Adapting Japanese Methods of Holistic Education in Ukrainian Higher Education: Advantages and challenges

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Abstract This study examines the potential benefits and challenges of integrating Japanese holistic education methods into Ukrainian higher education. Japanese holistic education, characterised by an emphasis on the development of the whole person, including emotional, social and moral aspects, has demonstrated success in nurturing well-rounded individuals. In contrast, Ukrainian higher education emphasises academic achievement, often overlooking holistic development. This study aims to address this gap by exploring how Japanese educational principles can be adapted to the Ukrainian context. Through a comprehensive literature review, surveys and interviews with educators and experts from both countries, the study identifies key principles of Japanese holistic education and assesses their applicability in Ukraine. The findings suggest that the application of these practices can significantly improve students' well-being, critical thinking, and social skills. However, the study also identified a number of challenges, including cultural differences, resistance to change and logistical constraints. The study concludes with practical recommendations for policymakers and educators in Ukraine, emphasising the need for a gradual and context-sensitive approach to implementing holistic educational practices. By addressing these challenges and building on the identified strengths, Ukrainian higher education can continue to evolve to support the holistic development of students better and prepare them for the complexities of the modern world.

Index Terms holistic education, Japanese methods, Ukrainian higher education, benefits, challenges

I. Introduction

Globalization has significantly transformed higher education, fostering the exchange of knowledge, cultures, and pedagogical practices across borders. This global interconnectedness underscores the importance of integrating world experience and diverse educational methods into higher education systems worldwide. For institutions, this integration enhances academic quality, promotes innovation, and prepares students to thrive in an increasingly interconnected world. For Ukraine, the adoption of foreign educational methods is particularly crucial. The ongoing war has devastated the country's infrastructure, including its educational institutions, creating an urgent need for renewal and modernisation. By embracing global educational practices, Ukraine can rebuild its higher education system more resiliently and efficiently. Foreign methods, particularly those emphasising holistic development, critical thinking, and problem-solving can help Ukrainian students develop the skills necessary to navigate and contribute to a complex geopolitical landscape. Moreover, aligning Ukraine's educational standards with international

practices can facilitate greater academic collaboration and mobility, fostering a more profound integration into the global academic community. It not only improves the quality of education but also strengthens Ukraine's geopolitical position, as a well-educated population is better prepared to participate in and influence global affairs. Thus, leveraging global educational methods is not just a strategy for academic improvement but a crucial component of Ukraine's broader renewal and geopolitical strategy in the face of ongoing challenges.

The Japanese holistic education system is renowned for its comprehensive approach to nurturing students' intellectual, emotional, social, and moral development. This educational philosophy is deeply rooted in the concept of educating the whole person, rather than focusing solely on academic achievements. Key elements include fostering a sense of community, encouraging self-discipline, and integrating moral education into the curriculum. Schools emphasise activities that promote social interaction, physical health, and mental well-being, reflecting a balanced approach to education that prepares students for all aspects of life.

Ukrainian higher education, on the other hand, traditionally emphasises academic performance and theoretical knowledge. While there have been significant reforms aimed at modernising the system and aligning it with European standards, the focus often remains on intellectual achievement at the expense of holistic development. Many institutions prioritise measurable academic outcomes, sometimes neglecting the importance of emotional and social growth. This creates a gap in the education system, where students may excel academically but lack essential life skills and emotional intelligence.

The primary issue addressed in this research is the disparity between traditional educational methods, which prioritise academic performance, and the growing recognition of the need for holistic approaches that foster overall personal development. In Ukraine, this gap is particularly pronounced, as the current educational framework does not fully support the cultivation of students' emotional, social, and moral dimensions. This gap highlights the necessity of exploring alternative educational models that can better prepare students for the complexities of contemporary life.

Our study aims to comprehensively examine the core principles and practices of the Japanese holistic education system, understanding its foundational aspects and methodologies. It seeks to evaluate the feasibility and benefits of adopting these holistic education principles in the Ukrainian higher education context, exploring how they can be effectively adapted and integrated to enhance student development. In addition, the study aims to identify potential challenges and barriers that may arise when implementing these practices in Ukraine, providing a thorough analysis of obstacles that may affect the successful integration of holistic educational practices. Thus, our objectives were as follows:

1) To understand the principles of Japanese holistic education: This objective aims to comprehensively examine the core principles and practices of the Japanese holistic education system.
2) To assess the feasibility and benefits of adopting these methods in Ukraine: This objective involves evaluating how these holistic education principles can be adapted and integrated into the Ukrainian higher education context, and what potential benefits this integration could bring.
3) To identify potential challenges and barriers: This objective seeks to uncover the possible obstacles and challenges which may arise while implementing Japanese holistic education methods in Ukraine.

