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## Supervision on Developing Research Conceptual Framework

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### Abstract

*Aims of this paper is to provide a critical reflection on how a supervisor supporting doctoral students developing their own conceptual framework. Problem statement state here is to instil some consideration of supervisor role of developing a conceptual framework in the doctoral research process. Inductive approach and participatory action research have been used as a methodology and research design. Five research progress report and focus group interviews used as a qualitative data collection technique. Results of study, is a pedagogical model, which is comprise eight phases moving clock wise and ongoing process. 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 activity 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 recommendation of study is supervisor need to supports doctoral research in developing student's conceptual framework. Good supervisory skills and close relationships are the evidences of pedagogical model in higher level of developing young academia in university ecosystem.*

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

## **1.0 Introduction**

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. Recently critical reflection by supervisor in Darrel Hudson, (2023) affirmed that conceptual frameworks that guide fairness made his research explain better. Great supervisor provides quality research output. Reading any doctoral thesis prompts supervisors or examiners to consider its relationship to other research. Then examiner would want to know why it was design in a particular way. His critical reflection showed that 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 addition, 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. 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.

Again, in her philosophy paper, Hanipah Hussin, (2023) try to explained how the supervisor helps the doctoral research 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. Supervision on developing a research conceptual framework use participatory action research method. This strategy, is provide a 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 to their supervisor. 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. Does supervisors of doctoral research in this situation and ecosystem realize? How we are senior academia support doctoral research process? Does we play the role of assessor? Or do 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 supervision on developing a conceptual framework is valued to in most serious texts on research. However, examiners of doctoral thesis 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**

Supervision doctoral student in developing their own research conceptual framework is noticeable lately. 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

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 (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

Conceptual frameworks offer a self-audit facility to ensure interconnection and appropriate conceptualisation for research conclusions. By state the independent variable, dependent variable and moderator variable in conceptual framework, doctoral researcher will identify the scope and the characteristic of research dimensions. According to their works (Trafford & Leshem, 2002a) shows that the probability of certain questions. They claimed that, our research into the nature of examiners’ questions in doctoral viva. One cluster of questions illustrates how examiners might explore ‘conceptualisation’ and its implications to the whole thesis.

## 2.1 Issues on critical reflection among doctoral research

The issues is 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.

## **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

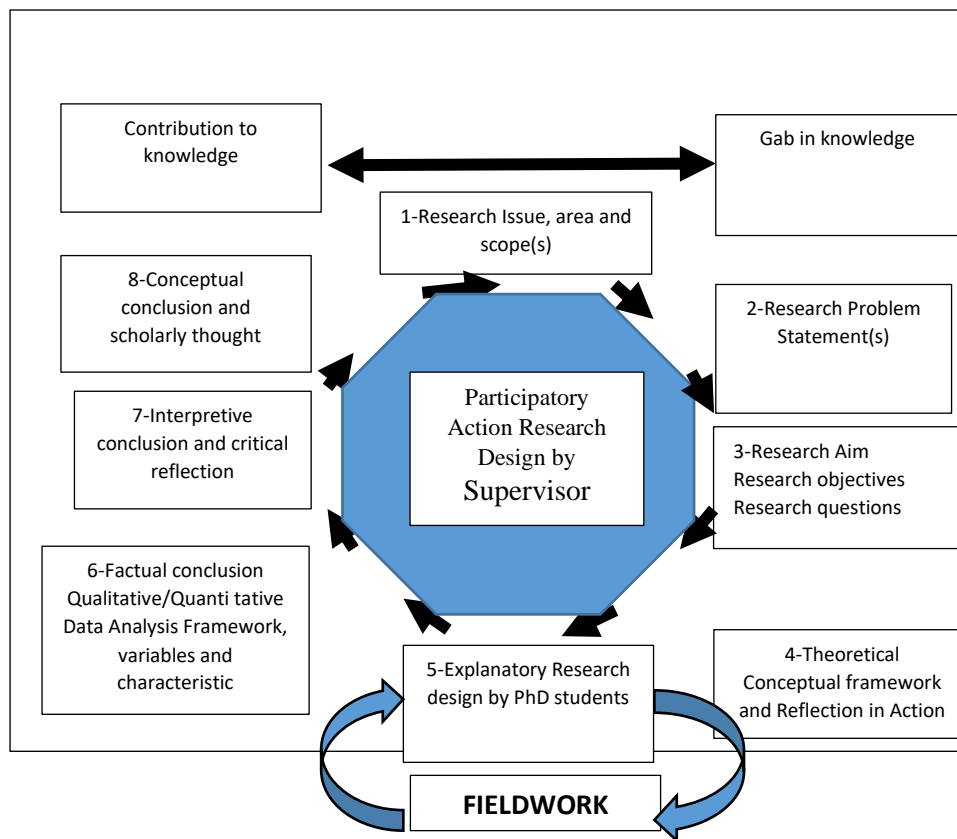
Liberal Study in City University Malaysia. The right column describes reflection in action by doctoral research students. All of them are educators from various universities from China. There need to asked questions or answer some questions during schedule student learning time. Cumulative student learning 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.

