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Editor in Chief

Dr. Manoj Kumar

FOREWORD

I am pleased to put into the hands of readers Volume-4; Issue-5: 2022 (September-October, 2022) 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
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Interpretative Analysis of Servant Leadership

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Abstract

This paper has analyzed the leadership style of a recognized leader Mahatma Gandhi of India. His unconventional leadership is studied through the lenses of two theories; Gronn's theory of leadership as a career and Greenleaf's servant leadership. It was clear that Gandhi's leadership was basically nurtured by various systems of the environment and his particular life experiences. His leadership best aligned with all fundamental principles of a 'servant leadership' in vision, integrity, modeling, honesty and empowerment of the community for better life and living.

Keywords— Career, Community, Leadership, Servant, Truth.

I. INTRODUCTION

Owing to its importance for better changes 'leadership' as a field of study has been embraced by various organizations across the globe. However, it is not surprising that there are hundreds and thousands of definitions or theories of leadership (Ehrich & Creyton, 2008). The different theories attempt to explain the different leadership styles of various leaders; political, community and business. This paper will briefly study about the leadership of Mahatma Gandhi, who is very much recognized as a political leader in the history of India. Gronn's theory of leadership as a career and Greenleaf's servant leadership theories are employed to explain his leadership.

II. LEADERSHIP AS A CAREER THEORY

According to Gronn (1999) when the leadership is studied from the career perspective, it not only allows the student of leadership to obtain informed understanding of various contextual factors in which leaders lead but also feeds sound knowledge about the importance of biographical experiences of a leader. The leaders are basically nurtured by the various systems of the environment and his/her particular life experiences. Career model explains leadership in terms of four stages of leader's lifespan; formation, accession, incumbency and divestiture.

Formation stage

Formation refers to the leader's early years from infancy to early adulthood that is basically shaped by family and school (Gronn, 1999). Its influence helps to generate a concept of self that lays the foundation for the leader's character (Ehrich & Creyton, 2008; Gronn, 1999). Formation means those preparatory socialization processes and experiences where the leadership aspirants in a state of social and psychological readiness to assume responsibility and authority' (Gronn, 1999). Gandhi was brought up by virtuous parents. He described his father as 'lover of his clan, truthful, brave and generous, but short-tempered' and mother as 'deeply religious' (Gandhi, 2008). According to the society's culture and values, leaders are positioned as the member of age-group cohort (Gronn, 1999). As a young boy, he was decent and intelligent who used to read books. His good manners were basically influenced by the stories of Shravana and king Harishchandra (Gandhi, 2018). Gandhi wrote 'why should I not all be truthful like Harishchandra?' (Gandhi, 1983, p.11). After passing his matriculation examination in 1887, he went to England to study with an aim to be lawyer (Gandhi, 2008). Thus, his character structure was formed by three principal institutions; family, school and references (Gronn, 1999). Through those experiences, Gandhi knew himself better which Gronn (1999) refers as 'definition of self and identity' (p. 34).

Accession stage

'Accession refers to a stage of grooming or anticipation in which candidates for leadership roles rehearse or test their potential capacity to lead by direct comparison with existing leaders and the field of their prospective rivals for advancement' (Gronn, 1999, p. 36). After he had problem with British officer in India, he accepted a contract to work in South Africa, which was also under British Empire. In South Africa, upon witnessing the inhumane treatment of Indians without human rights, he founded Natal Indian congress. When British government asked them to register the organization, a mass protest meeting was held in Johannesburg and for the first time used his weapons of *Satyagraha* (devotion to the truth) and *Ahimsa* (non-violence) (Gandhi, 2008). Such behaviors where a leader tests hi/her potential to fly is termed as 'wing-stretching' (Groon, 1999). Due to his efforts African government granted some human rights to the Indians and thereafter he became so popular throughout Africa for his great contributions to the public there. According to Gronn (1999) accession is the time when an aspiring leader realizes the development of one's special gifts or potential which ultimately grow sense of 'self efficacy' and 'self esteem'. Gandhi tested his potential to lead which Gronn (1999) refers accession as the time of 'road-testing'. He came back to India in 1915 and joined Congress political party. He had a clear vision to free India.

Incumbency stage

Incumbency is the time when a leader has gained numerous experiences, develop public personas and prove themselves worthy of their leading potent (Gronn, 1999). To further express their quest for mastery and self realization in leadership, they change leading positions by circulating amongst various elite postings and leadership roles. Such shifts in positions will require further induction in to organizational and workplace norms (Gronn, 1999). In 1920, he became the leader of the Congress party and declared independence India whereby British leader refuted (Gandhi, 2008). After Gandhi refused to support war in Germany he was imprisoned by the British Empire for six years (Gandhi, 2008). He was against the war because he did not believe in using violence. In 1917 he launched Champaran Satyagraha to demand the rights of Indigo planters who were not provided good working conditions (Chakrabarty, 2006). Upon seeing the deprivation of rights to Indians, he launched Non-cooperation Movement in 1920 (Golson, 2008). By then he had already gained majority supporters of Indians. When their leadership roles are congruent with the personal needs, it is called 'requisite fit' which further enable them to meet their need to self actualize (Gronn. 1999).

Divestiture stage

In fourth stage, the leaders divest themselves of leadership which is referred as 'letting go' (Gronn. 1999). The factors of 'letting go' may include like aging, illness or incapacity to lead. The process of 'letting go' may be voluntarily or involuntary, planned or unplanned and smooth or traumatic (Gronn, 1999). Gandi in the last years of his service helped to draft constitution of congress and proposed resolutions to unify Hindu and Muslim community. However, his 'letting go' was tragic when he was assassinated in 1948 (Wolpert, 2001). Nevertheless, his efforts very much contributed to the freedom of India.

III. SERVANT LEADERSHIP

According to Greenleaf (2007) 'the great leader is seen as a servant first, and that simple fact is the key to his greatness' (p. 79). Larry Spears, executive director of the Greenleaf's Center for Servant-Leadership defines servant-leadership as 'model which puts serving others as the number one priority and emphasizes increased service to others; a holistic approach to work; promoting a sense of community; and the sharing of power in decision-making (as cited in Smith, 2005, p. 4). The characteristics of being a servant leader are: listening and understanding, acceptance and empathy, foresight, awareness and perception, persuasion, conceptualization, healing and serving, stewardship, commitment to the growth of people and building community (Greenleaf, 1991, & Spears, 2010). Moreover Russell and Stone (2002) propose a list of 9 'functional attributes' like vision, integrity, modeling, honesty, empowerment and 'accompanying attributes' like influence, teaching, delegation, and encouragement which are distinctive attributes observed in servant leaders (as cited in Smith, 2005). Servant-hood is born out of caring which is wedded to wisdom found through self knowledge (Bingham, 2005). Besides building community in a learning organization, servant leaders develop leadership capacity of others as a selfless act of dedication to the common good (Bingham, 2005). As a young boy, Gandhi was like a servant to his parents, teachers, friends, animals and truth. Cheating, lying, deceiving and going against parents, teachers, friends and harming animals were totally out of question (Gandhi, 2008). For example, he kept the mother's three advice; not to drink alcohol, eat meat and feel attracted to other woman throughout his life (Gandhi, 2008). Gandhi wrote 'the reason of my dislike for gymnastics in school was my keen desire to serve as nurse to my father. As soon as the school closed, I would hurry home and begin serving him' (Gandhi, 2008 p. 32).

According to Smith (2005) empathy is the 'ability to mentally project one's own consciousness into that of

another individual' (p. 5). Ferch, (2003). 'the servant always accepts and empathizes, never rejects' (p. 10). Gandhi described his journey to Africa as hardly going there as a barrister, it was going as a servant of the firm. For example, he founded Indian Educational Association to educate people for their rights. He became popular among Indians and got many supporters of his principle of non-violence (Gandhi, 2008). According to Crippen (2005). 'Individuals grow taller when those who lead them empathize, and when they are accepted for who they are' (p. 2).

'The servant leader rely on persuasion, not positional authority in making decisions' (Spears, 2009, p. 1). Gandhi did not inflict power to his followers by means of coercion rather did through persuasion and integrity. When people of India used military force to fight back British Empire, Gandhi was totally against force rather used to go for fasting to persuade his people the principle of non-violence (Gandhi, 2008).

According to Greenleaf (1991) without the sense of 'awareness' leaders lose opportunities. He used to constantly update the news both of national and international happenings by reading newspapers, keeping in contact with people around and by touring the country (Gandhi, 2008). According to Spears (2009) foresight is the 'ability to foresee the likely outcome of a situation, understands the lesson from the past, the realities of the present and like consequence of a decision of for the future' (p. 1). Similarly, conceptualization is the ability to conceive solution to a problem that do not currently exist and carry other people by the power of ideas (Greenleaf, 1991). He believed that freedom free from prejudice and injustice was the basic human rights. He was aware that waging a war against British was meaningless for Indians lacked resources. Under his leadership, congress party developed new constitution keeping Swaraj (self governance) as the main principle (Gandhi, 2008). Millions of Indians embraced changes brought by Gandhi. Moreover Russell and Stone (2002) state that modeling is one of the functional attributes of the servant leader. Ghandi was a man of words. Gandhi totally left the culture of wearing British made garments rather followed dress code of Indian culture (Gandhi, 2008). He practiced what he preached. Gandhi wrote 'never in my life did I exploit loyalty; never did I seek to gain a selfish end by its means' (Gandhi, 2008, p. 321). He led Quit India Movement with a goal to either 'do or die' for India's independence. To fulfill his vision to free India from British imperialism, Gandhi served prison for many years and nothing could alter his vision thus becoming a highly recognized servant leader.

IV. CONCLUSION

Gandhi's autobiography reflects all the four stages of Gronn's leadership theory as a career. The leadership characteristics of Gandhi had been nurtured by rich experiences gained from family, culture, education and other references. He was a servant leader who served family, teachers, friends and most importantly India. His deeds best explained him as a recognized 'servant leader' of the world.

V. LIMITATION

This paper is based on the limited research and reading of the authors. Given its limited use of literature, the paper will not merit large intellectual discourses and risk biased perspectives of a highly recognized leader.

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Effective Determination of Speed Strength Development Exercises for Male National Team badminton Players Aged 13 - 15

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Abstract

The results of determining the effectiveness of 45 groups of exercises/exercises to develop strength and speed for male badminton players of the Vietnamese team aged 13-15 after one year of experimentation have brought a difference. The performance of 6 test tests of the experimental group increased significantly over the training period. The percentage of standard ratings of the experimental group was higher and different from that of the previous year's athletes.

Keywords— Exercise, speed strength, players, badminton, aged 13-15, Vietnam.

ARTICLE SOURCE

Extracted from the research results of the topic "Research on exercises to develop speed-strength for male national team badminton players aged 13-15" - Doctoral thesis in education, Institute Sports Science.

I. ASK THE PROBLEM

Physical training for badminton athletes aims to improve the limits of motor qualities, and work capacity, and control the motor organs as well as the entire system of organs to achieve the goal. The key is to withstand an increasing amount of exercise, to ensure that the process of transformation and adaptation takes place continuously under the influence of training, to maintain a steady state of the body, a state of athletic fitness as well as prolonging sports life, constantly improving the performance of athletes.

Human motor qualities are expressed in sports activities in general and badminton in particular, including Speed, strength, endurance, coordination, and flexibility. These qualities have a great influence on a person's physical capacity, and mobility in training and playing badminton and play a decisive role in the individual's peak sports achievements. Therefore, in training, the issue of primary concern is physical training, the content of which develops the general physical qualities and important professional qualities for badminton players.

Developing physical qualities is the basis for acquiring and mastering badminton techniques, to apply badminton techniques flexibly and creatively in competition. In other words, the effective acquisition and application of badminton techniques and tactics can only be done based on general physical strength and solid expertise.

Physical training also ensures the development of a close relationship between the improvement of the athlete's physical capacity and the improvement of psychological capacity, which has a positive impact on the education of personality qualities. , especially moral education, and willpower for athletes. This is reflected in the efforts to complete the volume of training, and strive to surpass their achievements to rise to new achievements. Cultivate firmness, initiative, and creativity in competition.

The development trend of modern badminton with a transformative, pragmatic and effective style requires athletes to have high adaptability to a large amount of movement and a high ability to coordinate movements in many tournaments during the year. Therefore, the application of strength training exercises is one of the basic and important tasks in all combat sports. Especially badminton, this is the most important factor in the training of athletes. Athletes with good speed and strength can promote techniques and tactics in both training and competition. Speed strength training exercises must ensure the full development of strength for muscle groups involved in the main techniques of badminton, and

exercises must use the movement structure and methods. A form of force that tries to approach or resemble the technical movements of badminton. Exercises to develop speed strength in the practice of badminton training are many types of exercises, very diverse and rich. Therefore, evaluating the effectiveness of speed strength training exercises after each training period is essential for male national badminton players aged 13-15.

II.   RESEARCH METHODS

The research process uses methods: document analysis and synthesis method, interview method, pedagogical test method, pedagogical experimental method, and mathematical and statistical method.

The experimental subjects were 15 male badminton athletes, male badminton players, and national team badminton players aged 13-15. The experimental process is applied to 45 groups of exercises/exercises to develop strength and speed selected by the topic. Evaluation of the athlete's strength and speed evolution through 6 tests between three training periods (Phase 1 - Initial, Phase 2 - Mid-trial, and Phase 3 - End of the experiment).

Using R software to calculate the characteristic parameters, t-test, and when squared (Chi-Square test) according to each experimental time.

III.   RESEARCH RESULTS AND DISCUSSION

3.1. Experimental organization.

The whole experimental process was conducted for 12 months (from January 2021 to December 2021). The subject of the pedagogical experiment is a male national team badminton player aged 13-15 who practices at the Danang National Sports Training Center.

The experimental group consisted of 15 male national badminton players from 3 age groups, including 10 players aged 13-14 and 5 players aged 15.

System of applied exercises: Using scientific methods, the subject has selected 45 groups of exercises/exercises to apply in the annual training program for training lesson plans. Specifically: Strength training with 11 groups of exercises (General Strength, Compound, Stuffed Ball, Plyometrics, Fartlek, Fitness, Stationary, Weight training, Climbing/Downhill, Exercises with elastic bands, Flexibility, and flexibility); Professional exercises (34 exercises).

The process of applying selected exercises in speed strength training for male national badminton players aged 13-15 are presented in Tables 1 and 2.

Table 1. Progress of phased exercise application in speed strength training of national team badminton players aged 13-15

Stage	Content
Before the competition period	2-3 strength training sessions per week. Mainly focus on maximum strength exercises
The start of the competition period	2 strength training sessions a week. Have one session specifically for weight training and the other is usually a station workout that uses a variety of exercises to build strength.
In the middle of the competition	Use a mix of reactive and explosive strength training sessions. Do not perform strength exercises that make the body too tired
Competition period	Do 1 session of strength training (explosive or reactive). High-intensity requirements, but shorter duration than usual, are suitable for tapering plans. Let's say if there's a big competition over the weekend, it'll be done on Monday or Tuesday.

Table 2. The process of applying weekly exercises in training strength and speed for male national team badminton players aged 13-15

Rank / Content	2	3	4	5	6	7	Total week
Muscle strength	Heavy		Light		Medium		3
Speed power	Medium		Heavy		Light		3
Speed of movement		Heavy		Light		Medium	3
Endurance	Nhẹ		Medium		Heavy		3

Flexible		Light		Medium		Heavy	3
Total days	3	2	3	2	3	2	15

Based on the selected exercises, combined with the orientations on the training plan, allocating the proportion of exercises, and distributing the exercise volume, the coach develops a lesson plan for each training session. for male national team badminton players aged 13-15

Evaluation: Using 6 pedagogical tests to ensure reliability, and informality and build a scoreboard on a C-scale, a summary table to assess speed strength for male team badminton athletes National age 13-15.

3.2. Evaluation of strength and speed development for male national badminton players aged 13-15 through experimental periods.

The results of the tests to assess strength and speed for male national badminton players aged 13-15 are presented in Tables 3 and 4.

Table 3. Results of self-comparison of tests to assess strength and speed of male national badminton players aged 13-14 through experimental periods (n = 10)

No	Test	Phase 1		Phase 2		Phase 3		t		
		$\overline{x}$	δ	$\overline{x}$	δ	$\overline{x}$	δ	1-2	2-3	1-3
1	High bounce in place (cm)	42.1	3.4	47.4	3.6	53.2	2.7	6.335*	7.307*	14.212*
2	Thrust in place (cm)	177.7	13.3	196.8	11.6	215.3	11.6	12.104*	12.146*	23.828*
3	Throw the stuffed ball 5kg (cm)	440.6	35.2	495.4	34.2	550.4	33.7	20.802*	21.107*	41.830*
4	Move across the court in combination with pushing 10 balls (s)	21.4	1.7	18.6	1.8	15.7	1.3	4.733*	5.209*	10.407*
5	Moving speed combined with hitting the shuttlecock at 4 points on the court (s)	18.1	1.6	15.5	1.4	13.3	1.2	4.747*	4.315*	9.071*
6	Moving speed increases according to the cue of hitting the shuttlecock at 4 points on the field (level)	6.3	1.1	7.7	1.4	9.5	1.2	2.800*	3.530*	6.672*
* P < 0.05										

Table 4. Results of self-comparison of tests to assess strength and speed of male national team badminton players aged 15 through experimental periods (n = 5)

No	Test	Phase 1		Phase 2		Phase 3		t		
		$\overline{x}$	δ	$\overline{x}$	δ	$\overline{x}$	δ	1-2	2-3	1-3
1	High bounce in place (cm)	49.3	2.8	53.4	3.3	56.8	3.6	3.712*	2.894*	6.629*
2	Thrust in place (cm)	190.1	11.3	208.1	12.1	224.2	12.4	8.321*	7.273*	15.663*
3	Throw the stuffed ball 5kg (cm)	497.1	33.6	549.2	36.7	598.8	34.2	13.895*	13.172*	27.618*
4	Move across the court in combination with pushing 10 balls (s)	18.3	1.5	16.3	1.4	14.3	1.3	2.626*	2.722*	5.345*
5	Moving speed combined with hitting the shuttlecock	15.4	1.1	13.8	1.2	12.2	1.1	2.359*	2.359*	4.824*

	at 4 points on the court (s)								
6	Moving speed increases according to the cue of hitting the shuttlecock at 4 points on the field (level)	7.5	1.1	9.3	1.2	11.1	1.3	2.654*	2.546*	5.196*

* P < 0.05

From the results obtained in Table 3 to Table 4, it shows that: When comparing by the self-comparison method in the fitness assessment tests after the experimental time of the 2 groups of 13-14 years old and 15 years old, the t values are equal. There is a significant difference at the probability threshold of P < 0.05. It shows that, after a period of experimentation, the selected exercise system has brought a remarkable effect in developing strength and speed for male national badminton players aged 13-15.

3.3. Comparison according to the general ranking criteria between male badminton players aged

13-15 in the national team with athletes from the previous year.

To confirm the effectiveness of the selected system of exercises to develop strength and speed for male national badminton players aged 13-15, after finishing the pedagogical experiment, the research Compared the results of the standard ratings developed between the control group (athletes of the same age in the previous year) and the experimental group, the results obtained are as shown in Table 5.

Table 5. Comparison according to the synthetic rating criteria for assessing strength and speed for male national team badminton players aged 13-15

Classification	Result of the built-in standard rating		Total
	Nhóm thực nghiệm (n=15)	**Nhóm đối chứng (n=14)**	
Obtain	14	7	**21**
	93.3%	*50.0%*	
Not achieved	1	7	**8**
	6.7%	*50.0%*	
Total	**15**	**14**	**29**
Accreditation	$\chi^2 = 4.811$; P = 0.023 < 0.05		

From the results obtained in Table 5, it can be seen that, when comparing the results of the rating of combined rating of speed strength for male national badminton players aged 13-15, it shows that: The passing rate of athletes in the experimental group was 93.3% higher than in the control group of 50.0%. The rate of failure in the experimental group was 6.7% lower than the control group's 50.0%. There is a significant difference in the results of the combined ranking between the two groups of athletes with $\chi^2 = 4.811$ at the probability threshold of P < 0.05. That once again affirms the effectiveness of the system of exercises to develop strength and speed for the selected male national badminton players aged 13-15.

IV.   CONCLUSION

The system of selected exercises has shown its effectiveness after 12 months of pedagogical experiment. Performance and synthetic ratings were different between the experimental period and when compared with Badminton players 13-15 years old the year before. The results of the analysis and evaluation have confirmed the effectiveness of the selected exercises in developing strength and speed for male national badminton players aged 13-15.

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Applying Active Teaching Methods in Teaching for Students of Vietnamese studies in the Department of Linguistics and Literature of Ho Chi Minh City University of Education

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Abstract

The Vietnamese studies major at the Department of Linguistics and Literature, Ho Chi Minh City University of Educationis a Scientology. Thisologyprovides basic, systematic, modern, and practical knowledge about Vietnamese studies…. especially about Vietnam tourism. The training of Vietnamese studies always strives to achieve positive effects to meet the needs of learners and the demand for human resources in society. To achieve these, lecturers have applied active teaching methods in teaching. Visualization, project teaching, and experiential teaching... are typical active teaching methods applied in teaching students of Vietnamese studies at the Department of Linguistics and Literature, Ho Chi Minh City University of Education now. The application of these methods received positive feedback from both lecturers and students. Lecturers are always encouraged to apply active teaching methods in teaching to both improve training quality and increase students' interest and capacity.

Keywords— teaching for students of Vietnamese studies, Vietnamese studies, higher education, active teaching method.

I. INTRODUCTION

1.1. Active teaching methods

Active teaching methods are different methods, manners, and techniques that make lessons lively and attractive, learners can work and be creative; some methods such as group work, visualization, project teaching... Applying these methods helps to improve the quality of teaching and learning. Active teaching methods aim at activating the cognitive activities of learners, promoting positivity in learners.

Features of active teaching methods:

Teach in and learn through student activities

Teaching through the continuous organization of learning activities, thereby helping students discover and apply the knowledge of the lesson. During the lesson, lecturers do not provide or impose existing knowledge but organize and guide students to conduct learning activities, discover new knowledge, and creatively apply known knowledge to practical situations.

Teaching and learning focus on training self-study methods.

Focusing on training students with methods so that students know how to read textbooks and study materials, and memorize reasons to discover and discover new knowledge. The application of active teaching methods also trains students in thinking operations such as analysis, synthesis, formation, and development of creative potential.

Enhance individual learning, combined with cooperative learning.

When applying active teaching methods, each student tries to be self-reliant and dependently and cooperates closely with each other in the process of approaching, discovering, and exploring new knowledge. The classroom becomes a communication environment between teachers with students and between students to apply the knowledge and experience of dividual and groups in solving common learning tasks. Through discussion and debate in the group, each individual's opinion is revealed, agree, or disagree, through which learners raise themselves to a new level.

Combine lecturer's assessment with student self-assessment.

In active teaching, teachers guide students to develop self-assessment skills for self-regulated learning. In addition to the instructor's assessment, students are also guided to self-assess and peer-review. Correctself-assessment and time and just men to activities are essential competencies for success in life that schools must equip students with.

Benefits of active teaching methods

Benefits for lecturers

Lessons from lecturers become lively, attractive, and meaningful. Although the student is the center of the class, the role and reputation of the lecturer are enhanced. Besides, the professional liability of the lecturer will increase thanks to the pressure of the method, because the content of knowledge of each lecture must be updated continuously in the expanding formation.

Lecturers will learn from students a lot of knowledge and practical experience. The relationship between lecturers and students will come close and better through solving situations related to the lesson content and learners' lives.

Benefits for students

Students can share their knowledge and experiences while supplementing their knowledge and experiences not only from the lecturer but also from other students. Thanks to active learning, they retain knowledge deeply and increase their ability to apply it to practice many times compared to one-way passive learning.

1.2. Vietnamese Studies at the Department of Linguistics and Literature, Ho Chi Minh City University of Education

Vietnam Studies at the Department of Literature, Ho Chi Minh City University of Education was established in 2006. The training program of the ology is determined according to tourism orientation.

Theology consists of 129 credits including compulsory modules, electives, and free electives. The course is divided into 28 credits for the general modules, 31 credits for the career modules, 54 credits for the specialized modules, 6 credits for the graduation essay, and 5 credits for the elective modules. During the course, students are provided with basic, systematic, modern, and practical knowledge about Vietnamese studies…. especially about Vietnam tourism, helping students after graduation have the ability to study and teach about Vietnam, study or work in the field of tourism, diplomatic agencies, organizations international organizations, representative offices, commercial offices, governmental

and non-governmental organizations inside and outside Vietnam. In addition to professional knowledge, students are equipped with practical professional skills in tour guiding, tour design, tour management and operation, and tourism event design and management… Every year, students can participate in professional training programs and practical experiences, and practice culture and tourism in the locality, through more than 40 provinces and cities and dozens of historical and cultural relics, and famous tourist attractions around the country.

Thanks to the effective training results, the Vietnamese studies at the Department of Linguistics and Literature, Ho Chi Minh City University of Education are attracting more and more learners. To date, theology has had more than a thousand graduates, providing manpower for the tourism industry and related fields.

II. APPLYING ACTIVE TEACHING METHODS IN TEACHING VIETNAMESESTUDIES STUDENTS STUDYING AT THE DEPARTMENT OF LINGUISTICS AND LITERATURE, HO CHI MINH CITY UNIVERSITY OF EDUCATION TODAY

2.1. Visualization Application

Visualization is the direct use of objects and phenomena of the surrounding world or the use of writing, pictures, drawings, diagrams, tables, etc. to convey or illustrate a topic or content. content of the lecture.

Visualization includes illustrations and projections. The illustration is the use of objects, actions, images, sounds, etc. for learners to observe and receive directly. Projections are the use of mechanical devices to project objects, images, activities, and sounds for learners to observe and receive.

Visualization helps learners approach and see things, phenomena, and lessons from many different perspectives. From there, learners can absorb the most information and remember information longer and easier.

At the Department of Linguistics and Literature, Ho Chi Minh City University of Education, when teaching studentsmájoring in VietnameseStudies, visualization is applied to both basic and specialized modules, especially those highly practical and applied. In the group of basic modules, visualization is often applied in the form of projection, using images and videos to serve the teaching and the purpose of the lesson. In the group of specialized subjects, visualization is applied in both projection and illustration. From the use of images and videos for projection to the use of objects, forms, and actual products

to illustrate, the application of visualization always adheres to the content, lecture objectives, and learning outcomes.

2.2. Project-based teaching application

Project-based learning is a form of teaching in which learners perform a complex learning task, combine theory and practice, and produce products that students can introduce to them. This task is performed by learners with high self-reliance in the entire learning process, from goal setting, and planning, to project implementation, to checking, adjusting, and evaluating the result. The basic form of project-based teaching is group work.

The project-based teaching application puts students at the center of the lesson, helping students become self-aware as well as develop their knowledge and skills through the performance of tasks. When teaching in this method, the lecturer will guide students to do so to help develop knowledge and skills through learning tasks. Students are encouraged to explore and practice the knowledge they have learned to create their products.

Project teaching is applied in the group of specialized modules when teaching Vietnamese Studies at the Department of Linguistics and Literature, Ho Chi Minh City University of Education. Students are guided by lecturers to create practical products that both meet the content and output standards of the course and practice professional skills for students. Typical products of the application of project teaching in teaching students of Vietnamese studies can be mentioned such as: making a video introducing the culinary culture of some localities in Vietnam when studying Vietnamese Culinary Culture, designing and operating a travel program by themselves when studying Tour Design and Operation, organize team building activities when studying Animation and Organizing tourism events…

2.3. Experiential teaching application

Experiential learning is a teaching method that encourages learners to explore and experiment directly with the knowledge to form concepts and skills for that knowledge.

There are many ways to apply experience in teaching to improve students' learning efficiency, usually, it is for students to experience something in practice and write an essay about it. The teacher and the whole class will analyze the students' perspectives through the lesson and the student's experiences. This is also an active learning method that enhances students' practical knowledge, the ability to comment on problems, think, and write essays from which to draw practical experiences and lessons for themselves.

The application of experience in teaching helps increase students' initiative, creativity, and memory. Besides, the application of experience also overcomes boredom in teaching and learning at the university and increases the ability to apply professional skills in practice.

At the Department of Linguistics and Literature, Ho Chi Minh City University of Education, students majoring in Vietnamese studies often experience learning about specialized subjects such as Sino Nom, Vietnamese marine culture, and cultures of some ethnic groups in Vietnam, Vietnam tourist route, Tour guide profession... When participating in experiential activities, most students feel interested and gain many practical lessons, comparing theoretical knowledge and skills learned in the university with the reality that students experience. From there, students have a suitable orientation to improve their knowledge and skills.

III. SOME REQUIREMENTS WHEN APPLYING ACTIVE TEACHING METHODS IN TEACHING VIETNAMESE STUDIES AT THE DEPARTMENT OF LINGUISTICS AND LITERATURE, HO CHI MINH CITY UNIVERSITY OF EDUCATION

The application of active teaching methods in teaching is essential and encouraged. However, when applying these methods, the following requirements should be kept in mind.

3.1. Match the lesson objectives, meet the learning outcomes for the module, and support and meet the output standards of the training program.

When applying active teaching methods in small-scale activities such as lessons, one or several lessons, it is necessary to ensure that the application of these methods is consistent with the objectives of the lesson, and lesson time. Avoid applying methods unnecessarily or inappropriately or application.

When applying active teaching methods to the module scale, the application of these methods must meet the output standards of that module. It is necessary to ensure that the requirements, implementation guidelines, and evaluation guidelines for the application of active teaching methods are strictly designed and appropriate to the subject. Students must be fully informed about the requirements of the activity offered by the lecturer. In the process of students fulfilling those requirements, students must be adequately guided and supervised by the lecturer so that they can support and help students make adjustments when necessary. The evaluation criteria must be disseminated to students in advance so that students can

compare and adjust in the process of performing the tasks assigned by the lecturer.

The output standard of the Vietnamese study program at the Department of Linguistics and Literature, Ho Chi Minh City University of Education is currently determined according to tourism orientation, so the modules are designed to meet this output standard. Therefore, the application of active teaching methods should also aim to meet this output standard. When designing tasks and applied activities, lecturers should consider choosing activities that are both suitable for the subject they are teaching and associated with tourism activities and applicable knowledge. in the tourism sector.

Above all, the application of active teaching methods needs to promote the initiative, activeness, and capacity of students in learning. Moreover, the applications also meet the maximum practical needs, increasing the applicability and ability of students to perform their careers after graduation. Positive teaching methods should not be applied subjectively, not suitable for the lesson objectives, not meeting the course output standards, not meeting students' aspirations, and not suitable for reality.

3.2. Meet the reality of teaching and learning

In addition to matching the lesson objectives, meeting the learning outcomes for the module, and supporting meeting the output standards of the training program, the application of active teaching methods in teaching needs to meet the reality of teaching and learning. Lectures design tasks and application activities that need to be based on the conditions of the training institution and the performance capabilities of the students. Lecturers should also design these application activities based on the available facilities and resources of the university to save money and make the most of the available resources of the training institution. Besides, based on the dynamic and creative characteristics of students majoring in Vietnamese studies, lecturers should organize application activities to help students promote their abilities, skills, and strengths. For example, using images of Chinese characters in tourist spots to illustrate visually when teaching Sino Nom or making a video introducing a Vietnamese dish to tourists when teaching Vietnamese Culinary Culture, or participating in a religious relic that is a famous tourist destination when teaching and experiencing Some Religions and Beliefs in Vietnam.

