

HORIZON



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**HUMANITIES AND
SOCIAL SCIENCES
RESEARCH**



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Journal of Humanities and Social Sciences Research

About the Journal

Overview

Horizon Journal of Humanities and Social Sciences Research (JHSSR) is an **open-access academic journal** published by BP Services, independently owned, dependent upon contributions and run on a non-profit basis for the benefit of the world-wide social science community. It neither accepts nor commissions third party content. It is an online scientific journal and does not impose any publication or page fee on authors intending to publish in the journal. It publishes the scientific outputs.

Recognized internationally as a leading peer-reviewed scholarly journal devoted to the publication of original papers, it serves as a forum for practical approaches to improving quality in issues pertaining to social and as well as the humanities.

JHSSR is currently a **bi-annual** (*July and December*) periodical that considers for publication original articles as per its scope. The journal publishes in **English** and it is open to authors around the world regardless of the nationality.

The Journal is available world-wide online.

Aim and scope

Horizon Journal of Humanities and Social Sciences Research aims to develop as a pioneer journal for the social sciences with a focus on emerging issues pertaining to the social sciences as well as the humanities.

JHSSR is a principal outlet for scholarly articles. The journal provides a unique forum for theoretical debates and empirical analyses that move away from narrow disciplinary focus. It is committed to comparative research and articles that speak to cases beyond the traditional concerns of area and single-country studies. JHSSR strongly encourages transdisciplinary analysis of contemporary and historical social change particularly in Asia, or beyond by offering a meeting space for international scholars across the social sciences.

Scope of the journal includes HUMANITIES– Field of Languages, Linguistics, Literature, and Education. SOCIAL SCIENCES–Anthropology, Economics, Law, psychology, Political Sciences, sociology, music, sport, and Technology Management.

History and Background

A premier journal in its field, JHSSR was established in 2019, and has been in circulation continuously since then. Horizon is an open access scholarly journal that currently publishes *semi-annually*. The journal uses a stringent yet relatively rapid **double-blind peer-review process**, which translates to benefits such as timeliness of publication, widespread dissemination, high visibility, and likelihood of high citations and broader impacts. JHSSR follows code of conduct stipulated by the Committee on Publication Ethics (COPE).

It primarily publishes for dissemination of academic research meant for scholars and scientists worldwide. We seek to present the cutting-edge innovations and/or latest insights and strive to maintain the highest standards of excellence for JHSSR. The journal publishes on a non-profitable basis and does not have any income from subscription or other sources. It does not impose any publication or page fee on authors intending to publish in JHSSR.

JHSSR is distributed worldwide to more than 1000 institutions via e-alerts, in addition to authors upon request. To provide expert evaluation of the various segments of the broad spectrum of Humanities and Social Sciences research, the editorial office is assisted by scholars who serve as Associate Editors, editorial board members, Emeritus editors and international advisory board members from academic institutions across 35 countries, and ad-hoc reviewers chosen for their expertise. They provide constructive evaluation and, fair and rapid editorial processing. The frequency of citations to articles published in JHSSR by scientists, students, and others increases each year.

To facilitate review, the Editor-in-Chief and the Chief Executive Editor previews all submitted manuscripts and independently or in consultation with an Associate Editor, decides if a manuscript is appropriate for review by members of JHSSR's editorial board and/or *ad hoc* reviewers. Manuscripts outside of the scope of JHSSR or those articles in poor English are returned without the delay of a full review, generally within a week of submission. Authors may contact the Chief Executive Editor in advance to inquire about the potential suitability of their research topic for review.

Manuscript submissions and inquiries are encouraged. Manuscript style and formatting are described in the "Instructions to Authors". Manuscript submissions should be made using JHSSR online manuscript submission system, or manuscripts should be mailed through email to the Chief Executive Editor. Direct inquiries to CEE.horizon@gmail.com

Goal

Our goal is to bring the highest quality research to the widest possible audience. Our objective is **"Today's research, tomorrow's impact"**.

Quality

We aim for excellence, sustained by a responsible and professional approach to journal publishing. Submissions are guaranteed to receive a decision within 14 weeks. The elapsed time from submission to publication for the articles averages 3-4 months.

Editorial and International Advisory Board

The editorial and the advisory board of the Horizon has a presence of an international base of renowned scholars from various disciplines of research with diverse geographical background.

Our editorial team is engaged with **universities in 35 countries across the world** including **Australia, Bangladesh, Canada, Fiji, Finland, Germany, India, Iran, Jordon, Lithuania, Malaysia, Morocco, Nepal, Netherlands, New Zealand, Nigeria, Pakistan, Philippines, Portugal, Saudi Arabia, South Africa, Sweden, Taiwan, Thailand, Turkey, United Kingdom, USA, and Vietnam.**

Abstracting and indexing of *Horizon*

As is the case with any new journal, indexing in all prestigious relevant databases takes some time, and is heavily dependent upon citations the articles generate.

The Horizon Journal of Humanities and Social Sciences Research (Online ISSN 2682-9096) is a *high-quality, peer-reviewed academic journal* in its field.

It is a [Gold Open Access](#) journal and indexed in major academic databases to maximize article discoverability and citation. The journal follows best practices on publication ethics outlined in the [COPE Code of Conduct](#). Editors work to ensure timely decisions after initial submission, as well as prompt publication online if a manuscript is accepted for publication.

Upon publication, articles are immediately and freely available to the public. The final version of articles can immediately be posted to an institutional repository or to the author's own website as long as the article includes a link back to the original article posted on JHSSR. All published articles are licensed under a [Creative Commons Attribution 4.0 International License](#).

The journal has been indexed and abstracted in: SSRN, CrossRef, Directory of Open Access Journals (DOAJ), Google Scholar, EBSCOhost, ProQuest. The journal has been listed in: CiteFactor, Cornel University Library, CrossCheck, DRJI, Journalseek, openaccessarticles.com, Open Access Library, Rubrig, Scirus, Ulrichs. In addition, the journal has been archived in: Academia.edu, National Library of Malaysia, and Malaysian Citation Index (MyCite).

The journal editors and the publisher continue to do their best for this journal to be included in the top abstracting and bibliographic databases around the world; however, for the journal to be indexed in any indexing body is beyond the Journal's direct control. Nevertheless, the journal ensures that the papers published are of high quality. The publisher from time to time recommends the journal to the indexing and abstracting bodies.

The authors must also ensure that the manuscripts they submit to JHSSR are of top quality and are innovative.

Citing journal articles

The abbreviation for *Horizon Journal of Humanities and Social Sciences Research* is [Horizon J. Hum. Soc. Sci. Res.](#)

Publication policy

Horizon publishes original work and its policy prohibits an author from submitting the same manuscript for concurrent consideration by two or more publications, and is not under concurrent consideration elsewhere at the time of submitting it to Horizon. It prohibits as well publication of any manuscript that has already been published either in whole or substantial part elsewhere in any language. It also does not permit publication of manuscript that has been published **in full** in Proceedings.

Originality

The author must ensure that when a manuscript is submitted to Horizon, the manuscript is an original work. The author should check the manuscript for any possible plagiarism using any software such as **Turnitin, i-Thenticate** or any other similar program before submitting the manuscripts to the Horizon journal.

All submitted manuscripts must be in the Journal's acceptable **similarity index range**:
< 25%– PASS; 30-35%– RESUBMIT MS; > 35%– REJECT.

Publication Ethics and Publication Malpractice Statement

Code of Conduct

The Horizon Journals takes seriously the responsibility of all of its journal publications to reflect the highest in publication ethics. Thus, all journals and journal editors abide by the Journal's codes of ethics. Refer to Horizon's **Code of Conduct** for full details at the Journal's web link <https://horizon-jhssr.com/code-of-conduct.php>

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In case of any queries, contact the Journal's Editorial office via email to info@horizon-jhssr.com

Article Processing Charges (APC)— Open Access Journal

Open access publishing proposes a relatively new model for scholarly journal publishing that provides immediate, worldwide, barrier-free access to the full-text of all published articles. Open access allows all interested readers to view, download, print, and redistribute any article without a subscription, enabling far greater distribution of an author's work than the traditional subscription-based publishing model. Many authors in a variety of fields have begun to realize the benefits that open access publishing can provide in terms of increasing the impact of their work world-wide.

Horizon JHSSR **does not impose** any submission fees, publication fees or page charges for those intending to publish their research in this journal. However, as JHSSR is an open access journal, in norms with all open access journals, the journal imposes an Article Processing Charge (APC). To publish in JHSSR, authors are currently required to pay an APC of **USD100 per article** (*subject to revision*). A waiver to this available for academics with a heavily subsidized fee of USD50 per accepted manuscript.

In addition, this journal offers discount on Article Processing Charges to authors based in any of the countries which were classified by the World Bank as Low-income economies or Lower-middle-income economies. All requests can be sent directly to the journal's Chief Executive Editor.

In an open access model, the publication costs of an article are paid from an author's research budget, or by their supporting institution, in the form of Article Processing Charges. These Article Processing Charges replace subscription charges and allow publishers to make the full-text of every published article freely available to all interested readers. In addition, authors who publish in JHSSR open access journal retain the copyright of their work, which is released under a "**Creative Commons Attribution 4.0 International License,**" enabling the unrestricted use, distribution, and reproduction of an article in any medium, provided that the original work is properly cited.

However, in case of a print version, if it is necessary for the figures to be reproduced in color, a charge of USD50 per figure will apply.

International Standard Serial Number (ISSN)

An ISSN is an 8-digit code used to identify periodicals such as journals of all kinds and on all media—*print and electronic*. All Horizon journals have an e-ISSN.

Horizon Journal of Humanities and Social Sciences Research: **e-ISSN 2682-9096.**

Lag time

A decision on acceptance or rejection of a manuscript is reached in 3 to 4 months (average 12 weeks). The elapsed time from submission to publication for the articles averages 4-5 months.

Authorship

Authors are not permitted to add or remove any names from the authorship provided at the time of initial submission without the consent of the Journal's Chief Executive Editor. Requests for changes to authorship must be directed to the journal's chief executive editor. Changes in authorship will only be permitted where valid reasons are provided and all authors are in agreement with the change. Post-publication changes to authorship will typically be made via a published correction and authors may be charged for this additional service.

One author will need to be identified as the corresponding author, with their email address normally displayed in the article. Authors' affiliations are the affiliations where the research was conducted. If any of the named co-authors moves affiliation during the peer-review process, the new affiliation can be given as a footnote. Please note that no changes to affiliation can be made after your paper is accepted.

Manuscript preparation

Refer to Horizon's **INSTRUCTIONS TO AUTHORS** at the back of this journal or visit <https://horizon-jhssr.com/manuscript-preparation.php>



A well-formatted manuscript follows all journal instruction. All elements of the manuscript are printed in English with 1-inch margins at top, bottom, and sides. Right margins are unjustified. Horizon journals accept manuscript submissions which uses any consistent text— Format-free Submission! This saves you time and ensures you can focus on your priority: the research.

However, citations/ references must be formatted by you as per APA format.

Checklist for Manuscript Submission

- Cover letter
- Declaration form
- Referral form
- Manuscript structure

(Title, Author details and affiliation, Abstract, Keywords, etc. using the **IMRAD** style).

Each submission must fulfil the following criteria and documents listed below must be submitted along with the manuscript for intended publication.

1) Cover letter

Your cover letter should be complete and make a strong pitch. The cover letter should include all these details:

- Author(s): Full contact details (email, institutional address, telephone number, etc.) of all authors listed including who the corresponding author will be [full name(s) written as First Name then Last Name]. Understand the differences between lead author and co-author(s). Lead-author: who has done most of the research and writing; Co-author: Has collaborated with the lead author and contributed some parts.
- A brief explanation of your article's relevance and impact.
- Disclosure of whether you have published this study previously elsewhere or if it is in consideration by another journal.
- Disclosure of any commercial or financial relationship that may be viewed as any potential conflict of interest.
- A brief statement explaining why the journal should publish your study.

(Refer to sample available at <https://horizon-jhssr.com/download.php>).

2) Declaration form

Do not forget to complete the declaration form and submit it along with your manuscript. Sign the declaration that your manuscript is original, you have NOT published this study previously elsewhere in any language and is not under concurrent consideration elsewhere at the time of submitting it to Horizon.

3) Referral form

The authors are strongly recommended to complete the "Reviewers Suggestion" form along with the manuscript during submission. Authors should suggest up to 3 names of potential reviewers experts in the subject area of the manuscript, and are not the co-authors listed in the manuscript submitted. The suggested reviewers may be from any part of the world. The journal is not, however, bound by these suggestions.

4) Language and flow

A well-written manuscript has greater chances of acceptance. Some tips:

- Avoid long, complicated sentences; keep it simple. Your sentences should be understandable.
- Your ideas should flow smoothly.
- Use correct terminology, avoid excessive jargon and grandiose language.
- Make sure there are no grammatical mistakes.
- It is highly recommended to approach an editing service for help with polishing your manuscript. The journal has a long-term proven affiliation with a good certified editor at Beyond Proofreading Services PLC.

You may contact **Dr. Brown at Beyond Proofreading**, beyondproofreading@gmail.com at your own discretion.

Language Accuracy

JHSSR **emphasizes** on the linguistic accuracy of every manuscript published. Articles must be in English and they must be competently written and argued in clear and concise grammatical English. Contributors are strongly advised to have the manuscript checked by a colleague with ample experience in writing English manuscripts or a competent English language editor.

Author(s) **should provide a certificate** confirming that their manuscripts have been adequately edited. A proof from a certified editing service should be submitted together with the cover letter at the time of submitting a manuscript to Horizon.

All editing costs must be borne by the author(s). This step, taken by authors before submission, will greatly facilitate reviewing, and thus publication if the content is acceptable.

Refer to JHSSR's **MANUSCRIPT FORMAT GUIDE** at <https://horizon-jhssr.com/online-submission.php>

Editorial process

Authors are notified with an acknowledgement containing a *Manuscript ID* upon receipt of a manuscript, and upon the editorial decision regarding publication.

JHSSR follows a **double-blind peer-review process**. Authors are encouraged to suggest names of at least three potential reviewers at the time of submission of their manuscript to Horizon using the **Referral form**. The editors are not, however, bound by these suggestions.

The Journal's peer-review

In the peer-review process, three referees independently evaluate the scientific quality of the submitted manuscripts.

Peer reviewers are experts chosen by journal editors to provide written assessment of the **strengths** and **weaknesses** of written research, with the aim of improving the reporting of research and identifying the most appropriate and highest quality material for the journal.

The Review process

What happens to a manuscript once it is submitted to *Horizon*? Typically, there are seven steps to the editorial review process:

1. The Journal's chief executive editor and the editorial board examine the paper to determine whether it is appropriate for the journal and should be reviewed. If not appropriate, the manuscript is rejected outright and the author is informed. Linguistically hopeless manuscripts will be rejected straightaway (e.g., when the language is so poor that one cannot be sure of what the authors really mean).
2. The chief executive editor sends the article-identifying information having been removed, to three reviewers. Typically, one of these is from the Journal's editorial board. Others are external specialists in the subject matter represented by the article. The chief executive editor requests them to complete the review in three weeks.

Comments to authors are about the appropriateness and adequacy of the theoretical or conceptual framework, literature review, method, results and discussion, and conclusions. Reviewers often include suggestions for strengthening of the manuscript. Comments to the editor are in the nature of the significance of the work and its potential contribution to the literature.

3. The chief executive editor, in consultation with the Editor-in-Chief, examines the reviews and decides whether to reject the manuscript, invite the author(s) to revise and resubmit the manuscript, or seek additional reviews. Final acceptance or rejection rests with the Editor-in-Chief, who reserves the right to refuse any material for

publication. In rare instances, the manuscript is accepted with almost no revision. Almost without exception, reviewers' comments (to the author) are forwarded to the author. If a revision is indicated, the editor provides guidelines for attending to the reviewers' suggestions and perhaps additional advice about revising the manuscript.

4. The authors decide whether and how to address the reviewers' comments and criticisms and the editor's concerns. The authors return a revised version of the paper to the chief executive editor along with specific information describing how they have answered the concerns of the reviewers and the editor, usually in a tabular form. The author(s) may also submit a rebuttal if there is a need especially when the author disagrees with certain comments provided by reviewer(s).
5. The chief executive editor sends the revised paper out for re-review. Typically, at least one of the original reviewers will be asked to examine the article.
6. When the reviewers have completed their work, the chief executive editor in consultation with the editorial board and the Editor-in-Chief examine their comments and decide whether the paper is ready to be published, needs another round of revisions, or should be rejected.
7. If the decision is to accept, an acceptance letter is sent to all the author(s), the paper is sent to the Press. The article should appear in print in approximately three months.

The Publisher ensures that the paper adheres to the correct style (in-text citations, the reference list, and tables are typical areas of concern, clarity, and grammar). The authors are asked to respond to any minor queries by the Publisher. Following these corrections, page proofs are mailed to the corresponding authors for their final approval. At this point, **only essential changes are accepted**. Finally, the article appears in the pages of the Journal and is posted on-line.

SUBMISSION OF MANUSCRIPTS

Owing to the volume of manuscripts we receive, we must insist that all submissions be made electronically using the **online submission system™**, a web-based portal. For more information, go to our web page and [click "Online Submission"](#).

Please do **not** submit manuscripts to the Editor-in-Chief or to any other office directly. All submissions or queries must be directed to the **Chief Executive Editor** via email to CEE.horizon@gmail.com

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Do not raise the bar unnecessarily by exaggerating requirements for successful publication, but rather encourage young researchers to try and experiment. Researchers can raise their ambition level through gained experience.

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Vol. 6 (2) Dec. 2024

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FOREWORD

Editor's Foreword and Introduction to Vol. 6 (2) Dec. 2024

Welcome to the **concluding regular** issue of Horizon Journal of Humanities and Social Sciences Research (JHSSR) for 2024. JHSSR (eISSN 2682-9096) is a peer-reviewed, open-access journal committed to delivering innovative research to both academia and practicing professionals. Independently owned and published by BP Services, we operate on a **not-for-profit** basis to benefit the global social science community. [Find out more here.](#)



Inspire the World, Build Better Research

This edition presents a diverse collection of **7 hand-picked articles**, each contributing unique perspectives and rigorous research to their respective fields.

This edition presents a diverse compilation of seven articles,

The issue begins with a review by Kingsley Chukwudike Ugwoke, *“Empowering Learning: The Numbered Heads Together Strategy for Inclusive Science Education.”* This paper champions the Numbered Heads Together strategy as an innovative pedagogical method that enhances science education by fostering collaborative brainstorming, building student confidence, and identifying varied learning abilities. It advocates for a shift from traditional, teacher-centric approaches to more engaging, student-centered learning environments.

This edition features two original research articles. First, Osasohan Agbonlahor et al.’s *“Unprecedented Times: Assessing Impacts of the COVID-19 Pandemic on College Students’ Academic Experiences and College Life”* employs multi-campus survey data and regression analyses to investigate the pandemic’s effects on key aspects of the college experience, revealing significant challenges and exacerbating pre-existing inequalities.

Second, Ta Thi Lan Khanh and Vo Thanh Tuyen’s *“Cross-National Labor Migration Between Korea and Vietnam: A Policy Perspective”* offers a policy analysis of labor migration between South Korea and Vietnam, elucidating the impact of governmental interventions on labor mobility and bilateral relations, and providing insights into socio-economic implications and demographic trends.

Professor Devinder Singh Chahal’s theological analysis, *“Satguru Revealed: Exploring the Aad Guru Granth Sahib and the Connection to Jesus,”* examines the significance of “Satguru” in Sikh scripture. The study

explores the meanings and implications of “*Satguru*” in the *Aad Guru Granth Sahib* and its relation to Jesus Christ.

Turning to contemporary social issues, Neelam Shah’s opinion piece, “*Cyberbullying in Contemporary Media Culture: An Opinion Piece*,” addresses the pervasive problem of cyberbullying on social media. The article explores the psychological reasons behind bullying behavior and its impact on victims’ mental health and well-being, advocating for increased awareness and proactive intervention strategies.

Finally, this issue includes two conceptual papers: “*Education for Students: A Socio-Cultural Perspective*” by Hoàng Ngọc Sơn and Trần Thị Vân Dung, and “*Some Solutions to Improve Communication and Intercultural Skills in Teaching Vietnamese to Foreigners*” by Trần Thị Vân Dung. Both these papers address important considerations to improve Vietnamese education.

This issue of *JHSSR* presents valuable insights across diverse disciplines. We invite readers to engage critically with these articles and share these resources with colleagues and students, fostering further research and discussion. We hope this diverse collection of research enriches your understanding and inspires further inquiry in the fields of humanities and social sciences.

As we celebrate the journal’s accomplishment of surpassing **1,298 submissions**, with only *244 accepted* and published, we acknowledge the rigorous standards maintained in the review process. This high acceptance rate reflects our commitment to ensuring the publication of high-quality research that aligns with the journal’s scope and contributes significantly to the academic community.

Our Quality

All the papers except the book-review published in this edition underwent a rigorous yet relatively rapid **double-blind peer-review process** involving a minimum of three reviewers comprising internal as well as external referees, which translates to benefits such as timeliness of publication, widespread dissemination, high visibility, and likelihood of high citations and broader impacts. This was also to ensure that the quality of the papers justified the high ranking of the journal, which hopes to be one at par with one of the renowned and heavily-cited journals not only by authors and researchers in Malaysia and America but by those in other countries around the world as well.

While I hope this issue will have particular appeal to new readers across this region and beyond, I am confident that the articles published will raise interest among our regular readership of scholars and postgraduate students elsewhere, thanks to the relevance and diversity of contributions on a region whose future bears central importance to us all.

I would also like to express gratitude to all the contributing authors for their trust, patience, and timely revisions, who have made this issue possible, as well as the reviewers and editors for their professional contribution. Last but not least, the assistance of the journal’s editorial office in Texas, particularly Jessica Whitsitt, Lucy Fernandez, and Judy Meester—my adorable assistants, is greatly appreciated.

The Editorial Board of *JHSSR* welcomes your contributions and looks forward to many years of fruitful research to come. We continue to welcome submissions in all fields of humanities and social sciences. Horizon *JHSSR* is currently accepting manuscripts for its **2025 issues** based on original qualitative or quantitative

research that opens new areas of inquiry and investigation. Empirical articles should demonstrate high rigor and quality. Original research collects and analyses data in systematic ways to present important new research that adds to and advances the debates within the journal's fields. The editors hope that the authors publishing in this journal can support the noble cause of JHSSR in reaching its goals.

JHSSR also invites call for proposals for **2025-26 Special Issues**. Our journal aims to provide a platform for researchers and technical experts to publish original papers, reviews and communications on all aspects of humanities and social sciences research. We strive to maintain a high standard of scientific objectivity, and we ensure that all submitted articles undergo a stringent yet relatively rapid double-blind peer-review process, which translates to benefits such as timeliness of publication, widespread dissemination, high visibility, and likelihood of high citations and broader impacts. Alongside a mission-driven Editor-in-chief, the globally diverse Editorial Board works with prominent scientific community to create a fast moving and rigorous editorial reviews. JHSSR follows code of conduct stipulated by the Committee on Publication Ethics (COPE). Proposals can be submitted directly via email to cee.horizon@gmail.com

Let me conclude by saying that with the publication of this issue, we are now completing six years of continuous and successful scholarly publication of Horizon JHSSR. Changing publishing norms and expectations have given rise to a new wave of publishing standards that we'll be riding into 2025 soon and beyond. I am confident that the upcoming year will bring yet another challenging year of emerging scholarly articles.

Only time will tell what the next decade has in store, but one thing for sure is we will likely see greater innovation in all areas of scholarly publishing with emphasis on A.I. If you are observing other scholarly publishing trends, please do share your thoughts with the [Chief Executive Editor](#)!

Thank you for your continued support. We hope you find these articles thought-provoking and valuable in your academic pursuits, and look forward to further enriching the scholarly discourse in future issues.

Best regards,

Chief Executive Editor

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Empowering Learning: The Numbered Heads Together Strategy for Inclusive Science Education

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ABSTRACT

Inclusive education is increasingly recognized as essential in catering to the diverse needs of students, including those with learning disabilities. Effective teaching strategies that accommodate all students, regardless of their abilities, are necessary to enhance understanding and academic performance in subjects like Basic Science and Technology. This study explores the implementation of the Numbered Heads Together (NHT) strategy, a collaborative learning technique designed to actively engage all students in the classroom. The NHT strategy was applied in both inclusive and non-inclusive classrooms, focusing on its impact on the comprehension of scientific concepts among students with and without learning disabilities. The findings suggest that the NHT strategy significantly improves the teaching and learning process. It not only enhances the understanding of scientific concepts but also boosts the academic performance of students, particularly those with learning disabilities. The strategy's collaborative nature ensures that every student participates actively in the learning process, thereby fostering a more inclusive educational environment. The results underscore the importance of adapting curriculum designs to meet the needs of a diverse student population. Incorporating strategies like NHT in lesson plans can lead to better educational outcomes for all students. Teachers play a crucial role in recognizing the needs of students with learning disabilities and ensuring that their teaching methods are inclusive. This paper recommends the integration of the NHT strategy into lesson plans in inclusive classrooms. Additionally, the provision of adequate assistive devices, tools, and instructional facilities in primary, secondary, and tertiary schools is essential to support the development of necessary skills for students with and without disabilities.

Keywords: Academic Performance, Basic Science and Technology, Collaborative Learning, Inclusive Education, Learning Disabilities, Numbered Heads Together (NHT), Science Education, Teaching Strategies.

1. INTRODUCTION

In Nigeria today, Science is seen as one of the most difficult aspects of specialisation for majority of students, but seemingly appears difficult for students with learning disabilities. The ascertainment is true because of the understanding of principles that reflect conceptual relationships between concepts, and theoretical nature inherent in scientific concepts and processes. The phobia it creates among students may be due to poor teaching

method, poor classroom engagement, teacher-student relation, poor teaching facilities and study habit among others (Uwakwe, Nwajiuba & Ogunj, 2018). Umezulike and Umezulike (2024) citing Ntibi and Edoho (2017) perceived that the reason why subjects as being difficult is as a result of lack of sound knowledge at the basic level. Basically, teaching conventional teaching strategies that are predominantly used by basic science teachers' such as the normal chalkboard and talk learning approaches,

problem-solving had not fruitfully yield the expected learning outcomes to basic science students' more especially in an inclusive classroom where learning disability students' are identified. It is for this reason that this paper intends to refocus on the Numbered Head Together (NHT) strategy for the teaching of basic science and technology to elementary school pupils in Nigeria.

According to Suresh (2021), basic science is the set of fundamental ideas used in science and technology, It is an elementary school subject that infuses relevant contents from Learning about our environment, Living and non-living things, understanding basic technology as well as you and energy.

Learning of basic science concepts by disability students' encompasses a lot more of learning pedagogy that will enable the learner self evaluate what was being taught in the classroom. A more realistic and tested corporative learning pedagogy is one developed by Spencer Kagan, the Numbers-Head-Together (NHT) strategy. According to Ganiyu (2023), it includes incorporation of students to survey the illustration covered and check how they might interpret example contents through numbering, addressing, heads together and replying, NHS holds each student accountable for learning the materials. By having students work together in groups, the teacher asks question and the students' work together to answer it. Pupils are divided into groups and each pupil gives a number (from one to the maximum number in each group). The teacher poses a question and students put their heads together to figure out answer. The strategy ensures that each pupils/students knows the answer to the teacher's problem or questions by having them work together in groups. All team members are very interested, because no one knows the number/alphabet the teacher will eventually call.

Concept of inclusiveness education classroom for teaching and learning

The concept of education inclusiveness can be viewed in three stages: segregation, integration and education inclusiveness (Ugwuanyi, 2024).

First, the segregation stage - This is the provision of education for children with various disabilities in separate institutions called special schools.

Second, Integrated stage - This is the provision of education in a mainstream school but for a certain number of hours when it is beneficial to them. That is to say that integrated education could take place with special units situated at the mainstream school.

Third, education inclusiveness stage - This emerged as a response to criticism of the first two.

Therefore, the concept of education inclusiveness classroom is a type of formal education classroom aimed

at accepting all children especially marginalised ones in mainstream schools irrespective of their background. However, it is believed that the school system and culture must change to accomodate the learning disabilities children through the adapting the Numbered Head Together (NHT) strategy to enhance effective teaching and learning of Basic Science and Technology in an inclusive classroom.

Learning Disabilities and types

Learning disabilities (LD) are defined as a group of neurological disorders that affect a person's ability to receive, process, store and respond to information (Khobragade, 2024). The Learning Disabilities Association of Ontario (2016) sees learning disabilities as an impediment in the acquisition and use of the following essential skills such as oral language, reading, writing, and mathematics. This paper sees LD as a neural disorder that affect individual basic educational learning skills.

Murtaza (2018) pointed out that the most common are reading, writing and math disabilities. He asserted that reading disability is a language-based learning disability called dyslexia; students have difficulties with spelling and decoding skills, recognizing words, and comprehending text. Writing disability is referred to as Dysgraphia, such as forming letters or words or writing within a defined space. This also includes difficulties with spelling, semantic memory, morphological awareness, grammatical structures, organizing information, putting thoughts on paper, or working memory. Math learning disabilities are known as Dyscalculia. Peoples with dyscalculia have difficulty understanding mathematical concepts and computation. This disability is closely related to problems of working memory and problem solving (Khobragade & YeshwantMahanvidyalaya, 2024).

This three LD poses significant challenges for teachers, who are responsible for remediating the weaknesses of students with LD, and for supporting them through the use of accommodations and modifications to the curriculum.

Murtaza (2018) asserted that by adopting social model approach teachers' can help students with multiple LD by removing barriers through assistive technology and accommodations.

In the same vein, Khobragade and YeshwantMahanvidyalaya (2024) revealed that there are three main factors contributing to learning difficulty in children, namely as:

1. Genetic factors – This is an inherited LD from parents who carry certain genetic mutations or variations, such as the Down syndrome and Fragile X syndrome.

2. Environmental factors – This is as a result of prenatal exposure to drugs or alcohol, poor nutrition during pregnancy, or complications during child birth. Also, exposure to lead, mercury and certain pesticides may increase the risk of learning disabilities.
3. Brain differences – This is the differences in brain structure and function that support language processing.

What is the Numbered-Head-Together Learning Strategy?

According to Ganiyu (2023) defined the Numbered-Head-Together Learning Strategy (NHT) as a strategy where learners are numbered and grouped so as to execute a task. The students engage all their efforts and skills to execute specific learning goals. NHT is one of over 100 cooperative learning structures developed by Spencer Kagan and associates (Kagan & Kagan, 2009). Kagan's structural model is based on four basic principles:

1. positive interdependence,
2. individual accountability,
3. equal participation, and
4. simultaneous interaction.

Like all Kagan structures, NHT requires teachers to break their classes into small, heterogeneous learning teams; provide students with structured opportunities to work collaboratively; and use common goal and reward structures to prompt and support positive interpersonal interactions.

Hunter, Maheady, Jasper, Williamson, Murley and Stratton (2015) categorised four primary components of NHT as: (1) small, heterogeneous learning teams; (2) structured roles within teams; (3) interdependent group contingencies; and (4) recognition for collective student effort. Specific procedural steps for using NHT with fidelity are included in Appendix 1. (For purposes of brevity, only the standard version of NHT is described here.) Initially, students are placed in small, hetero-geneous learning teams, preferably with four members. Teams are formed systematically and are heterogeneous in terms of gender, ethnicity, and achievement (Kagan & Kagan, 2009). Typically, they include at least one high-, one average-, and one low-performing student, who sit at common tables or desk "clusters" during teacher-led instruction. By having students work together in groups, the teacher asks question and the students work together to answer it. Pupils are divided into groups and each pupil gives a number (from one to the maximum number in each group). The teacher poses a question and students put their heads together to figure out answer. The strategy

ensures that each pupils/students knows the answer to the teacher's problem or questions by having them work together in groups. All team members are very interested, because no one knows the number/alphabet the teacher will eventually call. Students engaged in NHT strategy are socially and intellectually active. Within teams, students follow structured roles and responsibilities. Take for instance, first, assigned numbers from 1 to 4. Next, each student should be given a dry-erase board (i.e., response card), markers, and a cleaning cloth. When teachers' direct questions to the class (e.g., "What will happen when we combine vinegar and baking soda?") students write down their responses and "belly up" their boards (i.e., hold cards close to their stomach). When all team members have written responses, they turn over their boards, "put their heads together" (i.e., share information, tutoring if necessary), agree on the best team response, and ensure that all team members know the answer(s). Teachers then randomly call a number from 1 to 4 (e.g., spin a spinner), and all students with that number must stand or raise their hands to respond. Teachers then pick one or all of those students to respond.

