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Залуу Судлаачдын Мишээл Хүрээлэн НҮТББ
Улаанбаатар, Хан-Уул, 1-р хороо, 19 хороолол чингисийн өргөн чөлөө, 24/1, 32.
Е-Мэйл: misheelinstitute@gmail.com
Утас 1: (+976)-77858388
Утас 2: (+82)-1085192072

Misheel Institute for Young Researcher's NGO
32. Chinggis avenue, 24/1, Khan-Uul district,
Ulaanbaatar 15160, Mongolia
E-mail address: misheelinstitute@gmail.com
Phone Number 1: (+976)-77858388
Phone Number 2: (+82)-1085192072

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Traditional medicine Khii, Shar, Badgan's theory and relation between theories of temperament concepts

Odgerel Pagvajav [1], Gantuya Pagvajav [2*]

[1] *Ph.D, Department of Psychology, National Univeristy of Mongolia, Ulaanbaatar, Mongolia.* p.odgerel@num.edu.mn
[2] *Ph.D. Department of Basic Science and Engineering, Mandakh University. Ulaanbaatar, Mongolia,* p.ganaa0812@gmail.com

Abstract **-**This study was conducted to determine the relationship between the four temperament theories: sanguine, choleric, phlegmatic, and melancholic, and traditional medicine's theory of body Khii, Shar, and Badgan that both theories are defined as innate characteristics. In this study we included more than 200 people and results were calculated. Looking at the participants that combined characteristics in phlegmatic type are Badgan predominant wheter Badgan with Khii and Badgan with Shar characteristics are manily predominnant revealed. The survey of choleric characteristics result shows, participants that Shar with Khii and Shar with Badgan predominance respectevely revealed. For sanguine characteristics participants were Khii with Badgan and Khii with Shar predominant respectively revealed.
Keyword **-** Khii, Shar, Badgan, Temperament, Sanguine, Phlegmatic, Choleric, Melancholic.

1. INTRODUCTION

From the ancient time, mankind has observed and made conclusions that many variations in human behavior in order to understand why they are so different. There are so many conclusions made in time, some conclusions are on aspects, such as body shape and physiology, while others commented on sensory aspects. This desire to know about themselves are gradually developed and became the basis for scientific interpretations. In the West and East, the different ways of diagnosing people have begun to develop. In the West, the discoveries of physiology and medicine were based on the definition of human behavior.

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* Corresponding Author: Gantuya Pagvajav

Gradually, as the science of psychology developed independently, the methods for determining human temperament became more widely used and developed.

On the other hand, in the East, defining human behavior is based on traditional medicine, wisdom or (arga-bileg), and the theory of the five elements, as well as analyzing human health and behavior based on a long tradition of diagnosing and correcting human health and behavior. In particularly, Mongolian traditional medicine's "arga-bileg and the study of the five elements" are the method of understanding the human environment, nature, and matter and has been used as a theoretical tool to analyze and explain various natural phenomena. Arga-bileg and the study of the five elements believe that the world is made up of substances, and these substances are interconnected. The basis of the theory of Mongolian traditional medicine is the theory of Khii, Shar and Badgan.

The theory of Khii, Shar and phlegm is one of the main theories of Mongolian medicine, also how the Khii, Shar and Badgan developed during the development of human embryo, in addition to a detailed description of how it affects a person's physical and behavioral characteristics, it is believed that a person's unique characteristics are preserved throughout life. This unique feature of a person's Khii, Shar, and Badgan represents a unique personality trait and when the right balance of Khii, Shar, and Badgan is lost, a person's health, mood, and even behavior could change, also it describes in detail how to fix it with diet and medicine, and it has developed into a basic theory of traditional medicine.

The knowledge that has been developed in the West and the East has defined human behavior from different angles, and if we look closely, we can see that both innate physiological structures are based on personal characteristics. In this regard, it is assumed that the theory of temperament /behavior/ in Western psychology maybe related to the theory of the three elements of the body /Khii, Shar, and Badgan / in traditional Mongolian medicine. This study was conducted to determine the relationship between the four temperament theories: sanguine, choleric, phlegmatic, and melancholic, and traditional medicine's theory of body Khii, Shar, and Badgan that both theories are defined as innate characteristics. In order to establish the connection between the two theories, Belov.A established in 1971 temperament test's results with a total of 80 questions, as well as 13 questions on each of the symptoms based on the characteristics of Khii, Shar and Badgan in Mongolian traditional medicine, a total of 39 questionnaires were developed and compared with the results of the two surveys.

2. THEORETICAL BACKGROUND

2.1 Let's look at these two theories one by one. Let's start with the concepts of ancient Greek and Roman. The first explanation was made by **Hippocrates** (460-377 BC), a Greek physician and naturalist known as the father of medicine. [1]

- A person with a lot of blood from the heart is a Sharp that **sanguine,** this Latin word **"SANGUIS"** meaning **blood**. These kind of people are energetic, quick-witted, happy in life, sociable, and easily overcome difficult and unfortunate situations in life.[3]
- A person with a large amount of Shar secreted by the liver has jealous, angry that **cholera,** this Latin word **"Cholericus"** meaning **gall**. Such a person is jealous, unable to

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control his body, has abrupt movements, and his facial expressions change very quickly. [3]

- A person with a lot of mucus secreted from the brain is a slow that **phlegmatic** with less emotion, in Latin **"Phlegm"** meaning **mucus**. Such people are calm, slow, steady, and slow to move from one activity to another.
- A person with a lot of black Shar from the gallbladder are sad, weak and jealous that **melancholic**. In Latin **"Melancholia"** meaning **black Shar.** People with this type are very shy, bored, like to be alone, talkative, unsociable, easily frustrated by failures, and don't even express themselves openly. [3]

The most correct scientifically explanation was made by the famous Russian physiologist Pavlov.I.P, who classified them into four types in connection with the characteristics of the upper nervous system either brain function. He believed that **temperament** was a **natural, innate feature** of the individual's mental characteristics and **nervous system** that determined the ongoing dynamic movement of all processes taking place in the brain. In other words, temperament is not inherited, but is considered an innate characteristics of individual.

The activity of upper nervous system either brain is determined by the ratio of two main processes: excitation and delay. Pavlov.I.P classified temperaments according to the above differences in neural processes, excitations and delay.

1. Strong. The process of excitation and delay is strong and also balanced. This type includes **sanguine** temperament. [1]

2. Unstable. Excitation and delay are very strong and moShar. However, the excitation and delay processes are unbalanced and the predominant pattern of excitation is **choleric** temperament. [1]

3. Inactive. The process of excitation and delay is strong and balanced. However, this type of less moShar inactivity is **phlegmatic** temperament.

4. Weak. The excitation and delay process is slow. This type includes **melancholic** temperament. Scientists agreed that this Pavlov's theory of higher nervous activity is the most scientifically explained theory. [1]

2.2. Let's look at the three elements of the body and the uniqueness of the body in Mongolian traditional medicine. The three body functions are the physical functions of healthy Khii, Shar, and Badgan. The physically healthy function of the human body is controlled by Khii, Shar, and Badgan. According to the theory of Mongolian traditional medicine, one of the three main function of the body which is metabolism, is controlled by Khii, Shar and Badgan in the human body.

Badgan is functions related to the water body, Khii is functions related to the air body, Shar is functions related to the fair body. Body uniqueness refers to the innate physical specificity of the body. In ancient Mongolian traditional medicine books called it "The Nature of the Body". The uniqueness of human body is vary to each other. For example, it is decided which Khii, Shar and Badgan are predominant. The human body contains all three Khii Shar and Badgan but there are different ratio of Khii Shar and Badgan contains in human body. For example: one is dominand and other two is following, two of them are equally dominnant, one is following and sometimes all of them are equally exist in human body. [4]

Khii uniqueness: The person who has Khii predominant is called Khii uniqueness. In the body of Khii uniqueness, the characteristic of features that preserve the yang of the Khii are clearly revealed. For example, the body is small, hunched over, the flesh is emaciated (skinny), the body color is slightly darker, the face is bluish, sensitive to cold, sleep is less , talkative, when they move their body the joints will have a sound, like to sing, dance, shout, bet, all thing that quick, the body is weak, pale, have a light movement, emotionally unstable, intellectual reflection is fast, and these kind of people like sweet, sour, bitter and salty foods.[2]

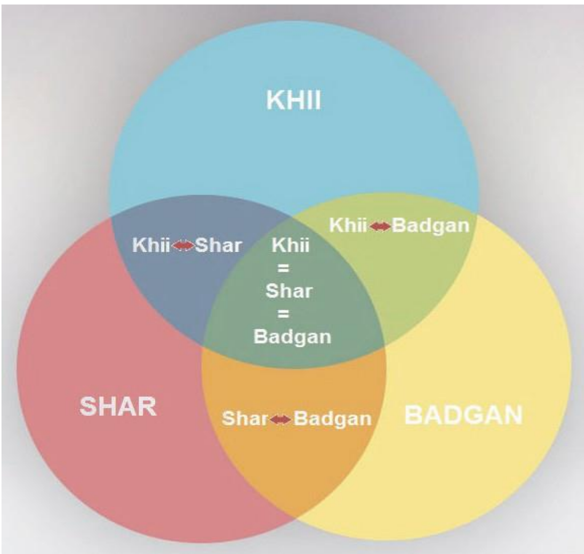

Figure 1.Khii, Shar, Badgan uniqueness

Shar uniqueness: The person who has Shar predominant is called Shar uniqueness. In the body of Shar uniqueness, the characteristic of features that preserve the yang(билигийн чанар) of the Shar are clearly revealed. For example: The body is medium, easy to get hungry and thirsty due to the force of the absorbent Shar, the hair and complexion are yellow, the movement and mental reflection are relatively Sharp, to be able to withstand severe cold, sweating is easy, having a lot of anger, prideable, quick tempered and these kind of people like sweet, bitter, sour and cool foods. [4]

Badgan uniqueness: The person who has Badgan predominant is called Badgan uniqueness. In the body of Shar uniqueness, the characteristic of features that preserve the bileg of the Shar are clearly revealed. For example: The body is large, the skin is slightly rougher, the color is lighter, softer, more relaxed, sleepy, resistant to hunger and thirst, submissive, well behaved, gentle and ablebodied. These kind of people like bitter, sour, salty, sweet and cool foods. [4]

When the all three Khii, Shar and Badgan, are collected in equal proportion is called the accumulation of uniqueness. For example: The body is smooth and physically the best shaped people icluded in this type. The uniqueness of the body is that the human body is made up of three kinds of Khii, Shar, and Badgan therefore, among these common qualities, some are Khii-dominated, some are Shar-dominated, and so on. [4] Tsogtsaihan.S (2020) studied crosstalk between human body constitutional types in mongolian traditional medicine and immune response types.

3. MATERIALS AND METHODS

Among the characteristics of Mongolian medicine's Khii, Shar, and Badgan, there are a number of behavioral indicators that are similar in content to the definitions of temperament patterns in Western psychology. This includes, people who are Badgan uniqueness are calm and slow, people who are Khii uniqueness are talkative and the mood is changeable and fast and also people who are Shar uniquess are arrogant, quick tempered and quick thinking symptoms are mainly appeared. Given these characteristics, it may be directly related to temperament characteristics. These two theories have developed separately in terms of psychology and Mongolian traditional medicine science whether there is no somparative study has been conducted at the moment. Traditional medicine has been developed during the ancient time and the theory has been enriched by experience of scientists and diagnoses body specificity has based on many characteristics, such as body shape, skin color, behavioral characteristics, and pulse. Physical symptoms are usually diagnosed by Mongolian traditional healers, only feel the pulse, and there are no tests that include symptoms.

In order to establish the connection between the two theories, Belov.A established in 1971 temperament test's results with a total of 80 questions, as well as 13 questions on each of the symptoms based on the characteristics of Khii, Shar and Badgan in Mongolian traditional medicine, a total of 39 questionnaires were developed and compared with the results of the two surveys. The methodology for studying the uniqueness of the body was developed in 2017 based on the main symptoms of Mongolian medicine, Khii, Shar and Badgan. Within 2 years, we have developed a formulation of questions and got advice from traditional medicine doctors.

In the correlation study, we used temperament tests that developed by Belov.A, for each of 20 questions with a description of the symptoms of sanguine, phlegmatic, choleric, and melancholic patterns with a total of 80 questions. If the person agree with 16-20 questions out of 2 questions that reflect the characteristics of the temperament and get 16-20 points, it is purely a sign of the temperament, if the person got 11-15 points from the question it means that indicates it has strong signification, 5-10 indicates it has weak signification of temperament. After this first data analysis, the result is considered to be dominant or pure of temperament, if it is more than 40 percent. However, the percentage of the characteristics of temperament: 30-39% will be considered quite high, 20-29% will be moderate, and 10-19% will be very low.

Due to the rarity of temperament pure uniqueness in nature, the main objective of our study were divided into 4 groups according to the main features of temperament and compare relationship between the results of a questionnaire to determine the physical characteristics of Mongolian traditional medicine. The second questionnaire used in the study was, based on the main features of the physical theory of Mongolian medicine and developed as a result of 2 years experiment with a total of 39 questions with each of Khii, Shar, and Badgan's 13 questions. The questionnaire will have 13 definitions of the symptoms, and if the symptom is present, the answer will be "yes" and add a plus sign. If the person agreed with questions it will marked as one point and total point will be counted for total question of characteristics of temperament. A score of 1-4 is considered to be significantly low, and a score of 5-8 is considered to be significant and co-occurring. A score of 9-13 indicates that the symptom is strongly significant. For example: tf the Khii, Shar, and Badgan appear to be equal or close to the three characteristics, accumulative uniqueness will occur. If the person get 10 points from the symptoms of Badgan characteristics and 8 points from Shar characteristics the result will be Badgan predominant with Shar accompanying symptoms. The survey conducted and developed by characteristic of element of body as following chart. [2]

Table 1. Khii, Shar, and Badgan's 13 questions.

