Students' Perceptions of Global Jinzai: A Comparative Study of University Students in Malaysia, Japan and Vietnam

Ena Bhattacharyya[1,*], Nguyen Chi Nghia[2], Ho Thi Thao Nguyen[3], and
Mohammad Syahril Asyraf Mohd Rozi[4]

[1] Faculty of Education, Languages and Psychology, SEGi University, Kota Damansara, Selangor, Malaysia
[2] Aomori Chuo Gakuin University, Aomori, Japan; Email: nguyen@aomoricgu.ac.jp (N.C.N.)
[3] Science Management and International Affairs Office, FPT University, Hanoi, Vietnam;
Email: nguyenhtt@fe.edu.vn (H.T.T.N.)
[4] Universiti Teknologi PETRONAS, Perak, Malaysia; Email: syah.rozi97@gmail.com (M.S.A.M.R.)
*Correspondence: enabhattacharyya@segi.edu.my (E.B.)

Abstract—In recent years in Japan, the term Global Jinzai has frequently appeared for the human skills development through soft skills programs in higher learning institutions which bridges the competency and human capital necessary for the economic development. This study aims to explore the Global Jinzai skills set practiced by the Japanese companies by exploring the perception of Japanese, Malaysian and Vietnamese students who will be the future employees in companies. This study utilized a quantitative approach where participants' views of Global Jinzai have been obtained via Google Form surveys delivered to 216 university students from Malaysia, Japan and Vietnam. The surveys include 13 demographic questions, 79 likert scale questions ranging from 1-strongly disagree to 5-strongly agree, 5 likert scale questions ranging from 1-not at all important to 5-very important and lastly is 5 ranking questions with 1-having highest priority to 5-having lowest priority. This paper provides the students perceptions on Global Jinzai and suggests recommendations to improve students' perceptions towards Global Jinzai.

Keywords—global Jinzai, university students, tertiary education, communication, teamwork, intercultural competence

I. INTRODUCTION

The aim of all educational institutions is to ensure the employability of new graduates as employees in the working world. Despite institutional initiatives, global unemployment has increased from 4% to 6.9% including Malaysia and Vietnam [1, 2]. The influx of the Covid pandemic also escalated unemployment worldwide, where an estimated of almost 540,000 Vietnamese youth would lose their jobs due to the Covid fallout [3]. Despite the increase in unemployment rate worldwide, Japan continued to be resilient with only a 2.29% unemployment rate.

One plausible factor would be the implementation of Japanese "Global Jinzai" (Global Human Resources) skill set requirement, spearheaded by the Japanese Ministry of Economy, Trade and Industry (METI)'s Council with emphasis on graduate attribute, attitude and global intercultural competence among its new graduates [4]. Global Jinzai accentuates i) language proficiency and linguistic communication skills, ii) positive human skills set including an independent (shutaisei) active (sekkyokusei) attitude, a challenging yet harmonious (chōwasei) and flexible (jyūnansei) spirit, and a sense of commitment (sekininkan) and responsibility (shimeikan), and iii) cross-cultural understanding and, cultural identity as a Japanese, to empower Japan's local talent to be globally competitive. In addition, the model is aimed to resolve global manpower needs in view of stagnating population growth and economic prospects domestically in Japan.

Though it has become apparent to many Japanese companies that the most attractive prospects for continued growth and success are to be found outside Japan, much of the literature review is found only in Japan [5]. For example, for Global Jinzai to be relevant, Hanada [6], Yujobo [7] went a step further to stress on the importance of collective global participation from curriculum, policy makers to graduates in enhancing global understanding through English language for sustainable global business development. This model is timely as it documents Japan's new graduates' resilience, when Japanese companies in Malaysia and Vietnam struggle to increase graduate global competitiveness in curbing unemployment, even more during the pandemic fallout. However, not much is known about Japanese Global Jinzai in companies outside Japan.