When applying active teaching methods to design activities and tasks for students, lecturers should also pay attention to cost savings for both lecturers, the university, and students. In addition to taking advantage of the school's available facilities, when organizing experiential activities and projects, teachers should choose locations near the school, and consider choosing activities with an appropriate budget for both students and lecturers. Multiple sets can be combined in the same activity to optimize application performance. For example, when organizing experiential activities at Vinh Nghiem Pagoda, a famous religious building and tourist destination, the lecturers of 3 modules Sino Nom, Some Religions and Beliefs in Vietnam, and Tour guide profession can be combined to assign learning tasks to students so that students can both learn the Chinese characters in the pagoda, learn about Buddhism and Buddhist works, and practice introducing Vinh Nghiem pagoda as a tourist destination. Or when organizing for students to design and operate a travel program to the Southwest region, the lecturers of the moduleTourDesignandOperation, Some religions and beliefs in Vietnam, Southern garden culture, and Animating and organizing tourism events combine tasks for students so that students can organize activities and travel events in the same trip. At the same time, students also include in the schedule suitable attractions to learn about religions and beliefs, as well as study the existing garden culture in the Southwest region.

IV.   CONCLUSION

Visualization, project teaching, and experiential teaching... are typical active teaching methods applied in teaching students majoring in Vietnamese studies at the Department of Linguistics and Literature, Ho Chi Minh City University of Education. The application of active teaching methods in teaching is always encouraged by the school and supported by students. To apply these teaching methods, teachers need to study to master the teaching methods. At the same time, lecturers also need to learn about the school's facilities, students' conditions, and practical application to organize appropriate application activities and bring optimal efficiency in both improving the quality of training and increasing the interest and capacity development of students.

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The importance of employee involvement in work activities to overall productivity

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Abstract

In order for businesses to function efficiently, they should perform routine maintenance on their equipment and assets. This article aimed to evaluate the role and importance of employee involvement in work activities and their influence on overall productivity. The author selected several employee involvement dimensions (leadership, team work, training and career development, compensation, and organizational policies) to measure the impact on overall productivity. The current study used quantitative research methods to analyze and find the impact of employee involvement on overall productivity through the use of an academic questionnaire adopted from academic resources. The study targeted private sectors in the Kurdistan region of Iraq. The study was able to gather 97 questionnaires filled out properly by participants working in private sectors in the Kurdistan region of Iraq. According to the findings of the research, involvement and commitment appear to go hand in hand. Also, it is very likely that productivity will be affected by both the main effects of each factor and the effects of how these factors interact with each other.

Keywords— Employee Involvement, Commitment, Productivity

I.   INTRODUCTION

Companies are required to perform regular maintenance on their assets and machines in order to operate effectively. According to Ahmed and Faeq (2020), an efficient maintenance strategy will considerably add value to the production operations of an organization and, as a consequence, the organization's business. Productivity is a well-known and forward-thinking preventative maintenance program that many manufacturers have used. Productivity is an integrated life-cycle method that employs the concept of maximizing a company's overall equipment efficiency by including all of its workers in well-planned small-group activities. This approach encourages everyone in the company to work together to achieve this goal (Al-dalahmeh et al., 2018). Anwar and Shukur (2015), in their discussion on the role of productivity in the enhancement of business excellence, viewed productivity as an innovative approach to maintenance programs because it maximizes the effectiveness of the equipment, eliminates breakdowns, and promotes autonomous maintenance through day-to-day activities that involve the entire workforce of the company (Morikawa, 2020). The tangible resources that once served as the foundation for a company's long-term viability and

competitiveness have been largely eclipsed by the importance of intangible assets. Today's "knowledge economy" is increasingly being defined by knowledge-based resources, talents, and competences that are reflected in an organization's intellectual capital (Anwar, 2016). As a result, businesses are shifting their attention to their human, intellectual, knowledge management, and information systems resources. This is being done in recognition of the vital role these resources play as the driving force behind their success and the sustainability of their competitive advantage, as well as to encourage practices that foster innovation. As a result, businesses work hard to cultivate dedicated workforces by implementing the most effective strategies for ensuring the retention of employees (Faeq, 2022). One example of such an approach is the capability of organizations to adopt more positive organizational attitudes, such as increased employee involvement and increased job satisfaction. In addition, having a workforce that is motivated, involved, and committed is regarded as an important asset to the success of an organization. This is because keeping employees motivated, committed, and interested in their jobs leads to more work being done and fewer people leaving their jobs (Hameed and Anwar, 2018). Involvement in one's work has recently come to the

forefront as a very important aspect in the success of an organization. According to Jena et al. (2018), job participation is considered as a technique of boosting productivity and generating work conditions in which individual goals and organizational goals are merged. Because of their participation, employees report higher levels of happiness and the organization experiences higher levels of productivity. It has been claimed that job involvement is one of the top organizational priorities (Anwar, 2017). This is due to the fact that encouraging employee involvement can increase the effectiveness of a company. This research will center on investigating the concepts of job involvement and organizational commitment as well as the relationship between the two, given that these are considered to be two factors of vital importance for organizations to function properly and survive in today's ever-changing environment. Furthermore, job satisfaction is selected as another factor to be investigated in terms of its mediating influence on the relationship between job involvement and organizational commitment because numerous studies have stated the significance of job satisfaction for organizational commitment and overall organizational performance (Faeq et al., 2020).

II. LITERATURE REVIEW

Productivity

The Eastern perspective and the Western perspective are the two primary vantage points through which one might define productivity (Nagy et al., 2018). The following is a list of the five components that, according to the Developing countries way of thinking, comprise the notion of productivity: (1) it necessitates the participation of equipment designers, operators, and maintenance department employees; (2) it establishes a total (company-wide) productive maintenance system that includes maintenance prevention, preventive maintenance, and improvement-related maintenance; (3) it strives for the most efficient use of equipment (Anwar and Shukur, 2015); (4) it involves every employee from top management to bottom management; and (5) it promotes and implements productivIn a nutshell, the term "productivity" refers to the collaborative effort made by all of an organization's departments, most notably those in charge of production and maintenance, in order to achieve an ever-increasing level of excellence in terms of product quality, operational efficacy, capacity assurance, and safety (Young et al., 2018). Although the Western approach to productivity acknowledges the definition provided by their Developing countries counterparts, previous Western scholars (Ariyani and Hidayati, 2018) have provided more generic definitions

of the construct that are felt to be more suited to the Western manufacturing context. This is despite the fact that the Western approach to productivity also acknowledges the definition provided by their Developing countries counterparts. According to Anwar and Shukur (2015), productivity is a reflection of a partnership between the maintenance and production organizations to improve product quality, reduce waste, reduce manufacturing costs, increase equipment availability, and improve the overall state of maintenance throughout the company. In addition, Faeq et al. (2021) stated that the purpose of productivity is to increase the total efficiency of the equipment through the active participation of the operators. In addition, the goal of productivity is to foster an enterprise-wide strategy aimed at reaching a predetermined level of performance in manufacturing. This level of performance is measured in terms of the efficiency of the equipment, machines, and processes (Pinzone et al., 2019). The concept of "productivity" rests on the notion that operators of production equipment collaborate on preventive maintenance activities, offer assistance to technicians in the event that equipment requires repairs, and engage in collaborative efforts to improve both the equipment and the processes that they use (Anwar and Qadir, 2017). Productivity experts (Faeq et al., 2021) are in agreement that a common feature of either the Developing countries or Western approach to productivity is to strive for three common goals, namely zero defects, zero accidents, and zero breakdowns. This is a common feature of either the Developing countries or Western approach to productivity. These academics are also in agreement that the goal of activities centered on productivity is to enhance productivity, quality costs, costs of products, delivery and the movement of items, safety of operations, and worker morale. Even though, according to a summary provided by Toscano and Zappalà (2020), there are fundamentally five pillars that support productivity development: This paper will only focus on four elements in accordance with Anwar and Shukur (2015), namely focused improvement, autonomous maintenance, planned maintenance, and early equipment management. The first step is to implement improvement activities designed to enhance equipment efficiency. The second step is to establish a system of autonomous maintenance to be performed by equipment operators. The third step is to formulate a planned maintenance system. The fourth step is to develop training courses. The fifth step is to set up a system for early equipment management and designing to avoid maintenance (Abdullah et al., 2017). The examination of technical breakdowns and the implementation of preventative measures against significant production losses are the two components of focused improvement. Function-

loss breakdown and function-reduction breakdown are the two categories that fall under the umbrella term "breakdown." A breakdown that results in a loss of production is known as a function-loss breakdown (Davidescu et al., 2020). In this type of breakdown, all of the equipment stops functioning. The term "function-reduction breakdown" refers to the deterioration of equipment, which results in additional losses (including extended set-up and adjustment times, frequent idling and minor stoppages, decreased manufacturing speed, prolonged cycle times, and increased defects in process and during start-up) despite the fact that the equipment is still capable of functioning. As a result, the most important part of the focused improvement process is to set up the best conditions for the operation and maintenance of equipment (Anwar and Zebari, 2015).

Every operator in productivity is responsible for the upkeep and maintenance of their own equipment. Each operator is responsible for focusing on seven tasks in order to achieve continuous improvement: the initial cleaning and restoration of the equipment; addressing the sources of dirt or contamination; identifying areas that are difficult to clean and inspect; establishing cleaning and lubrication standards; performing overall inspections; adhering to autonomous standards and schedules; and performing autonomous supervision (Faeq et al., 2022). In order to accomplish this goal, the operators themselves need to receive training in the abilities that are necessary. Maintenance specialists are now able to devote more of their time to higher-level maintenance, engineering improvement, and operator training as a result of the practice of delegating simple and routine maintenance tasks to operators in businesses that are focused on increasing their levels of productivity (Chams and García-Blandón, 2019).

Maintenance can be broken down into three categories: breakdown, preventative, and predictive. Planned maintenance encompasses all three of these categories. To put it another way, planned maintenance activities place an emphasis on monitoring mean durations between failures and using the analysis obtained from this monitoring to establish intervals for jobs in the yearly, monthly, and weekly maintenance calendar (Anwar, 2017). Both planned maintenance and autonomous maintenance are required to work effectively together. Diagnostic methods should be used to keep an eye on the state of the equipment so that planned maintenance costs can be kept to a minimum (Faeq et al., 2022). Early equipment maintenance can be broken down into three primary categories, which are equipment development planning, life cycle costing, and maintenance preventative design, respectively. Before it can be used in regular operations, the manufacturing equipment will need to go through the processes of being fabricated, installed,

and tested (Faraj et al., 2021). After the early failure phase of the equipment has passed, the operational data will then be communicated to the maintenance-free design state. This data will thereafter be utilized to construct equipment that does not require maintenance in the future (Kovacova and Lăzăroiu, 2021).

Job characteristics have been defined as traits or aspects of the work itself that are modifiable, measurable, and reasonably objective (Anwar, 2017). There are five basic job dimensions, as described by the Job Characteristics Model that was developed by Abbas (2020). (skill variety, task identity, task significance, autonomy, and feedback). In turn, these traits will lead to a number of important psychological states that, in the end, will lead to better personal and professional outcomes (Othman et al., 2020), such as higher levels of satisfaction and work performance, higher levels of internal motivation, and lower rates of absenteeism and employee turnover (Hafeez et al., 2019). The term "skill diversity" refers to the extent to which a job needs a variety of different tasks in the course of performing the work, each of which calls for the individual to make use of a number of their unique abilities and capabilities (Anwar, 2017). The degree to which a job calls for the execution of a "complete" and distinguishable piece of labor is what we mean when we talk about task identity. This means doing a task all the way through, from start to finish, with a clear goal in mind (Faeq et al., 2022). The significance of a task is reflected in the degree to which the job has a significant impact on the lives or work of other people, whether those people are located within the immediate organization or in the environment outside the company (Anwar, 2016).

The term "autonomy" refers to how much freedom, independence, and choice a person has in planning their work schedule and choosing the methods they will use at work (Cop et al., 2020).

The term "feedback" refers to the degree to which an individual is provided with direct and understandable information regarding the efficacy of his or her performance as a result of carrying out the work activities that are required by the job (Anwar and Surarchith, 2015). The Job Characteristics Model is connected to three core job dimensions, which are skill diversity, task identity, and task importance. When these three core position dimensions are combined, they serve to produce meaningful employment for the person holding the job (Faeq, 2022). In other words, if a job possesses these three qualities, the person holding the position will consider the employment to be important, valuable, and desirable. In addition, employees who have professions that allow for some degree of autonomy are more likely to feel a sense of personal responsibility for the

outcomes of their work (Sadq et al., 2020). In a similar vein, if a job offers feedback to its employees, those employees will be aware of how well they have fulfilled their duties. The Job Characteristics Model (JCM) suggests that job incumbents will obtain internal rewards when they learn (knowledge of results) that they personally (Sadq et al., 2020) have performed well on a task that they care about. This is because the JCM suggests that job incumbents will obtain internal rewards when they learn that they personally (experienced responsibility) have performed well on a task that they care about (experienced meaningfulness). When these three psychological states are more common, employees will not only be more motivated, perform better, and be happier overall, but they will also miss less work and be less likely to quit their jobs (Yong et al., 2020). It is inevitable that productivity will have an effect on the work quality of employees. Because of productivity, the workers' jobs will become more satisfying, and their tasks will become more intertwined with those of the business as a whole (Anwar and Ghafoor, 2017).

III. EMPLOYEE INVOLVEMENT

According to Faeq (2022), as part of the productivity philosophy, the operators and the maintenance personnel need to have a stronger grasp of each other's role. Furthermore, within such a framework, these two types of employees frequently have to acquire some new abilities. For instance, operators need to be able to perform basic preventative maintenance on the equipment, such as checking, cleaning, and lubricating it on a routine basis; this requires them to learn extra skills. They also need to be able to make minor adjustments to the equipment (Kaasinen et al., 2020). The employees who work in maintenance, on the other hand, are freed from their traditional duties, which require lower levels of skill, and are given the ability to perform jobs that require the use of higher levels of skill as well as multiple skills (Faeq et al., 2021). These jobs include major repairs, overhauls, equipment improvements, more complex preventive maintenance, and the replacement and acquisition of physical assets (Anwar, 2017). Baptiste (2019) provided support for the existence of multi-skills enhancement among both operators and craft workers (mechanical and electrical) in manufacturing companies that implement productivity as a result of the greater responsibilities imposed on them. This enhancement occurs as a result of the greater responsibilities imposed on them by the implementation of productivity (Sadq et al., 2021). These considerations give the impression that participation in productivity will have a positive influence on the employees' ability to draw on a wide range of skills (Anwar and Climis, 2017). When performing autonomous

maintenance, operators are responsible for carrying out a number of different maintenance chores in stages, beginning with the first cleaning of a specific piece of equipment and continuing with the ongoing inspection and improvement of standards (Ramos and Galleto, 2020). When this is done, operators are able to finish a work item in its entirety and in a way that can be easily identified from beginning to end. In a similar vein, it has been found in previous research (Anwar and Louis, 2017) that an increase in job scope as a result of greater responsibilities associated with the need to maintain and improve machine operations imposed on operators and maintenance workers is likely to enhance their sense of task identity. These greater responsibilities were imposed as a result of the necessity to maintain and improve machine operations. In conclusion, it seems reasonable to think that employees who take part in productivity programs will most likely feel more connected to their jobs (Sabagh et al., 2018). According to what has been found, one of the goals of productivity is to reduce the number of quality flaws (Abbas and Sağsan, 2019). Performing quality maintenance, which is a collection of actions that require the detection and control of equipment components that cause variability in a product, is one technique to achieve this goal. Quality maintenance is an umbrella term for a variety of practices (Choudhury et al., 2021). As a consequence of this, the goods that are produced will be of a greater quality at a lower cost, which will eventually be to the customer's benefit and result in the customer's happiness. Caldera et al. (2019) also argued that the advantages brought about by productivity might potentially be extended to the entirety of society. The application of productivity helps minimize accidents with machines, particularly at the production lines, and the contamination that follows, so minimizing any potential detrimental impact that may have been caused to the organization's employees as well as the environment (Faeq et al., 2020). In other words, an individual's participation in activities that promote productivity is likely to have a major effect on the lives of those around them. Based on this research, it seems likely that an employee's participation in their company's productivity activities could make the task they are doing more important (Sima et al., 2020).

The concept of empowerment for workers inside an organization that engages in productivity has garnered support from previous researchers in the form of works (Ahmed and Faeq, 2020). Workers, particularly operators, are given the authority and opportunity to look after the conditions and efficiency of the equipment and machines under their care, and this autonomy and opportunity are given to them specifically (Al-dalahmeh et al., 2018). They have the authority to make decisions and begin corrective activities in order to reduce the likelihood of unscheduled

breakdowns. When conditions are like this, there will be more room for employees to exercise their independence and flexibility. In addition, as Anwar and Shukur (2015) point out, operators need to take part in presenting ideas and suggestions to improve the production line through small group activities. This, in turn, will lead to them experiencing more autonomy in their work. Therefore, one could argue that employee participation in activities involving productivity will result in increased levels of autonomy on their part (Morikawa, 2020).

The application of the productivity method helps to increase communication between departments, particularly that which exists between the manufacturing, engineering, and maintenance groups (Anwar, 2016). For example, in the process of focused improvement, cross-functional teams made up of employees coming from a variety of fields are mandated to take part in a variety of activities with the goal of reducing the amount of time and resources wasted during production. Together with the partnership method (Hameed and Anwar, 2018), these members of the team need to cooperate, share information, and take on common tasks in order to increase the amount of feedback that is received. As another component of the equipment evaluation process, workers are tasked with maintaining a vigilant vigil over the mean times between failures of the various pieces of machinery. These statistics provide the workers with the feedback they need to initiate the following corrective measures. Participation in activities requiring productivity is likely to result in increased levels of feedback in this setting (Jena et al., 2018).

IV. CONCEPTUAL FRAMEWORK
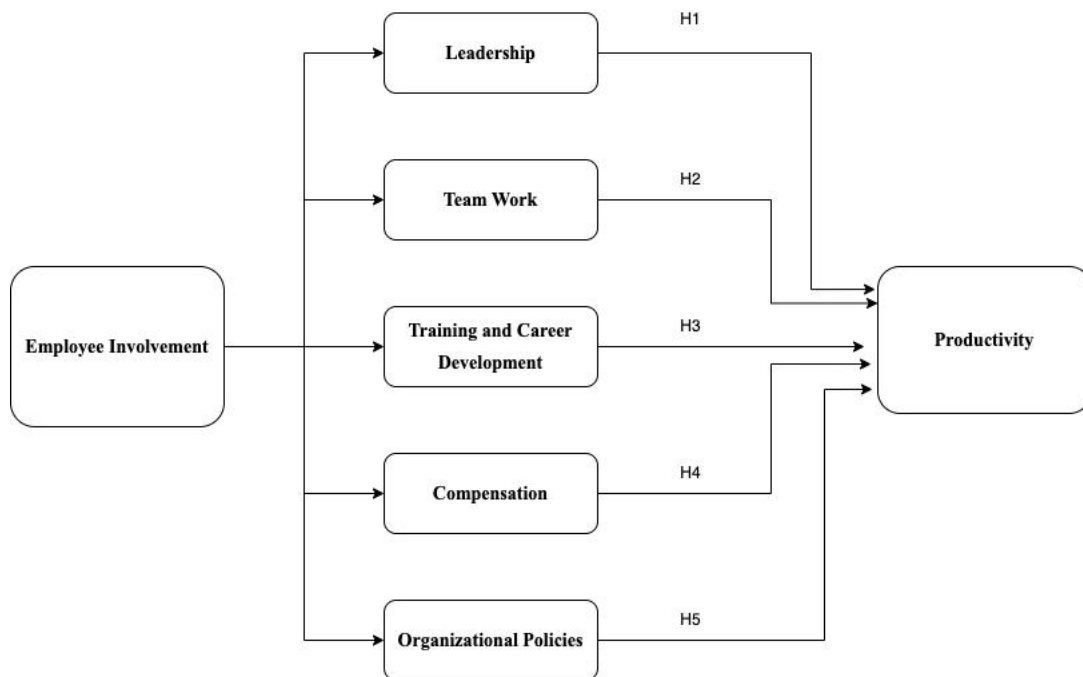
Fig.1: Conceptual Framework

V. RESEARCH METHODOLOGY

This article aimed to evaluate the role and importance of employee involvement in work activities and their influence on overall productivity. The author selected several employee involvement dimensions (leadership, team work, training and career development, compensation, and organizational policies) to measure the impact on overall productivity. The current study used quantitative research methods to analyze and find the impact of employee involvement on overall productivity through the use of an academic questionnaire adopted from academic resources. The study targeted private sectors in the Kurdistan region of Iraq. The study was able to gather 97 questionnaires filled out properly by participants working in private sectors in the Kurdistan region of Iraq.

VI.   FINDINGS

Table 1: Factor analysis- Observed Data Correlation Matrix

Items	(1)	(2)	(3)	(4)	(5)	(6)
Leadership (1)	1.00					
Team Work (2)	.91	1.00				
Training and Career Development (3)	.89	.82	1.00			
Compensation (4)	.77	.79	.68			
Organizational Policies (5)	.64	.59	.49	1.00		
Productivity (6)	.71	.81	.63	.72	1.00	1.00
				.39	.86	

The observed data correlation matrix is shown in Table (1), which was generated using factors analysis for all variables (Leadership, Team Work, Training and Career Development, Compensation, Organizational Policies). The research showed that the ranges of all variables lie within the acceptable range for measuring organizational innovation (between 0.001 and 1.00).

Table 2: SAS PCA Output

Eigenvalues of the Correlation Matrix				
Items	Eigenvalue	Difference	Proportion	Cumulative
Leadership	0.7117449	.231147184	0.0812	.94385
Team Work	0.8755911	.123522336	.07256	1.0000
Training and Career Development	1.1557199	.293522191	.36988	.91521
Compensation	2.4775511	1.25223589	.35661	.81991
Organizational Policies	2.03251142	0.39685511	.02144	.06119
Productivity	0.7888712	.0999812	.00612	.599121

The results of applying factor analysis to all variables, as shown in Table (2), are displayed via SAS's principal component analysis (Leadership, Team Work, Training and Career Development, Compensation, Organizational Policies). The results of the study showed that any one of the traits could be used to judge how innovative a company is.

Table 3: Correlation Analysis

		(1)	(2)	(3)	(4)	(5)	(6)
Leadership (1)	Pearson Correlation	1					
	Sig. (2-tailed)						
	N	97					
Team Work (2)	Pearson Correlation	.611**	1				
	Sig. (2-tailed)	.002					

	N	97	97				
Training and Career Development (3)	Pearson Correlation	.701**	.499**	1			
	Sig. (2-tailed)	.000	.000				
	N	97	97	97			
Compensation (4)	Pearson Correlation	.631**	.591**	.432**	1		
	Sig. (2-tailed)	.000	.001	.000			
	N	97	97	97	97		
Organizational Policies (5)	Pearson Correlation	.712**	.709**	.699**	.651**	1	
	Sig. (2-tailed)	.000	.000	.000	.000		
	N	97	97	97	97	97	
Productivity (6)	Pearson Correlation	.661**	.696**	.704**	.677**	.668**	1
	Sig. (2-tailed)	.000	.000	.000	.000	.000	
	N	97	97	97	97	97	97

**. Correlation is significant at the 0.01 level (2-tailed).

Table 3 shows the results of a correlation analysis between (Leadership, Team Work, Training and Career Development, Compensation, Organizational Policies) and productivity. The results of correlation analysis among independent variables and dependent variable showed that the r value between leadership and productivity is .661**, this demonstrated a positive correlation between leadership and productivity. The r value between team work and productivity is .696**, this demonstrated a positive correlation between team work and productivity. The r value between training and career development and productivity is .704**, this demonstrated a positive correlation between training and career development and productivity. The r value between compensation and productivity is .677**, this demonstrated a positive correlation between compensation and productivity. The r value between organizational policies and productivity is .668**, this demonstrated a positive correlation between organizational policies and productivity.

Table 4: Multiple Regression Analysis

Models	Fixed Effects Model	Coefficient	T-ratio	P-value
Model 1 Leadership	Const	09.1129	1.1781	.0031
	Beta	.699		.0000
	Size	1.5661	1.0912	.002
	Adj R^2		.49	
	F-Value		8.711**	
	Durbin-Watson		1.966	
	Const	07.455	.09821	.0029
	Beta	.649		.000

Model 2 Team Work	Size	.04321	.0989	.003
	Adj R^2		.5991	
	F-Value		.9623**	
	Durbin-Watson		1.067	.6991
Model 3 Training and Career Development	Const	.95561	.19818	.0012
	Beta	.701		.000
	Size	1.009	.0492	
	Adj R^2		.611	
	F-Value		.8004**	
	Durbin-Watson		1.291	
Model 4 Compensation	Const	1.771	.04881	.006
	Beta	.691		.000
	Size	1.067	.7991	
	Adj R^2		.631	
	F-Value		6.534**	
	Durbin-Watson		1.621	
Model 5 Organizational Policies	Const	2.889	0.1761	0.005
	Beta	.601		.000
	Size	1.451	.712	
	Adj R^2		.643	
	F-Value		7.399**	
	Durbin-Watson		1.512	

Dependent Variable: Productivity , ** significant at 0.05

The findings revealed that all variables are significant at the level 0.05, furthermore the results of Beta were found to be higher than .005 which indicated that all variables influence productivity significantly. In addition, it was found all R square are higher than 50% which indicated that all variables are explained significantly. Based on the findings, it was found that all developed research hypotheses are supported which they stated to have positive and significant influence between (Leadership, Team Work, Training and Career Development, Compensation, Organizational Policies) and productivity.

VII. CONCLUSION

The evidence suggests that expedient performance outcomes are the result of an organization's culture of participation and involvement, as well as its propensity to use invovelemt that mirror this culture and indicate that the organization values employees and their input. In addition, the evidence suggests that expedient performance outcomes are the result of an organization's tendency to use practices that indicate that the organization values employees and their input. For instance, Arthur (1994) discovered that practices that stressed the building of employee commitment resulted in higher production than practices that were more control-oriented. This was the case even when comparing the same set of practices. The author also asserted that these "commitment" employee invovlment systems were distinguished by higher percentages of

average wage rates, as well as higher levels of employee involvement in managerial decisions, formal participation programs, and training in group problem-solving, all of which contributed to increased levels of employee involvement. People are more inclined to commit themselves to an organization if they believe that the organization is committed to them first and foremost. Commitment is a commodity that can be bought and sold (Fuller, Barnett, Hester, & Relyea, 2003). According to research conducted by Martin, Parsons, and Bennett (1995), even after being fired or laid off, individuals who participated in employee participation programs reported stronger levels of organizational commitment than those who did not participate in such programs. An organization is sure to benefit from having someone with such a strong commitment to their cause. If it is directed appropriately, it has the potential to have a significant impact on productivity as well as other aspects of an organization's operations. According to the research results, participation and commitment seem to go hand in hand, and it seems likely that both the main effects of each factor and the effects of how they interact with each other will have an effect on productivity.

VIII. IMPLICATIONS AND DIRECTIONS FOR FUTURE INQUIRY

Employee participation and organizational commitment are both cultural constructs that have implications for employee involvement. Employee involvement, in turn, has an impact not just on performance but also on productivity. Research has demonstrated that increasing an employee's ability to engage in the decision-making process pertaining to their work, access to relevant information, the opportunity to develop appropriate skills, and the possibility of earning appropriate incentives leads to an increase in productivity. Research has also demonstrated that an employee's dedication to their organization can induce behaviors that favorably enhance organizational productivity. Those actions include: As a result, employee involvement strategies that promote employee involvement and foster organizational commitment should be embraced in an effort to boost organizational productivity. This should be done while also taking into account other organizational factors such as strategic goals and other cultural elements (for example, people orientation, aggression/competitiveness, etc.). This should be done in an effort to boost organizational productivity. In light of the fact that HR procedures frequently serve as a mirror image of company culture, it is important to consider the consequences for employee engagement. The amount of empirical study that has been conducted on the effects of employee involvement

on productivity has been quite limited (Jones, Kalmi, & Kauhanen, 2010). Therefore, there is a lot that can be learned from researching EI dimensions (such as power, information, knowledge/skills, and rewards) both on their own and in the context of employee participation in an employee invovlment. For example, research needs to be done to figure out which HR practices related to each dimension are the most effective at boosting productivity. Also, researchers need to take into consideration the possibility that distinct dimensions of employee participation, as well as EI as a whole, are variably associated with different productivity results (e.g., output, sales, and quality). In a similar vein, other aspects of commitment, including affective, continuation, and normative aspects, may have varying degrees of strength in their associations with various productivity outcomes. It would be beneficial to conduct additional research on these ideas. Personality constructs, which have a tendency to influence both employee involvement and organizational productivity, should be the focus of further research, as they have the potential to have an impact on the involvement-productivity relationship and could potentially have an impact on the relationship. For instance, employees who are high in conscientiousness have a greater tendency to be involved in the workplace and to perform better than employees who are low in conscientiousness. This is in contrast to employees who are low in conscientiousness, who have a lower tendency to be involved in the workplace. In order to throw further light on the moderating variables that are involved in the relationship, other trait components, in addition to state factors, should be studied. An analysis of the relevant research has found that there are worries over potentially harmful factors such as stress, which have an impact on employees and, as a result, their levels of contentment, motivation, dedication, and overall productivity. The overall productivity of the organization is impacted as a direct result of this, in turn. Therefore, additional studies have to be done to investigate the role of a "healthy" workplace in relation to the model discussed in this article. Employee involvement as one of five healthy workplace practices that influence employee well-being (including commitment) as well as numerous organizational improvements. Employee involvement was identified as one of the five healthy workplace practices that influence employee well-being (including productivity). Because they have the potential to play a significant role in the accomplishment of the organization's goals, creative and innovative organizational practices that are beneficial to the health and happiness of workers should receive a greater degree of attention. The evidence suggests that expedient performance outcomes are the result of an organization's culture of participation and involvement, as well as its

propensity to use involvement strategies that mirror this culture and indicate that the organization values employees and their input. In addition, the evidence suggests that expedient performance outcomes are the result of an organization's tendency to use involvement strategies that mirror this culture. In addition, the evidence suggests that expedient performance outcomes are the result of an organization's tendency to use practices that indicate that the organization values employees and their input. This notion is supported by the fact that organizations tend to use practices that indicate that they value employees and their input. This was the case even when comparing the same set of practices. Even when comparing the exact identical set of practices, this was still the case. The author also asserted that these "commitment" employee involvement systems were distinguished by higher percentages of average wage rates, as well as higher levels of employee involvement in managerial decisions, formal participation programs, and training in group problem-solving, all of which contributed to increased levels of employee involvement. In addition, the author asserted that these "commitment" employee involvement systems were distinguished by the fact that these "commitment" employee involvement systems were distinguished by higher percentages of average wage rates. People are more likely to commit themselves to an organization if they perceive that the organization is committed to them first and foremost. This makes it more likely that people will volunteer their time for the organization. It is possible to buy and sell commitment just like any other commodity. According to the findings of research carried, individuals who participated in employee participation programs reported higher levels of organizational commitment than those who did not participate in such programs, even after they had been terminated from their positions or laid off. Having someone who is so strongly committed to their cause as a member of their team is bound to be beneficial to the organization. It has the ability to have a substantial impact on productivity as well as other elements of an organization's operations if it is directed appropriately, and this impact could be positive or negative. According to the findings of the research, involvement and commitment appear to go hand in hand. Also, it is very likely that productivity will be affected by both the main effects of each factor and the effects of how these factors interact with each other.

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Cultural-Artistic Value in Epic and Festival of the Muong Thanh Hoa People

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Abstract

The epic The Land of the Earth is a system of mythical stories about the formation of heaven and earth of the Muong. It is also considered history and an encyclopedia of the customs of the Muong people. This epic is both pride and respect in the cultural life of the Muong community. This article studies several outstanding cultural symbols of the epic "Land for the Land" which have been preserved and remained quite intact in the Poon Poong festival - one of the most important festivals of the Muong people in Thanh Hoa.