Badgan	Shar	Khii
1. Fatty 2. Sleepy 3. Lazy and easy to feeling sleepy 4. Light faced 5. The color of the tongue is light and thick scaled 6. Less anger 7. Calm 8. Motivated think that solves a reasonable basis 9. When you made a decision, you never go back 10. Like hot food 11. Low body heat 12. Tall and lardy body 13. Like sour food	1. Sharp and quick thinking 2. Clever 3. Intolerant for hunger and thirst 4. Light yellow skin 5. Tongue scale is yellow 6. Good at finding human harmony and talkative 7. Like sweet food 8. Making a lot of decisions to without thinking 9. Have a lot of anger 10. Tricky and easy to find a way 11. Sweaty then usual 12. Having a lots of body heat 13. Like bitter food	1. Short 2. Blue face / dark brown face / 3. Tongue scale is white pinkish and blue lips 4. A lot to nag 5. Easy to forget, forgetful 6. The speech is full of thoughts 7. Like to participate in dance and festivals 8. Like to fight and bet 9. Sensitive to cold 10. Easy to get tired and emaciated 11. Having a less sleep 12. Decide quickly and return quickly 13. Like to get involved in quarrels

Table 2. Questionnaire text of temperament

"Mark with a "+" sign those qualities in the "passport" of temperament that are common and everyday for you.			
Choleric	**Sanguine**	**Phlegmatic**	**Melancholic**
restless, fussy; uncontrollable, hot-tempered; impatient; harsh and straightforward in relationships with people; decisive and proactive; stubborn; resourceful in argument; work in jerks; prone to risk; unforgiving; have fast,	cheerful and cheerful; energetic and businesslike; often do not finish what you start; tend to overestimate themselves; able to quickly grasp new things; unstable in interests and inclinations; easily experience failures and troubles; easily adapt to different circumstances; take on any new business with enthusiasm; you quickly cool down if the	calm and cool; consistent and thorough in business; careful and judicious; know how to wait; silent and do not like to chat in vain; have calm, even speech, with stops, without sharply expressed emotions, gestures and facial expressions; reserved and patient; bring the job you started to completion; don't waste your	shy and self-conscious; you get lost in a new environment; find it difficult to establish contact with strangers; do not believe in your strength; tolerate loneliness easily; feel depressed and confused when you fail; tend to withdraw into themselves; you get tired quickly; have a quiet speech; you involuntarily adapt to the character of your interlocutor;

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passionate speech with confused intonations; unbalanced and prone to ardor; aggressive bully; intolerant of shortcomings; have expressive facial expressions; able to act and decide quickly; tirelessly strive for something new; have sudden, jerky movements; persistent in achieving their goals; prone to sudden mood swings	matter ceases to interest you; quickly get involved in a new job and quickly switch from one job to another; are burdened by the monotony of everyday painstaking work; are sociable and responsive, do not feel constrained with people who are new to you; hardy and efficient; have loud, fast, distinct speech, accompanied by gestures and expressive facial expressions; maintain composure in unexpectedly difficult situations; always have a cheerful mood; you fall asleep and wake up quickly; are often disorganized and show haste in decisions; Sometimes you tend to skim over the surface and get distracted	energy; adhere to the established daily routine, life, work system; easily restrain impulses; low sensitivity to approval and censure; are gentle, show a condescending attitude towards barbs addressed to you; are constant in their relationships and interests; slowly get involved in work and slowly switch from one task to another; equal relations with everyone; love neatness and order in everything; find it difficult to adapt to a new environment; have self-control; If you are somewhat slow	impressionable to the point of tearfulness; extremely susceptible to approval and blame; make high demands on yourself and others; prone to suspicion, suspiciousness; painfully sensitive and easily wounded; overly touchy; secretive and uncommunicative, do not share your thoughts with anyone; inactive and timid; compliant, submissive; strive to evoke sympathy and help from others

4. RESULT

A total of 300 students, around aged 20 to 25 were included in this study, and 248 studies were compared. In order to establish the relationship between the two studies, that the temperaments divided into 4 main types including melancholic, choleric, sanguine and phlegmatic, and the characteristics of the physical characteristics of each group of people were examined to see if there was a correlation between these characteristics. In order to compare the results of the two studies, the results of 62 people were analyzed for each of the four basic temperament patterns, and the ratio of Khii, Shar, and Badgan, which is a characteristic feature of the body in each pattern, was calculated. According to the Mongolian Traditional Medicine Classification of Uniqueness, there are 7 categories: Khii, Shar, and Badgan’s single three, complex three, and acccumulative and also there are 4 main types of temperament, based on this theory, data analyses was performed on a total of 6 sections that elements of characteristics, including: the elements of the body predominant single 3, taking characteristics associated with the predominant elements in the group 2, and 1 accumulative.

4.1. The result of the study shows, among the total participants that involved in melancholic characteristics, a total 25 number of participants wheter 40.3% are Badgan predominant, 12 participants which is 19.3% are Shar predominant and 14 participants which is 22.5% are Khii predominat.

Table 3-a. Characteristics for melancholic participants

Body uniqueness	Badgan		Shar		Khii	
	number	percentage	number	percentage	number	percentage
Total 62	25	**40.3%**	12	**19.3%**	14	**22.5%**

Table 3-b. Characteristics for melancholic participants

Body uniqueness	Combined characteristics of Badgan		Other combination /Khii, Shar/		Accumulative	
	number	percentage	number	percentage	number	percentage
Total 62	7	**11.2%**	2	3.2%	2	3.2%

Total of 62 participants in survey of melancholic type, most of them are consists Badgan predomint type. Based on this, symptoms associated with Badgan and Khii or Badgan and Shar characteristics are considered as one of the survey criteria, wheter participants were grouped together and accounted for 7 which is 11.2%. Also the result shows that participants with Khii and Badgan combination is 3.2% which is 2, equally revealed of Khii, Shar and Badgan are 3.2% which is 2 participants respectively.

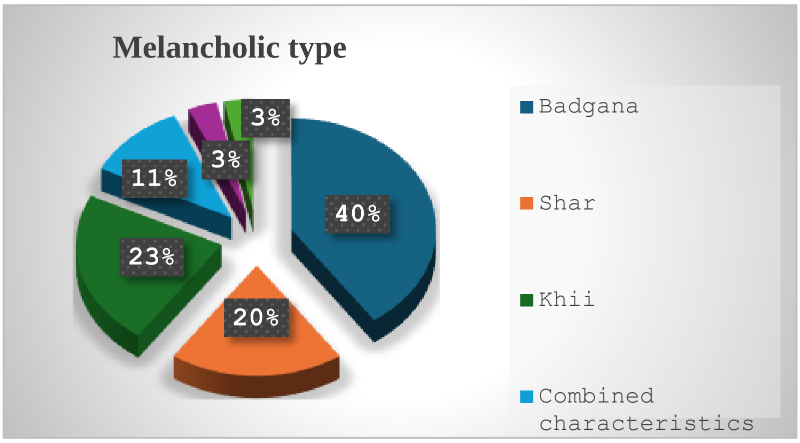

Figure 1. Physical characteristics of melancholic type

4.2. Participants who involved in survey of choleric characteristics was mainly Shar predominant, for this reason Shar and Khii, Shar and Badgan combined participants were included in one section, also Badgan and Shar combined participants and accumulative participants that divided total of 6 section. Total of 62 participants in survey of choleric type, the result shows 27 which is 43.5% is Shar predominant, 9 which is 14.5% is Badgan predominant, 10 participants which is 16.1% of survey is Khii predominant thus, Shar and Khii or Shar and Badgan combined participants were 8 which is 12.9%.

Table 4-a. Characteristics for choleric participants

Body uniqueness	Badgan		Shar		Khii	
	Number	Percentage	Number	Percentage	Number	Percentage
Total 62	9	**14.5%**	27	**43.5%**	10	**16.1%**

Table 4-b. Characteristics for choleric participants

Body uniqueness	Combined characteristics of Shar		Other combination /Khii, Badgan/		Accumulative	
	Number	Percentage	Number	Percentage	Number	Percentage
Total 62	8	**12.9%**	5	8.06%	3	4.8%

Also the result shows that participants with Khii and Badgan combination is 5 which is 8.06%, equally revealed of Khii, Shar and Badgan are 4.8% which is 3 participants respectively.

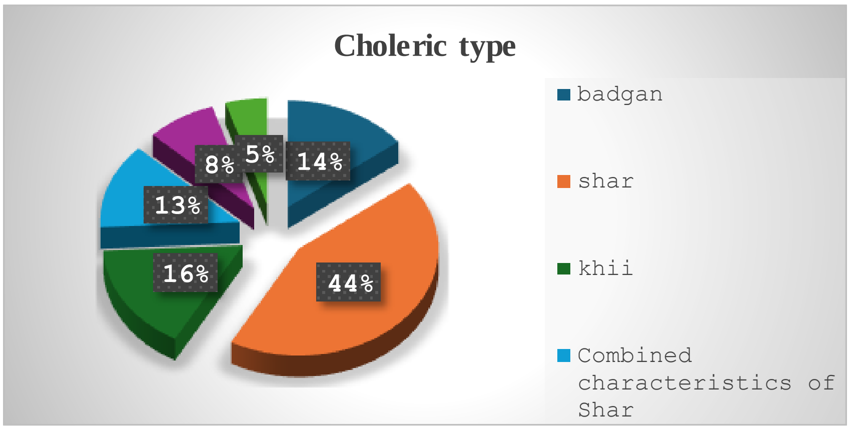

Figure 2. Physical characteristics of choleric type

4.3. For sanguine characters, the results were also categorized into six sections including: predominant of single Khii, Shar and Badgan, combination of Khii and Shar, combined participants of Khii and Shar were in one section also Badgan and Shar combination characteristics were in one section total of 6 section and data analyses were conducted.

Table 5-a. Characteristics for sanguine participants

Body uniqueness	Badgan		Shar		Khii	
	Number	Percentage	Number	Percentage	Number	Percentage
Total 62	14	**22.5%**	18	**29.03%**	19	**30.6%**

Table 5-b. Characteristics for sanguine participants

Body uniqueness	Combined characteristics of Khii		Other combination /Shar, Badgan/		Accumulative	
	Number	Percentage	Number	Percentage	Number	Percentage
Total 62	6	**9.6%**	1	1.61%	4	6.4%

Total of 62 participants in survey of sanguine type, the result shows 18 participants which is 29.03% are Shar predominant, 14 participants which is 22.5% are Badgan predominant 19 participants which is 30.6% are Khii predominant thus, Khii with Shar combination or Khii with Badgan combined participants were 6 which is 9.6%. Also the result shows that participants with Shar and Badgan combined participants were 1 which is 1.61%, equally revealed of Khii, Shar and Badgan are 6.4% which is 4 participants respectively. In the case of sanguine characters, the quantitative characteristics of Khii, Shar and Badgan's features were found to be similar, and the quantitative characteristics of Khii, Shar and Badgan combined features were considered in one section.

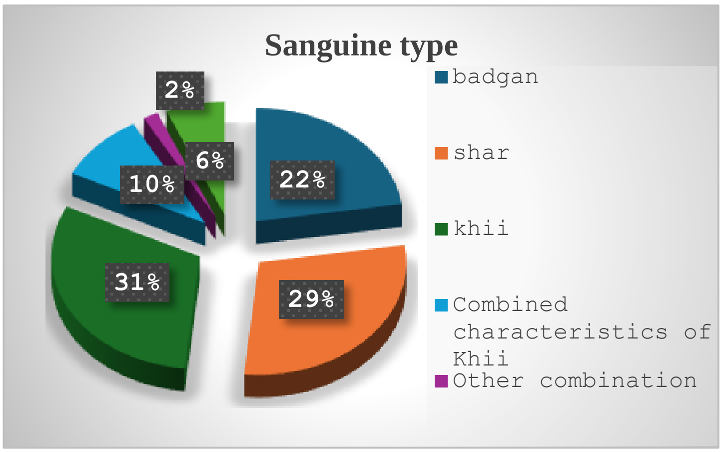

Figure 3. Physical characteristics of sanguine type

4.4. For phlegmatic characters, the results were also categorized into six sections including: predominant of single Khii, Shar and Badgan, combination of Khii and Shar, combined participants of Khii and Shar were in one section also Badgan and Shar combination characteristics were in one section total of 6 section and data analyses were conducted.

Table 6-a. Characteristics for phlegmatic participants

Body uniqueness	Badgan		Shar		Khii	
	Number	Percentage	Number	Percentage	Number	Percentage
Total 62	33	**53.2%**	7	**11.2%**	5	**8.06%**

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Table 6-b. Characteristics for phlegmatic participants

Body uniqueness	Combined characteristics of Badgan		Other combination /Khii, Shar/		Accumulative	
	Number	Percentage	Number	Percentage	Number	Percentage
Total 62	11	17.7**%**	3	4.8**%**	3	4.8**%**

Total of 62 participants in survey of phlegmatic type, the result shows 33 participants which is 53.2% are Badgan predominant, 7 participants which is 11.2% are Shar predominant, 5 participants which is 8.06% are Khii predominant thus, Shar with Khii combination or Badgan with Shar combined participants were 11 which is 17.7%. Also the result shows that participants with Khii and Shar combined participants were 3 which is 4.8%, equally revealed of Khii, Shar and Badgan are 4.8% which is 3 participants respectively. In the case of phlegmatic characters, Badgan characteristics were mainly predominatly revealed.

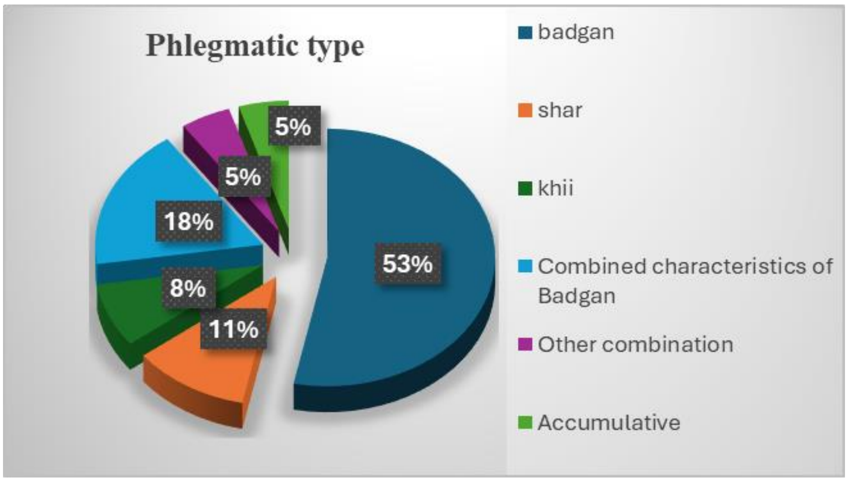

Figure 4. Physical characteristics of phlegmatic type

Temperament * Mahbod Crosstabulation

Count

		Mahbod Badgan	Mahbod Shar	Mahbod Khii	Total
Temperament	Melancholic	25	12	14	51
	Choleric	9	27	10	46
	Sanguine	14	18	19	51
	Phlegmatic	33	7	5	45
Total		81	64	48	193

Nonparametric Correlations

Correlations

			Temperament	Mahbod
Spearman's rho	Temperament	Correlation Coefficient	1.000	-.147*
		Sig. (2-tailed)	.	.041
		N	193	193
	Mahbod	Correlation Coefficient	-.147*	1.000
		Sig. (2-tailed)	.041	.
		N	193	193

*. Correlation is significant at the 0.05 level (2-tailed).

Figure 5. Correlation in temperament types and Badgan, Shar, Khii characteristics

The correlation between temperament (*melancholic choleric,sanguine, phlegmatic*) and bodily uniqueness (*badgan, khii, shar*) was investigated using Spearman's test, and the result was 0.41 (moderate positive correlation), confirming the study's hypothesis.

5. CONCLUSION

From the above figures, it can be concluded that people with melancholic type have a predominance of Badgan, and Khii uniqueness are following while people with choleric type have a predominance of Shar uniqueness. However, in people with phlegmatic type, the uniqueness of Badgan is higher than other temperamental types, according to the results of the study. In the case of sanguine characteristics, there is little difference between the quantitative characteristics of Khii, Shar, and Badgan, but the Khii body element is slightly higher than those of Shar and Badgan.

Looking at the participants that combined characteristics in phlegmatic type are Badgan predominant wheter Badgan with Khii and Badgan with Shar characteristics are manily predominnant revealed. The survey of choleric characteristics result shows, participants that Shar with Khii and Shar with Badgan predominance respectevely revealed. For sanguine characteristics participants were Khii with Badgan and Khii with Shar predominant respectively revealed.

In summary, people with melancholic sumptoms are more likely to have Badgan type, people with phlegmatic symptoms are more likely to have Badgan, and people with choleric temperaments are more likely to have Shar.