This study is significant in order to identify the promoting and hindering factors as well as provide implications for global human resource development in Japan, Malaysia and Vietnam. Therefore, the significance of the study is that it would provide promoting and hindering factors for "Global Jinzai" in Japanese,

Malaysian and Vietnamese workplaces. More than that, the research contributes to adjusted skill sets by applying the term "Global Jinzai" in the settings of Malaysia and Vietnam. The objective of the study is to explore how the skill sets including Linguistic and communication skills; action, thinking, teamwork skills and intercultural competence are developed and measured in Japan, and explore the suitability of the necessary skill sets, including Japanese Global Jinzai education practices that Japanese companies launched in Malaysia and Vietnam workplaces.

This project investigates how the Japanese companies develop the "Global Jinzai" for new employees at Japanese, Malaysian and Vietnamese workplaces generally. One of the research questions is "What are problems related to the suitability of necessary skill sets and practices in promoting Japanese Global Jinzai in Japanese companies?

II.   LITERATURE REVIEW

In the past three decades, the transformation of tertiary education around the world has been determined by the internationalization of institutions which are linked to migration streams and increasingly global work-forces. In Japan, the government has historically funded, promoted and encouraged the internationalization policies and rhetoric there. Until this day, the institution in Japan has a strong reliance on government funding and initiatives as the Japanese government is very responsible for the internationalization trends from the start. Internationalization strategies set by the Japanese government have been associated with the development of Global Human Resources. Originally, the term Global Human Resources, an industry related context, appeared as early in the 21st century from 2010. It largely focuses on the changes of employment and training methods that are being conducted by the national companies in order to expand internationally. In 2011, the Council on Promotion of Human Resource for Globalization Development (CPHRGD) has defined the term Global Human Resources as individuals who have "rich linguistic and communication skills and intercultural experiences, and thrive internationally", specifically on linguistic skills, flexibility, understanding of cultures, and a sense of Japanese [8].

One of the reasons for national support to cultivate global human resources is due to "inward looking attitudes" among a part of Japanese youth. This attitude which avoids having working and studying experiences outside Japan has started to become a national concern among academic, industrial and policy leaders, especially after the 2008 financial crisis. Based on the survey by Sanno Institute of Management, the data shows that there has been an increase in the percentage of newly employed workers (18-26 years old) who are not intended to work abroad which is from 28.7% in 2004 to 58.7% in 2013. In the survey, the respondents have also been asked the reasons for their preference which are either working abroad or working in Japan. Among the reasons obtained for negative responses on working abroad are 65.2% have lack of confidence in language proficiency; 50.4 % have doubt on life in foreign countries; 35.3% are less attracted to foreign countries;

27.3% feel lack of confidence in their own ability; 18.6% thinks as additional burden to their families; and 14.1% have doubt on the effect of the overseas job in their career [5].

One of the important factors in developing Global Jinzai is English education. The inconsistent implementation of unclear policies will lead to the dissatisfaction and demotivation of students. Therefore, the policies of English education especially to the university students are crucial in order to determine its success. In order to find out students' attitude towards the ideas of Global Jinzai, a survey has been carried out amongst university students at a private university in Tokyo. From the survey, a total of 961 valid responses were collected from students with the average age of 19.2 years. The results show that 76% of students agree that becoming someone who is active internationally is necessary in today's society but only 12% agree that the goal is realistic to them. Next, 44% of students do want to become someone who is active internationally and 49% of students want to become Global Jinzai. This shows that even though the students think that the goal of being active internationally is not realistic to them, students do want to be Global Jinzai models. The results also indicate that only 39% of the students like English. However, 60% of the students are interested in studying English. This shows that there are students who do not like English but they are interested in studying the language [9].

In additional, the importance of Global Jinzai is also attributed to the economic development of Japan which relies on Multinational companies. Based on the 2015 Survey on Overseas Business Activities, there are more than 25,000 overseas affiliates of Japanese companies available and two-thirds of them are located in Asia which are mainly in China and in the Association of Southeast Asian Nations (ASEAN) region including Malaysia. In a study by Kim *et al.* [10] on the characteristics of potential foreign job applicants which in particular, their image toward Japanese companies in Malaysia, they have targeted two groups of people. First one is a group of college students in engineering and science while the second group is current employees in all fields with the age of 20s to 30s. From the study, the results show that both groups agree that the positive image of Japanese companies' human resource management influences one's job-pursuit intention in Malaysia.