Other students are then asked whether they agree with the responses (e.g., "How many number 4s agree?") and/or whether they can "add to" what was given. Teachers provide positive and/or corrective feed-back, and students give one another "team cheers" for doing a good job. Boards are wiped clean until another question is asked and the same process is repeated.

According to Hunter *et al.* (2015), that questions should not be limited to factual knowledge. That teachers can ask students to use information to solve problems, compare and contrast phenomena, provide applications, and/or analyze and summarize knowledge. NHT can be used at the beginning of class to activate students' prior knowledge, during class to maintain active student engagement and assess understanding, and/or at the end of lessons to review the most important big ideas.

Adapting the Numbered Head Together (NHT) strategy in teaching Basic Science and Technology for students with learning disabilities

According to Adejoh and Sambo (2011), Basic science and technology remains an indispensable tool for scientific and technological development. And that individuals who are literate in basic science and technology and have acquired the useful skills, knowledge and attitudes can transform the society scientifically and technologically. The learning of basic science concepts by students with disabilities encompasses a broader range of pedagogical approaches, enabling learners to self-evaluate what has been taught in the classroom. A more realistic and tested corporative learning pedagogy

is one developed by Spencer Kagan, the Numbers-Head-Together (NHT) strategy. According to Ganiyu (2023), it includes incorporation of students to survey the illustration covered and check how they might interpret example content through numbering, addressing, heads together and replying. NHT strategy holds each student accountable for learning the materials. The strategy encourages interdependence because they can help each other find the right answer and explain it to each other. Additionally, individual accountability was emphasized because each member must be prepared to represent the team. Since each member has the opportunity to respond to the question, the NHT strategy ensures that everyone participates equally. It likewise improves synchronous communication since every one of the individuals set out to really concentrate to proffer answer for the inquiry. NHT strategy help students learn in a fun, dynamic, and creative way that is easy to understand. It expands rivalry and participation among students. NHS provides opportunities for practice, rehearsal, and content material discussion. Ganiyu (2023) citing Wahyudin (2017), Nuryamisi (2016), and Alifiani (2017) and Muryanti (2016) opined that NHT strategy can be utilized at any stage of the educational process, including elementary junior high and senior high school.

Teaching Basic Science and Technology to educable learning disability pupils

Research indicates that pupils with educable learning disability can acquire the knowledge and skills of science (Dominica, 2012). According to Murtaza (2018), educational professionals have a responsibility in an understanding of the learning process for students with LD. This understanding will improve the opportunities for students with LDs to finish their formal science education and to be better prepared to cope with the demands of the selecting science careers. It is important to mention here that barriers to success for students with LD do not rest entirely on the shoulders of students with LD as learners but the barriers have also been created in the school environments due to the way the academic courses in general, and science courses in particular, have been taught in high schools. Despite the fact that, there has been much time and energy invested in developing better and more efficient teaching strategies to help students with LD to become competent science learners, but then again, these strategies need to be chosen or formulated in a manner that is relevant to the resources and realities of the 21st -century science learner.

2. Special Education Methods

Special needs education is intended to ease the learning of those who, for some reasons, need some

support and adaptive teaching methods in order to actively participate and meet the learning goals.

Special Education methods are those modified to accommodate students with special needs or persons with learning disabilities like the blind, deaf and dumb, physically challenged or deformed. Others according to Positive Action (2021) include: difficulty in organizing information, speaking, reading, spelling and writing; also, mental health disorders such as mood, psychotic, eating or personality disorders.

Students with specific learning disabilities despite of their normal intelligence, facing basic cognitive deficits due to mainly dysfunction of working memory. This causes difficulty in the organization of information received, such as remembering and using them. Lytra & Drigas (2021). English (2018), conducted research to identify, monitor and evaluate student learning, while focusing on design, inquiry processes, reasoning, reproductive skills and Science Technology Engineering and Mathematics (STEM) - based conceptual development. The four-year study incorporated the four STEM disciplines with an emphasis on design. The research involved 34 students between the 3rd and the 6th grade. The Fancy Feet activities, as tend to be called, included activities requiring students explore first their shoe numbers by measuring their feet, as well as the sizes and characteristics of their shoes, to finally experiment with the materials built, so that they determine their properties. Following to exploring the role of shoe design, they designed and created their own pair of shoes. Research highlighted the last element of the activity, the design and construction of students' shoes. Students appeared to use design strategies, sketching their shoe designs, via testing, redesigning and improving them, to manage develop their own design goals and limitations.

Developing Interest of SNC Learners in the product of Basic Sciences

The aim of science is to create interest and produce knowledge to understand and explain some aspects of the world around us. Some of the key scientific products that are used daily include electricity, transportation through automobiles or trains, soap or detergents, clean drinking water, home and other buildings. Some examples of these products include microwave ovens, welding equipment and medical supplies. A scientific product is a result of the efforts of many scientists because without those historic steps to get more complex idea could not have appeared as a product which have reduced travel time a lot and safe such as travelling in trains and so on. Again, the daily use of soaps and detergents for cleaning ourselves, clothes and instruments are common examples (Maikano, 2024).

Arousing Pupils attitude in Basic Science and Technology among the learning disabilities students

Pupils with educable intellectual disability experience challenges in higher intellectual functioning like observation, thinking, decision making, analysing and problem solving which limits their general life functioning. Knowledge and skills gained from basic science and technology will most certainly develop in them scientific thinking through practice with activities involving these higher intellectual functioning skills, resulting in more productive living. Practical aspects of the subject usually focus on pupils' ability to observe, manipulate, classify, measure, recall, and to make intelligent guesses. These skills once mastered are indispensable tools for everyday life.

Some specific topics like living and non-living things teach about basic functioning in life. Practical sessions involve manipulation of specimen with an aim to identifying aspects of their life and making deductions. Basic Science and technology involve thinking, honesty, curiosity, and questioning. These activities promote a scientific attitude in pupils which can be transferred to life outside the classroom. Pupils are empowered with personal skills that they use to express and share points-of-view, solve problems, and make decisions based on evidence (Howard, 2013).

Basic science and technology emphasize a hands-on and minds-on approach to learning with active involvement of the pupils and interaction with real materials as much as possible. This enhances the pupils' ability to practice problem-solving skills, develop positive science attitudes, learn new science content, and increase their scientific literacy. Less important is the memorization of specialized terminology and technical details. Emphasis should be on understanding of important relationships, processes, mechanisms, and applications of concepts. Assessments should test pupils' ability to explain, analyze, and interpret scientific processes and phenomena more than their ability to recall specific facts. Scientifically literate pupils understand the basic concepts and processes and can apply them in real life situations which will possibly enhance independence.

Basic Science offers pupils the ability to access a wealth of knowledge and information which will contribute to an overall understanding of how and why things work like they do. They are able to use this knowledge to understand new concepts, make well-informed decisions and pursue new interests (Centre for Education in Science and Technology, 2008). It also aims at having the pupils' curiosity broadened and developing certain scientific ways of thinking in children as they work for example, being open-minded, not jumping to conclusions, curiosity, ability to think critically and so on.

With practice, pupils grow in their ability to use these tools and can apply them in daily living.

Implication of using NHT strategy in teaching students of learning disabilities in an inclusive classroom

The NHT strategy might be especially useful for students with more severe physical or communication disabilities who participate in cooperative learning groups within inclusive environments. Because each group is allowed time to discuss questions as a small group and because every group member may be randomly called on to answer the teacher's question, students without disabilities or with more moderate disabilities are required to ensure that a student with more significant disabilities also understands and can present the group's answer as all group members are accountable. In addition, this group time allows students with assistive physical and/or communication needs the time necessary to record their answers on an assistive communication device, ensuring their full participation.

3. CONCLUSION

Teaching Basic Science to children with disabilities alongside their able-bodied peers in the same classroom environment requires effective teaching strategies to foster collaborative learning. The Numbered Heads Together (NHT) teaching strategy has been adapted to ensure active participation and to meet the diverse learning needs of students with various disabilities in an inclusive education setting. By employing NHT, Basic Science teachers can increase student engagement, enhance interpersonal relationships, and improve learning outcomes for both students with disabilities and their peers. Ultimately, adapting NHT for special needs education can significantly enhance the teaching and learning of Basic Science and Technology concepts, promoting self-reliance and survival skills essential for the 21st century.

Recommendations

The following recommendations are made:

1. The teacher should recognize the children with learning disabilities, so as to structure his NHT teaching strategies such that will stimulate interest for sustainable science and technological development.
2. There should be adequate assistive devices, tools and instructional facilities in primary, secondary and tertiary schools to enhance the quality of skills needed by students with and without disabilities.

3. The regular school teachers should be retrained for inclusion to acquire a variety of teaching strategies and know when and how to utilise them effectively in the classroom.
4. The government should match emphasis on science and technology education with adequate resource allocation and appropriate teacher motivation for sustainable development in science and technology. A reflection of this in the annual budget is expected to be the first positive step.
5. Government should intensify the retraining workshops, sponsoring basic science and technology teachers to conferences and seminars to up-date their knowledge, which will keep them informed with the changing educational reforms across the globe. This could be organized at local, state, and federal levels.

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RESEARCH ARTICLE

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Unprecedented Times: Assessing Impacts of the COVID-19 pandemic on College Students' Academic Experiences and College Life

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ABSTRACT

Introduction: The COVID-19 pandemic brought unprecedented disruption to higher education, affecting students' academic experiences and overall college life. This study aims to assess the multifaceted impacts of the pandemic on six key aspects of students' academic journeys: academic focus, graduation, college life, pursuit of higher education, job search difficulties, and job loss. By identifying the challenges faced by students, especially those from vulnerable backgrounds, the study provides insights to guide institutional support and policy interventions. **Methods:** Data for this study were collected through a multi-campus online survey administered to college students. The survey responses were analyzed using a series of regression models to identify the relationships between key variables and the impacts of the COVID-19 pandemic. Specific attention was given to factors such as family financial stability, emotional support, internet access, and demographic characteristics like minority status. **Results:** The analysis revealed that students from financially disadvantaged families and those lacking emotional support experienced more severe disruptions to their academic progress. Limited access to reliable internet and difficulties with remote learning were linked to reduced academic focus, delays in graduation, and hindrances to higher education pursuits. Students also faced heightened job search challenges and job loss. Relocation during the pandemic negatively influenced academic performance and employment prospects, with minority students encountering disproportionate challenges across multiple dimensions, including academics, graduation, and employment. **Discussion:** The findings highlight the compounded effects of the COVID-19 pandemic on students' academic experiences, particularly for those from vulnerable backgrounds. Financial hardship, emotional isolation, technological limitations, and displacement had a cascading impact on students' educational and career pathways. These results emphasize the need for targeted institutional support, such as financial aid, mental health resources, and enhanced access to digital learning tools, to mitigate future disruptions of this nature. **Conclusion:** The COVID-19 pandemic had far-reaching effects on students' academic experiences and life trajectories, disproportionately affecting students from marginalized groups. By understanding these impacts, educational institutions can develop more inclusive policies to address disparities in access, support systems, and employment outcomes. This study offers crucial guidance for policymakers and higher education administrators to better prepare for future crises.

Keywords: COVID-19, pandemic, college students, academic experiences, college life, academic success

1. Introduction

In March 2020, the World Health Organization (WHO) declared the COVID-19 outbreak a global pandemic. As a result, many residential students in the United States were required to vacate their campus housing, while most universities had to transition their courses to an online delivery format (Binkley, 2020; Crawford et.al 2020; Lamidi et.al 2024). The shift away from a structured classroom environment had a significant impact on students' ability to stay focused and motivated, exacerbating issues of inequality (Gillis & Krull, 2020). Students faced numerous challenges while participating in virtual learning, including limited access to computers, unreliable internet connections, lack of private spaces, and the additional responsibilities of caring for sick family members (Gelles et.al 2020). Furthermore, many students had to return home and adapt to different circumstances for their academic work compared to pre-pandemic times. During the pandemic, students encountered difficulties such as finding caretakers for their young children during online classes, dealing with distractions and noise from household members, and lacking suitable rooms/spaces for virtual learning in their homes (Gillis & Krull, 2020). These challenges significantly reduced their ability to focus on course material, comprehend information, and actively participate in meaningful class discussions.

The COVID-19 pandemic presented numerous challenges for college students, impacting their academic experiences and well-being (Kaur & Bhatt, 2020; Mohan, 2020). Understanding these experiences and their effects is crucial for developing strategies to mitigate the negative consequences and support students during these unprecedented times. This study employs Glover et al.'s (2020) conceptual framework to address the equity harms of COVID-19. By analyzing the data collected from three different institutions, this study aims to shed light on the specific issues faced by students and contribute to efforts in mitigating the inequities exacerbated by the pandemic.

Analyses of the effects of COVID-19 on college students have predominantly focused on the psychological and other health impacts. The profound disruptions caused by the pandemic have led to increased attention on mental health challenges, anxiety, depression, and stress experienced by college students (Soria & Horgos, 2021). While these studies have shed light on the emotional toll of the pandemic, there is a need to broaden the understanding of its impact by considering social and academic outcomes as well.

Recent research (e.g., Aucejo et al., 2020, Kecojevic et al., 2020, Reyes-Portillo et al., 2022, and Soria & Horgos, 2020) have started to explore the broader implications of COVID-19 on college students. For instance, research conducted by Kecojevic et al. (2020) indicated that the most reported academic difficulties during the pandemic were the ability to focus on schoolwork, reported by 74% of students, and general adjustments to online learning (59%). Additionally, students faced financial hardships due to job loss, obstacles to degree completion and thesis development, worsened mental health issues, and food and housing insecurity (Soria & Horgos, 2020). The social distancing requirements and stay-at-home policies implemented during the pandemic also contributed to feelings of isolation and loneliness among college students (Aristovnik et al., 2020; Lederer et al., 2021). Many students who had secured internships experienced cancellations, leading to a loss of income. Aucejo et al. (2020) found that 13% of students had their internships canceled due to the pandemic, 29% experienced unemployment, and 61% had a family member who suddenly became unemployed. These studies provide descriptive accounts of the challenges faced by students, including limited access to resources, remote learning difficulties, and disrupted social interactions. However, there remains a gap in the literature when it comes to a comprehensive examination of various dimensions, such as academic success, graduation rates, aspirations for higher education, and job loss during the pandemic.

To address this gap, the present study aims to contribute to the existing literature by delving into the multifaceted experiences of college students during the COVID-19 pandemic. Specifically, the study investigates the impact of the pandemic on academic success, perceived likelihood of graduation, aspirations for higher education, and job loss. By focusing on these key areas, a more comprehensive understanding of the consequences of the pandemic on college students can be gained. Data for this research was collected from colleges located in the Midwest, South, and Pacific Northwest regions of the United States. By including institutions from different geographic locations, the study aims to capture a diverse range of experiences and provide a broader perspective on the effects of COVID-19 on college students.

2. Theoretical Framework

This study incorporates multiple theoretical frameworks to provide a comprehensive understanding of the factors influencing student persistence and adaptation

during the COVID-19 pandemic. The interrelationships among the different theoretical frameworks are represented in Figure 1. Tinto's (1975) Model of student persistence, Schlossberg's (1981) transition theory, and Glover et al.'s (2020) conceptual framework for mitigating the equity harms of COVID-19 serve as the theoretical foundation for this study.

Tinto's (1975) model seeks to understand the factors that influence students' decisions to persist or withdraw from college. It emphasizes two key principles: academic integration and social integration, which are mutually reinforcing and contribute to student persistence. Students are more likely to persist when they are both academically and socially integrated into the formal and informal systems of the institution. Tinto argues that successful interactions with the academic and social aspects of college life leads to integration and persistence. Academic integration is measured by factors such as personal development, academic self-esteem, grades, and enjoyment of the subject matter. Social integration is evaluated through personal relationships on campus, connection to academic departments, and overall satisfaction with the academic environment. Tinto's original model establishes a link between the college environment and student retention rates, suggesting that students who adapt effectively to the institutional context are more likely to persist academically and socially (Tinto, 1975).

The COVID-19 pandemic presented a significantly different environment and college experience for students, disrupting both the academic delivery system

and personal relationships on campus. Consequently, the alignment of students with this new environment has become vital in determining their academic experiences. Building upon Tinto's model, this study incorporates not only individual student characteristics such as gender, race/ethnicity, sexual orientation, marital status, presence of children in the household, and mother's education level but also considers the impact of residential moves during the COVID-19 pandemic and support from family and friends as indicators of social integration during this unique period.

Schlossberg's (1981) transition theory provides valuable insights into understanding and navigating various life transitions. Schlossberg (1981) defines transition as any event or non-event that brings about changes in an individual's relationships, routines, assumptions, or roles. According to this theory, individuals navigate transitions by utilizing their strengths and managing their challenges. Schlossberg's transition theory has proven effective in understanding and supporting individuals during times of change since its initial publication in 1981. The theory has further evolved into a framework that facilitates comprehension of the coping mechanisms necessary for navigating transitions in adulthood. Therefore, Schlossberg's transition theory was chosen as the applicable framework for studying the transition of students from on-campus to virtual learning during the COVID-19 pandemic, as it provides a flexible structure for understanding the impact of such a significant lifestyle change on students' academic experiences and college life.

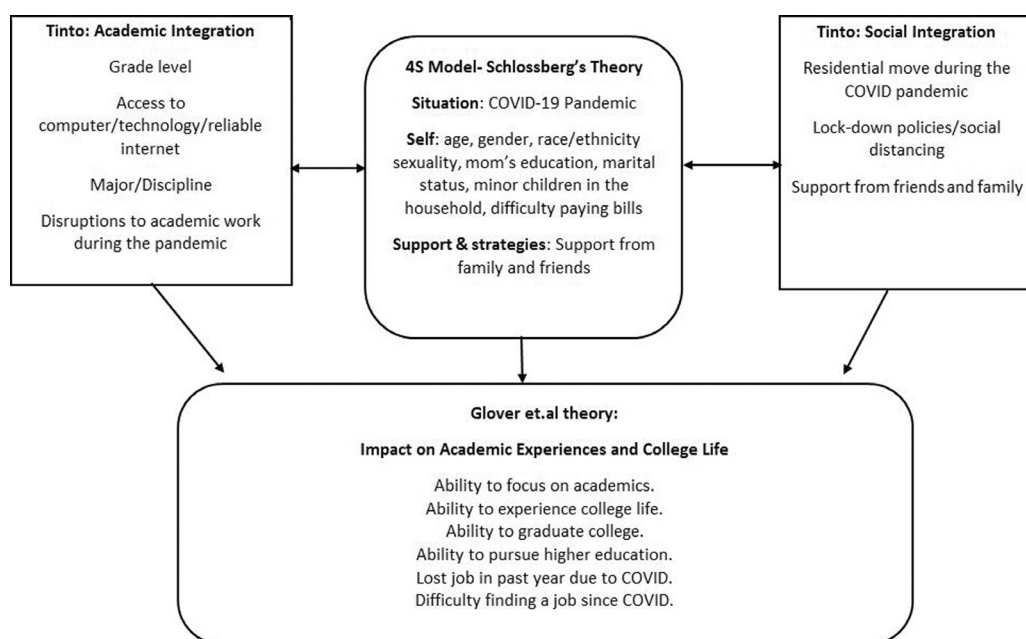


Figure 1. Conceptual Framework for Assessing Impacts of the COVID-19 Pandemic on College Students' Academic Experiences and College Life.

Source: Agbonlahor, Lamidi, Gibbs, and Nash (2024).

The 4S model of negotiating transition, proposed by Schlossberg (1981), consists of four factors: situation, self, support, and strategies. These factors contribute to an individual's coping mechanisms during a transition. The situation factor refers to the circumstances individuals encounter during a transition. In the context of our study, it encompasses the significant changes students faced during the COVID-19 pandemic, particularly the abrupt shift from on-campus learning activities to online education and the implementation of lockdown policies. The sudden disruption of established routines and the need to adapt to a new mode of learning presented significant challenges for students. The situation factor recognizes the importance of understanding the specific context in which a transition occurs and how external factors can impact individuals' experiences.

The self-factor examines how personal experiences and individual characteristics influence the transition process. It takes into account demographic factors and unique situations that impact individuals. Demographic factors, such as age, gender, socioeconomic status, sexuality, and previous educational experiences, can shape individuals' reactions and responses to the transition. For example, students from low-income backgrounds may face additional financial challenges during the pandemic, which can impact their ability to access resources and support for successful online learning. The support factor refers to the available assistance that helps individuals navigate the transition successfully. The support factor recognizes the importance of assistance and resources available to individuals during a transition. It includes various types of support, such as academic support services, counseling services, peer support networks, and family support. Adequate support can help individuals navigate the uncertainties and difficulties associated with the transition. In the case of the COVID-19 pandemic, these include the provision of virtual academic support services, online counseling, and community-building initiatives to help students adapt to the new learning environment and maintain a sense of connection and belonging. Lastly, the strategies factor focuses on the coping strategies individuals employ to manage the transition effectively. These strategies may include seeking information and guidance, setting goals and priorities, problem-solving, seeking social support, and utilizing personal strengths and resources.

In addition to Tinto and Schlossberg's theory, the study also incorporates the conceptual framework proposed by Glover et al. (2020) to examine the equity harms of COVID-19. Glover et al. (2020) assert that COVID-19 policies may disproportionately harm individuals who were already marginalized, oppressed, or disenfranchised prior to the pandemic. Their model incorporates

demographic predictors to investigate how COVID policy interventions affect individuals, groups, and the resulting social inequalities. According to this perspective, lockdown policies have had a disproportionate impact on vulnerable populations, exacerbating pre-existing inequities and potentially creating new ones. By considering demographic predictors, such as gender, race/ethnicity, socioeconomic status, and other intersecting identities, the framework sheds light on how the pandemic's policies and disruptions may have disproportionately affected certain groups. For example, stay-at-home or shelter-in-place policies may have limited the ability of college students from low-income backgrounds to work and earn wages at their pre-pandemic rates, which could have adverse effects on their academic outcomes.

In conclusion, the combination of Tinto's Model, Schlossberg's transition theory, and Glover et al.'s conceptual framework provides a robust theoretical foundation for understanding the complexities of student persistence, adaptation, and equity during the COVID-19 pandemic. Taken together, these theories highlight several factors that are likely to have impacted college students' academic experiences and college life. These include family socioeconomic status, residential move during COVID-19 pandemic, transition to remote learning (including internet access), social support from friends and family, and individual characteristics such as race/ethnicity, college major, and presence of minor children in the household. By incorporating these frameworks, the study aims to shed light on the challenges faced by students, identify effective interventions, and promote equitable opportunities for all students.

3. Methods

The data for this study was obtained from an online survey conducted among college students to investigate their experiences during the COVID-19 pandemic. The survey was administered to students enrolled at the University of Colorado Colorado Springs (UCCS), St. Mary's University (StMU) in Texas, and Southern Oregon University (SOU) in Spring 2021. Between April 2021 and May 2021, students from these institutions were invited to participate in the survey, which was hosted on Qualtrics.

The survey was sent out to all students at UCCS and StMU, while at SOU, it was sent to a specific survey randomly selected panel of students. The three institutions included in the study vary in size, with UCCS having a student population of approximately 12,000, StMU around 3,500, and SOU enrolling about 4,000 students. Additionally, they are located in different regions, with UCCS and SOU in the western region and StMU in the Southwest. However, all three institutions have a diverse

representation of minoritized student populations. StMU is designated as a Hispanic-serving institution (HIS) by the U.S. Department of Education. Furthermore, all three institutions offer both undergraduate and graduate education. The analytic sample for this study comprised 2,466 students with valid responses on all the variables included in the analysis, with 1,871 students from UCCS, 396 from StMU, and 199 students enrolled at SOU.

This study aims to assess the impact of the COVID-19 pandemic on six key aspects of students' academic experiences and college life. Approximately a year into the pandemic, we analyzed how COVID-19 affected students' ability to: [1] focus on their academics, [2] experience college life, [3] graduate college, [4] pursue higher education, [5] experience job loss, and [6] face difficulties in finding a job. While the survey included other areas of impact such as housing situations and internet access, these six factors are considered central to college students' experiences and are also areas of concern for college administrators.

The main independent variables included in the analysis were difficulty paying bills by respondents' family (had difficulty = 1, no difficulty=0), residential move during COVID-19 pandemic (moved=1, did not move=0), COVID-19 impacted on internet access (Yes=1, No=0), COVID-19 impacted on remote learning (Yes=1, No=0), needed more emotional support than received during the pandemic (Yes=1, No=0), mom's education (no college degree=1, college degree or higher=0), sexual orientation (non-heterosexual=1, heterosexual/straight=0), race/ethnicity (non-Hispanic white as reference, non-Hispanic black, non-Hispanic Asian, Hispanic, and non-Hispanic others), college major (STEM=1, others=0), and co-residence with minor children (no children present=0, children present=1). Other predictors include gender (female=1), age (in years), relationship status (single=1, married/cohabiting=0), and college grade level (freshman as reference, sophomore, junior, senior, and graduate). We included a variable indicating the college campus where students were enrolled (UCCS, StMU, and SOU).

We used logistic regression to predict the likelihood of students reporting COVID-19 impact on their ability to focus on academics, experience college life, graduate college, and pursue higher education (Thomas & Heck, 2001). We also predicted the likelihood of reporting job loss and difficulty finding a job within the first year of COVID-19. Logistic regression allows researchers to determine the best combination of variables that predict an outcome by estimating the odds probability of the dependent variable occurring as the values of the independent variables change (Thomas & Heck, 2001). The six outcome variables (ability to focus on academics, graduate college, experience college life, finding a job,

and job loss in the past year) were regressed on the set of independent variables.

Overall, this study sheds light on the effects of the COVID-19 pandemic on college students' academic experiences and provide valuable insights for college administrators and policymakers.

4. Results

Descriptive Results

Table 1 presents the descriptive statistics for all students within the analytical sample. The results suggest that COVID-19 was most impactful on students' ability to focus on their academics and their ability to experience college life; close to three-quarters of students reported being impacted in those two areas. Substantial shares of students also reported COVID-19 impacts on their ability to graduate college (9%) and to pursue higher education (15%). College students were not immune to the economic impacts of COVID-19. At least one out of every four students surveyed experienced job loss within the first year of COVID-19 pandemic and more than half (56%) reported difficulty finding a job.

The college students sampled in this study appear economically disadvantaged even before COVID-19; 60% were from families with some level of difficulty paying their bills. More than half (52%) experienced residential instability during the pandemic, and 42% had mothers or mother figures with no college degree. Seventeen percent (17%) of the students reported that their internet access was adversely affected by COVID-19, while 33% indicated that the pandemic had a negative impact on their remote learning experience. Additionally, a significant majority (64%) expressed the need for greater emotional support than what they received during the pandemic. One out of every four students in our sample identified as a sexual minority (Gay, Lesbian, Bisexual, Pansexual or other category), 42% were non-whites, 23% were in STEM majors, and 30% lived with minor children. The sample consists of 67% female students, with an average age of 25, and most were single. Undergraduates accounted for about 79% of our sample and 76% of the students were enrolled at UCCS.

Family socioeconomic indicators and impacts of COVID-19

Table 2 present the results of the logistic regression models predicting the likelihood of reporting the six COVID-19 impacts covered in this study – ability to focus on academics, ability to experience college life, ability to graduate college, ability to pursue higher education, job loss, and difficulty finding a job. Compared to students whose families had no difficulty paying bills, students from families experiencing difficulty paying their bills were

Table 1. Descriptive Statistics for Dependent and Independent Variables (n = 2,466)

<i>Variable</i>	<i>Mean</i>	<i>SD</i>	<i>Min</i>	<i>Max</i>
<i>Dependent variables</i>				
Effect on ability to focus on academics	0.732		0	1
Effect on ability to experience college	0.743		0	1
Effect on ability to graduate college	0.086		0	1
Effect on ability to pursue higher education	0.148		0	1
Lost job in past year due to COVID-19	0.263		0	1
Difficult to find job since COVID-19	0.562		0	1
<i>Independent variables</i>				
Had difficulty paying bills	0.602			
Residential move during COVID-19	0.523		0	1
COVID-19 impacted internet access	0.174		0	1
COVID-19 impacted ability to use remote learning	0.333		0	1
Needed more emotional support than received	0.639		0	1
Mom's education				
College degree or higher	0.394		0	1
No college degree	0.421		0	1
Unknown mom's education	0.185		0	1
Non-heterosexual	0.247		0	1
Race/ethnicity				
Non-Hispanic White (%)	0.582		0	1
Non-Hispanic black (%)	0.040		0	1
Non-Hispanic Asian (%)	0.051		0	1
Hispanic (%)	0.269		0	1
Non-Hispanic other (%)	0.058		0	1
STEM major	0.232		0	1
One or more minor children in the household	0.305		0	1
Gender				
Male	0.308		0	1
Female	0.668		0	1
Other	0.025		0	1
Age	25.087	8.106	17	68
Single (Not married or cohabiting)	0.666		0	1
Grade level (%)				
Freshman	0.146		0	1
Sophomore	0.148		0	1
Junior	0.250		0	1
Senior	0.241		0	1
Graduate	0.214		0	1
College campus (%)				
UCCS	0.759		0	1
StMU	0.161		0	1
SOU	0.081		0	1

Source: A multi-campus survey of college students' experiences during COVID-19

significantly more likely to report on five out of the six impacts. Specifically, students from financially constrained families were more likely to have the pandemic impact their ability to focus on academics (OR = 1.43, $p < 0.001$), graduate college (OR = 1.20, $p < 0.001$), pursue higher

education (OR = 1.48, $p < 0.01$), more likely to have lost job in the past year due to COVID-19 (OR = 2.02, $p < 0.001$), and had difficulty finding a job since COVID-19 (OR = 2.32, $p < 0.001$). Similarly, relative to students with college educated moms, students whose moms did

Table 2. Logistic Regression Models for COVID-19 Impacts on College Student's Experiences (n = 2,466)

Independent Variable	Effect on ability to focus on academics	Effect on ability to experience college	Effect on ability to graduate college	Effect on ability to pursue higher education	Lost job in past year due to COVID-19	Difficult to find job since COVID-19
Focal independent variables						
Had difficulty paying bills	1.422*** (0.142)	1.130 (0.123)	1.997*** (0.363)	1.479** (0.196)	2.018*** (0.215)	2.313*** (0.210)
Residential move during COVID (Did not move = 0)	1.033 (0.106)	1.214 (0.133)	1.094 (0.176)	1.290* (0.163)	1.515*** (0.154)	1.627*** (0.149)
COVID-19 impacted internet access	1.267 (0.191)	1.356 (0.212)	1.889*** (0.349)	1.012 (0.156)	1.161 (0.150)	1.419** (0.183)
COVID-19 impacted ability to use remote learning	1.309* (0.143)	1.042 (0.119)	1.286 (0.204)	2.269*** (0.276)	1.245* (0.128)	1.166 (0.112)
Needed more emotional support than received during COVID-19	2.359*** (0.237)	1.574*** (0.172)	2.528*** (0.479)	1.793*** (0.250)	1.179 (0.125)	1.666*** (0.156)
Mom's education (College degree or higher = 0)						
No college degree	0.968 (0.108)	0.861 (0.102)	1.696** (0.306)	1.341* (0.179)	1.135 (0.124)	1.032 (0.103)
Unknown mom's education	0.985 (0.136)	1.068 (0.162)	1.649* (0.368)	1.022 (0.186)	1.131 (0.155)	1.063 (0.135)
Non-heterosexual	1.027 (0.125)	1.011 (0.131)	1.597** (0.274)	1.305 (0.179)	1.398** (0.155)	1.333** (0.145)
Race/ethnicity (Non-Hispanic White = 0)						
Non-Hispanic Black	1.296 (0.339)	0.862 (0.223)	1.358 (0.481)	0.728 (0.249)	1.492 (0.354)	1.899** (0.458)
Non-Hispanic Asian	0.514** (0.106)	1.145 (0.274)	1.010 (0.369)	0.536 (0.195)	1.040 (0.237)	2.056*** (0.436)
Hispanic	0.998 (0.131)	0.850 (0.117)	1.064 (0.214)	1.071 (0.166)	1.124 (0.141)	0.977 (0.114)
Non-Hispanic other	0.974 (0.203)	1.006 (0.218)	1.615 (0.433)	1.639* (0.365)	1.183 (0.239)	1.064 (0.202)
STEM major	1.328* (0.150)	0.855 (0.101)	1.198 (0.198)	1.022 (0.136)	0.959 (0.103)	1.080 (0.107)
Minor children in the household (No children = 0)	1.010 (0.111)	0.747* (0.087)	1.254 (0.212)	0.922 (0.124)	0.983 (0.108)	0.969 (0.097)
Other predictors						
Gender (Male = 0)						
Female	1.144 (0.123)	0.931 (0.109)	0.418*** (0.068)	0.646*** (0.085)	1.068 (0.118)	0.849 (0.084)
Other	1.103 (0.400)	0.791 (0.303)	0.484 (0.221)	1.098 (0.376)	0.632 (0.210)	0.795 (0.245)
Age	0.963*** (0.007)	0.944*** (0.007)	1.006 (0.012)	1.009 (0.009)	0.972** (0.009)	0.984* (0.007)
Single (Married or cohabiting = 0)	0.950 (0.110)	1.538*** (0.176)	0.994 (0.171)	0.834 (0.114)	0.959 (0.108)	1.273* (0.133)
Grade level (Freshman = 0)						
Sophomore	1.657** (0.311)	0.468** (0.114)	2.288* (0.899)	0.615* (0.143)	1.158 (0.203)	0.792 (0.131)
Junior	1.452* (0.110)	0.493** (0.110)	2.769** (0.110)	0.704 (0.110)	1.173 (0.110)	0.747 (0.110)

Independent Variable	Effect on ability to focus on academics	Effect on ability to experience college	Effect on ability to graduate college	Effect on ability to pursue higher education	Lost job in past year due to COVID-19	Difficult to find job since COVID-19
Senior	(0.241) 1.524*	(0.112) 0.438***	(1.024) 5.134***	(0.145) 1.150	(0.192) 1.638**	(0.113) 0.938
Graduate	(0.259) 1.101	(0.099) 0.197***	(1.840) 4.670***	(0.227) 1.044	(0.268) 1.069	(0.145) 0.576**
College campus (UCCS = 0)	(0.205) 1.859***	(0.047) 2.047***	(1.808) 0.481**	(0.239) 1.090	(0.212) 0.570***	(0.101) 1.345*
StMU	(0.322) 1.006	(0.376) 1.206	(0.131) 1.076	(0.201) 1.053	(0.091) 1.080	(0.192) 0.942
SOU	(0.182) 1.957*	(0.236) 18.304***	(0.281) 0.006***	(0.222) 0.058***	(0.187) 0.204***	(0.155) 0.586
Constant	(0.566) 1.957*	(6.131) 18.304***	(0.003) 0.006***	(0.021) 0.058***	(0.065) 0.204***	(0.160) 0.586

Source: Source: A multi-campus survey of college students' experiences during COVID-19; standard errors in parentheses; *** p<0.001, ** p<0.01, * p<0.05

not graduate college were more likely to report that the pandemic affected their ability to graduate college (OR = 1.70, $p < 0.01$), and to pursue higher education (OR = 1.34, $p < 0.05$).

