

# SUPPORTING DOCTORAL RESEARCH DEVELOPING CONCEPTUAL FRAMEWORK

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## ABSTRACT

*This paper provides a critical reflection on how a supervisor supporting doctoral students developing their conceptual framework. Issues and challenges in this paper are to instil some values on consideration of the role of conceptual frameworks in the doctoral research process. Inductive approach and participatory action research has been used as a methodology and research design. Research progress report and focus group interview used as a qualitative data collection technique. Through reflection on the five authors' own conceptual frameworks for their doctoral studies, a pedagogical model has been developed. It is needs for arrangement between variables and their characteristics, methodology and epistemology of doctoral research area of study. Finding show, that supervisor involves as a co-inquiry activities supported the extended abstract thinking essential at the level of doctoral research. Benefit of the pedagogical model ensure a conceptually valid research project and will focus the social and educational activities of the research process. The suggestion is supporting doctoral research in developing conceptual framework, and values their ideas and theories as a basic pillar. Good supervisory skills and close relationships are the evidences of pedagogical model in higher level of developing young academia in university.*

**Keywords:** *Participatory action research, critical reflection, conceptual framework, supervisory, inductive approach*

## 1.0 INTRODUCTION

The interesting point begin with the statement that great supervisor provides great doctoral research students or quality research output. Our positive point of view here is how far it is can be real in action. According to Erika Lofstrom, Lotta Tikkanen and Henrika Anttila. (2023), their work noted that supervisor's experiences of doctoral supervision in times of change in Finland and South Africa are the same with the ecosystem in Malaysia. They affirmed that the slowed-down progression and diminishing well-being of doctoral candidates reported by supervisors is likely to influence supervision in a delayed way. Supervisors may be anticipating some issues with stalled studying and stress, but the question is the extent to which they are prepared to handle these as they emerge in supervision encounters. The fact that the experiences varied across field, position, organisation of supervision and the type of candidates (full or part time) suggests that support provided for supervisors to overcome challenges needs to be tailored and engineered

This study paper reflects my own experiences how to overcome challenges need to engineered for five (5) PhD students from China and they come from differences ecosystem university and knowledge base education (TVET, English Language, Philosophy and Policy department). Reading any doctoral thesis prompts supervisors or examiners to consider its relationship to other research and other methodologies used. Then examiner would want to know why it was design in a particular way.

The reasons for writing this paper were first to consolidate observations on conceptual frameworks that appear in texts used by doctoral research to offer a more thorough appreciation of its role and function. Second, to facilitate critical reflection by candidates, supervisors and examiners of the conceptual framework in present any idea of research. Her works confirmed that both elements of research practices are indeed crucial pedagogical knowledge base for generate a responsibility research attitude among PhD doctoral students in education field. Contemporary finding recently found that critical reflection by supervisor by Darrel Hudson, (2023) affirmed that knowledge base in conceptual frameworks that guide fairness made his research framework explain better. His paper proposed that social work researchers consider using of two theoretical frameworks fundamental. The function of theory provides a conceptual framing in a research design. Critical reflection in this paper means bring supervisor or examiner thought to move beyond a criticism of reductionism, into a practice of thinking that can complement empirical conceptual and logical implications with what is imply in doctoral research. In her research on learning to be reflective among student's teacher in Malaysia, (Hanipah Hussin, 2004), claimed that supervisory process needs to provides a critical reflection on conceptual framework among their practitioner. Finally, supervisor or examiner require explanations that justify conclusions and their relationships to the research of others. In these areas of curiosity, supervisor and examiner would look for arguments that provided conceptual coherence to the research for it to be a contribution to new knowledge. Thus in order to develop mind set of contribution to a new knowledge among doctoral students, participatory action research used as a supervisory method.