III.   METHODOLOGY

The approach used in this study is that of a Quantitative research design. For this purpose, a survey has been distributed to the university students in Malaysia, Japan and Vietnam. The questions of this survey are based on the skill sets of 5 minds for the future, namely i) the disciplined mind, ii) the synthesizing mind, iii) the creating mind, iv) the respectful mind, and v) the ethical mind [11]. This survey consists of 4 sections, namely Section A to Section D. Firstly, Section A covers the profile of the respondent. Secondly, Section B is about self-reflection on 5 minds for the future. Thirdly, Section C is about the rank of the 5 minds for the future. Fourthly, Section D is

regarding English language proficiency and communication skills. Among the items presence in the questionnaire are 13 demographic questions, 79 likert scale questions which ranging from 1-strongly disagree to 5-strongly agree, 5 likert scale questions ranging from 1-not at all important to 5-very important and lastly is 5 ranking questions with 1-having highest priority to 5-having lowest priority.

The Google form survey has been categorized in 3 different versions which are English language, Japanese language and Vietnamese language. They have been spread out to the university students in Malaysia, Japan and Vietnam to collect the responses. 216 university students from the three countries have participated in the survey with 66 people are Malaysian, 51 persons are Japanese, 95 persons are Vietnamese and the rest 4 persons have other nationality. The age of respondents that participated in the survey varies with 13.9% below 20 years old, 85.6% are ranged from 20-29 years old and 0.5% are in the range of 30-39 years old. The number of female participants are higher compared to the male participants with 61.1% are female and only 38.9% are male. For the educational level of the respondents, 0.9% are PhD students, 2.8% are Master's Degree students, 81.9% are Bachelor's Degree students and the rest 14.4% are other educational levels.

From the total questions provided in the Google Form, only 7 questions have been highlighted in this study with 5 questions representing each category of 5 Minds for the Future and another 2 questions are regarding the English proficiency of students. Firstly for the disciplined mind, the question is "I feel my education life is over as soon as I graduate from university". Secondly for the synthesizing mind, the question is "It is important to me that the information is trusted in terms of its source and content". Thirdly for the creating mind, the question is "I am happy to take a risk on an idea". Next for the respectful mind, the question is "I prefer to live or work together with different races/ethnic groups under one roof". Finally for the ethical mind, the question is "I follow orders regardless if they appear unethical". For English proficiency, the questions are "Poor communication skills in English impair the chances of recruitment during interviews" and "I am happy with my English language skills. Next, the rank of each mind in the 5 Minds for the Future has been determined by comparing the frequency of the data obtained.

IV. FINDINGS AND DISCUSSION

A. Student's Perception of the 5 Minds for the Future

Table I shows the data of the students' perception regarding the 5 Minds for the Future. SD refers to Strongly Disagree, D refers to Disagree, N refers to Neutral, A refers to Agree and SA refers to Strongly Agree. Based on the data of the disciplined mind, 32.4% and 31.9% of the students disagree and strongly disagree with the statement "I feel my education life is over as soon as I graduate from university". These numbers have covered the majority of the university students. Only 13.4% and 3.2% of the students agree and strongly agree that the education ends as soon as they leave university. This suggests that the

majority of the university students of the three countries agree with lifelong learning. Lifelong learning can be simply put as the development after formal education. It is the experience of continuing one's knowledge and skills development after a formal education and throughout their life [12]. Lifelong learning is very important, especially in this 21st century age. This is because the requirement of the labour market in the past decade has significantly changed. It is extremely flexible when it comes to recruiting a new talent due to the higher digitalization and globalization. The job market for part-time, project-based independent contractors and gig economy freelancers have increased more than ever before. The company will look for the employees based on their skills rather than job titles or official qualifications [13]. It is crucial for students to have daily drill, study, practice and mastery. This is because an individual with a disciplined mind will continue to learn in the future not because he or she has been programmed to do so, but because of their passion to learn new data and knowledge in their field as the technology becomes more advanced and sophisticated [14].