The research questions we addressed were the following:

- What are the core principles of Japanese holistic education? This question aims to delineate the fundamental aspects of the Japanese holistic education system.
- How can these principles be adapted to Ukrainian higher education? This question explores the practical steps and modifications required to implement Japanese holistic education principles within the Ukrainian educational framework.

- What are the potential benefits of this adaptation? This question investigates the advantages that adaptation of holistic education methods might offer Ukrainian students and the broader educational system.
- What challenges might arise during the implementation? This question examines the possible difficulties and barriers that could impede the successful adoption of holistic education practices in Ukraine. During the study, which we conducted to explore the adaptation of Japanese holistic education methods in Ukrainian higher education, we analysed the educational, cultural, and comparative literature of domestic and foreign scholars to identify the potential benefits and challenges of this integration.

Holistic education is an approach that focuses on developing all aspects of a person, including intellectual, emotional, social, physical, artistic, and spiritual dimensions. It aims to create a balanced and integrated learning experience that nurtures the whole individual rather than just academic achievement. "Its focus is on wholeness, and it attempts to avoid excluding any significant aspects of the human experience." The educational philosophy emphasises the importance of connecting learning to real-life experiences and fostering a sense of interconnectedness with the world. Holistic education encourages critical thinking, creativity, and self-awareness, promoting lifelong learning and personal growth. It also values ethical and moral values development, aiming to cultivate compassionate and responsible global citizens. Sirous Rudge, L. [1], Johnson, A. [2], Krebs, A. [3], Pimental, M. [4], Syaukani, A. A., Mohd Hashim, A. H., & Subekti, N. [5].

The philosophical underpinnings of Japanese holistic education are deeply rooted in Eastern philosophies, particularly Confucianism, Buddhism, and Shintoism. These philosophies emphasise the development of the whole person, encompassing intellectual, emotional, and social dimensions. Holistic education is an approach that emphasises the development of the whole person, recognising that education extends beyond academic achievement to include the nurturing of character, ethics, and social skills. This method prioritises emotional and social development, creating a supportive environment where students learn to manage their emotions, develop empathy, and build strong interpersonal relationships. In addition, holistic education fosters a sense of harmony with nature and society, encouraging students to understand and commit to the well-being of both the natural world and their society. This comprehensive approach aims to produce well-rounded individuals who are not only knowledgeable but also compassionate, responsible, and engaged citizens [6].Japanese holistic education has a rich history, evolving from traditional cultural practices to modern educational systems [7]–[9].

The foundation of holistic education in Japan can be traced back to the Edo period (1603-1868), where the focus was on moral and character education through Confucianism. This period emphasised the importance of developing virtues such as loyalty, filial piety, and diligence.

Post-World War II, Japan's education system underwent significant reforms, influenced by Western educational prac-

tices. "The overarching objective of these reforms was to establish a democratic educational framework encompassing changes in administration, curriculum, textbooks, and teacher performance." [10]. The introduction of holistic education in the 1980s was a response to the perceived limitations of a test-centric approach. This shift aimed to balance intellectual, emotional, and social development. Key components of Japanese holistic education include:

- Integrated Curriculum: Combining academic subjects with moral, physical, and emotional education. [11].
- Extracurricular Activities: Emphasis on club activities (bukatsudo) that foster teamwork, leadership, and personal growth. [12], [13].
- Moral Education (Dōtoku): Formal lessons focused on moral values and ethical behaviour. [14].
- Community Involvement: Encouraging students to participate in community service and understand social responsibilities. [15]

Holistic education in Japan emphasises the development of students' intellectual, emotional, social, physical, artistic, creative, and spiritual potential. Several case studies highlight the efficacy of this approach. We'd like to mention the Tamagawa University. This institution integrates Zen principles and mindfulness practices into its curriculum. Case studies show that students who participate in these programs exhibit enhanced emotional regulation, reduced stress levels, and improved academic performance. The university's approach fosters a balanced development of cognitive and non-cognitive skills.