Keywords— culture, art, epic, festival, Muong people.

I. INTRODUCTION

Studying the traditional culture of the Muong people in Vietnam is no longer a new issue. However, with a special ethnic group, it is said to be the closest source to the ancient Vietnamese in Vietnam. Therefore, studying the unique spiritual values of this ethnic group is also a way to identify the cultural "fossils" of their ancestor's thousands of years ago. Epics and festivals are two of the intangible cultural values considered unique by the Muong. Based on documentary research, combined with fieldwork, we wish to clarify more basic spiritual values in the Muong cultural treasures of Thanh, which are expressed through epics and festivals, contributing to protecting and properly promoting the positive values of Muong culture in Thanh Hoa province in contemporary life.

II. OVERVIEW OF THE EPIC OF THE MUONG PEOPLE

Giving birth to land is a song of the Muong ethnic group. There are many versions, 10 copies have been collected, the average version is 8 thousand sentences, and the longest version is 16 thousand sentences. The collection in Thanh Hoa is 8503 verses long. The story is summarized as follows: At that time, when the earth and sky were still in chaos, suddenly "rained and drizzled" the vast flooded water, 50 days later, it all receded. Naturally, a green tree with 90 branches sprouted, one of which was sky-high, turning into Mr. Thu Tha and Mrs. Thu Thien.

Two Gods commanded us to make Earth, Heaven, and Everything. After that, the sun was fierce for 12 consecutive years, and the ground was parched. God Pong Peo wishes for heavy rain. Immediately heavy rain and strong winds for nine, ten days and nights; the water flooded again. Seven months later, when the water receded, a giant sycamore tree grew. God sent the Gang-worm to hollow out the intestines of the si tree. The tree fell, and each branch turned into a Muong village... Humans are from there. The Muong tribe is from there. Then Mr. Thu Tha and Mrs. Thu Thien made the year, month, day, night, and four seasons for the people who followed them to make a living. It can be said that *"Father of the Land for the Fatherland"* is a massive folk poem in the treasure of ancient Vietnamese literature, with a tight structure, historical and mythological elements with bold symbolic colors, representing six events the great event of the Muong ethnic group: the formation of the country and people; building material and cultural foundations; arrange household chores; take care of country affairs, conflicts, victories; defend the territory and complete the rule. Laying the land to give birth to the country thus depicts the initial development of the Muong ethnic group.

III. POON POONG FESTIVAL OF THE MUONG XU THANH PEOPLE

In Thanh Hoa, where there are Muong people, there is the Poon Poong festival. The festival can take place from evening to morning, from morning to evening,

sometimes lasting up to two days and three nights. Only the *"Muong Trong"* people of the mountainous districts of Thanh Hoa such as Ngoc Lac, Cam Thuy, Ba Thuoc, and Thach Thanh... have the Poon Poong festival. This is a festival that has existed since ancient times imbued with Muong's cultural identity.

Poon Poong festival according to the concept of the Muong people is a ceremony to wish for the faithful love of Nang Nga - Hai Mot, Nang Um - Bong Huong, and Ut Lot - Ho Lien, so that they have the opportunity to return to Muong to have fun with the villagers. These are the characters in four famous Muong love stories. Poon Poong in the Muong language means *"playing with flowers"* which comes from Muong's epic *"Landing the land to give birth to the country"*. Poon Poong is a kind of ceremonial folk song about the deity that has both the nature of intermarriage with thorns and the blessing of luck... Associated with the Poon Poong festival is the Poong tree.

The festival is held annually on the full moon of January, the full moon of March, and the full moon of July, or the harvest season called the New Rice Festival. The owner of the ceremony is "Au may" and the machines participate in the performance. The character "Au may" must be a reputable person in the village and must be passed on from a previous "Au may". "Au may" is both a shaman and a healer in the village. Poon Poong festival has two parts, the ceremony part, and the performance part. The performances revolved around the cotton tree, simulating all the customs and habits, reflecting the spiritual life, cultural and spiritual life of the Muong people. The cotton tree is the central object in the festival because it is a symbol of the vast universe, converging all things that the Creator has bestowed on man. On a 3-meter-high bamboo cotton tree, hang 5 or 7 floors of wooden flower clusters dyed in blue, red, purple, and yellow and models of animals, farming tools, creative achievements of people... symbolizes prosperity. This cotton plant can only be made by "Au may" and passed on to descendants or a few skillful people in Muong village. Depending on the talent and seniority of "Au may", the cotton tree has many or fewer floors, the highest is 12 floors. Next to the cotton tree is a table for wine and a ceremony tray with traditional dishes of the Muong during the holidays such as soup, bitter soup, etc. Under the cotton tree, the characters "Brother" and "Chung" long"… sitting symmetrically across a cotton tree, wearing a red scarf and a blue scarf, sometimes dancing and singing, sometimes looking in the mirror, combing their hair, sometimes playing the flute. Gong music, "Madame May" walked and danced while singing "Dang".

The festival includes 48 special games such as: dividing land, dividing water, building houses, chasing wild animals, planting crops, fighting buffaloes, fighting cocks, making rice to invite Muong... The characters participating in the festival dance model dances. simulate the movements in the process of daily work and play.

After the ceremony of "Au may", everyone danced and sang the love song, they sang the song of promise, and advice and then confessed their feelings. Through heartwarming songs, and giving flowers, a couple fell in love and swore gold and stone, many couples became husband and wife after the festival.

IV.   UNIQUE CULTURAL AND ARTISTIC VALUES NEED TO BE EFFECTIVELY PROTECTED AND PROMOTED IN THE CONTEMPORARY CONTEXT

Like many other epics, Laying the Land of the Muong ethnic group is constituted by a system of images. These icons are almost all symbolic. The symbols are composed of a system of codes that later generations must strive to understand to be able to decipher. You can see the stagnation of the epic "Landing the land to give birth to the country" in the Poon Poong festival of the Muong people through some of the following images:

- Cotton tree image:

In the Pon Pong festival in general and the Pon Pong dance in particular, besides the gongs, drums, etc., the most important props are the Cotton Tree. Because it is a symbol of the vast universe, fully converging all things that the Creator has given to humans, is a "sacred object" for the Muong to communicate with the gods. The performances of the festival, therefore, revolve around the cotton tree, simulating all the customs and habits, reflecting the spiritual life, cultural and spiritual life of the Muong people, which evokes a return to the wild days. of history. Cotton plants have different hierarchies. Cotton three is the first cotton plant of "Au may", new to the practice. Divided into 3 steps, each step has 3 branches, each branch has 3 bunches and each bunch has 3 flowers. After 3 years of using the machine to build a cotton tree 5: the cotton plant is divided into 5 steps, each step has 3 holes, each hole has 5 branches with 5 clusters, each bunch has 5 flowers...and so on after 3 years "Au may ", again erected cotton trees 7, 9... finally cotton trees 12. Cotton trees have 12 steps, each step has 3 holes, each hole has 12 branches, each branch has 12 bunches, and each bunch has 12 flowers... Cotton plants of this type are often found in Ngoc Lac, Thach Thanh, some forest areas in Ba Thuoc, Cam Thuy... Inflorescences of wicker wood dyed blue, red, purple, and yellow. On the flower, and tree are hung

pictures of chickens, birds, storks, deer, pigs, and chickens hewn out of wood; pictures of rice, corn, potatoes, gourds, forest trees, and models of agricultural production tools such as plowshares, hoes, shovels, knives, sickles, arrows, hats... Depending on her talent and seniority The machine (the organizer of the show, who is also the person who has the talent to take medicine) in saving humanity, but the cotton tree has many or few floors, the highest is 12 floors. All of these images evoke the original image of the epic "Landing to give birth to the country" about the scene of the primordial birth of land, water, and Muong. The image of the cotton tree in the Poon Poong festival reminds us of the image of "the stone tree with chu Dong leaves" in the epic Laying the land for water.

There are many artistic images in the epic of Laying the Land, but the image of "Zhu stone Chu Dong" is rich in symbolism and epic in nature. This image also occupies a considerable amount of space in the work. It consists of 5 chapters that the Mo teachers call 5 "that". That is:

"Tìm cây chu/ Chặt cây chu/ Kéo cây chu/ Làm nhà chu/ Đốt nhà chu"

With the imagination of the ancients, the sycamore tree is like a sacred miracle tree at the end of the earth. It is like a place of birth and keeping copper - a sacred object with the magical power of the ancients. Searching for the Chu tree, chopping down the Chu, and pulling Chu home to build a house is the aspiration to find wealth, the aspiration towards the sublime and beautiful of the ancient Muong. The "Lang Cun Khuong" brothers not only wanted to see the chu tree, to harvest the leaves and fruits to get rich, but they also wanted to go to the source and dig up the branches to get richer than anyone else. So they sent the Muong soldiers to cut down the sycamore tree. Overcoming dangerous difficulties, the "Lang Cun Khuong" brothers were able to cut the chu tree and drag it across many Muongs from Lai Li Lai Lang hill where the tree is located to Thien Quan, Ke Cho. Then he used the wood of the pine tree to build a castle for the Zhou Dynasty.

Thus, the image of *"the tree with leaves and leaves"* in the work Laying the land for the country has shown the great problems of the ancient Viet-Mong people. It speaks of the magnanimity and great height when people discover new tools, creating a profound change in human life from ignorance to civilization. The image represents people's burning desire for eternal wealth. This connection shows that if the "trees of stone and leaves" in the work Laying the land for the country are the ultimate desire for abundance, then the image of the cotton tree in the Poon Poong festival is an extension of the aspiration for life wealth, about the dream of a bountiful harvest, a prosperous Muong village. That unique feature remains to this day through the image of a cotton tree in the Poon Poong festival of the Muong Thanh Hoa people.

- About the song Mo Muong:

Mo "Land to give birth to the country" is one of the important and popular mo songs that the Muong often uses in folk songs on festivals or daily activities. That shows the enduring vitality of the epic The Birth of the Land and the Country and the special significance of this epic to the life of the Muong. The Mo De land of the Muong people consists of three parts. The first part is the shortest part, officially titled "Tac tet tet". The two later parts are longer: "Con chu Candy wading" (Cutting down the tree, pulling the wading tree) and "Tooc moong" (Hunting animals). From part to part, the story unfolds in chronological order and all three come together into a unified product. In the Poon Poong festival, Mo and Dang (Rang), talking and dancing are two important parts. When it comes to anecdotes, young men and women perform simulations of that activity, such as scenes of villagers chasing fierce tigers, catching fish, cock fighting, buffalo fighting, boys and girls entering a fortune-telling festival... The anecdotes in the epic "Landing the land to give birth to the country" are told in turn by Au May, fully not only to commemorate the origins of the Muong ethnic group but also to express the aspiration for reproduction, the harmony between heaven and earth. with human life. In addition, the Mo monks also read Lay the land to give birth to the country at funerals. A special thing is that the Mo De Land, the land of the country, is performed only by the magician or Au May - who is trusted and respected by the villagers, proving that the Muong people attach great importance to this epic and worship it as a "biblical". They consider this to be a living epic with special significance in their spiritual life.

- About the shows and dances:

Each performance of the Poong dance is associated with the life of the Muong people in Thanh. According to the concept of the Muong, this show describes the period when the process of land-laying, water-laying, and human habitation began. The Pon Poong show has two parts, the ceremony part and the dancing and singing part around the flower tree. To start the Pong Poong dance, the matron also has to perform a ceremony to pray for an explosive ghost, process an explosive ghost, and process the king, gods, and ancestors to play with flowers. After the offerings and cotton plants were prepared, the Muong invited people from heaven to come down to inspect the offerings.

Poong dance attracts the audience right from the first performance….the singing of Xuong, and the singing of Dang are resounding as an invitation to the villagers to come to join in the fun, dance, and sing together. The performances in the Poon Poong festival all simulate the activities of clearing the fields, making doors, building houses, planting cotton, weaving, hunting wild animals, casting nets, chasing wild tigers, catching fish… of the early days of land, water, and Muong laying; of the battles between the Muong village with the enemy, with the wild animals to unify the Muong village in the Mo Lay land to give birth to the country, etc.

The climax of a Pong Pong is when the boys and girls are drunk, then they borrow the story of her two matches to express their love for the couple, and exchange words of love and attachment. At this time, they are no longer the boys and girls of the Muong village, but they are the symbol of love, of the love affair of Nang Nga and the man Two Matches, Nang Um - Bong Huong, Ut Lot - Ho Lien immortal of the Muong. And this is also the attraction of Poong Poong dance to generations in Muong village, especially to young people, expressing love for the motherland of Muong village.

The fact that the performances and dances imitate the legends of the epic "Land to give birth" in the Poong festival also has a special meaning. The origin of the festival comes from an anecdote about the faithful love affairs of the Muong people. But most of all, the festival is still the restoration of the scene of land-laying, water-laying, and Muong-laying in the epic that brings people back to the wild days of history from offerings, music, lyrics to performances and dances. . And it seems that the story of the faithful love affairs of Muong boys and girls is just an excuse for the Muong to show pride in their unique epic. Mo De is the birthplace of the country, so it is like a red thread throughout time and space in the life of the Muong ethnic people from the early days to modern society, creating a unique feature not only for the Poong festival but also for the festival. and with the culture of the Muong ethnic people in Thanh Hoa.

V.   CONCLUSION

Through some initial studies, it has been shown that, in terms of linguistics, the Muong epics have similarities with folk languages and dialects in the North Central region (including Thanh Hoa, Nghe An, and Ha Tinh provinces).), which are historical linguistic data as well as cultural values of the Muong epics because language is an important element of culture. These similarities also contribute to affirming that the close relationship between the ancient Vietnamese and the

Muong is not high in terms of the ancient linguistic origins. Meanwhile, the Poong festival can be seen as an overall picture that reflects and reflects the language and epics of Muong. Although the two are essentially one, the epic is a treasure of languages and legends, and the festival is a living cultural practice to preserve the Muong cultural tradition. Through the festival, unique cultural values from traditional costumes, ethnic cultural space, culinary culture, communication and behavior, weddings, funerals, customs, customs... cockroaches continue to be preserved and promoted.

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Students' Acceptance of Google Classroom for Teaching and Learning in Bhutanese Secondary Schools.

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Abstract

The purpose of this study was to determine the factors that influence Bhutanese secondary students' behavioural intention and their despondency to accept google classroom platform as a learning management system. The study utilized structural equation modelling (SEM) to examine the direct effects using students self- reported answers. The endogenous variable was Behavior intention (BI) while the exogenous variables were perceived usefulness (PU); perceived ease of use (PEOU); facilitating conditions (FC), and tutor quality (TQ). The data for this study was collected from 340 secondary students from four schools under Thimphu district. The SEM analysis suggested that there was no evidence for a direct link between FC and TQ toward BI. However, a significant positive effect was found from FC>PEOU; TQ>PEOU; PEOU>PU; and finally, from PU>BI. The model proposed and tested in this study reveals that neither the FC nor TQ were strong determinants of secondary students' behaviour intention to use GC.

Keywords— Behaviour intention; facilitating conditions, Google classroom; perceived usefulness, perceived ease of use; secondary students, and tutor quality.

I. INTRODUCTION

The application of information and communication technology (ICT) is turning into an increasingly vital part of the functioning of educational establishments. A considerable number of educational institutions, including schools, have shifted their focus toward blended learning over the course of the previous few years. According to Kattoua et al. (2016), the introduction of e-learning technology will significantly alter at least a portion of traditional classroom methods for material delivery. This is common in developing nations where the COVID-19-required quarantine has forced schools to close.

Bhutanese schools implemented a blended learning technique that has now become a complementary method for providing high-quality education (OECD, 2020). Teachers and students are urged to use ICT into the teaching and learning process in Bhutan, where the digitization of education is brand-new (Ministry of Education [MoE], 2020). Learning management systems (LMS) are self-contained websites with built-in teaching tools that allow teachers to organize academic content and get students involved in their learning (Gautreau, 2011, p.2). They are a powerful technology that hasn't reached its full potential yet. They are also very important for education in

the information age (Watson & Watson, 2007). Aldiab et al. (2019) said that the LMS plays a big part in making teaching and learning better and easier (Turnbull et al., 2020).

Google Classroom (GC) is a free blended learning LMS that is widely used for teaching and learning all over the world, both in schools and colleges and universities (Alotumi, 2022). There are many benefits to using GC, such as cutting down on classroom time (Kaizer et al., 2020), making it easier for teachers and students to talk to each other and work together (Kado et al., 2020), and getting more students involved in online classrooms (Alotumi, 2022).

GC use in Bhutan was initially observed during the COVID-19 pandemic (Dorji, 2021). Since then, secondary schools in Bhutan have relied on the usage of GC to support continuous learning, but without sufficient training (Dhendup & Kezang, 2023; Dorji, 2021). It is still unclear to this day how secondary students utilize the GC platform, despite its recent adoption in schools. In addition, the application of GC in Bhutanese secondary schools remains under investigated, despite the existence of a few descriptive studies (see Dorji, 2021; Kado et al., 2020; Wangmo et al., 2020). Hence, our study extends the Technology acceptance model (TAM) proposed by Davis

(1989) by adding two new exogenous variables; tutor quality (TQ) and facilitating conditions (FC) to predict the acceptance and the use GC, thus contributing to scholarship, to an already widely used TAM considering a developing country's perspective.

Previous research indicates that the BI of end-users is a critical factor in determining the effectiveness and success of an implementation (Chou et al., 2019; Wicaksono et al., 2020). The notion is that users' BI represents their actual behavior while interacting with technology, whether for classroom or non-classroom applications (Ajzen, 1991; Wati & Koo, 2012). This is why a number of well-established theories and models derived from previous research have explored the behavioral intentions of technology users. Several generally accepted theories in education include the Technological Acceptance Model (TAM) by Davis (1989), the Unified Theory of Acceptance and Use of Technology (UTAUT) by Venkatesh et al. (2003), and the Theory of Planned Behavior (TPB) (Ajzen, 1991). TAM was utilized in a number of different contexts (Venkatesh & Bala, 2008), largely to explain users' behavior and acceptance to use technology (Tarhini et al., 2015) GC in this instance. The existing literature indicates that TAM is commonly employed in education and technology. TAM is relatively unexplored with user intention to use (students) despite its significance and appeal in domains of technology-based teaching and learning, particularly in underdeveloped nations such as Bhutan, where technology for teaching and learning is seldom implemented (Choeda et al., 2016; Gautam et al., 2021). In order to better understand the multifaceted elements that drive technology adoption in different contexts, Legris et al. (2003) suggested that academics examine adding additional variables to the first two variables in TAM's model. The purpose of our study is to analyze the aspects that influence students' behavioral intention to utilize technology using facilitating conditions (FC) and tutor quality (TQ) as independent variables.

By addressing these gaps, our work contributes to the growing body of research on the intention to use technology. It contributes to theoretical development by adding facilitating conditions and tutor quality to the existing TAM framework. As a result, this study provides significant contributions by attempting to solve several gaps. To begin, our study contributes to the scant research on the intention to use technology GC as the LMS platform by the secondary students. Our study is one of the first to examine FC and TQ as predictors of end-user desire to use technology in a developing cultural setting.

II. TECHNOLOGICAL ACCEPTANCE MODEL

The TAM model consists of three variables: one exogenous variable is perceived usefulness (PU), and the other being perceived ease of use (PEOU), and one endogenous variable, behavioral intention to use technology, google classroom in this case. PU stands for perceived usefulness, and PEOU stands for perceived ease of use (PEOU). PU is defined by Davis (1989) as "the degree to which a person believes that utilizing a certain system would boost his or her job performance" (p.320), and PEOU is defined as "the degree to which an individual believes that utilizing a given system would be effort-free" (p.320). It is widely believed that these two characteristics are powerful determinants of users' intentions and acceptance to utilize technology in educational settings. However, not a lot of research has been done on the connection between FC and BI, and much less on the connection between TQ and BI, particularly in the context of Asia and Bhutan.

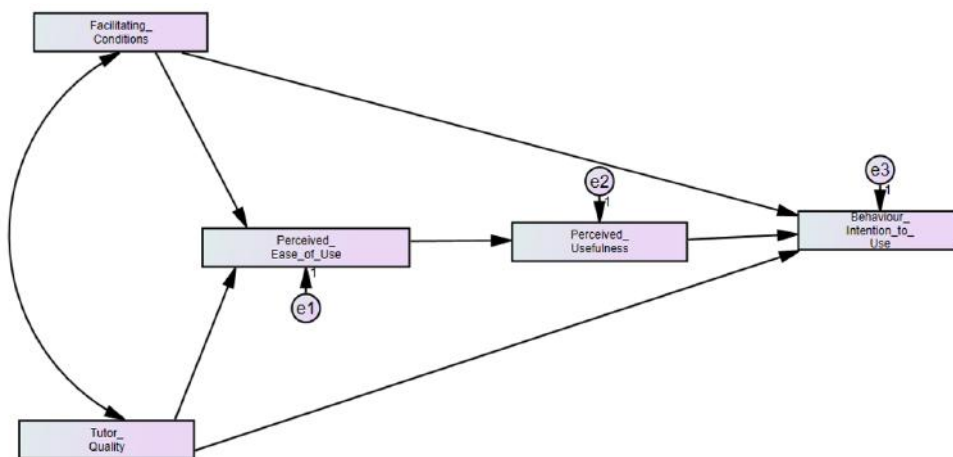## III. RESEARCH MODEL AND HYPOTHESES

Fig.1. Proposed research model

Facilitating Conditions (FC)

Venkatesh et al. (2003) defines FC as "an individual's belief that an organizational and technical infrastructure exists to support the system's use" (p 453). The results of a past study by Sukendro et al. (2020) found FC to be a significant predictor of BI and PU. However, Rahmi and Birgören (2020) emphasized the critical nature of FC in e-success and adoption. Based on the few past studies, the following is hypothesized:

H1. FC is positively related to Behaviour Intention to use GC.

H2. FC is positively related to PEOU.

Tutor Quality (TQ)

The quality of the instructor is crucial to the success of any learning program, regardless of the learning setting. Due to the shift in roles, tutors in the context of the e-learning environment now have increased duties (Mtebe & Raphael, 2018). The function of the instructor in an e-learning environment moves from knowledge transmission to facilitator and guide (Teo, 2011). Previous research indicates a correlation between tutor quality and pre-service teachers' satisfaction (Ouajdouni et al., 2021; Teo, 2010). Similar to this, Ouajdouni et al. (2021) found that differences in PU can also be explained by instructor quality, this in our case is tutor quality. As a consequence of this, it is predicted that the quality of the tutors would contribute to the students' enjoyment of their e-learning experiences. There have been other hypotheses proposed, including the following:

H3. TQ is positively related to Behaviour Intention to use GC

H4. TQ is positively related to PEOU

Perceived usefulness and perceived ease of use

According to the findings of a number of research, PEOU and PU are effective indicators of users' propensity to adopt new technologies (Al-Emran et al., 2020; Davis, 1989). As a direct consequence of this, previous researchers have made an effort to study the connection between PEOU and PU. The vast majority of them identified a favorable connection between the two (Verma & Sinha, 2018; Vululleh, 2018). Hence, our study proposes two hypotheses related to PEOU and PU and then from PU to BI:

H5. PEOU is positively related to PU

H6. PU is positively related to BI

IV.   METHODOLOGY

Research design

This cross-sectional quantitative study evaluates students' intentions to use technology with facilitating conditions (FC) and tutor quality (TQ) to understand the multi-dimensional factors of original TAM model in adopting GC by Bhutanese secondary students. To this end, a convenience sample technique was utilized to collect the data.

Participants and context of the study

The data was collected via a web-based survey from 340 secondary students from five secondary students under Thimphu district in Bhutan, as structural equation modelling need more than 200 responses (Boomsma, 1987), unlike smart-PLS SEM where small sample sizes and complex models effectively (Hair et al., 2019). Of the respondents, 47% (159) were males while others 53% (181) were female respondents. The age range of the respondents ranged from 14-19 years. Typically, in Bhutanese education system, secondary levels are grades 9-12. The ethical approval for this study was granted by the district education office.

Survey instrument

The survey questionnaire was adapted from several pre-existing instruments relevant for our study (for details see appendix 1). The items for the factor perceived usefulness, perceived ease of use, and behavioral intention were taken from the seminal study on TAM (Davis, 1989) and previously published studies on technology acceptance; Facilitating conditions from (Thompson et al. 1991); Tutor Quality (TQ) from E-learning Acceptance Measure (ElAM) by Teo (2010). The anchors for all the items range from strongly disagree (1) to 5 (strongly agree)

Data Analyses

The final data screening to check for respondent misconduct was carried out using excel (Standard deviation <.25) in the response variance were deleted. Therefore, 7 responses had to be deleted. Secondly data screening for impermissible respondent values were carefully checked using the SPSS software using the maximum and minimum value. Further there were cases of missing data and to check for multivariate outliers, cooks distance measure (see figure 2 for details) and hence data imputation using a linear interpolation technique was applied.
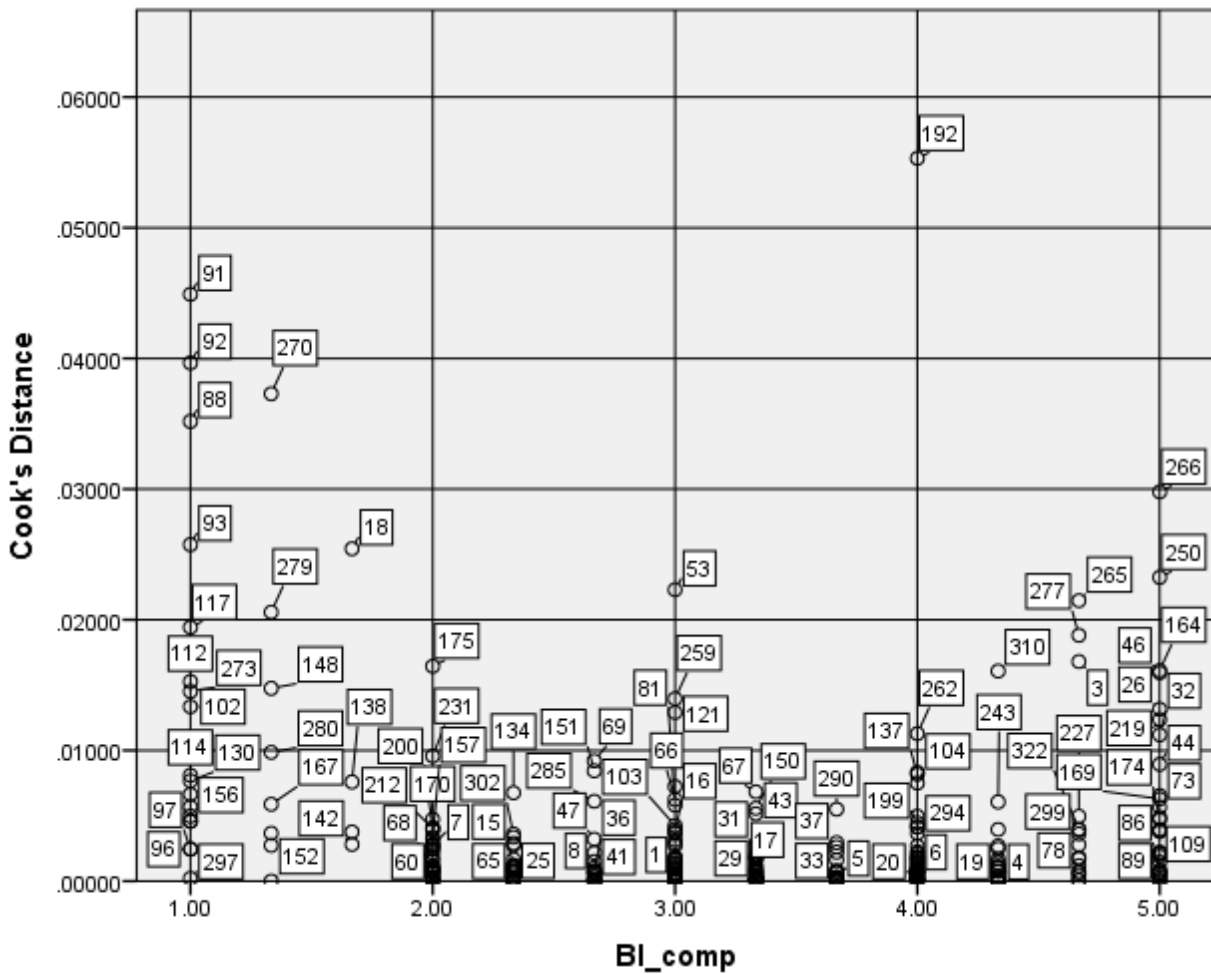
Fig.2. Multivariate outliers using Cooks distance

Then after the data screening process were completed, numerous stages in data analysis process were considered. Third, to assess Common Method Bias (CMB) we applied correlation matrix method, followed by confirmatory factor analysis (CFA), which is frequently required prior to doing structural equation modelling (SEM) (Collier, 2020). Finally, a path model analysis was applied using the maximum likelihood estimation (MLE) to assess and test the hypothesized models.

Common Method Bias

Two CMB statistical tests were run using SPSS to determine the probability of common method bias (CMB) between the independent and dependent variables. To begin, Harman's one-factor test was employed, in which all items from all constructions were combined into a single factor via unrotated exploratory factor analysis (EFA). This resulted in a total Eigenvalue of 7.836 (see Table 1), and a variance extraction of 35.62 percent, less than the 50% advised by Podsakoff et al. (2012) or even less than the conservative thresh-hold of 40% variance advocated by Hair et al. (2019).

Table 1 Total Variance Explained using Harman's one-factor test using unrotated EFA

	Initial Eigenvalues			Extraction Sums of Squared Loadings			Rotation Sums of Squared Loadings		
Component	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %
1	7.832	31.330	31.330	7.832	31.330	31.330	4.215	16.860	16.860
2	2.583	10.333	41.663	2.583	10.333	41.663	3.485	13.940	30.800

3	1.311	5.245	46.907	1.311	5.245	46.907	2.338	9.353	40.153
4	1.200	4.801	51.708	1.200	4.801	51.708	2.167	8.669	48.822
5	1.184	4.736	56.444	1.184	4.736	56.444	1.905	7.622	56.444
6	.963	3.851	60.295						
7	.907	3.626	63.921						
8	.805	3.219	67.140						
9	.756	3.025	70.165						
10	.718	2.871	73.036						
11	.674	2.697	75.733						
12	.656	2.625	78.357						
13	.605	2.418	80.776						
14	.570	2.280	83.056						
15	.544	2.176	85.231						
16	.530	2.119	87.350						
17	.481	1.924	89.274						
18	.458	1.834	91.108						
19	.425	1.699	92.806						
20	.407	1.627	94.433						
21	.365	1.462	95.895						
22	.324	1.297	97.193						
23	.289	1.156	98.349						
24	.245	.982	99.331						
25	.167	.669	100.000						

Extraction Method: Principal Component Analysis

V. RESULTS

Descriptive statistics

a descriptive statistic such as mean and standard deviation was utilized. Next, the assumption of normality of the data was tested using skewness and kurtosis coefficients. The descriptive analysis of skewness and kurtosis coefficients revealed that the value of the data set is normally distributed with skewness values ranging from -.001 to 0.73 and kurtosis values ranging from -0.07 to -94. The skewness and kurtosis value of all the items was within the recommended value of ± 3 (Kim, 2015).