The interesting point in her philosophy paper, Hanipah Hussin, (2023) try to explained the tacit knowledge process when supervisor helps the doctoral research how to explore, elaborate and clarity very carefully sensed dimensions of own thinking. Carefully grip complicated structures, contexts, puzzlements and sensitivities that prove relevant for one' research. Participatory action research method also resources the supervisor become a co-inquiry, supports doctoral research to become more delicate to the effects of the language and concept he/she uses in their statements. This study happened in City University Malaysia, where English language as a second language for local Malaysian and China international students. It is a big challenge for all doctoral research students to convey any quality ideas. Thus, the second language use in doctoral research process is a barrier for the doctoral research students from second language countries to convince their ideas of theoretical framework and conceptual framework. Do supervisors of doctoral research in this situation and ecosystem realize? How we are senior academia support doctoral research process? Do we play the role of assessor? Or we have to play the role of co-inquiry? This method allowing widening one's conceptual framework structure in research activity. (Hanipah Hussin and Raja Nurhafiazah, 2019).

According to Leshema and Trafford, (2007) in her study on overlooking the conceptual framework, they affirmed that the conceptual framework is valued to in most serious texts on research, described in some and fully explained in few. However, examiners of doctoral theses devote considerable attention to exploring its function within social science doctoral viva. A literature survey explores how the conceptual framework is itself conceptualised and explained.

## **2.0 LITERATURE REVIEW**

The traditional locations of conceptual frameworks in theses each convey a methodological rationale whose explanation clarifies understanding of the research design. Firstly, in unfolding inductive research the conceptual framework may appear following a survey of theoretical perspectives (the literature). According to (Moon, 1999, p. 87) claimed that doctoral candidates

explain that they derive their conceptual frameworks from three interrelated areas: the works of writers and researchers; their own experience and observations, and, the act of reflecting on reading, experience and developing research assumptions. Thus, resultant benefits of generating their conceptual frameworks from these sources are tangible and practical.

Alternatively, it may emerge as a conceptual model after the fieldwork, thereby providing theoretical interconnection to the evidence and conclusions from theory-building research. Secondly, in deductive theory-testing research conceptual frameworks are normally determined by theoretical perspectives (the literature) and therefore precede the Research Design chapter. Thirdly, in staged research its location will be determined or modified, as before, by the predominant research approach in each stage. Multiple, and evolving, conceptual frameworks characterize staged research. The type of research approach determines the location and function of conceptual frameworks in doctoral theses (Punch, 2000, p. 71). Conceptual frameworks help researchers by: modelling relationships between theories; reducing theoretical data into statements or models; explicating theories that influence the research; providing theoretical bases to design, or interpret, research; creating theoretical links between extant research, current theories, research design, interpretations of findings and conceptual conclusions. On the other point of views, based on a literature review of supervisors’ professional learning (Huet and Casanova, 2022), dialogic and self –reflective approaches to learning appear to support supervisors the best. These angles on learning may provide a fruitful starting point for critical scrutiny of institutional restraints and affordances, as well as increased understanding of changes in ones’ own professional identity. In addition, there needs to be space and time facilitating the dialogic and self-reflective approaches, and the opportunities must be contextually sensitive and meaningful.

Thus, conceptual frameworks introduce explicitness with research processes. The critical tests of conceptual frameworks are for them to demonstrate: unity within appropriate theories; direction to research design and accompanying fieldwork; consistency between empirical observations and conceptual conclusion. These are key questions in any viva since they address how conceptualisation has been used to display scholarship in a thesis (see Table 1).

**Table 1.** Candidates’ comprehension of conceptualising research  
(Examiner reports)

Understandings	Misunderstandings	Consequences
Clarifying the research issue(s)	Omitting paradigm(s) which locate, and critique, research issues	Focus upon research methods at the expense of concepts
Identifying concepts from a ‘survey of the literature’	Not visualising linkages between various concepts	A framework was not devised nor its function appreciated
Designing research, and explaining methodology and the methods	Overlooking strategic and guiding roles for conceptual frameworks	Lack of explicit and cohesive relationships throughout the research

## 2.1 Issues on Critical Reflection Among Doctoral Research

The issues are to relate one’s thinking at professional level as a subject matter expert. At least doctoral researcher be able to argue with scholarly way of thought, full of theory and values. In my observation in three universities that I had been appointed as PhD supervisor and examiner for proposal thesis viva and final thesis viva in educational areas at (Universiti Teknikal Malaysia, Melaka, Open University Malaysia and City University Malaysia), all PhD candidatures has the

idea of conceptual framework. However, some theory are isolated. Only 40% of them explicitly convey their theory in their conceptual framework. The result was, very few understood the relationship between conceptual framework and their research design. It is far away from integration between theory and practical in their research and development at proposal thesis stage.