It was also observed that the definitions of temperament were similar in comparison to the characteristics of Mongolian medicine, such as Khii, Shar, and Badgan. These include for characteristics of Badgan: sleepy, lazy, calm, motivated think that solves a reasonable basis, in the definition of phlegmatic temperament: orderly accurate, have a trace of things, carefully, calm, have a slow movement, the movement of face and hands are less and less irritating that the content is the same. As for the Shar uniqueness characteristics are: make a lot of decisions that without thinking, have a lot of anger, Sharp minded, quick thinking and clever and definition of choleric temperament including: arrogant, violent, impatient, can't control their body, straight, Sharp, resentful, easy to get angry and these characteristics are similar to each other. From this characteristics it can be suggest that the above theories may be related to each other. *The results of the research confirmed that the theory of temperament in the science of psychology is interrelated with the theories of the traditional Mongolian medicine on the uniqueness of the body.*

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AUTHOR'S INTRODUCTION

1. First Author

Odgerel Pagvajav	p.odgerel@num.edu.mn
Ph.D. Associate professor, Lecturer at Department of Psychology, School of Arts and Sciences, Division of Social Sciences, National University of Mongolia. Work field: Personality Psychology, General Psychology	

2. Corresponding Author

Gantuya Pagvajav	p.ganaa0812@gmail.com
Ph.D. Lecturer at Department of Basic Science and Engineering. School of Engineering and Economics, Mandakh University. Ulaanbaatar, Mongolia Work field: History, Philosophy	

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Comparative analysis of intellectual abilities differences of Mongolian and Chinese students

Shi Haibao • Namjildagva Raash • Munkhgerel Baatarjav

Munkhtsetseg Narantsetseg

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Comparative analysis of intellectual abilities differences of Mongolian and Chinese students

Shi, Haibao[1], Namjildagva Raash[2], Munkhgerel Baatarjav[3], Munkhtsetseg Narantsetseg[4*]

[1]*Inner Mongolia Trade Vocational Institute of China,49145020@qq.com*
[2]*School of Educational Studies, Mongolian National University of Education, namjildagva@msue.edu.mn*
[3]*School of Educational Studies, Mongolian National University of Education, bmunkhgerel3@gmail.com*
[4]*School of Educational Studies, Mongolian National University of Education, munkhtsetseg.n@msue.edu.mn*

***Abstract* -** H. Gardner's test with 108 questions in 9 chapters to assess the intellectual abilities of Mongolian and Chinese students (language, logic, mathematics, spatial, musical, physical movement, interpersonal communication, self-management of human culture, communication with nature, existence) [2] conducted a study to identify and provide study advice tailored to their differences. The survey was translated into Mongolian and Chinese and data was collected online between September 11-21, 2023. In processing the research results, using SPSS 29 software, summary statistics, Reliability Statistics, Independent Samples Test and ANOVA test methods were used. Correlation analysis was performed to estimate correlation between groups. According to some results, for all the students involved in the study, the competencies of self-management (88.3%), existence (84.5%), and communication with nature (82%) are relatively high, as well as spatial competence (72.5%), physical ability (64.9%).), interpersonal skills (61.3%) have reasonable indicators, but language (56.6%), music (55.5%), logical mathematics (55%) have weak results, Music, interpersonal, human internal culture, self-management, nature Students from both countries had statistically significant differences in communication and social skills.
Keywords - Intellectual ability, Mongolian Chinese students

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* Corresponding author: Munkhtsetseg Narantsetseg

1. INTRODUCTION

In the age of information technology, there is a need for students to acquire many skills in order to adapt to their society. The issue of the development of future professionals or students is not only related to the issue of future development, but it will definitely determine the direction of the country's development. Therefore, students need to manage their learning by finding specific methods that suit their learning difficulties, learning styles, and intellectual abilities. In order to support students to learn successfully, it is important to provide equal opportunities by organizing courses that take into account the differences that are appropriate for their learning styles and intellectual abilities. Although students in the same classroom are the same age group and live in the same era, they have different learning styles, preferences, food, and preferences. Therefore, it is necessary for teachers to create learning opportunities suitable for each student according to their differences, and to provide different guidance. For this, it is important for the teacher to understand the following points and pay attention to organizing the training. For example, each student not only grew up in different families, has his own culture, but also has different social and economic opportunities. It is also very important to provide equal opportunities by organizing the training taking into account the fact that each student has different learning characteristics, different knowledge and abilities, thinks differently, and is interested in different things. In modern times, to improve the quality and results of education, the tendency to organize lessons and activities taking into account the differences of each student is becoming popular. This approach has been developing in the developed countries of the world since the 1960s, developing and testing teaching models and methods that take into account the differences of students, and carrying out various researches [2].

In this study, we aimed to find out the level of intellectual ability of Mongolian and Chinese students by using the comprehensive intellectual ability test of Scientist Howard Gardner and find out whether it can be used in future training.

The central tenet of Gardner's theory is that all human beings possess nine intelligences in varying degrees. Each individual has a different intelligence. It is believed that education can be improved by evaluating the intellectual abilities of students and organizing activities accordingly. Each mind occupies a different part of the brain. The nine minds can work together or independently of each other. These nine intelligences can define the human species. Intellectual abilities have their own characteristics. Not everyone has the same abilities. One or two abilities may be better than others, while others may be average. Students have their own strengths and weaknesses in terms of intellectual abilities. Gardner's research reflects this and has the advantage of being able to identify a student's more developed abilities while also providing direction on how to further develop and improve other intellectual abilities.

Research question:

1) What is the level of intellectual ability of the students?
2) What is the difference between the intellectual abilities of Mongolian and Chinese students?

Research purpose: The purpose of this study is to identify and compare the intellectual abilities of Mongolian and Chinese students using H. Gardner's test and investigate the possibility of using them in training.

Research objectives:

1) Read and study the theoretical concepts related to the concept of students' intellectual abilities and differences
2) Organize and develop a study to detect the intellectual abilities of Mongolian and Chinese students using H. Gardner's test

Scope of research: A total of 633 students participated in our study, of which 217 (34.3%) were male, 416 (65.7%) were female, 288 (45.5%) were Mongolian, and 345 (54.5%) were Chinese.

Research object: Differences in students' intellectual abilities

Things to study: Intellectual ability of Mongolian and Chinese students

Research method:

1) Method of document analysis / To clarify theories and sources related to research/
2) Questionnaire method /Determining students' intellectual abilities/
3) Quantitative and qualitative processing methods / processing data and analyzing the results /

Limitations of the research work:

When choosing the scope of the study, Mongolian and Chinese teacher training university students were included.

2. THEORETICAL BACKGROUND

2.1 THEORETICAL BASIS

There is no concept of good or bad teaching strategies that take into account the differences of students, but only emphasize the organization of students' learning, while others focus on the quality of teaching. There are strategies such as development, action planning, and teamwork that promote diversity (Berliner, 1986). The experienced teacher used a variety of teaching strategies in accordance with the needs of the students.

Acknowledging differences is the first condition for students to learn differently. Therefore, it is necessary to provide students with opportunities to learn in a certain way. Also, it should be taken into account that at the beginning of the course, students' previous knowledge and learning abilities are different, that is, the starting point of all students is different. Therefore, in order to successfully organize educational activities, there is an urgent need to conduct research to clarify the situation of students.

In Chapter 7 of Howard Gardner's Multiple Intelligences Theory and His Ideas On Promoting Creativity, researcher Hani Morgan (2020) states that Howard Gardner's theory of multiple intelligences is an important theory that reflects the different ways students learn and the need to provide instruction tailored to their needs. is confirmed. It has been reported that when students are provided with instruction tailored to their needs, they tend to learn more and stay engaged.

In their article Multiple Intelligences and Success in School Studies, researchers Roman Yavic and Irina Rotnitskyi (2021) argue that students are most effective when they learn in the classroom according to their dominant intelligence and learning style. It has been stated that combining learning styles with dominant intelligence improves student learning. Also, a case study was conducted among 158 seventh-grade students in an Israeli middle school in order to investigate the relationship between dominant intelligence and academic achievement of middle school students according to Gardner's theory of complex intelligence. Studies have shown that differences in intelligence have an impact on academic achievement. Therefore, based on Howard Gardner's theory of comprehensive intellectual abilities, we studied the differences in student abilities between Mongolian and Chinese students.

Scientist Howard Gardner defined the human mind as a complex thing made up of independent special abilities. The human mind forms nine independent types (speech ability, logic-mathematical ability, spatial ability, musical ability, physical ability, interpersonal communication ability, human internal culture, self-management ability, ability to distinguish natural phenomena, existence ability). and each type is not necessarily developed uniformly in one person, and this is explained based on certain facts. Every teacher should try to discover and develop the intellectual development of his students in the process of teaching.

Language skills. A student with a more developed ability likes to read, write and speak eloquently, can easily determine various special places and dates, attracts people's attention, and speaks well.

Competence in logical mathematics. A student who has developed this ability is good at conducting experiments, finding reasons and relationships, making various calculations, solving complex problems, summarizing, processing, etc.

Spatial competence. He likes to draw, is good at drawing and decorating, and has good spatial orientation, geometry, and abstract representation skills.

Musical ability. He likes to sing, listen to music, and play.

Physical ability. He likes to control his body movements, he likes dance and sports, he likes to convey information through gestures and movements, he likes to hold and feel, he likes to move and find balance.

Interpersonal communication skills. A student with a more developed ability likes to be among many people, attracts attention, likes to join a group, persuades others, gets them to say something, calls for something, mediates, advises, helps friends, cooperates, talks and compares.

Human internal culture and self-management skills. It is characterized by the fact that a more developed student prefers to work alone rather than socializing with others, to be alone, to do what he likes, to approach problems with his own feelings and imagination, to perform things independently, to like solitary tasks, and to learn by self-management.

The ability to distinguish natural phenomena. Good ability to identify, classify and handle plants and animals and other objects in nature.

Existential competence. He has deep understandings and the ability to solve questions about human existence, such as the meaning of life, why we die, and how we got here.

Gardner's test to determine the development of intelligence not only identifies the more dominantly developed abilities of the students, but also reveals the weakly developed abilities, so the teacher should try to develop methods to support the appropriate abilities of the students and use suitable tools for them.

2.2 THEORETICAL RESEARCH

Regarding Differentiated learning (Different learning- Differentiated instruction), SSU teacher Ch. Oyunbileg said, "remove barriers that limit the participation and success of all students, respect their different needs, abilities, and characteristics, and support their learning opportunities, flexible and diverse "There is a need to implement teaching methods with alternative methods," he said. Shi hai bao (2023) In his master's research project "Situational analysis of the differences in intellectual abilities of students", he identified the differences in learning and intellectual abilities of Mongolian and Chinese engineering students in order to conduct equal accessibility training for teachers and students, and to support students in their successful learning. advice has been developed.

Researcher B. Jadamba et al. (2022) developed methods and models that take into account the differences of students, all students have different learning styles and different learning styles, so they discovered their differences and developed methods and models to organize the training according to the differences.

Scientist Howard Gardner, in his work "Frames of mind" published in 1983, considered the human mind to be a complex thing made up of independent special abilities and defined the first seven mental abilities. He added the latter two competencies in Intelligence Reframed (1999). They create patterns with their own characteristics, and each ability is not necessarily developed uniformly in the same person, and this is explained based on certain facts.

3. METHODS

Research methodology for determining students' intellectual abilities

H. Gardner's test with 108 questions in 9 chapters to determine the intellectual abilities of Mongolian and Chinese students (language, logic, mathematics, spatial, musical, physical movement, interpersonal relations, self-management of human culture, communication with nature, existence) within the framework of the research, the following studies were conducted, and quantitative and qualitative processing of research documents was carried out. It includes:

1) A questionnaire survey was organized to clarify the intellectual abilities of students.
2) The data was processed and the results were analyzed and processed quantitatively and qualitatively.

The survey was conducted online between September 11-21, 2023, with the localization version of B. Jadamba et al. translated into Chinese, and evaluated as yes-1 and no-0. A total of 633 students participated in the study, of which 217 (34.3%) were male, 416 (65.7%) were female, 288 (45.5%) were Mongolian, and 345 (54.5%) were Chinese. Examining the reliability of the survey questions, Cronbach's Alpha was .952. When processing the research results, SPSS 29 software was used to process summary statistics and the reliability of the questions was checked by Cronbach's Alpha using Reliability Statistics, as well as Independent Samples Test and ANOVA test to clarify whether there were statistically significant differences between the research questions in terms of gender, class, age, and two countries. methods were used. Correlation analysis was performed to estimate correlation between groups.

Table 1. The results of H. Gardner's reliability test for the sample included in the study

Intellectual competences	Cronbach's Alpha	N of Items
Linguistic Intelligence	0.745	12
Logical-Mathematical Intelligence	0.788	12
Musical Intelligence.	0.780	13
Visual-Spatial Intelligence	0.702	11
Bodily-Kinesthetic Intelligence	0.708	12
Intrapersonal Intelligence	0.639	11
Interpersonal Intelligence	0.719	12
Natural Intelligence	0.733	13
Existential Intelligence	0.659	12

Although the reliability of the study we conducted was confirmed, it was re-examined because it was translated into Chinese and included Chinese students. As seen in [Table 1], our research questions show high consistency.

Research scope information

Looking at the details of the students who participated in the study, the following results were obtained. A total of 633 students participated in the study, 217 (34.3%) were male students and 416 (65.7%) were female students. In addition, the majority of students are 2nd year students and 326 (51.5%), 1st year students 183 (28.9%), 3rd year students 78 (12.3%), and 4th year students 46 (7.3%) respectively. covered. Also, out of 633 students, 288 (45.5%) are Chinese and 345 (54.5%) are Mongolian students. In terms of age, 258 (40.8%) 19-year-old students, 116 (18.3%) 18-year-old students, 106 (16.7%) 20-year-old students, 143 (22.6%) 21-year-old students, and 10 (1.6%) 22-year-old students. was occupying

4. Results, Data Analysis

4.1 Development and results of research on students' intellectual competences

In order to clarify the intellectual abilities of students, the survey was organized with a total of 108 questions of 9 abilities (language, logic, mathematics, music, space, physical, human internal culture, self-management, interpersonal relations, interaction with nature, existence). The answer to the question was filled in as yes or no, and if the answer is yes, then the competence is better, and if the answer is no, the competence is weakly developed. The following results were obtained

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for all Mongolian and Chinese students who participated in the study.