Pandemic challenges and impacts of COVID-19

In line with Glover et al.'s (2020) framework to address the equity harms of COVID-19, students who experienced residential instability during the pandemic were also significantly more likely to report COVID-19 impacts on their ability to pursue higher education (OR = 1.29 $p < 0.05$), job loss (OR = 1.52 $p < 0.001$), and problems finding a job since COVID-19 (OR = 1.63 $p < 0.001$). Similarly, students who required more emotional support than they received during the pandemic were more likely to report on five out of the six impacts. Specifically, students who lacked sufficient emotional support during the pandemic were more likely to have COVID-19 impact their ability to focus on academics (OR = 2.36, $p < 0.001$), experience college life (OR = 1.57, $p < 0.001$), graduate college (OR = 2.53, $p < 0.001$), pursue higher education (OR = 1.79, $p < 0.001$) and encounter difficulties in finding a job since COVID-19 (OR = 1.67, $p < 0.001$). The study found that students whose internet access was impacted by COVID-19 were more likely to report that the pandemic affected their ability to graduate college (OR = 1.89, $p < 0.001$) and difficulty in finding a job (OR = 1.42, $p < 0.05$). Additionally, students who experienced challenges with remote learning due to COVID-19 were more likely to report that the pandemic affected their ability to focus on their academics (OR = 1.31, $p < 0.05$), ability to pursue higher education (OR = 2.30, $p < 0.001$), and job loss in the past year (OR = 1.25, $p < 0.05$).

Student characteristics and impacts of COVID-19

Non-heterosexual students were more likely than those identifying as straight to report COVID-19 impacts on their ability to graduate college (OR = 1.60, $p < 0.01$), job loss (OR = 1.40, $p < 0.01$), and problems finding a job since COVID-19 (OR = 1.33, $p < 0.01$). Although Asian students were less likely to have their academic focus impacted by COVID-19, Black and Asian students were almost twice as likely as their White counterparts to report difficulty finding a job during COVID-19. Perhaps because some of their courses required hands-on approach such as in laboratories, students in STEM majors were significantly more likely to report COVID-19 impact on their ability to focus on academics (OR = 1.33, $p < 0.05$). Students living with minor children were significantly less impacted by COVID-19 in their ability to experience college life (OR = 0.75, $p < 0.05$).

Other significant predictors of COVID-19 impacts in this study include gender, age, relationship status, grade level, and college campus. Relative to males, female students were significantly less likely to report COVID-19 impacts on their ability to graduate college (OR = 0.50, $p < 0.001$) and to pursue higher education (OR = 0.69, $p < 0.01$). The likelihood of reporting COVID-19 impact on ability to focus on academics, ability to experience college life, and on job loss declines significantly with increasing age of students. Single students, relative to those who were married or cohabiting, were significantly more likely to report COVID-19 impact on their college life (OR = 1.54, $p < 0.001$) and difficulty finding a job (OR = 1.27, $p < 0.01$). Regarding college grade level, sophomore, junior, and senior students were significantly more likely than freshmen to report their academic focus and ability to

graduate as impacted by COVID-19. However, freshmen seem more significantly impacted by COVID-19 in their ability to experience college life. In terms of the institution attended, students at StMU may have experienced COVID-19 differently than UCCS students; they were significantly more likely to report impact on their academic focus (OR = 1.86, $p < 0.001$), ability to experience college life (OR = 2.05, $p < 0.001$), and difficulty finding a job (OR = 1.35, $p < 0.05$). UCCS students were, however, significantly more likely than StMU students to report COVID-19 impact on their ability to graduate college (OR = 0.56, $p < 0.05$) and job loss within the first year of COVID-19 (OR = 0.59, $p < 0.01$).

5. Discussion

The contemporary portrait of the collegiate population indicates an increasing diversity with a growing number of nontraditional students. These students are typically older, balancing work and familial responsibilities, and many are students of color and first-generation (Bill and Melinda Gates Foundation, 2020; Higher Learning Advocates, 2018). Amidst these demographic changes, higher education faces challenges such as transition and adaptation to college, class attendance, college student learning environments, as well as the overall mental and social well-being of students (Bowman, 2010; Conley et al., 2020; Mahalik, 2020; Maryanti et.al, 2020). These experiences were further intensified in the spring of 2020 with the onset of the Coronavirus pandemic (COVID-19), which dealt a catastrophic blow to colleges and universities. The pandemic has exacerbated the college students' experiences, leaving them feeling dejected that personal milestones and dreams have been left unachieved (Lederer et al., 2021). According to Peltier et al. (2000), "students' college experience in or outside of the classroom...is fundamental to their well-being and success." Therefore, within this context, colleges and universities are left to tackle the question of how COVID-19 has impacted college students' experiences.

This study confirms Glover et al.'s theory that COVID-19 exacerbated pre-existing inequalities. Students from families facing financial difficulties and those with mothers who have less than a college education experienced more adverse effects during the pandemic. Moreover, our findings highlight the disproportionate impact on minoritized student populations, including non-heterosexual students and Black students. These students faced greater challenges in their ability to focus on academics, graduate college, pursue higher education, and were more likely to experience job loss or encounter difficulties in finding employment during the COVID-19 pandemic. Recognizing the disparities faced by various student populations, it is crucial for universities

to develop targeted support programs tailored to the needs of economically disadvantaged backgrounds, first-generation college students, racial and ethnic minorities, LGBTQ+ students, and other marginalized groups.

Additionally, the study aligns with Tinto's (1975) and Schlossberg's (1981) theories. Consistent with Tinto's theory, our results demonstrate that students who had limited integration within the online college environment during the pandemic were more susceptible to negative impacts from COVID-19. Specifically, students whose internet access and remote learning experiences were impacted by COVID-19 reported more significant effects on their academic experiences. Furthermore, in line with both Schlossberg and Tinto's theories, students who lacked sufficient emotional support were also more heavily impacted across the six measured areas.

To address the challenges many students faced in focusing on academics during the pandemic, universities should provide resources and support systems to help students maintain their academic engagement. This can include virtual study groups, academic coaching, and online workshops on time management and study skills. As the pandemic forced a shift to online learning, universities should invest in improving the quality of virtual education. This may involve faculty training in effective online teaching methods, ensuring accessibility and inclusivity in online course materials, and incorporating interactive elements into virtual classrooms to promote student engagement.

Financial challenges were widespread among students due to job loss and economic uncertainty during the pandemic. Universities should consider implementing financial assistance programs and emergency grants to support students during such challenging times. Recognizing the social distancing requirements and isolation experienced by students, universities should prioritize building virtual and in-person communities. This can involve organizing virtual social events, student organizations, mentorship programs, and providing opportunities for peer support. Creating a sense of belonging and connection is crucial for student well-being and academic success, particularly during uncertain times.

Unsurprisingly (given the disproportionate impacts of COVID on disadvantaged groups), more than half of the students (52%) experienced residential instability during the pandemic. Residential instability can significantly impact a student's ability to focus on their academics, maintain their well-being, and engage fully in their educational experience. Universities could establish housing support and stability programs to assist students who are facing or at risk of residential instability. These programs can include initiatives such as emergency

housing assistance and collaboration with local housing agencies or community organizations to offer rental assistance programs specifically tailored to students.

Additionally, it is essential for universities to conduct ongoing research and assessment to monitor the impact of the pandemic on students' experiences and well-being. Research and assessment studies can provide valuable insights for designing targeted interventions and adapting support strategies as needed. By implementing these recommendations, universities and student affairs professionals can effectively support students during and beyond the COVID-19 pandemic, ensuring their well-being, academic success, and sense of belonging within the university community.

It is important to acknowledge the limitations of this study, including potential selection bias, the cross-sectional nature of the data, and limited generalizability. The study is also unable to capture the impacts of grades/GPAs and COVID-19 infections (of respondents and family members) on these outcomes. Nonetheless, the study sheds light on the effects of the COVID-19 pandemic on college students' academic experiences and provide valuable insights for college administrators and policymakers.

Our findings have important implications for policy development in higher education, particularly regarding crisis response and student support. Based on our analysis, we recommend several key policy solutions:

First, institutions should implement flexible academic policies that account for diverse student circumstances, including adjusted attendance requirements, flexible assessment methods, and modified progression criteria. Second, we recommend developing comprehensive emergency response protocols that include financial assistance programs, particularly for students facing economic hardships. Third, institutions should invest in robust virtual learning infrastructure while ensuring equitable technology access across student populations.

Additionally, our findings suggest the need for enhanced support services. This includes expanding mental health resources with both remote and in-person options, creating early warning systems to identify struggling students, and developing targeted support programs for marginalized populations. Housing stability programs should also be established, given our finding that 52% of students experienced residential instability during the pandemic.

These policy recommendations aim to address both immediate crisis response and long-term institutional preparedness. By implementing these solutions, institutions can better support students during future disruptions while promoting more equitable educational outcomes.

Future Research

Our findings have raised important questions about the long-term effects of COVID-19 on college students, particularly in terms of persistence, retention, and overall well-being. However, given the cross-sectional nature of our data, there is a need for further research to delve deeper into these areas and provide a comprehensive understanding of the challenges faced by students. Future studies should prioritize investigating the long-term academic, career, and mental health outcomes of minoritized students and other marginalized groups who experienced disproportionate impacts during the pandemic. By examining the lasting effects on their educational trajectories, career prospects, and psychological well-being, we can gain insights into the necessary interventions and support programs needed to ensure their long-term success.

Secondly, future research should employ mixed-methods approaches to capture both broad patterns and individual experiences. While our quantitative analysis revealed important trends, incorporating qualitative interviews would provide deeper insights into students' lived experiences during the pandemic. This could help identify specific challenges and coping strategies that might not be captured in survey data alone.

Moreover, there is a critical need to explore the intersectional experiences of students from multiple marginalized identities. Intersectionality recognizes that individuals possess various intersecting social identities, such as race, gender, sexuality, and socioeconomic status, which shape their unique experiences and challenges. Research should focus on understanding the compounded effects of these intersecting identities on students' academic and personal lives. For instance, investigating the experiences of students of color or low-income first-generation students can shed light on the specific barriers they face and inform the development of more targeted and inclusive support initiatives.

Additionally, assessing the effectiveness of existing policies and interventions in addressing disparities and supporting marginalized student populations is crucial. It is essential to evaluate the implementation and impact of financial assistance programs, housing stability initiatives, and other support measures to determine their efficacy. By conducting rigorous assessments, we can identify areas for improvement, refine existing strategies, and allocate resources more effectively. This will ultimately contribute to the development of evidence-based policies that better address the needs of marginalized students.

Furthermore, exploring the role of technology and virtual platforms in supporting students' academic success and well-being is an emerging area that warrants

attention. As the pandemic accelerated the adoption of online learning and remote support systems, it is crucial to assess the effectiveness of these virtual resources. Future research should examine the quality of virtual education, accessibility of online course materials, and the impact of virtual engagement on student outcomes. This knowledge will inform best practices for online teaching, student support, and the creation of inclusive virtual learning environments.

6. Conclusion

The COVID-19 pandemic has fundamentally altered the landscape of higher education, with particularly significant impacts on already vulnerable student populations. Our study reveals that these impacts extend beyond immediate academic concerns to affect students' broader educational trajectories and career prospects. The disproportionate effects on students from economically disadvantaged backgrounds, those lacking adequate emotional support, and minoritized populations highlight the urgent need for targeted interventions and systemic change in higher education.

The findings underscore the importance of developing comprehensive crisis response frameworks that prioritize equity and accessibility. Educational institutions must implement flexible academic policies, enhance support services, and strengthen virtual learning infrastructure while ensuring equitable access to resources. Additionally, the development of early warning systems and targeted support programs for marginalized populations should be prioritized to prevent the exacerbation of existing educational disparities during future crises.

For policymakers and higher education administrators, our findings provide crucial guidance for institutional preparedness. The high prevalence of residential instability, technological barriers, and emotional support needs among students suggests that comprehensive support systems must extend beyond traditional academic services. Future policy development should focus on creating resilient institutional structures that can adapt to crises while maintaining educational quality and accessibility for all students.

In conclusion, the COVID-19 pandemic had far-reaching effects on students' academic experiences and life trajectories, disproportionately affecting students from marginalized groups. By understanding these impacts, educational institutions can develop more inclusive policies to address disparities in access, support systems, and employment outcomes. This study offers crucial guidance for policymakers and higher education administrators to better prepare for future crises.

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Cross-National Labor Migration Between Korea and Vietnam: A Policy Perspective

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ABSTRACT

Introduction: Globalization has led to a significant increase in international labor migration, particularly in Asia, where migration and investment have surged since the 1990s. As countries adopted open policies and actively integrated into the global economy, Vietnam and South Korea emerged as key players. Both nations, with their comprehensive partnerships, substantial labor forces, and notable investment flows, exemplify this trend. **Methods:** This article employs a policy analysis approach to examine the evolution of labor migration policies in Vietnam and South Korea. The analysis focuses on governmental initiatives and regulatory frameworks designed to improve the conditions for their citizens' participation in the global labor market. **Results:** The findings reveal that both Vietnam and South Korea have implemented significant policy changes to enhance their labor migration systems. These adjustments include the development of more robust legal frameworks, the establishment of bilateral agreements, and the creation of supportive environments for labor migrants. The policy improvements have facilitated increased labor mobility, enhanced protections for migrant workers, and strengthened the bilateral relations between the two countries. **Discussion:** The policy shifts in Vietnam and South Korea demonstrate the importance of government intervention in facilitating labor migration. By proactively adapting their policies to the demands of globalization, both countries have successfully positioned themselves as key participants in the international labor market. However, challenges remain, including ensuring equitable treatment for migrant workers and addressing the socio-economic impacts of migration on both sending and receiving countries. **Conclusion:** In conclusion, the evolution of labor migration policies in Vietnam and South Korea highlights the critical role of governmental action in shaping international labor mobility. As globalization continues to drive migration trends, ongoing policy refinement will be essential to optimizing the benefits of labor migration for both countries and their citizens.

Keywords: International Labor Migration, Globalization, Vietnam, South Korea, Labor Policies, Bilateral Agreements, Migrant Worker Protection, Policy Analysis.

1. INTRODUCTION

In the era of globalization, international labor migration has emerged as a widespread and increasingly

critical phenomenon. Examining labor migration between Vietnam and South Korea is particularly significant due to its multifaceted implications.

First, from a perspective of urgency, labor migration between the two nations has grown substantially since the establishment of diplomatic ties in 1992. South Korea has become a vital labor market for Vietnam, employing over 23,000 Vietnamese workers (OECD, 2023), while Vietnam serves as an appealing destination for more than 27,000 South Korean workers (Ministry of Labor, Invalids, and Social Affairs, 2022). Second, in terms of practical implications, this study offers valuable insights into the patterns and dynamics of labor migration, facilitating the development of effective management strategies and promoting bilateral cooperation in labor and migration policy. Third, from a policymaking standpoint, the analysis of migration policies sheds light on existing management frameworks and strategies, maximizing the socio-economic benefits associated with migration. Finally, regarding prospects for bilateral collaboration, this research contributes to the formulation of sustainable policies, strengthens the labor legal framework, and fosters the comprehensive strategic partnership between the two countries.

Consequently, this study not only advances academic discourse but also provides substantial practical relevance by informing policy development and addressing labor resource needs across sectors and demographic groups, aligning with the developmental and integration priorities of Vietnam and South Korea.

2. THEORETICAL FRAMEWORK

Push-Pull Theory

In the context of transnational labor migration between Vietnam and South Korea, particularly under the regulation of organized migration programs such as the Employment Permit System (EPS), numerous theoretical frameworks have been developed to explain this phenomenon. These theoretical approaches encompass both classical and contemporary perspectives on international migration.

The principal theoretical frameworks include: (1) Lee's (1966) Push-Pull Factors Theory, (2) Zelinsky's (1971) Mobility Transition Theory, (3) Taylor's (1986) Migrant Networks Theory, and (4) the Transnational Social Spaces Theory proposed by Pries (1999) and Faist (2000). Concurrently, theories from an economic perspective have contributed significant approaches, including: Lewis's (1940) Classical Theory, Harris and Todaro's (1970) Neo-classical Theory, and Piore's (1979) Dual Labor Market Theory.

In this study, the authors employ an analytical framework based on Lee's (1966) push-pull theory to evaluate the impact of migration policies as a bilateral mechanism - functioning simultaneously as both push and pull factors for workers in the context of cross-border

migration between the two nations. Other variables, such as socio-economic conditions, employment opportunities, and income differentials between the two countries, while significant, fall outside the scope of this analysis.

Migrant workers

Foreign workers coming to work in a country are also referred to as "*migrant workers*". According to the Convention adopted by the United Nations General Assembly on December 18, 1990, under Resolution A/RES/45/158, effective from July 1, 2003, the term "migrant worker" refers to a person who is, has been, or will be engaged in remunerated work in a country where they are not a citizen (Article 2, Clause 1). Article 5 of this Convention distinguishes migrant workers and their family members into two categories: (i) Those with legal documents (or lawful); and (ii) Those without documents (or unlawful). Category (i) comprises individuals authorized by a country to enter, stay, and work for remuneration, while category (ii) includes those denied similar rights.

According to Article 2 (2) (g), the 1990 International Convention on the Protection of the Rights of All Migrant Workers and Members of Their Families defines a subgroup of migrant workers known as *specified employment workers* as follows:

- I. Migrant workers sent by employers to work in a country to perform a specific task or duty within a specified or determinable period;
- II. Individuals engaged for a limited or determinable period in a specific job requiring professional, commercial, technical, or high-level skills;
- III. Individuals recruited by employers in their home country to participate for a limited or determinable period in a job that is by nature temporary or short-term, and they are required to leave the country when the authorized residence period expires, or sooner if they no longer perform the task or duty or cease employment.

Two forms of labor migration, *project-tied workers* and *itinerant workers* (Article 2(2) (f) and Article 2(2) (e)), have characteristics similar to specified employment migration but are more specifically regulated concerning the duration and nature of the work of international migrant workers (United Nations General Assembly, 1990).

Regarding residency status, international migrants typically have either permanent settlement or permanent residence status, both of which are recognized by the host country as granting the right to live and work long-term

without citizenship. The condition is that migrants must possess a residence permit, a document issued by the competent authority of the receiving country to a non-citizen, confirming their right to reside in that country for the validity period of the residence permit (International Organization for Migration, 2011).

3. RESEARCH METHODOLOGY

Text and Document Analysis Methodology: The exploration of textual materials and documents derived from esteemed international entities such as the OECD, ILO, and various non-governmental organizations (NGOs) constitutes a valuable approach for accessing comprehensive insights into global trends in labor migration and the frameworks governing labor policies. This methodology facilitates a nuanced examination of existing and evolving policy measures designed to regulate labor environments and labor migration, drawing upon authoritative sources such as legal statutes, governmental reports, and press releases.

Survey Administration and Data Processing: The survey was conducted between November 2023 and January 2024, targeting Korean residents living in District 7 and District 2, Ho Chi Minh City. The research population was based on an estimated 6,804 Korean residents (Thao Dien Ward and Tan Phong Ward, 2023) residing in an area of 823.57 hectares, encompassing the wards of Tan Phong and Thao Dien, with a population density of approximately 8.26 individuals per hectare.

Initially, nearly 500 questionnaires were distributed through both online and paper-based formats. The survey received 341 responses, of which 136 were selected for detailed analysis. The sample size of 378 individuals (Slovin's Formula) was determined based on the total population of Korean residents, employing a simple random sampling method to ensure a 95% confidence level and a 5% margin of error.

The collected data were processed and analyzed using SPSS 20.0 software. This enabled the extraction of relevant findings and detailed statistical interpretations, ensuring the reliability and representativeness of the survey sample.

4. RESULTS AND DISCUSSIONS

4.1. Cooperation Strategies and Factors Promoting Labor Migration between Vietnam and South Korea Events in Diplomacy and Processes Promoting Labor Cooperation between Vietnam and South Korea

As of December 2024, Vietnam and South Korea have signed over 35 agreements across various fields. Notably, in the areas of trade and labor, the Vietnam-Korea Free Trade Agreement (VKFTA), signed on May

5, 2015, and the Employment Permit System (EPS) for foreign workers in South Korea, which officially came into effect on August 1, 2004, are particularly significant. These agreements have facilitated numerous employment opportunities for Vietnamese workers in South Korea. Especially, to comprehensively protect the rights of workers from both countries while working in each other's territories, amidst the increasing numbers of Vietnamese workers in South Korea and South Korean workers in Vietnam. The subsequent event took place on December 14, 2021, in the capital Seoul, witnessed by the Chairman of the National Assembly Vuong Dinh Hue, representing the Governments of Vietnam and South Korea, Minister of Labor, War Invalids and Social Affairs of Vietnam - Mr. Dao Ngoc Dung, and Minister of Health and Social Welfare of South Korea - Mr. Kwon Deok Cheol signed a bilateral agreement on social insurance between Vietnam and South Korea. This marks a new step in cooperative relations to ensure social security for the people of both countries.

The labor cooperation policy between Vietnam and South Korea has been implemented since 1993 and has gone through several stages. Cooperation agreements have been signed multiple times in 2004, 2009, 2013, and 2019.

Most recently, a Memorandum of Understanding (MOU) was signed regarding the dispatch and reception of Vietnamese workers to work in South Korea under the Employment Permit System (EPS) on June 23, 2023. The contents of this MOU also include provisions related to the responsibilities of the dispatching and receiving agencies, dispatch costs, selection procedures, candidate introduction, and contract signing. It also stipulates pre-departure preparations, support during the dispatch and reception of workers, as well as preventive measures and minimization of situations where workers' contracts expire but they do not voluntarily return to their home country. The memoranda of understanding on labor cooperation between Vietnam and South Korea have opened up many job opportunities in South Korea for Vietnamese workers, especially in industries such as manufacturing, shipbuilding, information technology, agriculture, fisheries, tourism, retail services, nursing, and domestic assistance.

International labor agreements between Vietnam and South Korea regarding labor.

In addition to the memoranda and agreements between the two countries, along the trajectory of close cooperation between Vietnam and South Korea, the two countries have also implemented several agreements and labor cooperation programs such as:

Korea-Vietnam Economic Cooperation Program (KOVECO): The KOVECO program is an economic cooperation program between South Korea and Vietnam aimed at promoting economic cooperation between the two countries. The program focuses on various areas such as trade, investment, technology, and infrastructure development. KOVECO provides financial support and consultancy services to businesses from both countries to facilitate the expansion of business operations and investment. Additionally, the program aims to promote cooperation in technology and research development, as well as sustainable infrastructure development in both countries. KOVECO has the potential to generate many economic and social benefits, including enhancing trade, creating employment opportunities, and improving the quality of life for people. Besides focusing on general economic cooperation, KOVECO also provides opportunities for Vietnamese workers to work in South Korea through recruitment and training programs.

Management and Development of Overseas Employment (MDOLE) Program: The MDOLE program is significant in managing and developing labor working abroad. Its main objective is to provide necessary services and support for Vietnamese workers when they work in other countries to ensure fair and safe working conditions. The program focuses on various aspects of labor management, including recruitment processes, training, pre- and post-deployment counseling, as well as addressing issues arising during work abroad. MDOLE also ensures that workers are trained and equipped with the necessary knowledge and skills for their jobs. Moreover, MDOLE supports the establishment of strong cooperation between Vietnam and recipient countries to facilitate and enhance the rights of Vietnamese workers. The program also emphasizes raising awareness and knowledge about labor rights and protection measures when working abroad. MDOLE plays a crucial role in ensuring the rights and safety of Vietnamese workers when working in other countries, contributing to creating a fair and sustainable working environment for them.

Employment Permit System (EPS) Program: The EPS program is established by the South Korean government to manage and administer work permits for foreign workers in South Korea. Its main goal is to provide employment opportunities for foreign workers in South Korea in industries and labor sectors with high demand while ensuring fair and safe working conditions for them. The EPS program applies an approval and licensing system based on the labor needs of businesses in South Korea. Foreign workers wishing to work in South Korea through EPS need to register and participate in the selection process, including competency assessments and technical requirements for each profession. EPS also

provides support and care for foreign workers when they arrive in South Korea, including language and cultural training programs, assistance in finding accommodation and medical issues, as well as resolving issues arising during work. Additionally, EPS ensures that foreign workers receive fair wages and working conditions in compliance with South Korean laws. The program also has control and monitoring measures to ensure compliance by both workers and employers. It can be said that the EPS program is an important mechanism to create work opportunities for foreign workers in South Korea while ensuring fair and safe working conditions for them. This is a government program of South Korea, aiming to recruit foreign workers in industries such as manufacturing, construction, and agriculture. It is also one of the important legal bases supporting Vietnamese workers in South Korea.

Labor Cooperation Agreement between the Ministry of Labor - Invalids and Social Affairs of Vietnam and the Ministry of Labor of South Korea: This is an official agreement between the labor ministries of the two countries aimed at enhancing cooperation and exchanging information on employment and labor management between the two countries. This agreement is an important step in promoting labor cooperation between the two countries. The agreement is signed with the main goal of creating favorable conditions for Vietnamese workers to work in South Korea, while ensuring their rights and fair and safe working conditions. The specific content of this agreement includes provisions and specific measures to protect the rights of Vietnamese workers and enhance cooperation between the two sides. Specifically, the agreement may include provisions on the selection process, training, and licensing for Vietnamese workers, as well as addressing protection and support measures for them when they arrive and work in South Korea. In addition, the agreement may address control and monitoring measures to ensure compliance by both workers and employers, as well as dispute resolution and handling issues arising during work. In summary, the labor cooperation agreement between the Ministry of Labor - Invalids and Social Affairs of Vietnam and the Ministry of Labor of South Korea is an important mechanism to enhance cooperation and protect the rights of Vietnamese workers when they work in South Korea.

4.2. The Outcomes of Labor Migration Flows

Occupational structure of Vietnamese and Korean migrant workers.

- **Vietnamese migrant workers in Korea**

In 2021, the number of new immigrants to South Korea decreased by 6.1% compared to 2020,

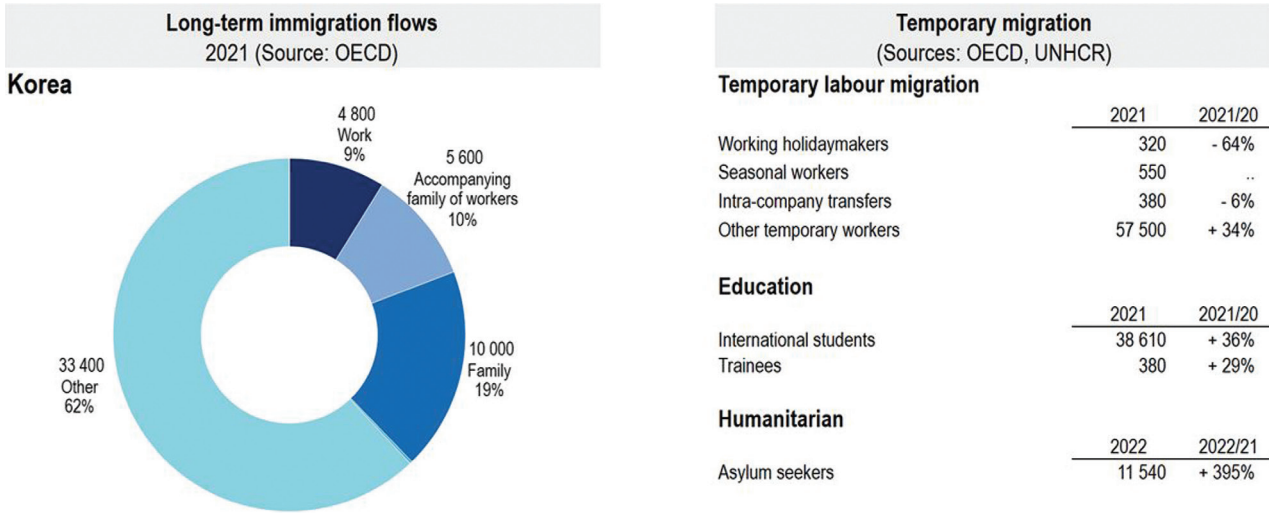


Figure 1. Temporal Evolution of the Composition of Foreign Migrant Workers in South Korea by Type
Source: OECD, 2023.

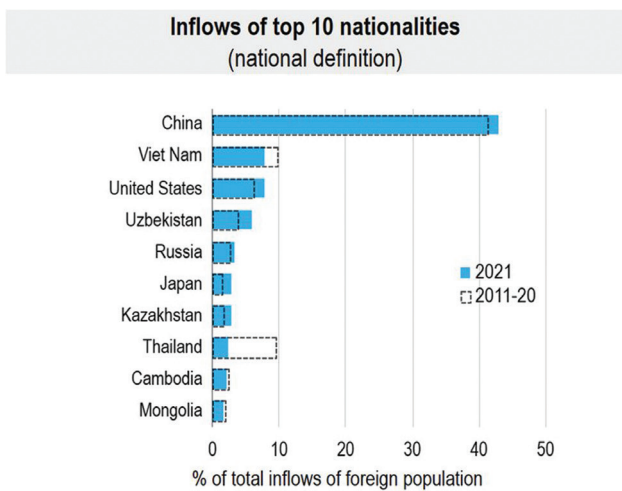


Figure 2. Ranking of the top 10 countries with the highest proportion of workers in South Korea
Source: OECD, 2023.

reaching 54,000 people. Among them, 8.8% were immigrant workers, 28.9% were family members (including accompanying family members), and 0.2% were humanitarian immigrants. Of these, about 39,000 permits were issued to international students at the university level and 59,000 to temporary and seasonal workers. Among them, Vietnam ranked second in terms of the proportion of immigrants to South Korea for labor purposes, following only China. As of May 2023, the number of Vietnamese labor immigrants in South Korea exceeded 23,000, with 19,228 working in the manufacturing sector, 343 in construction, 1,283 in agriculture, and 2,558 in fishing (OECD, 2023).