TABLE I. STUDENT'S PERCEPTION OF THE 5 MINDS FOR THE FUTURE

No.	5 Minds for the Future	SD (%)	D (%)	N (%)	A (%)	SA (%)	Rank
1.	The Disciplined Mind	31.9	32.4	19.0	13.4	3.2	1
2.	The Synthesizing Mind	0.5	3.2	14.4	52.8	29.2	5
3.	The Creating Mind	2.3	12.0	35.2	38.9	11.6	4
4.	The Respectful Mind	1.4	5.6	32.9	42.6	17.6	2
5.	The Ethical Mind	18.5	30.6	25.5	19.9	5.6	3

Based on the data of the synthesizing mind, 52.8% and 29.2% of the students agree and strongly agree with the statement "It is important to me that the information is trusted in terms of its source and content". From the data, only 3.2% and 0.5% disagree and strongly disagree that the reputation of the information is important. This shows that the majority of the students believe that information obtained should be initially reviewed before taking it as a valid point. As we are living in the modern era, access to information is becoming very easy and fast. It is just at one's fingertip. Therefore, the ability to filter and select information is really crucial as people are deluged with various information with much of them having dubious value. The skills to synthesize information are very crucial. This is because new knowledge from those large amounts of data cannot be derived without the appropriate skills or techniques. Information synthesis can be defined as the process of evaluating, analyzing and connecting information that is found from various sources and combining them with prior knowledge in order to develop something new [15]. Meanwhile, the synthesizing mind differentiates on the importance of the information and sorts them out in ways they are beneficial to the

synthesizer and optimally, to the targeted audiences [16]. Thus, the data shows that the synthesizing mind has been developed within the students.

Based on the data for the creating mind, 38.9% and 11.6% of the students agree and strongly agree with the statement "I am happy to take a risk on an idea". Meanwhile, 12.0% of the students disagree and only 2.3% of them strongly disagree with the statement. This suggests that the majority of the students are likely to pursue a creative path. A creative person can be defined as an individual who keeps finding solutions to problems, designs products, or defines new questions in a particular domain or discipline that is initially thought as unusual in a community until it is being accepted into their cultural setting. As creativity depends on a communal or cultural judgment, creative activities will only be known or approved after they have been accepted by the particular culture [17]. Besides, people with creating mind will think outside the box. Individuals that manage to surpass the conventional wisdom will highly be valued. Gardner [16] has also highlighted that only those that are tough with a risk taking personality and behaviour will likely to pursue a creative path. Therefore, in order to foster the engagement of the creating mind among students, they need to have both emotional and intellectual support especially from the teacher.

For the data of the respectful mind, 42.6% and 17.6% of the students agree and strongly agree with the statement "I prefer to live or work together with different races/ethnic groups under one roof". Only 5.6% and 1.4% of the students disagree and strongly disagree with living or working together under the same roof with people from different races or ethnic. This suggests that the students are prepared for internationalization. As there are about 190 countries in the world with 7 billion people, it is easy to expect that there are many diverse cultures. One's identity and behaviour is being shaped and influenced by his or her particular culture. The existence of cultural diversity has made people accept or even to integrate and assimilate with other cultures in the same country. Therefore, it is very crucial to value and respect those differences in order to have a harmonious country. Furthermore, people should learn the background of a particular culture to increase their understanding and awareness regarding that culture for having a better interpersonal interaction and communication with individuals from the culture. Students should be taught to have a respectful mind especially during their early age to make them more open-minded. This is extremely important to avoid the social problem in school or university like bullying [18]. Gardner [16] has stated that a respectful person will go beyond mere tolerance and seek to understand others, to work with them in order to promote a respectful working and living environment.