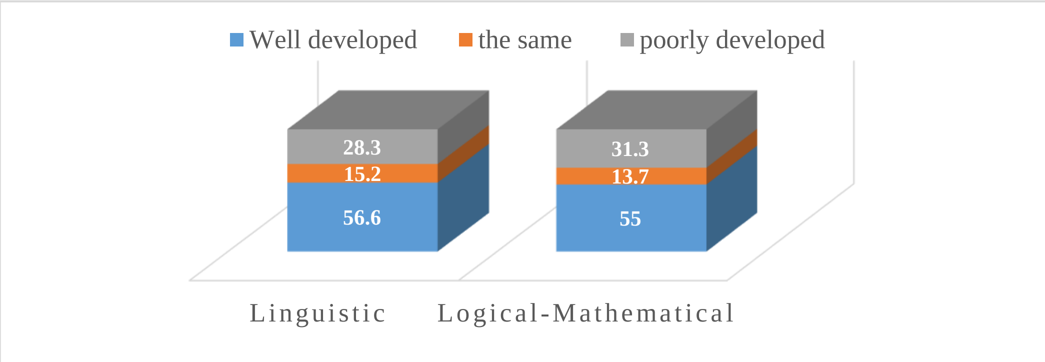


Figure 1. Students' linguistic and logical-mathematical competences

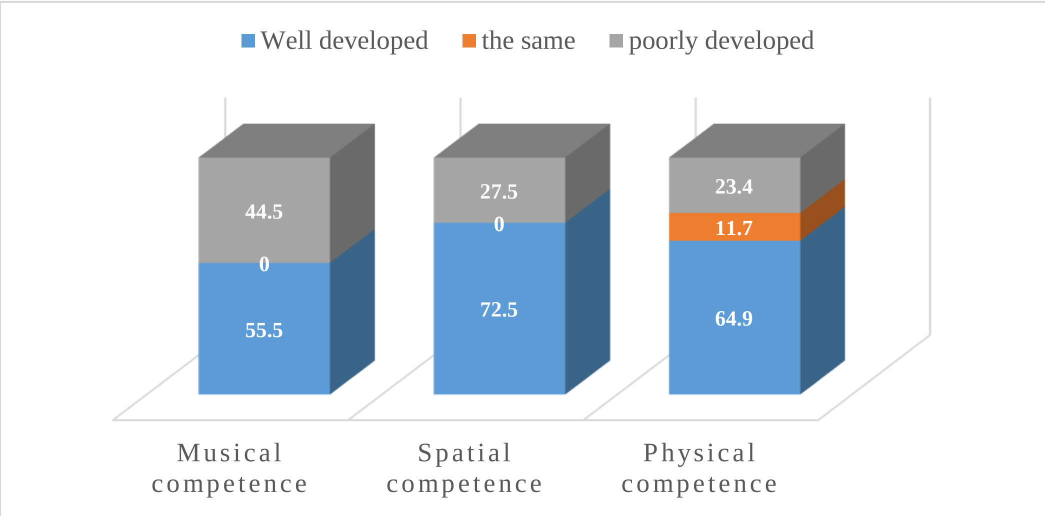


Figure 2. Musical, spatial and physical comptences of students

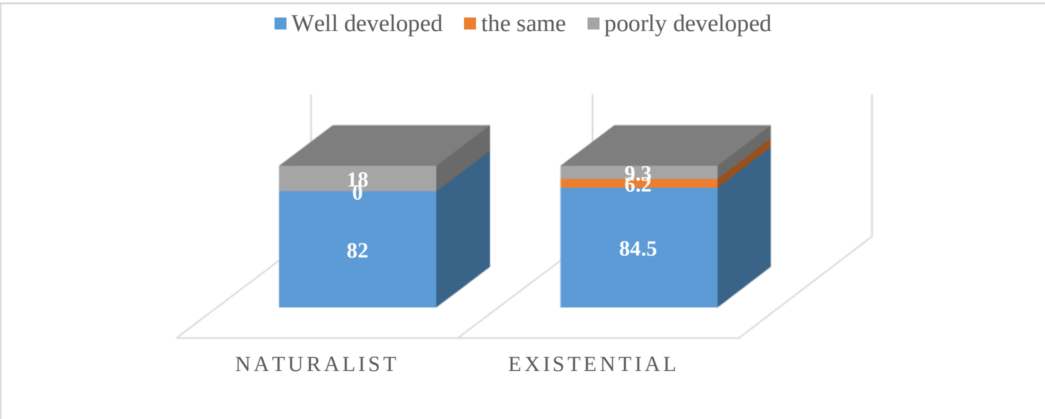


Figure 3. Students' internal human culture, self-management and interpersonal communication competences

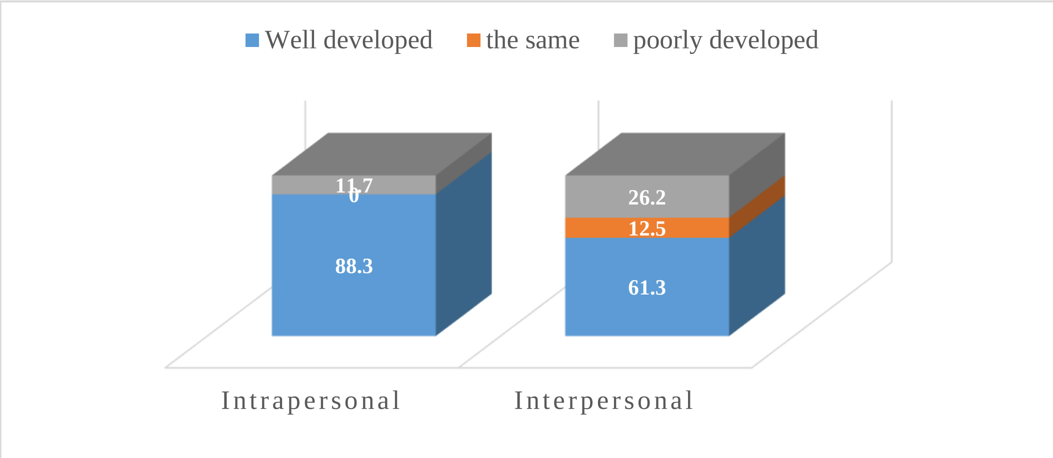


Figure 4. Students' ability to interact with nature and exist

As can be seen from the graphs above, not only are most of the students' abilities well developed, but for all the students involved in the study, the internal human culture self-management (88.3%), presence (84.5%), communication with nature (82%) competencies are relatively high, as well as spatial competencies (72.5%). physical (64.9%) and interpersonal communication (61.3%) abilities are reasonable, but language (56.6%), music (55.5%), and logical mathematics (55%) have weak results. From this, it can be concluded that today's students' self-concept prevails, they have a culture of self-management and coordinated communication, and they have the ability to live and adapt to the natural environment of society. [Table 2] shows that "Human internal culture and self-management competence" (m=1.88), "Nature interaction competence" (m=1.82), "Spatial competence" (m=1.73), and existential competence (m= 1.78), relatively high performance, "Language Competence" (m=1.41), "Logical Mathematical Competence" (m=1.41), and Interpersonal Communication Competence (m=1.49), relatively weak compared to other competencies.

Table 2. Results showing the average intellectual ability of Mongolian and Chinese students

Competences	N	Mean	Std. Deviation
Linguistic Intelligence	633	1.41	0.739
Logical-Mathematical Intelligence	633	1.41	0.720
Musical Intelligence.	633	1.55	0.497
Visual-Spatial Intelligence	633	1.73	0.447
Bodily-Kinesthetic Intelligence	633	1.53	0.695
Intrapersonal Intelligence	633	1.88	0.322
Interpersonal Intelligence	633	1.49	0.707
Naturalist Intelligence	633	1.82	0.385
Existential Intelligence	633	1.78	0.542

Table 3. The calculation of gender differences in students' intellectual ability

Intellectual competences	**sex**	**N**	**Mean**	**Std. Deviation**	**sig**
Linguistic Intelligence	male	217	1.43	0.743	0.961
Logical-Mathematical Intelligence	female	416	1.41	0.739	
Musical Intelligence.	male	217	1.53	0.694	0.128
Visual-Spatial Intelligence	female	416	1.35	0.727	
Bodily-Kinesthetic Intelligence	male	217	1.63	0.485	0.000
Intrapersonal Intelligence	female	416	1.52	0.500	
Interpersonal Intelligence	male	217	1.72	0.448	0.896
Naturalist Intelligence	female	416	1.73	0.447	
Existential Intelligence	male	217	1.66	0.647	0.000
Linguistic Intelligence	female	416	1.46	0.710	
Logical-Mathematical Intelligence	male	217	1.85	0.355	0.001
Musical Intelligence.	female	416	1.90	0.302	
Visual-Spatial Intelligence	male	217	1.57	0.650	0.001
Bodily-Kinesthetic Intelligence	female	416	1.44	0.733	
Intrapersonal Intelligence	male	217	1.81	0.396	0.208
Interpersonal Intelligence	female	416	1.83	0.379	
Naturalist Intelligence	male	217	1.76	0.557	0.268
	female	416	1.79	0.534	

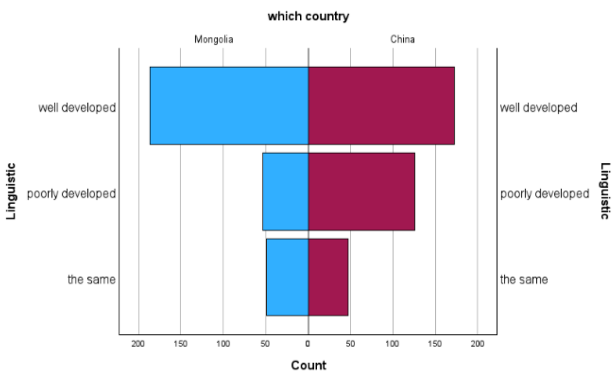
As can be seen from [Table 3], there are statistically significant differences in "Musical Competence", "Physical Competence", "Internal Culture and Self-Management Competence", and "Interpersonal Communication Competence". However, no statistically significant differences were observed for other competencies. Male students have higher musical, physical, and interpersonal skills than female students, and female students have higher internal culture and self-management skills.

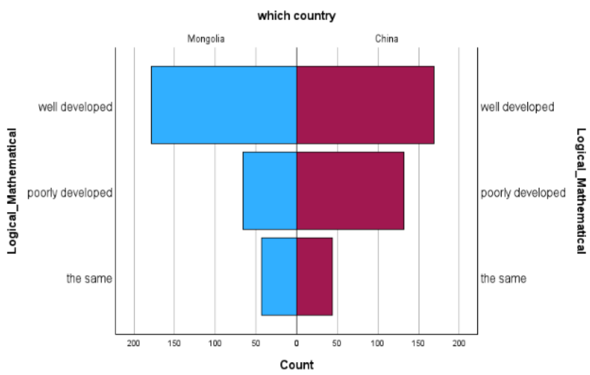
[Table 4] shows that Mongolian and Chinese students have statistically significant differences in "Musical Competence", "Human Inner Culture Self-Management Competence", "Interpersonal Communication Competence", "Environmental Competence" and Existence Competence. . For example, Chinese students have higher musical ability and interpersonal communication skills compared to Mongolian students, but Mongolian students have higher human inner culture self-management skills, nature interaction skills, and existential skills. In addition, it was seen that although the intellectual ability of students increases as the course progresses, the performance of fourth-year students is relatively low compared to others. This may be due to the relatively small number of 4th graders in our study sample. Examining the relationship between the 9 intellectual abilities shows a strong correlation with statistical significance.

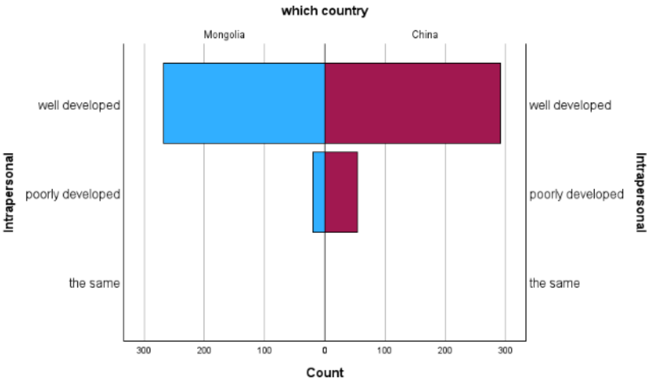
Table 4. Calculated whether there is a difference in the intellectual ability of Mongolian and Chinese students

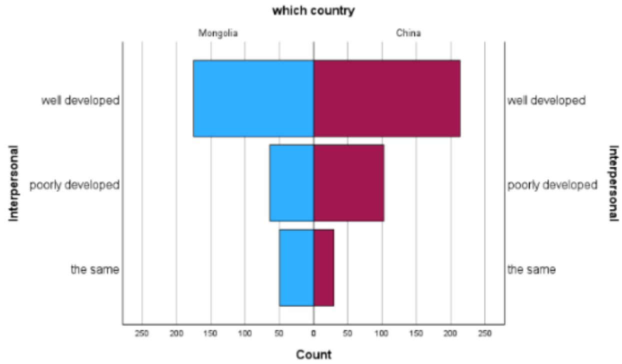
Intellectual competences	**Gender**	**N**	**Mean**	**Std. Deviation**	**sig**
Linguistic Intelligence	Mongolian	288	1.48	0.769	0.125
Logical-Mathematical Intelligence	Chinese	345	1.36	0.711	
Musical Intelligence.	Mongolian	288	1.47	0.741	0.229
Visual-Spatial Intelligence	Chinese	345	1.36	0.698	
Bodily-Kinesthetic Intelligence	Mongolian	288	1.44	0.497	0.001
Intrapersonal Intelligence	Chinese	345	1.65	0.477	
Interpersonal Intelligence	Mongolian	288	1.74	0.438	0.064
Naturalist Intelligence	Chinese	345	1.71	0.454	
Existential Intelligence	Mongolian	288	1.54	0.707	0.712
Linguistic Intelligence	Chinese	345	1.53	0.686	
Logical-Mathematical Intelligence	Mongolian	288	1.93	0.255	0.001
Musical Intelligence.	Chinese	345	1.84	0.364	
Visual-Spatial Intelligence	Mongolian	288	1.44	0.767	0.001
Bodily-Kinesthetic Intelligence	Chinese	345	1.53	0.651	
Intrapersonal Intelligence	Mongolian	288	1.87	0.335	0.001
Interpersonal Intelligence	Chinese	345	1.78	0.417	
Naturalist Intelligence	Mongolian	288	1.85	0.47	0.001
	Chinese	345	1.72	0.58	

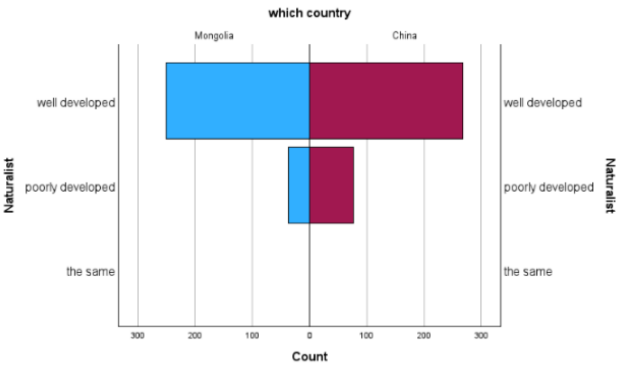
Figure 5-13. Ratio of intellectual abilities of students in Mongolia and China

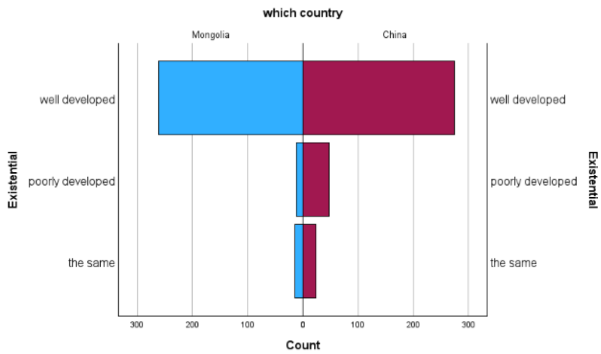


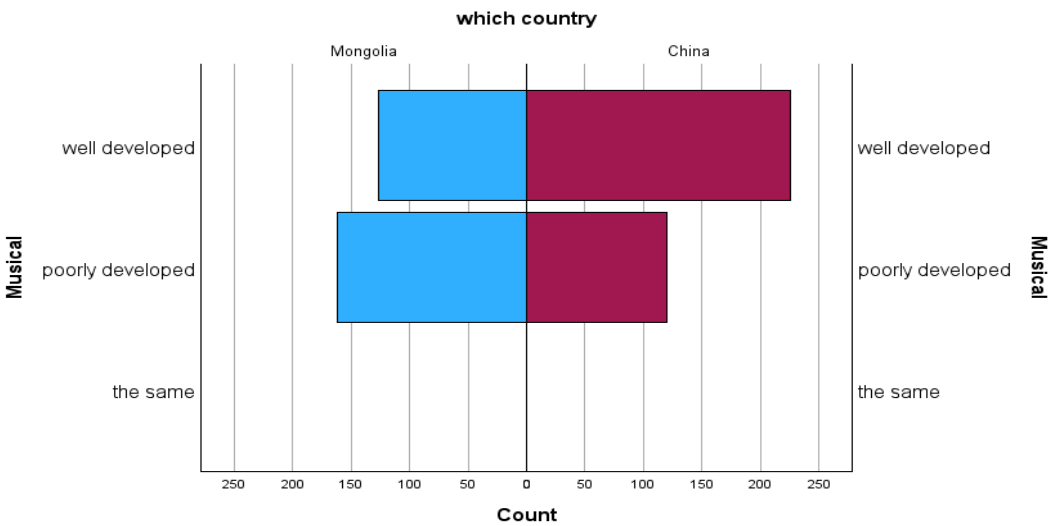












As can be seen from the pictures above, the intellectual ability of Mongolian and Chinese students is relatively similar, and the musical ability of Chinese students is high.