Another example would be the Tokyo University of the Arts. This university combines rigorous academic training with extensive arts education emphasising creativity and artistic expression. Case studies reveal that students engaged in artistic activities display higher levels of innovation and problem-solving abilities. The holistic approach nurtures students' creative thinking, contributing to their overall intellectual growth.

International Christian University's liberal studies programme encourages interdisciplinary learning and critical thinking. Case studies show that students trained in this holistic education model develop strong analytical skills and a global perspective. The integration of ethical and spiritual education further enhances their personal and social responsibility.

One more example might be Keio University known for its holistic philosophy of education. Keio University incorporates physical education, the arts, and community service into its curriculum. Case studies show that students benefit from a well-rounded education, demonstrating significant improvements in leadership skills, teamwork, and community involvement.

Taken together, these examples illustrate the success of holistic higher education in Japan and how a balanced approach to education can lead to the development of well-rounded, capable individuals. This model promotes not only academic success but also the development of emotional intelligence, creativity and social responsibility, preparing students to succeed in various aspects of life.

In our literature review on Ukrainian higher education, we analysed various current methodologies and educational approaches employed across the country [16]–[19].

The prevailing methods primarily focus on traditional lecture-based teaching, with a growing inclusion of interactive and student-centred learning techniques. We identified strengths such as a solid theoretical foundation and comprehensive coverage of core subjects. However, the system also exhibits weaknesses, including limited practical training, inadequate integration of modern technologies, and insufficient emphasis on critical thinking and creativity. Previous attempts at educational reforms have aimed to address these issues, with initiatives such as curriculum modernization, increased autonomy for higher education institutions, and the implementation of the Bologna Process. Despite these efforts, challenges persist, necessitating ongoing reform to fully align Ukrainian higher education with contemporary global standards and practices [20], [21].

Ukrainian higher education is characterized by a blend of traditional and modern methodologies. The system places a strong emphasis on theoretical knowledge, with a structured curriculum and standardized assessment methods. Key educational approaches include:

- Lecture-Based Learning: Predominant method of instruction, focusing on knowledge dissemination from teacher to student.
- Practical Training: Incorporation of internships, laboratory work, and practical exercises to bridge theory and practice.
- Research-Oriented Education: Encouraging students to engage in research projects and contribute to academic scholarship.
- Credit Modular System: Introduction of the European Credit Transfer and Accumulation System (ECTS) to align with European educational standards.

The Ukrainian higher education system demonstrates notable strengths, including a strong theoretical foundation and an emphasis on in-depth theoretical knowledge and academic rigour. This foundation is supported by the presence of highly educated and experienced professors and researchers, ensuring that students have access to quality teaching and scholarly expertise. Additionally, the system offers diverse educational programs and specializations, providing students with numerous opportunities to pursue their academic and professional interests.

However, the system also faces several significant challenges. One of the primary weaknesses is the limited practical application of the theoretical knowledge provided, with insufficient focus on developing practical skills and real-world applications that are crucial in today's dynamic job market. This issue is compounded by a rigid curriculum that lacks flexibility, making it difficult for students to tailor their education to their individual needs and interests. Furthermore,

the system is constrained by underfunding, which leads to inadequate infrastructure, resources, and support services. These financial limitations hinder the ability of educational institutions to modernize and fully support their student's academic and personal development [22], [23].

Ukraine has made several significant efforts to modernize its higher education system through various reforms. One of the major initiatives was the adoption of the Bologna Process, following the Bologna Declaration of 2005. This reform aimed to align Ukrainian higher education with European standards, facilitating greater academic mobility and ensuring the compatibility of qualifications across Europe. Another critical reform was the enactment of the Law on Higher Education in 2014. This legislation introduced new governance structures, enhanced academic autonomy, and established robust quality assurance mechanisms to improve the overall effectiveness and accountability of higher education institutions. Additionally, the New Ukrainian School reform, launched in 2017, sought to transform primary and secondary education comprehensively. Although primarily focused on earlier educational stages, this reform has had significant implications for higher education by influencing educational practices and expectations from the foundational levels upwards. These reforms collectively represent Ukraine's commitment to advancing its higher education system, though their impacts continue to evolve.