Table 2 Descriptive statistics

	N	Mean	SD	Skew	CR	Kurtosis	CR
PU1: Using the google classroom system will enhance my efficiency.	340	3.01	1.06	-0.61	-4.59	-0.33	-1.26
PU2: Using the google classroom system will enhance my productivity.	340	3.04	1.01	-0.12	-0.87	-0.96	-3.60
PU3: Using the google classroom system will enable me to accomplish tasks more quickly.	340	3.29	1.20	-0.21	-1.56	-0.94	-3.54
PU4: Using the google classroom system will improve my work.	340	3.17	1.22	-0.01	-0.10	-0.26	-0.99

PU5: Using the google classroom system will save my time.	340	3.66	1.14	-0.01	-0.11	-0.36	-1.36
PEOU1: google classroom system is easy to use.	340	3.79	1.17	-0.39	-2.91	-0.58	-2.20
PEOU2: Interaction with google classroom system is clear and understandable.	340	2.87	1.28	-0.35	-2.64	-0.20	-0.77
PEOU3: Google classroom system is convenient and user-friendly	340	3.47	1.01	0.14	1.06	-0.96	-3.63
PEOU4: Google classroom system is easy to access.	340	3.49	1.11	-0.73	-5.50	-0.31	-1.17
BI 1: I will use google classroom system in the future.	340	3.20	1.21	-0.26	-1.93	-0.74	-2.79
BI 2: I will continue to use google classroom system in the future	340	3.21	1.16	-0.18	-1.36	-0.65	-2.46
BI 3: I expect that I would use google classroom system in the future.	340	3.24	1.17	-0.16	-1.22	-0.77	-2.89
FC1: When I need help to use the computer, guidance is available to me	340	3.22	1.25	0.05	0.39	-0.57	-2.13
FC2: When I need help to use the computer, specialized instruction	340	3.10	1.08	-0.13	-1.01	-0.48	-1.83
FC3: When I need help to use the computer, a specific person is available to provide assistance	340	3.00	1.09	-0.15	-1.16	-0.94	-3.54
TQ1: My tutor could explain the concepts clearly	340	3.38	0.99	-0.27	-2.01	-0.40	-1.50
TQ2: My tutor was knowledgeable in ICT	340	3.56	1.05	-0.07	-0.54	-0.40	-1.50
TQ3: I was satisfied with the answers given by my tutor	340	3.49	1.01	-0.43	-3.27	0.13	0.47
TQ4: My tutor was focused on helping me to learn	340	3.60	1.03	-0.48	-3.61	-0.28	-1.04
TQ5: The tutorial activities were well-managed	340	3.39	0.93	-0.39	-2.94	-0.14	-0.54
TQ6: My tutor was accessible when I needed to consult them	340	3.31	0.96	-0.55	-4.17	-0.17	-0.63
TQ7: My tutor was patient when they interacted with me	340	3.51	1.00	-0.36	-2.74	-0.07	-0.25
Total	340						

Note. CR= Critical ratio (t-value)

Measurement model assessment

A Confirmatory Factor Analysis was performed for the 22 items (see figure 4) used in this study using the Maximum likelihood estimation (MLE). MLE is the most common technique used in parameter estimation (Hair et al., 2019). Following Hair et al. (2019) recommendation, the respective indicator variable loadings were first tested. A good rule of thumb is that the standardized loading estimates should be at least 0.50 or higher, ideally 0.70 (see figure 3). In AMOS, modification indices to improve the model are suggested; we have considered the suggestion and correlated **(e24 ↔ e25; e6↔e9)** to obtain a better model fit in this study (see figure 4 for corrected measurement model). The model returned these values ($\chi2$= 400.22; $\chi2$/df=2.02; p=0.001), TLI=0. 928, CFI = 0.93, RMSEA = 0.056 |0.048 - 0.064|, SRMR = 0.052) shown in Table 3. The data in the form of this present study achieved the preferable relative chi-square test of <3 (Hair et al., 2019; Kline, 2016). The Tucker-Lewis index or TLI |0.92| has values close to 0> 0.95] (Hu & Bentler, 1999). Therefore, we can proceed to assess convergent validity, discriminant validity, and reliability to evaluate if the psychometric properties of the measurement model are deemed adequate.

Table 3 The measurement model fit summary

Fit Index	Recommended value		References
χ2	NS at p < 0.05	400.22(p=.001)	
χ 2 /df	<5	2.02	
CFI	>0.90	0.93	Hu & Bentler, 1999
SRMR	<0.10	0.052	Hair et al. 2010
RMSEA	<0.08	0.056 [.048-.064]	Hair et al. 2010
TLI	>0.90	0.92	Hu & Bentler, 1999

Note. NS= Not significant; df = Degrees of freedom, CFI = Comparative fit index, RMSR= Root mean square residuals, RMSEA = Root Mean Square Error of Approximation, TLI = Tucker-Lewis Index
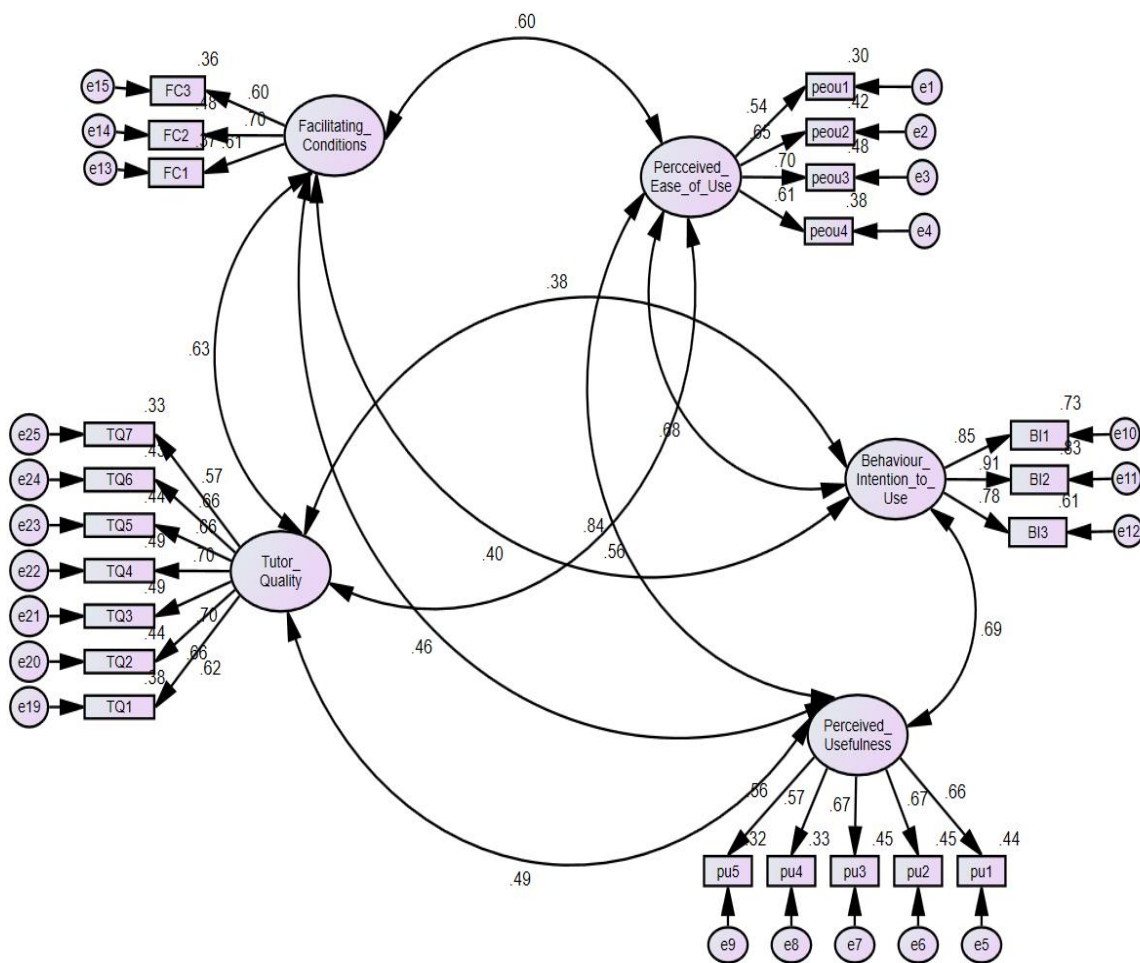
Fig.3. The uncorrected Measurement Model
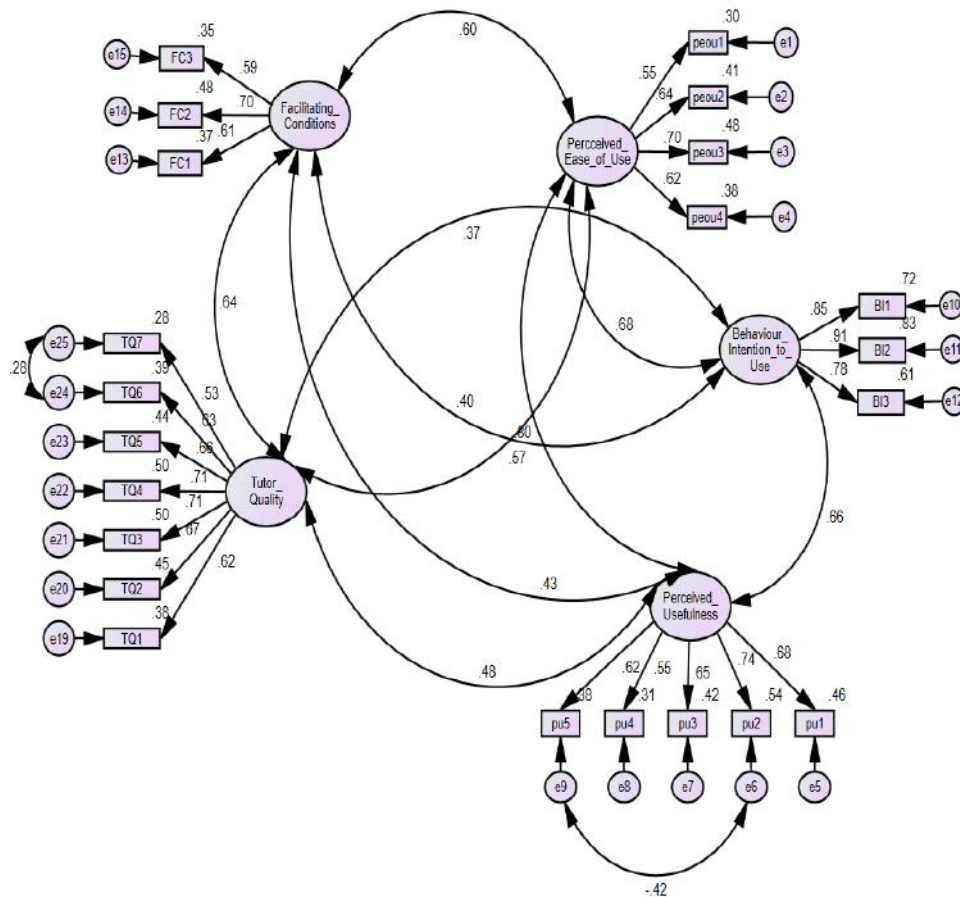
Fig.4. The corrected Measurement Model

Construct reliability and convergent validity

The internal consistency reliability, was tested using Cronbach's alpha (α) and Composite Reliability (CR). The cut-off value is ≥ 0.70 for both tests (Collier, 2020; Kline, 2016 (see Table 4 for details). Composite reliability for all the factors was > 0.7. Similarly, according to Fornell and Larcker (1981), in order for convergent validity to be established, the average variance extracted (AVE) was ≥ 0.50. The convergent validity for this paper is achieved as all the CR>AVE for all the constructs.

Table 4 Internal consistency reliability and convergent validity results

Constructs	Cronbach's alpha	Composite Reliability	AVE ≥ 0.50
	α ≥ 0.70	CR ≥ 0.70	
FC	0.73	0.72	0.55
PU	0.81	0.74	0.51
PEOU	0.79	0.73	0.52
TQ	0.78	0.86	0.54
BI	0.82	0.88	0.75

Further, the data presented in Table 5 clearly showed that our data had no discriminant validity concerns. Discriminant validity is an assessment of how each construct within the model varied from other variables (Hair et al., 2019). The HTMT is a criterion proposed by Henseler et al. (2015) and is applied to assess the discriminant validity. All HTMT values are within the accepted threshold values ≤ 0.90, as shown in Table 5.

Table 5 Discriminant Validity HTMT Analysis

	TQ	FC	BI	PU	PEOU
TQ					
FC	0.61				
BI	0.41	0.37			
PU	0.36	0.42	0.72		
PEOU	0.58	0.55	0.72	0.83	

Path analysis

A path analyses was used to examine five proposed constructs for both direct relationships (see Figure 4). Before estimating the model's path, the multicollinearity assumptions, a Kock (2015), variance inflation factor (VIF) and tolerance were calculated using the SPSS software package were assessed for FC, TQ, PEOU, PU and BI. A VIF and tolerance are both measure of checking multicollinearity Hair et al. (2019). According to Hair et al. recommendation, VIF values accepted threshold is < 5 (Hair et al., 2019). The collinearity statistics of where BI was taken as the dependent variable (see Table 6 for details). Further, a composite score for each item within the construct was also computed to generate VIF. The VIF is presented in Table 6; the first value, while the tolerance value is presented as the second value alongside their construct but within the brackets. For FC (1.38; 0.72); TQ (1.42; 0.70); PU (1.75; 0.57) and PEOU (1.91; 052). The Further, the Tolerance value for the four constructs was significant > 0.2. Therefore, the generated VIF and Tolerance values confirm that this study has no multicollinearity issues.

Table 6 Collinearity statistics

Model		Collinearity Statistics	
		Tolerance	VIF
1	(Constant)		
	FC	.72	1.38
	PU_	.57	1.75
	PEOU	.52	1.91
	TQ	.70	1.42

Dependent Variable: BI

BI=behaviour intention, FC=facilitating conditions, PU= perceived usefulness, PEOU= perceived ease of usefulness, TQ= tutor quality.

Hence, the overall model fitness was evaluated, the model returned ($\chi2$= 281.738; $\chi2$/df=1.76; p=0.001), TLI=0.949, CFI = 0.948, RMSEA = 0.048 |0.039 - 0.058|; SRMR = 0.051). The results of this have met the preferred relative chi-square test <3 (Hair et al., 2019; Kline, 2016) which is a "badness of fit" measure. The Tucker-Lewis index or TLI (0.949) has a value greater [.90].
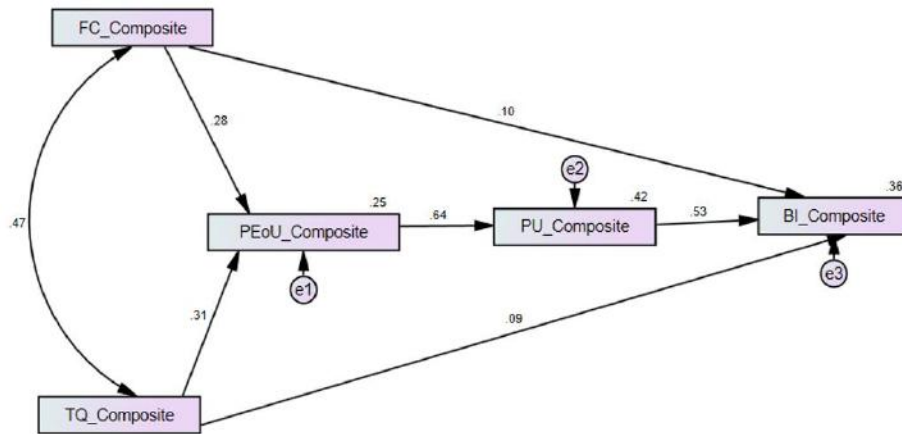
Figure 5. Path analysis of the research model.

Hypothesis Testing

We examined six direct relationships; the results of hypotheses testing are presented in Table 7. Out of six proposed hypotheses, H1 and H3 were rejected, while H2, H4, H5, and H6 were accepted. The detailed estimates (β), critical ratios, p-value, and CI is presented in (for details see Table 7).

Table 7 Direct effects with a 95% Confidence Interval

Relationships	β	t-values	p-value	Decision
1 FC>BI	.095	1.87	.061	Not supported
2 FC>PEOU	.279	5.13	.000	Supported
3 TQ>BI	.093	1.81	.069	Not supported
4 TQ> PEOU	.306	5.64	.007	Supported
5 PEOU>PU	.645	15.19	.000	Supported
6 PU>BI	.529	11.29	.000	Supported

Note. Critical ratios are significant at [*p<.05; **p<.001; p < 0.001]; CR (t- values) exceeding 1.96

BI=behaviour intention, FC=facilitating conditions, PU= perceived usefulness, PEOU= perceived ease of usefulness, TQ= tutor quality.

VI. DISCUSSION

This study's primary purpose was to investigate the extended TAM framework (eTAM) for assessing students' behavioral intention to utilize GC. The combined components in the suggested model accounted for 36% of the variance in students' behavioral intention to use GC. In this model, six direct effects were hypothesized, as shown in Table 7.

The evaluations of the path model revealed that FC had no significant direct link with BI; consequently, H1 obtained no empirical support. The result somewhat validates Mohammad-Salehi et al. (2021), but contradicts Fahadi and Khan (2022) study. Mohammad-Salehi et al. (2021) and Joo et al. (2018) both concluded that FC has no effect on students' BI, citing a little impact of FC on BI. Consequently, the results of the present study indicate that

FC have no direct positive effect on BI. Further this is an indication that FC had no effect on Bhutanese secondary pupils' intention to utilize GC. Despite the fact that this result is fairly surprising, it is may be possible that FC is not necessarily tied to the student's acceptance or the rejection of GC. This seemingly is conflicting conclusion that may be due to the fact that Bhutanese students do not utilize any web-based learning management systems in the past. As pointed by Dorji (2021), GC as a web-based learning platform was only used by both teachers and students during the quarantine and school closures. Issues similar to this were communicated in contexts of higher education (Choeda et al., 2016) even though higher education institutions in Bhutan used virtual learning environments a decade ago.

The lack of influence of TQ on BI, which led to the rejection of hypothesis 3 (H3), was a unique finding of this

study. Although this conclusion is consistent with the findings of earlier research, Guo et al. (2020), who reported that TQ had a favorable but non-significant influence on BI. Moreover, the findings of our investigation indicated that TQ accounted for about 9 % (non-significant) variance in BI. The probable non-significance result in this instance; could be attributable to the lack of proper professional development opportunities for teachers and students alike (Kado et al., 2020; Wangmo et al., 2020). As stated above, the Bhutanese institutions and education system still lack the proper infrastructure to successfully implement technology for teaching and learning (Dorji, 2021). Besides, the finding indicates that students' BI is likely to depend on individual passion and goals to learn new things, technology in this case, rather than on accessibility to the experts and support from the institutions they are working for. Several research in the past (Koehler & Mishra, 2009; Yang et al., 2019) indicated that a lack of assistance may have an effect on students' intent to utilize technology.

On the other hand, a statistically significant association has been established between FC and PEOU (H2), FC and PEOU (H4), PEOU and PU (H5), and PU and BI (H6) (H6). In this regard, our finding is consistent with the findings of (Yang et al., 2021), which demonstrated a statistically significant positive connection between FC and PEOU.On the other hand, a statistically significant association has been established between FC and PEOU (H2), FC and PEOU (H4), PEOU and PU (H5), and PU and BI (H6) (H6). In this regard, our finding is consistent with the findings of (Yang et al., 2021), which demonstrated a statistically significant positive connection between FC and PEOU. Students are more inclined to utilize technology (GC) when they consider it to be user-friendly and beneficial for instruction and learning (Teo, 2011). Likewise, for the rest of the hypotheses, FC on PEOU (H4), PEOU on PU (H5), and PU on BI (H6), there was a significant positive influence, thus accepting these hypotheses. The importance of FC as a strong predictor of users' behaviour to use technology was further echoed by recent educational research (e.g., Peñarroja et al., 2019), however in our case no support could be provided both for FC and TQ as the determinants of student's acceptance of GC in the Bhutanese context.

In addition, a lot of studies indicate that PEOU and PU are reliable indicators of users' propensity to use technology (Laosethakul & Leingpibul, 2021; Yuen et al., 2021). Prior research has hypothesized that FC has a favorable effect on PEOU (Al Shamsi et al., 2022; Ji et al., 2019). In this regard, the present findings were consistent with the results of previous research.

VII. CONCLUSION AND IMPLICATIONS

This study's primary purpose was to extend and then assess the application of TAM with two new constructs. To achieve this objective, we first examined six direct relationships: FC to BI, FC to PEOU, TQ to PEOU, PEOU to PU, and PU to BI. The results indicated that the direct association between FC and BI and TQ and BI could not be supported, however empirical evidence was found for the relationships between TQ and PEOU, FC and PEOU, PEOU and PU, and PU and BI. Taken together, the proposed model was found capable of predicting students' behavioral intention (BI) to use GC explaining around 36 % of the variance in students' acceptance of GC. On the basis of these results, we conclude that FC and TQ are not favorable predictors of Bhutanese students' propensity to employ GC in emerging cultural situations.

Overall, this study broadens TAM in terms of Bhutanese secondary students' acceptability and intention to adopt GC, as well as its associated outcomes (PEOU, PU) toward BI. The current study focuses on likely theoretical contributions in the use of technology, specifically the usage of Google Classroom in developing country context that is Bhutan. According to the evidence-based literature, not much has been written about the role of FC and TQ, particularly on secondary students' behavioral intention to use GC. Responding to this gap, this study investigated the latent roles of FC and TQ on students' willingness to accept GC. In doing so, the current findings drew on a few earlier studies, for details see (Joo et al., 2018) for FC and (Guo et al., 2020) study for TQ.

Finally, our study shows that the acceptability of GC as a web-based learning management system by Bhutanese students is undesirable when FC and TQ are considered. However, the full model comprising FC, TQ, PEOU, and PU was found suitable for describing the acceptability of GC among secondary students in Bhutan. Hence the findings of our study may be utilized for future policy directions, and has uses to curriculum developers, and policy formulators and other stake holders who play roles in improving quality of education in Bhutan.

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Appendix 1 (Survey questionnaire)

Variable	1	2	3	4	5
PU1.Using the google classroom system will enhance my efficiency.					
PU2. Using the google classroom system will enhance my productivity.					
PU3. Using the google classroom system will enable me to accomplish tasks more quickly.					
PU4. Using the google classroom system will improve my work.					
PU5. Using the google classroom system will save my time.					
PEOU1. google classroom system is easy to use.					
PEOU2. Interaction with e google classroom system is clear and understandable.					
PEOU4. Google classroom system is convenient and user-friendly.					
PEOU5. Google classroom system is easy to access.					
BI1. I will use google classroom system in the future.					
BI2. I will continue to use google classroom system in the future.					
BI3. I expect that I would use google classroom system in the future.					
FC1 When I need help to use the computer, guidance is available to me					
FC2 When I need help to use the computer, specialized instruction is available to help me					
FC3 When I need help to use the computer, a specific person is available to provide assistance					

PI1 My classmates think that using the Internet (Google, learning platform) is valuable for learning					
PI2 My classmates' opinions are important to me					
PI3 If most of my classmates started to use the Internet to support their learning, this would encourage me to do the same					
TQ1 My tutor could explain the concepts clearly					
TQ2 My tutor was knowledgeable in ICT					
TQ3 I was satisfied with the answers given by my tutor					
TQ4 My tutor was focused on helping me to learn					
TQ5 The tutorial activities were well-manage					
TQ6 My tutor was accessible when I needed to consult them					
TQ7 My tutor was patient when they interacted with me					

Managing COVID-19 Challenges: Strategies to Keep students Engaged in Online Learning - A Case study of Kepler

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Abstract

This article is about strategies devised by Kepler in reaction to challenges brought in by the covid-19 outbreak since its occurrence in 2019. Kepler instructors have devised a number of tools and strategies in order to cope up with the challenges and keep students engaged as the institution, like many others, had shifted from blended to online (or remote) learning. The study analyzed the effectiveness of the tools and strategies used to keep students engaged in remote learning. We collected data from 169 out of 174 students who were in the program, and 18 out of 25 instructors who were teaching during the pandemic time. Online surveys were sent to both students and teachers to collect quantitative data. The students and teachers involved in this study gave their views about the usefulness of the tools and strategies used, and the report shows that the tools contributed to students' engagement and helped them to curb the challenges they had faced. The study recommends the use of recording online tools such as vocaroo.com, speakpipe.com; self-paced quizzes, videos, podcasts, discussion boards, shared google docs, and strategies like peer reviews, feedback, icebreakers, warm up prompts, higher order thinking questions, and class final reflections, as the respondents reported that they helped them stay engaged, which would not have been possible if the instructors used the traditional lecture method and online group assignments only during the virtual teaching and learning. The findings in this paper will contribute to the improvement of online teaching and learning strategies.

Keywords— Tools, strategies, student engagement, remote learning, Kepler.

I. INTRODUCTION

The outbreak of COVID-19 affected the socio-economic wellbeing of different countries, individuals and organizations. For instance, UNICEF (2020) reports that COVID-19 pandemic has turned the world upside down and it affected the lives of people in every aspect of life, especially communication and interaction. Education has been one of the sectors affected by the measures imposed to stop the spread of COVID-19. Students and schools have been affected and many students could not attend in-person classes (Global Campaign for Education, 2020). This period of "pandemic teaching," as it has often been labeled, has been marked deeply by the failure to engage students learning remotely and help them develop necessary skills (Harrington and Bruler, 2021). This had a wide range of impacts on our community at large and the education system across the world (Lei and So, 2021; Johnson, Veletsianos, and Seaman, 2020).

To keep the train going, different institutions in the world have been figuring out how to transition teaching and learning to online, and teaching is undertaken remotely and on digital platforms (Li and Lalani, 2020). In Rwanda, the Government closed all public and private schools in March 2020, and the Ministry of Education provided online programs, and required universities to introduce online learning and teaching systems to keep on offering the same courses and supporting students (Carter, Leonard, Nzaramba, and Rose, 2020). Even though this initiative was helpful, some schools struggled to cope up with this newly introduced strategy considering the cost and requirements of online learning systems. The new model required students to work much more independently and take full responsibility for their learning. In addition, teaching online required the instructors to devise different strategies to keep the students engaged because some might have been distracted or tended to procrastinate their tasks (Terada,

2020). For the institutions that had been using a blended model of learning, this seemed to be an opportunity. However, despite several attempts by several teachers to identify ways to keep students engaged in online learning, much is yet to be explored in terms of identifying and using effective online learning and teaching strategies and in an innovative way.

Kepler, a higher institution of learning in Rwanda in partnership with The Southern New Hampshire University (SNHU), identified all the challenges brought in by the change, and devised ways to mitigate them by adopting a new approach to teaching and learning. This study aims at identifying not only the challenges instructors and students face during online learning, but also innovative strategies Kepler used and their effectiveness in order to keep students engaged.

This study is significant in that its findings will be used to improve online course delivery during unprecedented times. Education practitioners will refer to the effectiveness of the strategies used to strengthen good practices. Instructors who are in charge of student engagement will use the results from this study to ensure the effectiveness of their online teaching. Students will start from challenges to improve their engagement in remote learning. Other institutions will also learn from Kepler practices to improve their online teaching and learning practices.

Objectives

- To identify the challenges Kepler instructors and students faced while shifting to learning remotely

- To explain the strategies that the instructors used to help students stay engaged in online learning

- To evaluate the effectiveness of the strategies used by Kepler to cope up with teaching and learning during the COVID-19 pandemic.

II. LITERATURE REVIEW

2.1. Challenges deriving from Teaching online under COVID- 19

After the covid-19 pandemic hit the world late 2019, different institutions shifted from in-person classes to online learning. This brought in a wide range of challenges (Cao and Duru, 2020) including lack of internet connectivity, electricity, electronic devices especially in developing countries. Using humor, rhetorical questions, analogies, warm up prompts, repetition, and other persuasive techniques had contributed a lot to arousing enthusiasm, attracting students' attention, and maintaining student focus (Powers, 2005, Chesser, 2013, Smith and Wortley, 2017).

With the development of technological tools, instructors tried to use one tool or the other to motivate students and keep them engaged while learning online (Schuler, 2019). According to D'Angelo (2018), with the development of technological tools students are able to collaborate with peers and engage in higher-order thinking processes and, specifically, establish a sense of online presence and engagement. According to Perdue (2016), technology allows for more powerful demonstrations, and increases student engagement. When teachers at all education levels allow students to use tech tools in a blended learning environment, their level of engagement becomes high (Bolden, 2019). But how many schools could afford these tech tools? Using videos, audios and talks (VAT) helps a lot in keeping students engaged as these tools bring an added value to teaching and learning. Students find the teachings enjoyable and stay awake if they watch videos frequently. Brown (2019) requests the capitalization of videos as they boost student engagement when they watch them both inside and outside the classroom. Teachers and students can record their own videos and upload them to YouTube for others to review (Barnwell, 2021). This keeps them stay engaged as it combines a variety of interests and enthusiasms. However, as Hansen (2020) points out, it could be very challenging to keep online courses engaging and interesting without leveraging learning strategies, and availing internet connectivity in all schools. Teachers and students should also refer to the use of online podcasts, but sometimes they miss internet bundles. There is a great deal of podcasts that talk about various topics of study. Additionally, the use of google suite increased students' active participation (Kennis, 2017) as it enables them to discuss issues and share information through the use of google documents in which they write down notes and paste links of their recordings from live discussions. In most developing countries, this can't be reached without necessary equipment.

In addition, research has shown that not only poor connectivity, lack of electricity, and lack of devices contribute to student disengagement while learning online, but also home distractions, lack of experience in online learning, non-user-friendly learning management systems, and life commitments (Lomov, 2020, Stott, 2016) and using tools that both teachers and students are not familiar with (Rapanta, Botturi, and Goodyear, and Koole, 2020) affected the teaching and learning process. As it had been noticed by Chipchase et al. (2017), "the growth in the use of flexible online learning technologies appears to be contributing to disengagement because it reduces the amount of time students spend on campus or interacting face-to-face with other students and staff, p.37." Thus, online tools could have been helpful, if all households could be able to afford

electricity, good internet connection (Ubaid, 2018) and technological devices, and if teachers and students had been trained in that process (Rapanta et al. 2020) to be professionally honed.

2.2 Trying to find solutions

While teaching online or in a blended model, the frequently asked questions are related directly to strategies that teachers can use to keep their students engaged. In order to ensure that students are staying engaged in online learning, institutions need to look for appropriate tools to use and devise ad hoc learning strategies. The main strategies are those that will push students to think critically, such as promoting interaction between students, asking open-ended questions, allowing reflection time, and using real life problems or scenarios (Matthew, 2019, Priyadarshan et al., 2015). Synchronous learning requires the use of multiple tools and techniques (Rugani and Grijalva, 2020). Institutions mainly start by transforming the way the lessons were set in order to facilitate online delivery. They also need to create interactive courses (Peterson-Ahmad and Keely, 2021) by using online tools such as canvas.com, google documents created in google drive, and by including auto-paced quizzes, audios and videos in the learning management system. The adoption of online platforms such as meet google.com or zoom.com helps a lot while allocating breakout rooms when the instructors want to conduct small group discussion (Carnegie Mellon University, 2022). Furthermore, institutions refer to teaching and learning strategies that enhance students' engagement. The strategies may vary from institution to institution, but the most needed is to find classroom techniques tailored to make students engaged with the learning process.