In this phase, this paper suggest supervisor use critical reflection to enhance PhD student thinking toward professional and scholar way of thought. (S. Sakinah and Hanipah Hussin, 2023, Hanipah Hussin and Raja Norhafizah, 2019). In her book "...*From Pedagogy to Heutagogy...*" (Hanipah Hussin, 2018), she claimed that preparing teachers and professional educators in higher education in Malaysian ecosystem is need scaffoldings. From knowledge, skills and attitudes, there is another element to be instil among our young researcher, it is self-believe system that teacher or educator is a great person; he or she is an agent for curriculum reformation for future in 5G industrial revolution. Teaching profession is no longer with love but it changed to teaching profession with internet skills.

## **2.2 Can Doctoral Research Think as A Superiority? A Gap and Need Analysis**

Can doctoral research think as a superiority? We also can do self-reflection here. Can supervisor think as a superiority? The management and the human resources department, dean and head of programme need to come out with critical thinking checklist to measure, which will go for the relevant workshop. The professional development among supervisor need to focus on development of supervisory knowledge, coaching skills, great attitudes and social abilities, (Hanipah Hussin, 2018). The supervisor instructions support the process of getting in touch with personified, affective and experiential understandings partaking in one's research process. In order to reflect, clarify and elaborate felt dimensions of one is thinking. The technique of critical reflection works with different kinds of moves, using straightforward instructions that guide an exploration of the "thinker at the superiority". According to L Preget. (2023), in his research works, supported that a conceptual framework for understanding the learning processes integral to the development of responsible management practice. It presents a conceptual framework to highlight the relationship between the learning experience of the individual and their capacity to develop responsible practice in research standard operational.

In short, conceptual framework is backing the researcher via a series of phases and steps to individually clarify and develop an idea, a problem, question. It is a method to access lived experience for the sake of explicating intuitions, widening the conceptual framework of thinking and of one's usual understanding of key-concepts, before or at any point within one's research. Indeed, Vasantha Kumar V, Sendhilkumar S. (2023), affirmed that for short text categorization using hybrid CNN- LSTM, in his research also need a clear framework. He claimed that developing a conceptual framework using four different phases namely the data collection phase, data preparation phase, data pre-processing phase and short text categorization phase are their standard operational.

According to the Viva and examiner reports show that theses which focus upon the conceptualisation of issues are more likely to pass first time (Trafford & Leshem, 2002a, b), or have just minor changes (Trafford, 2003). Theses without such characteristics will not display doctorateness and so they are unlikely to pass. Murray further confirms this view regarding doctorateness: '[This issue] poses a particular type of question [in the doctoral viva] inviting students to consider, where in the thesis they have engaged, explicitly, with doctoral criteria' (2003, p. 78). City University Malaysia, 2023, workshop discussions and supervisory tutorials confirmed that many candidates have difficulty recognising how separate components in the research process are inter-linked conceptually and in practice. The need analysis here conformed that both supervisor and doctoral research need to have a workshop on developing conceptual framework.

As a great supervisor, we need to inspiring and stimulate our doctoral research students experiential learning, no matter from where countries they come from. (Faculty of Education and Liberal Study and Viva PhDED- committee, 2023) affirmed that examiners' questions regarding

the use of conceptual frameworks always focus on those questions. What led you to select these models of...? What are the theoretical components of your framework? How did you decide upon the variables to include in your conceptual framework? How did concepts assist you to visualise and explain what you intended to investigate? How did you use your conceptual framework to design your research and analyse your findings? The generic question in this cluster is of a quite direct nature, and it may be asked in a direct way: 'How did you arrive at your conceptual framework?' Thus every supervisor need to prepare their doctoral research for answer all examiners question regarding conceptual framework and it interrelationship with other variables and characteristics.