In the quest to enhance educational practices, various countries have implemented cross-cultural adaptations that offer valuable insights into how educational systems can evolve and integrate diverse approaches.

In Finland, the integration of student-centred and holistic educational methods from other cultures has been a notable success. Finnish education emphasizes student well-being and individualized learning paths, drawing from global best practices to create a nurturing and supportive learning environment. This approach not only addresses the academic needs of students but also considers their emotional and social development, reflecting a broad understanding of effective education.

Singapore presents a unique case of educational adaptation through its blend of Western pedagogical methods with core Asian values. The country's education system emphasizes bilingual education, combining proficiency in both English and Mandarin, while also focusing on moral development. This fusion of approaches maintains the rich cultural heritage of Singapore while incorporating modern educational strategies to enhance learning outcomes and prepare students for a globalized world.

In the United States, multicultural education practices have been incorporated to address the needs of a diverse student population. By promoting inclusivity and respect for various cultural backgrounds, the U.S. education system aims to create an environment where all students can thrive. This includes adapting curricula to reflect diverse perspectives and ensuring that teaching practices are responsive to the cultural contexts of students.

II. Material and methods
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In recent years, the educational landscape has witnessed a growing interest in holistic education approaches that emphasize the development of the whole person—intellectually, emotionally, socially, and ethically. Recognizing the potential of such approaches to address the complex challenges faced by students in the contemporary world, our research seeks to explore the effectiveness of holistic education in fostering personal and community development. To this end, we have implemented a specialized program of holistic education at our university, tailored to the unique needs and context of our academic community.

The program, titled "Holistic Learning for Personal and Community Development (HLP-CD)", aims to integrate various aspects of holistic education with our university's existing curriculum. It is designed to provide students with opportunities for self-discovery, experiential learning, and community engagement, thereby nurturing their overall growth and preparing them for the complexities of modern life. This program incorporates key elements of Japanese holistic education, renowned for its emphasis on harmony, balance, and interconnectedness.

Our research focuses on assessing the impact of this program on students' personal growth, academic performance, and community involvement. By implementing the HLP-CD program, we aimed to create a supportive and enriching learning environment that fosters a sense of belonging, purpose, and responsibility among students. Through a combination of interactive lectures, experiential workshops, and community service projects, the program seeks to cultivate critical thinking, emotional intelligence, and ethical leadership among participants.

The introduction of this program in our university served as a unique opportunity to evaluate the applicability and benefits of holistic education within the Ukrainian higher education context. Our study employed a mixed-methods approach, combining quantitative and qualitative data to provide a comprehensive understanding of the program's outcomes. By examining the experiences and perspectives of students, faculty, and community partners, we aimed to gain insights into the transformative potential of holistic education and its implications for educational policy and practice.

Through this research, we aspire to contribute to the broader discourse on educational innovation and reform, highlighting the significance of holistic approaches in cultivating well-rounded individuals equipped to navigate the complexities of the 21st century. Ultimately, the findings of this study will inform the ongoing development and refinement of holistic education programs in higher education institutions, both within Ukraine and beyond.

Creating a program based on Japanese holistic education for a Ukrainian higher education establishment involves integrating various aspects of the Japanese approach, such as personal development, community engagement, and experiential learn-

ing, with the local context and needs of Ukrainian students and society. Below is an outline and description of such a program.

A. Holistic learning for personal and community development (HLP-CD)

Duration: 1 year (Full-Time / Part-Time) Target Group: Undergraduate students in any discipline Objective: The Holistic Learning for Personal and Community Development (HLP-CD) program's primary purpose is to foster students' comprehensive development by integrating personal growth, academic excellence, and community engagement. Through a holistic learning approach inspired by the principles of Japanese education, this program aims to cultivate students who are self-aware, emotionally intelligent, socially responsible, and capable of critical thinking and problem-solving. By doing so, the program seeks to prepare students to navigate the complexities of modern life and contribute meaningfully to their communities and the world at large.

1) Program structure

The HLP-CD program is structured around six core modules that form the foundation of the holistic education experience. These modules are complemented by a range of elective modules that allow students to tailor their learning journey according to their interests and career aspirations.

