that basis, propose some solutions to improve the efficiency of the state management of labor in the study area the next time.

Keywords— State management; Labor; Nghi Son economic area; Thanh Hoa; Vietnam.

I. INTRODUCTION

In response to the requirements of development and integration, Vietnam is demonstrating its ability to take advantage of development opportunities in a multi-dimensional and dynamic way. However, besides the achievements, Vietnam's development itself also faces challenges. In particular, the challenge is to build a workforce to adapt to the trend of industrialization and modernization of the country [9].

There are more than 230 economic zones and industrial zones in the country, which have made important contributions to socio-economic development and play an important role in creating job opportunities for workers. However, in the current development stage, economic zones and industrial zones mainly focus on enterprises using low technology and using low-skilled labor force to take advantage of cheap labor. At the same time, because there has not been synchronous attention to the quality of workers, currently in EZs and industrial zones, there is a large shortage of qualified workforce and high-tech workers, greatly affecting the revenue collection investment [3].

Thanh Hoa is a province with economic characteristics in the North Central region, so far in Thanh Hoa province, there has been 1 Nghi Son economic zone, 9 industrial parks, and 10 industrial clusters, it is expected

that this will be the backbone center. of the North Central economy. Nghi Son economic zone and industrial zones in the province are facing the situation that the percentage of trained laborers working in industrial zones in the area is very low, with nearly 70% of untrained workers, most of which are untrained workers. in the industrial zones are selected as unskilled workers, then organize direct training at the production line in a hand-held fashion and continue to study and work at the enterprise. It can be seen that the working skills of workers in the industrial zones of Thanh Hoa province have not met the job requirements, most workers after being recruited need to be retrained and supplemented with working skills. This is a difficult barrier for industrial zones in the province, to remove this bottleneck, it is necessary to clarify the cause of this situation.

II. RESEARCH LITERATURE REVIEW

State management of labor is always the focus of social life, not only the task of Vietnam but also the task of most countries in the world, including the most developed and richest countries. Government officials at all levels. Scholars study labor and employment issues from a variety of scientific and professional perspectives such as economics, sociology, and economic management. From my point of view, I would like to list

some works that I have read and researched as follows: Le Tuyen Cu and Tran Thi Mai Hoa have papers: Improving working conditions presented in the conference proceedings. country: 20 years of construction and development of industrial parks (IZs), and export processing zones in Vietnam released by the Ministry of Planning and Investment in February 2012 has approached labor quality from the perspective of policy and deeply study the social aspects of human resource development, use of human resources in industrial zones, propose some solutions to improve labor quality when providing better workers in life and work [5].

Author Nguyen Thi Hong Cam (2013) in the research on Improving the quality of human resources in the wood processing industry enterprises in Vietnam used the indicators of working attitude, working psychology, and ability under pressure at work to evaluate the quality of employees. Vietnam is a country with potential for wood production and export, the demand for skilled labor in wood processing and production is very large, so some solutions have been proposed to improve the quality of workers. in general and workers in the wood processing sector in particular, the most notable of which are solutions to support policies of the state in wood enterprises so that enterprises can create conditions for workers to improve their skills. first].

In 2016, author Trinh Hoang Lam wrote an article discussing "Some solutions to improve the quality of human resources in Vietnam" in the Labor and Social Affairs Magazine. The article has highlighted the characteristics of Vietnam's human resources, that is, it has a young and abundant labor force with more than 53 million people, and ranks 13th in the world in terms of population, with a young labor force, and human resources. Abundant resources, and labor at the golden age from 15 to 39 years old will be favorable conditions for the economic development of the country. However, Vietnam's trained skilled labor is low and unevenly distributed among regions and regions across the country, and unemployment still occurs locally, which is the biggest limitation. of Vietnam in improving the quality of human resources. From there, propose solutions to improve the quality of human resources in Vietnam in the coming time, which is to continue renovating national management, perfecting institutions, innovating management methods, developing regulations, and policies to improve the quality of human resources for development; ensuring financial resources; promote educational innovation; actively integrate [4].

Tran Le Duy (2018), Improving the quality of rural labor in Thai Nguyen province, Doctoral thesis at Thai Nguyen University assessing the role of rural labor

in the process of industrialization - modernization in the country we are now. However, the quality of the rural labor force is not high, so the products of the labor source are of low quality, monotonous and uncompetitive. The study shows the limitations and weaknesses of rural labor, thereby showing that national and local policy factors have a strong impact on improving the quality of rural labor in the provinces of Thai Nguyen. This paper proposes a series of solutions to improve the quality of the rural labor force and contribute to the socio-economic development of Thai Nguyen province by 2025 and 2030 [5].

Doctoral thesis: Vu Thi Ha (2016), Improving the quality of human resources for enterprises in industrial parks and export processing zones in Hanoi, Academy of Social Sciences highly appreciated the role of economic development of current EZs and industrial zones. But enterprises in industrial zones in this period mainly use low technology and use unskilled labor to exploit profits. Its consequences are that the quality of human resources in industrial zones is low, and the workers' ability to acquire and master technology is poor and dependent on foreign countries. The current situation in industrial zones in Hanoi shows that the labor force has not yet met the requirements of modern industrial development, up to 65% are unskilled laborers, without training or technical expertise. and become a major barrier to attracting investment. The thesis has proposed several solutions to improve the quality of workers in industrial zones in Hanoi, both in breadth and depth, to meet the trend of integration and development and to make it easier for industrial zones to attract investment in the future. next stage [5].

Vu Thuy Linh (2016), Improving the quality of labor in industrial zones in Bac Ninh province, Master LV, Thai Nguyen University has systematized the theoretical basis of labor quality in industrial parks. , using quantitative research methods, surveying workers in industrial zones in Thanh Hoa province, and providing a system of criteria for assessing the quality of workers such as qualifications, awareness, and behavior. to assess the capacity of workers in industrial zones. The thesis draws out the advantages and disadvantages of activities to improve the quality of labor in industrial zones and proposes some feasible solutions to suit the current conditions of Thanh Hoa province [6].

Vu Thi Mai Hien (2018), Solutions to improve labor quality at Nomura Hai Phong Industrial Park, Master, Hai Phong Private University presented the current situation of workers in Nomura Industrial Park, which is still limited. Most companies recruit untrained and unskilled workers, so the job demand response rate is

not high. Stemming from the current situation of labor quality of Nomura Hai Phong Industrial Park, the article proposes 5 solutions to improve recruitment quality, perfect the arrangement and arrangement of labor, and improve the efficiency of policy administration. currency [2].

Duy Phong (2015), "Innovation in Training human resources in industrial parks and export processing zones in Vietnam", published in the Journal of the Central Propaganda Department, focuses on assessing the current situation of training and using human resources. human resources in economic zones and industrial zones in recent years; identify causes and effects; propose solutions to improve the quality of human resources to meet the requirements of economic zones and industrial zones. The article focuses on the roles, responsibilities, and obligations of political organizations and social organizations in protecting workers in economic zones and industrial zones; Innovations in vocational education mechanisms and policies have a great impact on the training process, thereby affecting the quality of human resources. resources in economic zones and industrial zones [7].

Through some of the above studies, it is possible to see a fairly comprehensive and appropriate picture of the state management of labor and employment, the research has partly provided theoretical issues. and practice in the field of labor and employment, it helps us to generalize the basic and profound contents, on that basis, to offer solutions and a more correct view of labor management. local employment. However, work in this field in recent years has focused only on solving some of the problems of labor or employment in joint research, in the country or elsewhere. There have not been specific and detailed studies on national labor-management issues in Nghi Son EZ, Thanh Hoa province. Therefore, the research of this thesis will overcome the above limitations to strengthen research knowledge in the field of state management of labor.

III. RESEARCH METHODS

Primary Information: Collected through interviews and field observations. Respondents are employees and business representatives from Economic Zones and Industrial Parks in Thanh Hoa Province.

Secondary information: Information collected from published scientific works, theses, publications, books, journals, and proceedings of scientific conferences. Among them, the data comes from the Management Board of Economic and Industrial Zones of Thanh Hoa Province and the Ministry of Labour, Invalids, and Social Affairs.

Expert interviews: Collect opinions from managers, experts knowledgeable in the field of labor and labor training to collect multi-dimensional opinions for research content.