### **3.0 METHODOLOGY**

The participatory action research and reflection in action used in this research as a principal pillar. The research design and critical reflection in this context can contribute to critical thinking in the context of developing conceptual framework. Here is the research design. There are 8 phases involved in experiential learning in this project research. Five PhD students participates. The left column describes participatory action research by supervisor PhD. It is explicitly design for captured the task activities done by supervisor at Faculty of Education and Liberal Study in City University Malaysia.

The right column describes reflection in action by doctoral research students. All of them are educators from various universities from China. There need to asked questions or answer some questions during schedule student learning time. Cumulative student learning time involve online discussion (60%) and face-to-face (40%). Time schedule is design by Learning Management System (one is a week and it is about 10-12 times discussions for every phase/semester). Sometime face-to-face class is design by supervisor and students. More time face to face is happened if there are in Malaysia (Mei 2023 to August 2023). This research are focus on qualitative data collection. Reflection in action is the basic sources; it is capture during weekly discussion. Examiners Viva PhD report, Research Progress Report, Students Log Book, file of Chapter 1, 2 and 3 and Power point file, are secondary data to support data qualitative. All data captured and analysed by content analysis, (Strauss and Corbin, 1990). The content analysis used thematic and casual coding. After all thematic have been developed, the phenomenon of supporting doctoral research students in developing their conceptual framework are stated.

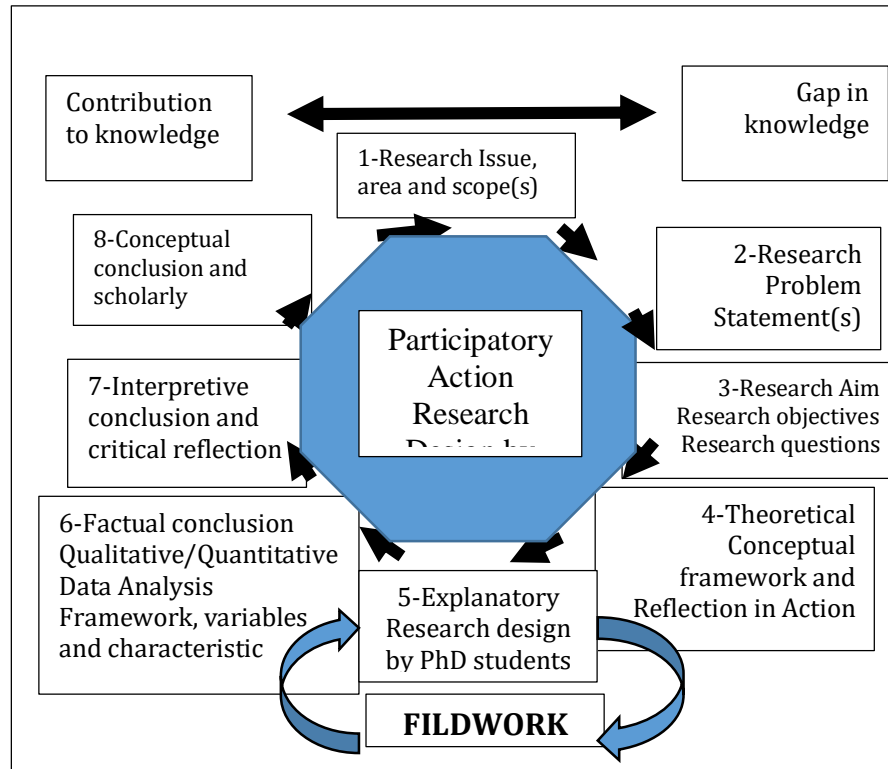
Reflection in action by doctoral research students indicates the experiential learning in doctoral research process or we usually call it, PhD journey. After everything is mapping and this research project almost done, the researcher has one explicit structure of Pedagogical Model for scheffolding doctoral research students in designing and differentiate their theoretical conceptual framework and research design. After this process of supporting doctoral research, they begin to design their qualitative or quantitative data analysis framework. Factual conclusion Qualitative/Quantitative Data Analysis Framework, variables and characteristic begin illustrated.