2) Core Modules
   1) Introduction to Holistic Education This module provides students with a comprehensive understanding of the history, philosophy, and principles of holistic education. It explores the relevance of these principles to contemporary society and education. Students will engage in seminars led by experts, participate in guest lectures, and engage in reflective journaling to deepen their understanding of holistic education.
   2) Personal Development and Mindfulness Focusing on self-awareness, emotional intelligence, stress management, and mindfulness practices, this module equips students with the tools to enhance their personal growth and well-being. Activities include meditation sessions, mindfulness workshops, and personal growth retreats, all designed to help students cultivate a deeper understanding of themselves and their emotions.
   3) Community Engagement and Service Learning This module emphasizes the importance of understanding community needs and implementing service-learning models to create a positive social impact. Students will participate in community service projects, internships with NGOs, and collaborative projects with local communities. These activities not only enhance students' practical skills but also foster a sense of social responsibility and civic engagement.
   4) Experiential Learning and Reflection Experiential learning is a key component of the HLP-CD program, allowing students to learn through doing. This module includes field trips, experiential learning workshops, and

reflective writing exercises. By engaging in real-world experiences and reflecting on their learning, students develop critical thinking skills and the ability to apply knowledge in practical contexts.
   5) Arts, Culture, and Creative Expression In this module, students explore different art forms, engage in cultural appreciation, and foster their creativity. Activities include art workshops, cultural festivals, and creative expression sessions, all aimed at broadening students' perspectives and encouraging them to express themselves creatively.
   6) Sustainable Living and Environmental Awareness Students in this module learn about the principles of sustainable living, environmental issues, and eco-friendly practices. The module includes sustainability projects, eco-friendly initiatives, and awareness campaigns, all designed to promote environmental responsibility and a commitment to sustainable living.

3) Elective modules
   1) Leadership and Team Building This module covers leadership theories, team dynamics, and effective communication strategies. Students participate in leadership workshops, team-building exercises, and group projects, all aimed at developing their leadership skills and their ability to work effectively in teams.
   2) Global Perspectives and Cross-Cultural Understanding Students in this module explore global issues, cross-cultural communication, and international relations. Activities include exchange programs, international seminars, and cultural immersion experiences, all designed to broaden students' understanding of the world and enhance their ability to engage with diverse cultures.
   3) Digital Literacy and Technology Integration This module focuses on digital tools for learning, technology in education, and digital citizenship. Students participate in technology workshops, online learning modules, and digital literacy campaigns, all aimed at enhancing their digital skills and preparing them for the demands of the digital age.

4) Program implementation

The HLP-CD program employs a variety of teaching methods to create an engaging and effective learning environment. These methods include:

- Interactive Lectures: Designed to engage students in discussions and active participation, these lectures encourage students to think critically and engage with the material.
- Workshops and Seminars: Hands-on learning experiences that focus on skill development and practical application of knowledge.
- Project-Based Learning: Students work on real-world projects that address community and societal needs, allowing them to apply their learning in practical contexts.

- Reflective Practices: Journaling, group discussions, and personal reflections are integrated into the program to enhance learning and personal growth.
- Mentorship and Coaching: Faculty and industry experts provide guidance and support to students, helping them navigate their learning journey and achieve their goals.

5) Assessment methods

To ensure a comprehensive evaluation of students' learning and achievements, the program employs various assessment methods, including:

- Continuous Assessment: Regular feedback is provided through assignments, presentations, and projects, allowing students to monitor their progress and identify areas for improvement.
- Portfolio Development: Students maintain a portfolio that showcases their learning and achievements throughout the program.
- Peer and Self-Assessment: Encouraging students to critically evaluate their work and that of their peers fosters a culture of continuous improvement and self-reflection.
- Community Impact Reports: Students assess the impact of their projects on the community, providing valuable feedback on the effectiveness of their efforts and the outcomes of the program.

6) Program outcomes

The HLP-CD program is designed to achieve the following outcomes:

- Personal Growth: Students will develop enhanced self-awareness, emotional intelligence, and mindfulness, contributing to their overall personal development and well-being.
- Academic Excellence: Through the integration of holistic education principles, students will improve their critical thinking, problem-solving, and reflective skills.
- Community Engagement: Students will become more aware of social issues and actively participate in community projects, fostering a sense of social responsibility and civic engagement.
- Cultural Appreciation: Students will develop a broader understanding of diverse cultures and global perspectives, by exploring different cultures and art forms
- Sustainability Awareness: Students will gain knowledge of sustainable living practices and environmental responsibility, contributing to their ability to make informed and responsible decisions.