Next, for the data of the ethical mind, 30.6% and 18.5% of the students disagree and strongly disagree with the statement "I follow orders regardless if they appear unethical". Meanwhile, 19.9% and 5.6% of the students agree and strongly agree with the statement. This suggests that the majority of the students have a strong principle of ethics. Previously, a study had been carried out to identify people's thoughts on ethics. From the study, the views of many people regarding ethics were shaky. Among the answers received were that people had associated ethics with their feelings, their religious belief, laws and some believed that ethics were the standard of behaviour that the society accepted. Firstly, being ethical is not about following one's feelings as feelings may diverge from what is ethical. Secondly, even most religions advocate high ethical standards, but ethics cannot be confined to religion. This is because ethics are not only applied to religious people, but it also influences the behaviour of an atheist. Thirdly, ethics cannot also be confined to laws because even though law mostly incorporates ethical standards in the community, but it can also be deviated from the ethical path. Also, ethics can neither be associated with what society accepts. This is because the standards of a society can also diverge from what is ethical. Thus, ethics are actually the well-founded standards of what is good and what is bad that determine things that people must do in terms of responsibility, rights, society's benefits, justice or specific morality [19].

Table I also shows the rank of the 5 Minds for the Future from the students' perspective. The highest priority is denoted as "1" while the value "5" is ranked as the lowest priority. Based on the result, the students have put the disciplined mind as the first rank which is the highest priority. It is then followed by the respectful mind for the second rank, the ethical mind for the third rank, the creating mind for the fourth rank and lastly is the synthesizing mind for the fifth rank which is the lowest priority for the students.

B. Student's Perception Towards English Against Student's Proficiency In English

As English proficiency is one of the elements to be a Global Jinzai, students from the three countries have been asked a few questions regarding English proficiency. From a total of nine questions regarding English proficiency, two questions have been highlighted in this research while the other questions can be found in the appendix. The first question highlighted is "Poor communication skills in English impair the chances of recruitment during interviews" while the second question is regarding the student's satisfaction of their English proficiency which is "I am happy with my English language skills".

Fig. 1 shows the result of the questions. For the first question, 103 and 56 students agree and strongly agree that poor communication skills in English will impair the chances of recruitment during interviews while only 11 and 9 of the students disagree and strongly disagree with the statement. This suggests that the students from the three countries which are Malaysia, Japan and Vietnam realize the importance of English language usage in the working world including during the interview session. As English has been the most commonly used language in the working world, most job interviews have also been carried out in English. An individual that is proficient in the language will have a higher chance to be accepted for the job as he or she is able to show a good first impression during the interview [20].
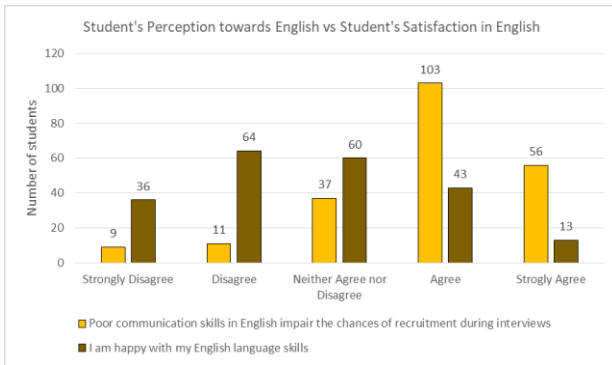
Figure 1. Student's perception towards English against student's satisfaction in English.

Meanwhile, for the second question, only 43 and 13 students agree and strongly agree that they are happy with their English language skills. Majority of the students disagree that they are happy with their skills in English with 64 students disagree and 36 students strongly disagree. This suggests that the majority of the students are still not satisfied with their English language and maybe they found it difficult to speak in English. It is very important to have self-confidence to communicate. Teachers need to convince students that being proficient in English is realistic to them, so that they will work harder to improve their English proficiency. If they are able to gain confidence in English, they will also be confident to be Global Jinzai [9].

Thus, from the results, it can be concluded that even the students realize the importance of English language for a job recruitment, but most of them are still not satisfied and not fully prepared with their English proficiency. The detailed result of student's perception towards English and student's satisfaction in English based on their nationality can be clearly seen in Figs. 2 and 3 as below.
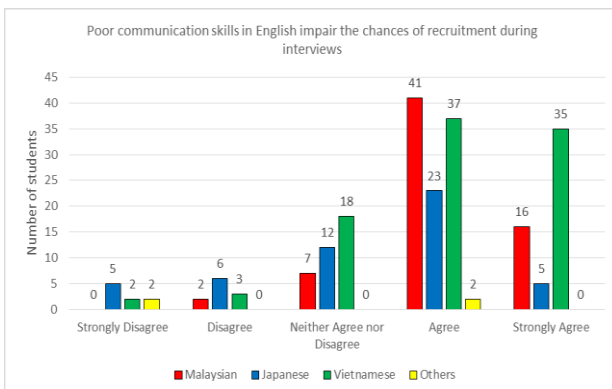

Figure 2. Student's perception towards English based on nationality.