### **4.0 RESULTS AND DISCUSSION**

Results and discussion in this study begin with reflection in action captured every week's class meeting. In this study, the researcher argues that reflective in action has not obtaining detailed description of a past single instance of lived experience for the purpose of documentation and comparison. In participatory action research, and reflection in action they are as a tool and evidences for pounded the process of moving the process of thinking as a scholar. Reflection in action rather, its aim is to stimulate an in-depth reflective process that is capable of drawing on the felt dimension of thinking, immediate problem solving and on the richness of concrete lived experience. As a supervisor, his is the turning point for a process of supervisory among educators at PhD level.

## 4.2 New Pedagogical Model for Participatory Action Research Design by PhD supervisor

Figure 1 emerged as a visual conceptual model that enabled PhD students to appreciate the overall research process and then be able to audit that process. Moving clockwise from the Research Issue shows activities that are concerned with the gap in Knowledge with iterations between Research Design and Fieldwork revealing the cyclical nature of most research.



**Figure 1:** New pedagogical model for participatory action research design by PhD supervisor Source: Develop for this research

For the first phase, PhD student asked himself or herself. What is my interest? This is a reflection in action question! Supervisor asked herself to stimulate the critical thinking, how to make a situation like a “fishing trip” or “scoping” (Morse & Richards, 2002). The second phase, PhD students maximizes the inquiry process. Phase 3, differentiating one’s use of language and concepts to counteract a reductionism of the phenomenon one cares about. Why I need to do this title research? Phase 4, presents the references for each concept. Learning to interlink experiential complexity and logical coherence; and what is the relevant theory. Phase 5, Learning to think with webs and entanglement/confusion surrounding one’s sense of relevance or challenge of a topic or subject matter. Do I need a theoretical conceptual framework? Phse 6, stimulate an in-depth reflective process that is capable of drawing on the felt dimension of thinking, immediate problem solving and on the richness of concrete lived experience. Identified independent variable, dependent variable and moderator variable. Explore the characteristics of the variables. Phse 7, Younger researchers often describe the experience of finding one’s own voice during the deep reflective process. Feeling of contribution to area of study. Developing sense of professionalism. Meeting the point by creating the instrumental for data collection technique. Phse 8, . As the

framework is multidisciplinary, the theory should make sense for those disciplines and enlarge their theoretical perspective on the specific phenomenon in question.

The final three activities involve differing levels of contributing to knowledge. The internal self-balancing nature of research is shown by the diagonal lines inside the circle, which link pairs of activities having direct causal relationships. The pedagogical model reveals the ‘ideal’ internal cohesion and interrelationship between research components as a framework that is conceptually founded. In this phase, doctoral research shows their ability to discuss about interpretive conclusion and critical reflection. Conceptual conclusion and scholarly thought begin to develop and appear in doctoral research student’s chapter methodology.

## 4.2 Doctoral Research Students and Their Critical Reflection on Developing Conceptual Framework

Our discussion begins with a reflection in learning explicating tacit dimensions of knowing that function in one’s thinking, in order to make this kind of knowledge more shareable and thinkable. Please refer Table 2.

**Table 2:** Participatory action research and reflection in action on developing conceptual framework

Phase	Participatory action research by supervisor PhD	Reflection in action by PhD students
Phase 1: Mapping the selected data sources	specifying and precision one’s research topic/question.	Characteristics/elements should be a comprehensive and complete and should facilitate holistic mapping
Phase 2: Extensive reading and categorizing of the selected data	to read the selected data and categorize it both by discipline and by a scale of importance and representative power within each discipline.	This process maximizes the effectiveness of our inquiry and ensures effective representation of each discipline.
Phase3: Identifying and naming concepts	how one perceives and experiences a research topic/subject matter and its meaningfulness	is subject to violating the tenet of induction, thus is exposed to particular threats of invalidity
Phase 4: Deconstructing and categorizing the concept	to deconstruct each concept; to identify its main attributes, characteristics, o organize and categorize the concepts according to their features and ontological, epistemological, and methodological role.	Viva PhD is passionate back bone terrifying. Co-inquiry proves helpful at the beginning of a research project. Do my candidate understand to relate some theory? Do they ready?
Phase 5: Integrating concepts	- Co-inquiry by supporting a careful laying out and formulation of a still fuzzy idea, sense of a problem, felt relevance of an issue. – Give them 80% reflective thinking on their title/ topic.	– This phase reduces the number of concepts drastically and allows us to manipulate to a reasonable number of concepts.
Phase 6: Synthesis, resynthesis, and	- to synthesize concepts into a theoretical framework. The	Co-inquiry stimulate an in-depth reflective process that is capable