Descriptive statistical method: Using data provided by the Management Board of Nghi Son EZ and industrial zones in Thanh Hoa province, and some enterprises producing in industrial zones in the area. The documents are collected and described by period each year to analyze and evaluate the quality of labor in industrial zones in the province. Using tables and models to document statistics helps readers easily track the fluctuations in the process of improving labor quality every year in industrial zones.

In addition, the author collects information through reports, specialized journals at home and abroad, conference proceedings at home and abroad, and Internet sources. Documents are synthesized and processed through the process of analysis, comparison, and overview to clarify the current situation of the quality of labor resources in industrial zones in Thanh Hoa province and the causes affecting the quality of labor resources.

IV. RESEARCH RESULTS AND DISCUSSION

4.1. Promulgating and organizing the implementation of legal documents on labor in Nghi Son EZ

Law-making and promulgating activities have always played an important role in establishing the national enterprise labor management mechanism. Through the legal system, the state establishes a legal channel for state management of labor in the EZ; stipulates the scope and method of management; establishes and maintains national enterprise labor management agencies, and conducts specific enterprise labor management activities... Like all industrial parks in the country, in Nghi Son EZ, Thanh Hoa province is applying the State's legal documents on labor-management in enterprises [8]. Some main documents are being applied in the industrial park such as:

* System of general documents

The 2013 Constitution has created a legal basis to define the principles and basic orientation content of labor law in general, and labor law in enterprises in particular, such as basic rights and obligations of employees. citizens (employees and employers are also citizens), basic rights and obligations of production and business organizations and individuals (enterprises are production and business organizations), organization and operation of trade unions and representative organizations of employers, organization, and operation of the state management apparatus...

This means that the employer cannot unilaterally terminate the labor contract because the female employee is married; Pregnant; on maternity leave; are raising children under 12 months. Breastfeeding infants under 12 months. The Labor Law 2012 does not provide for the unilateral suspension of labor contract termination for female employees who are pregnant or raising children under 12 months old, which affects the rights and interests of female employees.

* System of documents issued by Thanh Hoa Provincial People's Committee

The 19th Party Congress of Thanh Hoa Province (term of 2020-2025) has determined that by 2030, Thanh Hoa Province will become an industrial province. The Provincial Party Committee and the Provincial People's Council have promulgated many guidelines and policies, which emphasize the content of state management of labor for enterprises to achieve the set goals. To create jobs and improve the quality of labor resources, the Provincial Party Committee has many basic contents, including establishing a system of vocational training institutions and improving the quality of labor. The common goal is that by 2025, Thanh Hoa City will reach the standard of universalizing lower secondary education, improving the people's intellectual level and the quality of human resources, and contributing to accelerating the process of industrialization and modernization. ensure rapid and sustainable development.

The Management Board of Nghi Son EZ and industrial zones shall perform the task of state management of foreign workers working in business zones and clusters authorized by the Provincial People's Committee; coordinate with agencies and units to inspect foreign workers working in business zones and clusters authorized by the provincial People's Committee. , strictly handle according to their competence, and report to the Provincial People's Committee according to regulations. Provincial police strengthen the management of entry, exit, transit, and residence of Vietnamese people who are foreigners; coordinate with agencies and units to review, review and manage foreigners working in the province; strictly handle organizations and individuals that violate the law following the law [8].

* Organization and implementation of legal documents on labor for employees and employers in industrial parks

To help employees and managers understand the provisions of the law directly related to their rights and

obligations when participating in labor relations, creating conditions for employees to understand and participate in the relationship. the labor system, give opinions on issues related to lawful rights and interests, supervise and demonstrate the rights and obligations of employees towards the enterprise, gradually form the habit of handling work according to law, helping employees to harmoniously handle social relationships according to the law, avoiding conflicts with employers. Aware of this, in the past time, the propaganda of laws and policies for employees in EZs and industrial zones has been highly valued by the Management Board of Nghi Son EZ and industrial zones. laws for workers in EZs and industrial zones, and at the same time coordinate with the Ministry of Labor and War Invalids. Provincial social work, provincial social insurance, trade unions of economic zones, industrial parks, and trade unions of enterprises... are organized annually through the website of Nghi Son EZ Management Board. and industrial zones, of the Department of Labor, Invalids and Social Affairs of Thanh Hoa province.

4.2. Establishing, maintaining, and developing labor relations in Nghi Son economic zone

To assess the current situation of using labor resources in Nghi Son Economic Zone, the study has surveyed units in Nghi Son Economic Zone. Talking about the employment situation is talking about the employment structure in terms of number, seniority, age, gender, etc., which can give us a comprehensive understanding of the personnel situation in Nghi Son Industrial Park. First of all in terms of qualifications:

Through the data table, we can see that the number of personnel in EZs has increased in both quality and quantity, compared to 2022 the number of personnel in EZs will increase by 18 people in 2020 ie an increase of 11.15 %. However, the increase in volume is not large and the fluctuation is small. The majority of cadres with university degrees (more than 80%), and cadres with college degrees and above are relatively few, and over the years, the proportion is relatively small. It can be seen that the qualifications of workers in industrial park enterprises are relatively high, in line with the work characteristics of industrial parks. Due to the specific job requirements of managers, their qualifications must be of high quality. Very few people with lower secondary or high school qualifications work as security guards or drivers.

Table 2.1: Structure of labor by qualification

Level	2020		2021		2022	
	Number quantity	Ratio (%)	Number quantity	Ratio (%)	Number quantity	Ratio (%)
Graduate	4	2.50	6	3.5	6	3.37
University	133	83.12	155	90.60	144	80.90
College	9	5.625	2	1.17	2	1.123
Intermediate	10	6.25	7	4.10	19	10.67
High School	4	2.50	0	0	0	0
Total	160	100	171	100	178	100

(Source: Management Board of Nghi Son EZ and industrial zones)

Table 2.2: Labor structure by sex and age

No	Expense	2020	2021	2022
A	By gender	160	171	178
1	Female	58	61	62
2	Male	102 (63.74%)	110 (64.32%)	116(65.16%)
B	By age			
1	Age 18-40	112	130	135
2	Age 40 and up	48 (30%)	41 (24%)	43 (41,4%)

(Source: Management Board of Nghi Son EZ and industrial zones)

Due to the characteristics of the construction and service industries, the proportion of men is relatively high, accounting for more than 60% for many years. However, the percentage of women in office administration work exceeds 30%, because office administrative work requires a relatively balanced ratio of men and women, so the proportion of women is slightly less.

In terms of age, the proportion of workers over 40 years old is relatively low over the years, and the number of young workers gradually increases over the years. This Nghi Son EZ needs to promote to contribute to the rejuvenation of human resources.

The process of labor rearrangement makes the labor force in enterprises in Nghi Son EZ often fluctuate over the years. In which, the increase in the number of employees is greater than the decrease in the number of employees:

Table 2.3: Labor changes over the years in EZ

Year	Labor decrease	Labor increase	+/-
2020	1767	3058	+1291
2021	779	4951	+4172
2022	687	5000	+4313

(Source: Management Board of Nghi Son EZ and industrial zones)

The per capita income of employees of enterprises in industrial parks has generally increased steadily over the years:

Table 2.4: Income situation of employees over the years

Year	Per capita income (million dong)	Increase (%)
2020	33,60	+0
2021	36,00	+6,6
2022	38,40	+6,6

(Source: Management Board of Nghi Son EZ and industrial zones)

About the arrangement and use of personnel:
This job is always a complicated issue but plays an

important role in business. Leaders of most businesses are aware of the importance of human resource allocation.

4.3. Develop mechanisms and institutions to support the development of harmonious, stable, and progressive labor relations

Harmony, stability, and progress are three indispensable components, which are the goals that Thanh Hoa province's leaders aim in building current labor relations in EZs and industrial zones in the province in general and in EZs. Nghi Son in particular.

Nghi Son Economic Zone Trade Union and provincial industrial zones have established, and guided, grassroots trade unions in Nghi Son EZ, trade unions have built a harmonious, stable, and progressive labor relationship, contributing to improving the position and prestige of the trade union organization through directing the grassroots trade unions, helping employees sign labor contracts with the employer, representing the labor collective. formulating, negotiating, and signing collective labor agreements; propagating and disseminating the Party's guidelines and guidelines, policies and laws of the State related to the rights and obligations of employees [8].