Foster (2016) advises that if teachers want to shake up online discussion, they have to challenge the students to use different technology tools that prompt visual responses and interactions on discussion boards. Students who are engaged are usually thinking, talking, enthusiastic and interested (Perdue, 2016). Current researchers advise that teachers need to diversify instructional activities in order to increase student engagement and rigor (Coburn, 2021). Teachers should devise ways that enable students to interact with the content and make reflections. Reflections are very important in engaging students (Purdue University, 2021, Matthew, 2019, Priyadarshan et. al, 2015, Dyment and O'Connell, 2011). This chases away boredom and brings in activeness and enthusiasm because boredom is a result of lack of motivation and inspiration to engage in an interactive activity (Muller, 2020). In the process of teaching and learning, teachers need to include *speaking activities* in which students explain key concepts, give examples, reflect and present about case studies in order to increase their critical thinking and engagement (Priyadarshan et al., 2015). Other activities include the use of self-paced quizzes, and involving students in peer review of their works, in order to proofread them for further editing. Teachers do not only diversify instructional methods and activities, but they also need to regularly change the pairing and grouping of students (Carnegie Mellon University, 2022). This facilitates collaboration within the group work as students are not partnered in a monotonous way. Finally, teachers have to diversify the content delivery by using *short videos*. The use of online videos help in delivering learning materials such as MOOCs (Brame, 2005). After watching the videos, listening to audios, and reading various resources, the students share out what they got from their research. They can do that by recording themselves (Richard and Costello, 2020) via online recording softwares such as speakpipe.com or vocaroo.com. The use of all these strategies encourages the students to interact with the content in multiple ways, but where possible, the state or schools need to avail related infrastructures and equipment.

2.2.1. Tools to keep online learning engaging

One way the instructors prefer to engage students is the use of online quizzes. Ross, Chase, Robbie, Oates and Absalom (2018) concluded their research on adaptive quizzes arguing that quizzes "have value to increase student motivation and engagement" especially in the changing higher education where courses are being offered partially or entirely online, and make use of technology for delivery or assessment. Different authors (Urtel et al., 2006, Hughes, Salomonson and Metcalfe, 2020, Schmidt, Sanchez and Dickerson, 2017) recommend the instructors to use quizzes if they want to engage students in online learning.

Technology tools are also used by teachers to get students to work together and connect with the world outside the classroom (Best, 2020). Self-recorded stories are used especially at the beginning of a lesson to inspire students and connect their previous knowledge to new concepts. Recorded stories and audio podcasts offer several benefits for student engagement (Supanakorn-Davila and Bolliger 2014) and allow students to showcase their creativity and gain new skills. Research suggests that to attract students' attention teachers should refer to the use of audio podcasts that are present online as they provide information in a fun and entertaining way (Riley, 2019); thus, increasing student engagement. Podcasts help students to develop intensive listening skills. Videos play a big role for student engagement. According to Harris (2020) instructors scrambled to the use of technological and other multifaceted tools in order to be able to conduct their classes remotely and promote student engagement during lockdown or when

they faced circumstances that prevented students from attending physical classes. Videos helped a lot in delivering Massive Open Online Courses or MOOCs (Brame, 2005), and in generating student submissions.

Different platforms have been being used by teachers to keep student engagement. Teachers have been referring to using breakout rooms in google meet or zoom (Valenzuela, 2020; Mueller, 2020). These platforms helped maintain the academic rigor and intellectual vibrancy of the classroom (University of Pittsburgh, 2020).

2.2.2. Strategies

The first arrangement for carrying out the online teaching and learning is transforming lesson plans (LPs) from in-person into online versions. For a lesson to be effective, it needs to accomplish its goal. Students should be able to meet the objectives or goals by the end of the lesson. Thus, instructors must set the lesson plans that reflect what students need to achieve by the use of the backward design model as proposed by Wiggins and McTighe (2005). Also, lessons should be aligned with the learning objectives because alignment in a lesson plan ensures that all the components are working together to support student success (Zaur, 2021). That is, every part of the lesson should help the students reach the objectives and become competent at the learned skills. In a lesson plan, that means you start with the objectives, move to the assessment or independent practice, and then complete the rest of the lesson plan activities (Wiggins and McTighe, 2005). Start with what students need to do in order to prove they have mastered the objectives, then plan the activities you will use to help them gain that mastery of knowledge and skills. Also, show the platforms that will be used for students to carry out class activities, and what the instructor will be doing at every stage of the lesson in order to support the students.

Jigsaw is another learning strategy that increases student engagement as students are distributed in breakout rooms. Each student in a group is given a piece to discuss. Students meet with members from other groups who are assigned the same piece, and after mastering the material, return to the initial group and teach the material to their group members. Foster (2016), and Valenzuela, (2020) advise instructors to have students work in small groups of 3 to 4 and discuss chunks of the content and write about something that no-one else is tackling. Jigsaw helps students stay engaged and develop confidence. It promotes learning and increases student motivation and enjoyment of the learning materials as they learn by doing.

Starting the course with an icebreaker is also not least. Icebreakers are very effective in keeping students motivated in remote learning. According to Wishart (2021), the purpose of icebreakers is to energize and engage the team.

Using virtual icebreakers e.g. "two truths and a lie," "would you rather be...," etc. is a great way of overcoming one of the biggest challenges of managing remote teams because they help in bringing the team together and strengthening your bond as remote teammates (Mind Tools, n.d., Duff, 2020, Dhami, 2021). Teachers use icebreakers to get opportunities to engage with students and increase meaningful engagement with the course content (University of Waterloo, n.d.) while in synchronous and asynchronous classes.

Another way is the use of a discussion board. Interactive discussion boards have enhanced student performance and positive attitudes in online learning and students who read their colleagues' postings consistently get higher grades (Education Services, 2020, Hennington, 2020). According to Gernsbacher quoted by Foster (2016), the teachers direct students on what their answers should look like in a discussion board. Students do not simply post "I agree" comments. They need to follow Gernsbacher's 3C-Q model. This consists of starting with a compliment (e.g. I like that …), then continuing with a comment (I agree with that …), extending it with a connection (e.g. I also thought that …), and finally asking a question to extend the discussion (e.g. I wonder why …). This kind of posting increases student motivation and engagement as they interact with each other.

Students engage with learning when they are asked questions that require deep thinking than being asked simple factual or memory questions (Bender, n.d.). Teachers are encouraged to use simulations, reality-based scenarios to cultivate higher-level thinking skills (Hennington, 2020). Harris (2020) argues that higher order thinking questions help students explore and express rigor in their application of knowledge. Among the 5 areas of higher order thinking that promote rigor there is engagement that shows the presence of all student minds hard at work. Asking higher order thinking questions enhances student engagement which is the degree of motivation that students demonstrate while they are learning.

Peer review has been used as an engaging strategy that helps students to evaluate their projects and strengthen their learning and meta-cognition (Mirmotahari, Berg, Fremstad, and Damsa, 2019). This strategy is more exciting as students are able to give feedback to their peers. As student projects are evaluated by students themselves, this kind of peer assessment "encourages students to develop analytical skills and critical evaluation" (Stepanyan, Mather, Jones, and Lusuardi, 2009). This strategy is easy for the institutions that use canvas as a learning management system where students can be given peers to review. As students evaluate

their peers, they develop insights, and the strategy contributes to students' learning.

Parents are partners in education. The best tip for school success is to make sure that parents and teachers are working together as allies (Morin, 2021). In remote learning, parents have to play an active role in the learning of their children (Lebaste, 2020, Novianti and Garcia, 2020). The authors argue that teachers and parents should work together to ensure that their children engage with the content and learn excellently, and that they receive quality education without compromising their safety. Parents and teachers should be in regular touch. Communicating with parents as early as possible is a key for student engagement because they also become active participants in their children's learning. Great teachers make the parents their allies in students learning (Campen, 2020). Teachers should advise parents about different means they can use to keep their children engaged and focused while learning from home.

Teachers also refer to reflections to attract the students' attention and retention of information. Class final reflection involves "a process where students describe their learning; how it changed, and how it might relate to future learning experience" (Purdue University, 2021). At the end of each session, students make summaries of the content. They tell what went well and what needs to be improved. This is because having students discuss the summary in partners for the last five minutes of class will increase memory for the content (Bender, n.d.). Recurring reflection activities encourage students to think critically about their writing

practices and to make sense of the contents, and reimagine their experiences for future benefit (Dyment and O'Connell, 2011).

III. RESEARCH METHODOLOGY

3.1. Research design

This study uses a survey design and mixed methods in data analysis. According to Creswell (2014) mixed methods involve using both qualitative and quantitative research study and the mixed methods were appropriate given the nature of the study. In the study, purposive sampling was used in choosing only the instructors who taught during the module sessions mentioned above and students who took modules in module sessions and the population comprised both students and instructors at Kepler. The total population of students is 316 students who were active in the period of May to November 2021 and the total number of instructors is 25. Using Slovin's formula, the sample size was 174 and 25 for students and instructors respectively. To collect the data, there was one data collection instrument which was a questionnaire in the nature of a Google Form. This questionnaire was structured to collect both quantitative and qualitative data. The data collected was analyzed using tables, graphs and charts.

3.2. Data Presentation

This section presents data, and analyzes the findings obtained in the current study related to challenges faced and strategies used in order to engage students in online learning.

Table 1: Research Instrument Return Rate

Types of instruments	Number administered	Number returned	% of returned rate
Students' questionnaire	174	169	97%
Instructor's questionnaires	25	18	72%

Source: Research, 2021

Table 1 shows the return rate of the questionnaire. In fact, the return rate percentage is 97% for student questionnaires and 72% for teacher questionnaires. One of the reasons why the return rate for teachers is lower compared to students' return rate is heavy workloads of the teachers during the aftermath of the pandemic. Issues related to the internet, home duties and responsibilities, depression and technical issues are also some of the reasons why 28% of the instructors could not respond to the online survey. Nonetheless, the average return rate from all respondents

is still over 70% and this allowed the researchers to put hands on the data because the response rate is sufficient to make the research results valid and reliable (Morton, Bandar, Robinson, and Carr, 2012).

Demographic information

This study involves students and teachers in both the foundation and module programs. We collected demographic information about students' age and cohorts as well as instructors' experience in teaching at Kepler.

Table 2: Students' age and cohorts

Construct	Category	Percentage
Age	15 - 20 years	26.6%
	21- 25 years	63.9%
	26 years and above	9.5%
Cohorts	2017	
	2018	18.9%
	2019a	10.1%
	2019b	18.9%
	2021a	51.5%

The majority of students involved in this study are aged between 21 and 25 (63.9%). 26.6% are aged between 15 and 20 years, while only 9.5% are aged above 25 years.

The study involved students in different cohorts. Those who participated are those who attended class during the unprecedented time of the covid-19 pandemic (i.e. Module session 4 and 5 as well as those on the Foundation Program. 51.5% are from cohort 2021a, 18.9% are from cohort 2019b. The same percentage (18.9% are from cohort 2018, whereas 10.1% are from cohort 2019a. A small portion (0.6%) was from the older cohort of 2017.

The above table displays that the majority of our students were between 21 and 25, which is the age range where the majority of our newly recruited and most active students who are attending the bulk of modules and Foundation Program fall. Most of the time, older students tend to be focused on looking for job opportunities and scarcely reach the campus. This can also be the reason why we have a big number of students from cohort 2021a.

Table 3: Teacher's experience

Teacher's experience	Number	Percentage
Less than 1 year	4	22.2%
Between 1- 5 years	12	66.7%
More than 5 years	2	11.1%

Most instructors who participated in this research have 1 to 5 years of experience at Kepler (66.7%). 11.1% have more than 5 years while 22.2% have less than 1 year. It is clearly seen that 77.8% are of more than 1-year experience.

The table shows that the bulk of Kepler staff is young (more than 88% are less than 5 years of experience. This has been beneficial in terms of adapting to new policies and technologies because the young staff showed quick learning.

Challenges Kepler instructors faced while shifting to learning remotely

This section focuses on the challenges faced by instructors while working remotely, and depicts the challenging situation they passed through that required them to look for different ways liable to help them to keep on working and performing at their best. The figure below shows some of the challenges.
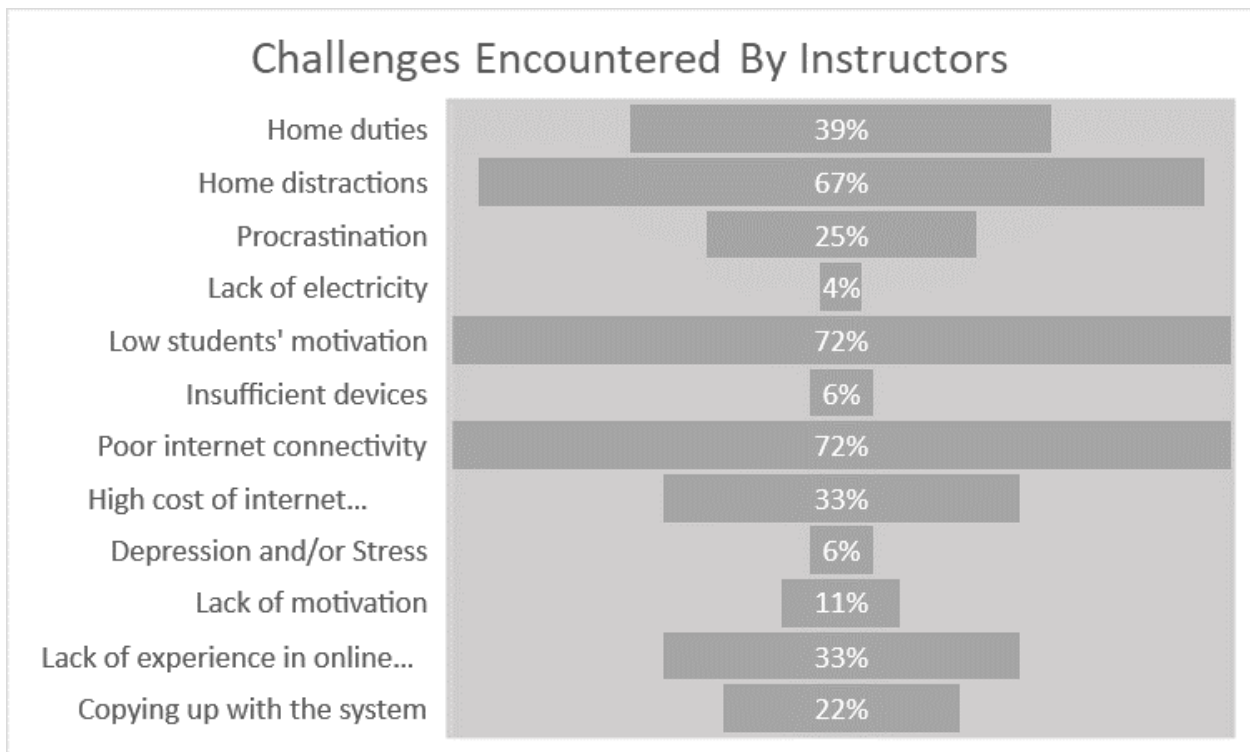
Fig.1: Challenges Kepler instructors faced while shifting to teaching remotely

Figure 1 displays that poor internet connection and low student motivation are the most faced challenges (72%) because all households could not afford strong internet connection ((Ubaid, 2018). This reduced staff engagement as well Chipchase et al. (2017) as they faced distress and they couldn't face colleagues to interact with like they used to in face-to-face learning. These are followed by home distractions (67%) as well as home duties (39%) as mentioned by (Lomov, 2020, Scott, 2016). Also, instructors were affected at some extent by lack of experience in online teaching (33%), high cost of internet (33%), unconducive study environment (27%), procrastinating tasks (22%) lack of electricity (22%) as well as copying up with the system (22%).

Challenges Kepler students faced while shifting to learning remotely

Kepler students faced a smorgasbord of challenges while working online. The following figure presents some of those challenges.
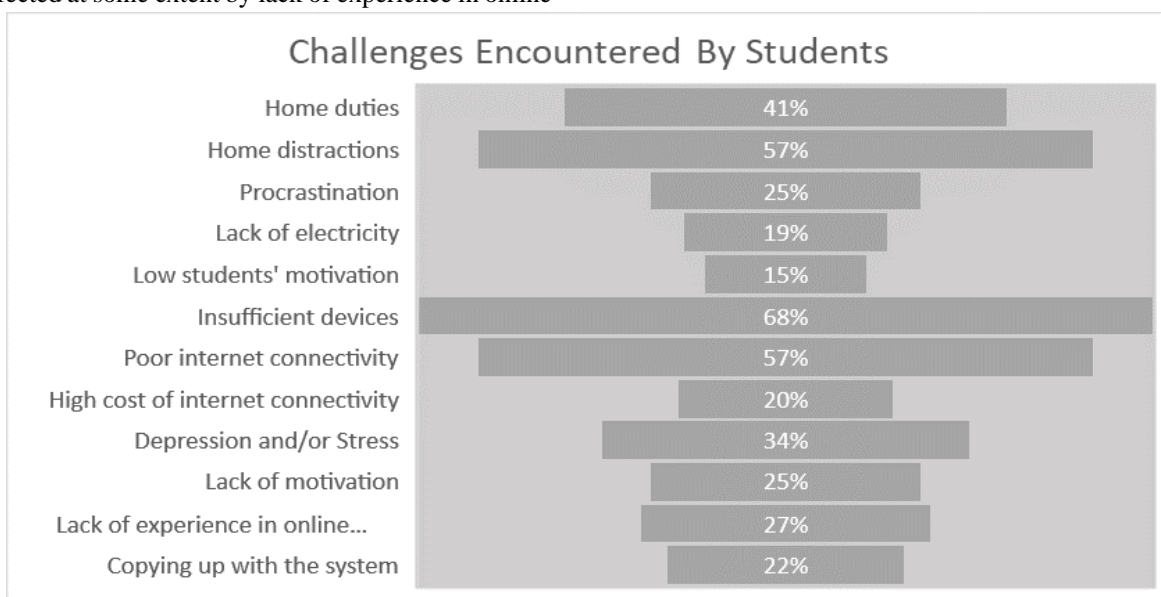

Fig.2: Challenges Kepler students faced while shifting to learning remotely

Like the instructors, students faced a number of challenges as Figure 2 shows. The first challenge is insufficient devices to use such as computers, tablets or internet enabled phones (68%) This is followed by unavoidable home distractions and poor internet connectivity both at 57%. This could be explained by the fact that students were living in their homes with their family and this affected their learning. Additionally, in most homes, there is on internet connectivity. All these could lead to low student performance if the institutions could not devise proper ways. However, factors like lack of electricity (19%) and low motivation (19%) didn't contribute much to the teaching and learning process during the pandemic as the data in the table tells us.

The respondents reported that internet connectivity, high cost of internet and human distractions are the main challenges that they faced. In fact, at the beginning of this program, students had no money to buy bundles on their own as, with their stipend, they could not afford it. In addition, as mentioned above, it was quite difficult for some students to get connected in some areas. In addition, when working from home, students would be assigned some household chores that would hinder them from accomplishing academic related tasks. This prevented them from being focused as many other distractions were surrounding them.

Strategies used for keeping student engagement

The researchers wanted to know strategies that instructors used to keep students engaged to mitigate the challenges of teaching and learning in an online environment as well as strategies that students attest to have kept them engaged. Table 4 shows the strategies that instructors used to keep students engaged and strategies that students felt engaged them.

Table 4: Strategies used for keeping student engagement

Strategy	Instructors	Students
Discussion board	94.40%	69.80%
Giving and receiving feedback	72.20%	61%
Self-paced quizzes	61.10%	52.10%
Videos and podcasts	44.40%	53.30%
Icebreakers	66.70%	48.50%
Google doc	52%	47.10%
Peer reviews	39.90%	35.90%
Class final reflection	44.40%	37.30%
Warm up prompts	55.60%	36.10%
Vocaroo & SpeakPipe record	44.40%	39.10%
Canvas media record	27.80%	26.60%
Higher order questions	44.40%	21.90%
Jigsaw online activities	16.70%	10.10%
Jigsaw	16.70%	10.10%
Higher order questions	40.40%	21.90%

From the data in the table above, both instructors and students reported that the strategy that helped to engage the students is the use of discussion boards created in the learning management system (94.4% vs 69.8o%), followed by giving and receiving feedback (72.29% vs 61%) and the use of self-paced quizzes (61.10% vs 52.10). The data show us that online jigsaw activities were the least used (16%). Students were not very engaged with the use of online jigsaw activities (10%). This tells that the complexity in using the strategy, and the familiarity with the strategy determined what strategies instructors used. In addition, students also preferred the use of videos and podcasts in online classes (53%). Briefly, this set of data tells us that students were mostly engaged with strategies that most instructors used. This can be attributed to the fact that instructors tended to use strategies that are less complex and that students are familiar with such as quizzes (Urtel et al., 2006, Hughes, Salomonson and Metcalfe, 2020, Ross, Chase, Robbie, Oates and Absalom, 2018, Schmidt, Sanchez and Dickerson, 2017). Using online icebreakers

was also a crucial strategy to engage and energize the students (Dhami, 2021, Wishart. 2021, Duff, 2020). Icebreakers are one of the strategies that students loved (48.50%). Videos and podcasts also played a big role (Richard and Costello, 2020, Harris, 2020, Riley, 2019). Peer reviews are also of paramount importance as different researchers pointed it out (Priyadarshan et al., 2015).

Students and instructors agreed on this at 35 and 39 percent respectively.

Impact of the strategies used during online learning

The figure below shows students rating on the impact of strategies used during online learning.
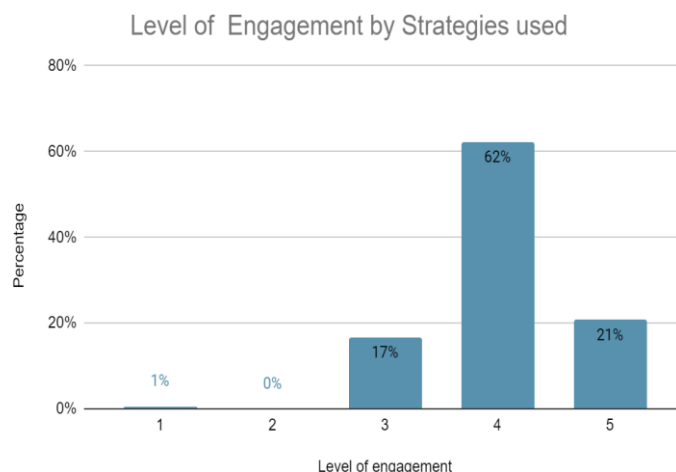

Fig.3: Student level of engagement

Figure 3 shows how the tools and strategies used during online learning helped students to stay engaged. The general picture is that the strategies used helped students stay engaged but on varying levels. 35 students (20.7%) responded that they are highly engaged (scale of 5). Most of the respondents (105 that represents 62.1%) responded that they were very engaged (scale of 4) and 28 respondents (16%) responded that they were engaged. None of the respondents ranked their engagement to a 1 or a 2. This can explain that instructors were effective in choosing the strategies to keep students engaged. The reason behind this choice is that the instructors had received professional development training right after Covid 19 was declared a pandemic. In addition, the instructors revised teaching materials and online learning tools to include engaging activities. Instructors combined videos and audio tools as well as regular class reflections. Peer tutoring, peer reviews and reciprocal feedback also contributed to student engagement.

The tools and strategies used were impactful to students' learning as 82.9% of the students reported that the tools and strategies helped them stay engaged, ranking them between 4 (62.1%) and 5 (20.7%).

IV. DISCUSSION

Challenges derived from teaching and learning online and ways to mitigate them

The issues of internet connectivity and low motivation amongst students, in addition to home distractions, are the ones that mostly interfered with students' learning (Lemov, 2020, Scott, 2016). The teaching and learning activities could have stopped if Kepler hadn't provided enough internet bundles to students and teachers. The institution provided devices to students and requested those in low connected locations to shift to places where internet connection was stronger. The learning management system and learning materials were also adapted to fit the online requirements. To tackle the issue of low motivation, instructors had to intensify icebreakers that were used at the beginning of the lesson session (Dhami, 2021). Students could also discuss class activities via the use of interactive discussion boards and peer reviews sessions (Mirmotahari, Berg, Fremstad, and Damsa, 2019). The instructors also proceeded by the use of online podcasts and videos to maintain students' enthusiasm (Richard and Costello, 2020, Harris, 2020, Riley, 2019). Extra Supporting systems such as office hours and intervention sessions were also put in place in order to support students who had struggled to accomplish their tasks due to different challenges they faced.

While responding to the question about the impact of the tools and strategies (*How do you think the tools and strategies used impacted your online engagement?*), the students reported that the tools and strategies used during online learning created motivation and increased their engagement and were able to learn from each other while

commenting in google documents, discussion boards and doing peer reviews. They learned new technology tools that helped them stay focused and increased team work. Most of them wrote that the tools opened their minds and increased their problem-solving capabilities. They increased students' level of planning, prioritization, reflection, organization, and asking clarifying and probing questions. Students were able to interact with colleagues while discussing online, and the tools used made the classes interactive and interesting. The level of innovation also increased. Quizzes and discussion boards boosted students' level of thinking, and they obtained a variety of thoughts and points of view. This is in line with Hennington (2020) beliefs on the use of online quizzes.

Teachers' Perceptions on the Impact of the Tools and Strategies Used

The instructors shared that the tools such as the adapted learning management system, discussion boards, online podcasts and videos helped in delivering the content and keeping the students focused (Barnwell, 2021, Brame, 2005). They reported that the online tools used boosted students' accountability and active participation during class (Ubaid, 2018), and students were able to communicate with the teacher whenever they faced any challenge. Using the tools helped the students to continue and complete their learning during the unprecedented moment of the covid-19 pandemic. Students' participation was high, and they were able to develop their critical thinking (Matthew, 2019). The tools helped to raise students' motivation and teamwork. Instructors were able to achieve the learning outcomes and ensure students' engagement. Nonetheless, instructors referred to different tools and strategies to mitigate issues related to students' disengagement notwithstanding home duties and distractions, internet issues, and troubles related to the new system. Kepler handled the issue of devices and internet bundles to make sure that students and instructors are well equipped.

V. CONCLUSION AND RECOMMENDATION

4.1. Conclusion

Covid-19 has been well and truly challenging and affected all aspects of life. This study discussed the challenges faced, the strategies to overcome those challenges, and the impact those strategies had on students' engagement and performance. As far as challenges are concerned, the bulk of them that most respondents (both teachers and students) highlighted were related to the slow internet connection due to some weak devices that both teachers and students were using, or the place in which they were located. In addition, both respondents asserted that teaching online consumes much internet bundles, and therefore, they were obliged to

use their own money beside the communication allowance that Kepler had offered to them. Distraction and household duties were also other challenges that both instructors and students mentioned and this prevented them from being concentrated and completing their tasks on time. Students also said that they were demotivated because of working alone as they were used to working in teams and getting direct support from their peers and instructors.

To face those challenges, Kepler instructors innovated some strategies that kept students engaged despite the challenges mentioned above. Some of these strategies that they have used and were successful included emphasizing discussion boards on the learning management system where students interact with each other, giving and receiving feedback from instructors and peers, self-paced quizzes, videos and podcasts and the use of icebreakers. From the data presented, these introduced strategies were impactful as far as student engagement is concerned because all students who responded to the survey agreed that they had been engaged by the tools and strategies introduced by their instructors.

4.2. Recommendation

While learning online, students face a lot of challenges. The main challenges are those related to internet connectivity, devices, and home distractions. To cope up with new challenges, institutions conducted deeper research to find ways to support students, and invested a lot in providing new devices to students and sufficient resources including internet bundles. Training the staff and students about mental and physical healthcare also helps in reducing the issues related to anxiety and depression while coping up with the new system. Tools such as videos, podcasts, and online platforms help a lot in keeping students engaged. Strategies such as discussion boards, peer reviews, asking higher order thinking questions, as well as class final reflections were used for keeping student engagement. Thus, the institutions that are not yet working in a blended model should reset their courses in a way that would facilitate online or remote transfer of contents in case we again face unprecedented moments like the one we faced during the covid-19 time.

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Understanding, Thinking and Exploring: Cultural Teaching of Vocabularies under the New English Curriculum Standard

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Abstract

English vocabulary plays an important role in English language learning, and the methods of vocabulary acquisition also have a profound impact on its effect. Under the guidance of the New Curriculum Standard, the cultivation of cultural awareness is also an important part of the core literacy of English subjects, so it will be an inevitable trend of English vocabulary learning to apply the study of cultural awareness to vocabulary acquisition. In actual vocabulary teaching, to truly grasp the core essence of cultural awareness, teachers should recognize the shortcomings of cultural teaching and vocabulary teaching, and under the guidance of the core literacy of English subjects, combine vocabulary teaching with the transmission of cultural knowledge, aiming at exploring the English cultural connotation behind vocabulary, promoting the effective implementation of vocabulary and cultural teaching, and providing some reference suggestions for vocabulary cultural teaching.

Keywords— Core literacy, Vocabulary teaching, Cultural awareness, Cultural teaching, new curriculum standard.

I. INTRODUCTION

English Curriculum Standards for Senior High Schools (2017 Edition) (hereinafter referred to as "New Curriculum Standards") points out that the specific goal of English curriculum for senior high schools is to cultivate and develop students' core qualities such as language ability, cultural awareness, thinking quality and learning ability after receiving senior high school English education (Ministry of Education, 2018: p4). With the development of globalization and cultural diversity, the links between countries are getting closer and closer, and cultural exchanges are becoming more and more prominent, which requires the cultivation of students' corresponding cultural literacy and communicative competence (Kang, 2010). Cultural consciousness can reflect the value orientation,

reflect the connotation of subject core literacy, and play an important role in cultivating students' world outlook, outlook on life and values. English and culture are closely intertwined, so it is difficult to teach language knowledge if the cultural background of language is not recognized (Baker 2011). The teaching process should not only pass on the textbook knowledge to students intact, but should combine the students' existing cultural knowledge and background, and make a profound exploration of knowledge, so that students can truly understand its internal cultural connotation (Zhang & Qian, 2015). As an important part of English teaching, vocabulary teaching should also adopt the teaching mode of combining with culture, and excavate its cultural connotation from behind vocabulary. Wilkins once said, "Without grammar, there is little expression; Without vocabulary, the expression is

zero ",which shows the importance of vocabulary in language knowledge. For vocabulary teaching, teachers should really infiltrate students' English cultural knowledge and cultivate students' cultural awareness in the process of vocabulary teaching. Only in this way can we have a comprehensive and profound understanding of semantics and the cultural context in vocabulary on the basis of mastering word forms (Li, 2017: 105). However, in the actual teaching process, there are often some problems, such as insufficient awareness of cultural knowledge transmission and insufficient attention to effective vocabulary teaching skills. Teachers often can't skillfully maximize the validity of both, so that they deviate from the direction of subject core literacy. Therefore, this paper links culture with vocabulary, and explores vocabulary teaching methods from the perspective of cultivating cultural awareness.

II. FACTORS AFFECTING THE EFFECTIVENESS OF VOCABULARY AND CULTURE TEACHING

2.1 Lack of awareness of the importance of vocabulary teaching

The reason why language is the most important communication tool lies in its systematicness and regularity. Without grammar, we can't provide readers with the changes of word types and the rules of word formation and sentence formation. Without grammar, communication and teaching activities will be restricted (Dai, 2006). Just like this, teachers pay more attention to the teaching of grammar knowledge in the actual teaching process, and often ignore the effective influence of vocabulary itself. This kind of teachers often simply teach the pronunciation and meaning of vocabulary, and then turn to the teaching of grammar knowledge. On the other hand, teachers often highlight the importance of grammar knowledge in this process, for example, emphasizing grammar knowledge such as word-type conversion, attributive clauses and object clauses, and pointing out that grammar knowledge is the most important thing in understanding the article. Only in this way can we better grasp the general idea of sentences, which is exactly the test-taking skills that teachers teach students. Therefore, students spend

relatively little time and energy on vocabulary and lack of interest, and they simply don't understand the true meaning of vocabulary, let alone the cultural connotation behind vocabulary.