Fig. 2 shows the result of student's perception towards English based on their nationality. As 103 students agree that poor communication skills in English impair the chances of recruitment during interviews, 41 of the numbers are Malaysian, 23 are Japanese, 37 are Vietnamese and 2 students are with other nationalities. The result indicates that the majority of Malaysian, Japanese and Vietnamese students agree that poor communication skills in English impair the chances of recruitment during

interviews. In order to successfully compete in this era of globalization and competitiveness, employers from various industries are actively looking for potential employees who are well equipped with language proficiency and communication skills especially in English. Since the 20th century, English language has been acknowledged as a key factor in getting a job [21].
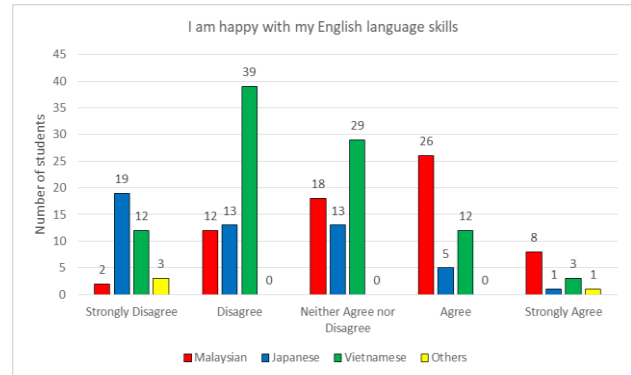

Figure 3. Student's satisfaction in English based on nationality.

Fig. 3 shows the result of student's satisfaction in English based on their nationality. From the total number of 64 students who disagree that they are happy with their English language skills, 12 students are Malaysian, 13 are Japanese and 39 students are Vietnamese. The result also indicates that the majority of Malaysian students, which are 26 students, agree that they are happy with their English language skills while the majority of Japanese and Vietnamese students strongly disagree and disagree that they are happy with their English language skills with 19 Japanese students and 39 Vietnamese students. The result may be caused by the different exposure time of English language education in the three countries. For Malaysia, the students have started their English language education from their first grade, which allows them to study the language for about 10-13 years already, excluding tertiary English education. Meanwhile, Vietnamese students have only started their English language education during 6th grade and Japanese students started theirs in 7th grade which causes the students from both countries to have a late exposure to the English language education [22].

V. CONCLUSION

In short, from the survey of university's students in Malaysia, Japan and Vietnam, the data for the disciplined mind shows that the majority of students agree with lifelong learning as 32.4% and 31.9% of the students disagree and strongly disagree that their educational life is over as soon as they graduate from university. For the synthesizing mind, the majority of students believe that information obtained should be initially reviewed before accepting it as 52.8% and 29.2% of the students agree and strongly agree that any information obtained should be trusted in terms of its source and content. For the creating mind, the majority of students are likely to pursue a creative path as 38.9% and 11.6% of the students agree and strongly agree that they are happy to take a risk on an idea. For the respectful mind, the majority of students are

prepared for internationalization as 42.6% and 17.6% of the students agree and strongly agree that they prefer to live or work together with different races/ethnic groups under one roof. Finally for the ethical mind, the majority of students have a strong principle of ethics as 30.6% and 18.5% of the students disagree and strongly disagree to follow orders regardless if they appear unethical.

It is implied that the curriculum of Japanese and Vietnamese universities should have not only the fundamental English but also professional English. This enables students to have more chances of finding a good job in the global environment. Importantly, the universities should develop student's emotional quotation through the experiential extracurricular activities as well as strengthen their 4 Cs (Critical Thinking, Creativity, Collaboration and Communication) skills for the students in the industry revolution 4.0.