Currently, Nghi Son EZ has established a harmonious, stable, and progressive labor relationship, the relationship between management, employment, and product distribution is satisfactorily resolved; The material and spiritual life of employees is cared for, taken care of, have a job, has a stable income, has learning opportunities, and is mutually beneficial. Harmonious relationship, mutual trust, and implementation fulfill their obligations and responsibilities [8].

4.4. Organize the implementation of legal documents on labor in Nghi Son economic zone

Due to the limited level of education and understanding of labor laws, employees in enterprises in the province are still limited in obeying the State's laws and understanding their rights and obligations. still limited, many cases were taken advantage of by lawbreakers. Protracted riots and protests by workers have affected production and company operations. Newspapers and mass media covered it. As a result, employees often "jump" and cannot stick with the company for a long time, because the company does not understand, satisfy and listen to employees' thoughts and aspirations. Therefore, the dissemination of knowledge, policies, and laws to employees is considered a basic value that businesses, departments and government systems must simultaneously pay attention to, promote and effectively implement. fruit. Recognizing the importance of legal education for employees, the Government has implemented a project to

propagate and disseminate the law to employees and employers [4].

Propaganda and dissemination of laws for employees still face difficulties that need to be overcome such as many businesses are afraid to organize communication meetings for employees, especially enterprises with foreign capital and enterprises with foreign capital. outside must conduct propaganda on Saturday and Sunday; Many employers and employees are few Or have not had timely dialogue with employees, leading to not being able to capture the thoughts, feelings, and aspirations of employees, but only organize public contact sessions to inform employees and deal with them in a meaningful way. specific substance. It can be said that, although there are shortcomings that need to be eliminated and overcome, it cannot be denied that through legal lectures that have been widely disseminated to employees, employees have a better understanding of labor contracts. labor, occupational safety, and occupational hygiene. and social security. They know how to protect their legitimate and legitimate interests on matters such as the law, the system, and employee rights. Building a harmonious and progressive labor relationship between employers and employees [4].

4.5. To inspect, examine, supervise, handle violations of the labor law, and settle labor disputes following the law in Nghi Son EZ

Countries with governance capacity attach great importance to the effective organization of inspection, examination, supervision, and handling of enterprise labor violations. According to the experience of other countries, the inspection activities of the labor agencies must ensure the observance of the provisions of the law on working conditions and job protection of workers [8]. The system must have the following basic functions:

- (i) Ensure the observance of legal provisions on working conditions and protection of workers while at work, such as regulations on working hours, wages, safety, health, welfare, and other relevant matters, within the limits of liability to which labor inspectors are assigned;
- (ii) Provide information and suggestions on techniques and ways to comply with legal regulations for employers and employees;
- (iii) Ensure objectivity, fairness, and necessary "respect" in relations with employers.

V. CONCLUSION

The study mentioned theoretical issues related to the State management of labor; analysis of labor resources, socio-economic conditions, and use of labor resources. On that basis, proposing solutions to improve the state

management of labor in Nghi Son EZ, Thanh Hoa province as follows:

Studying the theoretical system to clarify the contents of labor, management, and state management; economic zones, industrial zones; the role of labor resources; authority and content of state management of labor.

Describe the geographical location, characteristics and advantages of the Nghi Son Economic Zone, analyze the current situation of human resources, state management of labor, create jobs and evaluate project results. The main targets of the socio-economic development plan 2020 - 2022 are Nghi Son EZ, Thanh Hoa province. Through the comparison, the advantages, limitations, limitations, and causes of labor management in the locality and the whole country are clarified.

In line with the policy of socio-economic development and labor of the Party and State in the coming time. And based on the analysis of the content of Chapter 2, the next step is proposed to improve the national labor resource management solution in Nghi Son EZ, Thanh Hoa province.

State regulation of labor is a matter of theory and practice. The content of the article is paired, pointing out the science-related problems that need to be done to serve the research work, and indicating specific directions and tasks to overcome the shortcomings and limitations. , regulations and proposed content to be implemented in the state management of labor in Nghi Son EZ, Thanh Hoa province, Vietnam is increasingly effective.

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Situation of Implementation of Social Security Policies for Women in Dong Son District, Thanh Hoa Province, Vietnam

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Abstract

Social security is an important element in the development strategy of each country, a necessary condition for maintaining socio-economic stability and ensuring the building of a harmonious and civilized society. Therefore, many countries around the world, including Vietnam, have issued many policies and constantly reformed the social security system so that people can easily access and benefit from these policies. Within the framework of this article, we focus on discussing and evaluating the actual situation of implementing social security policies for women in Dong Son district, Thanh Hoa province, Vietnam, thereby giving some recommendations. possible solutions in the planning and implementation of local policies.

Keywords— Policy; Social Security; Women; Tsinghua; Vietnam.

I. INTRODUCTION

The implementation of social security policies in recent years has always been paid attention by the Party and State to take care of people's lives. This is considered a long-term strategy, a driving force, and a goal to promote sustainable economic development, political and social stability. In particular, social security policies for women such as gender equality work, for the advancement of women with many specific guidelines and policies: Resolution of the 10th National Congress of Deputies. The Party's IX (2001) clearly states: "For women, well implement the law and policies on gender equality, foster and provide vocational training, and improve education; have mechanisms and policies for women to participate more and more in leadership and management agencies at all levels and sectors, taking care of and protecting maternal and child health; create conditions for women to fulfill their motherly duties well; build a prosperous, equal, progressive and happy family" [4].

Dong Son district, Thanh Hoa province has more than 90,000 people, of which women account for 45% of the total population of the district. With the attention of the Party, State, and local authorities, they are always interested in life and policies. social security for women. However, there are still some parts of women who still

face many difficulties, their jobs are still unstable and unstable.... Therefore, social security policies for women need to be given due attention and attention. As an officer of the Women's Union myself, I realize that the implementation of social security policies for women needs to be concerned, researched, and evaluated scientifically and systematically. From there, propose some solutions to improve the effectiveness of implementing social security policies for women to help and support disadvantaged groups to develop their economy, improve material and spiritual life, and implement an effective and sustainable security policy.

II. RESEARCH LITERATURE REVIEW

The work "Social Security, Medicare & Government Pensions" (social security, health care, and government subsidies) by Joseph Matthews Attorney goes in-depth about benefits and health care systems, social housing, pensions, policies for people with meritorious services to the country and ways to ensure the best health insurance [9].

Research "Women and Social Security in the United States" by Lenore E. Bixby. Focused attention on the treatment of women in the welfare system in the United States.

Proposals to change the position of housewives follow programs and provisions to protect women. The status of women's rights as dependent workers is taken into account to get an overview of the level of benefits and the extent to which women can receive them. However, there is still controversy about subsidy policies and their effectiveness during this period [10].

The research work "Social Security For Dummies" by author Jonathan Peterson, has mentioned the US social security issues with several contents: Explaining the history, regulations, and significant changes in US social security, as well as consideration of the program's future; Comprehensive analysis of programs sponsored by the Social Security Administration; Challenges and considerations for people with special circumstances [8].

The research work "The Role of Women in the Economic Development of Afghanistan" by Madina Junussova, Mariia Iamshchikova, Naveen Hashim, Muhammad Ajmal Khan, Pakiza Kakar, Freshta Wardak, and Shukria Rajabi research on policies of government for women in Afghanistan providing access to resources, participation in the economy. However, the policy of taking women as the center is still limited due to the lack of an equal view from the community. At the same time, the study also highlights the need for women's economic empowerment so that they have the opportunity to innovate and participate in local economic development [11].

The book "Family Studies" (2007), by Dang Canh Khanh and Le Thi Quy, Political Theory Publishing House, systematically presents theoretical and practical issues about family, women, and equality. male and female equality. The book has pointed out many realities of gender inequality in the family, family relationships from traditional to modern, and analyzed some problems of poverty affecting the family and family members, quality of life. of the family and the status of women in general and poor women in particular through sociological surveys. Since then, the authors have proposed measures to improve the role of women, gender equality in the family, and the process of industrialization and modernization of the country [1]. Vietnam currently has several studies and statistics on the number or actual implementation of policies for women in some aspects, but there is no in-depth research on women in some localities in rural areas. The above studies and documents have provided many references and approaches to women's welfare and support in many different aspects.