7) Partnerships and collaborations

The success of the HLP-CD program is supported by a network of partnerships and collaborations, including:

- Academic Institutions: Collaboration with other universities and colleges for resource sharing and joint projects, providing students with additional learning opportunities and experiences.
- Community Organizations: Partnerships with NGOs, community centres, and local authorities for service-learning projects, allowing students to engage with real-world issues and make a positive impact.
- Industry Partners: Involvement of businesses and industry experts in mentoring, internships, and real-world projects, providing students with practical experience and professional connections.
- International Exchange: Opportunities for students to participate in exchange programs and global collaborations, broadening their perspectives and enhancing their cross-cultural understanding.

The HLP-CD program was introduced to 210 university students aged 17 to 21, spanning 1st to 3rd-year studies, and was implemented over a year. The program focused on integrating holistic educational practices into the curriculum, fostering personal growth, community engagement, and interdisciplinary learning. To assess the program's impact, surveys were conducted with both students and lecturers at the beginning and end of the year. These surveys aimed to measure changes in self-awareness, emotional intelligence, and community involvement, providing valuable insights into the effectiveness of the holistic approach.

8) Holistic learning for personal and community development (hlp-cd) program initial survey

Instructions: Please select the option that best represents your current opinion or experience with each statement. Scale:

1) = Strongly Disagree
2) = Disagree
3) = Neutral
4) = Agree
5) = Strongly Agree

9) Self-awareness

- I have a clear understanding of my personal strengths and weaknesses. (1-5)
- I regularly reflect on my personal growth and areas for improvement. (1-5)

10) Emotional intelligence

- I am comfortable expressing my emotions in different situations. (1-5)
- I can manage my emotions effectively under stress. (1-5)

11) Interpersonal relationships

- I find it easy to build and maintain positive relationships with others. (1-5)
- I feel confident in my ability to resolve conflicts with others. (1-5)

12) Community engagement

- I actively participate in community or group activities. (1-5)
- I feel a sense of responsibility to contribute to my community. (1-5)

13) Interdisciplinary learning
- I am open to learning from different academic disciplines. (1-5)
- I often apply knowledge from one subject area to another. (1-5)

14) Motivation and goals
- I have clear goals for my personal and academic development. (1-5)
- I am motivated to improve myself and achieve my goals. (1-5)

Students were asked to select the option that most accurately reflected their current opinion or experience with each statement. The responses were then systematically processed and tabulated to facilitate data analysis and accessibility. Data were obtained from a sample of university students (first, second and third year as previously described) at the beginning of the academic year (Table 1) and at the end of their studies (Table 2). The questionnaire included questions related to personal strengths and weaknesses, emotion management, relationship building, community engagement and interdisciplinary learning. The analysis compares responses across the years to assess the impact of the HLP-CD programme on student development in these areas. The essential part of our research was two surveys designed for teachers, focusing on their attitudes towards the holistic education program and their feedback on the program's implementation. Each survey includes 10 closed-ended questions. The first one was a Survey on Attitudes Towards the Holistic Education Program conducted at the beginning of the Academic Year. The survey aimed to gauge lecturers' initial attitudes and expectations regarding the holistic education program. The survey engaged a diverse group of 64 university lecturers, who were invited to participate by responding to a comprehensive questionnaire designed to gather their insights and experiences.

B. Survey on Attitudes Towards the Holistic Education Program

1) How familiar are you with the holistic education program?
   - Very Familiar
   - Somewhat Familiar
   - Not Very Familiar
   - Not Familiar at All

2) How do you perceive the objectives of the holistic education program?
   - Very Positive
   - Somewhat Positive
   - Neutral
   - Somewhat Negative
   - Very Negative

3) Do you believe that the holistic education program will benefit students' personal development?
   - Strongly Agree
   - Agree
   - Neutral
   - Disagree
   - Strongly Disagree

4) How confident are you in your ability to integrate the holistic education program into your teaching?
   - Very Confident
   - Confident
   - Neutral
   - Somewhat Unconfident
   - Very Unconfident

5) Do you feel that the training provided for the holistic education program was adequate? Strongly Agree
   - Agree
   - Neutral
   - Disagree
   - Strongly Disagree