5. CONCLUSION

The research to determine students' intellectual ability was taken from 633 students of universities in Mongolia and China using Gardner's questionnaire to determine intellectual ability, and statistical analysis was conducted.

According to Howard Gardner's intellectual ability questionnaire, most of the students' abilities are superior, but also the existence, interaction with nature, human inner culture, and self-management abilities are relatively highly developed. It turns out that there is a slight advantage in language, logical mathematics, and musical abilities.

Mongolian and Chinese students have statistically significant differences in "Musical Competence", "Human Internal Culture Self-Management Competence", "Interpersonal Communication Competence", "Nature Communication Competence" and Existence Competence. Although Chinese students have higher musical ability and interpersonal communication skills compared to Mongolian students, Mongolian students show higher human inner culture self-management ability, ability to interact with nature, and existence ability.

In addition, it was seen that although the intellectual ability of students increases as the course progresses, the performance of fourth-year students is relatively low compared to others. This may be due to the relatively small number of 4th graders in our study sample. Examining the relationship between the 9 intellectual abilities shows a strong correlation with statistical significance.

Recommendations for the development of students' intellectual competences

Modern learners have different needs, interests and intellectual abilities. Improving Learning Outcomes Teachers need to study the differences of their students and implement appropriate methodologies. Based on the results of the survey of 633 students with 108 questions of H. Gardner's nine groups, we offer the following recommendations to further improve the good and more developed intellectual abilities of students. It includes:

Linguistic Intelligence:

Teachers can improve their language and speaking skills by having students journal, complete word networks, and engage in conversation. Advice, videos, series of lectures by people with good oratory skills such as poets, writers, lawyers, etc. It is also appropriate to do activities such as writing articles, speaking, preparing television and radio programs, creating magazines, participating in discussions and debates, playing word puzzles, preparing business advertisements, etc.

Logical-Mathematical Intelligence:

Teachers can improve students' intellectual abilities by teaching computer programming languages, developing critical thinking skills, using Piaget's cognitive exercises, science fiction scenarios, logic puzzles, putting things in the correct order according to patterns, and working with special instructions. Also, it is good to have activities such as solving problems based on logical thinking, solving puzzles, predicting results based on various situations, solving logical tasks, making business plans based on imagination, etc.

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Visual-Spatial Intelligence:

Teachers can develop this intelligence through the use of graphs, charts, diagrams, graphs, videos, artwork, the use of paints, microscopes, computer graphics, and various software. In addition, it is appropriate for the teacher to have students with developed spatial skills perform the following activities. For example, it is necessary to participate in artistic activities such as drawing and playing, reading maps, creating and thinking using pictures.

Bodily-Kinaesthetic Intelligence:

Teachers can support and develop this cognitive ability using touch, feel, movement, exercise, rotation, permission to move, facial expressions, and physical and relaxation exercises. Also, it is optimal to have the following activities done by students who have developed physical movement skills. Literary and historical things and phenomena should be expressed through body movements and drama performances, and in addition to using the main parts of the body to measure things, attention should also be paid to coordinating body movements when speaking. Also, it is good to pay attention to learning from folk dances that express different cultures and making architectural and building models using simple tools.

Musical Intelligence.:

Teachers can use activities to encourage students' musical intelligence in their lessons by assigning them tasks such as playing music in the classroom and writing lyrics about the material being taught. In addition, it is necessary to practice not only writing and reading poetry, but also expressing literary and historical things and phenomena through dance and movement, and expressing mathematical concepts and concepts through music.

Interpersonal Intelligence:

Teachers can increase their students' interpersonal intelligence by organizing their lessons by dividing them into teams, working in groups, and planning cooperative learning activities. In addition, it is optimal for students who have developed interpersonal communication skills to do the following activities. Pay attention to teamwork, giving advice to others, cooperation, organizing interviews.

Intrapersonal Intelligence:

Teachers should provide more reflective activities such as journaling, organizing, and writing essays to develop students' inner intelligence. An individual must use his other intelligence to fully express his inner intelligence. Also, it is appropriate for students who have developed internal human culture and self-management skills to do the following activities. This includes working independently, writing essays, reflections, autobiographies, stories, and journaling.

Naturalist Intelligence:

Teachers can develop and support this intelligence in their students by comparing species and groups of plants and animals, exploring the relationships between systems, and the connections and functions of scientific problems. In addition, it is optimal for students who have developed the ability to interact with nature to do the following activities. Collecting interesting things from nature, classifying and systematizing natural phenomena, traveling and enjoying nature, as well as solving mathematical problems by imagining plants and animals.

Existential Intelligence

It can be developed by listening to lectures, reading books, doing speaking exercises, etc., to develop the ability to take a position on the existential features of the cosmos and the human condition, such as the meaning of life and death, the ultimate fate of the physical and psychological worlds.

It is optimal for students who have developed existential intelligence to do the following activities. This includes reading various philosophical books, reading and studying works written by philosophical thinkers and explaining them to other students, as well as writing essays and articles about life and its meaning.

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AUTHOR'S INTRODUCTION

1. First Author

SHI, HAIBAO
49145020@qq.com

Inner Mongolia Trade Vocational Institute of China, Inner Mongolia, China

Work field: Educational Studies

2. Co-Author

Namjildagva Raash
namjildagva@msue.edu.mn

Ph.D, Professor, Department of Educational and Methodology, School of Educational Studies, Mongolian National University of Education, Ulaanbaatar, Mongolia

Work field: Approaches to learning and teaching, Quantum educational studies, Modern education management

3. Co-Author

Munkhgerel Baatarjav
bmunkhgerel3@gmail.com

Doctoral student at the Department of Educational and Methodology, School of Educational Studies, Mongolian National University of Education, Ulaanbaatar, Mongolia

Work field: Educational Studies

4. Corresponding – Author

	Munkhtsetseg Narantsetseg munkhtsetseg.n@msue.edu.mn Ph.D, Senior lecturer, Department of Educational and Methodology, School of Educational Studies, Mongolian National University of Education, Ulaanbaatar, Mongolia Work field: Educational studies, Mathematics of education, Educational statistics

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The Impact of Globalization on Education Export

Sandagsuren Enkhtuya • Battumur Gerelmaa

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The Impact of Globalization on Education Export

Sandagsuren Enkhtuya[1*], Battumur Gerelmaa[2]

[1]Ph.D Candidate,Graduate University of Mongolia , Mongolia, tuya@mandakh.edu.mn
[2]Ph.D, Mandakh National University, Mongolia, gerelbat489@gmail.com

Abstract: Globalization provides up chances for the exchange of knowledge, technology, social values, and behavioral norms, as well as the promotion of development at all levels, including individuals, organizations, communities, and societies, across different countries and cultures. At present, higher education is a component of the larger globalization movement. Owing to globalization, one of the key developments that determines the fundamental principles upon which contemporary institutions are built is the internationalization of higher education. In this study, we attempted to compare the problems faced by foreign students, their solutions, and the experience of other countries in the export of higher education. The export of higher education is that of the school and the country. It brings a lot of social and economic benefits, but with other countriesIn comparison, the export of higher education in our country is insufficient.

Keywords: Globalizatiom, Education export, Industry IV, Challenge

1. INTRODUCTION

Globalization, as a policy, seeks to eliminate restrictions on trade, exchange of services, flow of foreign and local investments, and trading in financial, monetary, and fiscal transactions. Globalization led to changes in educational policies and pedagogical practices at the global, national, and local levels through the transfer of knowledge and the dissemination of Western modernity [1].

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* Corresponding author: Sandagsuren Enkhtuya

The 1980s and 1990s witnessed a structural change in the world economy and education that featured many forms of transfer of Western educational culture, including educational reform, structural adjustment programs, education for all policies, and transnational corporations. The notion that education could be an export if delivered to foreign students through the mobility of students is a key part of the current thinking of universities. Education for export is an opportunity for universities to generate revenue while increasing research and training activities. It involves teaching and learning of students from different countries, and this intercultural interaction is advantageous for the institution, students, and the country [2].

1.1 BACKGROUND AND SIGNIFICANCE

By combining their respective comparative advantages, the East and the West would be able to optimize their resources to cope with the physical or demographic challenges of population growth, the wealth generation imperatives of ever-expanding trade and capital movement, and the human resources requirements of every evolving knowledge economies [4]. The question is: How should the East and the West re-position themselves to maximize their gains? It has long been acknowledged that the rewards from education are the most rewarding of all investments. The wage premium of the educated has been estimated to be about 50% against the income of the less educated in the United States; up to 20% for females who complete secondary requirements in Indonesia; 10-15% for males in Argentina who complete secondary courses. In addition, those who complete tertiary level requirements earn wages that are much higher-resulting from the better or specialized training received. In many societies, retrenchment costs can be minimized since lay-offs usually result from impetus or unexpected factors. Wages are either one of the fastest-growing expenditures of all firms and organizations [5].

The article is an adaptation from the article about internationalization of the education trade that was presented at the 15th Biennial Conference of Asian Studies called "Globalization: Encounters of Asia and the West" held at the Chinese University of Hong Kong in June 2001. In particular, it concentrates on globalization's impact on higher education and the need for a liberalization of market access such as existing for other services under the World Trade Organization's (WTO) General Agreement on Trade in Services (GATS). The author and Ms. Denise Law Wayne are both staff members at the Trade and Industry Department of the Hong Kong Special Administrative Region government. By the end of the 20th century, globalization was clearly having a profound impact on the economies of many countries, or the world at large. With the through the general decline of the East and the rise of the West in past, the success of the 21st century will depend on whether countries in the West and in the West will be able to "learn from" the "East" [6].

1.2 PURPOSE AND SCOPE OF THE STUDY

In the broadest sense, university stems from the Latin universitas, which implies the sharing of human knowledge. Universities constitute an alternative means of producing, sharing and applying knowledge, the purpose of which is to dignify and satisfy the human psychological health of society. The role of universities can therefore be seen as a great instigator of peace, through the encouragement of the inherent global goodwill of scholars, researchers, faculty and professional staff. Universities can promote universal understanding of the world as a single community of humanity, through the elimination of barriers of fear, superstition, isolation, scientific ignorance, poverty, hunger, and environmental threats. They can also encourage the moral and intellectual scientific solidarity of humanity, through the rejection of the wanton destruction of life, religious intolerance, cultural degradation, trifling ethics, the exile of knowledge into separated disciplines, intolerable indifference or aloofness from human tragedies [7].

1.3. THE CLOSING OF THE KNOWLEDGE CONTINUUM

The interest to deconstruct and critically analyze the marketization-education nexus in the wake of internationalizing higher education is evident. Little has been written on how certain policy orientations toward the involvement of the state in higher education can create the conditions for market incentives to encourage the internationalization of education in the form of education trade. If state actors are willing to respond to such market incentives, in view of the key role they play in establishing the rules of the international trade game, then they will need to be pressed to consider their responsibility to national populations [8]. Such responsibilities will need to be articulated in ways that are consistent with nondiscriminatory domestic policy orientations which seek either to expand opportunities to realize individual goals and/or to pursue the development of a high-skills, high-wage economy within an international economic system marked by both high and low levels of skill development and low and high technology content. The purpose and scope of this dissertation is to deliver a theoretical framework that can inform future discussions that most crucially are required in the domain of public policy.

2. CONCEPTUAL FRAMEWORK

Education is no longer seen as a public service but as a tradable service, which can be bought and sold in an open competitive knowledge marketplace. Education is also seen as a prime export commodity whose expansion can be accelerated by liberalisation of education markets to the beneficiaries and the consumers. Instead of a knowledge base distinct by national boundaries, based on a sovereign heritage, education has become an economic operation and been put out for transnational commercial circulation [9]. The strengths of a nation's internal education system or the lack of it are, therefore, seen as salient indicators of its competitive capabilities within a global knowledge economy. This new vision of education has significant implications for educational objectives and content. It also adds yet another dimension to the secrecy well help feedback loop between education and social or national development. In other words, despite the contention in academic circles, globalisation and capitalisation of education appear to have serious implications for both attaining and maintaining educational stature. Yet another dynamic dimension to this process is the multidimensional manner in which globalisation tends to influence education and educational processes at various levels. Such structural changes have great implications on equity issues in educational endeavours as well as on the emerging job markets [10].

The current age of globalisation is characterised by the unprecedented mobility of knowledge. What distinguishes the first networked global information infrastructure of today, which integrates information and communication technologies, from the ones of the past is its potential of integrating the educational system that makes for the infrastructure as well as the outcome of any knowledge-based information society. The way the educational system performs and the kind of learning that it imparts will decide, to a large extent, the kind of civil society and knowledge-based culture that any national society will be endowed with. This unique feature is not only due to the peculiar characteristics of the developmental importance of the educational system in general; it is also due to the direct impact of the levels of educational achievement and educational attainment of the population in general in such an information society [11].

2.1. DEFINITION OF GLOBALIZATION IN EDUCATION EXPORT

As one of the most effective global economic forces, the education export industry is fostering this trend and creating an even more complex educational environment. Today, globalization is reshaping the structure and dynamics of higher education in important ways. Higher education management, financial viability, funding, and educational goals and purposes are all being redefined as a result. Nevertheless, higher education as a unique service can only be provided at the place where students and instructors interact. This study revisits recent research on globalization and distance learning, clarifying common misunderstandings in defining globalization and examining the impact of globalization on higher education exports [12].

Education export is a quintessential transnational business and higher education institutions engage in an ever-increasing global education market. Education exports may take a variety of forms and purposes. The present research defines education export as educational products and services that are offered to individuals and institutions outside the exporter's home country for benefits other than foreign exchange earnings and include non-commercial as well as commercial activities.

2.2. THEORETICAL PERSPECTIVES ON GLOBALIZATION AND EDUCATION EXPORT

2.2.1. Perspectives on Globalization and Higher Education Export

Globalization has gained a lot of interest from several academics, industries, governments, and other stakeholders due to its profound impacts on our lives. The benefits and the potential threats of globalization are the focus of debates and literature. These debates relate to the rapid pace with which globalization is expanding and the fear that its expansion might become uncontrollable. On the other hand, globalization also provides opportunities for liberalization and free trade in many industries, which can improve economies across national boundaries. To trace the roots of globalization, attention is given to economic and socio-economic theories that form the basis for the development of globalization as discussed in the following subsections [13].

2.2.2. What is Globalization?

This section presents a review of the theories that form the foundation for this study. First, an abstract view of globalization is presented through individual elements of economic, political, technology, and culture. Then, literature on the impact of globalization and the export of higher education is reviewed to provide vivid examples illustrating the context of the supply of college and university education in South Africa [14].

3. TRENDS IN EDUCATION EXPORT

The flow of domestic educational services to foreign students is influenced by a number of economic factors and by the policies and actions of individual governments. Among the important variables that can affect an exporting economy's capacity to educate foreigners are the size of any government subsidies or support it provides to educational institutions, the type and rate of taxation imposed on educational institutions, foreign exchange rate fluctuations, the degree of domestic regulation that prevents the development of international branches or campuses, decisions affecting the social mobility of college graduates, and issues related to host-guest strain. This chapter reviews current trends and developments that impact the scale and scope of such education export [15].

A recent working paper estimates the size of the international education market by examining global trends in education trade and market share. The data show that the world market in cross-border education has been expanding rapidly during the last few decades. This expansion can be traced to a significant growth in the number of foreign students at the senior-secondary and tertiary levels, as well as to an upward expansion in the level of educational attainment demanded by foreigners. The paper discusses these trends and considers the implications of education export growth for the economies of origin, the demands of overseas students, the emergence of significant foreign players, and issues concerning state involvement in international trade and the subjective valuation of tertiary education services [16].