Based on data provided by the Ministry of Labor, Invalids, and Social Affairs of Vietnam, the demographic composition of Vietnamese labor migrants in South Korea exhibits distinct age group distributions, shaped by various contributing factors (OECD, 2023):

The age bracket spanning from 20 to 34 years old dominates, encompassing approximately 60-70% of the total Vietnamese workforce in South Korea. This demographic segment is characterized by robust health, dynamism, adaptability to novel work environments, and rapid learning capabilities.

Individuals aged between 35 and 49 represent about 25-30% of the workforce. This cohort typically boasts extensive work experience, advanced professional skills, and a level of maturity conducive to employment.

The age cohorts under 20 and over 50 constitute a relatively minor share, accounting for approximately 5-10%.

The composition of age groups among Vietnamese labor migrants in South Korea is heavily influenced by several pivotal factors, including the demand for labor in South Korea, Vietnam’s policies on labor export, and the economic conditions and standards of living in South Korea.

Primarily, South Korea’s demand for labor in sectors such as heavy industries, manufacturing, agriculture, and services accentuates the significance of the 20-49 age group. Individuals within this range typically exhibit robust health and high labor capacity, rendering them preferential candidates in the recruitment process.

Secondly, Vietnam’s policies on labor export, particularly those outlined by governmental directives, incentivize young adults to pursue employment opportunities abroad, notably in South Korea. Consequently, this has bolstered the representation of youthful labor migrants within the Vietnamese workforce in South Korea.

Lastly, economic incentives and living standards in South Korea serve as significant determinants. The

comparatively higher wages and job benefits in South Korea attract many Vietnamese workers, particularly those from economically disadvantaged backgrounds, seeking to enhance their income and living conditions for themselves and their families.

Nevertheless, future trends pertaining to the age composition of Vietnamese labor migrants in South Korea are subject to various influencing factors:

Changes in Vietnam’s domestic population structure may emerge as a pivotal determinant. Presently, the declining proportion of young individuals within Vietnam’s working-age demographic, juxtaposed with the increasing share of elderly citizens, may potentially reduce the influx of young labor migrants to South Korea in the future.

Additionally, shifts in South Korea’s labor demands will exert considerable influence. As South Korea pivots towards advancing high-tech industries, the demand for skilled labor with advanced technical proficiency is anticipated to rise. Consequently, South Korea may increasingly seek Vietnamese workers with elevated qualifications, particularly in fields such as information technology, electronics, and other high-tech sectors.

Lastly, the formulation of governmental policies in Vietnam holds the potential to decisively shape the age composition of Vietnamese labor migrants in South Korea. Policy interventions aimed at either incentivizing or restricting labor exports could significantly impact the preferences and trends within the labor force in the foreseeable future.

In conclusion, the age distribution of Vietnamese labor migrants in South Korea is poised for potential shifts driven by factors including demographic changes, shifts in labor demand, and governmental policies. This underscores the imperative for adaptive observation and policy responses from stakeholders and policymakers alike.

• Korean Expatriates in Vietnam: A Case Study of Ho Chi Minh City

In contrast, the emigration of Korean citizens to OECD countries experienced an 11% decline in 2021, amounting to 37,000 individuals. Among them, 33% migrated to the United States, 22% to Canada, and 8% to Germany (OECD, 2023). Specifically, in Vietnam, recent data from the Ministry of Labor, Invalids, and Social Affairs of Vietnam, as of April 2024, indicates the presence of 27,347 Korean workers across various locations including Hanoi, Ho Chi Minh City, Dong Nai province, among others. This diagram below encompasses 3,766 Korean workers who have repatriated but not yet resumed employment. Occupationally, these workers include 12,911 specialists,

2,997 technical workers, 6,033 managers, and 5,406 executive directors.

Ho Chi Minh City hosts 1,323 foreign-invested enterprises out of a national total of 2,995, constituting 44.1% of the country’s total (Ministry of Labor, Invalids, and Social Affairs, 2022). Furthermore, there are 4,333 foreign workers officially licensed and employed in Vietnam (Ministry of Labor, Invalids, and Social Affairs, 2022). Among this cohort, individuals from East Asian nations such as China, South Korea, and Japan are prevalent.

A real-life survey conducted within the Korean community in Ho Chi Minh City, involving 136 participants (N=136), reveals a gender-balanced distribution with 54% male and 46% female respondents. Participants represent a broad age spectrum ranging from 15 to 65 years old, with the 25 to 34 age group exhibiting the highest level of participation, as illustrated in the subsequent chart.

According to the survey results, the age group 25–34 accounts for the highest proportion (45%), followed by the 35–44 age group (27%), indicating that South Korean workers in Vietnam are predominantly young, dynamic, skilled, and experienced. This aligns not only with Vietnam’s labor immigration policies, such as the 2020 Law on Entry, Exit, Transit, and Residence of Foreigners, but also with the push and pull dynamics of international labor migration. The push factors from South Korea include domestic labor market competition, high living costs, and the need to explore broader economic opportunities. In contrast, the pull factors from Vietnam consist of immigration-friendly policies, abundant business opportunities, and a dynamic work environment, particularly in industries requiring high levels of expertise. Labor permit regulations, such as Circular No. 22/2019/TT-BLĐTBXH, serve as a mechanism to ensure that foreign workers meet technical and skill standards, further enhancing Vietnam’s attractiveness to highly skilled professionals.

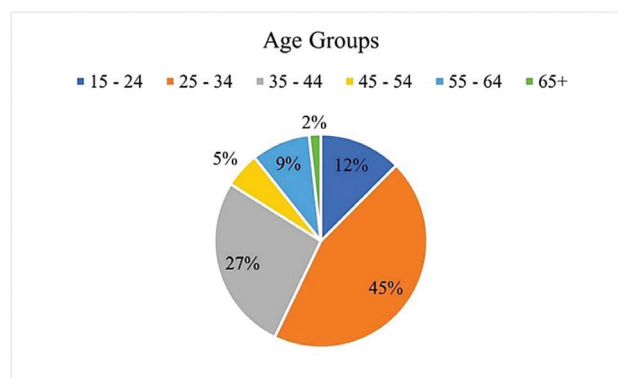


Diagram 1. Valid Percent of Age Groups.
Source: Primary data processed, November 2023 - January 2024.

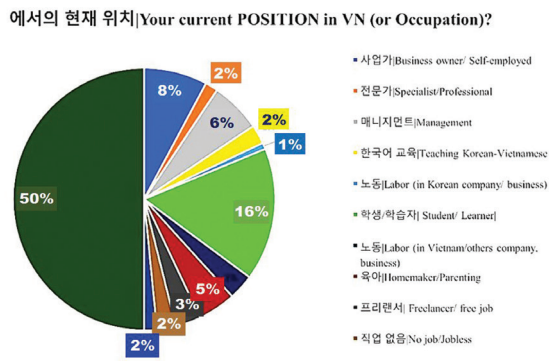


Diagram 2. Valid Percent of Occupation
 Source: Primary data processed, November 2023 - January 2024.

Regarding the professional composition, the Korean population in the city predominantly involves itself in self-employment, constituting 50% of the demographic, especially within the age bracket of 25-34. Approximately 16% of individuals are enrolled in overseas studies or training programs within Vietnam. The third most prominent occupational group consists of managers and employees affiliated with South Korean enterprises, with the remaining populace dispersed among diverse sectors.

The survey results reveal that 50% of South Korean workers in Ho Chi Minh City are engaged in self-employment, primarily in the service, trade, and retail sectors, while 16% are pursuing education or participating in training programs. A significant proportion comprises managers and professionals associated with South Korean enterprises, reflecting the demand for highly skilled labor in various industrial sectors. These characteristics can be analyzed through the push and pull theory of labor migration. Push factors from South Korea include domestic labor market pressures and the need to explore international business opportunities. Conversely, pull factors from Vietnam stem from its supportive policies for foreign workers, such as Decree No. 70/2023/ND-CP, which clearly stipulates working conditions and social insurance provisions. Additionally, Ho Chi Minh City's dynamic economy, characterized by diverse business opportunities and competitive costs, has created favorable conditions to attract South Korean entrepreneurs and professionals to live and work in the city.

4.3. Policies to Promote and Support International Labor Migration in Vietnam

Supportive and Regulatory Framework

The regulatory framework governing labor migration includes the Labor Code of 2019 and Law No. 23/2023/QH15, which introduces amendments and supplements. The Labor Code of 2019 outlines regulations for

overseeing foreign workers in Vietnam, encompassing aspects like wages, social insurance, and working conditions. Law No. 23/2023/QH15 focuses on modifying entry, residence, and work procedures for foreigners in Vietnam, along with provisions on work permits and residence durations.

Furthermore, Decree No. 70/2023/NĐ-CP provides guidance for implementing specific provisions of labor laws, particularly those concerning employment for foreign workers. This decree also elaborates on regulations pertaining to employment, wages, and insurance for foreign workers.

Management and Procedural Guidelines for Foreign Workers: The management and procedures related to foreign workers are governed by Circular No. 22/2019/TT-BLĐTBXH, which delineates the requisite knowledge and skills upon completion of technical programs, along with directives for issuing work permits.

In practice, effective management of foreign workers necessitates meticulous attention from businesses to ensure comprehensive adherence to legal regulations, with particular emphasis on compliance with Decree No. 70/2023/NĐ-CP. Businesses are also obliged to furnish comprehensive reports on the utilization of foreign labor to labor management authorities. In the implementation of management measures, it is imperative to ascertain the work location, the authority responsible for issuing permits, and to enforce penalties for violations as deemed necessary.

Policies for Regulating Free Migration

Vietnam has established policies to regulate foreign migration, aiming to safeguard national security, uphold social order, and protect national interests. This policy framework encompasses a plethora of legal instruments, including laws, decrees, and circulars, addressing matters related to immigration, residency, employment, and education of foreigners in Vietnam.

Key legislation such as the Immigration, Emigration, Residency, and Nationality Law of 2020 and the Law on Foreigners in Vietnam of 2014 delineate the foundational principles and regulations governing the migration and residency of foreigners. These laws, in conjunction with the Labor Code of 2019 and the Education Law of 2019, provide the statutory framework for overseeing the employment and education of foreigners in Vietnam. Furthermore, the Investment Law of 2020 outlines conditions and regulations pertaining to foreign investment in Vietnam.

Decrees such as Decree 17-CP, 49-NĐCP, 64-NĐCP, and 108-NĐCP offer specific guidance on the implementation of provisions within laws concerning immigration and residency of foreigners. Circulars

issued by ministries and agencies, such as Circular 01/2022/TT-BCA and Circular 25/2019/TT-LBTBXH, serve to complement and furnish detailed instructions on procedures and specific conditions for granting permits and administering immigration, residency, employment, and education of foreigners.

Inter-ministerial regulations promulgated by agencies including the Ministry of Labor, Invalids, and Social Affairs; the Ministry of Education and Training; the Ministry of Foreign Affairs; and the Ministry of Public Security aim to bolster integration and ensure more stringent management of immigration and foreign labor. These policies not only safeguard national security but also foster Vietnam's economic growth and international collaboration. Nonetheless, policies undergo continuous refinement and adaptation to align with evolving trends in international cooperation, all while maintaining security and oversight by state management agencies over foreign labor participating in Vietnam's labor market.

5. CONCLUSIONS

The analysis of labor migration between Vietnam and South Korea highlights the pivotal role of policy frameworks in facilitating international labor flows while addressing challenges related to labor market demands, demographic transitions, and socio-economic integration. Policy measures in both nations have played a crucial role in fostering a balanced and well-regulated labor environment that protects workers' rights and promotes bilateral cooperation. Vietnam's legal and regulatory frameworks, including the 2019 Labor Code and Decree No. 70/2023/ND-CP, have laid a strong foundation for managing foreign labor, with a focus on ensuring fair wages, social insurance coverage, and safe working conditions. Similarly, South Korea's initiatives, such as the Employment Permit System (EPS), provide a systematic approach to integrating foreign workers into key industries. Nonetheless, challenges persist in ensuring full compliance with these policies, particularly for self-employed individuals and those working in informal sectors.

In the era of globalization, which continues to accelerate international labor migration, Vietnam and South Korea must adopt adaptive and forward-looking strategies to address emerging challenges. These include evolving labor market demands driven by technological advancements and demographic shifts in both countries. By proactively refining labor migration policies, both nations can maximize the socio-economic benefits of international labor migration while reinforcing their strategic partnership in the global economy.

This study underscores the imperative of harmonizing labor migration management with broader socio-economic development objectives. Such efforts are essential to ensuring sustainable, long-term benefits for migrant workers, host economies, and bilateral relations between Vietnam and South Korea.

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Satguru Revealed: Exploring the Aad Guru Granth Sahib and the Connection to Jesus

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ABSTRACT

The term “Satguru” (ਸਤਿਗੁਰ) appears approximately 2,577 times in the Aad Guru Granth Sahib, reflecting its profound significance in Sikh theology. Etymologically, “Satguru” (ਸਤਿਗੁਰ) is the combination of “Sat” (ਸਤਿ), meaning “truth” or “eternal existence,” and “Guru” (ਗੁਰ), meaning “light” or “enlightenment” found in the Commencing Verse, commonly but erroneously referred to as the *Mool Mantra* or *Manglacharan*. This paper explores the meanings and implications of “Satguru” within the Aad Guru Granth Sahib. It examines the assigning of the title Satguru to Jesus and its implications on Sikh theology.

Keywords: Bible, Christianity, Commencing Verse (ਅਰੰਭਿਕ ਵਾਕ in Punjabi), Enlightened, Enlightener, Eternal Enlightener, Eternal Entity ਐ, Gurbani, Hinduism, Interfaith Dialogue, Nanak, YAH-SHUA.

1. INTRODUCTION

The word “Satguru” is spelled as ਸਤਿਗੁਰ, ਸਤਿਗੁਰੂ, ਸਤਿਗੁਰੂ, and ਸਤਿਗੁਰਿ in the Aad Guru Granth Sahib (AGGS). The basic word, Satguru (ਸਤਿਗੁਰ), in all its forms, occurred 2,577 times in the AGGS. However, it has been used 293 times by Guru Nanak, 0 times by Guru Angad, 652 times by Guru Amar Das, 687 times by Guru Ram Das, 415 times by Guru Arjun, and 0 times by Teg Bahadur. The words Guru (ਗੁਰ) and Satguru ((ਸਤਿਗੁਰ) are usually interpreted in English as “Guru” and “True Guru,” respectively, by many Sikh and non-Sikh scholars and writers. This paper discloses the real meaning of “Guru” and “Satguru” found in the AGGS. Its etymological and theological analysis reinforces its unique significance. Recently, the title of ‘Satguru’ has been assigned to Jesus. Although exploring the association of ‘Satguru’ with Jesus offers intriguing possibilities for interfaith dialogue, the complexities surrounding this parallel warrant further exploration.

2. METHODOLOGY

A textual analysis of the Aad Guru Granth Sahib was conducted to study the term “Satguru” in various spellings and contexts. The etymology and linguistic nuances of “Satguru” were analyzed, and theological interpretations were reviewed. The conceptual framework of associating “Satguru” with Jesus was also examined.

All phrases in the Gurmukhi script were taken from the Aad Guru Granth Sahib (AGGS), with their transliterations in the Roman alphabet, from Dr. Kulbir Singh Thind’s website, srigranth.com. (Thind, n.d.) The English interpretations of all phrases are by the author unless otherwise the names of the other interpreters are identified. Each phrase is identified with the referencing system developed by Chahal. (Chahal, 1999) For example,

ਨਾਨਕ ਗੁਰੂ¹ ਗੁਰੂ² ਹੈ ਪੂਰਾ³ ਮਿਲਿ⁴ ਸਤਿਗੁਰ⁵ ਨਾਮੁ⁶ ਧਿਆਇਆ⁷ ॥
Nānak gurū gurū hai pūrā mil satgur nām dhīāiāiā ॥

ਅਗਰਸ, ਮ 4, ਪੰਨਾ 882.

Nanak is the enlightened person¹, completely enlightened person², on meeting him, we ponder⁷ upon the Laws of Nature/Universe⁶ of the Eternal Entity – ੴ.

AGGS, M. 4, p. 882.

AGGS stands for the Aad Guru Granth, **M. 1** stands for Mahla, number 1 represents Guru Nanak, M. 2 is Guru Angad, M. 3 is Guru Amar Das, and so on. Mahla number represents the succession number of each Guru to the House of Nanak. The phrase from JAP bani is represented as JAP # 3 (stanza number). **p.** represents the page number of the AGGS.

Some words in a Gurmukhi phrase were numbered, and the same numbers were used for their corresponding meanings in English.

Each phrase from the AGGS has been interpreted by examining the intrinsic meaning of certain words in various dictionaries on Dr. Kulbir Singh Thind's website, srigranth.com, and the meaning of words given by Prof Sahib Singh in the *Sri Guru Granth Sahib Darpan*. (S. Singh, 1972) Although each word has many meanings, like in English and other languages, only the most appropriate meaning befitting the theme of the phrase was used for interpretation.

ANALYSIS

The words ਸਤਿ (*sat*) and ਗੁਰੂ (*guru*) appeared for the first time in the Commencing Verse (ਅਰੰਭਿਕ ਵਾਕ in Punjabi). It is erroneously called '*Mool Mantra*' or *Manglacharan*. The commencing verse appears in the AGGS at the beginning of the AGGS, before every major section of the AGGS, and in various abbreviated forms before the start of subsections. For example:

Complete form:

ੴ ਸਤਿ¹ ਨਾਮੁ ਕਰਤਾ ਪੁਰਖੁ ਨਿਰਭਉ ਨਿਰਵੈਰੁ ਅਕਾਲ ਮੂਰਤਿ ਅਜੂਨੀ ਸੈਭੰ ਗੁਰ² ਪ੍ਰਸਾਦਿ ॥

Ek Oh Beant sat̃ nām kartā purakh̃ nirbh̃aṁ nirvair akāl mūratĩ ajūnī saibh̃an gur parsād̃.

The One and Only (Singularity) - That is infinite, exists forever¹; Source of every creation; Without fear (not governed by any other); Without enmity; Timeless (without the effect of time); Takes neither birth nor dies; (never comes into an anthropomorphic form); Originated by Itself;² Enlightener/Enlightenment²; and Bounteous.

It appears 33 times in the AGGS.

Its Abridged forms are:

Form One:

ੴ ਸਤਿ ਨਾਮੁ ਕਰਤਾ ਪੁਰਖੁ ਗੁਰ ਪ੍ਰਸਾਦਿ ॥

It appears 8 times in the AGGS,

Form Two:

ੴ ਸਤਿ ਨਾਮੁ ਗੁਰ ਪ੍ਰਸਾਦਿ ॥

It appears two times in the AGGS.

Form Three:

ੴ ਸਤਿਗੁਰ ਪ੍ਰਸਾਦਿ ॥

It appears 523 times in the AGGS.

The importance of the words ਸਤਿ (*sat*) and ਗੁਰ (Guru) has been retained in its complete and all the abbreviated forms of the Commencing Verse. But in the most common abridged form, ੴ ਸਤਿਗੁਰ ਪ੍ਰਸਾਦਿ ॥ (Ek Oh beant, satgur parsad), where ਸਤਿ (*sat*) and ਗੁਰ (*Guru*) have been put together instead of keeping them apart. ੴ ਸਤਿਗੁਰ ਪ੍ਰਸਾਦਿ ॥, the last abbreviated form has been interpolated by somebody as ੴ ਸਤਿਨਾਮ ਵਾਹਿਗੁਰੂ ॥ (*Ek Oankar Satnam Vaheguru*). I could not trace out from the available literature who interpolated the original form. Unfortunately, now ੴ ਸਤਿਨਾਮ ਵਾਹਿਗੁਰੂ ॥ (as *Ek Oankar Satnam Vaheguru*) is chanted as *Gurmantra* instead of ੴ ਸਤਿਗੁਰ ਪ੍ਰਸਾਦਿ ॥ (*Ek Oankar, Satgur Parsad*) by most of the Sikhs. Moreover, the word ਵਾਹਿਗੁਰੂ (*Vaheguru*) has never been used by any Sikh Guru in their Bani and never recommended for chanting this word again and again. It is hard to understand why some Sikhs do such interpolations in the Bani, which are quickly adopted by most of the Sikhs.

The analytical analysis of the complete form of the Commencing Verse and the shortest abbreviated form (ੴ ਸਤਿਗੁਰ ਪ੍ਰਸਾਦਿ ॥) prove that all the forms of 'Satguru' (ਸਤਿਗੁਰ), are the compound words formed by joining two independent words *Sat* (ਸਤਿ) and *Guru* (ਗੁਰ). Therefore, etymologically, 'Satguru' (ਸਤਿਗੁਰ) is composed of '*Sat*' (ਸਤਿ), and '*Guru*' (ਗੁਰ). The word ਗੁਰੂ (*Guru*) is spelled in the following four forms in the AGGS: (i) ਗੁਰ, (ii) ਗੁਰੁ, (iii) ਗੁਰੂ, and (iv) ਗੁਰਿ. According to Bhai Kahn Singh (K. Singh, 1981) (K. Singh, 1996), all these forms are pronounced as ਗੁਰੂ (*Guru*). He explains that ਗੁ (*GU*) means 'darkness' and ਰੂ (*RU*) means 'light' which devours darkness (ignorance). Thus, ਗੁਰੂ (*Guru*) is light that dispels darkness (ignorance); it means 'enlightened,' 'enlightener,' 'enlightening,' 'enlightenment,' or 'the enlightened person.' And '*Sat*' (ਸਤਿ) means 'true,' 'exists,' 'exists forever,' or 'eternal.' Therefore, etymologically, the basic word, 'Satguru' (ਸਤਿਗੁਰ), in all its four different spellings, means 'the truly enlightened person' or 'the truly enlightener.' Besides, 'Satguru' (ਸਤਿਗੁਰ) means 'The Ever-existing Enlightener,' 'The Eternal Enlightener,' or 'the Eternal Entity - ੴ.'

On the other hand, *The Sri Guru Granth Sahib (SGGS) Gurmukhi/Hindi to Punjabi-English/Hindi Dictionary* defines ਸਤਿਗੁਰ (Satigur) as:

1. ਸਚਾ ਗੁਰੂ, ਚੰਗੀ ਸਿਖਿਆ ਦੇਣ ਵਾਲਾ ਗੁਰੂ। 2. ਪ੍ਰਭੂ, ਅਕਾਲਪੁਰਖ।
(1. true Guru and Guru that imparts good teachings.
2. God.)

In most English interpretations and translations of Bani, **'Guru'** is translated as **'Guru.'** And **'Satguru' (ਸਤਿਗੁਰ)** is translated as **'Satguru,' 'True Guru,'** or **'the Lord (God).'**

After assigning *'Eternal Enlightener'* based on the etymological meaning of **'Satguru' (ਸਤਿਗੁਰ)**, I consulted AI (Artificial Intelligence through Copilot) to find out the meanings of *'Eternal Enlightener.'* The AI came up with the following meaning based on its intelligence:

*"An "Eternal Enlightener" suggests a being or force that continuously illuminates the path to wisdom and truth for eternity. In spiritual traditions, this could be a divine entity like the Buddha, who attained eternal enlightenment and guided others. Or it could be the concept of the **divine itself** in Hinduism, such as **Brahman, the ultimate reality and source of all enlightenment.** In a broader sense, it could be the pursuit of wisdom, knowledge, and understanding that never truly ends—an **eternal journey** toward deeper truths."*

Therefore, etymologically **'Satguru' (ਸਤਿਗੁਰ)** means **'the Eternal Enlightener or the Eternal Entity - ੴ'** which is comparable to the explanation of the AI. In Sikhi, Guru Nanak's concept of God is in a logo as ੴ, a pantheistic God (*the Eternal Entity - ੴ*), which does not interfere in human affairs; in Sikhism, God is Panentheistic, Who controls every action of humans and is a source of enlightenment. (Chahal, 2021) (Chahal, 2018)

Nesbitt (n.d.) writes about 'Guru' and 'Satguru' as follows:

*"Just as the word **'Sikh'** means learner, so **'Guru'** means teacher. Sikhs explain 'Guru' as meaning 'remover of darkness.'*

*The preeminent Guru (Nanak's Guru) is God, whose many names include **'Satguru'** (the true Guru) and **'Waheguru'** (a name which began as an exclamation of praise). And the pictures of Guru Nanak."*

In his book, Basi (2022) Quotes many phrases dealing with 'Satguru' (ਸਤਿਗੁਰ) and claims that Jesus is **'Satguru' (ਸਤਿਗੁਰ)**. It is discussed at the end of this paper.

4. DISCUSSION

A. WHO IS SATGURU IN HINDUISM?

Rampal Ji (n.d.) Defines 'Satguru' in its real sense as a True (*Sat*) Saint (Guru), one who is the incarnation of God and reveals the untold truth. He further says that the one who knows the Supreme Lord of Truth, i.e., Satpurush or the Param Akshar Purush, and the creator of the universe, is also a 'Satguru.' That 'Satguru' imparts the true path of worship, teaches everyone to renounce all evils, and leads them in the true and correct path of devotion to attain Salvation.

Sat (ਸਿਤ) refers to "eternal, pure, and godly. It is used to describe the Absolute Truth. In the *Srimad-Bhagavad-Gita*, Krishna is the Absolute Truth and bona fide guru. On the other hand, in Vaishnava, Vishnu is worshipped as the supreme Lord. (Anonymous, n.d.)

It means Satguru is an incarnation of God like Krishan and Vishnu, who knew the Eternal God.

B. WHO IS GURU (ਗੁਰੂ) AND SATGURU (ਸਤਿਗੁਰ) IN THE AGGS?

a) **Guru (ਗੁਰੂ)** means 'enlightened,' 'enlightener,' 'enlightening,' 'enlightenment,' or 'the enlightened person.' and **Satguru (ਸਤਿਗੁਰ)** means 'the truly enlightened person' or 'the truly enlightener.' Besides, 'Satguru' (ਸਤਿਗੁਰ) means 'The Ever-existing Enlightener,' 'The Eternal Enlightener,' or 'the Eternal Entity – ੴ' as discussed earlier.

The critical analysis of the bani of Sikh Gurus by Chahal (2004) and B. Singh (2003) Indicates that all the Sikh Gurus have accepted **Nanak as 'Guru' and 'Satguru'** in their bani as follows:

Guru Angad

Guru Angad was the first who recognized Nanak as "Guru" in his bani:

ਤਿਨ ਕਉ ਕਿਆ ਉਪਦੇਸੀਐ¹ ਜਿਨ² ਗੁਰੂ ਨਾਨਕ ਦੇਉ³ ॥੧॥
Fin ka=0 ki=a updesai jin gur Nānak de=0. ||1||
ਅਗਗਸ, ਮ: 2, ਪੰਨਾ 150.

*What teachings can be imparted¹ to those² who have Nanak as their **Guru (the enlightened person)?**
AGGS, M 2, p 150.*

Guru Amar Das

The next Guru, Amar Das, has also accepted Nanak as 'Satguru':

ਨਾਨਕ ਜਿਨ੍ਹ ਕਉ ਸਤਿਗੁਰੂ¹ ਮਿਲਿਆ ਤਿਨ੍ਹ ਕਾ ਲੇਖਾ² ਨਿਬਤਿਆ³
॥
Nānak jinḥ ka=0 satgur mili=a tinḥ kā lekḥā nibṛi=a. ||

ਅਗਗਸ, ਮ: 3, ਪੰਨਾ 435.

Those to whom Nanak, the truly enlightener person¹ has imparted his philosophy, their deeds² have been accounted³ for."

AGGS, M 3, p 435.

Guru Ram Das

Thereafter, Guru Ram Das, also accepted Nanak as "Guru":

ਧਨੁ ਧੰਨੁ¹ ਗੁਰੂ ਨਾਨਕੁ ਸਮਦਰਸੀ² ਜਿਨਿ ਨਿੰਦਾ³ ਉਸਤਤਿ⁴ ਤਰੀ⁵ ਤਰਾਂਤਿ⁶ ॥

Dhan dhan gurū Nānak samadrasī jin nindā ustāt̄ tarī tarānt̄. |

ਅਗਗਸ, ਮ: 4, ਪੰਨਾ 1264.

Praise worthy¹ is Guru (the enlightened¹ person) Nanak, who treats everybody equally², and has overcome⁵ the character of slandering³ and praising⁴ others (for selfish purposes) and helps others to overcome⁶ this nature. 4.5.

AGGS, M. 4, p. 1264.

In the following phrase Guru Ram Das declared Nanak as "Guru" and "Complete Guru":

ਨਾਨਕ ਗੁਰੂ¹ ਗੁਰੂ² ਹੈ ਪੂਰਾ³ ਮਿਲਿ⁴ ਸਤਿਗੁਰ⁵ ਨਾਮੁ⁶ ਧਿਆਇਆ⁷ ॥
Nānak gurū gurū hai pūrā mil satgur nām dhiāiā.

ਅਗਗਸ, ਮ 4, ਪੰਨਾ 882.

Nanak is the enlightened person¹, completely² enlightened person², on meeting him, we ponder⁷ upon the Laws of Nature/Universe⁶ of the Eternal Entity – ੴ³.

AGGS, M. 4, p. 882.

Guru Arjun defines Satguru as 'the truly enlightened person' as follows:

ਸਤਿ¹ ਪੁਰਖੁ² ਜਿਨਿ ਜਾਨਿਆ³ ਸਤਿਗੁਰੁ⁴ ਤਿਸ ਕਾ ਨਾਉ⁵ ॥

Sat̄ purakh̄ jin jāniā satgur̄ tis kā nāo.

ਤਿਸ⁶ ਕੈ ਸੰਗਿ⁷ ਸਿਖੁ ਉਧਰੈ⁸ ਨਾਨਕ ਹਰਿ⁹ ਗੁਨ¹⁰ ਗਾਉ¹¹ ॥੧॥

Fis kai sanḡ sikh̄ udhrai Nānak har̄ gun̄ gāo. ||1||

The one, who understood³ the Eternal Entity – ੴ³ is called⁵ Satguru (the truly enlightened person⁴).

Guru Arjun says:

In company⁷ of that⁶ (Satguru), the life of the Sikh is improved⁸.

And further advises that:

Let us sing (understand)⁹ the attributes¹⁰ of HAR⁹. 1

AGGS, M 5, p 286. (Sukhmani)

M.5

Note: It is hard to understand why Guru Arjun used **Hari** instead of Eternal Entity (ੴ) at the end of the second line.

Guru Arjun has defined Satguru based upon the following philosophy of Guru Nanak in his detailed wordings, whereas Guru Nanak composes his bani in very few words:

ਪੂਰਾ¹ ਸਤਿਗੁਰੁ² ਸੇਵਿ³ ਪੂਰਾ⁴ ਪਾਇਆ⁵ ॥

Pūrā satgur̄ sev̄ pūrā pāiā.

AGGS, M 1, p 1286.

The one who followed the principles of the perfect¹ and the truly enlightened person² has discovered the perfect (the Eternal Entity - ੴ)³.

Note: Guru Nanak does not specify the name of the Eternal Entity - ੴ except saying ਪੂਰਾ (Perfect).

Guru Arjun

In the following phrase, Guru Arjun clearly confirms that Nanak is the "Guru":

ਗੁਰੂ ਨਾਨਕੁ ਜਿਨ ਸੁਣਿਆ¹ ਪੇਖਿਆ² ਸੇ ਫਿਰਿ ਗਰਭਾਸਿ³ ਨ ਪਰਿਆ ਰੇ ॥੪॥੨॥੧੩॥

Gur Nānak jin suṇiā pekhiā se fir garbhās̄ na pariā re. ||4||2||13

ਅਗਗਸ, ਮ 5, ਪੰਨਾ 612.

Those, who have listened¹ to and analyzed² the philosophy of Guru (the enlightened person) Nanak, do not fall into ignorance³ again.

AGGS, M. 5, p. 12.