However, there has not been a work or topic that fully, comprehensively, and systematically addresses the

implementation of social security policies for women from the perspective and approach of the Public Management sector. Through the actual survey in Dong Son district, Thanh Hoa province together with reference and collection of documents and research works mentioned above to evaluate and analyze scientifically the process of implementing safety policy. social protection for women, realizing the achieved results as well as limitations and difficulties in the process of implementing policies into life.

III. RESEARCH METHODS

3.1 Documentary research methods

Using professional techniques to collect information about women in Dong Son district, Thanh Hoa province, data and documents from reports on the field of Labor - Invalids & Social Affairs; Resources from the District and Commune Women's Unions and other social organizations, the necessary information for the research process.

The purpose of the method: Collecting information on the theoretical basis related to the Social Security Policy for women; The previously applied results have contributed to the socio-economic development of the locality; The guidelines and policies of the Party and State have been implemented, and social security policies to which the subjects have access; Statistics have been collected in recent years to evaluate the results of support for poor women, the effectiveness, difficulties, shortcomings, and measures to overcome difficulties implemented in the district. Dong Son. Some of the documents used for research analysis on this topic include:

Reports on Labor - Invalids & Social Affairs; Results of survey and review of households towards social security policies from 2016 to 2022; Report on the implementation of the work program on Gender Equality and for the Advancement of Women; Results of the implementation of the program on preventing and combating domestic violence; Socio-economic development report of Dong Son district, Thanh Hoa province.

3.2. Questionnaire survey method

Collecting necessary information for research on the topic, through the use of a prepared questionnaire, distribution of questionnaires, and instructions on how to answer, women will record their answers on the questionnaire. which collects and processes the data. The number of study samples was.... women aged from 18 to 59 years old.

The required content of the questionnaire: Collect basic information about women's households; Psychological characteristics and needs of poor women; Assessment of the actual situation of implementing social security policies for women in Dong Yen district; Proposing several solutions to improve the effectiveness of the implementation of social security policies for women.

3.3. In-depth interview method

Subjects: In this study, the author selected and interviewed 08 women in depth; 03 local government officials and leaders; 02 officials of the Association, 04 branches; 02 village heads; 03 people.

IV. RESEARCH RESULTS AND DISCUSSION

4.1. Policies on employment, ensuring income for women

Currently, Dong Son district has 48,012 million employees with regular jobs, of which 28,389 million female workers have jobs (accounting for 59.12%), but the quality of jobs is still low, stability and sustainability in employment are not High: female workers often work in industries and fields with low professional qualifications such as services, textiles, leather, and footwear,... (the percentage of women at Phu Anh garment company is 62%. Kungvina Printing Company 58.3%); 12.2% female employees work in the family without salary/wage and self-employed; 32.8% female workers do simple jobs; 38.6% female employees work in the agricultural sector; the rate of female cadres, civil servants and public employees is 16.4%. The average monthly salary of salaried female employees is about 5.6 million VND. The quality of female workers has been gradually improved, however, there are still limitations in terms of professional and technical training: only 35% of trained female workers have degrees and certificates, of which 17.6% have qualifications. college, university, or higher [7].

According to the report of the Department of Labor, War Invalids and Social Affairs of Dong Son district in 2018, the whole district has created jobs for 2,257 workers, of which 1,213 female employees reached 53.74%. In 2018, Approval of the total loan capital of 11.01 billion VND was to settle 670 laborers, mainly for local labor industries such as livestock, farming, factory construction, trading, etc. to create jobs. new for 520 employees. By 2022, the total loan capital for administrative clearance will be 50.38 billion VND to settle 5,467 employees, of which 3,872 female employees, an increase of 3,352 employees in 5 years. The number of employees who have been given jobs over the years has increased [5]; [6].

In recent years, thanks to the efforts and efforts of branches and unions at all levels of Dong Son district, poverty reduction work has achieved high efficiency. The implementation of the poverty reduction policy for women has gradually deepened in the form and method of implementation, such as Support to build and repair houses for 138 poor households with a total amount of 6.8 billion, including 86 houses for poor women; building and repairing 42 people with meritorious services with an amount of VND 2.1 billion, of which 17 are female; Collaborating with NHCS to lend money to poor households for housing in 2018 for 184 households with an amount of 1,79 billion VND reduced to 38 households with the amount of 855 million VND (in 2022). Preferential loans for poor households, near-poor households, and households escaping from poverty are VND 141,071 billion with 725 turns of people (in 2018) to VND 94,614 billion with 311 loans (in 2022) [2]; [3].

4.2. Social insurance and health insurance policies for women

According to data reported by the Dong Son district social insurance agency, the number of women participating in health insurance, social insurance, and voluntary social insurance accounts for more than 50%. However, from year to year, there is an increase in fluctuations, in 2020, there is a sign of a decrease due to the outbreak and prolonged Covid-19 epidemic, leading to several female workers losing their jobs, so the number of compulsory social insurance is only 2. In 2020 - 2021, the coverage of social insurance is also expanded, with more than 2,832 women participating, accounting for 10.3% of the labor force (in 2018), up to 2,969 women participating in 2022, accounting for the majority, over each year. The number of fluctuations increased unevenly, especially in the two years 2021-2021 due to the impact of the Covid 19 epidemic. The number of people participating in voluntary social insurance increased by 1,358 people, an increase of nearly 3.9 times compared to 2018. This is a child. the number shows the efforts of all levels and sectors in the context of the development of participants facing many difficulties; Annually, the insurance has paid unemployment benefits to over 40 people.

The survey results show that the reason for the low participation rate in social insurance is that the income of women is still precarious and cannot afford to participate, accounting for 70%; 10% of women do not participate because unemployment insurance benefits are not appropriate; The remaining 20% is for other reasons. Therefore, for the percentage of women participating in unemployment insurance to increase, it is necessary for all levels and sectors to regularly and extensively propagate the State's support policies when purchasing

unemployment insurance in rural areas: 30% for voluntary social insurance participants belonging to poor households; Equal to 25% for participants of voluntary social insurance from near-poor households; Equal to 10% for other subjects (The support period does not exceed 10 years). The policy of voluntary social insurance is of great significance, contributing to ensuring social security for freelance workers, reducing difficulties and risks in old age, helping to ensure income, and stabilizing life for each person. at the end of working age.

4.3. Social support policy for women

Social assistance work has gradually shifted to a human rights-based, human-centered approach. The

Table 1: Subjects of female social protection in the period of 2018 - 2022

Object	2018	2019	20220	2021	2022
Total number of social protection beneficiaries	5.587	5.585	5.242	5.062	4.963
Subjects of social protection are women	2.764	2.843	2748	2435	2387

(Source: Dong Son District Social Insurance)

The district also directs to well implement the policy of social assistance with regular monthly payments at the local post offices for nearly 5,000 turns of social protection beneficiaries, with a total budget of 53 billion VND/year to support funeral expenses for the victims. 170 social protection beneficiaries, with a budget of over 2.2 billion VND/year; The Women's Union of Dong Son district and the Women's Union of communes and towns in the district have launched 22 models of clubs "Godmother connects with Love" to sponsor more than 132 orphans, with extremely difficult circumstances. Having given 256 gifts worth 76.8 million VND, In cooperation with

benefactors, Tfarm company held meetings (2 times/quarter) and gave gifts to 21 orphans with a value of 75 million VND.

In 2022, supported housing for 142 households. In 5 years, implementing a housing support policy for families with difficult housing policy according to Decision Book 167/2018 has supported 343 households to build new and repair; Housing support for poor households according to Decision No. 33/2015/QĐ-TTg dated August 10, 2015, of the Prime Minister was 180 households. Support social housing loans for 75 households.