3.1. GROWTH OF INTERNATIONAL STUDENT MOBILITY

The growth in global student mobility during (1999-2009) is well aligned with the Global overseas education Industry (OEI), which grew at an annual average rate of 7.25% in 1969-2009. As foreign student mobility continually increases the business from international students, as it brings a large number of profitable students to these countries. The report also shows that countries such as the USA, UK, Canada, Germany, Australia, Singapore, France, Japan, Ireland, and New Zealand have been expanding their educational capabilities to attract and meet the demands of foreign students. The Global overseas education Industry (OEI) is not a homogeneous sector as it has disciplines in the faculties of the world's renowned universities, which are expected to attract a larger number of selective foreign students. This area in the OEI is UK's main strength. The report not only gives information such as enrollment and foreign students but also projects the future growth of the OEI in line with higher levels of educational spending by emerging economies [17].

In the 1960s, dissatisfaction with immigration policy constraints contributed to the development of international students as a new object of economic and foreign policy. This opened the road for numerous internationalization strategies in the education sector and paved the way for ISOs to shape partnerships and engage with bureaucracies around campus, state, and nation. Thus, there is a long tradition of the relation between internationalization strategies and policy engagement on the one hand and international student enrollment on the other hand. Despite a general slowdown of international student growth in the 1980s, business and VET beneficiaries also tried to reap the benefits of fee-paying students. While these initiatives met with various degrees of success, international student numbers boomed in higher education in the period 2000-2010, thereby installing a billion-dollar business. However, not all sides of that business have been a success [18].

3.2. EMERGING MARKETS IN EDUCATION EXPORT

In 2010, the total number of international students studying in the US was 723,000. This equates to a decline in the stated market share of international business education. These students brought $19M into the economy and supported 230,000 domestic jobs. Most international students study at the undergraduate level, and are supported by financial support and contributions from family and private sources. Education export is the fourth largest service export. Education is the sixth largest job sector growth area in the US, providing an additional 300,000 positions in 2010. In 2010, 40M students were studying outside their home countries. To meet the demand, major organizations have been established in the US to facilitate visa applications. The US attempts to keep the institutional world enrollment below 10% [19].

Emerging markets are providing a range of lower cost destinations to international students – particularly attractive are locations where programs are delivered in English and there are quality educational facilities. Country pull factors that are attracting international students include: ability to

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network, quality or prestige, perceived quality, employer payback, government support, and government funding. Quality pull factors attractive to international students have been defined to be similar to attributes held by companies as foreign direct investment (FDI) when they select a country. Institutional pull factors include: legal and environmental aspects of running an institution, ownership or control, performance, and access to markets. Technology pull factors were defined in terms of institutional investment in access to technology, human capital, and technology which could be delivered to the students. Current college level education only represents 65% of the current global self-paced eLearning market. The US hosted 415,000 students in 1999 or 35.4% of the overseas students [20].

4. CHALLENGES AND OPPORTUNITIES

Another major cooperative constraint lies within political and legislative institutions. In attempting to meet the requirements set by foreign governments, it can be difficult for providers to develop and sustain systems of quality assurance. The result is often inadequate systems of assessment. Environmental instability is also a significant issue in education export, such as governmental ship of trade and, at the national or state level, deregulation leading to a wave of for-profit seeking in and repatriating of profit. Furthermore, students and faculty can experience different levels of displacement or isolation, which can prevent meaningful learning or association. The education shows how universal aspects of student development are presented to degree-seeking foreign students, which include the college selection process, financial aid, housing, family life, and facility with the English language.

Despite the apparent economic benefit of education export, it is not necessarily an easy industry to establish or sustain. Several challenges to success exist. Language, for example, can be a hurdle. Within a culture that is resistant to neologisms, there is a constant tension between the use of education words and the commonly accepted meanings. The result is either to confuse clients or to impose large costs on all communication. Further, being able to accurately gauge relative language skills - a difficult task - could create problems for institutions involved in academic trading. Cultural compatibility between teachers and students is also necessary, given that educational interferences rarely carry out a business-to-client association. In addition, cross-cultural differences in styles of interpersonal communication, learning expectations, and informal and formal learning needs can make such an educational venture challenging [21].

4.1. REQULATORY AND POLICY CHALLENGES

Language, in human society, is proof of the existence of a closed-enough society or the potential of a particular society to offer but a limited market for the exchange of educational services inherent in society. Since, divergently, education transformation or revolution, which often necessitates the presence of foreign education experts due mainly to the somewhat hierarchical relationship between developed and less developed countries over human capital base, surely demand the effective and efficient integration of a single medium of mass communication or method of instruction. Only the effective victor in the conflict, nature vs. nurture, would prove whether mankind has the propensity to trek the course global trend of education globalization allows [22].

Aligning education standards, experts say, creating one set of standards is daunting enough, but melding systems into a coherent whole is more formidable still. Many countries have vastly different systems of tests, curriculum, and teacher education, many of which are also generally tied up in the society's political structure or closely scrapped system structure. This condition arises in a situation where some primary components of education have to be in place for the really free movement of students to occur. And without a real free movement of students, then globalization, as far as the education sector is concerned, would remain at a manageable level. And so, there would remain a limit to which the concept, globalization which encompasses the movement of people, goods, and services, could impact on the relevant economies at the desired level.

4.2. ECONOMIC OPPORTUNITIES IN EDUCATION EXPORT

The connection of education with international wealth is incomparably longer than with export. Already in Ancient Greece, foreign students came to the philosophers of Athens for formal and informal training. During the Middle Ages, the universities of Salerno, Bologna, Oxford, and Paris became the venues for education of not only students of these cities and regions but of the broader part of Europe as well. Initially, international education was seen as an important element of the education of the ruling class, which helped to formulate a common culture for all "elites of Europe". With an increase in the number of universities, in the complexity of fields of study, and the emergence of specialized professions, international education was increasingly used for the harmonization of knowledge in various fields, patterns of professional behavior, academic standards, and e-learning logic. With this growth, the importance of the massification of the process of international education has increased and, more recently, the role of education export as a source of income for educational institutions, as a carrier of social improvements, and as a factor in the development of a given region has been increased [23].

The influence of globalization on economic and social indicators is reflected in the international educational services market, where education becomes an export product. The main beneficiaries of education export are higher education institutions, which are stimulated to change and improve the quality of their activities. The article discusses the types of benefits that the university obtains from achieving success in the international educational services market, identifies barriers to entry, and offers solutions to increase the efficiency of education export. Traditionally, in recent decades, the concept of export has been associated with goods and services that are shipped or provided in a foreign country, but Seth and many other scholars have shown that people can purchase these services by traveling. In this sense, education can certainly be considered as an export product: it is a service provided to foreign citizens on the territory of countries that have educational institutions.

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5. CONCLUSION

Since the early 2000s, higher education has been moving center stage in the distant water co-development strategy of sending and receiving nations; this movement is most advanced in sending nations. There is a renewed search for metrics to track the impact of educational human capital on sending and receiving nations and the institutions educating that human capital. Finally, from an institutional perspective, it is an exciting time to be engaging in the business of higher education. However, success in the new environments will demand that U.S. institutions exercise the same strategic planning, research, and data collection and analysis and policy evaluation that have been at the root of the U.S. competitive advantage in education, business, and the economy in an international and commercial realm fraught with uncertainties.

Global interest in higher education and the ability to pay for international and transnational educational experiences have never been stronger. However, the global dollar for higher education market has made it harder for individual institutions to increase their year-to-year tuition and fee flow, which in turn has led to attempts to transplant U.S. models of public-private partnerships, a renewed recognition of the utility of international education as pedagogy, funding support for national policy goals, and recognition of the need for smarter federal/state, local, and institutional investment in national human capital development. Key to all of this is maintaining U.S. leadership in innovation, access to international experience for U.S. citizens and students at U.S. institutions, and U.S. institutions' ability to provide the governmental, corporate, and public sector institutions building the global knowledge economies around the world with the modes, norms, and standards of higher education and levels of human capital development necessary to remain or become globally competitive.

5.1 IMPLICATIONS FOR POLICY AND PRACTICE

Teacher educators, at the coalface of international education, play a key role in building the professional capabilities of pre-service and in-service teachers through raising their awareness of the globalizing orientation of the education system. Teacher educators, therefore, need to have experienced the globalized society, have a profound knowledge of its implications for education, and ensure that the graduating teachers of tomorrow are up to date in didactic and pedagogical skills and knowledge requirements. It is at the preservice level that teachers should be introduced to the same pedagogical skills and the theoretical background of teaching students from multicultural and multilingual backgrounds. Continuing education and professional development programs should also take into account the implications of globalization for the teaching profession.

In addition, considerable benefits at the national and institutional levels can be derived from establishing a more professional approach to engaging in education export. Education export, as yet, is predominantly the domain of individual academics and administrators, and as such, it is vital that they be supported in their efforts to attract non-domestic students to their institution so that the long-term, national benefits of international education can be realized. Staff working in international education should receive formal training, and performance appraisal systems need to formally recognize and be linked to achievement in overseas student recruitment. It is also necessary to provide appropriate incentives to all those who undertake overseas student recruitment tasks. This may take the form of an incentive scheme that rewards staff for the recruitment of overseas students and their successful completion of studies.

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AUTHOR'S INTRODUCTION

1. First Author & Corresponding Author

Sandagsuren Enkhtuya *tuya@mandakh.edu.mn*

Ph.D candidate , Graduate school of Education, Graduate University of Mongolia, Ulaanbaatar, Mongolia

Work field: Educational management, Education export, strategy

2. Co-Author

Battumur Gerelmaa Gerelbat489@gmail.com

Lecturer, Department of Business and Economics, School of Engineering and Economics, Mandakh University, Ulaanbaatar, Mongolia

Work field: Digital economy, Digital transformation, e-government

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Mendsaikhan Tumenjargal

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Private mineral royalty terms of the agreement between the license holder and the investor

Mendsaikhan Tumenjargal*

Ph.D, Associate Professor of Law at the National University of Mongolia

mendsaikhan@num.edu.mn

Abstract - A person who carries out mineral exploration and discovers a mineral deposit taking a certain risk is interested in entering into an agreement with an investor who has the ability to use the mineral deposit and carry out mining, with the term of "receiving a private mineral royalty". However, due to the lack of understanding, recognition and correct interpretation of this private mineral royalty agreement, disputes between foreign investors and domestic enterprises have arisen. Therefore, the origin, nature, and types of royalties used by investors and mining companies, and related law regulation of Mongolia are reflected in this article.

Key words – Contract law, Mongolian mining law, Private mineral royalty, NSR, NPI

1. INTRODUCTION

It is common practice in international mining investment to utilize "private mineral royalty" terms, enabling not only the government but also private companies holding licenses to establish joint ventures with investors and receive returns as shareholders. Whether our country uses these methods in the investment agreements concluded so far, whether the implementers of the agreements understand the means of obtaining returns, and furthermore, how commonly this issue is discussed in lawyers' discussions raises doubts. However, Mineral resources royalty, or mineral royalty tax, is set by law, and the tax is collected from mining entrepreneurs who extract and sell minerals. This state mineral royalty (mineral resources royalty, or mineral royalty tax) is equated with the contractual

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* Corresponding author: Mendsaikhan Tumenjargal

right to receive private mineral royalty, and there is still confusion among lawyers and experts that individuals cannot receive royalties.

The methods, mentioned below can be determined by the terms of the agreement, and is not specifically prohibited by law that the companies can attract investors to let them own shares and distribute dividends to them, or enter into a "private mineral royalty" agreement and give investors a certain percentage of the revenue and profit from the sale of minerals in order for companies to raise funds and sustain their activities. Clause 189.1 of Article 189 of the Civil Code of Mongolia states that "Parties to the contract shall be entitled within the legal frame-work to conclude contract freely and define its content" clearly reflects the principle of freedom of the parties which is freedom of contract [1]. There is no legal regulation that restricts or prohibits how the parties will distribute income, profits, and returns generated during cooperation or when implementing the agreement, and what methods will be used for such distribution. According to Company Law, shareholders and investors can use many other methods of receiving returns on investment in addition to dividends. In this case, there is no legal regulation that prohibits that method, except that the tax issue is discussed.

To reinforce the ability and freedom for the investment and profit distribution of mining companies freely by mutual negotiation, to specify those in the terms of the agreement detailed and to recognize its legal practice have some advantages to attract foreign and domestic investment in the mining industry in our country, introduce multifaceted means of cooperation, strengthen legal anticipation and certainty.

Our lawyers are faced with the need to fully accept the conclusion of an agreement under the terms of "receiving private mineral royalties" and learn to use many versions of the terms in accordance with international standards and practices. Therefore this article is written in order to introduce Mongolian law practices to foreign investors and analyse international common practices which useful for Mongolian lawyers interesting in mineral royalty issues.

2. LEGAL OPPORTUNITIES TO RECEIVE RETURNS FROM MINING INVESTMENT

2.1. Arrangements for shareholders to receive returns from the company in accordance with the laws of Mongolia

Any legal entity or enterprise implementing a mining project related to investment shall pay all types of taxes, payments, and fees to the state budget in accordance with tax laws and regulations. In any country, depending on the economic activity, the types of taxes and the obligation to pay taxes are determined. This pertains to the external relations for corporate tax payment. However, the distribution of income, profits, and returns between investors and shareholders which is internal relation of the enterprise is usually regulated by the investment, shareholders' agreement and the company's charter. There may be returns related to non-shareholder investments, financing or loans, which will also be contractually regulated. For this reason, contractual relationships are important, and investors are primarily interested in ensuring that contractual agreements are respected and upheld.

In the mining projects, it takes a considerable amount of time until the company is established and starts to generate profits, and during this period, there are large costs of pre-mining and during mining, such as the construction of mining facilities and infrastructure, as well as topsoil stripping. However, when the parties start making profits, the issue of distribution of profits and separation of power is raised, and if the agreements are not clearly established and implemented, there is a risk of disputes between the parties.

Regardless of the form of ownership, when the investors establish a joint venture, one party invests with a license for the exploration or mining resources, and the other party finances the project by investing capital with its own capital or loans. So that, the parties agree on how the project management activities will be carried out and what benefits they will receive.

A shareholder of any company, not only in mining, receives benefits and returns from the company's activities in the following ways. It includes:

- Receive company dividends;
- Establishing a company, investing and receiving returns in other forms specified in the shareholders' agreement;
- Receive some part of the contractual payment as a percentage of future revenue by transferring the license.

Company dividends. According to the Company Law, certain regulations regarding the shareholder receiving dividends from the company are stated in Article 34, Clause 34.1.2 of the Company Law. The dividend distribution is regulated by Article 80, Clause 80.6 of the Company Law, to be decided by the majority vote of the members /shareholders/ participating in the meeting of the board of directors /in its absence, a shareholder’s meeting/ unless otherwise specified in the company's charter. In the current situation of the legal regulation of the company, the difficulties faced by the small shareholder to exercise the right to receive dividends are common in the practice of Mongolia. A company's majority shareholders are given preferential treatment, which creates conditions where the company's minority shareholders may not benefit for years or ever.

Establishing a company, investing and receiving returns in other forms specified in the shareholders' agreement. This form arises from one of the negative aspects of investment agreements, so it is worth explaining. It is not only in Mongolia that there are many problems in practice of hiding profits by raising costs and expenses due to the popular belief that the operating expenses are high from the side of the shareholder (in most cases, the "major shareholder") managing the mining company.