2.2 The limitation of vocabulary teaching methods

The cultivation of teachers' cultural awareness is closely related to teaching methods, so the methods of vocabulary teaching will also have an impact on students' cultural knowledge and cultural awareness contained in vocabulary. Influenced by conventional teaching methods, teachers often break away from the real context and the forced input of vocabulary in the actual vocabulary teaching process, which is mainly reflected in two aspects.

In the first aspect, teachers mainly adopt the teaching method of "pronunciation, form and meaning" in the process of vocabulary teaching, which leads students to adopt mechanical memory methods such as rote memorization, which often makes students' vocabulary learning tend to be fragmented and one-sided. Teachers impart knowledge to students unidirectionally, and students passively accept it, which is not conducive to really internalizing vocabulary in their hearts (Yao, 2018). At the same time, this vocabulary teaching method is not conducive to cultivating students' interest in English vocabulary learning and even English learning, and even makes students feel resentful. Although it is helpful to the improvement of students' grades in the short term, it is not conducive to the development and improvement of students' long-term physical and mental and learning ability. It can be seen that this is contrary to the learning philosophy advocated by the New Curriculum Standard.

Secondly, some teachers are also aware of the possible problems in the mechanical vocabulary teaching mentioned above, and will use pronunciation memorizing skills. For example, teachers teach students to memorize the word "blush", and let students pronounce it in combination with Chinese: if they don't shit, their faces will be flushed, then this word seems to have been memorized, which means blushing. However, it violates the original meaning of the word "blush". The original meaning of the word "Blush" is shy and blushing, which is different from the original meaning of the above homophonic memory method. Therefore, in the end,

students will not learn pronunciation well, and the meaning will not be remembered, or it will be incorrect or inaccurate if they remember it. This method seems interesting, but it can't fundamentally solve the problem of students' vocabulary acquisition. Therefore, blindly adopting unreasonable pronunciation memorizing methods is not conducive to students' correct vocabulary acquisition.

However, with the deepening of vocabulary teaching, different from the above two teaching methods which are out of context and forced to input vocabulary, some scholars put forward relatively flexible vocabulary teaching methods, arguing that in the process of vocabulary teaching, teachers should pay attention to vocabulary collocation and other aspects of teaching, such as breaking the students' traditional mindset of "in the direction of" phrases and exploring the meaning of "from the direction of" in sentence context (Hu, 2021). On the one hand, teaching vocabulary in phrases doesn't encourage students to acquire vocabulary in isolation; on the other hand, it breaks the consistent collocation, not only matches the common collocation, but also explores an unusual vocabulary collocation through context support, and flexibly binds vocabulary and collocation together, so that students can break the fixed thinking. The interest and effect of students' vocabulary acquisition are self-evident. However, using reference books to find collocation still has limitations, which is time-consuming and labor-intensive, and inefficient. If teachers can help show the parts of speech and their contexts by means of corpus, it will be more helpful to achieve a more convincing effect. Moreover, although the vocabulary teaching method advocated by this scholar is assisted by context, it still fails to break away from the boring mastery of function words, and it is also inevitably linked with boring memory, which requires repeated memorization. Moreover, excessive vocabulary collocation phrases are beyond the students' acceptable range, which may also be counterproductive.

2.3 Teachers' understanding of cultural teaching itself is not enough

Teachers' lack of understanding of cultural teaching will affect the transmission of students' cultural knowledge in the teaching process. There are two main situations. First, because the examination does not directly examine the content of cultural knowledge, teachers tend to neglect the

mastery of students' cultural knowledge, so teachers do not deliberately pass on cultural knowledge to students; Secondly, although many teachers are aware of the importance of cultural teaching, they are unable to convey professional English cultural knowledge to students due to their own mastery of cultural knowledge, lack of deep understanding of cultural awareness and inaccurate direction (Zhang, 2019). Take the first activity in the Listening and Speaking section of Unit 5 Languages Around the World (2019) (Figure 1) as an example to illustrate this phenomenon.
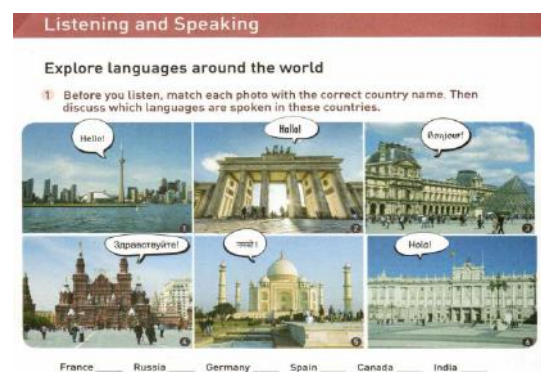
Fig.1. Listening and Speaking Activity 1

This activity shows the buildings and greeting ways in different countries, and requires students to identify different countries through different buildings, so as to judge and locate the language of the corresponding countries. Because different countries have different cultural factors, they will be involved in rich cultural knowledge. In this process, teachers can not only guide students to understand the listening content, but also expand some related cultural knowledge backgrounds (such as the architectural styles of different countries such as Thailand and Spain). At the same time, they can guide students to compare the similarities and differences between their own cultures and the hidden historical and geographical factors behind them, and gradually cultivate their cultural awareness, which also puts forward higher requirements for teachers' own cultural literacy. Due to the lack of their own reserved cultural knowledge, teachers are often not enough to pass on this knowledge to students. Therefore, even if English teachers refer to the relevant requirements of cultural knowledge in the New Curriculum Standard, they don't know how to practice in order to

really infiltrate the cultural knowledge involved in the discourse into the process of English teaching.

For teachers, knowledge teachers with obvious cultural factors can't effectively transmit cultural knowledge to students, and they pay less attention to students' cultural knowledge in the process of vocabulary teaching, which is obviously unfavorable to the cultural teaching of vocabulary and the cultivation of cultural literacy. For senior high school students, due to the influence of traditional ideas and teachers' teaching methods, the ultimate goal of learning English in senior high school is to take an exam and get high marks in the college entrance examination. So it is easy to learn a language superficially for utilitarian purposes, let alone explore the humanistic feelings behind the language.

III. TEACHING MODE OF COMBINING VOCABULARY AND CULTURE

According to the new curriculum standard, students are required to master 2000-2100 words. Selectivity requires students to master 3000-3200 words in total; The elective course of improving class requires students to master 4,000-4,200 words (Ministry of Education, 2018: 21-22). So many words should be "how to teach" by teachers and "how to learn" by students in order to really internalize the words in their hearts. Here, we will talk about the language and culture problems we mentioned earlier that are easily overlooked. The following will take the vocabulary required by the New Curriculum Standard as an example, and explain how to carry out the cultural teaching of vocabulary by classifying the vocabulary from Greek and Roman mythology and the vocabulary from social life.

3.1 Examples of vocabulary from ancient Greek mythology

The ancient Greek culture laid the foundation for the culture of English-speaking countries, and at the same time had a profound influence on the English language itself. Ancient Greek mythology is an important source of English vocabulary, and its influence on English vocabulary should not be underestimated. If you can know the Greek and Roman mythology behind it and understand its cultural significance, you can really learn English vocabulary and culture (Wang, 1995).

3.1.1 The word "just"

When teaching this word, teachers can point out that Justitia, the goddess of justice in Roman mythology, holds a scale in one hand, which represents fairness and justice, and a sword in the other hand, which represents punishing injustice. Then this goddess is a symbol of fairness and justice, so "just" is taken from Justitia, meaning "fair". As an adverb, "just" can mean "just right", which means that both are equal. For example: "This is just what I like." In fact, the deep consciousness is to express" This is no different from what I like, it's exactly the same as what I want. " Then the memory of such words means "fairness"(Table 1).

Table 1. "just" words

词汇	词性及含义
justly	adv. 正当地
justify	v. 证明...正当
justice	n. 正义；公平
justification	n. 正当理由
injustice	n. 不公正；不公平
unjustified	adj. 不公正的

3.1.2 The word "commercial"

The original meaning of this word is "commercial", and its origin is also related to myth. Mercury, the messenger of the gods in Roman mythology, has a vigorous pace, can quickly reach all places and master and spread information quickly. He is famous for his quickness, so he is also called the "God of Commerce". Mercury's "Merc" is related to "commerce", which is why "commercial" means "commercial". In addition, teachers can also extend "merchant (merchant), mercury (lively; Mercury) "and other words. This series of words are all related to" business ".

English vocabulary is closely related to the culture of ancient Greece and Rome. In the process of vocabulary teaching, teachers can effectively attract students' interest and guide them to learn the cultural knowledge hidden behind English vocabulary.

3.2 Examples of vocabulary from society

English vocabulary can reflect the development of social

life. Teachers teach English vocabulary by passing on the knowledge of social life in English-speaking countries to students, which is helpful for students to connect vocabulary with human life, make vocabulary go deep into the scene, and acquire vocabulary in the depiction of real scenes. The following vocabulary "downtown" is taken as an example to illustrate how teachers carry out the cultural teaching of such words.

Teachers can divide it into "down" and "town", meaning "the town below". It can be found that "up" and "down" mean "north" and "south" on the map. In the 1830s, the urban areas of new york in the United States were mainly concentrated in the south of Manhattan Island, and a large number of migrant workers flowed into this place. As a result of the large population gathering, the economy in the south became more and more prosperous, and the downtown was formed, which is also called "Downtown" in English. Then the "up" in the corresponding "uptown" means "north". People have to go home to rest after working in the south city center, so it means "residential area". In this process, teachers not only teach vocabulary, but also convey the culture behind vocabulary. According to this, teachers can also extend. In South Korea, the dividing line is the Han River, and the south is relatively prosperous, which is the reason for the popular Korean song "Gangnam style" a few years ago. Combined with China, after the reform and opening up, more and more people go to the south to pursue their own development opportunities. Therefore, compared with the north, the economy in the south is developing rapidly and more prosperous. Then, in this process, students not only learn the meanings of these words, but also learn the cultural knowledge of different countries under the guidance of teachers. While understanding the national cultural knowledge, they can further associate the cultures of different countries, and truly endow vocabulary with the power of "culture".

Therefore, through the input of English cultural knowledge behind vocabulary, and returning to the initial intention of vocabulary teaching, students really get the "input" of cultural awareness. Cultural teaching of vocabulary is more conducive to students' perception and grasp of cultural knowledge contained in vocabulary. More importantly, students can really learn the stories and

cultures in Greek and Roman mythology and the cultures contained in social life, which is conducive to students' understanding of the cultures of English-speaking countries and the development of society, and to students' more active comparison and comprehension of different cultures, and to cultivate their own cultural literacy in a subtle way. Then it is the blending with the cultural awareness and knowledge in English core literacy.

IV. THE PRACTICAL SIGNIFICANCE OF PAYING ATTENTION TO CULTURAL TEACHING OF VOCABULARY

4.1 Promoting the meaningful mastery of vocabulary

Vocabulary is a unit that can express meaning. If we really understand the origin of vocabulary, we can better understand the background of vocabulary in our own culture. Only by knowing the cultural knowledge and cultural context of English can we truly and profoundly understand semantics, awaken students' cognition and understanding of the culture contained in English, and promote vocabulary to be truly internalized in the heart (Li, 2017: 105). With the continuous development of society, English vocabulary is constantly moving, changing and developing. Learning vocabulary and learning vocabulary well is the law of learning it, and learning the culture contained in vocabulary is the process of exploring its law. Through the cultural teaching of vocabulary, students can be guided to explore this rule, give full play to their initiative, arouse their desire for vocabulary learning, and stimulate their enthusiasm to the maximum extent, so that students can learn vocabulary more actively and fall in love with vocabulary.

4.2 Promoting the effective cultivation of cultural awareness.

Vocabulary itself has rich cultural connotations. Vocabulary teaching through culture can enable students to learn English culture imperceptibly in the process of vocabulary learning, and understand the similarities and differences of different cultures, thus helping students identify with the excellent culture of the Chinese nation, cultivate people with civilized literacy and social responsibility who have national identity and national feelings, and maintain cultural confidence in the excellent

Chinese culture, and effectively achieve the goal of subject core literacy (Ministry of Education, 2018: 4-5). This is exactly the same as the training goal in the New Curriculum Standard.

V. CONCLUSION

Under the guidance of the new curriculum standard, this paper explores the teaching mode of combining cultural knowledge with vocabulary teaching, and provides suggestions for English vocabulary teaching and the cultivation of students' cultural awareness. As an English teacher, we should implement the goal of cultural literacy in the New Curriculum Standard, return to the original intention of vocabulary, constantly explore the cultural knowledge and cultural background behind vocabulary, and guide students to feel culture in vocabulary teaching, so as to improve students' interest in learning English vocabulary, improve their cultural literacy and language ability, improve their ability to understand different cultures, improve their cultural literacy, better understand English culture from vocabulary learning, and enhance their understanding of foreign excellent cultures.

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Practice and Thinking on Integrated Teaching of English Reading and Writing Units in Senior High School under the Background of "Double New" -- Take Unit 3, Compulsory 2 of Senior High School English of New Version of PEP as an Example

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Abstract

The "Double New" refers to new curriculum and new teaching materials for general high school. The "Double New" has put forward higher requirements for high school English teaching. The traditional high school English reading teaching is mostly pure reading teaching, which is difficult to combine reading and writing and realize the migration from reading to writing. It is difficult to combine reading and writing to achieve the transfer from reading to writing. The integration of reading and writing units can effectively solve this situation. This paper takes Unit 3 of Compulsory 2 of senior high school English of new version of PEP as an example to explain how teachers can realize the integration of reading and writing units in high school English in the context of the "Double New", and explores how to make high school English reading integrated around the six elements and develop the core English literacy through the analysis of unit texts, interpretation of teaching objectives and design of teaching activities. In this paper, we explore how to make high school English reading closely integrated with the six elements, develop the core English literacy, explore the connotation of the text, implement moral education, and realize the education of the subject.

Keywords— high school English teaching; integration of reading and writing; whole unit teaching

I. INTRODUCTION

In the "Double New" context, teaching the unit as a whole is consistent with the idea of an activity-based view of English language learning and can more efficiently implement language learning and output patterns into the classroom. Previous reading and writing lessons may have focused only on the connections between reading text and writing output, while ignoring the unit topics and thematic contexts. Unit-integrated literacy lessons can more effectively facilitate the teaching of the whole unit in a thematic sense, from a focus on a single text to a unit topic, from a focus on a single text to a focus on multi modal discourse. This paper will discuss how to carry out integrated teaching design of reading and writing units from the perspective of reading and writing unit integration, combine with specific cases to develop students' core literacy in English, and realize the landing of core literacy from concept to practice in English classes.

II.   THE CURRENT SITUATION OF HIGH SCHOOL ENGLISH READING TEACHING

The author's analysis of the English lessons reveals that the classroom organized by English teachers has certain shortcomings in terms of the environment and the presentation of knowledge. During the lessons, the teachers were more concerned with the students' performance and learning outcomes than with their ability to learn and the overall performance of the learning process. At the same time, there are also significant constraints in the teaching methods. In the process of lesson preparation, teachers fail to recognize the necessity of integrating modules, splitting the two modules of reading and writing and teaching them independently on this basis, resulting in the limitation of students' thinking logic and subject competence. Under the "Double New" background, English teachers need to make positive changes in their ideology, fully implement the teaching mode of integrating reading and writing, let students recognize the articulation between the two, grasp more detailed and comprehensive writing thinking in the process of reading, and deepen their understanding and perception of reading basics in the process of writing, so as to realize reading for writing, reading for thinking, and writing for reading.

III.   READING-WRITING INTEGRATION AND READING-WRITING UNIT INTEGRATION

3.1 Theoretical Basis of Reading-writing Integration and Reading-writing Unit Integration

Reading lessons provide topics and new information that integrate knowledge and interest, activate students' thinking, allow students to fully interact with the text, and enhance student engagement, making them a more effective form of language learning. However, in students may have difficulty expressing themselves and presenting in their own language after learning a reading lesson, the learning does not meet expectations and it is difficult to apply the learning.

"Both reading and writing are communicatively purposeful acts and are inseparable." (Tsai, 2006) disapproves of teaching the two skills of reading and writing separately because this approach is a barrier to effective learning of reading and writing in a foreign language.

(Krashen, 1984) states that comprehensible input is the key to language acquisition and that in an integrated skills teaching approach, students can comprehend and decode information and learn to apply it to the output of writing. (Smith, 1983) commented that knowledge can be easily transferred if there is a thematic connection between reading and writing . The combination of reading and writing achieves the concept of reading for writing and writing for reading, which can make reading lessons more efficient and create contexts where students have opportunities and platforms to practice the expression of the language knowledge and thinking they have learned, while also testing reading instruction and guiding students' writing. For example, reading texts provide very high-quality models for writing, and students can draw on the structure, content, and language of the reading texts. In order to write better, students may pay more attention to the interpretation of the text during the reading process, while in the process of writing, students will also rethink the reading text, thus achieving the migration from reading to writing.

If reading to writing is a leap, then integrating reading and writing to reading and writing units is another major advance. In the past, the teaching process of a lesson, due to the limited class time, a lesson to take into account both reading and writing, often lose sight of each other, while reading and writing unit integration can effectively solve this situation, especially in the current double new context, reading and writing unit integration teaching can be more efficient in the implementation of language learning and output mode in the classroom, in the implementation of teaching not only focus on the connection between reading and writing can focus on the unit topic, the theme context, and thus more effectively promote the overall teaching of the unit under the theme meaning. In this way, we can more effectively promote the teaching of the whole unit in a thematic sense, realize the interlocking of listening, reading, reading and writing, and promote the cultivation of core literacy in English and the implementation of core literacy in English classes from concept to practice.

3.2 Teaching Practice of Integrating Reading and Writing Units--Take Unit 3, Compulsory 2 of Senior High School English of New Version of PEP as an Example

3.2.1 Unit and Text Analysis

The thematic context of this unit is "people and society"; the thematic cluster belongs to "science and technology"; the content of the thematic context requires technological development and information technology innovation, scientific spirit, and information security. Unit sub-topics include: "Internet activities and online hobbies", "Stronger Together: How we have been changed by the Internet. Internet has brought great changes to Wuzhen", "Choose the best app" , "Online Safety.Internet has brought great changes to modern life", " Compare English Learning websites/apps", "Social media and teen health".

This unit starts with students' own Internet activities and habits, and introduces the unit topic of "Internet". Further

discussions on the changes brought by the Internet to our lives and society, the choice and comparison of software, Internet safety issues, and youth problems caused by the Internet, help students understand the context of the topic and penetrate the value of "proper and reasonable Internet access".

The unit was analyzed according to the six elements of English curriculum content (thematic context, types of discourse, language knowledge, cultural knowledge, language skills, and learning strategies) of the general high school English curriculum standards (Ministry of Education of the People's Republic of China, 2018).

Table 1 :Text Analysis of Each Panel of the Unit

Board	Main content	Display format
Listening and Speaking	Internet habits, learn to ask others about their Internet habits; activate students' existing knowledge and introduce the topic	Pictures, survey reports
Reading and Thinking	Initial understanding of the good changes brought to our lives by the Internet	Texts (Explanatory texts)
Discovering Useful Structures	Grammar exploration; learning the active and passive voice of the present perfect tense	Exercise questions, poetry composition
Listening and Talking	Discuss how to choose a suitable software, learn to judge further by describing the functions of the software, and deepen the understanding of the topic	Advertisement
Reading for Writing	Through the theme of Internet safety, students are guided to create their own blogs, and deepen their understanding of the theme through self-revision, peer-revision, and class presentation; from the perspective of the hidden dangers brought about by the Internet, students are guided to look at the problem dialectically and exercise their thinking skills.	Blog
Assessing Your Progress	Integrate vocabulary, grammar exercises, and projects into the context of the topic to check students' understanding of the topic; create projects about the Internet or software use to exercise students' learning and thinking skills	Interviews
Video Time	Reflection and evaluation, reflecting on their own online behavior and making suggestions, sublimating the theme "proper use of the Internet"	Videos, discussions

3.2.2 Interpretation of Teaching Objectives

3.2.2.1 Unit Teaching Objectives

① Acquire and express information through written and oral exercises to understand and apply knowledge of vocabulary, including vocabulary about the Internet.

② Extracting the thematic gist and detailed

information of a text from a multimodal text, summarizing the various aspects of change that the Internet has brought to us, as well as the potential dangers, to help students form a correct perception of the Internet.

③ Understand and use the active and passive tenses of the past perfect in discourse, and be able to use them to

discuss the advantages and disadvantages of the Internet and thus to reflect on their own online behaviour.

④ Work as a group to complete a blog about software or the Internet.

3.2.2.2 Reading for Writing Lesson Objectives

After learning this lesson, students will be able to:

① Read to find the topic sentence, grasp the main idea of the article, and summarize the title of the article.

② To obtain and sort out details about "golden rules" and "online troublemakers", and to appreciate the characteristics of blog writing.

③ Understand and refine the structure and language features of blog posts by reading the articles and grasp the characteristics of blog posts.

④ Create a blog on the topic of cyber security based on the blog writing

tips summarized in class.

⑤ Discuss bad Internet phenomena and give advice on

how to surf safely, and think about how to surf the Internet healthily in relation to oneself.

3.2.2.3 Teaching Focus

①Students are able to understand and distill the structure and linguistic features of blogs.

②Students will be able to write a blog on the topic of cyber security while improving their writing and language skills.

The objectives are set following the three levels of learning comprehension, application practice, and migration innovation in the view of English learning activities, reflecting the integration and development of language, culture, and thinking, and having the characteristics of operability and detectability, which are conducive to teachers' implementation and evaluation in teaching activities (Wang Qiang, Zhou Mi, and Cai Mingke, 2021).

3.2.3 Design of Teaching Activities

Table 2: Design of Teaching Activities

Teaching Objectives	Activity format and steps	Activity Intent
Students are able to describe "Cyberbullying,Internet Rumors, Information Leak" these three network malpractice and think about it	Brainstorming and Sharing	Introduce the topic through the form of pictures. Activate students to the bad phenomenon of the Internet
Students can use the textbook pictures predicting the source of the article and be able to organize the style knot Features of the structure	Fast reading and answer questions. •Where is the blog post from? •What parts does the blog post include?	The questions lead students to discover blog Article Structure Features
Students will be able to discover the main idea of the article and the organization of the blog to prepare for the next writing.	Scanning: find the main idea. Segmented reading: study the organization and language features.	Through questions, mind maps, charts and diagrams to guide students to the main idea of this blog, detailed information three golden rules, online troublemakers, language features to help students understand the text.
Students are able to apply and export what they have learned in class	Writing: Choose one of the topics(Online shopping sites/Social networking apps/Online chat rooms)	Guide students through tips follow the blog structure, using linking words, imperative sentences, definition... To create blog.
Students are able to achieve self-assessment	Polish the blog post	Guiding students to embellish their blogs. Achieving self-assessment

The analysis of the discourse should be led by the theme, from the three aspects of language characteristics, content and structure. the activities of this teaching delineate the chapter structure of this paper in the Fast-reading part. the Careful-reading part refines the main idea of this paper, refines the characteristics of the language of this paper through the search of detailed information, and summarizes the writing characteristics of the blog, in which the teacher guides students to draw a mind map of the main part to promote their ability to think inductively and summarize.

A diversified evaluation system can provide a more comprehensive response to students' performance. The design of this lesson is based on the theory of diversified evaluation. After students finish blog creation, they will make self-evaluation according to the evaluation criteria given by the teacher, and make the first round of revision. Three rounds of revisions, constant polishing and evaluation can improve students' writing ability very well.

3.2.4 Emotional grooming

In this period, students love to play games and catch up with dramas, and the theme of this lesson is "Internet", which suits the age of students. During the teaching process, the teacher guided students to sort out their emotions about the Internet environment, and students expressed their own opinions and offered suggestions to improve the Internet environment.

There are six sub-topics in this unit, starting from students' own Internet habits, then discussing the changes brought by the Internet to our life and society, software selection and comparison, Internet safety issues, youth problems caused by the Internet, , etc., which help students understand the context of the topic in depth while penetrating the value of "proper and reasonable Internet access" in layers. The book is designed to help students understand the context of the topic and to penetrate the value of "correct and reasonable Internet access.

Based on the major theme of "Internet Safety", this lesson guides students to discuss undesirable Internet phenomena and give their own suggestions to raise their awareness of Internet safety and establish a healthy and green view of the Internet, not only to regulate themselves to become a qualified, civilized and responsible Internet citizen, but also to build a green and healthy social network environment. contribute their own share of power. In this way, we will carry out emotional grooming, improve students' cultural awareness, and promote the landing of core literacy in English.

IV. CONCLUSION

By implementing the integration of reading and writing units in the context of the double new, teachers integrate the unit teaching content through unit text analysis, teaching goal interpretation, teaching activity design, and emotional combing, so that teaching moves from fragmentation to correlation and from shallow to deep, and realizes the migration from reading to writing. Students develop language skills, cultural awareness, thinking quality and learning ability in the activities, and promote core literacy in the classroom. The integration of reading and writing units is conducive to achieving the teaching goals of reading for writing, reading for thinking, and writing for reading and helps teachers cultivate students' core literacy, implement the fundamental task of establishing moral education, and highlight the nurturing value of the English subject. This paper explores the specific practice of integrated teaching of reading and writing units, which may be inadequate. We expect more research to explore the theory and practice of integrated teaching of reading and writing units in English subject in the future, and we will work together to achieve the goal of educating people in English subject.

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The application of E-learning in training human resources of Vietnam tourism - opportunities and challenges

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Abstract

Resolution No. 08-NQ/TW of the Political Bureau of the Party Central Committee on January 16th,2017, has given the attention of the Party and Government to tourism development, which has been oriented as a spearhead economic sector of Vietnam. For the tourism industry, human resources are considered an asset that directly affects the business performance of enterprises and the strong development of the industry. Therefore, the training of high-quality human resources in the tourism industry is always valued, especially in the context of the industrial revolution 4.0, which has significantly impacted human resource training for the tourism industry. Besides mentioning some points about the current movement of human resources for tourism in Vietnam, this article also presents challenges and opportunities in applying E-Learning in teaching human tourism resources.

Keywords— Human resources training, Industry 4.0, Opportunities and challenges, Tourism industry.

I. INTRODUCTION

Human resources for the tourism industry in Vietnam are currently lacking in quantity because each year, the industry requires more than 40,000 people to participate directly. However, only 15,000 students graduate from tourism professional training institutions[1]. In addition, the labor force in the tourism sector has not yet ensured stable quality. Therefore, it is urgent to focus on training tourism human resources today.

Moreover, the context of the 4.0 technology revolution is setting new requirements for future human resources. It requires innovations to train people with outstanding qualifications and the ability to work. Therefore, human resources need to work with information technology, foreign language skills, teamwork skills, communication skills, industrial style and responsibility, and professional ethics to make good use of opportunities and apply the technological achievements of this revolution.

II. SITUATION OF TRAINING HUMAN RESOURCES IN THE TOURISM INDUSTRY

According to the Decision approving the planning of human resource development in Vietnam from 2011 to 2020, the demand for human resources in the tourism industry is increasing in quantity and quality with a more

reasonable structure. In addition, Vietnam needs to train the human resources required for development and the trend of science and technology development when our country integrates profoundly and comprehensively into the international community in the knowledge economy's industrialization, modernization, and economic growth[2].

Specifically, Vietnam's tourism industry in 2015 had a workforce of about 620 thousand people; in 2020, it will be 870 thousand people. The proportion of trained human resources at two points is about 58.0% of the industry's workforce. The total number of professional human resources at the primary level account for about 43.0% in 2015 and about 43.5% in 2020; the intermediate level accounts for about 27.5% in 2015 and about 25.5% in 2020; college and university level, about 28.5% in 2015 and 29.5% in 2020. The proportion of trained human resources to improve qualifications and working skills in the tourism industry's total number of skilled human resources was about 35-40% from 2011 to 2015 and about 30-35% from 2016 to 2020[3].

The scale of Vietnam's human resources in the tourism industry is still relatively modest compared to other countries in the region. For example, Thailand in 2016 had about 2.5 million people working directly in the tourism industry, and the number of indirect workers is up to 6 million. The Tourism Authority of Thailand (TAT) said

that in 2016, the number of international tourists visiting the country increased by 11% compared to 2015, reaching a record 32.59 million arrivals[4].

According to Dr. Do Thi Thanh Hoa, representative of the research team of the Institute of Tourism Development Research (General Department of Tourism, Ministry of Culture, Sports and Tourism), in 2019, despite Vietnam's competitiveness in the travel and tourism industry increased by four places (according to the report of the World Economic Forum VEF). Still, the competitiveness index of human resources and the labor market in this industry decreased by ten compared to 2017. Regarding this index, Vietnam is only better than Laos, Cambodia, and Brunei[1].

The country currently has 62 universities, 80 colleges (including eight vocational colleges), 117 intermediate schools (including 12 vocational middle schools), two training companies, and 23 centers involved in professional tourism training. Most provinces and cities have short-term tourism vocational training and retraining centers[5, pp. 51–53]. However, training institutions concentrate mainly in big cities such as Hanoi, Ho Chi Minh, etc. There are very few training institutions that have close links with enterprises.

III. APPLICATION OF E-LEARNING IN TRAINING HUMAN RESOURCES

3.1. The context of industrial revolution 4.0

Industry 4.0 is an umbrella term covering a wide range of modern automation, data exchange, and manufacturing technologies. Schwab identified that the fourth industrial revolution is not just about smart and connected machines and systems; its scope is more comprehensive. It is the fusion of these technologies and their interaction across the physical, digital, and biological domains[6]. Thus, the fourth industrial revolution (combining the results of the three previous industrial processes with the digital world) is a major global trend driven by the development of science and technology.

The essence of this industrial revolution is to be based on digital technology and integrate all intelligent technologies to optimize production processes and methods[6]. Characterized by this industrial revolution is the fusion of technology, thereby blurring the boundaries between the physical, digital, and biological domains, bringing together virtual and physical systems. The core elements of digital in Industry 4.0 will be Artificial Intelligence (AI), the Internet of Things (IoT), and big data. Some technologies that will have the most significant impact are 3D printing, biotechnology, new materials technology (graphene,

skyrmions, etc.), automation technology, self-driving cars, and nanotechnology. And especially the trend of manufacturing and using robots to replace humans in performing all types of work.

Industrial revolution 4.0 is taking place far and wide with a breakthrough speed *without historical precedent*[6] worldwide, in developed countries and developing economies such as Vietnam. However, in addition to new opportunities, industrial revolution 4.0 poses many challenges to humanity.

3.2. E-learning training

First, it is necessary to clarify the definition of E-Learning, a relatively new concept. However, it is often on an understanding of an older concept: distance learning - a form of teaching and learning in which the learner will not have face-to-face contact with the teacher.

E-Learning uses technological tools (primarily those made available over networks like the internet) for education. E-learning is a pedagogy empowered by digital technology. It may be offline (and non-networked) technologies on CDRom or DVD. E-learning usually includes digital resources and computer-interfaced communications as tools for learning[7]. E-Learning is a method of virtual learning through Internet-connected devices to a server located elsewhere that stores electronic lectures and necessary software to ask questions and answer requests for online distance learning students[8].

Thus, E-Learning is an approach to distance learning with modern methods and advanced technology. Various attractive and useful tools have been adopted, such as video lectures, discussion forums, video conferencing applications, and learning management systems.

Some advantages of the form of E-Learning training, as indicated by the UNESCO document [8], are as follows:

Firstly, E-Learning allows learners to access the course anywhere, anytime. Therefore, learning activities take place anytime, anywhere, and knowledge can be communicated on demand and responded to quickly, 24 hours a day, seven days a week.

Second, E-Learning can help save both financial costs and time. For example, training units can significantly reduce course tuition fees by cutting travel and venue costs. At the same time, training time can be shortened from 20% to 40% compared to traditional teaching methods by limiting dispersion and travel time.