Table 2: Housing loan results for women from 2018 - 2022

(Unit: thousand dong)

Year	2018	2019	2020	2021	2022
Housing loan for poor households (Decision No 167/2008)	867.180	357.250	186.100	56.000	27.710
Housing loan for poor households (Decision No 33/2015)	925.000	925.000	916.400	863.400	828.400
Loans for social housing (VND) (100/2015)	786.410	1.557000	3.817.000	6.627.000	11.787.000

Dong Son district also always pays attention to and promotes the role of women in society in general and in state management and the political system in particular. One of the important goals is to ensure gender equality and empower women. Strengthening gender equality and enhancing the capacity and status of women is one of the eight-millennium goals. Gender equality is an important measure to assess the level of progress and development of society and the proportion of women in the political field is one of the measures to assess the level of equality. Enhancing the status of women in the political field plays

an important role in realizing the goal of gender equality for the advancement of women, and is the basic foundation contributing to promoting economic and social development. Currently, the percentage of women participating in the Party Committee (district: $9/33 = 27.2\%$; commune: $60/201 = 29.8\%$). The unit with the highest percentage of women participating in the Party Committee is Dong Thinh Commune (46.6%), the rest of the units are 30%. participate in the People's Council (district: $10/30 = 33.3\%$; commune: $117/350 = 33.46\%$).

Table 3: Women participating in the Party committee for the term 2015-2020 and 2020-2025

Job title	District		Commune	
	Term 2015-2020	Term 2020-2025	Term 2015-2020	Term 2020-2025
Member of the Executive Committee of the Party Committee	6	9	60	62
Standing committee members	1	2	10	11
Secretary	0	0	0	1
Deputy Secretary	0	0	2	4
Chairman of People's Committee	0	0	0	1

(Source: Documents of Dong Son District Party Committee, term 2015-2020 and 2020-2025)

Table 4: Women participating in government organizations for the term 2016-2021 and 2021-2026

Job title	District		Commune	
	Term 2016-2021	Term 2021-2026	Term 2016-2021	Term 2021-2026
Delegates of the People's Council	8	10	106	117
Standing People's Council	2	1	6	9
Standing Committee of People's Committee	0	0	1	4

(Source: Dong Son District People's Council Document, term 2016-2021 and Report on election results of Dong Son District People's Council, term 2021-2026)

With the attention of the Party Committee and the government, the innovations in cadre work, especially female cadres in Dong Son district are increasing, and the role of women in management leadership is increasingly being enhanced. In Dong Son district alone, 2/7 comrades are UVBT of the district party committee. The work as human resources in the 2020-2025 term requires the commune party committees to have at least 1 female in the management staff. Currently, there are 11/14 communes with women in the Standing Committee of the Party Committee. Besides, also established a female leadership

club in Dong Son district with 56 members who are deputy heads of departments, departments, agencies, and schools at the district level, and comrades are the Standing Committee of the communes and towns.

Through the activities of the club, it helps women exchange information, learn experiences and good practices in the fields of work. Dong Son always pays attention to the training and retraining of female cadres and annually organizes 2-3 training courses to foster knowledge for members of the People's Council and female cadres. However, besides that, there are still some

women who are not confident in themselves, and some women have not received sympathy and help from their families when participating in social work. This is also an issue that needs mass organizations, the Women's Union from the district to the grassroots, and the Committee for the Advancement of Women to pay attention to come up with more practical solutions to attract the participation of women into activities. Overall assessment of the results of implementing social security policies for women in Dong Son district, Thanh Hoa province.

V. CONCLUSIONS AND SOLUTIONS

5.1. Conclusion

Social security policies for women play an important role in maintaining and promoting the position and role of women in society so that women can participate in economic development and have conditions to promote their abilities and intelligence. contribute to the general development of society and the country. The implementation of social security policies for women is an objective requirement in any locality or state in the world. The social security policy for women shows the Party and State's concern for equality in gender development, both to protect safety and equality and to create motivation for women to develop sustainably. stable. As a locality rich in revolutionary tradition and a long-standing cultural cradle, Dong Son district has transformed from a poor and difficult district into one of the leading districts of Thanh Hoa province.

Dong Son district is not only strong economically, and culturally diverse, but also very interested in social security work, which is clearly shown through annual social security work data. In the period 2016-2022, the social security policy for women has been implemented relatively synchronously and achieved positive results, but besides the achieved results, there are still some shortcomings and limitations that need to be overcome. dress. Researching the implementation of social security policies for women in Dong Son district, the thesis has gone from theoretical research to assess the actual situation of the policy implementation process, from which to research and propose solutions to implement social security policies for women in the district more effectively in the coming time.

5.2. Solutions

Strengthen coordination between political and social organizations

For the social security policy for women to be effectively implemented, the Labour, Invalids, and Social Affairs sector alone can't do it, but there needs to be close

and consistent coordination between agencies, departments, branches, and agencies. battle, mass organizations from district to grassroots level in all stages of policy implementation, from propaganda and dissemination to implementation, mobilization to monitoring. policy implementation. Experience from the practical implementation of social security policies in the district shows that, if the coordination work is implemented closely, synchronously, and uniformly by the agencies, the organization and implementation of the social security policy take place quickly, and conveniently and bring high results [6].

Strengthening the inspection, supervision, detection, and timely handling of cases of violations of the implementation of social security policies for women

To ensure the correct and sufficient expenditures are made to reach policy beneficiaries, regular inspection, supervision, inspection, and audit regimes must be implemented to correct shortcomings; and handle cases of intentional misconduct. Periodically, the state audit and state inspectors conduct checks on the district's Division of Labour, Invalids and Social Affairs, and the district Social Insurance in the collection, expenditure, allocation, and use of various funds and funding for the activities. local objects. Promote the supervisory and critical role of the Fatherland Front, socio-political organizations, people, and policy beneficiaries in paying regular allowances to have timely feedback violations to ensure fairness in society.

Strengthening the organizational apparatus and contingent of cadres and civil servants implementing social security policies and administrative reform in the field of social security

Training and capacity building for policy staff to understand the Party and State's guidelines and social security policies for women, and have skills in monitoring, supervising, and synthesizing relevant information on local policies and projects for women. Organize consultations for leaders, coordinate with relevant departments to identify the needs and participation capacity of staff; investigate and evaluate the current situation of policy staff, especially full-time staff at the grassroots level, have grasped the life situation and policy implementation process of women, have brought benefits for the policy beneficiaries themselves or not [6].

It is necessary to develop a plan to improve community capacity and a plan for training and retraining for village officials, residential groups, and branches who are closest to, and have the best understanding of, the beneficiaries to have the best possible outcomes. the direction to implement the policy in the strictest, right, and most effective manner. Organize conferences and seminars

on employment, income security, and poverty reduction programs for women. Strengthen for officials to participate in surveys, study, and exchange experiences between districts and outside the province. Strengthen communication on employment, income security, and poverty reduction.

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Current Situation of Building Cultural Life for the Youth Union of Tan Son Ward, Thanh Hoa City, Thanh Hoa Province Vietnam

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Abstract

Lifestyle, together with ideology and morality, are seen as key areas of culture. Building a healthy and civilized lifestyle is one of the important contents of the cause of building an advanced Vietnamese culture imbued with national identity. Cultural lifestyles whose core are behavioral patterns and social institutions with typical cultural characteristics play a role in shaping and defining human personality. Within the framework of this article, the author focuses on assessing the actual situation of building a cultural lifestyle for youth union members in Tan Son ward, Thanh Hoa City, Thanh Hoa province, Vietnam to clarify the issue study.

Keywords— Cultural lifestyle, Youth Union members, Tan Son Ward, Thanh Hoa, Vietnam.

I. INTRODUCTION

Currently, Vietnam, we are in the process of completing the integration to promote socio-economic development, which means that our country has to carry out cultural integration in the country. and abroad to integrate among human civilizations. Besides, today the process of technological innovation, the industrial revolution 4.0, and the development of digital technology has exploded, increasingly diverse, especially the development of social networks. This has had a significant impact on the change in the way of viewing, evaluating, and operating the culture of Vietnamese ethnic groups in the world. Foreign cultural currents are creeping and penetrating all social strata, affecting and changing the traditional cultural features of thousands of years of history of each country, and Vietnam is no exception to the rule there.

Affected subjects are diverse and belong to all walks of life, but the most affected are adolescents because these are young, dynamic, and very sensitive people receiving different types of culture. A new way of perceiving, approaching, and absorbing culture that is susceptible to changing cultural lifestyles is already available, so it can be said that young people need to pay more attention and be more active in preserving and

building cultural lifestyles. of the nation has built up thousands of years.