Receive some part of the contractual payment as a percentage of future revenue by transferring the license. According to Article 49 of the Law on Minerals, it is allowed to transfer the license for mineral exploration or mining to another person. For example, in Clause 49.3 of Article 49 of the Law on Minerals, "A mining license holder may transfer its license after providing evidentiary proof that the mine together with its machinery, equipment and documents have been sold as set forth in the applicable laws and regulations, and that taxes have been paid accordingly" pointed out. In this

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way, it is possible to receive a part of the payment in cash and receive a certain percentage of the future income every year, in other words, the right to receive a "private mineral royalty" without taking the all remaining part at once. There are quite a few cases where Mongolian legal entities have agreed with foreign investors on such conditions for "receiving royalty" and transferred their licenses.

In addition to the 3 types of agreements mentioned earlier, many different types of investment are widely used in the mining industry [2]. For example, the Government of Mongolia signed an investment agreement for the Oyu Tolgoi project in 2009, and Mongolia has not been able to receive dividends until now, and there is a lot of criticism among the public. Moreover, the government has been using production sharing agreements in the oil industry since 1991, and has been using an internationally established method of reaping benefits.

One of the ways to avoid the negative consequences of not distributing company dividends, and to receive a guaranteed return in the event of profitable earnings, is to ensure the right to "receive private mineral royalty" by agreement. The fact that the method of "receiving private mineral royalty" is not specifically regulated by law does not mean that it is prohibited by law, and it can be regulated within the framework of the right to" conclude contract freely and define its content" provided for in Clause 189.1 of Article 189 of the Civil Code.

In Mongolia, there are cases where the private mineral royalties are defined by law in the field of intellectual property and technology transfer. For example, Clause 3.1.10 of the Law on Innovation states that "royalty" refers to the the percentage of the profit earned by using the intellectual property under the license agreement to the lessor of the license, etc., which is a form of private royalty.

When discussing royalty, the question of how to distinguish between private and state royalties is raised. So let's talk briefly about state royalty.

2.2. Mineral resources royalty or state royalty

Article Six of the Constitution of Mongolia, Clause 1 states that "In Mongolia the land, its subsoil, forests, water, fauna and flora and other natural resources shall be subject to people's power and State protection" and Clause 2 states that “The land, except those owned by the citizens of Mongolia, as well as the subsoil, its wealth, forests, water reserves, and wildlife shall be the state public property”. The person who uses the subsoil and its resources is obliged to pay the government in the sense that he is using the public property of the state. In our country, this payment is called Mineral Resources Royalty in Article 47 of the Law on Minerals, and it is sometimes called "royalty" in ordinary speech.

When calculating Mineral Resources Royalty, it is arranged to pay the amount specified by law from the market value determined by the government. Due to the fact that mining companies cannot pre-regulate the situation in which mining companies increase their costs, the tax department uses the method of calculating mineral resource royalty from sales revenue and setting the minimum market price of raw materials and products through an administrative normative act. In the developed countries with mining such as Canada, Australia, China, Russia, United States of America, Japan, South Korea and the European Union, Mineral Resources Royalties are paid in the form of royalty, and royalties are commonly used as payments between the private sector in addition to payments to the government [3].

The state mineral royalties are mandatory, while the private mineral royalties are mutually beneficial. The state mineral royalties tend to be common and similar for owners of the mining rights of the same nature, while the private mineral royalties are characterized by diversity, taking into account the advantages and goals of the parties' negotiations [4]. The private mineral royalties in the mining industry are used among private companies, joint-stock companies, landowner consortia and local groups.

In Mongolia, in addition to the legalization of state mineral royalties as Mineral Resources Royalty, according to Article 42, Clause 42.1 of the Law on Minerals "*A license holder shall work in cooperation with the local administrative bodies and conclude agreements on issues of environmental protection, mine exploitation, infrastructure development, job creation and donation and assistance in relation to the mine-site development*" and "*Agreement on environmental protection, development of infrastructure related to the use of mines, establishment of factories, and increase of employment*" which is the model of the agreement approved by the Government's Resolution No. 179 dated March 28, 2016, It is a common practice for the holder of a license to enter into an agreement with a local administrative organization and transfer the amount specified in the agreement to the local administrative budget.

2.3. Private mineral royalty

The term “*Royalty*” was originally used as a payment to the Emperor in exchange for the right to extract minerals owned by the British Empire [5]. But nowadays it is used to name the share to be paid or allocated to the "license de facto holder". An exploration company discovers a mineral deposit and transfers the right to mine the mineral deposit to a mining company, where private mineral royalty agreements are created. Moreover, if an exploration and mining company discover a mineral deposit that is not suitable for strategy /with minerals that are too small, large or different than expected/ there is also a possibility of royalty negotiations.

Depending on the scale of the mining operations, companies tend to form joint ventures (JVs) or joint operating companies (JOCs) with the aim of sharing expenses, risks, experience, and royalties.

The types of royalties arising under private sector agreements may vary. For example, unit-based, price-based, profit-based, income-based, etc., and depending on the type of precious metal and when it will be paid, types of royalties can be classified such as GVR /Gross value royalty/ which is royalty calculated based on the top-line revenue (or percentage of revenues) from mine operation before any deductions for expenses get made, GSR /gross smelter royalty/ calculated as a percentage of gross revenue less any expenses charged to the operator that gets defined in the contract and NSR /Net smelter return/ calculated from a percentage of gross revenue, less a proportionate share of transportation and processing costs.

From the types of royalties above, the contracting parties can choose the most suitable one based on their situation and risks /Table 1 shows the risks to be assumed by the parties for the three main

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types of royalties/ [6]. Commonly used internationally are NSR and NPI, which have the advantage of allowing the parties equal distribution of profits and equitable ownership of property [7].

Table 1. Exposure to Risk with Periodic Mineral Royalties

Description	**Production royalties (unit based)**	**Net smelter return royalties (value based)**	**Profit-or income-based royalties**
		Exposure to risk	
Owner of mining right	low risk	medium risk	high risk
Investor	high risk	medium risk	low risk

In Canada and South Africa, private and state mineral royalties are defined differently. Specifically, in South Africa, private royalties and government royalties are mutually exclusive, and a mining company must pay royalties to either the private sector or the government, and cannot be paid twice. In Canada, however, private and state mineral royalties are not mutually exclusive, and a mineral miner in Canada will pay both mining taxes and royalties regardless of whether a private royalty is negotiated. The private mineral royalties are treated as allowable deductions in calculating mining tax revenue. In addition, special situations of combined private and state mineral royalty payments arise when indigenous people agree with the government to collect royalties from their ancestral lands [4].

Considering Canada is a major producer of minerals, it is a country that has created favorable conditions for mineral exploration and mine development. Exploration expense in Canada accounts for 15 to 25 percent of global exploration expense. Most of this expense is spent on assets with joint-venture agreements that contain royalty terms. These private mineral royalties represent a joint ownership interest in the asset. For the country, among the types of royalty used internationally, depending on the period of payment, two types are commonly used: NSR and NPI [4].

2.3.1. NSR (Net smelter return) Royalty

NSR, or Net Smelter Return, is a royalty paid to the previous license holder or government authority. This payment is made after deducting specified costs (such as transportation and processing) from the sales revenue of minerals extracted from the mine [8]. NSR is determined solely by the sales price and the quantity of products sold. Typically, it is provided in cash, although in some cases, such as with precious metals, royalty holders may have alternative options.

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Deductible costs. NSR Royalties are calculated based on the revenue generated from the sale of ores, concentrates, and other mineral products produced by mining, with certain allowable deductions. The following expenses are deductible:

1) Transportation costs from the mine site to the buyer (typically smelters and refineries).
2) Security costs and cargo insurance.
3) All costs and fees associated with the refining and enrichment of mineral products.
4) Ad valorem tax related to the separation or sale of mineral products (excluding the seller's income tax).
5) Administrative expenses and sales/marketing-related expenses are usually not deductible [9].

NSR is a crucial component in mining financing and development contracts, often preferred over other types of royalties due to its prevalence. The primary advantage of an NSR royalty is its provision for the company to receive a predetermined percentage of returns on ore mined from its properties. This benefit remains consistent regardless of the company's accounting, economic, or financial performance. Consequently, NSR royalties offer a significant advantage in circumventing prolonged and unnecessary litigation.

In certain scenarios, NSR royalties can pose a significant burden on the operator. For instance, a company might face unprofitability due to elevated non-mining expenses. Despite this, the license holder is obligated to pay an NSR. Consequently, the pressure of royalties on mining operations can precipitate premature mine closures, resulting in considerable detriment to both the mining company and the license holder. Such closures not only diminish the prospect of future mining activities but also incur physical damage to the mine, alongside high operational costs, which serve as impediments to its reopening.

The decision to grant NSR royalties necessitates careful consideration of site-specific factors. This includes assessing various elements such as the nature of proven or probable reserves, anticipated production and development costs, expenses incurred in exploration and exploitation, potential asset value, competitive offers, and prevailing royalty rates in the area [10].

2.3.2. NPI (Net profits interest) Royalty

NPI (Net Profit Interest) royalties are characterized as a percentage of the profits generated from operations associated with an asset, calculated after subtracting operating expenses and reimbursing the operator for all exploration and development costs [11]. Frequently, profits are determined by deducting interest on funds borrowed for the project undertaken by the operator. Additionally, in certain contracts, provisions may be made for establishing an accounting reserve for restoration and working capital, with this sum factored into the deduction.

Unlike NSR royalties, operators have the prerogative to deduct all exploration and operating costs before generating profits, potentially deferring royalty payments until production begins. However, the complex calculations involved in NPI royalties often lead to disputes between operators and royalty owners. Critics argue that NPI royalties exploit loopholes in accounting standards, allowing companies to manipulate financial records. Consequently, some experts dub this royalty as a 'non-profit' royalty. Operators are often inclined towards NPI royalties due to their payment deferment feature, unlike NSR royalties that demand payment only upon profitability [11].

NPI royalties typically range from 10% to 20% of profits or higher, but substantial deductions are permitted until exploration and capital costs are recouped, resulting in delayed payments. Consequently, royalty holders often have the option to opt for an NSR royalty ranging between 0.5% and 3% instead of NPI royalties.

3. INVESTMENT AGREEMENTS AND THE PRINCIPLES OF PROTECTION OF EQUILIBRIUM AND LEGAL FAITH

No party desires an unfair deal, and fairness in contracts and agreements is not merely an abstract concept. A pragmatic approach involves understanding and interpreting the principle of balance, aligned with the original intent and legal framework [12].

Internationally, agreements aimed at ensuring equitable distribution of investments and returns, frequently incorporating private mineral royalties, are negotiated through investment and cooperation agreements. However, within our country, a misunderstanding persists between investors and original license owners regarding the proper understanding and application of private mineral royalties.

On one hand, when a major shareholder oversees all project investments and costs, there's a tendency to inflate expenses, potentially leading to unprofitable operations. On the other hand, for minor shareholders seeking returns, there's a risk of losing investor confidence if dividends, as stipulated in Company Law, are not received.

Interpreting personal royalties from an equilibrium perspective. Investment law underscores the principle of balance, which operates at both macro and micro levels. At the macro level, it involves ensuring the balanced development of human rights, the economy, and the environment [13]. Conversely, at the micro level, the focus shifts to balancing the interests of parties involved in specific investment contracts. Here, an analysis of economic efficiency and return is conducted from a perspective of justice. Parties engaged in a mining project, for instance, may undertake risks, create liabilities, and conduct break-even analyses to assess ultimate benefits and returns.

For example, consider the general conditions outlined in the table below, which reflect several project contracts concluded with the participation of our country's government. In these contracts, when investors agree, the major shareholder typically assumes project management responsibilities, secures commercial loans for financing, and reserves the right to engage in conflict of interest agreements as outlined in the company's charter. Additionally, they commit to operating principles by signing an operator contract. In such scenarios, minority shareholders may have minimal involvement in the project, resulting in agreements primarily focused on Net Smelter Return (NSR) or private royalties. Excluding NSR or private mineral royalties from such agreements may deprive minority shareholders of benefits, potentially compromising the principle of balance.

Table 2. Comparison of Balance Principles

Reasons for applying NSR terms to contracts based on the principle of balance:

<table>
<tr><th>Parties to the Agreement</th><th>Participation in project management</th><th>Loan/debt/percentage when financing with a commercial loan</th><th>Form of receiving a return</th></tr>
<tr><td>Major shareholder</td><td>all operations, including cost management</td><td rowspan="2">loans and debts will be allocated to shareholders in proportion to their shares</td><td>the right to enter into contracts with conflicts of interest, such as parent company management services agreements and operator services</td></tr>
<tr><td>Minor shareholder</td><td>none</td><td>net smelter royalty only</td></tr>
</table>

Form of inclusion of NSR terms in contracts and agreements. In the contract signed by the parties, the NSR terms are referred to as percentages or distributable percentages, rather than liabilities, to prevent confusion in accounting. For example:

Example 1: The Australian mining investment agreement states "Any mineral production on the project is subject to a 3% Net Smelter Return Royalty (the “NSR”) to the property owner, subject to the Company’s right to reduce the Royalty from 3% to 2% for $2,000,000 USD” [14].

Example 2: Australian mining investment agreement states: On October 18, 2006, the Company and the property vendor entered into a termination and sale agreement whereby the option agreement was cancelled and the Company purchased an undivided 100% interest in the property for a one-time payment of $5,000 subject only to an underlying 2.0% Net Smelter Return Royalty, of which the Company may buy back one half for $500,000 [14].

Example 3: The Canadian Mining Investment Agreement states: Upon receipt of the company's shares, the license holder shall provide the company with 20% of any expenses incurred by the investor in connection with the license area exceeding a minimum of US$800,000, and 20% of the costs associated with exploration, development, and exploitation activities, accepting this obligation.

Consequently, it is acknowledged that the license holder's responsibility entails paying only 80% of the net cash flow generated by mineral exploitation activities on the licensed area.

Consideration in the context of the principle of protection of legitimate faith. In the interpretation of agreements defining investment and initial participation, courts and arbitrators prioritize the initial agreement made by the shareholder or investor with their explicit consent, rather than solely relying on legislative provisions. This principle safeguards the legal confidence of involved parties. Attention must be given to the potential benefits and how the parties either adhered to or breached the opportunities outlined in the agreement. Upholding the principle of protecting legal trust necessitates honoring the signed agreement, its terms, the interests of the investment enterprise, and considering the customary practices of mining entrepreneurs.

4. CONCLUSION

One of the adverse outcomes stemming from the surge in foreign investment in mining and mineral extraction, along with the proliferation of foreign-owned mining companies, is the scenario wherein Mongolia's mineral profits are flowing abroad. In response, the state, as the mineral owner, and Mongolia's legal entities, as the initial license holders, are compelled to explore avenues within legal frameworks to enable local benefits from mining activities. This entails expanding contractual mechanisms to secure returns domestically.

The state royalty is meticulously regulated within the legislative framework, and the management of the company has fostered conditions where evading mineral resources royalties is unfeasible. However, the legislation aimed at safeguarding the rights of shareholders and license holders to receive benefits from mining in Mongolia lacks clarity, and the implementation of existing laws remains unestablished.

In international practice, shareholders and licens holders often incorporate personal mineral royalties into their contracts, a subject worthy of further study. Interpreting private mineral royalties from an equity perspective involves understanding that if the major shareholder finances a project with a commercial loan as agreed in the contract, the loan liability extends to all shareholders, regardless of size. According to Company law, when a large shareholder appoints a management team, implements corporate cost management, and engages in conflict-of-interest arrangements, minority shareholders may not receive dividends until the project concludes. In such instances, applying private mineral royalties can be justified based on principles of justice.

To ensure the participation of license holders, investors, and shareholders of mining companies, their rights and conditions to receive profits and returns must be outlined within the framework of the Civil code, such as license sale-purchase agreements, shareholder agreements, and cooperation agreements. Recognizing and implementing the principle of freedom of contract through these agreements will be a crucial factor in fostering increased investment in the mining sector and ensuring balance among stakeholders.