Guru Arjun further declared Nanak as "Satguru":

ਸਭ¹ ਤੇ ਵਡਾ² ਸਤਿਗੁਰੁ³ ਨਾਨਕੁ ਜਿਨਿ⁴ ਕਲ⁵ ਰਾਖੀ⁶ ਮੇਰੀ⁷ ॥੪॥੧੦॥੫੭॥

Sabh̄ t̄e vadā satgur̄ Nānak jin kal rākhī merī. ||4||10||57||

It is interpreted by **Badan Singh, Nirmala** in *Faridkot Vala Teeka* of 1883 as follows:

Punjabi: ਸਤਿਗੁਰੂ ਨਾਨਕ ਸ੍ਰੀ ਗੁਰੂ ਰਾਮਦਾਸ ਜੀ ਜਾਣਿਆਂ ਹੈ ਜਿਸਨੇ ਮੇਰੀ (ਕਲ) ਇਜਤ ਰੱਖ ਲਈ ਹੈ ॥੪॥੧੦॥੫੭॥

In English: *Sri Guru Ram Das Ji has recognized Nanak Ji as Satguru who has protected my honor (in Kal Yuga).*

Prof Sahib Singh:

Punjabi: ਪਰ (ਤੇਰੀ ਮੋਹਰ ਨਾਲ) ਮੈਨੂੰ ਸਭ ਤੋਂ ਵੱਡਾ ਗੁਰੂ ਨਾਨਕ ਮਿਲ ਪਿਆ, ਜਿਸ ਨੇ ਮੇਰੀ ਲਾਜ ਰੱਖ ਲਈ (ਤੇ ਮੈਨੂੰ ਤੇਰੇ ਚਰਨਾਂ ਵਿਚ ਜੋੜ

ਦਿੱਤਾ) ॥੪॥੧੦॥੫੭॥

In English: *But (with the blessing of God) I met the Greatest of all Gurus, who has protected my honor. (he has attached me with Himself).*

Manmohan Singh, SGPC:

English: *The greatest of all is Satguru Nanak, who has saved my honour in this Dark age.*

Punjabi: ਸਾਰਿਆਂ ਨਾਲੋਂ ਵਿਸ਼ਾਲ ਹਨ, ਮੇਰੇ ਸਤਗੁਰੂ ਨਾਨਕ ਦੇਵ ਜੀ, ਜਿਨ੍ਹਾਂ ਨੇ ਇਸ ਕਾਲੇ ਯੁੱਗ ਅੰਦਰ ਮੇਰੀ ਇੱਜਤ ਆਬਰੂ ਰੱਖ ਲਈ ਹੈ।

Dr Sant Singh Khalsa:

Guru Nanak is the greatest of all; He saved my honor in this Dark Age of Kali Yuga. ||4||10||57||

In this phrase ਸਭ¹ ਤੇ ਵਡਾ² ਸਤਿਗੁਰੂ³ ਨਾਨਕ ਜਿਨਿ⁴ ਕਲ⁵ ਰਾਖੀ⁶ ਮੇਰੀ⁷ ॥ (Sabḥ ṭe vadā satgur Nānak jin kal rākhī merī.) Nanak is with *aunkar* on *Kaka* (ਕੁ), which means Nanak himself, not a pen name (Nom de plume), usually ignored by many Sikh theologians while interpreting this phrase. In the SGGGS Gurmukhi-Gurmukhi Dictionary (Thind, n.d.) “ਕਲ” (*Kal*) is defined as **ਕਲਾ (art, Capable)**. Therefore, this phrase is interpreted by the author as follows:

Nanak, the truly enlightened person (Satguru)³, is the greatest² of all¹ the Gurus, who⁴ has made me capable⁵ to understand⁶ myself⁷.

AGGS, M. 5, p. 750.

However, Dr. Gopal Singh (1987), Dr. Talib (1988), Prof. Sahib Singh (1972), and many others have interpreted it as follows:

*Guru Nanak is the **greatest of all** who has protected my honor.*

On the other hand, some theologians consider that Satguru is God and interpret that phrase by putting a comma (,) after ਸਤਿਗੁਰੂ as follows:

Nanak says: “The God is greatest of all who has protected my honor.”

They forget the definition of ਸਤਿਗੁਰੂ (Satguru) explained by Guru Arjun earlier, and here again, he confirms that **Nanak is Satguru (the truly enlightened person) but not God:**

ਨਾਨਕ ਸਤਿਗੁਰਿ¹ ਭੋਟਿਐ² ਪੂਰੀ³ ਹੋਵੈ ਜੁਗਤਿ⁴ ॥
Nānak satgur bhṭai² ai pūrī hovai jugat.

*Those who have understood the philosophy² of Nanak, **the truly enlightened persons**, have found the perfect³ way of life⁴.*

ਹਸੰਦਿਆ⁵ ਖੇਲੰਦਿਆ⁶ ਪੈਨੰਦਿਆ⁷ ਖਾਵੰਦਿਆ⁸ ਵਿਚੇ ਹੋਵੈ ਮੁਕਤਿ⁹ ॥੨॥
Hasandī⁵ā khelandī⁶ā painandī⁷ā khāvandī⁸ā vichē hovai mukat. ||2||

One can get salvation⁹ by following the philosophy of Guru Nanak while laughing⁵ (being happy), playing⁶ (right games), dressing⁷ (proper dress - but not deceptive one) and eating⁸ (proper food).

AGGS, M. 5, p. 522.

b) More Phrases to Show Satguru Means “The Truly Enlightened Person”

i) Satguru is Guru (Teacher)

ਝੜੈ ਕਦੇ ਨ ਝੁਰਹਿ ਮੂੜੇ ਸਤਿਗੁਰ ਕਾ ਉਪਦੇਸੁ ਸੁਣਿ ਤੂੰ ਵਿਖਾ ॥

Jhājhai kaḍe na jhūrēh mūrē satgur kā updes sun ṭūn vikhā.

Jhajha (a letter of the Gurmukhi alphabet) is used to start writing the message.

*Oh, foolish! You will never regret or repent if you listen to and accept the teachings of **Satguru (the truly enlightened person)**.*

ਸਤਿਗੁਰ ਬਾਝਹੁ ਗੁਰੁ ਨਹੀ ਕੋਈ ਨਿਗੁਰੇ ਕਾ ਹੈ ਨਾਉ ਬੁਰਾ ॥੧੩॥

Satgur bājḥahu gur nahī koī nigure kā hai nā=ō burā. ||13||

*Without **Satguru (the truly enlightened person)**, there is no other **Guru (enlightened person)** at all. One, who is without a such Guru, is called bad (unlucky) man.*

AGGS, M. 3, p. 435.

ii) Satguru (the truly enlightened person) discloses Naam as Hukm (The Laws of Nature/Universe):

Guru Nanak says that the Satguru disclosed that Naam means *Hukm* (ਹੁਕਮੁ) - Laws of Nature/Universe:

ਸਤ¹ ਸੰਗਤਿ² ਕੈਸੀ³ ਜਾਣੀਐ⁴ ॥

Satsangat̤ kaisī jāṇīai.

ਜਿਥੈ⁵ ਏਕੋ⁶ ਨਾਮੁ⁷ ਵਖਾਣੀਐ⁸ ॥

Jithai Ek nām vakḥāṇīai.

ਏਕੋ⁹ ਨਾਮੁ¹⁰ ਹੁਕਮੁ¹¹ ਹੈ ਨਾਨਕ ਸਤਿਗੁਰਿ¹² ਦੀਆ ਬੁਝਾਇ¹³ ਜੀਉ ॥੫॥

Ēko nām hukam hai Nānak satgur dīai bujhāi=ē jīo. ||5||

Question:

How³ the true¹ congregation² of noble people can be recognized⁴?

Answer:

It is that congregation where⁵ only one⁶ naam (the Laws of Nature/Universe⁷) is discussed/explained⁸.

Nanak says:

The Satguru¹² (the truly enlightened person) discloses¹³ that there is only one⁹ Naam¹⁰, which means the Laws of Nature/Universe¹¹.

AGGS, M. 1, p. 72.

iii) No One can find The Eternal Entity- ੴ without Satguru

ਸਤਿਗੁਰ ਬਾਝੁ ਨ ਪਾਇਓ ਸਭ ਮੋਹੀ ਮਾਇਆ ਜਾਲਿ ਜੀਉ ॥੩॥
Satgur bājh na pāiō sabh mohī māiā jāli jīō. ||3||
Without the Satguru (the truly enlightened person), no one can find the Eternal Entity- ੴ since all are enticed and entrapped in Maya (illusion). 3.

AGGS, M. 1, p. 71.

ਨਾਨਕ ਸਤਿਗੁਰੁ ਐਸਾ ਜਾਣੀਐ ਜੋ ਸਭਸੈ ਲਏ ਮਿਲਾਇ ਜੀਉ ॥੧੦॥
Nānak satgur aisā jāṇīai jo sabhsai laē milāi jīō.
||10||
Know that Nanak Satguru (the truly enlightened person) who unites people of all creeds with the Eternal Entity- ੴ 10.

AGGS, M. 1, p. 72.

ਸਤਿਗੁਰ ਬਾਝੁ ਨ ਪਾਇਓ ਸਭ ਥਕੀ ਕਰਮ ਕਮਾਇ ਜੀਉ ॥੧੩॥
Satgur bājh na pāiō sabh thakī karam kamāi jīō.
||13||

Guru Nanak Says:

The Eternal Entity - ੴ is not found without the Satguru (the truly enlightened person) since all have grown weary by performing various religious rituals. 13.

AGGS, M. 1, p. 72.

ਆਦਿ ਪੁਰਖੁ ਅਪਰੰਪਰੁ ਪਿਆਰਾ ਸਤਿਗੁਰਿ ਅਲਖੁ ਲਖਾਇਆ ॥
Ād purakh aprampar piārā satgur alakh lakhāiā.
Satguru (the truly enlightened person) had revealed the Unseen and Infinite One, who existed even before time and space appeared.

AGGS, M. 1, p. 436.

ਬਿਨੁ ਸਤਿਗੁਰ ਕਿਨੈ ਨ ਪਾਇਓ ਬਿਨੁ ਸਤਿਗੁਰ ਕਿਨੈ ਨ ਪਾਇਆ ॥
Bin satgur kinai na pāiō bin satgur kinai na pāiā.
Nobody has discovered the One (the Eternal Entity - ੴ) without the help of Satguru (the Truly Enlightened Person).

AGGS, M. 1, p. 466.

ਨਾਨਕ ਸਤਿਗੁਰਿ ਬ੍ਰਹਮੁ ਦਿਖਾਇਆ ॥੫॥੨੦॥
Nānak satgur barahm dikhāiā. ||5||20||

Nanak says:

Satguru (the truly enlightened person) made me know Brahman (the Eternal Entity - ੴ). 5. 20.

AGGS, M. 1, p. 355.

Other Meanings of Satguru

Satguru is Boat and Sabd

ਸਤਿਗੁਰੁ ਹੈ ਬੋਹਿਥਾ ਸਬਦਿ ਲੰਘਾਵਣਹਾਰੁ ॥
Satgurū hai bohithā sabadi langhāvaṇhār.
Satguru (the truly enlightened person) is a boat, and his Sabd will carry us across (to that place.)
ਤਿਥੈ ਪਵਣੁ ਨ ਪਾਵਕੋ ਨਾ ਜਲੁ ਨਾ ਆਕਾਰੁ ॥
Fithai pavāṇ na pāvko nā jal nā ākār.
Where there is neither wind nor fire nor water.
ਤਿਥੈ ਸਚਾ ਸਚਿ ਨਾਇ ਭਵਜਲ ਤਾਰਣਹਾਰੁ ॥੨॥
Fithai sachā sachī nāi bhavjal tāraṇhār. ||2||
Where there are eternal Laws of Nature/Universe of the Eternal Entity-ੴ, which are helpful to cross the dreadful sea of life.

AGGS, M. 1, p. 1009.

ਪਤਣਿ ਕੂਕੇ ਪਾਤਣੀ ਵੰਞਹੁ ਪ੍ਰੁਕਿ ਵਿਲਾੜਿ ॥
Paṭaṇ kūke pāṭaṇī vaṅghu pūki vilāṛi.
At the shore, a ferryman announces, "O travelers hurry up to cross over."
ਪਾਰਿ ਪਵੰਦੜੇ ਡਿਠੁ ਮੈ ਸਤਿਗੁਰੁ ਬੋਹਿਥਿ ਚਾੜਿ ॥੬॥
Pār pavandṛe ḍiṭh mai satgur bohith chāṛi. ||6||
I have seen them crossing over by boarding the boat of Satguru (the Truly Enlightened Person). 6.

AGGS, M. 1, p. 1015.

Satguru dispels Ignorance

ਸਤਿਗੁਰੁ ਮਿਲੈ ਅੰਧੇਰਾ ਜਾਇ ॥
Satgur milai andherā jāi.
On meeting Satguru (the truly enlightened person), the darkness (ignorance) is dispelled.

AGGS, M. 1, p. 939.

ਸਾਸਤ ਬੇਦ ਸਿਮ੍ਰਿਤਿ ਸਭਿ ਸੋਧੇ ਸਭ ਏਕਾ ਬਾਤ ਪੁਕਾਰੀ ॥
Sāsaṭ bed simriṭi sabh soḍhe sabh ekā bāṭ pūkārī.
I have searched all the Shastras, the Vedas the Smritis, and they all affirm one thing:
ਬਿਨੁ ਗੁਰ ਮੁਕਤਿ ਨ ਕੋਊ ਪਾਵੈ ਮਨਿ ਵੇਖਹੁ ਕਰਿ ਬੀਚਾਰੀ ॥੨॥
Bin gur mukati n koū pavai man vekhu kar bīchārī.
||2||
Mind has found after contemplation that no one can achieve liberation without the Guru (the enlightened person). 2.

ਅਠਸਠਿ ਮਜਨੁ ਕਰਿ ਇਸਨਾਨਾ ਭ੍ਰਮਿ ਆਏ ਧਰ ਸਾਰੀ ॥
Aṭhasaṭh majan kar isnānā bhrami āiē dhār sārī.

Even after wondering the whole Planet, the Earth, and cleansing myself by bathing in 68 sacred shrines of pilgrimage,

ਅਨਿਕ ਸੋਚ ਕਰਹਿ ਦਿਨ ਰਾਤੀ ਬਿਨੁ ਸਤਿਗੁਰ ਅੰਧਿਆਰੀ ॥੩॥

Anik soch karahi dīn rāṭī bin satgur andhīārī. ||3||
And performing various rituals for purification. Even then, there is darkness (ignorance) without **Satguru (the truly enlightened person)**. 3.

AGGS, M. 5, p. 495.

Satguru puts us on Right Way

ਬਿਨੁ ਸਤਿਗੁਰ ਬਾਟ ਨ ਪਾਵੈ ॥੧॥

Bin satgur bāt na pāvai. ||1||

Without **Satguru (the Truly Enlightened Person)**, one cannot find the (right) way.

AGGS, M. 1, p. 1353 (Sehshsriti Sloka)

Satguru is a Savior

ਅਗਨਿ ਸਾਗਰ ਬੁਡਤ ਸੰਸਾਰਾ ॥

Agan sāgar būḍaṭ sansārā.

The world is drowning in the ocean of fire (struggling with enormous problems in life).

ਨਾਨਕ ਬਾਹ ਪਕਰਿ ਸਤਿਗੁਰਿ ਨਿਸਤਾਰਾ ॥੪॥੩॥੮॥

Nānak bāh pakar satgur nistārā. ||4||3||8||

Guru Arjun says:

Satguru (the truly enlightened person) saves them by holding their arm (helping them resolve their problems).

AGGS, M. 5, p. 804.

Satguru is a Physician

ਸਤਿਗੁਰ ਬਾਝਹੁ ਵੈਦੁ ਨ ਕੋਈ ॥

Satgur bājhahu vaidū na koī.

There is no physician like **Satguru (the truly enlightened person)**.

ਆਪੇ ਆਪਿ ਨਿਰਜਨੁ ਸੋਈ ॥

Āpe āp niranjan soī.

He himself is immaculate (means free from any disease).

ਸਤਿਗੁਰ ਮਿਲਿਐ ਮਰੈ ਮੰਦਾ ਹੋਵੈ ਗਿਆਨ ਬੀਚਾਰੀ ਜੀਉ ॥੪॥

Satgur miliāi marai mandā hovai giān bīchārī jīo. ||4||

On meeting **Satguru (the truly enlightened person)**, one's evil thinking is dispelled and start to contemplate knowledge. 4.

AGGS, M. 3, p. 1016.

ਸਤਿਗੁਰ ਬਚਨੀ ਏਕੋ ਜਾਤਾ ॥

Satgur bachnī eko jāṭā.

Through the teachings of **Satguru (the truly**

enlightened person), I recognized the One and Only (the Eternal Entity - ੴ).

ਨਾਨਕ ਰਾਮ ਨਾਮਿ ਮਨੁ ਰਾਤਾ ॥੧੦॥੭॥

Nānak rām nām man rāṭā. ||10||7||

But in the second line, Nanak says:

The name of Ram is imbued in my mind. 10. 7.

AGGS, M. 1, p. 415

Note: Guru Nanak refers to the One and Only (the Ever-existing Enlightener - Eternal Entity- ੴ) in the first line. Then why does he recommend Ram (ਰਾਮ) in the second line since Ram is an incarnation of Vishnu? Is Ram (ਰਾਮ) an interpolation?

Everything is in One (the Eternal Entity - ੴ)

ਏਕ ਮਹਿ ਸਰਬ ਸਰਬ ਮਹਿ ਏਕਾ ਏਹ ਸਤਿਗੁਰਿ ਦੇਖਿ ਦਿਖਾਈ ॥੫॥

Ēk meh sarab sarab meh ekā eh satgur dekḥ dikhāī.

||5||

Everything is in One*, and the One* is in everything.

The **Satguru (truly enlightened person)** revealed this fact.

AGGS, M. 1, p. 907.

Note: * "One" means the Eternal Entity - ੴ.

C. SATGURU (ਸਤਿਗੁਰ) MEANS THE ETERNAL ENLIGHTENER OR THE ETERNAL ENTITY - ੴ

The following phrases indicate Satguru (ਸਤਿਗੁਰ) as the Eternal Enlightener or the Eternal Entity – ੴ:

i) ਸਤਿਗੁਰੁ ਵੇਪਰਵਾਹੁ ਸਿਰੰਦਾ ॥

Satgur veparvāhu sirandā.

Satguru (the Eternal Enlightener or the Eternal Entity - ੴ) is Independent and Carefree.

ਨਾ ਜਮ ਕਾਣਿ ਨ ਛੰਦਾ ਬੰਦਾ ॥

Nā jam kāṇ na chḥandā bandā.

He (Satguru - (the Eternal Enlightener or the Eternal Entity - ੴ) does not fear the angle of Death and is not dependent on any mortal men.

ਜੋ ਤਿਸੁ ਸੇਵੇ ਸੋ ਅਬਿਨਾਸੀ ਨਾ ਤਿਸੁ ਕਾਲੁ ਸੰਤਾਈ ਹੇ ॥੧੪॥

Jo tis seve so abhināsī nā tis kāl santāī he. ||14||

Whosoever serves **Satguru (the Eternal Enlightener or the Eternal Entity - ੴ)** becomes immortal, Imperishable, and will not be tortured by angle of death. 14.

AGGS, M. 1, p. 1024.

ii) ਏਕੋ ਰਵਿ ਰਹਿਆ ਨਿਰਬਾਨੀ ॥੭॥

Ēko rav rahiā nirbānī. ||7||

One and Only (the Eternal Entity - ੴ) permeates and pervades everywhere in Nirvana.

Nirvana: A state of perfect calm, freedom, and highest happiness, as well as liberation from attachment and worldly suffering.)

AGGS, M. 1, p. 904.

iii) Sabd is Guru and Sat Guru Mat Vela is The Period of Enlightenment (17th to 18th centuries)

ਕਵਣ ਮੂਲ¹ ਕਵਣ ਮਤਿ² ਵੇਲਾ³ ॥
 ਤੇਰਾ ਕਵਣੁ ਗੁਰੁ ਜਸਿ ਕਾ ਤੂ ਚੇਲਾ ॥
 Kavaṇ mūl kavaṇ maṭ velā.
 Ferā kavaṇ gurū jis kā tū chēlā.

Question by Siddhas:

*What is the source of beginning¹, and which type of wisdom² is this time³? **

Who is that Guru, and to whom are you, his disciples?
 AGGS, M. 1, p. 943.

Note: *Time³ represents periods, e.g., the Stone Age, the Copper Age, the Bronze Age, the Iron Age, and the Middle Ages (1066 -1485). Thus, the Siddhas questioned what Age we are passing through.

Answer by Nanak:

ਪਵਨ¹ ਅਰੰਭ² ਸਤਿਗੁਰ³ ਮਤਿ⁴ ਵੇਲਾ⁵ ॥
 ਸਬਦ⁶ ਗੁਰੂ⁷ ਸੁਰਤਿ⁸ ਧੁਨਿ⁹ ਚੇਲਾ¹⁰ ॥
 Pavan arambh saṭ gur maṭ velā.
 Sabad gurū suraṭ dhun chēlā.
The air¹ is the beginning² of every life, and this is the Period⁵ of everlasting enlightening³ philosophy⁴. (Period of Enlightenment).
The Sabd⁶ is the Guru⁷ (enlightenment), and my keen⁹ consciousness⁸ is its disciple⁹.
 AGGS, M. 1, p. 943.

The 'Enlightenment' described in 'Definitions from Oxford Languages' is as follows:

Enlightenment (noun)

The action of enlightening or the state of being enlightened.

A European intellectual movement of the late 17th and 18th centuries emphasizing reason and individualism rather than tradition was heavily influenced by 17th-century philosophers such as Descartes, Locke, and Newton. Its prominent exponents include Kant, Goethe, Voltaire, Rousseau, and Adam Smith.

The above phrase indicates that Guru Nanak pioneered the period of Enlightenment in India in the 15th century, about two centuries before it started in Europe in the 17th century. (Chahal, 2020)

iv) Without Satguru (the Eternal Enlightener or the Eternal Entity - ੴ) Jog is not Achieved

ਬਿਨੁ ਸਤਿਗੁਰੁ ਸੇਵੇ ਜੋਗੁ ਨ ਹੋਈ ॥
 Bin saṭgur seve jog na hoī.

Yoga is not achieved without serving the Satguru (the Eternal Enlightener or the Eternal Entity ੴ).

ਬਿਨੁ ਸਤਿਗੁਰੁ ਭੇਟੇ ਮੁਕਤਿ ਨ ਕੋਈ ॥

Bin saṭgur bhete mukat na koī.

without meeting the Satguru (the Eternal Enlightener or the Eternal Entity - ੴ), no one is liberated.

ਬਿਨੁ ਸਤਿਗੁਰੁ ਭੇਟੇ ਨਾਮੁ ਪਾਇਆ ਨ ਜਾਇ ॥

Bin saṭgur bhete nām pāiā na jāi.

Without meeting the Satguru (the Eternal Enlightener or the Eternal Entity - ੴ), the Naam (the Laws of Nature/Universe) cannot be understood.

ਬਿਨੁ ਸਤਿਗੁਰੁ ਭੇਟੇ ਮਹਾ ਦੁਖੁ ਪਾਇ ॥

Bin saṭgur bhete mahā dukh pāi.

Without meeting the Satguru (the Eternal Enlightener or the Eternal Entity - ੴ), one is entangled in serious troubles/hardships.

ਬਿਨੁ ਸਤਿਗੁਰੁ ਭੇਟੇ ਮਹਾ ਗਰਬਿ ਗੁਬਾਰਿ ॥

Bin saṭgur bhete mahā garab gubar.

Without meeting the Satguru (the Eternal Enlightener or the Eternal Entity - ੴ), one remains engulfed in pitch darkness (great ignorance) and egoistic pride.

ਨਾਨਕ ਬਿਨੁ ਗੁਰ ਮੁਆ ਜਨਮੁ ਹਾਰਿ ॥੨੦॥

Nānak bin gur muā janam hār. || 20 ||

Nanak says:

Without Guru (enlightenment), one dies after losing to win (attain) anything in one's life. 70.

AGGS, M 1, p. 946.

v) Satguru (the Eternal Enlightener or the Eternal Entity - ੴ) grants everything

ਸਤਿਗੁਰੁ ਹੋਇ ਦਇਆਲੁ ਤ ਸਰਧਾ ਪੂਰੀਐ ॥

Saṭgur hoīe dāiāal tā saradhā pūrīai.

When Satguru (the Eternal Enlightener or the Eternal Entity - ੴ) is merciful, our desires are fulfilled.

ਸਤਿਗੁਰੁ ਹੋਇ ਦਇਆਲੁ ਨ ਕਬਹੂੰ ਝੁਰੀਐ ॥

Saṭgur hoīe dāiāal na kabahūn jhūrīai.

When Satguru (the Eternal Enlightener or the Eternal Entity - ੴ) is merciful, we will never grieve.

ਸਤਿਗੁਰੁ ਹੋਇ ਦਇਆਲੁ ਤਾ ਦੁਖੁ ਨ ਜਾਣੀਐ ॥

Saṭgur hoīe dāiāal tā dukh na jāṇīai.

When the Satguru (the Eternal Enlightener or the Eternal Entity - ੴ) is merciful, we will not feel pain.

ਸਤਿਗੁਰੁ ਹੋਇ ਦਇਆਲੁ ਤਾ ਹਰਿ ਰੰਗੁ ਮਾਣੀਐ ॥

Saṭgur hoīe dāiāal tā har rang māṇīai.

When Satguru (the Eternal Enlightener or the Eternal Entity - ੴ) is merciful, we will enjoy the love of the Hari (the Supreme God).

ਸਤਿਗੁਰੁ ਹੋਇ ਦਇਆਲੁ ਤਾ ਜਮ ਕਾ ਡਰੁ ਕੇਹਾ ॥

Saṭgur hoīe dāiāal tā jam kā dar kehā.

When Satguru (the Eternal Enlightener or the Eternal Entity - ੴ) is merciful, we will not fear the angel of death.

ਸਤਿਗੁਰੁ ਹੋਇ ਦਇਆਲੁ ਤਾ ਸਦ ਹੀ ਸੁਖੁ ਦੇਹਾ ॥
 Satgur ho^e dā^oāl tū sad hī sukh dēhā.
 When **Satguru (the Eternal Enlightener or the Eternal Entity - ੴ)** is merciful, the body is always at peace.
 ਸਤਿਗੁਰੁ ਹੋਇ ਦਇਆਲੁ ਤਾ ਨਵ ਨਿਧਿ ਪਾਈਐ ॥
 Satgur ho^e dā^oāl tū nav nidhī pā^oai.
 When **Satguru (the Eternal Enlightener or the Eternal Entity - ੴ)** is merciful, we receive nine treasures.
 ਸਤਿਗੁਰੁ ਹੋਇ ਦਇਆਲੁ ਤ ਸਚਿ ਸਮਾਈਐ ॥੨੫॥
 Satgur ho^e dā^oāl tū sach samā^oai. ||25||
 When the **Satguru (the Eternal Enlightener or the Eternal Entity - ੴ)** is merciful, one understands the Ever-existing Eternal Entity. 25.
 AGGS, M 1. p. 149.

vi) Satguru is a Sabd

ਆਪੇ ਸਤਿਗੁਰੁ ਸਬਦੁ ਹੈ ਆਪੇ ॥
 Āpe satgur sabaḍ hai āpe.
 God Itself is **Satguru (the Eternal Enlightener or the Eternal Entity - ੴ)** and sabd.
 ਨਾਨਕ ਆਖਿ ਸੁਣਾਏ ਆਪੇ ॥੪॥੨॥ ॥੪॥੨॥
 Nānak ākhī suṇā^e āpe.
 Nanak says:
The Eternal Enlightener or the Eternal Entity - ੴ
 Itself speaks and teaches (Its sabd). 4. 2.
 AGGS, M. 3, p. 797.

v) Satguru is a physician

ਸਤਿਗੁਰੁ ਬਾਝਹੁ ਵੈਦੁ ਨ ਕੋਈ ॥
 Satgur bājhahu vaiḍ na ko^o.
 There is no physician like **Satguru (the Eternal Enlightener or the Eternal Entity - ੴ)**.
 ਆਪੇ ਆਪਿ ਨਿਰੰਜਨੁ ਸੋਈ ॥
 Āpe āp niranjan so^o.
 He himself is immaculate (means free from any disease).
 ਸਤਿਗੁਰੁ ਮਿਲਿਐ ਮਰੈ ਮੰਦਾ ਹੋਵੈ ਗਿਆਨ ਬੀਚਾਰੀ ਜੀਉ ॥੪॥
 Satgur mili^oai marai mandā hovai gi^oān bīchārī jī^o.
 ||4||
 On meeting **Satguru (the Eternal Enlightener or the Eternal Entity - ੴ)**, one's evil thinking is dispelled, and one starts to contemplate knowledge. 4.
 AGGS, M. 3, p. 1016.

vi) Guru Ram Das says Satguru (the Eternal Entity – ੴ) is his wise friend, and the enlightened person has helped him to understand the Eternal Entity - ੴ:

ਸਜਣੁ¹ ਮੇਰਾ ਏਕੁ² ਤੂੰ ਕਰਤਾ³ ਪੁਰਖੁ ਸੁਜਾਣੁ⁴॥
 Sajan merā ek tūn kartā purakh sujāṇ.
 Guru Ram Das says:

The One (**the Eternal Entity - ੴ**)² is my wise⁴ friend¹, who is the source of evolution of everything³.
ਸਤਿਗੁਰਿ⁵ ਮੀਤਿ⁶ ਮਿਲਾਇਆ⁷ ਮੈ ਸਦਾ ਸਦਾ⁸ ਤੇਰਾ ਤਾਣੁ⁹ ॥੧੨॥
 Satgur mīṭ milā^oai mai sadā sadā tērā ṭāṇ. ||12||
The truly enlightened person⁵ has helped me to understand⁷ **the Eternal Entity - ੴ**⁹ who is my strength⁹ forever⁸. 12.
 AGGS, M. 4, p. 759.

vii) Satguru Saves from Ocean of Fire (Problems)

ਅਗਨਿ ਸਾਗਰ ਬੁਡਤੁ ਸੰਸਾਰਾ ॥
 Agan sāgar būḍat saṁsārā.
 The world is drowning in the ocean of fire (struggling with enormous problems in life).
 ਨਾਨਕ ਬਾਹ ਪਕਰਿ ਸਤਿਗੁਰਿ ਨਿਸਤਾਰਾ ॥੪॥੩॥੮॥
 Nānak bāh pakar satgur nistārā. ||4||3||8||
 Guru Arjun says:
Satguru (the Eternal Entity - ੴ) saves them by holding their arm (helping them to resolve their problems).
 AGGS, M. 5, p. 804.

viii) No One is Greater than Satguru

ਸਤਿਗੁਰੁ ਜੇਵਡੁ ਅਵਰੁ ਨ ਕੋਇ ॥
 Satgur jevad avar na ko^e.
 No one is as great as **Satguru (the Eternal Entity - ੴ)**.
 ਗੁਰੁ ਪਾਰਬ੍ਰਹਮੁ ਪਰਮੇਸਰੁ ਸੋਇ ॥
 Gur pārbarahm parmesar so^e.
 ਜਨਮ ਮਰਣ ਦੂਖ ਤੇ ਰਾਖੈ ॥
 Janam maraṇ dūkh te rākhai.
Guru is the Supreme God (the Eternal Entity - ੴ) who protects us from childhood to death.
 ਮਾਇਆ ਬਿਖੁ ਫਿਰਿ ਬਹੁੜਿ ਨ ਚਾਖੈ ॥੨॥
 Mā^oai bikh fir bahuṛ na chākhai. ||2||
 Then we do not get involved in poisonous (destructive) illusion (Maya) again. 2.
 AGGS, M. 5, p. 1271.

ix) Satguru is Supreme God

ਸਤਿਗੁਰੁ ਪਰਮੇਸਰੁ ਮੇਰਾ ॥
 Satgur parmesar merā.
 My **Satguru (the Eternal Entity - ੴ)** is the Supreme God.
 ਅਨਿਕ ਰਾਜ ਭੋਗ ਰਸ ਮਾਣੀ ਨਾਉ ਜਪੀ ਭਰਵਾਸਾ ਤੇਰਾ ॥੧॥ ਰਹਾਉ ॥
 Anik rāj bhog ras māṇī nā^o japī bharvāsā tērā. ||1||
 rahā^o.
 I enjoyed the power of being a king and many of the pleasures of life just by chanting Your Name and having complete faith in You.
 AGGS, M 5, p 884.

x) Satguru Helps Everybody to Cross the Dreadful Sea of Life

ਪਾਰਬ੍ਰਹਮ ਪਰਮੇਸੁਰ ਸਤਿਗੁਰ ਸਭਨਾ ਕਰਤ ਉਧਾਰਾ ॥

Pārbarahm pamesur satgur sabhnā karaṭ uḍhārā.

Satguru (the Eternal Entity -ੴ) is the Supreme God who helps all to cross (the dreadful sea of life).