In addition, in the community and the family, each youth must also actively build a family-cultural lifestyle, because this is the first fundamental environment for each person in helping individuals to perceive and form a cultural lifestyle, so education right from this environment will make an important contribution in building behavioral norms and behavior in an appropriate cultural environment.

Implementing the campaign "Building a new cultural life and a civilized city", officials, union members, and youths of Tan Son ward have carried out many works and works contributing to the construction of a civilized ward and city. , modern. The ward union regularly cooperates with functional units to remove and delete illegal ads and classifieds; build a civilized, green-clean - beautiful route; propaganda painting; mobilize people to live a civilized urban lifestyle, maintain general hygiene in neighborhoods and public places.

The initial deployment of the movement "Youth to participate in building urban civilization" in Tan Son ward has now created positive social effects, attracting a large number of young people to participate, and

contributing to building a cultural lifestyle. to consolidate and strengthen the activities of the Union. The implementation content of the union movement in Tan Son ward is really practical, creating a strong change in the consciousness, responsibility, and awareness of the youth in particular and the people in general, affirming the position, The role of young people in participating with political, social and mass organizations in building a healthy, pure and healthy lifestyle, contributing to the realization of the socio-economic development process in the current locality now.

Defining the role is like that, but how to perform that role is challenging to complete. First of all, the youth of Tan Son ward must have a deep and correct awareness of their role in building a cultural lifestyle. To do so, it is necessary to study and practice morality, create a firm stance and thoughts, and at the same time must always have a pure and healthy lifestyle. Especially in the acquisition of culture: it is necessary to preserve and promote the good traditional cultural traits that have been recognized by society, that is, the house rules, the sense of lifestyle, manners, sociality, family relations, and integration does not dissolve.

II. RESEARCH LITERATURE REVIEW

Research on building cultural life for cadres, union members, youth in general and cultural lifestyle, in particular, has been mentioned by many scientists through articles, magazines, books, and works. the following science:

Scientific articles A brief overview of the cultural life and lifestyle of young people in Hanoi today by Nguyen Thi Hue, Journal of Cultural Research No. 4 [2]. The article has clarified some basic features of the current situation of cultural life and lifestyle of young people in Hanoi city today, on that basis, it points out the most common issues that need attention in building a better life. cultural life and lifestyle for Hanoi youth in the coming time.

Discussing the lifestyle of Do Trung Lai, People's Army Newspaper, 1998 [5]. The article mentioned the lifestyle of the people in the country's renovation process.

The concept of humanistic environment and the issue of humanistic environmental education in our country today by Prof. Le Thi, Philosophical Review, 1999. The author emphasizes the role of humanistic environmental education as well as its impact on the cultural subject is human. Readers will gain a new perspective on the humanistic environment [6].

Continue to promote the campaign to build a cultural environment associated with the whole people to build a cultural life in the Army of Lieutenant General Pham Hong Thanh, Deputy Director of the General Department of Politics, National Defense Review, 2007. The article discussed the objectives and requirements of accelerating the implementation of Party resolutions, directives, regulations, and guidelines of the army on the campaigns to build a national army to create positive and profound changes in cultural life. cultural and spiritual factors, making political and ideological factors more deeply rooted in all activities of the Vietnam People's Army [7].

Through some of the above studies, it can be seen that the activity of building a cultural lifestyle for the youth of Thanh Hoa City in general and the youth of Tan Son ward, Thanh Hoa City in particular is a very important content. It is important to contribute to the implementation of the movement "All people build a cultural life"... However, up to now, there has not been any research work on building a cultural life for young people in the ward. Tan Son, Thanh Hoa city. Stemming from the above facts, it is very necessary to research and evaluate the current situation of building a cultural lifestyle for teenagers in Tan Son ward, Thanh Hoa City, based on assessing the current situation, to Research and propose solutions to improve the quality of building cultural lifestyles for young people in Tan Son ward, Thanh Hoa city.

III. RESEARCH METHODS

The method of synthesis and analysis of secondary data, including previous research works with the same research topic, state documents on building a cultural lifestyle for young people, and reports on the implementation of the Directive. Politburo's directive on implementing cultural lifestyles in building cultural lifestyles has been carried out locally...

Interview method: Through meetings and discussions with researchers, some officials, and people about the assessment of individuals in the community about the work of building a cultural lifestyle for young people in the ward. Tan Son, Thanh Hoa city.

Methods of analysis, comparison, and statistics: Based on the collected information from the investigation, survey, direct interview, and document study, the author will summarize and analyze the strengths, difficulties, limitations, and challenges in building a cultural lifestyle for officials, union members and young people in Tan Son ward, Thanh Hoa city.

IV. RESEARCH RESULTS AND DISCUSSION

4.1. Propaganda and education work

4.1.1. Political and ideological education work

In recent years, education has always been valued, and the content and methods have continued to be innovated. Tan Son Ward has organized and propagated the Directives and Resolutions of the Party, policies and laws of the State, of the Union - Association - Team. Notably, the mastery and implementation of studying and following Ho Chi Minh's thought, morality, and style in the spirit of Directive No. 05 -CT/TW of the Politburo (Term XII) and Conclusion No. 01-KL/TW of the Politburo (Term XIII) on continuing to promote the implementation of studying and following Ho Chi Minh's thought, morality and style, which is implemented synchronously, regularly and continuously. determine the content and form suitable for each object of youth, associated with campaigns, patriotic emulation movements, and local political tasks [3]. The propaganda of Directives No. 04 - CT/TU, 06 - CT/TU, 08 - CT/TU, 09 - CT/TU, 10 - CT/TU of the Standing Committee of the City Party Committee (19th term) and Directive No. 01 - CT/TU (Class XX) has become a regular task of the whole term. As a result, during the term, 10 propaganda sessions were organized for more than 500 turns of cadres and youth union members in the ward to receive the Resolutions of the Party congresses and the Unions at all levels and participate in writing the final report regulations. Thereby, creating a change in the thought, cultural, and political life of the youth.

4.1.2. Traditional educational work

To help the younger generation understand and be proud of the revolutionary tradition of the Party, the nation, the homeland of Thanh in general and Tan Son ward in particular through historical periods, over the past time, under the direction of Mr. Provincial Youth Union, Youth Union of Thanh Hoa city, Ho Chi Minh Communist Youth Union of Tan Son ward have coordinated with departments, branches and mass organizations to promote traditional education to arouse the sense of responsibility and sense of responsibility. efforts in learning and training the young generation.

Traditional education is implemented effectively and regularly, closely following historical, political, and cultural events of the country. Many traditional activities, commemorative programs, meetings, contests, and contests are effectively organized with specific and diverse activities through the organization of activities on the occasion of holidays. , the great anniversary of the country,

such as Party's founding day (February 3); the Founding date of Ho Chi Minh Communist Youth Union (March 26); traditional day of the Vietnam Youth Union (October 15); Liberation Day of the South, Unification of the Country (April 30); Invalids and Martyrs' Day (July 27); National Day of the Socialist Republic of Vietnam (September 2); The founding day of the Vietnam People's Army (December 22)... At these events, many activities were organized by the Youth Union, such as Contest: Learn the history of the Communist Party of Vietnam, find understand 90 years of the glorious history of the Union...[4], deploying campaigns, exchanging talks, listening to special talks, and commemorative meetings...; thereby helping youth union members better understand the historical significance of historical events of the Party and the country. In addition, there are activities "Repaying gratitude", "Drinking water, remember the source", and organizing for young people to meet witnesses, and learn about historical sites.

Every year, on Invalids and Martyrs' Day (July 27), Union organizations mobilize youth unionists to participate in offering incense, embellishing martyrs' cemeteries, planting ornamental flowers, and lighting candles in gratitude to martyrs. heroes and martyrs, attracting a large number of young people to participate. This is the most direct and intuitive form of education to help young people express their gratitude to the generations of their ancestors who sacrificed their blood and bones to gain independence and freedom for the country, reminding today's young generation to keep going. his father, inheriting the cause of national construction and defense. Promote volunteering activities, activities to care for and support union members and youth in difficult circumstances, and give gifts to policy families, lonely elderly, and disadvantaged families in the ward. in a wide variety of forms. Coordinate with the CCB Association to organize 05 traditional talks on the anniversary of the homeland and the country for students at schools. Organized 15 propaganda activities in various forms attracting more than 1,000 turns of youth participation, and 22 propaganda sessions on the ward's loudspeaker system.