making it all make sense	researcher must be open, tolerant, and flexible with the theorization process and the emerging new theory.	supervisor open the discussion on independent variable, dependent variable and moderator variable.
Phase 7: Validating the conceptual framework	- to validate the conceptual framework. The question is whether the proposed framework and its concepts make sense not only to the researcher but also to other scholars and practitioners.	- Presenting an evolving theory at a conference, a seminar, or some other type of academic framework provides an excellent opportunity for researchers to discuss and receive feedback.
Phase 8: Rethinking the conceptual framework	A theory or a theoretical framework representing a multidisciplinary phenomenon will always be dynamic and may be revised according to new insights, comments, literature, and so on.	. As the framework is multidisciplinary, the theory should make sense for those disciplines and enlarge their theoretical perspective on the specific phenomenon in question.

Reflection in action, (Hanipah Hussin, 2004) proves as a critical thinking technique, helpful at the beginning of a research project, by supporting a careful laying out and formulation of a still fuzzy idea, sense of a problem, felt relevance of an issue. The experienced researcher will find this method helpful in supporting the explication of tacit dimensions of their experienced knowing. Younger researchers often describe the experience of finding one's own voice during the deep reflective process, (Schoeller et al., 2022). Reflection in action is begin to widespread in doctoral research program at City University Malaysia, (Hanipah Hussin, 2023) since 70% of their professor and lecturers at Faculty Education and Liberal Study background are teacher educators from Ministry of Education. Reflective thinking is used in Teachers Institutes and within higher Technical, Vocational, Education and Training TVET as a pedagogical tool, (S, Sakinah and Hanipah Hussin. 2023).

In the research and training of personified critical thinking, this technique is used by master students, by doctoral research students, by postdocs, but also by experienced researchers to clarify their approach and to establish a conceptual framework of a project that holds and unfolds what matters most within that project, (Leshema and Trafford, 2007).

However, reflection in action can also be helpful in moments of immovable situation, in the midst of a project, for example when predetermined conceptual schemes blind one to see what really matters, or the mass of observed facts lead nowhere. Supervisor as an experienced researcher will find this method helpful in supporting the explication of tacit dimensions of their experienced knowing, (Yusef Jabareen, 2019.) This process is iterative and includes repetitive synthesis and resynthesis until the researcher recognizes a general theoretical framework that makes sense. Researchers should know how to build their conceptual frameworks. Reflection in action cultivates throughout its moves the sensitivity to the quality of a situation in which one's topic is embedd, strongly supporting to gain or re-gain a feeling of the whole problem, of a red thread guiding the selection of data or a coherent conceptualization.



### 4.3 Challenge on Supporting Doctoral Candidates Encounter Difficulties

What is the challenge in supervisory doctoral research? Most of doctoral researcher students are between 25- 30 years younger than most of supervisor in educational ecosystem in any ASEAN and ASIA PASIFIC country, such as Malaysia and China. As a supervisor or as an examiner of doctoral research the challenges are firstly, PhD supervisors are responsible for guiding candidates so that theses satisfy the assessment criteria of a university (Delamont et al., 1997). City University Malaysia Post Graduate Guide Line, 2023. Secondly, doctoral candidates are expected to provide scholarship that contributes to knowledge (Winter et al., 2000). This point is not relevant to private universities in Malaysia, thus the PhD student has to make sure their own sponsorship. Thirdly, examiners judge the merit of doctoral theses against similar assessment criteria (Yusef Jabareen, 2019). Table 3 below show our research into the operation of doctoral viva complements. These conclusions by showing that examiners and supervisor place importance and significance, role and use of conceptualisation in a doctoral thesis (Trafford & Leshem, 2002). Subsequent evidence suggests that a thesis that has no conceptual framework is unlikely to gain a pass (Trafford, 2003).