#### **4. Results And Discussion**

Results and discussion in this study begin with reflection in action captured every week class meeting. In this study, the researcher argue 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. Figure 1 below, explained the process.

##### **4.1 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.



(Supervisor source: Developed for this research)

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.

Figure 1, moving clockwise from the Research Issue shows activities that are concerned with the gap. Knowledge with iterations between Research Design and Fieldwork revealing the cyclical nature of most 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? Phase 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. Phase 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. Phase 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 show 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 begin 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 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 researcher	Co-inquiry stimulate an in-depth reflective process that is capable supervisor open the



making it all make sense	must be open, tolerant, and flexible with the theorization process and the emerging new theory.	discussion on independent variable, dependent variable and moderator variable.
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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 it moves the sensitivity to the quality of a situation in which one's topic is embed, 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 eco-system 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 are 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	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 the conceptual framework and its function.</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 <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	Constant professional reflection on our data enabled us to detect emergent theories incrementally and cumulatively (Leshem & Trafford, 2006).

	outcome, or both, that is applied in situations where material is ill-structured or uncertain’	Co-inquiry on developing critical thinking and justify the sensitivity of language
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 students conceptual framework

N	Examiner	Student	Student	Student	Student	Student
5	Questions/ Students answer	PhD 1 WJ	PhD 2 WQ	PhD 3 HS	PhD 4 ZJ	PhD 5 JH
	What is the conceptual significance of the evidence?	Connections between theory and empirical findings, the	demonstrating positive impacts of memetic on students'	Evidence's conceptual value comes from the empirical backing	conceptual framework can help me draw a clearer	Inform the development of interventions aimed at promoting

	evidence enhances our understanding of the research	performance, attitudes towards writing,	it gives to the framework's proposed relationships.	concept between the relationship between variables	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 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

Supervision on developing research conceptual framework among doctoral students is a learning process. That why this paper provided a critical reflection on how a supervisor supporting doctoral students developing their own conceptual framework in their research proposal. This study claim that 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), support this study and affirmed that for short text, 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 in supervision process.

The viewpoint here is to instil some consideration of supervisor role of developing a conceptual framework in the doctoral research process. Inductive approach and participatory action research have been used as a methodology and research design. Research progress report and focus group interview used as a qualitative data collection technique is an evident in a supervisory skills and close relationships of pedagogical model in higher level of developing young academia in university ecosystem.

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.

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.

For conclusion and a call for action of future research possibilities, this research explores implications from a theoretical point of view and suggest a pedagogical model in supporting doctoral research among supervisor. 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. In short, this study suggests the pedagogical model need to be used by supervisor on supporting doctoral research to take responsibility on their own research as a young professional academia.

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