Through propaganda and education sessions on historical traditions for union members, young people have contributed to fostering revolutionary heroism and ideals for the young generation, helping the younger generation to properly understand, be proud of, and respect the tradition of the youth. revolutionary system of the nation, forming a sense of constant self-cultivation and practice of moral qualities and lifestyle; arousing the pride, gratitude, and determination of the youth of Tan Son ward,

contributing to the construction of the homeland and the defense of the Fatherland.

4.1.3. Công tác tuyên truyền, phổ biến, giáo dục pháp luật, đạo đức, lối sống

Propaganda and dissemination of legal education for young people continue to be carried out by many creative methods, organizing propaganda on the election of deputies to the 15th National Assembly and People's Councils at all levels for the 2021 term. -2026, propagandize Party Congresses at all levels for the 2020-2025 term suitable to each young person, contributing to building in the youth the sense of "Living and working according to the Constitution and the law" [6]. The union organization actively coordinated with the Youth Union of the provincial police, the city's police union, and the ward community learning center to organize 5 propaganda classes to disseminate to over 600 union members and members about the contents of the events. Laws such as Laws on road traffic, the law on drug prevention, prevention of drowning, propaganda, and prevention of malicious information on social networks with visual and effective law propaganda models suitable for each object and areas of residential areas; propagating Decree 36/ND-CP of the Prime Minister on banning trading, storing, transporting, lighting firecrackers, releasing sky lanterns in the spirit of "Volunteer for the people, safely celebrate Tet; happy spring without firecrackers".

100% of teenagers are students who sign a commitment not to break the law, not to use drugs, actively participate in detecting and denouncing crimes, preserving cultural lifestyles, and having a sense of prevention and combat against drugs and violence. school strength and other law violations, building a positive and healthy lifestyle...

Implement effectively the Campaign "Building Values as a role model for Vietnamese Youth in the new era", the Campaign "Building a beautiful image of Thanh Hoa Youth in the new situation"; The campaign "Every day good news - Every Week a beautiful story", the campaign "Cities say good words, do good deeds, act friendly". As a result, the vast majority of adolescents have a clean and healthy lifestyle; well observe the guidelines, lines, and policies of the Party, the laws of the State, and local regulations [9].

4.2. In the work of building the Union, expanding the united front to gather youth

4.2.1. The work of building the Union's grassroots organization

Aware of the special role and importance of youth union members in the revolutionary cause, over the past

time, the Standing Committee of Tan Son Ward Youth Union has focused on building a strong Union organization. With the motto of taking the branch as the focus, the Executive Committee of the Ward Youth Union focused on directing the implementation of Resolution No. 01-NQ/DTN, dated January 31, 2013, of the Standing Committee of Thanh Hoa Provincial Youth Union on "Consolidation try and improve the quality of grassroots groups in residential areas". Focus on building and consolidating a strong union base in all aspects, renewing activities, gathering a large number of youth union members, and helping union members to practice, challenge and assert themselves.

Bringing into play the spirit of shock, volunteering, and creativity; building passion in work and movement activities; Finding solutions to improve efficiency in activities is the goal that Tan Son Ward Youth Union aims to in the coming time to deserve the trust and love of the Party. The grassroots union organizations do a good job of advising so that the Party committees and authorities of the units are more aware of the role of the union in gathering union members and young people, considering this as a basis to promote their strength. youth's energy and wisdom in building the unit. The ward union currently has 15 branches, with 270 youth union members living in the union. The quality of the union's activities has been gradually improved, and the content of the operation method has been innovated, gradually paying attention to the aspirations and legitimate interests of the youth union members.

4.2.2. Công tác cán bộ đoàn

Implementing the regulations on cadres of the Ho Chi Minh Communist Youth Union, all levels of the Union's cadres have enhanced democracy, the cadre planning is concerned, and the cadres are selected according to standards and objectives. The Executive Committee of the Ward Youth Union always pays attention and actively advises the Party Committee in the selection, training, training, planning, arrangement, arrangement, and use of Union-Team-Association cadres [9].

During the tenure, 11 members of the Executive Committee of the Ward Youth Union were organized and supplemented, 03 members of the Standing Committee of the Ward Youth Union, 01 Secretary of the Ward Youth Union, and 01 Comrade Deputy Secretary of the Ward Youth Union. Regularly consolidating and supplementing the Secretary of the Branch when there is a shortage, the Youth Union has focused on consolidating and consolidating the congresses of the branches according to the terms of the association. There are 03 comrades

attending university, 02 comrades attending the secondary school of political theory, and 02 comrades taking part in a training course on skills and professionalism of the Union - Association - Team framework program of 260 periods. Every year, 100% of Youth Union and Team officials participate in professional training and retraining organized by the Youth Union [9].

4.2.3. Union work

The management of union members in the branch has been stricter, and the development of union members associated with the well-implemented implementation of the program "Training union members" has made great progress in both quantity and quality. With a total of 270 youth union members working regularly in 15 branches, the youth union rate of the Ward Youth Union reached 79.4%, compared to the target of the previous Congress resolution to increase by nearly 5%... Every year, 97% of Youth Union members rank well or higher, the results of the quality ranking of the Youth Union every year are over 95% of the Union that complete their tasks well, and there are no branches that do not complete their tasks. Youth union members returning to participate in activities at their residences are strictly managed, especially union members who are studying at high schools, colleges, and universities about living at their places of residence during vacation. COVID-19 pandemic.

4.2.3. Participating in the construction and protection of the Party and the political system

At the beginning of the term, Tan Son Ward Youth Union advised and introduced personnel to run for the ward Party Committee in charge of youth affairs. Young people have paid more attention to local and national political events. Contribute comments on draft reports of the Party Committee, People's Committee, and political report of the Party Congress of the Ward for the term 2020-2025. In major political activities, the Youth Union's organization and cadres always promote a sense of responsibility in contributing ideas to build the Party, government, and people's organizations through participating in the documents of Party congresses at all levels, supervision, and social criticism.

4.3. In participating in revolutionary action movements

4.3.1. Youth Volunteer Movement

The youth volunteer movement has become a regular activity and attracts young people to participate enthusiastically and enthusiastically. Shocks, volunteering for local community life are always a concern, the Executive Committee of the ward Youth Union has widely deployed, with big programs being held annually,

especially during the Lunar New Year and the Lunar New Year. Youth...

Every year, the Ward Youth Union deploys many movements to create funds such as a Fundraising car wash program, scrap collection house, calling for other socialization resources... Many social security activities have been organized. such as giving bicycles to students every year from 4 to 5, equivalent to more than 10 million VND/year; Accepting 3 adopted children of the Union, and supporting 500,000 VND/month until they graduate from high school. Calling volunteers and members to support the construction of a memorial park for teachers and students who sacrificed themselves at Song Ma dyke, Nam Ngan ward, Thanh Hoa city, to receive an amount of VND 5,500,000, visit and give gifts to the family. War invalids, policies, for relatives of union cadres and cadres on the occasion of July 27 each year from 3 to 5 million VND, etc. The total number of gifts per year given in social security activities is over 100 gifts, worth over 30 million VND.

Promoting the spirit of impulse, volunteering, taking the lead in successfully implementing the criteria and targets on building a civilized city, welcoming the Party Congress at all levels for the 2020-2025 term and the national election Associations of the 15th term and delegates of the People's Councils at all levels, for the term 2021-2026, the ward Youth Union has deployed many models and creative ways, contributing to building Tan Son ward into a model ward. Environmental sanitation is carried out through activities such as Green Sunday, and Volunteer Saturday with specific activities such as: Environmental sanitation, dismantling illegal billboards, drawing columns flowers bloom, youth trees... with the participation of hundreds of volunteers.