ਕਹੁ ਨਾਨਕ ਗੁਰ ਬਿਨੁ ਨਹੀ ਤਰੀਐ ਇਹੁ ਪੂਰਨ ਤਤੁ ਬੀਚਾਰਾ ॥੪॥੯॥

Kaho Nānak gur bin nahī tarīṁai ih pūran taṭ bīchārā.

||4||9||

Nanak says:

However, without **enlightenment** (Guru), no one can cross (the dreadful sea of life) since it has been discovered that it is the essence of all contemplation.

AGGS, M. 5, p. 611.

xi) Satguru is a Savior

ਮੇਰਾ ਸਤਿਗੁਰੁ ਰਖਵਾਲਾ ਹੋਆ ॥

Merā satgur rakhvālā hoṁā.

My Satguru (the Eternal Entity -ੴ) is my Savior and Protector.

ਧਾਰਿ ਕ੍ਰਿਪਾ ਪ੍ਰਭ ਹਾਥ ਦੇ ਰਾਖਿਆ ਹਰਿ ਗੋਬਿੰਦੁ ਨਵਾ ਨਿਰੋਆ ॥੧॥ ਰਹਾਉ ॥

Dhār kirpā parabh hāth de rākhiṁā har govid navā niroṁā. ||1|| rahāṁ.

By the mercy of **Satguru (the Eternal Enlightener)**, with Its hand, saved **Har Gobind**. Now Har Gobind is fresh and perfectly healthy.¹ Pause

AGGS, M. 5, p. 620.

Who is **Har Gobind** here?

Prof Sahib Singh's following interpretation appears to be referring to **Har Gobind** as if he is the son of Guru Arjun:

(ਗੁਰੂ ਦੀ ਸ਼ਰਨ ਦੀ ਬਰਕਤਿ ਨਾਲ) ਪ੍ਰਭੂ ਨੇ ਕਿਰਪਾ ਕਰ ਕੇ (ਆਪਣੇ) ਹੱਥ ਦੇ ਕੇ (ਬਾਲਕ ਹਰਿ ਗੋਬਿੰਦ ਨੂੰ) ਬਚਾ ਲਿਆ ਹੈ, (ਹੁਣ ਬਾਲਕ) ਹਰਿ ਗੋਬਿੰਦ ਬਿਲਕੁਲ ਰਾਜੀ-ਬਾਜੀ ਹੋ ਗਿਆ ਹੈ ॥੧॥ ਰਹਾਉ॥

Copilot (AI) reports that **Har Gobind** is the sixth Guru in Sikhism. But in Hindu philosophy, Har and Gobind are two different words:

- **Har**: This is the name of Lord Shiva, one of the principal deities in Hinduism, symbolizing destruction and transformation.
- **Gobind** (or Govind): This is another name for Lord Krishna, revered as a supreme deity in Hinduism, symbolizing divine joy and love.

ਪਾਰਬ੍ਰਹਮ ਪਰਮੇਸੁਰ ਸਤਿਗੁਰ ਸਭਨਾ ਕਰਤ ਉਧਾਰਾ ॥

Pārbarahm pamesur satgur sabhnā karaṭ uḍhārā.

*The Supreme God is **Satguru (the Eternal Entity -ੴ)**, Who helps all to cross (the dreadful sea of life).*

ਕਹੁ ਨਾਨਕ ਗੁਰ ਬਿਨੁ ਨਹੀ ਤਰੀਐ ਇਹੁ ਪੂਰਨ ਤਤੁ ਬੀਚਾਰਾ ॥੪॥੯॥

Kaho Nānak gur bin nahī tarīṁai ih pūran taṭ bīchārā.

||4||9||

Nanak says:

However, without **enlightenment** (Guru), no one can cross (the dreadful sea of life) since it has been discovered it is the essence of all contemplation.

AGGS, M. 5, p. 611.

x) Guru Ram Das declared Satguru as the Eternal Entity -ੴ:

ਸਤਿਗੁਰੁ ਮੇਰਾ ਸਦਾ ਸਦਾ ਨਾ ਆਵੈ ਨਾ ਜਾਇ ॥

Satgur merā sadā sadā nā āvai na jāṁe.

My Satguru (the Eternal Entity -ੴ) neither is born nor dies.

ਓਹੁ ਅਬਿਨਾਸੀ ਪੁਰਖੁ ਹੈ ਸਭ ਮਹਿ ਰਹਿਆ ਸਮਾਇ ॥੧੩॥

Oh abhināsī purakh hai sabh meh rahiṁā samāṁe. ||13||

That is an Imperishable Entity and is permeating and pervading in everything.

AGGS, M. 4, p. 759.

The above discussion indicates that Nanak is the 'Guru,' an 'enlightened person,' and 'Satguru,' 'the truly enlightened person.' Nanak is 'Satguru,' who has recognized 'the Ever-existing Enlightener or the Eternal Entity – ੴ.' Besides, 'Satguru' means 'the Ever-existing Enlightener or the Eternal Entity – ੴ.'

IS JESUS SATGURU

Basi (pp.77-89) has extensively quoted phrases from the AGGS and declared as follows:

"We see without a doubt that the Satguru is personal Guru distinct from the Transcendent Primal God, but definitely not the ten Gurus."

Basi's above statement does not clarify what he means. After extensive study of phrases of all the first five gurus, including those mentioned by Basi it becomes evident from this study that there are three types of "Satguru:"

1. Satguru is "**the truly enlightened person.**"
2. Satguru is, who has recognized "**the Ever-existing Enlightener or the Eternal Entity -ੴ.**"
3. Satguru is "**the Ever-existing Enlightener or the Eternal Entity -ੴ.**" which means God (Lord).

I may add that Guru Angad, Guru Amar Das, Guru Ram Das, and Guru Arjun have declared Nanak as

the “Guru,” which means “enlightened person,” and “Satguru,” which means “the truly enlightened person,” as described by Guru Arjun. Guru Arjun further declared that Nanak is Satguru, *the truly enlightened person who has recognized God but not God*. Moreover, I have described many phrases that indicate that Satguru means *the truly enlightened person and the Ever-existing Enlightener or the Eternal Entity -ੴ*, the God (Lord), depending upon the context of the phrase or stanza.

On page 89 Basi starts writing the phrases from the AGGS and from other sources to compare the similarities with that in the Bible and declares that “Satguru” is strictly used for God alone:

ਜੋ ਹਮ ਕੋ ਪਰਮੇਸਰ ਉਚਰਿ ਹੈ॥
ਤੇ ਸਭ ਨਰਕਿ ਕੁਨੰਡ ਮਹਿ ਪਰਿ ਹੈਂ ॥
ਮੋ ਕੋ ਦਾਸ ਤਵਨ ਹਾਨੋ ॥
ਯਾ ਮੈ ਭੈਦ ਨ ਰੰਚ ਪਛਾਨੋ ॥

Jo ham ko pamesar uchre.

Sabh narak kund nein pare hen.

Mo ko das tawan ka jano.

Ya mai bhed n rench pachanio.

Whoever calls me Lord God (Satguru) shall fall into hell.

Consider me as His servant. In this, do not have any doubt.

(Dasam Granth, page 57 Akal Purukh Baach Chaupi 32.)

comments: Guru Gobind Singh has not used the name of ‘Satguru’; instead, he uses Parmeshar (the Lord - God) in the above chaupi.

He further quotes a phrase from Bhatt Gayand from the AGGS as follows:

ਸਤਿਗੁਰੂ ਸਤਿਗੁਰੂ ਸਤਿਗੁਰੂ ਗੁਬਿੰਦ ਜੀਉ ॥...
ਨਾਮੁ ਸਾਰੁ ਹੀਏ ਧਾਰੁ ਤਜੁ ਬਿਕਾਰੁ ਮਨ ਗਯੰਦ ਸਿਰੀ ਗੁਰੁ ਸਿਰੀ ਗੁਰੁ
ਸਿਰੀ ਗੁਰੁ ਸਤਿ ਜੀਉ ॥੫॥੧੦॥

Enshrine this most excellent Name within your heart, and renounce the wickedness of the mind, O Gayand. The TRUE GURU, the TRUE GURU, the TRUE GURU is THE LORD OF THE UNIVERSE Himself.

AGGS, Gayand, p. 1403.

After the above Bani from Dasam Granth and Bhatt Gyand, Basi compares Satguru from the AGGS and the Bible as follows:

In Gurbani

Guru is a Laddar:

ਹੇਕੋ ਪਾਧਰੁ ਹੇਕੁ ਦਰੁ ਗੁਰੁ ਪਉੜੀ ਨਿਜ ਥਾਨੁ ॥
Heko pādhar hek dar gur paorī nij thān.

There is ONE PATH (WAY) and ONE DOOR. The Guru is the ladder to reach one’s own place.

AGGS, M. 1, p. 1279.

Comments: The above phrase does not contain the word ‘Satguru’ but simply ‘Guru’ (enlightened person). However, we have quoted some phrases about ‘Satguru’ as a ladder earlier.

In The Bible

The Holy Bible says:

ਕਿਉ ਜੋ ਪਰਮੇਸਰ ਹੈ। ਇਕ ਹੈ ਅਰ ਪਰਮੇਸਰ ਅਤੇ ਮਨੁਕੱਖਾਂ ਵਿਚ ਇਕੋ ਵਿਚੋਲਾ ਹੈ ਜਿਹੜਾ ਆਪ ਮਨੱਖ ਹੈ ਅਰਥਾਥ ਮਸਹਿ ਯਸੂ ।

For there I one God and one mediator between God and mankind, the man Christ Jesus. (Timothy 2:5)

In Gurbani

Guru is Laddar and Boat

(ਮੂਲੁ ਰਹੈ ਗੁਰੁ ਸੇਵਿਐ) ਗੁਰੁ ਪਉੜੀ ਬੋਹਿਠੁ ॥

(Mūl rahai gur sevīai) gur paorī bohith.

...The Guru is the ladder (mediator) and the boat (of salvation.

AGGS, M. 3, p. 1279.

Comments: The above phrase uses ‘Guru’, which means ‘enlightened person,’ but the word ‘Satguru’ is missing.

ਸਤਿਗੁਰੂ ਹੈ ਬੋਹਿਠਾ ਵਿਚਲੈ ਕਿਨੈ ਵੀਚਾਰਿਆ ॥

Satgurū hai bohithā virlai kinai vīchārīā.

ਕਰਿ ਕਿਰਪਾ ਧਾਰਿ ਉਤਾਰਿਆ ॥੧੩॥

Kar kirpā pār utārīā. //13//

The TRUE GURU (SATGURU) is the boat (mediator), but few are those who realize this, Granting His Grace. He carries them cross.

AGGS, M. 1, p. 470.

Comments: Here, “Satguru’ means ‘the truly enlightened person’ as discussed earlier.

ਸਤਿਗੁਰੁ ਤੁਠੈ ਪਾਇਆ ਨਾਨਕ ਸਚਾ ਨਾਉ ॥੯॥੨੬॥

Satgur tuṭhāi pāiā Nānak sachā nāo. ||9||1||26||
O Nanak, only by His Grace, you find Him, The TRUE GURU (SATGURU), whose name is TRUTH.

AGGS, M. 5, p 71.

ਗੁਰੁ ਪਉੜੀ ਬੋੜੀ ਗੁਰੁ ਗੁਰੁ ਤੁਲਹਾ ਹਰਿ ਨਾਉ ॥

Gur paorī beṛī gurū gur tuḥā har nāo.

The GURU is the ladder, the Guru is the Boat, and the GURU is the raft to take me to the Lord’s name.

AGGS, M. 1, p. 71.

Comments: Here, ‘Satguru’ means ‘the truly enlightened person,’ and Guru means ‘enlightened person,’ as discussed earlier.

ਸਤਿਗੁਰੁ ਬੋਹਿਥੁ ਪਾਵੈ ਪਾਰਿ ॥੧॥ ਰਹਾਉ ॥

Satgur bohith pāvai pār. ||1|| rahāo.

The TRUE GURU (SATGURU) is the boat to carry us across.

AGGS, M. 5, p 801.

Comments: Here again, 'Satguru' means the truly enlightened person.

The Bible

Jesus Christ says:

ਜਿਸੁ ਨੇ ਉਹਨੂੰ ਆਖਿਆ, ਰਾਹ ਅਤੇ ਸਚਿਆਈ ਅਤੇ ਜੀਉਣ ਮੈਂ ਹਾਂ ।
ਕੋਈ ਮੇਰੇ ਵਸੀਲੇ ਬਿਨਾ ਪਿਤਾ ਦੇ ਕੋਲ ਨਹੀਂ ਆਉਂਦਾ ।

I am the (one and only) way and the (one and only) truth and (one and only) source of life. No one comes to the Father except through me.

(Joh 14:6)

Jesus also says:

ਉਹ ਬੁਰਾ ਮੈਂ ਹਾਂ । ਮੇਰੇ ਥਾਣ ਜੋ ਕੋਈ ਵਝੇ ਤਾ ਉਹ ਬਚਾਇਆ ਜਾਵੇਗਾ
ਅਤੇ ਚਾਰਾ ਪਾਵੇਗਾ ।

I am the gate. Whoever enters through me will be saved (attain salvation).

Finally, Basi concludes the discussion on 'Satguru' as follows:

Thus, we have a description or definition of the Mediator. He is the Guru, specifically the Satguru or Perfect Guru, whose name is Truth.

Comments: We agree that 'Satguru' (the truly enlightened person) is a mediator who helps us to meet the God/Lord (the Ever-existing Enlightener or the Eternal Entity, ੴ).

MEANING OF JESUS

After describing Jesus as the 'Satguru,' Basi (p.92) describes the meanings of Jesus as follows:

"The Hebrew for Jesus is YAH-SHUA. Yah stands for He is God, Shua means Savior. Therefore, Jesus means 'God who saves.' God the Father gave this name to Him. This name was announced to Mary, the mother of Jesus, by an angel sent by God the Father before Jesus was born."

It appears as if Basi is trying to equate 'Satguru Jesus' with God.

Basi further compares Satguru in Gurbani and the Bible

In the Gurbani

ਪਤਿਤ ਉਧਾਰਣੁ ਸਤਿਗੁਰੁ ਮੇਰਾ ਮੋਹਿ ਤਿਸ ਕਾ ਭਰਵਾਸਾ ॥

Paṭiṭ udhāraṇ satgur merā mohi tis kā bhārvāsā.

ਬਖਸਿ ਲਏ ਸਭਿ ਸਚੈ ਸਾਹਿਬਿ ਸੁਣਿ ਨਾਨਕ ਕੀ ਅਰਦਾਸਾ
॥੨॥੧੭॥੪੫॥

Bakhs lae sabh sachai sāhib suṇ Nānak kī arḍāsā.
||2||17||45||

MY TRUE GURU is the SAVIOR of sinners; I have placed my trust and faith in Him.

The TRUE LORD has heard Nanak's prayer, and He has pardoned all his sins. ||2||17||45||

AGGS, M. 5, p. 620.

Comments: I agree here, 'Satguru' means the Eternal Enlightener or the Eternal Entity - ੴ

In the Bible

ਅਤੇ ਤੁ ਉਹ ਦਾ ਨਾਮ ਜਿਸੁ ਰਖੀ ਕਿਉਂ ਜੋ ਉਹ ਆਪਣੇ ਲੋਕਾਂ ਨੂੰ ਉਨ੍ਹਾਂ
ਦੇ ਪਾਪਾਂ ਤੋਂ ਬਚਾਵੇਗਾ ।

And you are to give the name Jesus, because he will save his people from their sins.

(Mathew 1:21)

ਅਤੇ ਮੇਰੀਆਂ ਹੋਰ ਵੀ ਭੇਡਾਂ ਹਨ ਜਿਹੜੀਆਂ ਇਸ ਬਾਝੇ ਦੀਆਂ ਨਹੀਂ ।
ਮੈਨੂੰ ਚਾਹੀਦਾ ਹੈ ਜੋ ਉਨ੍ਹਾਂ ਨੂੰ ਵੀ ਲਿਆਵਾਂ ਅਰ ਉਹ ਮੇਰੀ ਆਵਾਜ਼
ਸੁਣਨਗੇ ਅਤੇ ਇਕੋ ਅਯਾਲੀ ਹੋਵੇਗਾ ।

And I have other sheep that are not of this sheep pen. I must bring them also. They will listen to my voice, and there shall be one flock and one shepherd.*

(John 10:16)

*'Other sheep' refers to all those who are not Jews.

Finally, Basi Describes Jesus

"Some say Jesus was a great moral teacher. Others say He was a good man. Jesus claimed to be the unique, sinless, **divine Son of God, as God in the flesh**. He died sacrificially for the sins of all humanity. Because He was sinless when He died, He was not paying the penalty for His own sins but for the sins of humanity. He was crucified, died, and was buried in a tomb. He was not merely human, and because He was also God the Son, the second person of the Triune God. He arose from the dead on the third day, as had predicted many times."

Basi quotes some bani from the AGGS and external sources other than the AGGS to prove that Jesus is the SATGURU (the truly enlightened son of God - the Father), whereas there is no Sikh Guru who is a SATGURU. I have proved earlier that Guru Amar Das and Guru Arjun have declared NANAK as GURU (enlightenment or enlightened person) and as SATGURU (the truly enlightened person), who has recognized God.

IMPLICATIONS OF CALLING JESUS "SATGURU" ON SIKHISM

Basi refuted earlier that in Sikhism, no Sikh Guru has been assigned the title of 'Satguru,' which is reserved only

for God. However, he failed to understand that Guru Arjun has first defined the term 'Satguru' who recognized God as discussed earlier:

ਸਤਿ¹ ਪੁਰਖੁ² ਜਿਨਿ ਜਾਨਿਆ³ ਸਤਿਗੁਰੁ⁴ ਤਿਸ ਕਾ ਨਾਉਂ⁵ ॥
 Sat purakh jin jāniā satgur tis kā nāo.
The one, who understood³ 'the Eternal Entity – ੴ' is called⁵ Satguru (the truly enlightened person⁴).
 AGGS, M 5, p 286. (Sukhmani)

Thereafter, Guru Arjun emphatically assigned this title, 'Satguru' onto Nanak as described earlier:

ਸਭਾ ਤੇ ਵਡਾ² ਸਤਿਗੁਰੁ³ ਨਾਨਕੁ ਜਿਨਿ⁴ ਕਲ⁵ ਰਾਖੀ⁶ ਮੇਰੀ⁷
 ॥੪॥੧੦॥੫੭॥
 Sabh te vadā satgur Nānak jin kal rākhī merī.
 ||4||10||57||
Nanak, the truly enlightened person (Satguru)³, is the greatest² of all¹ the Gurus, who⁴ has made me capable⁵ to understand⁶ myself⁷.
 AGGS, M. 5, p. 750.

Now, Basi has assigned the title of 'Satguru' to Jesus, who has recognized God and is God himself. The use of the title 'Satguru' for Jesus would have many implications for Sikhism since this term will help convert Sikhs to Christianity.

Now the question is:

Does the philosophy in the AGGS allow Sikh intelligentsia and the so-called Sikh authorities to pursue Basi to stop the use of the title 'Satguru' for Jesus?

Or

Does using the Sikh term 'Satguru' for Jesus encourage interfaith dialogue?

5. CONCLUSIONS

The study underscores the centrality of "Guru" and "Satguru" in Sikh scripture as a concept of eternal truth and guidance.

The word "Satguru" (ਸਤਿਗੁਰ) appears about 2,577 times in the Aad Guru Granth Sahib; Etymologically, it is a compound word made by joining two independent word, "Sat" (ਸਤਿ) and "Guru" (ਗੁਰ,) as they occur in the Commencing Verse (ਅਰੰਭਿਕ ਵਾਕ in Punjabi). It is erroneously called Mool Mantra: ੴ ਸਤਿ ਨਾਮੁ ਕਰਤਾ ਪੁਰਖੁ ਨਿਰਭਉ ਨਿਰਵੈਰੁ ਅਕਾਲ ਮੂਰਤਿ ਅਜੂਨੀ ਸੈਭੰ ਗੁਰ ਪ੍ਰਸਾਦਿ ॥ Ek Oh Beant sat nām kartā purakh nirbhāo nirvair akāl mūrāṭ ajūnī saibhān gur parsād. In the most abbreviated form of the Commencing Verse "Sat" (ਸਤਿ) and 'Guru' (ਗੁਰ) have been joined to gather to make "Satguru" (ਸਤਿਗੁਰ) as ੴ ਸਤਿਗੁਰ ਪ੍ਰਸਾਦਿ ॥ (Ek Oh Beant Satgur Parsad). This form of Commencing Verse has been interpolated by somebody as ੴ ਸਤਿਨਾਮ ਵਾਹਿਗੁਰੁ ॥ (Ek Oakar Satnām Vaheguru).

The word 'Sat' (ਸਤਿ) means 'true,' 'exists,' 'exists forever,' and 'eternal,' and the word ਗੁਰ (Guru) is light that dispels darkness (ignorance); it means 'enlightened,' 'enlightener,' 'enlightening,' or 'Enlightenment.' Therefore, etymologically, 'Satguru' (ਸਤਿਗੁਰ) in all its four different spellings means **the truly enlightened person** and **the Ever-existing Enlightener or Eternal Entity – ੴ**. Guru Angad, Guru Amar Das, Guru Ram Das, and Guru Arjun have declared **Nanak as Guru (the enlightened person)**; however, Guru Arjun has accepted **Nanak as 'Satguru' (ਸਤਿਗੁਰ), the truly enlightened person**. On the other hand, Guru Amardas, Guru Ram Das, and Guru Arjun also accept 'Satguru' (ਸਤਿਗੁਰ) means **the Ever-existing Enlightener or Eternal Entity – ੴ (God/Lord)**. These interpretations highlight the term's theological depth and significance as a representation of eternal truth and enlightenment in the Aad Guru Granth Sahib.

When 'Satguru' (ਸਤਿਗੁਰ) means 'the truly enlightened person,' then he is the one who discloses that Naam is the Hukm (Laws of Nature/Universe), is a boat and sabd to help people to cross the dreadful sea of life, ladder, physician, and teacher,

Satguru (the truly enlightened person) helped to discover **the One (The Ever-existing Enlightener or The Eternal Entity – ੴ)**.

Only One (The Ever-existing Enlightener or The Eternal Entity – ੴ) permeates and pervades everywhere.

Everything is in the **One (The Ever-existing Enlightener or The Eternal Entity – ੴ)** and that **One** is in everything.

Satguru (The Ever-existing Enlightener or The Eternal Entity – ੴ) is independent and carefree.

Without **Satguru (the Ever-existing Enlightener or The Eternal Entity – ੴ)** Jog is not achieved.

Nanak says **Sabd is Guru (enlightened or enlightenment)**, and **Satguru mat Vela** is the same as the **Period of Enlightenment** (the 17th–18th centuries).

God Itself is **Satguru (The Ever-existing Enlightener or The Eternal Entity – ੴ)** and Sabd.

Satguru (The Ever-existing Enlightener or The Eternal Entity ੴ) is a savior and protector who saves people by holding their arms from drowning in the **Ocean of Fire** (which means struggling with enormous problems).

No one is greater than **Satguru (The Ever-existing Enlightener or The Eternal Entity – ੴ)**, who saves people from childhood to death.

Satguru (The Ever-existing Enlightener or The Eternal Entity – ੴ) is a Supreme God.

Guru Arjun prayed to **Satguru (The Ever-existing Enlightener or The Eternal Entity – ੴ)**, and he saved (his) sick child, Har Gobind.

Basi, after quoting several phrases from the AGGS and some from other sources and comparing them with those from the Bible, claims that Jesus is 'Satguru' (ਸਤਿਗੁਰੂ), from which it appeared that Jesus is Satguru, which means the truly enlightened person who knew the God, Father.

Assigning the title of 'Satguru' to Jesus may open an interdisciplinary dialogue but also raises critical theological and cultural considerations and many implications for Sikhism. Because Jesus as 'Satguru' will significantly help convert Sikhs to Christianity. Further research is needed on the effect of the use of Sikh terms and practices in Christianity and diminishing the originality of Sikhi and Sikhism.

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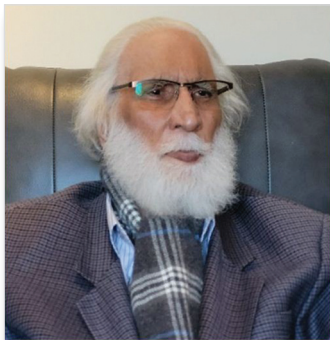
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Since 1999, he has been the Founder and the President of the Institute for Understanding Sikhism and the Editor-in-Chief of *Understanding Sikhism: The Research Journal*, a Member of the Advisory Committee of Sri Guru Granth Sahib Study Centre at Guru Nanak Dev University, Amritsar, since 2011, and a member of World Sikh Council, UK. He has been one of the 100 Top Most Influential Sikhs of the World from 2012 to 2016 as a writer. He was honored by *Shiromani Gurdwara Parbandhak Committee* (SGPC), Amritsar, India, in 2004 and the Delhi Sikh Gurdwara Management Committee (DSGMC), New Delhi, on *Khalsa Fateh Divas* on March 8-9, 2014.

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Cyberbullying in Contemporary Media Culture: An Opinion Piece

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ABSTRACT

Introduction: Cyberbullying has emerged as a significant issue in contemporary media culture, with social media platforms serving as the primary vehicles for this form of abuse. This study aims to investigate the psychological causes and effects of cyberbullying, focusing on the underlying psychological theories and the role of social media and gender in cyberbullying dynamics. **Methods:** The study is divided into three main sections. The first section defines cyberbullying and its prevalence in the digital age. The second section analyzes key psychological theories, including Self-Esteem Theory, General Strain Theory, Social Rank Theory, Norm Theory, and Routine Activity Theory (RAT), as applied by scholars such as Hinduja and Patchin, Hawker and Boulton, Veenstra, and Blumfeld, to understand the motivations behind cyberbullying. The third section examines the impact of social media platforms and gender on cyberbullying, utilizing statistics from surveys and reports to assess which social media sites are most associated with cyberbullying and which genders are more frequently involved as victims or perpetrators. **Results:** The analysis reveals that low self-esteem, social strain, perceived social rank, and the absence of social norms significantly contribute to the likelihood of individuals engaging in cyberbullying. Social media platforms with high user engagement are identified as hotspots for cyberbullying activities, with variations observed across different platforms. Gender analysis indicates that while both males and females are involved in cyberbullying, there are distinct patterns in who is targeted and who perpetrates the abuse. **Discussion:** The findings suggest that psychological factors play a crucial role in cyberbullying behaviors, with social media acting as a catalyst. The study underscores the importance of understanding the psychological motivations behind cyberbullying to develop effective interventions. Additionally, the gendered nature of cyberbullying requires targeted strategies to protect vulnerable populations. **Conclusion:** This study provides a comprehensive analysis of the psychological theories underlying cyberbullying and the influence of social media and gender. It highlights the need for further research and the development of preventive measures to address the growing issue of cyberbullying in contemporary media culture.

Keywords: Cyberbullying, social media, Psychological Theories, Self-Esteem, General Strain Theory, Gender effects, Online Harassment, Media Culture, Social Ranks and Norm theory and RAT theory.

Introduction

In an age where digital communication dominates our interactions, the rise of cyber bullying has emerged as a pressing concern that demands urgent attention. Cyber bullying, defined as the use of electronic communication to bully a person, has become increasingly prevalent, particularly among young people. As social media platforms continue to evolve, they serve not only as tools for connection but also as breeding grounds for harassment and abuse. This opinion piece argues that understanding the psychological underpinnings of cyber bullying is crucial for developing effective prevention strategies and fostering a safer online environment.

The Psychological Landscape of Bullying

As its core, cyber bullying is reflection of deeper psychological issues. The motivation behind this behaviour often stem from factors such as low self esteem, social strain and the desire for social dominance. Psychological theories such as Self esteem theory and social rank theory provide valuable insights into why individuals engage in cyberbullying. For instance, individuals with low self esteem may resort to bullying as a means to elevate their social status among peers. This dynamic not only perpetuates a cycle of abuse but also highlights the need of interventions that address these psychological issues. Moreover, the anonymity afforded by digital platforms exacerbates the problems.

1.1 Social Rank Theory

Hawker and Boulton (2001) utilise the *Social Rank Theory* and argue that 'individuals who have aggressive behaviour hold a *power, higher rank or status within a social group*'.

Therefore, bullying and aggression maybe strengthened and provides those individuals who are aggressive a sense of belonging. Hawker and Boulton expressed that peer victimisation serves a number of roles. According to Warren Blumenfeld (2010); 'First it establishes and maintains *social hierarchy* within a group (an "*in group*") and second it maintains differences between members of the in group, from members of other groups' ("*out-groups*").

1.2 Social Learning Theory

Tershjo and Salmivalli (2003, pg135) 'argue that those who cyberbully achieve the social function of initiating and strengthening social norms.' They discovered that students often rationalise bullying behaviors by blaming the victims of their attacks and signifying that they deserve the bullying and peer aggression or in that some way they diverge from the peer social norms.

Social Learning Theory also referred to as *Social Cognitive Theory*, as Bandura (1986) proposes that 'individuals learn by watching others behave.' People's principles, perceptions and attitudes are greatly impacted by peers and co-workers.

Psychologists refer to the term '*Levelling effect*' to describe bullies that want to degrade others to escalate their own egos reflecting on their own insecurities. Therefore, the '*Levelling effect*' has a psychological impact on bullies. In connection to cyberbullying (Suler, 2001) refers to the '*online disinhibition effect*'. Blumenfeld (2010) states 'Cyberbullying is a particularly cowardly form of bullying.' (Blumenfeld, 2010). Cyberbullies can conceal their identities in the cyber world. With anonymity, cyberbullies have no fear of being punished as they do not have to be accountable for their actions. The technology can also hide the user from feedback from consequences of one's actions which can result in minimum remorse and empathy for the victim. The people who engage in cyberbullying cannot see the reactions of their victims on the other end of the message in terms of intonation of their voice, body language. Therefore, they can inflict pain without having to see the effects. According to Blumfeld (2010) 'Bloombecker (1990) who has investigated cyber related crimes found that denial of responsibility is a significant factor leading to computer abuse.'

1.3 The Social Norms Theory

It is based on how behaviour is often influenced by opinions of how other members of a social group thinks and acts. *Social Norms Theory* involves intervention methods that are meant to rectify misperceived social norms. According to Blumenfeld; '*Social Norms Theory* in many contexts has proven to be effective in empowering those that oppose an unhealthy or abusive behaviour, as well as empowering by standers who are aware of negative behaviours but feel powerless to intervene.' (Blumenfeld, 2010)

1.4 Both Rational Choice Theory and Self Control Theory

These were used to explain cyberbullying. Sameer Veenstra (2011) argues that '*Rational Choice Theory* states that aberrant conduct is the result of costs and benefits whereby the benefits outweigh the costs. The research that supports the theory, due to the low risks of bullying online, cyberbullies feel free from constraints on their behaviour.' To establish why some young people, make the decision to bully online while others do not, *Self- Control Theory* was used. According to Veenstra (2011) 'this theory assumes that engagement in *deviant behaviour* depends on a person's extent of *self-control*.

Consistent with the theory, the results indicate that cyberbullies have less *self-control* than non-cyberbullies.'

1.5 Routine Activity Theory (RAT)

This was used to explain victimisation. The *RAT theory* state there has to be a connection of likely offenders, targets and an absence of parents/guardians for cyberbullying to occur. Veenstra (2011) states; 'firstly, the results indicate that motivated bullies are present in *cyberspace*. Furthermore, victims seem to be suitable targets: they spend significantly more time online and use Instant Messaging significantly more than non-victims. Finally, parents of victims are less capable to protect their children from cyberbullying than parents of non-victims.'

1.6 Self esteem

The theory evolving around *self-esteem* and bullying systematically finds that victims of bullying tend to have lower self-esteem than non-victims. Downs and Leary (1995) imply that;

'*self-esteem* to be an inner depiction of *dismissal* and *social non-acceptance* and a *psychological instrument* recording the degree to which an individual is excluded vs. Included by others.'

These two concepts undermine the fact that *self-esteem* is seen as a perception- one's belief as to their personal value affected by one's participation in the social world- where often interpersonal disputes occur that lead to behaviour such as bullying. The connection between bullying offending and *self-esteem* is much less systematic.

According to Hinduja and Patchin (2010) 'Studies have found evidence to suggest that bullies tend to have higher 7, 8 and lower 9, 10 *self-esteem* levels than non-bullies'. There is also research stipulating there are no significant distinctions between bullies' self-esteem and victims. This point is supported by Hinduja and Patchin (2010); 'research has constantly found that bully's relationship to *self-esteem* is less strong than among victims.'