Third, the outstanding advantage of E-Learning courses is in flexibility and flexibility. Students can enroll in as many courses as they need and various classes, such as online instructor-led courses or interactive self-paced courses. Furthermore, students can adjust their learning pace

according to their ability and improve their knowledge through other online supporting materials.

Finally, the optimization of E-Learning comes from the systematization with the support of digital technologies. As a result, the lecture content will convey consistently. The E-Learning system is also easy to create and allows students to participate in learning, conveniently tracking the learning progress and results. With the ability to create assessments, managers quickly know which employees have attended, when they completed the course, how they performed, and their level of development.

In addition, it is also necessary to mention the limitations of the form of E-Learning online training. The outstanding issue is the issue of emotions and the space that creates an impression for learners and the restriction in interaction directly between learners and teachers. Therefore, E-Learning requires learners to work independently with a high sense of self-discipline. At the same time, learners also need to know how to make a suitable plan, be self-direct in learning, and implement the set study plan. Most importantly, the E-Learning system cannot replace skill training and formation activities, incredibly manipulative, and motor skills.

IV. CHALLENGES AND OPPORTUNITIES

4.1. Challenges

Currently, Vietnam and many developing countries in the region and the world face significant challenges in a shortage of highly qualified and professional workers to meet the economy's needs. Demand for human resources for the Industrial Revolution 4.0. Therefore, the question with Vietnamese education and the whole world is how to train human resources to meet development needs in the new world context.

The content challenge of E-Learning. To improve the quality of training, the teaching content of E-Learning also needs to be invested and developed at a higher rate, actually becoming e-content online. We can see that not all training content is suitable for use in an E-Learning platform. The content in E-Learning training needs to be updated more quickly and effectively through interactive activities such as allowing students to actively debate the lecture contents through exercises instead of giving information. According to the trend of educational development, learners will register for courses because they want to learn new knowledge—they need to associate learning with practice, theory with practice, and increases. Various interactive exercises will bring more value to learners and play an essential role in the E-Learning training process[9].

Challenges for learners E-Learning, like any other technology application, will always have two sides to the problem that requires users to know how to control it. It's not just about mastering new technologies. It's about changing the way we learn. E-Learning is unsuitable for everyone because it emphasizes independent, active learning and requires the completion of a wide variety of assignments, tasks, and other interactive activities. Learners with low motivation will face feelings of pressure and find it challenging to complete the course effectively. In addition, many people do not have a proper awareness of the effectiveness of E-Learning and still study mainly by traditional methods, thereby increasing the lack of interest and boredom with the course content. Meanwhile, learners actively participating in the course's activities is an essential factor in determining the success of E-Learning training. It requires high self-motivation, so many learners will find it challenging to switch from traditional learning methods to the new E-Learning learning model.

4.2. Opportunities

E-Learning training is used widely in the education system in developed countries. It will continue to evolve further in developing countries with its inherent and other advantages, especially the current industrial revolution 4.0.

Education is accessible to everyone. The transformation of education and technology development has opened a new perspective and learning opportunities for students of all ages, all walks of life, and all sections of society. Anyone can take part in the courses with an Internet-connected device. The fourth industrial revolution is a knowledge-based economy associated with a lifelong learning-training society. According to the trend, agriculture is also gradually transformed into organic agriculture, requiring knowledge, or robots will progressively replace the unskilled labor force. Modern education, especially online training, can help this force be retrained quickly and efficiently.

They were leveraging Big Data in knowledge sharing and learning effectiveness assessment. Teachers and educators can create a comprehensive network to share teaching resources, tools, and ideas quickly and easily; at the same time, it is a source of knowledge to improve the quality of education. In addition, the entire learning and training process data can be analyzed and evaluated for trainees, helping them get the most appropriate and effective development direction. Although it is essential to manage these data appropriately, learners will have access to the data at any time for historical monitoring and future analysis.

Easy integration with e-services. E-service is a term to refer to the types of services provided over the Internet platform[10]. It includes various services such as e-insurances, e-banking, or e-financial advice. In the current technology trend, integrating the above services will create significant convenience for users when they are familiar with electronic information, increasing the attractiveness and engaging users with the training they attend.

V. CONCLUSION

A country's successful tourism development depends mainly on the human factor. Therefore, training qualified human resources require close attention and coordination of training institutions to develop training content and methods. E-Learning is an inevitable trend. Constructing an online learning environment will require more improvements to meet learners' learning activities effectively. The continuous development of technology in this 4.0 industrial revolution will bring E-Learning opportunities and challenges in training human resources in the current tourism industry.

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The Causes and Effects of Quality of Brand Relationship and Customer Engagement

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Abstract

In order to validate this study, the researchers turned to a quantitative methodology. There were a total of 140 questionnaires handed out at the various private companies; however, only 128 of those questionnaires were returned, and only 128 of those were correctly filled out. The data was obtained through the use of hard copies. The findings demonstrated a significant and positive relationship between quality of brand relationship and customer engagement at selected private businesses in Kurdistan. The findings of this study will be beneficial for the field of culture studies, for example, culture diversification and its relationship with the quality of brand relationships. Furthermore, the researchers suggested that further studies be conducted in the field of cultural issues and the relationship quality of brand relationships to determine whether or not culture will have an effect on accepting certain customer engagement.

Keywords— Quality, Marketing, Brand, Customer Engagement.

I. INTRODUCTION

The idea of customer engagement (CE) is garnering an increasing amount of attention, not only from industry professionals but also from academics (Abror et al., 2018). This is in part because the Internet has become such an efficient medium for customer interaction in recent years. Specifically, the environment of the internet has resulted in a variety of new media channels that make it possible for businesses in the tourism and hospitality industries to establish and sustain ties with clients beyond the scope of the initial service contact. A large number of tourism brands, such as Marriott and Cathay Pacific, have established their presence on social networking sites like Facebook and Twitter, as well as in online discussion boards, in order to engage with their customers through interactions that go beyond the purchase of their products. The Internet gives tourist businesses and their customers the ability to communicate information, ideas, and experiences with one another, not just from the consumer to the business but also from the consumer to another consumer (Choi and Kandampully, 2019). These interactions have brought to light the significance of connecting with clients in order to establish loyalty that extends beyond the transaction, which is particularly important in the tourist industry given its highly competitive landscape. There is a wealth of evidence pointing to the importance of client encounters that are not transactional in nature. For instance, according to Kim et al.

(2020), online user-generated evaluations have the potential to impact not just the quantity of online bookings made at a hotel but also consumers' intents to make a reservation and their opinions of the hotel's reliability (Anwar and Shukur, 2015). In a setting that is not online, the purchasing decisions of a consumer may be influenced by the opinion or recommendation of an existing customer (Carlson et al., 2019). These encounters, taken as a whole, constitute the behavioral manifestation of CE (Anwar, 2016). In addition, firms in the tourist industry can harness CE behaviors to increase the number of clients they attract and keep, as well as get extra information into their operations (Read et al., 2019). When viewed from the point of view of the consumer, the advantages of participating in CE activities include financial gains or incentives as well as emotional fulfillment in the form of enjoyment and pleasant effects (Faeq, 2022). Previous studies on CE mostly focused on conceptualizing relationships rather than empirically evaluating them. Thus, while the advantages of CE are becoming more and more obvious, empirical research into this new idea has been quite limited (Lei et al., 2021). To be more specific, despite the growing adoption of CE strategies by many tourism companies, very little is known about the conceptualization and measurement of CE with tourism and hospitality brands. This is despite the fact that many tourism companies have been increasing their use of CE strategies. By developing a CE scale, this study attempts to fill up the

knowledge gap that previously existed. Because of the increased competitiveness of the tourist and hospitality businesses (Othman et al., 2020), as well as the development of new brands (Faraj et al., 2021), many tourism companies now compete purely through loyalty programs and price discounts. On the other hand, considering the mounting costs that are connected with these activities, it is clear that these techniques cannot be maintained over the long term. Because of this, tourism and hospitality brands have an obligation to cultivate client loyalty from the standpoint of a psychological connection, in which factors such as price or loyalty points become less relevant to future purchase decisions. CE is emerging as a construct that has the potential to enhance brand loyalty and purchase decisions (*KM* et al., 2021). This is accomplished by establishing a powerful, long-lasting psychological connection with consumers and providing them with interactive brand experiences that extend beyond the point of sale. The CE associated with a brand influences significant facets of consumers' understanding of the brand, perceptions of the brand, attitudes toward the brand, and consequently, loyalty to the brand (Do et al., 2019). Relationships between consumers and brands can be broken down into a number of categories, the majority of which have received an increasing amount of attention from researchers over the past few years. It is extremely crucial to build these relationships with your target audience in the era of marketing, where it is proposed that customers will choose those businesses that satisfy their deepest wants. This article presents a review of two essential concepts that are indicated in such relationships: brand love and customer engagement. These notions will be kept in mind as the article is written. Although each conceptualization places emphasis on a separate stage in the development of the consumer-brand connection, in reality, they address distinct facets of the same process. In addition, they originate from a variety of theoretical frameworks: brand love originates in the academic field of psychology, whereas engagement originates from a variety of subfields within the marketing industry (Faeq, 2022). On the other hand, their empirical growth has progressed further in the field of marketing. In addition, it seems as though both concepts are applied to different empirical perspectives: brand love is typically associated with the fast-moving consumer goods market, whereas customer engagement is associated with the service industry. The rate at which society is transforming is accelerating at an ever-increasing rate, particularly since the turn of the 21st century. This is occurring for a variety of reasons, including the growing prevalence of information and communication technologies (Kujur and Singh, 2020). These shifts are causing various adjustments in the behavior of consumers as well as in the relationships that they build

with businesses, which are all a direct result of the enormous possibilities that ICTs make available. For example, information and communications technologies make it possible to share information about companies, their goods, and their brands on a worldwide scale and beyond national boundaries (Faeq and Ismael, 2022). It is not surprising that by the middle of the first decade of the 21st century, the notion of Marketing – also known as the "values-driven era" – has formed given the current state of affairs, as it is not surprising that this situation has arisen. It is a type of marketing that tries to meet and adapt to the challenges of the present, some of which come from problems caused by globalization (Touni et al., 2020). In this circumstance, one of the cutting-edge research avenues in marketing—the investigation of the interactions between consumers and brands. The emergence of Marketing in particular is one of the major reasons why this specific study line has been garnering increased attention over the course of the previous few years. Marketing places an emphasis on the requirement to treat customers not merely as consumers, but rather as complicated and multi-faceted human beings who need to be cared for. Because of this shift in perspective, the function of brands as identifiers of products and companies is no longer necessary (Abror et al., 2018). Desire for the brand and active participation on the part of customers are two of the most important aspects of consumer-brand partnerships. As a result, an extensive literature assessment pertaining to these ideas is presented in this piece of writing. To be more specific, we start out by providing a concise assessment of the relevant literature on Marketing and the managerial implications it has. Following that, an explanation of the ideas of "brand love" and "consumer engagement" is given. After that, some conclusions and some advice for managers are presented. The term "customer–brand relationship" (Choi and Kandampully, 2019) has been thrown around quite a bit in the marketing industry, which is said to have gotten its start somewhere in the latter half of the 20th century (Kim et al., 2020). As a direct consequence of this, a number of other concepts pertaining to branding have been developed, such as brand personality, brand attitude, and brand attachment. In the early years, discussions regarding the relationship between customers and brands were one-sided. To be more specific, the brand was solely taken into consideration as an object based on how it was viewed by buyers in terms of human qualities. The CBR principle has been rethought as a result of (Anwar and Shukur, 2015) article, which presented the brand relationship quality model. This new way of thinking about branding considers the brand to be a living creature that is an active participant in the relationship that it has with the customer. As a result, an emphasis is placed on the engagement that occurs in both directions between the

customer and the brand. In this aspect, the client has the ability to both influence the brand and be influenced by the brand, and an emotional connection can be formed between the two parties. In order to keep the relationship with the consumer going strong, the customer could also anticipate or even require some sort of contribution from the brand. In this sense, a customer's attitude and behavioral response towards a brand are determined not just by their cognitive appraisal but also by their emotional evaluation of the brand. Despite the fact that CBR has been around for quite some time, it has only recently started to garner a significant amount of attention from researchers (Carlson et al., 2019). The primary reasons for researchers' attention are the widespread recognition of the significant role of the customer–brand relationship as the primary differentiator for companies to maintain competitiveness and survival (Anwar, 2016); to increase sales, profits, and market shares (Tripathi, 2009); to improve one's competitive advantage (Circles, 2010); to bolster one's brand position (Read et al., 2019); to increase one's (Faeq, 2022). In addition, a high CBR may encourage customers to act in a manner that is more favorable toward the brand (Lei et al., 2021), and as a result, to continue their relationship with a particular brand and its extensions (Hameed and Anwar, 2018). In comparison to the other relationship marketing domains, the customer–brand relationship domain has seen a very low number of initiatives made to research relationships within it. Using the literature that was available, the majority of the studies utilized either the trust-commitment model (Anwar, 2017) or the relationship investment model (Oliveira and Fernandes, 2022). A significant portion of the research has been devoted to determining the factors that contribute to, as well as the outcomes of, a strong customer–brand relationship. Numerous studies have shown the significance of antecedents such as satisfaction (Faeq et al., 2020), alternative attractiveness, investment size (Anwar and Shukur, 2015). As for the relational outcome, the majority of the studies that are currently available have acknowledged the significance of commitment (Fetscherin et al., 2019) or loyalty (Anwar and Shukur, 2015) as the essential component to reflect on the consumers' intention to connect with the brand. The function of customer engagement as a measure of relationship strength received little to no attention until recently (Faeq et al., 2021). There have been a large number of studies that looked at the mediating effect (Hur et al., 2020), but there have only been a small number of studies that looked at the moderating effect. In terms of how the research was carried out, the majority of studies concentrated their attention on the actual consumer (Anwar and Qadir, 2017) rather than the students (Faeq et al., 2021); and on the general brand (Anwar and Shukur, 2015). The bulk of the investigations used a method of data analysis called structural equation modeling (Doyle et al., 2022). Strong evidence on the significant role that relationship investment plays in the building of relationships has driven an increasing interest in employing relationship investment as one of the dominating factors in the relationship marketing research framework. There is a growing interest in using relationship investment as one of the dominant strategies (Abdullah et al., 2017). Due to the fact that both parties contributed to the relationship, the influence of relationship investment was investigated based on two different conceptualizations in the aforementioned investigations.

II. LITERATURE REVIEW

The key tenet of the social exchange theory is that people will stay in relationships for as long as they feel they are able to derive some value from such relationships (Anwar and Abd Zebari, 2015). According to the social exchange theory's principle of reciprocity, when individuals in a relationship feel that they have received benefits from their partner, they are obligated to reciprocate in kind because they view themselves as being in a position of debt to their partner for the benefits that they have received (Kang et al., 2021). Individuals have a propensity, after getting benefits from a partner, to reciprocate in an equitable manner and, eventually, to support the continuation of the connection (Faeq et al., 2022). As a consequence of this, the customer's impression of the brand's contribution will influence the customer's opinion of their own contributions to the relationship, which, in turn, influences the customer's decision regarding whether or not to engage with the brand. Following this, Morais et al. (2004), in proposing the resource investment model (Anwar, 2017), show that customers' perceptions of provider investment significantly and positively influence customers' perceptions of their own investment, which in turn promotes customer loyalty. This was demonstrated by showing that customers' perceptions of their own investment are significantly influenced by customers' perceptions of the investment made by the provider. Therefore, the more the consumers' perception of the provider's involvement in a connection, the greater the likelihood that the customers will also invest in the relationship, which, in turn, heightens the tendency for customers to remain loyal to the provider. In order for there to be a solid connection established between two parties, there needs to be a large investment of both material and intangible resources made into the relationship by both parties, and this can happen either directly or indirectly (Faeq et al., 2022). The consumer is the one who has the power to choose whether or not to maintain a relationship (Anwar, 2017). Therefore, the customer's perception of the

partner investment (Wang and Lee, 2020), in addition to the customer's perception of his or her own investment (also known as perceived own investment, or POI), is an extremely important factor in determining the continuity of the relationship (Molinillo et al., 2020). It is possible to believe that the customer's willingness to engage in a customer–brand relationship will be determined by the customer's perceived level of investment in the brand as well as the customer's level of investment in the brand itself, given the context of this research (i.e., the customer–brand relationship). According to the relationship exchange model (REM) developed by de Wulf et al. (2001), perceived partner investment (PPI) has a direct impact on the quality of a relationship. Following research that used the model provided strong evidence of the direct relationship that exists between PPI and relational outcome.In particular, it has been demonstrated that PPI is a significant predictor of satisfaction (Anwar, 2017); trust (Faeq et al., 2022); and commitment (Anwar, 2016). A higher perceived level of PPI would strengthen the connection and increase the customer's obligation to reciprocate, which would eventually induce the customer to be satisfied with the relationship, trust the partner, and commit to a relationship. Provided that PPI creates a strong bond and sets the expectation of reciprocation, a higher perceived level of PPI would strengthen the connection and increase the customer's obligation to reciprocate. Studies in the past have shown that there is a positive correlation between the PPI and the quality of the relationship (Itani et al., 2020). This suggests that customers who have a favorable perception of the partner's investment are impressed with the partner's determination to maintain the relationship with them, which further improves the customers' overall evaluation of the relationship. By demonstrating that PPI increases loyalty significantly (Busalim and Ghabban, 2021).This is accomplished by revealing that PPI led to a substantial increase in loyalty In addition, considering the fact that there is a correlation between the amount of money invested by partners and the degree to which customers are dependent on those investments, one could reason that the greater the customer believes the partner's investment to be, the more the customer will fight to keep from losing the advantages that the partner has brought them (Anwar and Surarchith, 2015). In general, it is evident that the perceived brand investment (PBI) shows the brand's determination to maintain a relationship with the customer and the potential to better serve the customer in the future, and this, in turn, confirms the reason for the customer's relationship continuation. To put it another way, customer loyalty indicates the types of investments that customers enjoy receiving from the brand (Faeq, 2022) and for which, to reciprocate the benefit received from the brand, customers

would exhibit strong intentions and attitudes toward relationship maintenance in order to maintain the relationship with the brand (Piligrimienė et al., 2020). Previous studies have indicated that the perceived partner investment (PPI) dimensions have a considerable effect on the relationship result, despite the fact that there has been relatively little research conducted on the effect of the PPI dimensions themselves. In particular, Bolton et al. (2003) show that both social and economic investments on the part of the partner drive the consumer to respond more favorably to the relationship between the two parties. Despite the positive effect, the size of the effect of social investment and the effect of economic investment tend to differ greatly from one another. Specifically, investments in social resources have a greater influence on the interpersonal happiness of customers with company representatives and perceived value, but investments in economic resources have a stronger effect on the customers' overall satisfaction with the organization. In addition, they stated that the role of social investment could go beyond the role of economic investment, which results in stronger bonding to the extent that the emotional bonding that is created can compensate for the lack of structural bonding. Therefore, it is arguable that both financial and social investments play a significant part in persuading the customer to place a higher value on the connection. Nevertheless, it is possible that the impact of social investment will be more substantial than that of financial expenditure. Choi et al. (2008) found in their other study that customer views of partner social investment have a significant impact on customer–company identity, which in turn has an impact on company rating. Using the principle of reciprocity as a guide, they stressed the fact that a positive evaluation of the partner's social involvement by the customer would suggest a strong emotional connection as well as a sense of reciprocal duty felt by the customer. The term employee engagement (EE), which appears to have a consistent conceptualization and operationalization, was the original meaning of the word "engagement" when it was used in a setting that was tied to business. However, there is a lack of unanimity over the idea of CE, which is still in its infancy. Because of this, the consistency of the EE construct may provide some insight into CE. In the academic literature on organizational behavior (Sadq et al., 2020), EE is defined as "the simultaneous employment and expression of a person's preferred self in task behaviors that foster connections to work and to people, personal present, and active, full role performance." EE seems to be a motivational construct that consists of attention and absorption (Faeq et al., 2020), and it may include a component of identification as well (Li et al., 2020). In line with this emphasis on the psychological aspects, engagement has been defined as "a positive, fulfilling,

work-related state of mind that is characterized by vigor, dedication, and absorption" (Roy et al., 2018), which suggests that employee engagement (EE) is a persistent and pervasive affective–cognitive state (Sadq et al., 2021). Based on these criteria, it appears that EE conceptualizations place an emphasis on psychological factors. On the other hand, academics who study marketing have conceived of CE as having a significant behavioral focus. The Marketing Science Institute (Anwar and Ghafoor, 2017) identifies customer engagement as a priority research topic and defines CE as "customers' behavioral manifestation toward a brand or firm beyond purchase, which results from motivational drivers including word-of-mouth activity, recommendations, customer-to-customer interactions, blogging, writing reviews, and other activities similar to these" (Faeq, 2022). The literature streams of academics (Akrout and Nagy, 2018) and practitioners (Anwar, 2017) show that such a focus is prevalent in their work (Faeq et al., 2021). Researchers have proposed that the knowledge gained from EE can be applied to the study of CE in their quest to develop a conceptual understanding of CE (Anwar and Climis, 2017). The emotional experiences of EE and CE are characterized by passion, energy, and enthusiasm (Sadq et al., 2020). The focal point of those sentiments, on the other hand, varies (workplace vs. consumer brand). In addition, the conceptualization of CE tends to move beyond an attitude-based approach, representing both psychological and behavioral components. This is achieved by drawing on previous research in the field of EE (Yoong and Lian, 2019). Although the definition of CE proposed by Brodie, Hollebeek, and colleagues (2011) suggests that it may be necessary to take into account both the psychological aspects of engagement as well as behavioral participation, it would appear that there is still a diversity of views with regard to the conceptualization of the concept. For instance, some researchers consider cognitive engagement (CE) to be a behavioral construct (Anwar and Louis, 2017) resulting from a range of motivational drivers (Othman et al., 2020). Other researchers, on the other hand, propose that CE is a multidimensional construct comprising both psychological and behavioral aspects. In either case, cognitive engagement is referred to (Faraj et al., 2021). The conceptualization of composite loyalty (i.e., behavioral and attitudinal loyalty) provides support for the adoption of a multidimensional approach. This conceptualization suggests that behavioral measures alone may lack a conceptual basis (*KM* et al., 2021) and provide insufficient insight into the factors that underlie repeat behavior. This also holds true when attempting to define the conceptual area of CE, as participation in CE activities does not necessarily ensure a consumer who is fully engaged. For instance, involvement

in a brand discussion forum may result from motivations other than being engaged or connected with the brand (Do et al., 2019). These considerations include the need for product information or the reduction of perceived risks. In addition to actively participating in brand-related activities, a highly engaged client will also have an enduring psychological link to the company's brand. A behavioral method might be able to give an idea of the level of participation that customers have in CE activities, but a multidimensional approach will be able to capture the whole complexity of CE. Accordingly, a high level of social investment would improve the customer's tendency to be a part of the partner, which would eventually increase their willingness to judge their partner in a more positive light. Due to the fact that the study did not investigate the effect of economic investment, it is impossible to demonstrate that economic investment has a substantial influence. In spite of this, a study that was conducted not too long ago by Yu (2015) presented empirical evidence on the significance of economic investment to create reciprocity among customers. Drawing from all of the previous research, we can deduce that both the social and economic investments of the brand will have a positive influence on the relational outcome. However, the effect of the brand's social investment tends to have a more significant bearing on the outcome (Faeq, 2022). To put it another way, if consumers believe that a brand has made significant social or financial investments in them, they will feel a greater sense of obligation to the brand to continue their relationship with the company because they have benefited so greatly from the brand's generosity. It is typical practice to correlate a customer's investment in a relationship with the expense of breaking off that relationship (Kujur and Singh, 2020). To put it another way, the more the customer's resources are involved in a connection, the greater the cost will be for the customer to terminate the relationship. Customers are less likely to terminate an ongoing relationship in order to prevent losing the entirety of the investment made upon terminating the partnership. Therefore, the tendency for an individual to commit to any efforts that will help to maintain a relationship increases in proportion to the degree to which that individual perceives the extent of the investment he or she has made in a particular relationship (Rusbult, 1983). Customers also view their commitment to a partnership as a proportion of the returns they can expect to receive in the form of equity or revenue from the partner (brand) (Morais et al., 2004). Customers are willing to demonstrate positive attitudinal and behavioral responses to the partner and consequently maintain the relationship (Faeq and Ismael, 2022). This is done in order to secure the future benefits that will come from the relationship (Touni et al., 2020). It is obvious from the earlier studies that considerable customer

investment may lead customers to be loyal in a relationship (Abror et al., 2018), regardless of how the customers perceive the value of their investments (Choi and Kandampully, 2019). The scales on which social and economic investments are made typically range greatly from one another. Specifically, investments in social resources have a greater influence on the interpersonal happiness of customers with company representatives and perceived value, but investments in economic resources have a stronger effect on the customers' overall satisfaction with the organization. In addition, they stated that the role of social investment could go beyond the role of economic investment, which results in stronger bonding to the extent that the emotional bonding that is created can compensate for the lack of structural bonding. Therefore, it is arguable that both financial and social investments play a significant part in persuading the customer to place a higher value on the connection. Nevertheless, it is possible that the impact of social investment will be more substantial than that of financial expenditure. Choi et al. (2008) found in their other study that customer views of partner social investment have a significant impact on customer–company identity, which in turn has an impact on company rating. Using the principle of reciprocity as a guide, they stressed the fact that a positive evaluation of the partner's social involvement by the customer would suggest a strong emotional connection as well as a sense of reciprocal duty felt by the customer. Accordingly, a high level of social investment would improve the customer's tendency to be a part of the partner, which would eventually increase their willingness to judge their partner in a more positive light. Due to the fact that the study did not investigate the effect of economic investment, it is impossible to demonstrate that economic investment has a substantial influence. In spite of this, a study that was conducted not too long ago by Yu (2015) presented empirical evidence on the significance of economic investment to create reciprocity among customers. Drawing from all of the previous research, we can deduce that both the social and economic investments of the brand will have a positive influence on the relational outcome. However, the effect of the brand's social investment tends to have a more significant bearing on the outcome. To put it another way, if consumers believe that a brand has made significant social or financial investments in them, they will feel a greater sense of obligation to the brand to continue their relationship with the company because they have benefited so greatly from the brand's generosity. It is typical practice to correlate a customer's investment in a relationship with the expense of breaking off that relationship (Rusbult, 1980). To put it another way, the more the customer's resources are involved in a connection, the greater the cost will be for the customer to terminate the relationship.

Customers are less likely to terminate an ongoing relationship in order to prevent losing the entirety of the investment made upon terminating the partnership. Therefore, the tendency for an individual to commit to any efforts that will help to maintain a relationship increases in proportion to the degree to which that individual perceives the extent of the investment he or she has made in a particular relationship (Kim et al., 2020). Customers also view their commitment to a partnership as a proportion of the returns they can expect to receive in the form of equity or revenue from the partner (brand) (Anwar and Shukur, 2015). Customers are willing to demonstrate positive attitudinal and behavioral responses to the partner and consequently maintain the relationship (Carlson et al., 2019). This is done in order to secure the future benefits that will come from the relationship (Anwar, 2016). It is clear from the previous findings that significant customer investment may lead customers to be loyal in a relationship (Read et al., 2019), prevent opportunistic behavior, and reduce conflict with the partner. This was true regardless of how the customers perceived their investments (Faeq, 2022). In her relationship investment model (RRIM), Rusbult (1983) also highlighted a direct relationship between customer investment (CI) and commitment. According to Rusbult (1983), CI is meant to powerfully bond with the consumer so they can continue in a relationship with the brand. When considering the influence of the many aspects of customer investment, Rusbult (1980) pointed out that greater levels of both intrinsic and extrinsic investments result in increased levels of commitment and attachment, which, in turn, lead to the continuation of relationships. However, the independent impacts of intrinsic and extrinsic investments were found to be relatively variable in following investigations. To be more specific, Nysveen et al. (2005) discovered that direct (intrinsic) investment, and not indirect (Lei et al., 2021) investment, was a significant predictor of the customer's intention to consume the main channel of the brand in question. As a result, only intrinsic investment may improve the customer's dependency and psychological connection to a brand, as well as the relationship termination cost, to the point where the consumer is more likely to maintain consumption levels. On the other hand, Goodfriend and Agnew (2008) demonstrated the significance of intangible investment as a predictor of commitment, but they did not demonstrate the value of tangible investment in this regard. They felt that intangible investment turned out to be the important predictor of commitment because, in comparison to tangible investment, intangible investment is more vulnerable to subjective interpretation and is easily impacted by emotions. To put it another way, consumers have a propensity for overreacting when judging the value of their

intangible investments in comparison to their concrete investments. In a similar vein, Chung et al. (2012) recently brought to light the fact that the influence of intangible investment, as opposed to tangible investment, has been shown to have a major impact on transactional dependency. They asserted that intangible investments carry more weight than tangible investments and will significantly inspire customers to rely on their partners for an extended period of time. This will occur as a result of the fact that intangible investments are more difficult to measure. It is reasonable to anticipate that the effect of extrinsic investment on relational results will be fairly significant given that extrinsic investment is slightly more subjective and is likely influenced by emotions (Hameed and Anwar, 2018). As a consequence of this, there is no question in anyone's mind that the outcome of a relationship is greatly impacted by both intrinsic and extrinsic investments. Therefore, one could say that both the intrinsic and extrinsic components of customer investment, also known as emotional and financial investments, have a beneficial influence on the customer's propensity to continue their relationship with the company. That is, when customers believe that they have made a significant amount of both intrinsic and extrinsic investment in the relationship, they have a strong belief that they have a significant amount of equity in the relationship, and in order to protect such equity, they would be willing to remain in the relationship (Anwar, 2017). In addition, it is generally acknowledged that a high degree of engagement shows a deeper emotional connection between the customer and the brand, which will encourage the customer to be willing to build and maintain a relationship (Oliveira and Fernandes, 2022). It has also been asserted that customer involvement is more important than the role of commitment in determining the strength of a connection (Faeq et al., 2020). This is due to the fact that customer engagement can reflect not only the longevity of a relationship but also its closeness (Anwar and Shukur, 2015). Therefore, consumer involvement serves as a stronger and more accurate measure of a strong relationship between a customer and a business (Fetscherin et al., 2019). Therefore, the level of customer engagement will be treated as a dependent variable throughout this investigation. A significant amount of research on consumer interaction focuses more on theory than on empirical evidence. In light of this, it is necessary to take into account both theoretical and empirical evidence in order to comprehend the part that relationship investment plays in determining the level of customer engagement achieved. To this day, theoretically supported evidence has

pointed to the predictive role that customer satisfaction (Anwar and Shukur, 2015), trust, commitment (Faeq et al., 2021), and involvement (Hur et al., 2020.) play in customer engagement. In addition, it has been established that customer interaction has an impact on factors like satisfaction, trust, commitment (Anwar and Qadir, 2017), and word of mouth (Faeq et al., 2021). From an empirical standpoint, it has been demonstrated that high levels of customer engagement are correlated with satisfaction, trust, involvement, and commitment (Doyle et al., 2022). On the other hand, loyalty (Anwar and Shukur, 2015) appears to be the primary outcome factor. Based on these findings, it is possible to argue, based on these findings, that customer engagement is a more comprehensive concept that can reflect the level of customer satisfaction, trust, and commitment, as well as accurately predict loyalty. When viewed from this angle, it is reasonable to believe that the level of customer engagement can more accurately indicate the strength of the relationship. It is assumed that customer and brand relationship investments affect customer engagement as well, given the fact that customer and perceived partner investments have a significant and positive effect on satisfaction, trust, and commitment (Abdullah et al., 2017). Further, the indication that the customer must be persuaded that a brand relationship is worth their investment in order for them to engage (Tripathi, 2009) also provides an initial basis for this research to expect that the favorable perception of brand investment may increase the customer's tendency to engage in a customer–brand relationship. As a result, one might hypothesize that an increase in a customer's tendency to engage in a customer–brand connection might result from the customer's perception of the investment made by the brand as well as the customer's own involvement in a relationship. The fact that social and economic investments, in addition to intrinsic and extrinsic investments, have a substantial effect on relational outcomes leads one to the possibility of making the prediction that the dimensions of relationship investment may favorably influence consumer engagement. In light of this, the study proposed the following:

H1: Brand relationship has a significant and positive influence on customer engagement.