4.3.2. Creative Youth Movement

In the face of the continuous development of information technology, especially the application of information technology to the activities of the delegation... exploiting information and knowledge via the internet, youth's articles on websites. Promote the activities of groups in schools, public officials, administrative and non-businesses and register activities to promote innovations and technical improvements in many young people, such as: using recycled materials to build a children's play area, using tires as a propaganda sign for COVID-19 prevention, using tires to plant flowers to create a beautiful green and clean environment, applying science and technology to production, manufacturing, assembling means of collecting domestic waste.

4.3.3. Youth Shock Movement to Defend the Fatherland

The youth movement to participate in the defense of the Fatherland, political security, social order, and safety has always been focused. The Executive Committee of the Ward Youth Union has coordinated with the Veterans Association, the Military Command, and the Ward Police to regularly educate the youth union members about the roles, responsibilities, and obligations of protecting the Fatherland, promoting the role of the commissar. of young people participating in the performance of national defense and security obligations. At the same time, actively participate in the recruitment of troops and the policy of "Army rear" [46]. On average, each year, the ward has 3-4 young people on the road to protect the country. During the term, the whole ward had nearly 20 young men participating in military service, ensuring the recruitment target assigned by their superiors.

4.4. In programs to accompany youth

4.4.1. Program to accompany young people in learning

The school's youth union members actively teach and study to constantly improve their knowledge. Young people of Tan Son ward have done a good job of coordinating with the Party committees and school administrators to launch emulation movements in learning such as the "Study for a career tomorrow" movement; The campaign "Building friendly schools, active students" launched by the education sector.

Activities to support and help adolescents and students with learning difficulties are interesting. Advise and coordinate with many organizations and individuals to donate scholarships to poor students, donate bicycles to students; organized the program "One million glasses of milk" giving nearly 1,000 glasses of milk to disadvantaged students in the area, receiving 03 adopted children of the Union to support part of the money to cover their lives so that they can feel secure. study... The total number of students supported in the last term was 150 students, with a total amount of over 100 million VND.

4.4.2. Program to accompany young people to start a business

Implementing Resolution 05 of the Executive Committee of the City Party Committee on "Mobilizing internal resources for economic development", during the tenure of the organization, the delegation mobilized to establish 10 businesses owned by young people, creating jobs for young people. Young people in the ward, such as Mr. Le Minh Tuan (former of the Youth Union of the Ward) with the model of printing - advertising, and Mr.

Duong Thanh Huyen (former of the Youth Union of the Ward) with the model of a restaurant, shipping service 136.

Propagating and mobilizing young people to participate in the contest "Start-up Ideas in Youth" organized by the Provincial Youth Union. In 2017, comrade Tran Huyen Trang (former Deputy Secretary of the Ward Youth Union) participated in the contest for the first time and won the first prize, right after that he established a business with his contest idea; In 2018, Mr. Nguyen Huu The (TDP Lam Son union member) participated in the contest and continued to win the first prize with the idea of "ABC Vietnam LED Factory".

4.4.3. Program to accompany young people to practice and develop skills in life, improve the physical, cultural, and spiritual life

Practically implementing Directive 04 of the City People's Committee on the implementation of a civilized lifestyle in weddings, the ward union has implemented the model of a "civilized wedding", directing 100% of the branch to organize for union members to sign an agreement. to strictly implement the directives as well as the regulations of the model.

Responding to the campaign "All people exercise their body following the example of the great Uncle Ho", the Youth Union actively coordinated and widely organized sports movements with contents such as football, badminton, etc. In 2021, the ward Youth Union participated in the 13th city cross-country run, winning the women's singles consolation prize, the women's third prize, and the third prize for the whole team. Cultural and artistic contests are regularly organized such as singing contests, telling stories about Uncle Ho, organizing music to celebrate the party, celebrating spring, and art contests in traditional summer camps.

4.5. In charge of the Ho Chi Minh Youth Youth Union Team, taking care of and educating teenagers and children

The care and education of teenagers and children, and the building of the Ho Chi Minh National Youth Union Team are given due attention; The responsibility of youth and grassroots organizations in the protection, care, and education of adolescents and children has been increased, meeting the needs of children better and better. Over the years, the youth athletes of Tan Son Ward have always been interested in directing the school teams to promote the work of the team and protect, care for, and educate teenagers and children with many solutions to create positive changes. : actively call for benefactors and coordinate in organizing activities and programs to accompany students in difficult circumstances.

Every year, the program "Raise your steps to School" is held regularly at the beginning of the new school year, giving nearly 20 bicycles to students with a total value of 40 million VND. Organize the program "Stars Light up Dreams", make Mr. Star lanterns and give moon cakes to children on the occasion of the Mid-Autumn Festival. Especially right from the beginning of 2021, the youth of Tan Son ward has launched the model "adopted Brother of the Union", sponsoring students with extremely difficult circumstances. Up to now, the ward youth volunteers have sponsored 3 students with extremely difficult circumstances, monthly supporting them with the amount of 500,000 VND/month/child, supporting them until they graduate from high school.

Movements "Vietnamese children emulate the 5 things Uncle Ho taught"; the program "Training team members in the new era", and the campaign "For dear juniors" was widely and effectively deployed; do well in receiving and handing over students to the locality to participate in summer activities. The Leagues have actively participated in competitions and contests such as Childhood Math, English Olympiad, contests on cultural subjects such as history, geography, civic education... won many prizes. city level. The quality of the team of Teachers General in charge of the Teams at the leagues has been gradually improved through the annual training, retraining, and training activities organized by the city and the province.

V. CONCLUSION

Building an advanced Vietnamese lifestyle, imbued with national identity, inheriting traditional values, and absorbing the quintessence of the good lifestyles of people in the world is both a goal and a thing. conditions for the development of the country. The document of the Seventh Conference of the Central Committee of the 10th term affirms: "Continue to build a generation of Vietnamese youth rich in patriotism and national resilience; have revolutionary ethics, sense of law observance, live a cultured life, for the community; capable and brave in international integration; steadfast in the ideals of national independence and socialism; have health, knowledge, skills and industrial manners in collective labor, become good citizens of the country" [1, p. 43].

Tan Son Ward is one of the key economic development areas of Thanh Hoa City, playing a very important role in the industrialization and modernization of the city. To continue to promote and further promote the development advantages of the unit, in the coming time it is essential to promote human resources - the resource of

all resources. Which, volunteers are the shock force, a particularly important part. Building a cultural lifestyle among young people in the current period is contributing to building a civilized and polite urban lifestyle, and at the same time contributes to fostering young human resources for the requirement of building and developing a leading unit. top of the city in every way.

Under the leadership of the Party Committee and the management of the administration of Tan Son ward, through the organizations of the Youth Union and the Association, the youths of Tan Son ward have demonstrated the role of youth, taking the lead in all movements. culture and society with practical revolutionary action programs; both contributing to building a rich and beautiful homeland while training himself, improving his moral qualities and political bravery, inheriting and promoting the traditions of his father's generations, gradually meeting the requirements of the public career. industrialization and modernization of the country. Many fields of activities, from building political ideology, labor, and learning, to social activities, cultural and artistic activities, physical training and sports, and traditional education... of the youth of Tan Son ward. remarkable achievements have been obtained.

Besides, the lifestyle of the youth of Tan Son ward is still limited, a part of the youth has not had a good lifestyle. The pragmatic, selfish, money-worshipping, pagan, ... are still among the young. Many young people fall into social evils; The sense of discipline and law observance of a part is still very poor. There are many objective and subjective reasons for the mentioned limitations. Including the influence of the damage of the past, the negative side of the market economy, the process of urbanization, the serious deterioration of society and culture in general; the deterioration of ideology, morality, and lifestyle of a large number of cadres and party members; from awareness to the organization of practical activities of unions at all levels in Tan Son ward.

Regarding the general direction and solution to build a cultural lifestyle of the youth of Tan Son ward, which has been raised and analyzed, it comes from common perception and theory; from the importance of building and developing an advanced Vietnamese culture imbued with national identity. At the same time, it comes from the characteristics of the youth of Tan Son ward and the actual situation of building a cultural lifestyle in the youth of Tan Son ward in the current period. Of course, when applying the solutions mentioned above, also requires the dynamism of the subjects who build a cultural lifestyle in the youth of Tan Son ward, first of all at all levels of the Youth Union, especially the Youth Union in

the province. establishments in Tan Son ward, Thanh Hoa City.

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