**Table 3:** Supporting doctoral candidates encounter difficulties on developing a research conceptual framework

Phase	Doctoral Researcher Responsibility	Supervisor Responsibility
Phase 4	Draft proposal discussion and inquiry 80% by PhD student	Co-inquiry and supervise proposal 20% by supervisor
	Developing theoretical framework 80%	Imparts critical thinking and supervise of relevant theories 20%
	Developing conceptual framework 80%	Exercise reflection in action and supervise relevant framework 20%
	Mock preparation on Viva Proposal PhD Defence, role play as a student	Exercise mock viva with role play as an examiner
	Viva proposal defence 20 minutes presentation	examiners judge the merit of doctoral theses against similar assessment criteria
	Candidates encounter difficulties in conceptualising their own research, and workshop discussions expose uncertainty about what constitutes a conceptual framework. Justify some terminology used and their epistemology and conceptual	The operation of doctoral vivas complements these conclusions by showing place importance on the significance, role and use of conceptualisation in a doctoral thesis. Observe how candidates Encounter difficulties
<ul style="list-style-type: none"> <li>● PhD supervisor to raise their level of conceptual thinking about research;</li> <li>● consolidate observations on conceptual frameworks that appear in texts used by PhD students offer a more thorough appreciation of its role and function;</li> <li>● facilitate understanding by PhD students , supervisors and examiners of</li> </ul>	Doctoral supervisors also show some unawareness of the pluralist function of conceptual frameworks, consequently some supervisors encounter difficulties in guiding candidates on this issue. lacking a common language regarding the nature of conceptual frameworks	

	the conceptual framework and its function.	<ul style="list-style-type: none"> <li>● PhD supervisors—to raise their awareness of how to assist their candidates when handling this aspect of the research process;</li> <li>● Thesis PhD examiners—to raise their appreciation of conceptual components in theses and vivas.</li> </ul>
Phase 5	Finalized PhD thesis proposal	Verification of chapter 1, chapter 2 and chapter 3
	Review PhD thesis proposal and comments from examiners	Supervise the correction version of PhD thesis proposal done by student
	reflections-in-action and reflections-on-action (Schön, 1983, Hanipah Hussin, 2004) and engaging in ‘a basic mental process with either purpose or an outcome, or both, that is applied in situations where material is ill-structured or uncertain’	<p>Constant professional reflection on our data enabled us to detect emergent theories incrementally and cumulatively (Leshem &amp; Trafford, 2006).</p> <p>Co-inquiry on developing critical thinking and justify the sensitivity of language</p>
Phase 6	Developing of instrumentations for data collection	Supervise the others view the conceptual framework as a map of theories and issues relating to the research topic.

The conceptual framework is a bridge between paradigms, which explain the research issue, and the practice of investigating that issue. His/her map gives meaning to the relationship between variables, by showing that theories have the potential to provide insight and understanding insight on research topics. Supervisor need to appreciate how our doctoral candidates struggled to comprehend the nature of the conceptual framework recognise the relationships between theoretical in their research project. Thus supervisor have to show their confidence that researchers could recognise the relationships between theoretical variables as an essential component of ‘high quality’ research, and express that explicitly through conceptualisations and frameworks.

#### 4.4 Content Analysis of Doctoral Research Student on Their Conceptual Framework

Our selected writers on research methodologies view conceptual frameworks as, first emerging from researchers’ appreciation of reading, personal experience and reflection upon theoretical positions towards the phenomena to be investigated. Second presenting the researchers’ paradigm through a combination of identified conceptual variables. Third serving different purposes within deductive, inductive and staged approaches in the design and interpretation phases of research. Forth providing a shared language for researchers to clarify, design, undertake and conclude their research thereby enabling their readers to ‘appreciate’ that research. Fifth, being the catalyst that raises the level of researchers’ thinking from the simple and descriptive, via analysis to conceptualising the research itself.