1.7 General Strain Theory (GST)

Another popular contemporary *Criminology Theory* used by many sociologists- is the *General Strain Theory (GST)* - to subscribe to what is known about the elements connected with both online and offline bullying. The *General Strain Theory* implies that individuals who experience strain as a result of that strain feel frustrated or angry are more at risk to engage in criminal or aberrant behaviour.

Young people were more likely to engage in bullying and cyberbullying who reported anger/vexation or strain. According to Hinduja, Patchin (2010) Agnew (2000) suggests experiencing strain, he argues 'makes us feel bad; that is, it makes us feel angry, frustrated, depressed, anxious, and the like. These bad feelings create pressure for corrective action; we want to do something so that we will not feel so bad.'

According to Hinduja and Patchin (2010) 'bullying online or offline is one such corrective action is youth that experience strain might consider and acquire'. The *General Strain Theory* argues that individuals who experience strain and its effects of negative emotions are more likely to engage in aberrant behaviour- such as bullying and cyberbullying. The next paragraph will look at traditional bullying in non-virtual spaces and cyberbullying in virtual spaces.

Cyber bullies can hide behind screens, allowing them to inflict harm without facing immediate consequences. This disconnection from their victim's emotional responses diminishes empathy and accountability creating an environment where harmful behaviours can flourish unchecked. Understanding this psychological disinhibition is essential for crafting strategies that encourage accountability and foster empathy for users.

The Role of Social Media

Social media platforms have revolutionised communication but have also facilitated new forms of bullying. Research indicates that certain digital platforms, such as social media networking sites Facebook and Twitter, are hotspots for cyber bullying incidents. The persuasive nature of these platforms that victims cannot escape the harassment, leading to severe psychological consequences. It is imperative that social media companies take responsibility for creating safer online spaces by implementing stricter policies against bullying and providing resources for victims. Additionally, educational initiatives must be prioritised to raise awareness of the impact of cyberbullying. Schools should incorporate comprehensive programs that educate students about digital citizenship and the importance of respectful online behaviour. By fostering a culture of empathy, kindness and respect from an early age, we can work towards reducing the incidences of cyberbullying.

2. Results

2.1 Research conducted

Two surveys conducted by Smith and his colleagues Smith et al., (2008) in the UK found that 'cyberbullying was more common outside of school than in school and less prevalent than traditional bullying.'

Traditional bullying was easier to tackle by teachers in non-virtual spaces such as playgrounds inside schools than cyberbullying, due to the increase of social media and more young people are using virtual spaces such as the internet as a mechanism to bully from outside of school. The virtual space has become a world for cyberbullies and victims.

'Happy Slapping' is one of the UK's most popular form of cyberbullying. This form of cyberbullying involves groups of teens hitting and beating victims, filming these actions and posting them online. Other forms of peer cyberbullying included denigration, impersonation, outing and trickery, exclusion/ostracism and cyber stalking. Also cyberbullies create bulletin boards and websites containing photos of a classmate and inviting demeaning insults, sexual comments and ratings to be posted and viewed by an infinite cyber audience. As well as taking pictures of victims, filming them and modifying the photographs to represent sexually graphic images, uploading them online and inviting comments from a worldwide audience. The next few paragraphs will be examining the role that social media plays in *cyberbullying*.

'The report, published by national anti-bullying charity Ditch the Label, sampled 10,008 young people aged between 13 and 22 and found that levels of cyberbullying were much higher than previously reported. 69% of youth are targeted by cyberbullying.' Daily Express (2013) this shows that more young people are facing cyberbullying crimes on the internet.

The survey said Facebook, Ask.fm and Twitter were found to be the most likely sources of cyberbullying, and '54% of those using Facebook reported cyberbullying on the network.' The national anti-bullying survey (2013) this indicates that web.20 is the main factor of cyberbullying and facebook seems to be one of the worst platforms to be cyberbullied on. The next paragraph will look at examples of cyberbullying victims.

Gender dynamics in cyber bullying

Another critical aspect of cyberbullying is its gender nature. Studies reveal distinct patterns in how different genders experience and perpetrate cyberbullying. While both males and females are involved in these dynamics, the methods and motivations often differ. For instance, girls may engage in relational aggression through exclusion and spreading rumours, while boys may resort to overt forms of aggression.

Recognising these differences is vital for developing targeted interventions that address the unique experiences of various groups.

Programs aimed at preventing cyberbullying must consider applying these gender dynamics to effectively

support all victims and reduce instances of any forms of bullying behaviour.

Gender differences exist in the way teenagers perceive cyberbullying. Initial research indicates that 'boys may be more likely to hack into others systems and engage in online name calling'. Dehue, et al., Lenhart (2008) argue that 'Girls on the other hand are more likely than boys to gossip in cyber space and likely to spread rumours online.'

Initial evidence for gender differences in physical forms of cyberbullying comes from examining emotional responses to cyberbullying. Hinduja and Patchin, (2009) found that 'girls are more likely to feel frustrated whereas boys are more likely to feel scared following cyberbullying, and they suggest that this difference may result from boys being subject to more online physical threats.

In terms of different media forms used to cyberbully, girls often reported being bullied through text messages and email than boys. As Luke Gilkerson (2012) states that '38% of online girls report being bullied, compared with 26% of online boys. In particular, 41% of older girls (15-17) report being bullied—more than any other age or gender group'.

According to Smith, P., et al; (2006). 'In June/July 2012, a questionnaire in the UK was designed and returned by 92 students aged between 11-16 years, across 14 different London schools. The questionnaire looked at the different types of cyberbullying experiences in and outside school, distinguishing between seven forms of cyberbullying. These included text message bullying, phone call bullying, email bullying, picture/video clip bullying, bullying through instant messaging and via websites. The questionnaire found that 'girls were significantly more likely to be cyberbully victims than boys especially through text messages and phone calls. Girls were more likely to be both cyberbullied and bullied in school than boys.' Smith, P., et al; (2006). In all cases girls had reported a greater degree of victimisation than boys.

Furthermore, girls were more exposed to cyberbullying via text messages and phone calls, the two methods of cyberbullying found to be the most dominant among school children.

Girls' involvement in being cyberbullied is consistently higher than boys, with girls reporting greater victimisation through all cyberbullying mediums with the exception of website and picture/video clip bullying. The next and final paragraph will look at adults and celebrities who had been affected by cyberbullying with examples.

We see more and more a person's entire life displayed on social media from birth to death. Cyberbullying does not only affect young people by young people, it can affect anyone at any age. For example, a mother in the US had

posted pictures of her baby daughter on facebook; she had received some horrible comments and remarks about her baby girl from other mothers. Also, many celebrities such as Ellen Page, Melanie Griffiths, Australia's next top model host Charlotte Dawson, singer Cheryl Cole have all been attacked on twitter with threats from internet trolls who made rude comments on how they look etc. This shows that cyberbullying occurs almost anywhere in homes, at work, in the neighbourhood etc. across the globe and from all different types of people.

Conclusion: A call to action

Cyberbullying is not a fleeting issue; it is a pervasive problem that affects countless individuals across the globe. As we navigate this digital landscape, it is crucial to prioritise understanding the psychological factors at play and the role social media have in facilitating bullying behaviours. By fostering empathy and kindness and implementing stricter policies on social media, and addressing gender dynamics within bullying contexts, we can create a safer online environment for everyone. The time has come for society, parents, educators, policy makers and tech companies to unite in combating cyberbullying.

Through collaborative efforts and a commitment to understanding this complex issue, we can pave way for a future where online interactions are characterised by respect and kindness rather than hostility and fear.

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Education for Students: A Socio-Cultural Perspective

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ABSTRACT

This article examines the socio-cultural perspective on education, focusing on the role of experiential learning and career guidance for students. In an increasingly interconnected world, where cultural diversity and social dynamics shape educational experiences, the need for effective career orientation linked to cultural realities is paramount. The study analyzes the significance of experiential activities in fostering personal capacities and adaptability among students. It emphasizes the importance of collaboration among families, schools, and communities in providing comprehensive career guidance. Utilizing a mixed-methods approach that includes document analysis, observations, and qualitative research, the article identifies key strategies for enhancing experiential learning initiatives. Findings suggest that integrating experiential activities into the curriculum, investing in professional development for educators, and strengthening community partnerships are essential for improving students' engagement and preparedness for future careers. This research contributes to understanding how socio-cultural factors influence educational practices and highlights the necessity of an integrated approach to career guidance.

Keywords: Experiential Learning, Career Guidance, Socio-Cultural Education, Student Development, Community Collaboration, Curriculum Integration.

1. INTRODUCTION

Reason for Choosing the Topic

In today's rapidly evolving world, experiential learning and career guidance have garnered significant attention across various educational systems, particularly for students. This educational trend is gaining traction globally, playing a crucial role in enhancing personal capabilities and adaptability among students as they navigate diverse cultural and social environments. In an era characterized by information overload and global connectivity, effective career orientation linked to cultural realities and societal needs is vital for students' successful integration into the labor market (Kolb, 1984).

In Vietnam, the implementation of experiential education and career guidance in schools has shown promising developments in recent years. However, a balanced perspective—considering both the positive

outcomes and potential challenges—is essential for identifying solutions that can further enhance students' personal capacities and adaptability in the face of a multifaceted cultural and social landscape.

2. RESEARCH OBJECTIVES

This article aims to analyze the significance of experiential activities in relation to culture and society. It seeks to determine the importance of collaboration between family, school, and community in providing effective career guidance. Furthermore, it proposes actionable solutions to enhance the effectiveness of experiential activities and career guidance for students.

3. RESEARCH METHODS

The research employs a combination of methodologies, including document synthesis and analysis from scientific journals, observations, interviews,

and both qualitative and quantitative research approaches utilizing statistical data.

4. DISCUSSION

1. Experiential Activities Associated with Culture and Society

1.1. The Concept of “Experience” and “Career Experience Activities”

According to the Vietnamese Encyclopedia, “experience” is defined as any emotionally charged state that an individual perceives, undergoes, and integrates into their psychological life alongside knowledge and consciousness (Vietnamese Encyclopedia, 2005). In this context, “career experience activities” can be understood as educational endeavors within schools designed to help learners cultivate skills, critical thinking, and cultural values that align with their social context.

In essence, career experience activities are structured educational initiatives where educators guide students to engage directly in various experiences aimed at stimulating creative thinking and problem-solving abilities (Schön, 1983). These activities can take place in diverse settings—classrooms, libraries, multipurpose rooms, museums, historical sites, cultural landmarks, manufacturing facilities—depending on local resources and school contexts.

The integration of experiential activities with socio-cultural elements, particularly through field trips, enables students to develop a deeper understanding of traditional values and identities within their own communities and across diverse ethnic groups globally (Lave & Wenger, 1991). This approach not only enhances cultural awareness but also fosters a sense of responsibility for preserving social and cultural heritage.

In this context, “career guidance experiential activities” represent a vital component of school-based educational programs, designed to help learners cultivate essential skills, critical thinking, and cultural values aligned with societal needs. These activities involve direct participation in diverse, educator-guided experiences aimed at stimulating creative thinking and problem-solving abilities.

The organization of such activities is adaptable, taking place in various settings depending on the resources and conditions of the school and local community. Potential venues include classrooms, libraries, multipurpose rooms, heritage rooms, museums, historical and cultural sites, scenic locations, and production facilities. By connecting experiential activities with socio-cultural contexts, students gain a more profound understanding of local and global traditions, fostering their ability to consciously and responsibly identify and preserve these values.

1.2. Typical “Experiential Learning Cycle”

David A. Kolb’s “Experiential Learning Cycle” is a foundational model in education and career development, particularly in experiential learning contexts that emphasize learning through practice and reflection (Nguyen, 2023). This model outlines a cyclical process comprising four key stages, each rooted in specific types of experiences:

1. Concrete Experience

This stage involves direct participation in practical activities or real-world experiences. It is often symbolized by icons such as an activity scene or a brain, representing active engagement.

2. Reflective Observation

Here, learners analyze and reflect on their experiences, focusing on understanding what occurred. This stage is represented by symbols like a person thinking or taking notes, emphasizing introspection and observation.

3. Abstract Conceptualization

During this phase, learners synthesize their reflections into theories or concepts, building a structured understanding based on prior experiences. Common symbols for this stage include a book or a light bulb, signifying knowledge construction and insight.

4. Active Experimentation

In this final stage, learners apply their newly developed theories or ideas in practice, testing and verifying their applicability. This phase is often represented by symbols such as a gear or a flask, highlighting experimentation and application.

Kolb’s cycle fosters continuous learning by encouraging individuals to engage in iterative processes of experience, reflection, theory formation, and experimentation. This approach enables learners to adapt swiftly to new environments and evolving challenges in life and work. Furthermore, it promotes collaboration and group dynamics, enhancing skills in teamwork, communication, and idea sharing. The cyclical nature of the model, represented by a circular diagram with connecting arrows, ensures an ongoing process of learning, reflection, and practical application.

This study utilizes David A. Kolb’s “Experiential Learning Cycle” as a theoretical framework to examine learners’ emotional expressions during experiential and career guidance activities. The research focuses on selected high schools in Thua Thien Hue province, Vietnam, during the 2024–2025 academic year, with a specific emphasis on the following criteria:

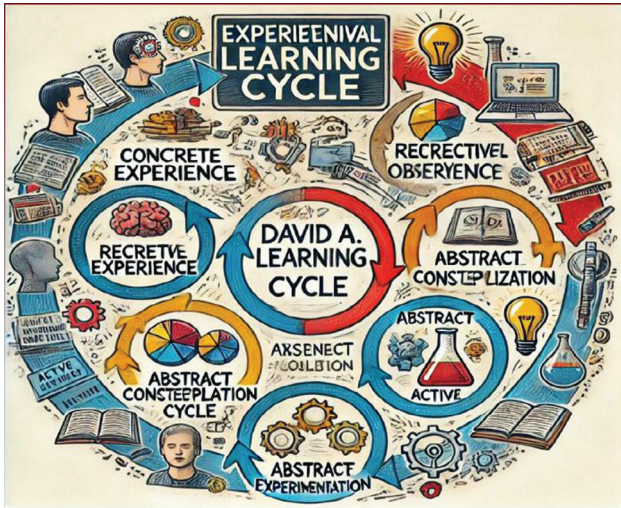


Figure 1. Mind Map Depicting David A. Kolb’s Experiential Learning Cycle

Table 1. Emotional Expressions and Learner Engagement Criteria during Experiential and Career Guidance Activities: A Study Based on Kolb’s Experiential Learning Cycle

Category	Value
Very satisfied, very interested	10
Satisfied, interested	20
Neutral	30
Unpleasant	15
Very unpleasant	5
Indifferent	10
Very indifferent	10

Source- Author, 2024

Table 2. Criteria and Values for Preparation Levels Before Experiential Education Activities

Criteria	Value
Very active	15
Proactive, proactive	25
Self-motivated, responsive, compliant	30
Perform passively, compliant	20
Perform reluctantly, forced	10

Source- Author, 2024

Through a systematic analysis of data obtained from collected samples and structured interviews utilizing questionnaires, our findings indicate that this model significantly influences education and career development. Its impact is particularly notable in experiential learning environments, where learners are encouraged to engage actively through practice and reflection. This approach fosters a deeper understanding of concepts compared to passive theoretical learning, accommodating diverse learning styles. Moreover, it enables learners to apply theoretical knowledge flexibly and effectively in practical contexts. The model



Figure 2. Experiencing Vietnam Book Day at the library



Figure 3. Virtual reality driving experience



Figure 4. Experience Culinary Culture

is especially beneficial in vocational training, soft skills development, and management education, as it promotes critical thinking and supports the development of creative problem-solving abilities.

Here are some pictures illustrating the students’ experience.



Figure 5. Festival Cultural Experience

Figure 6. A Video on Celebrating Traditions: A Cultural Journey at the Lao Festival

Click to see a Video on- [Immersive Cultural Experience at the Lao Festival.MP4](#)

If the above video does not work in your browser, [Click Here](#)

2. The Role of Experiential Activities in Career Guidance

2.1. Enhancing Personal Capacities

Experiential learning plays a pivotal role in developing personal capacities among students. By engaging in hands-on activities that reflect real-world scenarios, students can better understand their strengths, weaknesses, interests, and potential career paths (Hattie & Timperley, 2007). This self-awareness is crucial for making informed decisions about their futures.

Students' career experiences can be tailored to align with their chosen fields of study and individual capabilities. For instance, they may pursue roles such as chef, driver, teacher, tour guide, or engineer, depending on their interests and aptitudes.

2.2. Fostering Adaptability

In an increasingly globalized world where cultural exchanges are commonplace, adaptability becomes a key competency for students. Experiential activities expose learners to various cultural contexts and social dynamics, equipping them with the skills necessary to navigate diverse environments effectively (Bandura, 1986). This adaptability not only enhances their employability but also prepares them to engage meaningfully with different communities.

Educating students through career-oriented experiential activities fosters a realistic, dynamic, and responsible outlook, equipping them with essential skills for career acquisition and adaptation to diverse situations and contexts. For instance, participation in cultural festival activities exposes students to a variety of traditions and practices, enabling them to gain deeper insights into rituals and cultural expressions. This immersive approach enhances their cultural competence and practical awareness, offering a vibrant and engaging learning experience.

3. The Importance of Collaboration Among Family, School, and Society

3.1. Family's Role in Career Guidance

Families play an instrumental role in shaping students' career aspirations and choices (Blumenfeld & Cooper, 2010). Parental support and encouragement can significantly influence a child's confidence in pursuing specific paths. Therefore, fostering an environment where families are actively involved in career guidance initiatives is essential.

In the context of social life, it is imperative to emphasize the significance of family and family education in shaping individuals and contributing to societal development. As President Ho Chi Minh aptly stated, "Many families together make a society, a good society makes a better family, a good family makes a good society. The nucleus of society is the family." This perspective underscores the reciprocal relationship between family and society. Parental guidance and support play a pivotal role in enabling children to make informed choices aligned with their abilities, aspirations, and familial circumstances, thereby empowering them to pursue their dreams and shape their futures effectively.

3.2. School's Responsibility

Schools serve as critical platforms for delivering career guidance through experiential learning programs. Educators must be equipped with the necessary training to facilitate these experiences effectively while also collaborating with local businesses and community organizations to provide real-world insights into various professions (Hinduja & Patchin, 2010).

Vocational training institutions are increasingly focusing on this issue. By establishing partnerships with local businesses, including restaurants, hotels, companies, and professional agencies, these institutions have created opportunities for students to engage in practical learning. Through coordinated schedules with specific units, students are able to visit, participate in hands-on activities, and complete internships at these facilities.

This approach enhances students' experiences, providing them with valuable and practical insights that contribute to their overall development. It fosters a more dynamic and effective way of improving students' knowledge and skills.

3.3. Community Engagement

Community involvement is vital for creating a supportive ecosystem around students' career development efforts (Agnew, 2000). Collaborations with local industries can provide students with internships or mentorship opportunities that enhance their practical skills while reinforcing the connection between education and employment.

The barriers to promoting the development and commercialization of research outcomes, as well as the valuation of intellectual property, present significant challenges that necessitate the intervention of comprehensive policies accompanied by operational mechanisms. Such policies are essential to effectively facilitate and streamline these processes in practice. These challenges also represent both opportunities and obstacles in the selection of collaborative partnerships and joint development efforts aimed at advancing students' careers.

4. Proposed Solutions for Improving Experiential Activities

4.1. Curriculum Integration

To maximize the impact of experiential learning on career guidance, schools should integrate these activities into the curriculum systematically rather than treating them as supplementary experiences (Veenstra & Dijkstra, 2011). This integration ensures that all students have access to meaningful learning opportunities that align with their academic goals.

4.2. Professional Development for Educators

Investing in professional development for educators is crucial for enhancing the quality of experiential learning experiences offered in schools (Hattie & Timperley, 2007). Training programs should focus on innovative teaching methods that promote active engagement and critical thinking among students.

4.3. Strengthening Partnerships

Building strong partnerships between schools, families, businesses, and community organizations can create a network of support for students' career development efforts (National Center for Education Statistics [NCES], 2021). These partnerships can facilitate resource sharing while providing students with diverse perspectives on various professions.

Limitations to the Study

Here are some potential limitations of the study conducted:

1. **Scope of Research:** The findings are primarily based on the context of Vietnam, which may limit their applicability to other cultural or educational settings, reducing generalizability.
2. **Methodological Constraints:** The study's sample size and diversity may be limited, potentially affecting the richness and representativeness of the qualitative data collected.
3. **Lack of Longitudinal Data:** The absence of longitudinal data means that the long-term effects of experiential learning and career guidance on students' development are not assessed, making it difficult to draw conclusions about sustained impact.
4. **Potential Bias in Data Collection:** Reliance on self-reported data from interviews and questionnaires may introduce bias, as participants might provide socially desirable responses rather than accurate reflections of their experiences.
5. **Insufficient Exploration of Challenges:** While the article highlights the importance of experiential activities, it does not adequately address the challenges schools face in implementing these initiatives effectively, which is crucial for developing practical solutions.
6. **Limited Discussion on Assessment:** The article lacks a detailed exploration of how to measure the effectiveness of experiential learning and career guidance initiatives, which is essential for evaluating success and identifying areas for improvement.
7. **Cultural Sensitivity:** The discussion may not fully account for how different cultural backgrounds influence students' experiences with career guidance and experiential learning, limiting a comprehensive understanding of these dynamics.

These limitations highlight areas for future research and improvement in understanding the socio-cultural factors influencing education and career guidance practices.

5. CONCLUSION

In conclusion, education from a socio-cultural perspective emphasizes the importance of experiential learning and career guidance as essential components of student development in contemporary society. By recognizing the interconnectedness of family, school, and

community roles in this process, we can create a holistic approach that enhances students' personal capacities and adaptability within diverse cultural contexts.

As Vietnam continues to evolve within a global landscape marked by rapid change and complexity, it is imperative to prioritize these educational strategies to prepare future generations for success in an interconnected world (Kolb, 1984). Through collaborative efforts focused on enhancing experiential activities related to culture and society, we can foster a generation of learners equipped not only with knowledge but also with the skills necessary to thrive in diverse environments.

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Some Solutions to Improve Communication and Intercultural Skills in Teaching Vietnamese to Foreigners

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ABSTRACT

Introduction: Intercultural communication is an important aspect of language education in today's globalized world, where interactions between diverse cultures are inevitable. In teaching Vietnamese to foreigners, fostering learners' intercultural communication skills is essential for meaningful cultural exchange and language acquisition. **Method:** This article draws on research practices and the pedagogical process of teaching Vietnamese to foreign learners. It focuses on analyzing the challenges inherent in teaching Vietnamese by identifying the linguistic and cultural barriers that learners commonly face. Employing methods such as observation, interviews, and experimental approaches, the study examines students' acquisition of knowledge and practice in the Vietnamese language. Furthermore, it proposes targeted teaching strategies to address these challenges, emphasizing the use of multimedia techniques, role-playing activities, and cultural immersion as effective solutions. **Results:** The study highlights the effectiveness of integrating multimedia tools and cultural immersion in improving learners' intercultural communication skills. Real-life examples of typical intercultural communication situations encountered when learning Vietnamese are provided, along with strategies to address these situations from an intercultural perspective. This study will serve as a significant reference for educators involved in teaching Vietnamese to foreign learners, with a particular focus on enhancing intercultural communication skills. **Discussion:** The findings highlight the importance of developing communication skills through listening, speaking, reading and writing activities. Focusing on group communication and using multimedia platforms to create dynamic and interactive learning environments. These approaches contribute to improving both intercultural understanding and language proficiency. **Conclusion:** Addressing linguistic and cultural barriers in teaching Vietnamese to foreigners requires a strategic focus on developing communication and intercultural skills. The proposed solutions provide a roadmap to improve learners' proficiency and promote meaningful cultural exchange.

Keywords: Intercultural communication, Vietnamese language teaching, cultural integration, communication skills development, language education strategies.

1. INTRODUCTION

The rise of intercultural communication in the modern world has forced educators to focus on teaching language and culture simultaneously. In the context of Vietnamese language education for foreigners, understanding Vietnamese culture is as important as mastering grammar and vocabulary. The theme of the 5th International Conference on Culture and Education (ICCE 2024), “Intercultural Education in the Context of Integration”, emphasizes the need for intercultural competence in teaching Vietnamese to foreigners. This article examines how Vietnamese educators can improve learners’ intercultural communication skills and proposes practical solutions to foster an environment where culture and language learning go hand in hand.

In an increasingly globalized world, learning a foreign language often comes with the challenge of understanding and integrating into a new culture. For foreigners learning Vietnamese, this challenge is compounded by the complexity and cultural nuances inherent in the language. Communicating effectively in Vietnamese requires not only mastery of grammar and vocabulary, but also an understanding of the cultural values and social hierarchies that determine how the language is used in different contexts. This article discusses some solutions to improve communication and intercultural skills when teaching Vietnamese to foreigners. The article highlights how teachers can integrate culture into language instruction, use multimedia tools, and promote group communication to improve learners’ listening, speaking, reading, and writing skills.

2. METHODS

2.1 Intercultural Communication and Education

Intercultural communication is the process by which individuals from different cultures interact and exchange

ideas. In the context of teaching Vietnamese to foreigners, intercultural education plays a key role. Learners must not only acquire linguistic competence but also develop intercultural competence, which includes understanding cultural norms, values, and behaviors related to language (Hoang, 2022). The goal of intercultural education is to create a respectful, fair, and open environment where different cultures can interact without one culture dominating another.

2.2 Solutions to improve intercultural communication skills

Cultural integration

One of the most effective ways to teach intercultural communication is through cultural immersion. Immersion allows learners to experience Vietnamese culture firsthand by participating in everyday activities, such as going to the market, joining a family meal, or attending traditional festivals. These experiences provide learners with the opportunity to apply their language skills in real-life contexts where they must navigate cultural norms and communication styles. According to Nguyen and Pham (2020), immersion fosters an appreciation for cultural differences, encouraging learners to adapt their communication strategies to different cultural contexts.

The following activities serve as illustrations of students’ cultural integration: participating in traditional festivals that include listening to Hue folk songs and engaging in the ceremonial release of flower lanterns on the Perfume River following a prayer ceremony:

Role-playing and simulation

Role-playing and simulation are excellent strategies for improving intercultural communication skills. These methods allow learners to practice speaking Vietnamese in culturally relevant situations. For example, a role-playing



Figure 1. Enjoying a Dragon Boat Cruise along the serene Perfume River

exercise might involve learners reenacting a conversation at a Vietnamese wedding, in which they must greet elders respectfully and use appropriate honorifics. Such exercises help learners understand the pragmatic aspects of language use in Vietnamese culture. By simulating real-life situations, learners can experiment with different communication strategies and receive feedback from the instructor on their cultural appropriateness.

An effective example of fostering language communication in the classroom involves engaging students in group or pair communication activities centered on the topic of "Traffic." In this approach, the teacher facilitates activities such as identifying modes of transportation using visual aids like pictures or model toys,

including motorbikes, bicycles, cars, and trains. Beyond vocabulary acquisition, students engage in role-playing scenarios where they practice asking for directions, expressing apologies for inconveniencing others, and navigating situations involving minor traffic mishaps. These scenarios are enriched by the use of culturally appropriate forms of address and honorifics when interacting with older individuals, thereby reinforcing both linguistic and sociocultural competence.

By cultivating a dynamic and supportive classroom environment, these communication exercises enhance student engagement, foster enjoyment, and promote retention. The lively and interactive nature of these activities ensures that the learning process is both memorable and stimulating, reducing monotony and encouraging sustained participation.



Figure 2. Prayer ceremony of Lao students at Thien Mu Pagoda in Hue City, Thua Thien Hue Province, Vietnam

2.4 Use of Multimedia Tools

With the development of technology, multimedia tools have become indispensable in language teaching. Videos, podcasts, and interactive applications can be used to introduce learners to authentic Vietnamese communication styles. For example, watching Vietnamese TV shows or movies allows learners to observe how native speakers interact in various social contexts, such as formal meetings or casual conversations with friends. According to Tran (2019), multimedia tools not only improve language comprehension but also provide learners with a deeper understanding of cultural nuances. These tools allow learners to interact with the language in a dynamic and engaging way, improving both listening and speaking skills.



Figure 3. Lao lecturers and students pose for souvenir photos at Toa Kham Wharf in Hue City, Thua Thien Hue Province, Vietnam, following the Flower Lantern Releasing Ceremony on the Perfume River.

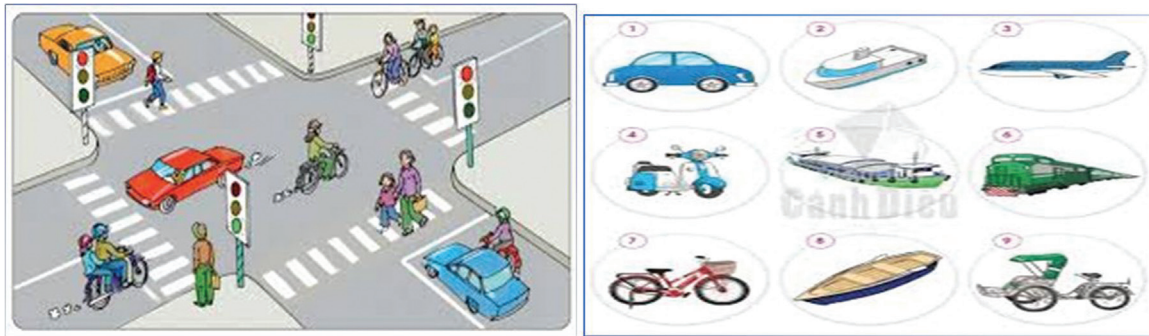


Figure 4. Exploring Various Modes of Transportation: A Visual Guide to Different Types of Vehicles

Indirect group communication, using digital tools such as online chat forums or video conferencing, is another effective method. In today's digital age, platforms such as Zoom, Skype, and Google Meet provide learners with the opportunity to communicate with native speakers or other learners in real time, regardless of location (Do, 2021).

Students, in particular, exhibit a strong interest in engaging with hypothetical and real-life scenarios in communication. For instance, they often show enthusiasm when guided to edit conversations using digital tools such as video calls or platforms like Zoom. These edited conversations can then be saved and shared with the class, fostering a collaborative learning environment.

Moreover, educators leverage technology to deliver knowledge and skills in dynamic and visually engaging ways, significantly enhancing students' ability to practice and improve their communication skills. This approach not only facilitates language acquisition but also encourages active participation and deeper engagement.

By cultivating a lively and supportive atmosphere during communication practice, and by tapping into students' excitement, educators make the learning process more memorable, effective, and enjoyable, thereby mitigating monotony and fostering sustained interest.

3. RESULTS

3.1 Typical intercultural communication situations and solutions

In the context of teaching Vietnamese to foreigners, it is essential to anticipate common intercultural communication situations and provide learners with strategies to navigate them. Here are two examples of such situations:

1. *Situation 1: How to address the elderly in Vietnamese culture*

In Vietnamese culture, addressing elders with the correct form of address is a sign of respect. Foreign learners often have difficulty choosing the appropriate

form of address to address elders, as Vietnamese honorifics are complex and vary according to family hierarchy, age, and social status. For example, "sir" is used to address an older man, while "ba" is used to address an older woman. When learners do not use the appropriate form of address, this can lead to unintended disrespect.

Solution: Educators can teach learners to master Vietnamese honorifics through repeated practice and contextual examples. Role-playing exercises in which learners greet elders in different situations can help them internalize the correct forms of address.

2. *Situation 2: Making an indirect request*

Vietnamese people often use indirect speech to make requests, especially when the request might cause inconvenience to the listener. For example, instead of saying "Could you give me a ride?", a Vietnamese speaker might say "I wonder if you have time to give me a ride?" Foreign learners may find this indirect speech confusing and may not understand the need to use such politeness strategies.

Solution: Educators should emphasize the importance of politeness in Vietnamese culture and teach learners how to construct indirect requests. Practicing dialogue and simulating polite conversations can help learners become more comfortable with indirect speech.

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Solution: Educators should emphasize the importance of politeness in Vietnamese culture and teach learners how to construct indirect requests. Practicing dialogue and simulating polite conversations can help learners become more comfortable with indirect speech.

3.2 *Solve the problem of using language to behave appropriately in Vietnamese situations, culture and customs*

In teaching Vietnamese to non-native speakers, one of the main challenges is ensuring that learners not only understand vocabulary and grammar, but also learn to use the language in a way that is appropriate to Vietnamese cultural norms. Vietnamese culture places a significant emphasis on social hierarchy, respect for elders, and situational appropriateness, which can influence language use in both formal and informal contexts (Tran, 2020). For example, the way a person addresses an elder in Vietnamese is very different from the way they address a peer or younger person. Understanding and mastering these nuances is key to promoting successful intercultural communication.