H2: Brand association has a significant and positive influence on customer engagement.

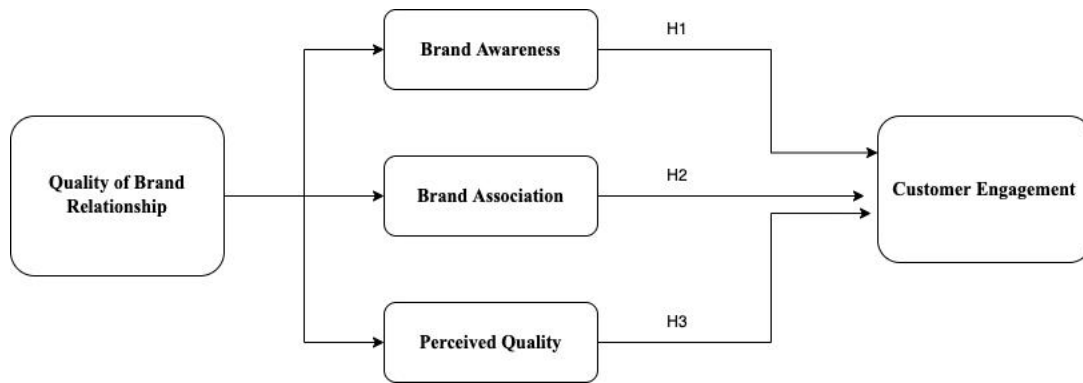H3: Perceived quality has a significant and positive influence on customer engagement.

Fig.1: Conceptual Framework

III. METHODOLOGY

Research Design

In order to validate this study, the researchers turned to a quantitative methodology. A questionnaire that is used to obtain the data that is required. Kumar (2005) says that this study can be classified as a cross-sectional study because there were a lot of possible connections between the people who were chosen for the study.

Sampling

A strategy for selecting a representative sample from a given population is referred to as a sample design. The researcher will use the approach or method that they are willing to accept when choosing items for the sample. This is what is meant by the term "sample design." The term "sampling" refers to "the process of picking a few (a sample) from a wider group (the sampling population) to become the basis for estimating or predicting the prevalence of an unknown piece of information." The method of random sampling was utilized in the study to determine the

connection between the quality of the brand relationship and the level of customer involvement. Because of this, the components of the sample need to be representative of the overall population. The aforementioned random sample was carried out at places that belonged to a variety of private industries. There were a total of 140 questionnaires handed out at the various private companies; however, only 128 of those questionnaires were returned, and only 128 of those were correctly filled out. The data was obtained through the use of hard copies.

IV. ANALYSIS AND FINDINGS

The main aim of this research is to analyse the relationship between quality of brand relationship and customer engagement. As it mentioned previously total of 128 participants were involved in completing the questionnaire. The respondents were requested to rate how important they perceived each item on five point ordered scales. All data were analyzed by using SPSS version 20.

Table 1. Reliability Test

Factor	Cronbach's Alpha	N of Items
Brand awareness	.76	37
Brand association	.66	26
Perceived quality	.68	28
Customer engagement	.712	30

The results of the reliability test for three independent variables and one dependent variable are presented in Table 1. The Alpha for brand relationship was calculated to be.760 >.6, indicating that 37 of the items used for brand relationship were reliable (Kothari, 2004). The alpha for brand association was calculated to be.660, which indicates

that 26 of the items utilized for brand association were reliable. The reliability of the perceived quality styles was determined to be.680, which indicates that there were 28 reliable things used in the analysis. The analysis of customer engagement was found to be.712 reliable, which means that 30 reliable items were used in the analysis.

Table 2. Correlations Analysis

Factors	Pearson Correlation	Customer engagement
Brand awareness	Pearson Correlation	.662**
	Sig. (2-Tailed)	.000
	N	128
Brand association	Pearson Correlation	.526**
	Sig. (2-Tailed)	.000
	N	128
Perceived quality	Pearson Correlation	.629**
	Sig. (2-Tailed)	.000
	N	128

**. Correlation is significant at the 0.01 level (2-tailed).

The correlations between the three independent variables and the dependent variable are presented in the second table. Customer engagement and brand relationship were discovered to have a significant relationship (r =.662**, p 0.01). The linear link between the strength of a brand's relationship and the level of customer involvement is considered to be modest. Furthermore, the level of customer engagement is significantly correlated with the brand association style (r =.526**, p 0.01). Customer engagement is strongly related to perceived quality and style (r =.629**, p 0.01). The strength of the linear relationship between brand association and customer engagement is modest. Regarding the intensity of the linear connection that exists between customer engagement and perceived quality, it is of moderate strength.

Table 1: Coefficients

Independent variable	Coefficients	t-value	P-value
Perceived quality	.529	9.455	.000
Brand association	.046	6.929	.000
Brand awareness	.426	8.208	.000
R^2	.642		
F value	374.202		.000

Dependent Variable: Customer engagement

It was found that perceived quality significantly predicted customer engagement (Beta = 0.529, p.001), which indicates that perceived quality will have a direct positive association with customer engagement. Additionally, it was found that brand association significantly predicted customer engagement (Beta = 0.046, p.001), which indicates that brand association will have a direct positive but weak association with customer service. Table 3 presents the findings of the multiple regression analysis. It was found that perceived quality significantly predicted customer engagement (Beta This suggests that brand relationships will have a direct positive link that is only slightly weaker than customer engagement. In addition to this, it was discovered that the value of R square was equal to.64. This suggests that the three qualities of brand relationships (perceived quality, brand relationship, and brand association) are responsible for explaining 64% of the total variation in customer engagement. Additionally, the F value for the three qualities of brand relationship (perceived quality, brand relationship, and brand association) as independent variables is equal to 374.202, which is greater than one. This suggests that the three aspects of brand relationship (perceived quality, brand relationship, and brand association) that we've been talking about have a lot to do with consumer engagement.

V. CONCLUSIONS

Increased focus in recent years has been placed on the connections between consumers and brands, with Kang et

al. (2021) being one of the most recent publications on the subject. This research contributes to the literature by investigating the interplay between brand adoration and participant innovation. Brand love and consumer engagement are the two core notions in the academic study of consumer-brand relationships. In this study, we provide a conceptual separation of these two important concepts. Because of this, we've begun to pause for a moment and think about the bigger picture of marketing and how it's impacted our ability to examine the interplay between customers and companies. According to this theory, shoppers look for products that will help them achieve their goals of social, economic, and ecological sustainability. Consumers now look beyond a brand's function as an identification of a product, service, or company and instead make purchases based on the positive connections and feelings they associate with that brand. A conceptual divide between brand adoration and client participation has therefore been laid out. In particular, it has become obvious how such phrases have often been used in diverse empirical situations and how they arose from distinct academic areas. Given the dramatic shifts in the marketplace, it is crucial to keep tabs on the ever-shifting dynamics of the consumer-brand connection. The prospects presented by the effective management of big data and the arrival of marketing are two examples of future trends that are likely to have a significant impact on these connections and should be taken into account. With the support of big data, businesses are better able to forge lasting partnerships. Big data marketing is what we call Marketing (Wang and Lee, 2020). From customer-centric strategies to content marketing, Marketing prepares businesses for the dynamic digital economy (Molinillo et al., 2020). Understanding the history of marketing—and especially Marketing —is essential for those working in marketing. Also important is a look at how different kinds of technology, not just the Internet and social media, can be used to create marketing plans that make brands and their customers feel closer to each other.

VI.   IMPLICATIONS FOR FUTURE STUDIES

According to the conclusions of the research that was discussed earlier, there is more information to be uncovered on the topic of the quality of brand relationships and consumer engagement in a variety of private enterprises. It would be helpful to have a larger sample size that included all of the important races that live in Kurdistan. The findings of this study will be beneficial for the field of culture studies, for example, culture diversification and its relationship with the quality of brand relationships. Furthermore, the researchers suggested that further studies be conducted in the field of cultural issues and the

relationship quality of brand relationships to determine whether or not culture will have an effect on accepting certain customer engagement.

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Choose Exercises Developing Speed Power for Men Students Application Martial Arts Team at People's Security Academy

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Abstracts

Based on theory and practice, along with basic scientific research methods in the field of Sports, we have selected 24 exercises to develop speed-strength (Speed Strength).) and 05 tests to evaluate strength and speed for male students of the Applied Martial Arts team at the People's Security Academy. On that basis, use the pedagogical experimental method to apply and evaluate the speed strength development exercises for the research object.

Keywords— Exercise, speed strength, Applied Martial Arts, People's Security Academy.

ARTICLE SOURCE

The article is extracted from the results of the experience initiative: "Research on exercises to develop speed-strength for male students of the Applied Martial Arts team at People's Security Academy". People's Security Academy, 2018.

I. INTRODUCTION

In the practice and competition of martial arts content for students in the People's Public Academy, the development of martial arts skills in the People's Public Academy is an urgent need to serve society in the new situation...

In practice and crime suppression, speed power in applied martial arts plays a particularly important role in attack and defense, locking and controlling objects. Although some teams and teams apply for and teach a part of the Applied Martial Arts program in the Security Academy in particular, as well as the Ministry of Public Security in general, training the strength and speed of male students of the Security Academy. The recruitment of People's Public Security Applied Martial Arts at the People's Security Academy has not received adequate attention and research. Therefore, it is very urgent to study speed power for male students of the People's Police Applied Martial Arts team at the People's Security Academy.

In the process of researching the topic, the following research methods were used: Analysis and synthesis of references; pedagogical observation; interview; pedagogical examination; pedagogical experiments, and mathematical statistics.

II. RESEARCH RESULTS AND DISCUSSION

2.1. Selection of exercises to develop speed power and test to assess speed strength for male students of the Applied Martial Arts team at People's Security Academy

2.1.1. Select exercises

Choose exercises to develop Speed Strength through the following steps:

- Selection through reference to documents, pedagogical observation

- Selected through direct interviews with experts, teachers, and coaches

- Selection through a large-scale interview by questionnaire

The results of selecting 24 exercises to develop Strength of Speed for research subjects include:

- Group of exercises to develop physical strength (08 exercises)

- Group of exercises to develop techniques (16 exercises)

2.1.2. Select the test

To evaluate the Strength and Speed of male students of the Applied Martial Arts team at the People's Security Academy, we used 05 tests to assess physical fitness, including:

1. Lie on your stomach and do push-ups for 15 seconds (times)

2. Clenching punches continuously for 15 seconds (times)

3. On the spot kick the ball continuously for 30 seconds (times)

4. Surf the ball into 2 consecutive goals with a distance of 3m 30s (times)

5. Move sideways to kick the shuttlecock for five 30s (times)

2.2. Application of exercises to develop strength and speed for male students of the Applied Martial Arts team at the People's Security Academy

2.2.1. Experimental organization

- Experimental method: Parallel comparison experiment

- Experimental time: The experiment was conducted for 3 months (from March to May 2017) including 12 weeks with 03 training sessions a week. The total number of training sessions is 36. The time to practice the selected Strength and Speed exercises in one session is 30 minutes in the end.

- Experimental subjects: Including 20 male students of the Applied Martial Arts team and divided into 2 groups by random drawing:

+ Group 1 (called experimental group): 10 students practice according to the 24 exercises we have selected.

+ Group 2 (referred to as control group): Including 10 students practicing according to the old exercises at school, according to the program and lesson plan that has been developed by the school's QS-VT-Sports subject.

- Experimental Location: People's Security Academy

The experimental procedure is shown in detail in Table 1.

Table 1. Experimental progress of the exercise to develop Strength and Speed of Applied Martial Arts content

Exercises	Lesson Plan																																			
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36
Exercises 1	x	x		x			x				x			x			x		x			x			x	x			x	x						x
Exercises 2	x		x					x					x			x			x						x			x								
Exercises 3					x				x						x			x					x			x			x				x		x	
Exercises 4				x			x				x				x				x				x				x					x		x		x
Exercises 5			x			x						x		x			x				x			x			x				x			x		
Exercises 6	x	x		x		x			x			x				x				x				x				x						x		
Exercises 7			x		x			x			x			x				x			x			x			x		x		x					x
Exercises 8						x			x					x				x								x		x							x	
Exercises 9	x			X			x				x			x		x				x			x			x			X				x			
Exercises 10		x				x					x					x				x		x		x				x			x	x				x
Exercises 11		x		x					x				x					x				x			x					x				x		
Exercises 12				x		x			x				x			x				x			x			x			X				x			x

Exercises	Lesson Plan																																			
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36
Exercises 13	x			x				x			x			x			x				x			x				x			x	x		x		x
Exercises 14	x	x						x				x			x			x				x			x											
Exercises 15									x										x				x			x	x					x		x		
Exercises 16		x			x				x				x						x				x		x			X						x		x
Exercises 17			x		x		x					x				x					X					X				x				x		x
Exercises 18	x		x		x			x			x				x				x	x						x				x		x				x
Exercises 19		x		x			x		x				x				x					x					x			x	x			x		
Exercises 20	x				x				x					x				x	x				x	x				x				x		x		x
Exercises 21			x				x				x		x			x					x					x			x				x		x	
Exercises 22				x					x				x			x		x			x						x				x				x	
Exercises 23			x						x			x					x				x			x					x				x			
Exercises 24			x			x			x						x					x			x			x			x			x			x	

Notes:

- Exercise 1: Lie on your stomach with 30s push-ups (3 times x 2 groups, 1-minute rest between groups, active rest)

- Exercise 2: 30s variable speed jump rope (3 times x 2 groups, 1-minute rest between groups, active rest)

- Exercise 3: Jumping toads and reaching forward 20 meters (3 times x 2 nests, resting for 1 minute in the middle, resting actively)

- Exercise 4: Run high knee 30s (3 times x 2 groups, rest for 1 minute, rest actively)

- Exercise 5: Run 30m at 30s speed (3 times x 2 groups, rest 1 minute in between groups, rest actively)

- Exercise 6: Run 60m at a speed of 30s (2 times x 2 groups, rest 1 minute in between groups, rest actively)

- Exercise 7: Lifting weights and switching legs continuously for 30 seconds (3 times x 2 groups, 1-minute rest between groups, active rest)

- Exercise 8: Turn on the podium and change legs for 30 seconds (3 times x 2 groups, 1-minute rest between groups, active rest)

- Exercise 9: On the spot, perform a horizontal punch first and kick a footbridge after 15s (2 times x 2 groups, rest for 1 minute, rest actively)

- Exercise 10: On the spot, perform straight back punches and 15s front kicks (2 times x 2 groups, 1-minute rest between groups, active rest)

- Exercise 11: On the spot, perform horizontal pedaling with the front leg and a straight punch after 30 seconds (3 times x 2 groups, 1-minute rest between groups, active rest)

- Exercise 12: Move to attack 2 straight punches and perform 1 knock-down technique (3 times x 2 groups, 1-minute rest between groups, active rest)

- Exercise 13: Move counterattack with 2 arms and 1 leg attack (2 times x 2 groups, 1-minute rest between groups, active rest)

- Exercise 14: Move to counterattack with 1 leg and 2 arms move for 15 seconds (2 times x 2 groups, 1-minute rest between groups, active rest)

- Exercise 15: Move to perform a combination of 2 15s freestyle techniques (2 times x 2 groups, 1-minute rest between groups, active rest)

- Exercise 16: With two hands holding small weights, perform straight punches left and right for 15s (2 times x 2 groups, rest 1 minute in the middle, rest actively)

- Exercise 17: With both hands holding the elastic band, perform a straight punch left and right for 15s (2 times x 2 groups, rest 1 minute in the middle, rest actively)

- Exercise 18: Legs tied with rubber bands perform left and right round kicks for 30 seconds (2 times x 2 groups, 1-minute rest between groups, active rest)

- Exercise 19: Legs tied with rubber bands perform horizontal pedaling left and right for 15s (3 times x 2 groups, 1-minute rest between groups, active rest).

- Exercise 20: Move to perform a combination of 3 15s freestyle techniques (3 times x 2 groups, 1-minute rest between groups, active rest)

- Exercise 21: Move to the semi-finals with the goal of 15s (3 times x 2 teams, 1-minute rest between groups, active rest)

- Exercise 22: Move to perform a combination of legs and arms to attack and counterattack in 15 seconds (3 times x 2 groups, 1-minute rest between groups, active rest)

- Exercise 23: Semi-match in pairs for 30 seconds (2 times x 2 teams, 1-minute rest between groups, active rest)

- Exercise 24: Coordinate attacks and counterattacks continuously changing people for 30 seconds (2 times x 2 groups, 1-minute rest between groups, active rest)

2.2.2. Results of the exercises to develop Strength and Speed of male students of the Applied Martial Arts team at the People's Security Academy

Before the experiment, we used 05 tests selected in part 1 to test and compare the difference in speed strength level of the experimental group and the control group. The results show that: Before the experiment, the speed level of the experimental group and the control group did not have a statistically significant difference ($t_{Calculate} < t_{Board}$, $P > 0.05$). In other words, before the experiment, the speed power levels of the experimental and control groups were similar, that is, the grouping was completely objective.

After 1 semester of the experiment, we continue to use 05 selected tests to test the speed strength of the experimental and control groups and compare the difference in test results. The results showed that: After 03 months of the experiment, the test results of the two experimental and control groups had a significant difference as shown in $t_{calculate} > t_{Board}$ at the probability threshold $P < 0.05$. This shows that the exercises we initially selected have a better effect on developing strength and speed for male students of the People's Public Security Applied Martial Arts team at the

People's Security Academy than the exercises. commonly used practice at the People's Security Academy.

Table 3. Results of Strength and Speed test of control and pre-experiment groups

TT	Test	Group 1 (n=4)		Group 2 (n=4)		t	p
		$\overline{x}$	±σ	$\overline{x}$	±σ		
1	Lie on your stomach, do push-ups for 15 seconds (times)	28.0	1.22	27.5	1.15	1.77	>0.05
2	Punch continuously for 15 seconds (times)	49.75	2.96	50.75	2.96	1.48	>0.05
3	On the spot, kick the ball continuously for 5 minutes (times) 20	27.63	1.13	27.06	1.27	1.06	>0.05
4	Surfing and kicking the bridge with 2 consecutive goals at a distance of 3m 30s (times)	18.64	1.05	18.06	0.92	1.10	>0.05
5	Move sideways to kick the shuttlecock for five 30s (times)	15.66	1.21	15.92	1.17	1.16	>0.05

Table 4. Strength and Speed test results of control and post-experiment groups

TT	Test	Group 1 (n=4)		Group 2 (n=4)		t	p
		$\overline{x}$	±σ	$\overline{x}$	±σ		
1	Lie on your stomach, do push-ups for 15 seconds (times)	28.8	1.34	31.2	1.26	2.53	<0.05
2	Punch continuously for 15 seconds (times)	50.52	3.03	53.31	2.84	2.60	<0.05
3	On the spot, kick the shuttlecock continuously for five minutes the 30s (times) 20	28.36	1.28	30.25	1.35	3.00	<0.05
4	Surfing and kicking the bridge with 2 consecutive goals at a distance of 3m 30s (times)	19.06	1.23	21.12	1.34	2.53	<0.05
5	Move sideways to kick the shuttlecock for five 30s (times)	16.45	1.29	18.35	1.39	2.48	<0.05

III.   CONCLUSION

Through research, 24 exercises have been selected and proven to be effective in developing speed strength for male students of the Applied Martial Arts team at the People's Security Academy. clearly shown in the test results after 3 months of the experiment of the experimental group. Specifically, the exercises include:

- Group of exercises to develop physical strength (08 exercises)

- Group of exercises to develop techniques (16 exercises)

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The Effect of Online Game Addiction and Learning Concentration on Social Science Students' Learning Outcomes in Eight Grage of Private Junior High School Kartika 1-4 Pematang Siantar

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Abstract

This study aims to determine the effect of online game addiction and learning concentration on social studies learning outcomes at Kartika 1-4 Private Junior High School Pematang Siantar. The research method used ex post facto. Data collection techniques using a questionnaire. Respondents were 86 students. The data analysis technique used multiple linear regression. The results showed: 1) in the calculation of online games students of Kartika 1-4 Private Junior High School Pematang Siantar obtained a significant level of $0.241 > 0.05$ and F_{count} (1,394) $> F_{table}$ (3.11) so Ho was accepted, thus there was no significant effect between the games. on the learning outcomes of eighth grade students of Kartika 1-4 Private Junior High School Pematang Siantar. 2) In calculating the learning concentration of Kartika Private Junior High School students 1-4 Pematang Siantar, the significance level was $0.027 < 0.05$ and F_{count} (5.010) $> F_{table}$ (3.11). So, Ho is rejected, thus the effect that occurs is significant between learning concentration on learning outcomes. 3) In calculating online game addiction and learning concentration of Kartika Private Junior High School students 1-4 Pematang Siantar, the significance level was $0.021 < 0.05$ and F_{count} (4.034) $> F_{table}$ (3.11). Thus, there is a significant effect between online game addiction and learning concentration on learning outcomes

Keywords— Online game addiction; learning concentration; learning outcomes.

I. INTRODUCTION

In this modern era online games are no stranger to teenagers. Over the past decade, online games have mushroomed everywhere. As a result, there are many in the environment that offer affordable prices to teenagers. Online games are usually dominated by students, be it elementary, junior high, high school, and college students, even adults.

Addiction to online games will damage academically and socially, online games also have a significant impact on mental development, especially for students. Although in playing online games we can interact with other players, online games often make players forget their real life. According to Yee in Rahmi Kurniawati (2019:67) "Online game addiction is a continuous unhealthy behavior that is difficult for the individual concerned to end."

Concentration of learning is an action that focuses on the mind, attention, and awareness of students to learn and understand subjects and the educational process by blocking or ruling out anything that is not related to learning activities.

According to David in Diana Aprilia, et al (2014:2) "learning concentration is the concentration of attention in the process of changing behavior which is expressed in the form of mastery, the use of assessment of attitudes and values, basic knowledge and skills contained in various fields of study."

In the social studies learning process, students with high learning intensity will certainly be very interested in understanding a problem. The effect is that students can absorb, understand a problem. The effect is that students can absorb, understand and process all information comprehensively and thoroughly and process

well all information that affects student learning outcomes while studying.

During the learning process the core activities, which most students can concentrate on learning, students can only concentrate for the first few minutes. This is shown when the teacher gives an example to students and then asks students to show the difference between each material being taught.

Education is a very important part for the government to realize national ideals. Education begins with a learning process in which there is interaction between students and the environment. The learning process is considered successful if the learning objectives can be achieved. The achievement of learning objectives depends on the student's learning process. Every student expects good learning outcomes.

Learning outcomes are students' ability to know one's learning progress. In measuring progress, we need measures that relate to goals that show how much teaching and learning strategies can affect academics.

According to Sudjana in Dina Astuti, et al (2018:104) "Learning outcomes are abilities that are possessed after students receive their learning experience." The learning process in schools is the process of transforming knowledge from communication in creating an effective learning process for teaching, guiding students to master certain competencies.

These competencies help teachers to educate and guide their students. The success of learning with learning goes hand in hand. Because learning is a process, it cannot be separated from one another. Learning success is the result of the learning process.

Playing online games can disrupt the teaching and learning process. This is because students tend to be less focused on their lessons, which causes students' learning time to be reduced, learning enthusiasm is reduced, and student learning outcomes are not good. Then concentrate on learning, when the teaching and learning process takes place, students are less attentive to the teacher who is explaining the lesson in front of the class, there are some participants who are also busy with their own activities, some are whispering with their friends next to them, and some are people whose gazes listen intently to what the teacher is saying, but they don't concentrate on the lesson the teacher is explaining.

II. REVIEW OF LITERATURE

The Addiction to online games

Online game addiction is an addiction caused by games that use the help of internet technology to access online games. According to Yuwanto & Listyo in Merita Ayu Lestari (2018:23) "Online game addiction is a form of addiction caused by internet technology, better known as internet addictive disorder." According to Yee in Andri Arif Kustiawan & Widgita Bayu Utomo (2022:16) "Online game addiction in general is the behavior of someone who wants to continue playing online games that spend a lot of time and it is possible that the individual concerned is unable to control or control it." According to Gentile in Ni Putu Arika Pande and Adijanti Marheni (2015:165) "Children who are addicted to online games tend to experience decreased achievement at school, increased aggressive behavior, and social problems such as withdrawal from social interactions in the real world due to the length of time spent by playing online games."

Factors that influence online game addiction according to Immanuel in Andri Arif Kustiawan & Widhiya Bayu Utomo (2022:25) are internal factors which

1. a strong desire from teenagers to get high scores in online games
2. the boredom that teenagers feel when they are at home or at school
3. lack of self-control that causes negative impacts arising from online games

Which external factor

1. Uncontrolled environment
2. Lack of good social competence

The Concentration of Study

According to the Big Indonesian Dictionary (KBBI) concentration is the concentration of attention or thoughts on one thing. According to Sumarto in Nur Hasanah (2014:8) "Learning concentration is a behavior and focus of students' attention to be able to pay attention in every learning, and be able to understand every subject matter given." According to Slameto in Ruslina Isnawati (2020:79) "To something by conveying all other things that are not related where in learning, concentration means focusing the mind on the subject by conveying all things that are not related to the lesson."

The Concentration is a psychological aspect that requires focusing the mind and focusing attention on a particular object. Concentration in the learning process is very important for teachers in presenting material that needs to be seen, heard and paid attention to seriously, then can ask questions if needed, and be better able to understand the aims and objectives to be conveyed.

Factors that influence learning concentration are internal factors and external factors, internal factors are factors that come from within a person, external factors are factors that come from outside a person.
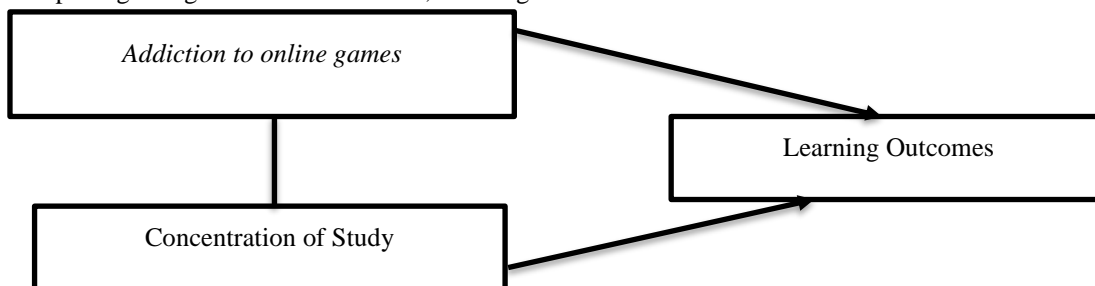
The Learning outcomes

According to Suprijono in Widodo & Lusi Widayanti (2013:34) "Learning outcomes are patterns of actions, values, understandings, attitudes, appreciation in skills" According to Riska Ayunda Bella Efendi (2021:29) "Learning results are the results achieved by students in the form of numbers or scores after being the results achieved by students in the form of numbers or scores after completing the given test." Therefore, learning outcomes

can be used as a benchmark for developing skills during the learning process. Bloom's Taxonomy Theory about learning outcomes in the research framework is achieved through three domain categories, namely: the cognitive domain, the affective domain, and the psychologic domain.

Factors that affect learning outcomes according to Slameto in Nurullita Rizki P (2017: 24-25) are internal factors which include physical, psychological and fatigue then external factors include family, school, and community.

Based on the literature review as described, it can be described a conceptual framework

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┌─────────────────────────────┐
│  Addiction to online games  │────┐
└─────────────────────────────┘    │
              │                     ↓
              │          ┌──────────────────────┐
              │          │   Learning Outcomes   │
              │          └──────────────────────┘
┌─────────────────────────────┐    ↑
│    Concentration of Study    │────┘
└─────────────────────────────┘
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III. RESEARCH METHODOLOGY

This research uses quantitative research with ex post facto method. Respondents were 86 students of Kartika Private Junior High School 1-4 Pematang Siantar. The independent variable was data collection using a questionnaire and the dependent variable was the data collection using student scores in even semesters. Descriptive statistics to find out how the description of perceptions by respondents regarding online game addiction and learning concentration on student learning outcomes.

IV. RESULT AND DISCUSSION

The relationship between online game addiction and learning concentration on learning outcomes. Based on Figure shows that the high intensity of online game addiction obtained by respondents 29 students (33.72%) the remaining 15 students (17.44%), 10 (11.63%) and 3 students (3.49%). The Effect of Online Game Addiction and Learning Concentration on The Students' Students' Learning Results

The Effect of online game addiction and learning concentration on social studies learning outcomes for eight grade students at Kartika 1-4 Private Junior High School Pematang Siantar T.A 2021/2022.

ANOVA[a]

Model		Sum of Squares
	Regression	221.531
1	Residual	2279.179
	Total	2500.709

Df	Mean Square
2	110.765
83	27.460
85	

F	Sig.
4.034	.021[b]

Table shows that the results of the simultaneous test obtained a sig value ($p < 0.05$), then the decision that can be taken Ho is rejected or there is a significant influence between online game addiction and learning concentration on social studies learning outcomes for Eight grade students at Kartika 1-4 Private Junior High School Pematang Siantar

The results of the test using SPSS Statistics on the effect of online game addiction on learning outcomes obtained F_{Count} (1.394) > F_{table} (3.11) with the

regression equation Y = 85,664 + (-0.072) X1 so that Ho is accepted which means online game addiction has no effect on learning outcomes students eight grade social science. The coefficient of determination is 0.016. The test results using SPSS Statistics on the effect of learning concentration on learning outcomes obtained F_{Count} (5.010) > F_{table} (3.11) with the regression equation Y = 71.012 + (0.231) X2 so that Ho is rejected means that learning concentration has an influence on Social Studies learning outcomes for eight grade students. The coefficient of determination is 0.056 The test results using SPSS Statistics on the effect of online game addiction and learning concentration on learning outcomes obtained F_{count} (4.034) > F_{table} (3.11) with the regression equation Y = 73.048 + -0.103X1 + 0.267 X2 so that Ho is rejected it means online game addiction and concentration learning has an influence on the social studies learning outcomes of eight grade students. The magnitude of the coefficient of determination is 0.089.

V. CONCLUSION

The partial value of online game addiction on learning outcomes with the ANOVA table obtained sig 0.241 and F_{count} of 1.394. from the following results it means that the significance level is > 0.05 and F_{count} (1.394) > F_{table} (3.11) with the regression equation Y = 85.664 + (-0.72) X1 so Ho is accepted, thus there is no significant effect of online game addiction on the results students Kartika Private Junior High School Pematang Siantar. The partial value of learning concentration on learning outcomes using the ANOVA table obtained sig < 0.028 and F_{count} t of (5.010) > F_{table} (3.11), with the regression equation Y = 71.012 + 0.231X2 so Ho is rejected. Thus, there is a significant effect of learning concentration on the learning outcomes of eighth grade students of Kartika Private Junior High School Pematang Siantar. The regression value of online game addiction and learning concentration on learning outcomes using the ANOVA table obtained sig of 0.021 and F_{count} of 4.034. From these results it means that the level of sig is 0.021 < 0.05 and F_{count} (4.034) > F_{table} (3.11). So, Ho is accepted, thus there is no significant effect of online game addiction and learning concentration on the learning outcomes of eighth grades of Kartika Private Junior High School Pematang Siantar.

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