These issues enabled us to appreciate how our doctoral research students struggled to comprehend the nature of the conceptual framework. Table 4 is an illustration of PhD student’s content analysis of their conceptual framework.

**Table 4:** Content analysis on PhD student’s conceptual framework

N	Examiner Questions/ Students answer	Student PhD 1 WJ	Student PhD 2 WQ	Student PhD 3 HS	Student PhD 4 ZJ	Student PhD 5 JH
5	What was the wider theoretical significance of that reading?	How music education model improve autistic children learning?	Exploration of the application of memetic theory in English writing.	How digital learning can improve curriculum implementation?	to know the profound impact that curriculum reform	literature broadens the understanding of the concept of employability skills
	How do you realize some new knowledge?	collaboration with experts, advanced technological tools, and critical thinking.	implementing the memetic approach in teaching English.	interplay between digital education, pedagogical tools, tools for digital learning, digital literacy, an ecosystem	reading articles, searching information online and watch videos,	reading and analyzing the latest publications in my research field, attending conferences
	Why were the conceptual frameworks in that way? (<50 words)	to establish a strong theoretical foundation, align with the research objectives,	selected variables relevant to the memetic teaching method. This ensures that our research is consistent with the theoretical foundation	This framework permits a methodical investigation of the elements that play into the fruitful introduction of digital learning	it illustrates the expected relationship between English curriculum reform,	to determine whether there is a significant correlation between independent variables and the dependent variable
	What is the conceptual significance of the evidence?	By establishing connections between theory and empirical findings, the evidence enhances our understanding of the research problem	demonstrating positive impacts of memetic on students' performance, attitudes towards writing,	Evidence's conceptual value comes from the empirical backing it gives to the framework's proposed relationships.	conceptual framework can help me draw a clearer concept between the relationship between variables.	This evidence could be used to inform the development of interventions aimed at promoting group work as an employability-enhancing skill.
	Why does the thesis make a contribution to knowledge?	The thesis makes a contribution to knowledge by filling a research gap, advancing theory, introducing methodological innovations, presenting new empirical findings, and offering practical relevance.	, it provides empirical evidence of its effectiveness, offering valuable insights for educators and researchers interested in innovative approaches to enhance writing skills, attitudes, and motivation in English language learning.	. It helps us better understand the difficulties, possibilities, and outcomes of implementing digital learning initiatives in educational settings, and it does so by focusing on the specific context of Jiangxi Province in China.	under the circumstance of curriculum, research about teacher's agency can help teachers both get personal development and teach students better.	This thesis develops a new conceptual framework for increasing employability skills based on group work intervention, which helps to promote exploratory research on the improvement.

## 5.0 CONCLUSION

The conceptual framework is a bridge between paradigms, which explain the research issue, and the practice of investigating research issue. This map gives meaning to the relationship between variables, by showing that theories have the potential to provide insight and understanding insight on research topics. Examiners’ questions regarding the use of conceptual frameworks (Trafford

& Leshem, 2002a). What headed you to select these models? What are the theoretical components of your framework? How did you decide upon the variables to include in your conceptual framework? How did concepts assist you to visualise and explain what you intended to investigate? How did you use your conceptual framework to design your research and analyse your findings?

The generic question in this cluster is of a quite direct nature, and it may be asked in a direct way: ‘How did you arrive at your conceptual framework?’ appreciate how our doctoral candidates struggled to comprehend the nature of the conceptual framework recognise the relationships between theoretical. Believe that researchers should recognise the relationships between theoretical variables as an essential component of ‘high quality’ research, and express that explicitly through conceptualisations and frameworks. This research appreciates what J. Liedgren, P. Desmet, A. Gaggioli (2023), claimed in his work on liminal design: A conceptual framework and three-step approach for developing technology that delivers transcendence and deeper experiences. Their paper also concludes that a conceptual framework and three-step design approach looking at the process. For conclusion, this research explores implications from a theoretical point of view and suggest a pedagogical model in supporting doctoral research. At the end of this supervisory, the authors need doctoral researchers to view the conceptual framework as a device that makes sense of their data analysis process. This study suggests the pedagogical model need to be used on supporting doctoral research to take responsibility on their own research as a young professional academia.

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