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AUTHOR'S INTRODUCTION

1. First Author & Corresponding Author

	Dr. Mendsaikhan Tumenjargal mendsaikhan@num.edu.mn Associated Professor, Law School of the National University of Mongolia, Ulaanbaatar, Mongolia Work field: Law

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Narcissistic attitudes and online behaviour on facebook platform of millennial police officers

Munkh-Ulzii Battumur • Delgerjav Munkhnasan

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Narcissistic attitudes and online behaviour on facebook platform of millennial police officers

Munkh-Ulzii Battumur[1], Delgerjav Munkhnasan[2*]

[1]Doctoral student, National University of Mongolia,
psychologistmunkhulzii@gmail.com
[2]PhD, Department of Psychology, National Univeristy of Mongolia,
delgerjav@num.edu.mn

Abstract—Facebook utilization and conduct within the digital sphere among law enforcement personnel were systematically assessed against predetermined criteria, juxtaposed with metrics indicative od narcissistic predispositions. When designing the research, police officers involved were stratified into cohorts according to their birth years: young millennials, encompassing those born between 1991 and 2000, and older millennials, representing individuals born between 1977 and 1990. The purpose of the present research is to assess the attitudes of 56 police officers toward their work by examining their online behavior, and it involves a cohort of 56 officers/users of Facebook. Consequently, with a significance level (sig) of 0.06 falling below the predetermined alpha value of 0.05, the null hypothesis (H_0) is rejected as a consequence of the research analysis. Consequently, the variance observed in narcissistic inclinations between the young and older millennial groups surpasses disparities in their Facebook usage behaviors. Furthermore, the individual levels of narcissism, sensation-seeking tendencies, and self-esteem within each cohort exhibited a direct correlation with their respective online behaviors.

Keywords— Millennial, facebook user, online behavior, narcissism, self-esteem police officers.

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* Corresponding author: Delgerjav Munkhnasan

1. INTRODUCTION

The ~~rapid dissemination of poli~~tics, economics, society, culture, news, emerging communication applications, technological advancements, and cultural trends on a global scale is evident. Mongolia's distinguished ranking as the foremost nation in Asia and the tenth globally for internet inclusivity, as per the Inclusive Internet Index of 2018, underscores the profound significance of Facebook in the nation's socio-economic and political fabric [1].

This underscores the pivotal role of Facebook in shaping Mongolia's societal, economic, and political landscapes. Furthermore, it is discernible that the contemporary cohorts commonly referred to as millennials or the "Net generation" and "Y generation" represent the most recent generational cohorts of the 20th century, delineated by their birth years falling within the range of 1977/1980 to 2000 [2]. This generation is characterized by attributes such as problem-solving skills, self-assurance, team-oriented disposition, adherence to traditional values, upbringing under parental and pedagogical pressure, and a capacity for achievement.

Utilizing their social networks to attain objectives is a hallmark of their modus operandi. Several research endeavors have consistently indicated a gradual increase in individuals' overt narcissistic tendencies over successive age cohorts. Notably, individuals born between 1977 and 1990 were primarily socialized in an era predating widespread internet accessibility, shaping their personalities prior to the ubiquity of online platforms. Conversely, those born between 1991 and 2000 were exposed to burgeoning internet usage during their formative years [3]. To define narcissism, it is crucial to differentiate it from having a healthy ego. Not every self-loving, self-confident, and ambitious person should be labeled as a narcissist. In fact, a self-loving person is quite the opposite of a narcissist. A narcissist's fundamental, unconscious basis is self-loathing, which manifests as a false ego that relies on external validation for self-worth. Consequently, many of the narcissist's behaviors, such as belittling others, criticizing, and seeking power, fame, and attention, are actions that sustain this false ego [4].

For these individuals, other people are merely tools to nourish their false ego. As a result, narcissists are unable to form close relationships, understand, or genuinely love others. They also develop various behaviors and manipulative tactics useful in different situations. It is challenging to identify a fixed personality, as their behavior varies widely depending on the context. Some psychologists believe narcissism begins to develop within the first two years of life, stemming from feelings of inadequacy or a lack of sufficient love, acceptance, or protection.

Narcissistic behavior can manifest overtly or covertly, depending on the individual. Characteristics include:

- Conversations centered heavily on themselves
- Condescending and mocking language
- Actions designed to draw attention
- Sudden outbursts of anger when ignored or criticized
- Excessive focus on power and fame
- Overemphasis on the image portrayed through social media
- Refusal to admit faults and blaming others instead
- Self-serving collusion and cooperation
- Lack of respect, attention, and love toward loved ones

If you or a loved one exhibits narcissistic behavior, it's crucial to first understand the issue rather than judge it [5]. If your partner or a loved one displays this behavior, prioritize your psychological health by setting healthy boundaries and safeguards. Although many studies often categorize narcissism as a disease, this study also examined how narcissistic behavior varies across generations and environments. This contextual backdrop underscores the imperative for investigations into intergenerational disparities and psychological characteristics across various domains. The present study endeavors to elucidate the potential correlations between self-esteem, overt and covert narcissistic traits, and the online behaviors and personalities of both generational cohorts.

The research aims to evaluate police officers' job attitudes by analyzing their online behavior and to identify the characteristics and differences between younger and older millennials.

2. RESEARCH DESIGN

The inquiry aimed to investigate the interplay between online behaviors and narcissistic attitudes among millennial police officers, with a particular focus on testing the hypothesis positing statistically significant between-group discrepancies in narcissistic attitudes.

A pivotal criterion for participation in the research was active Facebook usage. A total of 56 individuals, delineated into two distinct cohorts born between 1977 and 1990 and between 1991 and 2000, were included in the study sample. Stringent adherence to completed and error-free materials was ensured throughout the research process. Participants underwent assessment via the Narcissistic Personality Inventory-40 (NPI-40) to gauge narcissistic tendencies. While respondents were afforded the option of engaging with the survey via paper or online modalities, a majority opted for online completion. Subsequently, respondents' Facebook activity logs were scrutinized based on their questionnaire responses, with certain metrics recorded externally, facilitating the collection of quantitative data pertinent to the study. Prior to participation, explicit consent was obtained from all individuals, with their involvement in the research being strictly voluntary. The study comprised 30 young millennial users and 26 older millennial users, with an average age of 28.70 years. In terms of gender distribution, 38 female and 18 male participants were enrolled in the research cohort. Data analysis was conducted utilizing the SPSS-26 statistical software package, employing the independent sample T test criterion to discern potential disparities in narcissistic attitudes and self-esteem levels between the young millennial and older millennial cohorts. Subsequently, the investigation proceeded to explore the interrelations between self-esteem, narcissistic tendencies, and Facebook utilization. Initially, self-esteem was designated as the dependent variable while narcissistic attitude served as the independent variable. Given the ordinal nature of the numerical data, correlation analysis was conducted employing the Spearman rank-order correlation coefficient (Spearman's rho). Furthermore, the association between narcissistic tendencies and Facebook usage patterns was scrutinized.

3. THEORETICAL BACKGROUND

In the contemporary psychology, the "Dark Triad" framework has gained prominence, encompassing **Machiavellianism, Narcissism,** and **Psychopathy** as key personality traits. **Machiavellianism**, coined after Niccolò Machiavelli's philosophical treatises, characterizes

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individuals who exhibit shamelessness, cunning, and adaptability, often employing strategic behavior to their advantage. **Narcissism**, another facet of the Dark Triad, describes individuals who project an attractive exterior but harbor inner traits of coldness, arrogance, aggression, and a propensity for self-aggrandizement at the expense of others. Meanwhile, individuals categorized under the **Psychopathy** subtype are typically characterized by high levels of energy, risk-taking propensity, and emotional volatility, coupled with a diminished capacity for empathy [6].
The current study endeavors to discern disparities between the two millennial cohorts based on their elevated scores on the international Narcissistic Personality Inventory-40 (NPI-40) and their patterns of Facebook usage or online behaviors.
Ancient mythological narratives have also provided inspiration for examining the online behaviors of narcissistic individuals. One such myth recounts the tale of Narcissus, a strikingly handsome individual who, after rejecting the Echo-sounding Mermaid's advances, becomes enamored with his own reflection upon encountering it in a river. This infatuation with his own image leads to his demise as he becomes entranced and ultimately drowns in the river. Consequently, the flowers that bloom along the riverbanks were christened "narcissus" in commemoration of this mythic tale.
Self-esteem, defined as the subjective evaluation and perception of one's worth and capabilities, is influenced by factors such as individual self-perception, societal feedback, and comparative assessments. However, extant research on the correlation between self-esteem and online behavior yields divergent findings. Contradictory conclusions emerge from various studies, with some suggesting that individuals with low self-esteem exhibit heightened engagement in online communication, while those with elevated self-esteem display decreased online activity [7].

4. RESEARCH MEASURE

An essential requirement for inclusion in the study was active usage of Facebook. The sample consisted of 56 individuals, divided into two cohorts based on birth years ranging from 1977 to 1990 and from 1991 to 2000. *Rigorous adherence to accurately completed materials was maintained throughout the research process.* Participants underwent assessment using the
Personality Inventory-40 (NPI-40) to evaluate narcissistic traits. While participants had the option to complete the survey via paper or online platforms, the majority opted for online submission. Subsequently, respondents' Facebook activity logs were analyzed based on their questionnaire responses, supplemented by externally recorded metrics, facilitating the acquisition of quantitative data relevant to the study. Prior to participation, explicit consent was obtained from all individuals, who volunteered to take part in the research. The sample comprised 30 young millennial users and 26 older millennial users, with an average age of 28.70 years. In terms of gender distribution, the cohort included 38 female and 18 male participants. Data analysis was performed using SPSS-26 software, utilizing the independent sample T test to identify potential discrepancies in narcissistic attitudes and self-esteem levels between the two millennial cohorts. Subsequently, the study explored the interrelationships between self-esteem, narcissistic traits, and Facebook usage. Initially, self-esteem was considered **the dependent variable**, with narcissistic attitude as **the independent variable**. Given the ordinal nature of the numerical data, correlation analysis employed the Spearman rank-order correlation coefficient (Spearman's rho).

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Additionally, the study examined the association between narcissistic traits and patterns of Facebook usage.

5. RESEARCH ANALYSIS

The statistical analysis of the present research findings revealed correlations between Facebook usage metrics such as the total number of uploaded photos, self-portraits, comments on others' posts, and responses to messages, comments, and reactions, with self-expressive content. Specifically, individuals who frequently engage in posting photos, videos, and written content tend to exhibit a higher prevalence of self-expressive material within their Facebook

Table 1. The correlation coefficients between narcissistic attitudes and self-esteem

Correlations

			narcissism	self-esteem
Spearman's rho	narcissism	Correlation Coefficient	1.000	.530**
		Sig. (2-tailed)	.	.000
		N	56	56
	self-esteem	Correlation Coefficient	.530**	1.000
		Sig. (2-tailed)	.000	.
		N	56	56

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

Table 1 displays a notable correlation between self-esteem and narcissistic attitude across all the 56 participants in the study. This underscores the interrelation between narcissism and self-esteem, suggesting that heightened self-esteem often aligns with manifestations of narcissistic tendencies.

Table 2. Correlation between narcissistic attitudes and generational cohorts

Correlations

			narcissism	millennial
Spearman's rho	narcissism	Correlation Coefficient	1.000	.734**
		Sig. (2-tailed)	.	.000
		N	56	56
	millennial	Correlation Coefficient	.734**	1.000
		Sig. (2-tailed)	.000	.
		N	56	56

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

In Table 2, the correlation between narcissistic attitudes and generational cohorts, specifically younger millennials and older millennials, is elucidated. The findings indicate an escalation in narcissistic attitudes with advancing age and generational cohort, with respondents stratified into respective groups.

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Table 3. **Independent sample T test шалгуур:**

Group Statistics

	millennial	N	Mean	Std. Deviation	Std. Error Mean
narcissism	Young millennial	29	3.52	.738	.137
	Old millennial	27	2.11	.577	.111
self-esteem	Young millennial	29	3.31	1.039	.193
	Old millennial	27	2.56	.506	.097

Table 3 presents the results of the independent sample T test criterion, assessing disparities in Facebook usage between younger and older millennial cohorts. Notably, the significance value (sig=.006) falls below the predetermined alpha threshold (equal to or less than 0.05), leading to the rejection of the research hypothesis. Consequently, the findings suggest a lack of statistically significant variance in Facebook usage patterns between younger and older millennial groups.

6. CONCLUSION

Researches conducted in various countries have indicated a systematic relationship between online behavior and personality traits . Furthermore, a study has separated narcissism into two types: **overt** (grandiose) and **covert** (vulnerable). In casual interactions, individuals characterized by overt narcissism often exhibit low self-confidence and are susceptible to socio-psychological disordersв However, regardless of the subtype of narcissism, individuals tend to demonstrate a positive association between narcissistic personality traits and their behaviors on social media platforms, as evidenced by some research findings.

Interestingly, both overt and covert narcissists engage in self-promotional behaviors on social media, sharing personal information, uploading photos, and documenting their daily lives with self-aggrandizing posts. Sensation seeking, on the other hand, refers to a personality trait characterized by a fervent pursuit of novel, intricate, and diverse sensations and experiences.

Individuals possessing the trait of sensation-seeking are inclined towards risk-taking behaviors. They exhibit heightened engagement in online self-expressive communication, such as maintaining extensive networks of Facebook friends, and prefer participating in interactive activities including gaming, sharing fun content, and interacting with others through various media formats on social platforms. Self-esteem, delineated as the subjective evaluation and perception of one's worth, shaped by social feedback and comparative assessments [7] , emerged as a significant factor in the study.

The findings revealed no statistically significant discrepancies in Facebook usage levels between younger and older millennial cohorts. However, discernible differences were noted in their respective levels of self-esteem and narcissistic tendencies. Specifically, a positive association was established between self-esteem and narcissistic traits, with younger millennials exhibiting higher levels of narcissism compared to their older counterparts.

Furthermore, self-esteem emerge as a dynamic construct influenced by situational contexts. While narcissistic individuals demonstrate ostensibly high levels of self-confidence and self-esteem, these attributes are often fragile and susceptible to instability. Notably, narcissistic attitudes were found to manifest through Facebook usage, with certain conditions illuminating overt and covert narcissistic tendencies.

The study underscored the direct correlation between online behavior, particularly the posting of self-representational content, and narcissistic tendencies, which were evaluated through specific metrics comparing self-centric postings to responses to external stimuli on Facebook.

In conclusion, the research delineated disparities in narcissistic attitudes between younger millennials (born between 1991-2000) and older millennials (born between 1977/80-1990), with the former exhibiting higher levels of narcissism. The study examined the correlation between online behavior for self-expression and career attitudes among police officers in two distinct groups. Based on these findings, it is recommended to evaluate the narcissistic tendencies of applicants joining the police force and to enhance internal activities that cater to their psychological needs.

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AUTHOR'S INTRODUCTION

1. First Author

	Munkh-Ulzii Battumur *psychologistmunkhulzii@gmail.com* Doctral student at the Department of Psychology, School of Arts and Sciences, Division of Social Sciences, National University of Mongolia, Ulaanbaatar, Mongolia Work field: Educational Psychology, law enforcement Psychology Expeirence: His research pursuits are primarily centered around the psychology of legal professionals, law enforcement officers, and specialized personnel within security services.

2. Corresponding – Author

	Delgerjav Munkhnasan delgerjav@num.edu.mn Head of Department of Psychology, School of Arts and Sciences, Division of Social Sciences, National University of Mongolia, Ulaanbaatar, Mongolia Work field: Lecturer at Department of Psychology, School of Arts and Sciences, Division of Social Sciences, National University of Mongolia, Ulaanbaatar, Mongolia

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