As explained above, Vietnamese has distinct pronouns based on the age, status, and relationship of the speaker to the listener. Foreigners often have difficulty with this aspect of the language because they are used to using neutral pronouns, regardless of social hierarchy. Incorrect use of these pronouns can lead to misunderstandings and even insults to the person being addressed. For example, calling an elder “you” instead of “bac” or “ong” (terms used to refer to elders) would be considered disrespectful (Nguyen & Mai, 2018). Therefore, Vietnamese language educators must

incorporate cultural lessons into their curriculum to teach students the appropriate context for using these terms of address.

Furthermore, nonverbal communication plays a pivotal role in Vietnamese culture and is often as important as spoken words. Gestures, eye contact, and facial expressions can carry significant weight in communication. For example, prolonged eye contact can be seen as disrespectful or confrontational in some formal situations in Vietnam (Pham, 2021). Educators need to integrate both language and cultural instruction to ensure that students understand the deeper meanings and implications of their words and actions.

It is not just about learning grammar and vocabulary, but also about learning how to behave and communicate within the cultural framework of Vietnam. This requires cross-cultural sensitivity and a deep understanding of Vietnamese customs, rituals, and expectations. Teachers should develop situational role-play activities and case studies that allow learners to practice using the language in a variety of social contexts (Hoang, 2022). By addressing these linguistic-cultural issues, foreign students can become more proficient in navigating Vietnamese society, communicating respectfully, and participating effectively in both formal and informal cultural exchanges.

4. DISCUSSION

4.1 *Develop Listening-Speaking, Reading, Writing skills through communication activities*

Group communication (*Direct or indirect*)

In language teaching, the development of core skills of listening, speaking, reading and writing is essential. These skills can be enhanced through communicative activities that simulate real-life situations, allowing learners to practice in meaningful contexts. Group communicative activities are particularly effective as they provide opportunities for collaborative learning, peer feedback and interaction with the language in a more dynamic and interactive way.

Direct group communication activities can take the form of discussions, debates, or role-playing exercises, in which learners are asked to use Vietnamese in specific social contexts. These activities not only help students improve their fluency but also help them become more confident in using the language naturally. Teachers can simulate cultural situations such as market negotiations, classroom discussions, or public speaking events, in which learners must apply both their linguistic and cultural knowledge to succeed (Liu, 2020). For example, a role-playing exercise in which students must navigate a formal dinner with a Vietnamese family can teach both the language needed to converse and the nonverbal cues needed to show respect.

Indirect group communication, such as online forums, chat groups, or video-based discussions, also supports language learning by providing a platform for students to practice their writing and comprehension skills. These types of interactions are beneficial, especially in the digital age where communication often takes place through multimedia channels (Nguyen & Do, 2019). By practicing in both direct and indirect formats, learners can adapt to a variety of communication environments, further enhancing their flexibility.

Multimedia (Using the Internet, social networks, etc.)

The integration of technology into language education, especially the use of multimedia tools, has transformed the way language skills are developed. Platforms such as Skype, Zoom or Google Meet provide learners with the opportunity to practice speaking and listening in real time with native speakers or friends, regardless of where they are. Social media platforms such as Facebook or Zalo (popular in Vietnam) provide informal communication channels where learners can practice writing and reading skills by engaging in discussions on posts or messages with Vietnamese-speaking friends (Hanh, 2023). These platforms help learners immerse themselves in real-life Vietnamese conversations, keeping up to date with cultural trends, slang and current expressions.

Teachers should encourage the use of multimedia tools not only for formal learning but also for informal interactions, as they can provide learners with a more authentic experience of the language and culture. Communication through internet-based platforms, combined with traditional classroom methods, provides a comprehensive approach to learning Vietnamese (Do, 2021).

Communication through speech and body language

Body language, gestures, and other nonverbal cues are an integral part of effective communication in Vietnamese culture. Foreign learners must understand that words alone are often not enough to convey meaning. For example, a simple greeting such as “chào” (hello) may be accompanied by a slight bow or a smile, which shows respect and friendliness. Body language varies significantly between cultures, and in Vietnam, it is often used to show politeness, respect, or subtle disagreement (Nguyen, 2017). By teaching students how to interpret and use nonverbal cues, educators can help them communicate more effectively in the context of Vietnamese culture.

4.2 Language and communication context with Vietnamese culture

When teaching Vietnamese to non-native speakers, it is essential to integrate cultural competence into language instruction. Cultural norms, values, and social etiquette must be considered to ensure that language use is appropriate to specific situations. For example, in Vietnamese culture, addressing someone by their title and showing respect to elders is important in both formal and informal contexts. Teachers must guide learners in the proper use of honorifics, ensuring that they understand the difference between formal and informal speech depending on the context (Hoang, 2022).

Misunderstanding cultural nuances can lead to communication breakdowns. Therefore, it is important for educators to incorporate cultural competence into their curriculum. This helps learners not only use the language fluently but also navigate social interactions within the framework of Vietnamese culture appropriately (Hoang, 2022).

One of the main challenges in teaching Vietnamese to foreigners is helping them navigate the complex relationship between language and cultural context. In Vietnamese culture, language is used to reflect respect for age, status, and social roles. For example, Vietnamese has a rich system of pronouns that change depending on the relationship of the speaker to the listener, including factors such as age, family hierarchy, and social status (Nguyen & Mai, 2018). Unlike English, where pronouns remain neutral, incorrect use of pronouns in Vietnamese can result in unintentional disrespect.

To address this issue, language teachers must move beyond grammar and vocabulary and focus on teaching cultural nuances. One solution is to introduce situational role-playing into the classroom, where learners practice using appropriate language in different social contexts. For example, students could be asked to role-play conversations at formal dinners, in business meetings, or in informal settings with friends. This allows them to practice using correct pronouns, greetings, and phrases in a culturally appropriate manner (Tran, 2020). Additionally, non-verbal communication, such as gestures, eye contact, and physical proximity, should be incorporated into language lessons. In Vietnamese culture, avoiding prolonged eye contact is a sign of respect, especially in formal situations (Pham, 2021). Teaching these cultural nuances can help foreign learners avoid misunderstandings and communicate more effectively.

4.3 Challenges in Teaching Vietnamese to Foreigners

One of the main challenges foreign learners face when learning Vietnamese is the tonal nature of the language. Vietnamese is a tonal language with six different tones, meaning that the same word can have different meanings depending on the tone used. For example, the word “ma” can mean “ma”, “mê” or “mò” depending on the tone used (Pham, 2021). For foreigners, especially those from non-tone language backgrounds, mastering this aspect of the language is crucial for effective communication.

In addition, foreigners often find it difficult to adjust to the cultural context of communication. For example, in Western cultures, direct communication is common, while in Vietnamese culture, indirect communication is often preferred to maintain politeness and avoid conflict (Nguyen & Do, 2019). Language teachers must provide learners with opportunities to practice these indirect forms of communication, such as using phrases that soften requests. Would you like to/Can you...? / Do you mind...? or politely decline the offer like: I ‘m sorry/ Thanks for...but.../Maybe...

4.4 Develop listening, speaking, reading and writing skills through communication activities

Effective language instruction requires the development of four core language skills: listening, speaking, reading, and writing. These skills can be fostered through communicative activities that simulate real-life interactions. One effective approach is to use group communication activities, either face-to-face or face-to-face, in which learners engage in discussions, debates, or role-plays. This allows them to practice listening and speaking in meaningful contexts (Liu, 2020).

Direct group communication activities can include face-to-face interactions where learners are encouraged to use Vietnamese in both formal and informal situations. For example, teachers can organize class discussions or debates on relevant topics such as Vietnamese history or culture, allowing students to practice their speaking and listening skills while learning about the country’s cultural heritage (Do, 2021). Role-playing exercises, such as negotiating prices at a market or introducing themselves at a business meeting, help learners apply their language knowledge in real-life contexts (Hoang, 2022).

Indirect group communication, using digital tools such as online chat forums or video conferencing, is another effective method. In today’s digital age, language learning is no longer limited to the classroom. Platforms such as Zoom, Skype, and Google Meet allow learners to communicate with native speakers or other learners in real time, regardless of where they are (Nguyen & Do, 2019). These tools provide learners with the opportunity

to practice their language skills outside of the traditional classroom setting, making learning more flexible and accessible.

4.5 Multimedia

Multimedia tools have transformed language education by providing learners with diverse and interactive ways to interact with the target language. Social media platforms, such as Facebook, Zalo, and YouTube, provide learners with informal spaces to practice reading and writing skills through comments, posts, and messages. Furthermore, watching Vietnamese videos, movies, or TV shows with subtitles can help learners improve their listening skills by exposing them to authentic Vietnamese speech in different contexts (Hanh, 2023).

By integrating multimedia into language instruction, educators can create more immersive learning experiences. For example, teachers can assign learners to watch a Vietnamese movie and then discuss it in class, encouraging them to use their listening and speaking skills while learning more about Vietnamese culture. These multimedia activities help learners engage with the language in a fun and interactive way, making it easier for them to retain new information (Do, 2021).

4.6 Communication through speech and body language

Verbal and non-verbal communication are equally important in Vietnamese. As mentioned earlier, body language, gestures, and facial expressions play an important role in conveying meaning. For example, while in some cultures it is customary to make eye contact while conversing, in Vietnamese culture it is respectful to avoid direct eye contact with elders or superiors (Nguyen, 2017). Additionally, certain gestures, such as nodding or bowing, are used to express gratitude or acknowledge someone’s presence.

For foreign language learners, understanding these nonverbal cues is just as important as mastering the language itself. Teachers should emphasize the role of body language in communication and provide opportunities for learners to practice these gestures in real-life situations. For example, learners can be taught how to greet elders respectfully or how to use nonverbal cues to express agreement or disagreement in a conversation (Tran, 2020).

Limitations to the Study

Here are some limitations of the study:

1. **Limited Sample Size:** The study may have a small sample size, which could affect the

- generalizability of the findings to a broader population of foreign learners of Vietnamese.
2. **Focus on Specific Contexts:** The research primarily addresses the teaching of Vietnamese in specific cultural contexts, which may not fully represent the diverse experiences of all learners in different environments.
 3. **Subjectivity in Data Collection:** The reliance on qualitative methods such as interviews and observations may introduce subjectivity, as participants might provide biased responses based on their perceptions or social desirability.
 4. **Lack of Longitudinal Analysis:** The study does not include longitudinal data to assess the long-term effectiveness of the proposed teaching strategies on learners' communication and intercultural skills.
 5. **Insufficient Exploration of Challenges:** While the article identifies several strategies for improving communication skills, it may not adequately address potential challenges or barriers educators face when implementing these strategies in practice.
 6. **Cultural Sensitivity:** The discussion may not fully account for how different cultural backgrounds influence learners' experiences with Vietnamese language and culture, limiting a comprehensive understanding of intercultural dynamics.

These limitations highlight areas for further research and consideration, which can enhance future studies on improving communication and intercultural skills in language education.

5. CONCLUSION

Teaching Vietnamese to non-native speakers requires more than language instruction. It involves fostering intercultural competence and helping learners navigate the cultural nuances of the language. Through the use of communicative activities, role-playing, multimedia tools, and integrating cultural lessons, teachers can help students develop the skills necessary to communicate effectively in Vietnamese. By understanding the cultural context in which language is used, learners will be better equipped to engage in meaningful intercultural exchanges that promote both language proficiency and cultural understanding.

This study contributes to the evaluation of the effectiveness of strategic solutions through the practical

activities implemented by our students over the years. Additionally, we encourage further evaluation studies and the sharing of experiences by other scholars to advance the field of teaching Vietnamese to foreigners. Such collaborative efforts will not only enhance the development of this discipline but also provide tangible benefits to individual learners, particularly in the context of global and regional integration and broader educational advancements. Furthermore, fostering student engagement and enthusiasm ensures that the learning process remains both memorable and stimulating, mitigating monotony and enhancing educational outcomes.

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Renowned for her strong research abilities, she has published numerous high-quality articles in prestigious journals, including the *Journal of Social Sciences & Humanities*, *the Journal of Indian and Asian Studies*, and *the Journal of Southeast Asian Studies*. She is an active participant in international academic conferences, contributing consistently to the global scholarship on Oriental and Vietnamese Studies.

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Note

This issue of the JHSSR has been reviewed by experts in Education, Entrepreneur, Economics, Literature, Management, Music, Psychology, Religion, Sociology, Social Studies, Technology, and Urban Studies.

These experts provided candid and critical comments, which helped our editorial team pinpoint the specific comments and improved the papers' quality. The JHSSR editorial board is very grateful for the invaluable contributions from all reviewers listed above (*sorted by alphabetical order by first name*).

While every effort has been made to include a complete list of referees for the period stated above, however if any name(s) have been omitted unintentionally, please notify The Chief Executive Editor, *Horizon Journals* at CEE.horizon@gmail.com

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Call for Papers 2025-26

JHSSR

Scholarly, peer-reviewed and open access

 *JHSSR is inviting papers for its upcoming issues in 2025-26 (without Deadline).*

Greetings from JHSSR. Hope you are keeping safe & healthy. JHSSR in collaboration with various universities is making best effort to spread right knowledge across academicians. We hope the content in our journal proves an interesting read for you, please feel free to spread the knowledge to your peers and upcoming generation of accomplished authors.

The Journal of Humanities and Social Sciences Research (JHSSR), eISSN 2682-9096 is a **peer-reviewed, international** journal that uses an **open access** model. It publishes original contributions in the field of humanities and social sciences. The journal serves as a place to share new thinking on analysis, theory, policy, and practice that relates to issues that influence innovative research and education. We believe that our journal can make a significant contribution to the advancement of the field and help address some of the pressing challenges facing society today.

JHSSR is the official journal supported by academics from various educational institutions from **35 countries across the globe**. This remarkable statistic clearly shows that this journal is truly an international journal with diverse authorship as well as editorship. It is published by B.P. Publishing which is backed by various universities across the world.

JHSSR aims to promote **interdisciplinary studies** in humanities and social science and become a recognised leading journal in the world. Our objective is to unite researchers undertaking comparative projects. The journal is concerned with showcasing new and diverse international and innovative research that uses rigorous methodology that focuses on theory, policy, practice, critical analysis, and development analysis of issues that influence humanities and social sciences education.

JHSSR has as its core principles: a) **innovative research**; b) **engagement with theory**; and c) **diverse voices in terms of authorship**.



Keywords / Scope of the Journal

The journal publishes research papers in the fields of humanities and social science such as *anthropology, business studies, communication studies, corporate governance, cross-cultural studies, development studies, economics, education, ethics, history, industrial relations, information science, international relations, law, linguistics, library science, media studies, methodology, philosophy, political science, population Studies, psychology, public administration, sociology, social welfare, linguistics, literature, paralegal, performing arts (music, theatre & dance), religious studies, visual arts, women studies and so on.*

Our journal aims to provide a platform for researchers and technical experts to publish **original research, reviews, systematic literature reviews, theological analysis, opinion, conceptual framework, action research, case studies and book-reviews** on all aspects of humanities and the social sciences research. It also seeks to broaden the realm of interdisciplinary fields of humanities and social sciences by publishing essays that investigate topics, texts, and controversies that have not typically been included in the canon of these areas.

We strive to maintain a high standard of scientific objectivity, and we ensure that all submitted articles undergo a stringent yet relatively rapid double-blind peer-review process, which translates to benefits such as timeliness of publication, widespread dissemination, high visibility, and likelihood of high citations and broader impacts. JHSSR follows code of conduct stipulated by the Committee on Publication Ethics (COPE). Alongside a mission-driven Editor-in-chief, the globally diverse Editorial Board works with prominent scientific community to create a fast moving and rigorous editorial review process by delivering robust decisions in the shortest possible time using double blind peer review.

We seek to present the cutting-edge innovations and/or latest insights and strive to maintain the highest standards of excellence for JHSSR.

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IMPORTANT DATE:

Invitations for paper submissions: *No Deadline for 2025*

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INSTRUCTIONS TO AUTHORS

(Manuscript Preparation & Submission Guide)

Revised: Dec. 2024

Please read the guidelines below and follow the instructions carefully. **Manuscripts that do not adhere to the Journal's guidelines will not be put into the peer-review process until requirements are met.**

MANUSCRIPT PREPARATION



A well-formatted manuscript follows all journal instruction. All elements of the manuscript are printed in English with 1-inch margins at top, bottom, and sides. Right margins are unjustified. Horizon journals accept manuscript submissions which uses any consistent text— Format-free Submission! This saves you time and ensures you can focus on your priority: the research.

However, citations/ references must be formatted by you as per APA format.

Submission Preparation Checklist

As part of the submission process, authors are required to check off their submission's compliance with all of the following items, and submissions may be returned to authors that do not adhere to these guidelines.

- ✓ The submission represents an original work that has not been published elsewhere nor submitted to another journal in any language for publication;
- ✓ The submission cites current theoretical and empirically-based literature, including relevant articles published in the Horizon Journal of Humanities and Social Sciences Research;
- ✓ The submission is written in language that is engaging, lively, and direct, using active voice whenever possible;
- ✓ The submission includes a maximum of four tables and figures uploaded as separate files, if applicable;
- ✓ The submission adheres to word count and APA 7 stylistic and bibliographic requirements; and
- ✓ All identifying information has been removed from all documents and file names.

Checklist for Manuscript Submission

- Cover letter
- Declaration form
- Referral form
- Manuscript structure

(Title, Author details and affiliation, Abstract, Keywords, etc. using the **IMRAD** style). See below explanation.

Manuscript Types

Horizon accepts submission of mainly **four** types of manuscripts for peer-review.

1. REGULAR ARTICLE

Regular articles are full-length original empirical investigations, consisting of introduction, materials and methods, results and discussion, conclusions. Original work must provide references and an explanation on research findings that contain new and significant findings.

Size: Generally, these are expected to be **around 6,000** words (excluding the abstract, references, tables and/or figures), a maximum of 80 references, and an abstract of 100–150 words.

2. REVIEW ARTICLE

These report critical evaluation of materials about current research that has already been published by organizing, integrating, and evaluating previously published materials. It summarizes the status of knowledge and outline future directions of research within the journal scope. Review articles should aim to provide systemic overviews, evaluations and interpretations of research in a given field. Re-analyses as meta-analysis and systemic reviews are encouraged. The manuscript title must start with "Review Article".

Size: These articles do not have an expected page limit or maximum number of references, should include appropriate figures and/or tables, and an abstract of 100–150 words. Ideally, a review article should be **around 3,000 words**.

3. **SHORT COMMUNICATIONS**

They are timely, peer-reviewed and brief. These are suitable for the publication of significant technical advances and may be used to:

- (a) Report new developments, significant advances and novel aspects of experimental and theoretical methods and techniques which are relevant for scientific investigations within the journal scope;
- (b) Report/discuss on significant matters of policy and perspective related to the science of the journal, including 'personal' commentary;
- (c) Disseminate information and data on topical events of significant scientific and/or social interest within the scope of the journal.

The manuscript title must start with "*Brief Communication*".

Size: These are usually **between 800 to 1,500 words** and have a maximum of three figures and/or tables, from 8 to 20 references, and an abstract length not exceeding 150 words. Information must be in short but complete form and it is not intended to publish preliminary results or to be a reduced version of Regular or Rapid Papers.

4. **OTHERS**

Book reviews, Brief reports, case studies, comments, concept papers, Letters to the Editor, and replies on previously published articles may be considered subject to the discretion of the journal editors.

PLEASE NOTE: NO EXCEPTIONS WILL BE MADE FOR PAGE LENGTH.

Manuscript Format

Horizon emphasizes on the linguistic accuracy of every manuscript published. Articles must be in English and they must be competently written and argued in clear and concise grammatical English. Contributors are strongly advised to have the manuscript checked by a colleague with ample experience in writing English manuscripts or a competent English language editor.

- **FILE TYPE:** MS WORD; Font-type: Times New Roman, Size 12 pts and 1.5 line-spaced.
- **WORD COUNT:** Adhere to the stipulated word-count. Regular articles: not more than 6,000 words, and Review articles: 3,000 words max. Headings: Ensure that they are clearly formatted throughout.
- **MANUSCRIPT STRUCTURE:** The journal uses IMRAD style.
- **TITLE:** Should be attractive and indicative. No more than 30 words.
- **RUNNING-HEAD:** No more than 40-character spaces.
- **ABSTRACT:** Should describe your entire study at a glance. No more than 150 words (maximum).
- **KEYWORDS:** Must provide as many as 8.
- **INTRODUCTION:** It should provide sufficient background about the work carried out.
- **METHODOLOGY:** This should include details of any experiments conducted or data collected.
- **RESULTS AND DISCUSSION:** This section should answer the question you raised in the introduction.
- **CONCLUSION:** Here you should include your findings.
- **RESULTS AND DISCUSSION:** This section should answer the question you raised in the introduction.
- **CONCLUSION:** Here you should include your findings.
- **COMPETING INTERESTS STATEMENT:** e.g. The authors have declared that no competing interest exists.
- **ACKNOWLEDGEMENTS:** This usually follows the Discussion and Conclusions sections. Its purpose is to thank all of the people who helped with the research but did not qualify for authorship.

This could be someone from a sponsoring institution, a funding body, other researchers, or even family, friends or colleagues who have helped in the preparation. Individuals and entities that have provided essential support such as research grants and fellowships and other sources of funding should be acknowledged. Contributions that do not involve researching (clerical assistance or personal acknowledgements) should not appear in acknowledgements.
- **REFERENCES:** Lists every source (no limitation) but list those that may be of interest to readers and are current. **"Each reference cited in text must appear in the reference list, and each entry in the reference list must be cited in text"**. There is no reason to include uncited sources in the reference list. **Cite what you use, use what you cite**. The references are to be alphabetized by the first author's last name, or (if no author is listed) list by the organization or title. Ensure that in-text

citations and references are complete and consistently styled and formatted as per the journal's in-house style (APA Edn. 6 or 7) failing which your article will **not be accepted for peer-review**. You may refer to the Publication Manual of the American Psychological Association for further details (<http://www.apastyle.org/>). You may generate APA citations here: <https://www.scribbr.com/apa-citation-generator/new/article-journal/> A video is available for your viewing pleasure at <https://vimeo.com/191910171>

Horizon takes unethical publishing strictly and reports each case of "ghost referencing" or "phantom referencing" to the Committee on Publication Ethics or COPE.

DOIs: Include the DOI at the very end of the APA reference entry. In the APA 7th edition, the DOI is preceded by '<https://doi.org/>'.

APA citation example (7th edition)

Bakari, R. (2022). The relations among social media addiction, self-esteem, and life satisfaction in university students. *Horizon J. Hum. Soc. Sci. Res.*, 4(1), 176–186. <https://doi.org/10.37534/bp.jhssr.2022.v4.n1.id1148.p25>

- **BIOGRAPHICAL STATEMENT OF AUTHORS:** Authors should submit a biographical statement to be included in the manuscript to be published by JHSSR. The biographical statement should include the author(s) full name, affiliation, email. In addition, it is also appropriate to discuss your personal history, academic program and/or field placement, and interest in the article's subject. The biographical statement may **not exceed 75 words**. The author biography should be **separately** accompanied with a **high-resolution picture** (*in JPEG file format*) of each author listed in this manuscript as this would be published along with the article (**not pasted in a word file**).
- **APPENDIX:** Includes additional data.
- **FOOTNOTES:** Include necessary additional information.
- **TABLES, FIGURES, GRAPHS:** Are complete, clear, attractive and of high-resolution. Avoid too long tables. Do not forget Table titles, figure and graph legends, and image captions. All Figures/ photographs to have a reference to the original source, unless created by the author.

Manuscript Structure

Most scientific papers are prepared according to a format called **IMRAD**. The term represents the first letters of the words Introduction, **M**aterials and Methods, **R**esults, **A**nd, **D**iscussion. IMRAD is simply a more 'defined' version of the "IBC" [Introduction, Body, Conclusion] format used for all academic writing. IMRAD indicates a pattern or format rather than a complete list of headings or components of research papers; the missing parts of a paper are: **Title, Authors, Keywords, Abstract, Results & Discussion, Conclusions, Competing interests' statement, Acknowledgement, References** and **Biographical Statement of Author(s)**. Additionally, some papers include Appendices or Supplementary data.

The *Introduction* explains the scope and objective of the study in the light of current knowledge on the subject; the *Materials and Methods* describes how the study was conducted; the *Results* section reports what was found in the study; and the *Discussion* section explains meaning and significance of the results and provides suggestions for future directions of research. The manuscript must be prepared according to the Journal's style.

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Manuscripts for submission to Horizon should be organised in the following order:

Page 1: Running head or title (No more than 40-character spaces).

This page should **only** contain the running title of your paper. The running title is an abbreviated title used as the running head on every page of the manuscript. The running title should not exceed 60 characters, counting letters and spaces.

Page 2: This page should contain the following:

Author(s) and Corresponding author information.

This page should also contain the **full title** of your paper not exceeding 30 words, with name(s) of all the authors, institutions and corresponding author's name, institution and full address (Street address, telephone number (including extension), hand phone number, and e-mail address) for editorial correspondence. First and corresponding authors must be clearly indicated.

The names of the authors stated must be **in full** (no initials).

e.g. Victor Terence King, Percival Bion Griffin, James William Chapman, Neelambar Hatti and Taher Badinjki.

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Authors' Affiliation: The primary affiliation for each author should be the institution where the majority of their work was done. If an author has subsequently moved to another institution, the current address may also be stated in the footer.

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Aimee Henderson¹ and Nayan Kanwal²

¹Department of English Studies, Texas University, Dallas, USA., ²Department of the Deputy Vice Chancellor, Texas University, Dallas, USA.

A list of number of black and white / colour figures and tables should also be indicated on this page.

Page 3: Abstract

This page should **repeat** the **full title** of your paper with only the **Abstract** and **Keywords**.

Abstract: The abstract should be around 150-200 words for a Regular Paper and up to 100 words for a Short Communication.

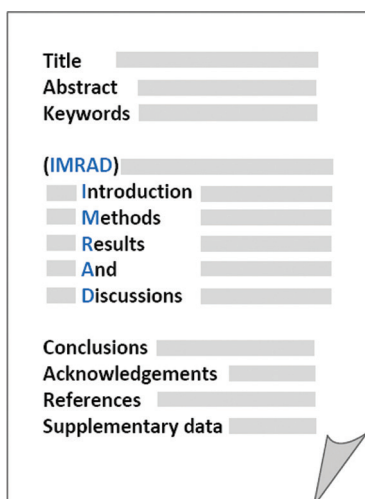
Keywords: Not more than eight keywords in alphabetical order must be provided to describe the contents of the manuscript.

Page 4: Introduction

This page should begin with the **Introduction** of your article and followed by the rest of your paper.

Manuscript Style

The manuscript should be written using the **IMRAD** style of writing. Regular Papers should be prepared with the headings INTRODUCTION, MATERIALS and METHODS, RESULTS AND DISCUSSION, CONCLUSIONS, ACKNOWLEDGEMENTS, REFERENCES, and SUPPLEMENTARY DATA (if available) in this order.



MAKE YOUR ARTICLES AS CONCISE AS POSSIBLE

Most scientific papers are prepared according to a format called IMRAD. The term represents the first letters of the words Introduction, Materials and Methods, Results, And, Discussion. It indicates a pattern or format rather than a complete list of headings or components of research papers; the missing parts of a paper are: Title, Authors, Keywords, Abstract, Conclusions, and References. Additionally, some papers include Acknowledgments and Appendices.

The Introduction explains the scope and objective of the study in the light of current knowledge on the subject; the Materials and Methods describes how the study was conducted; the Results section reports what was found in the study; and the Discussion section explains meaning and significance of the results and provides suggestions for future directions of research. The manuscript must be prepared according to the Journal's instructions to authors.

Equations and Formulae

These must be set up clearly and should be typed double spaced. Numbers identifying equations should be in square brackets and placed on the right margin of the text.

Tables

All tables should be prepared in a form consistent with recent issues of Horizon and should be numbered consecutively with Roman numerals. Explanatory material should be given in the table legends and footnotes.

When a manuscript is submitted for publication, tables must also be submitted separately as data - .doc, .rtf, Excel or PowerPoint files- because tables submitted as image data cannot be edited for publication and are usually in low-resolution.

Figures & Photographs

Submit an **original** figure or photograph. **All Figures and/or photographs must include a reference to the original source**, unless you have created it yourself. Line drawings must be clear, with high black and white contrast. Each figure or photograph should be

prepared on a new page, embedded in the manuscript for reviewing to keep the file of the manuscript under 5 MB. These should be numbered consecutively with Roman numerals.

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NOTE: Illustrations may be produced in colour at no extra cost at the discretion of the Publisher; the author could be charged USD 50 for each colour page.

General rules on Figures and Tables

- All Figures and Tables should be numbered sequentially (e.g. Table 1, Table 2 etc.) and cite each one in your writing as Table 1 or Figure 1.
- All tables should be referenced in the text of the paper and in the reference list.
- Each table should have an individual title. Each word in the title should be italicized and capitalized except with, of, in, and, etc.
- **Figure captions must be placed at the bottom of each figure.**
- **Captions for tables must be placed at the top of each table.**
- All Figures/ photographs **must include a reference to the original source**, unless you have created it yourself.

General Guidelines

Abbreviations: Define alphabetically, other than abbreviations that can be used without definition. Words or phrases that are abbreviated in the introduction and following text should be written out in **full the first time** that they appear in the text, with each abbreviated form in parenthesis. Include the common name or scientific name, or both, of animal and plant materials.

Authors' Affiliation: The primary affiliation for each author should be the institution where the majority of their work was done. If an author has subsequently moved to another institution, the current address may also be stated in the footer.

Co-Authors: The commonly accepted guideline for authorship is that one must have substantially contributed to the development of the paper and share accountability for the results. Researchers should decide who will be an author and what order they will be listed depending upon their order of importance to the study. Other contributions should be cited in the manuscript's Acknowledgements.

Originality: The author must ensure that when a manuscript is submitted to Horizon, the manuscript is an original work. The author should check the manuscript for any possible plagiarism using any software such as **Turnitin, iThenticate** or any other similar program before submitting the manuscripts to the Horizon journal.

All submitted manuscripts must be in the Journal's acceptable **similarity index range:**

< 25%– PASS; 30-40%– RESUBMIT MS; > 40%– REJECT.

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Footnotes: Current addresses of authors if different from heading may be inserted here.

Page Numbering: Every page of the manuscript, including the title page, references, tables, etc. should be numbered.

Spelling: The journal uses American or British spelling and authors may follow the latest edition of the Oxford Advanced Learner's Dictionary for British spellings. **The spellings must be consistent with the same style throughout the manuscript.**

SUBMISSION OF MANUSCRIPTS

Owing to the volume of manuscripts we receive, we must insist that all submissions be made electronically using the **online submission system™**, a web-based portal. For more information, go to our web page and [click "Online Submission"](#).

Please do **not** submit manuscripts to the Editor-in-Chief or to any other office directly. All submissions or queries must be directed to the **Chief Executive Editor** via email to CEE.horizon@gmail.com

Visit our Journal's website for more information at <https://horizon-jhssr.com/index.php> | DOI: <https://doi.org/10.37534>

Journal at a glance

Horizon Journal of Humanities and Social Sciences Research (JHSSR), Online ISSN 2682-9096 is aimed at those in the academic world who are dedicated to advancing the field of social science education through their research. JHSSR provides a range of articles that speak to the major issues in social sciences across all content areas and disciplines. The Journal is peer edited through a blind review process that utilizes a national and international editorial board and peer reviewers, comprising of renowned scholars from various disciplines of research with diverse geographical backgrounds engaged with universities in 35 countries across the world.

JHSSR aspires to advance research in the field of social sciences through a collection of quality, relevant, and advanced interdisciplinary articles in the fields associated with the scope of the journal.

Published bi-annually, the journal encourages submission of manuscripts by lecturers, post-doctorates and scholars that use quantitative or qualitative methods. Articles combine disciplinary methods with critical insights to investigate major issues shaping national, state, and institutional contexts. We seek to present the cutting-edge innovations and/or latest insights and strive to maintain the highest standards of excellence for JHSSR.

Check our [Editorial Board](#)

Indexing

The journal is listed/indexed with: **Academia, Crossref, MyCite, MCC, ProQuest, Google Scholar, EBSCOHost, and ISC** amongst others.

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