CONFLICT OF INTEREST

The authors declare no conflict of interest.

AUTHOR CONTRIBUTIONS

Ena Bhattacharyya, Nguyen Chi Nghia, Ho Thi Thao Nguyen and Mohammad Syahril Asyraf Mohd Rozi conducted the research; Mohammad Syahril Asyraf Mohd Rozi analyzed the data and wrote the paper; Ena Bhattacharyya, Nguyen Chi Nghia and Ho Thi Thao Nguyen edited and revised the paper. All authors had approved the final version.

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Ena Bhattacharyya obtained her Doctorate in Philosophy in Applied Linguistics (English for Specific Purposes) from University Malaya, Kuala Lumpur in 2014. She has 30 years of professional experience as a Senior Language and Communication Lecturer. Dr. Ena is currently a Senior Lecturer at SEGi University, Faculty of Education, Languages and Psychology, Kota Damansara, Selangor Darul Ehsan. She was formerly with Universiti

Teknologi PETRONAS, Perak Darul Ridzuan. She teaches Advanced Qualitative Research Methods to international postgraduate students. She taught Academic Writing, Professional Communication Skills, Business Communication, Scientific Inquiry and Research Methodology. She has co-edited and edited books including "New Media Communication Skills for Engineers and IT Professionals" published by IGI Global, USA; "Academic Writing for Undergraduates Across Disciplines" by Pearson Publishers and "Practices and Reforms in Education and Humanities for the 21st Century" by UTP Press.

Dr Ena is a recipient of the International JASTIP and SUMITOMO Grant for studies on Global Human Capital Competency Development. In 2021, she won the Gold Award for her participation in Teaching Learning Innovation Festival in UTP and Silver Award in, Carnival of Research and Innovation (CRI). Her research interests are currently on Employability Skills, Work Readiness, and Sustainable Education. She is a lifetime member of Malaysian Association of Applied Linguistics (MAAL). She welcomes global collaboration on research aimed at uplifting the lives of children and communities. She can be reached at enabhattacharyya@segi.edu.my

Nguyen Chi Nghia is currently an Associate Professor at Aomori Chuo Gakuin University. He received his Ph.D. in management studies from the Graduate School of Economics and Management at Tohoku University, winning the University President's Prize for research results. With an eye ultimately to answering the question of how management solutions can greatly help alleviate poverty, he puts the focus on how the poor can break the vicious circle to escape from poverty through innovative business models. Besides the self-help activities of the poor, Nghia studies ingenuity and creativity in problem-solving in such fields as social change and education.

Nghia balances between research and practice by carrying out numerous projects providing ongoing support to disaster refugees, and promoting cultural and economic exchange activities between Japan and Vietnam.

Ho Thi Thao Nguyen has been the Head of Science Management and International Affairs Office at FPT University, Hanoi, Vietnam since January 2021. She is also a PhD candidate in Social Science and Humanities Program in Universiti Teknologi PETRONAS (UTP), Malaysia since January 2020. She obtained her MBA at Oklahoma State University, USA in 2010. She has been working in the higher education field for 12 years. She has experienced different roles at a university including a lecturer, a senior curriculum developer and a senior international officer. Her research interest focuses on teaching and learning, curriculum design, and educational technology.

Mohammad Syahril Asyraf Mohd Rozi is a Research Assistant from Universiti Teknologi PETRONAS. He is a fresh graduate with a First-Class Honours in Bachelor of Science (Hons.) Marine Technology from Universiti Teknologi MARA Perlis, Malaysia. He is an ex-scholar of Tunas Potensi Yayasan Sime Darby (TPYSD), a scholarship that has been co-funded by Yayasan Peneraju and also Yayasan Sime Darby which are among the big companies in Malaysia. During his study, he has published a paper entitled "Kilim Aqua Maps: An Estuary Water Quality Monitoring Instrument for Sungai Kilim" which has received a Gold and Special Award in an international conference which is the 5th International Innovation, Design and Articulation (i-IDeA) in 2021.