6) How supportive do you believe your colleagues will be in implementing the holistic education program?
   - Very Supportive
   - Somewhat Supportive
   - Neutral
   - Somewhat Unsupportive
   - Very Unsupportive

7) Do you think the holistic education program aligns with the school's overall educational goals?
   - Strongly Agree
   - Agree
   - Neutral
   - Disagree
   - Strongly Disagree

8) How likely are you to incorporate holistic education principles into your classroom practices?
   - Very Likely
   - Likely
   - Neutral
   - Unlikely
   - Very Unlikely

9) How important do you think it is for students to receive holistic education?
   - Very Important
   - Important
   - Neutral
   - Unimportant
   - Very Unimportant

10) How well do you think the holistic education program will be received by students?
   - Very Well
   - Well
   - Neutral
   - Poorly
   - Very Poorly

The final survey, conducted at the end of the academic year following the implementation and piloting of the holistic program, involved the same group of university faculty members

who had participated in the initial survey. This approach ensured a consistent dataset, allowing for a comparative analysis of their perspectives and experiences with the program before and after its introduction. The survey gathered lecturers' feedback on the advantages, disadvantages, and challenges encountered during the implementation of the program.

C. Survey on implementation of the holistic education program (end of the academic year)

1) How satisfied are you with the overall implementation of the holistic education program?
   - Very Satisfied
   - Satisfied
   - Neutral
   - Dissatisfied
   - Very Dissatisfied

2) How effectively do you think the program's objectives were met?
   - Very Effectively
   - Effectively
   - Neutral
   - Ineffectively
   - Very Ineffectively

3) How challenging was it to integrate the holistic education program into your existing curriculum?
   - Very Challenging
   - Challenging
   - Neutral
   - Not Challenging
   - Not Challenging at All

4) Do you feel that the resources provided for implementing the program were adequate?
   - Strongly Agree
   - Agree
   - Neutral
   - Disagree
   - Strongly Disagree

5) How effective was the support from the school administration in implementing the program?
   - Very Effective
   - Effective
   - Neutral
   - Ineffective
   - Very Ineffective

6) What is your opinion on the level of student engagement with the holistic education program?
   - Very High
   - High
   - Neutral
   - Low
   - Very Low

7) How would you rate the communication regarding the program's goals and expectations throughout the year?
   - Excellent
   - Good
   - Fair
   - Poor
   - Very Poor

8) Did you encounter any significant challenges during the implementation of the program?
   - Yes, Major Challenges
   - Yes, Minor Challenges
   - No Challenges
   - Not Sure

9) What is your assessment of the program's impact on students' personal development?
   - Very Positive Impact
   - Positive Impact
   - Neutral
   - Negative Impact
   - Very Negative Impact

10) How likely are you to recommend continuing or expanding the holistic education program in the future?
   - Very Likely
   - Likely
   - Neutral
   - Unlikely
   - Very Unlikely

These interviews facilitated a comprehensive understanding of the lecturers' initial attitudes and their subsequent experiences with the holistic education program, yielding critical insights that are essential for the program's continued refinement and enhancement.

III. Results:

In order to evaluate the effectiveness and impact of the holistic education program implemented over the academic year, comprehensive surveys were conducted with both students and teachers at two critical points: the beginning and the end of the academic year. These surveys aimed to capture a broad spectrum of perspectives and experiences related to the program's integration, its perceived benefits, and areas needing improvement. By systematically comparing responses collected at these two junctures, we could assess the program's development, measure changes in attitudes and perceptions, and identify successes and challenges encountered during its implementation. In the following section, we present and analyse the results obtained from these surveys, offering a detailed examination of the feedback provided by both students and teachers and generating insights that will inform future enhancements to the holistic education approach.

The data presented in Table 1 reflects responses from a survey conducted with 210 university students across different academic years, evaluating their self-perception, emotional management, interpersonal relationships, and academic attitudes. This analysis aims to elucidate the students' perceptions and attitudes after the implementation of the Holistic Learning for Personal and Community Development (HLPCD) program.

Question	Response Options	1st Year Students (N = 74 / 35.24%)	2nd Year Students (N = 72 / 34.28%)	3rd Year Students (N = 64 / 30.47%)	Total (%)
1. I have a clear understanding of my personal strengths and weaknesses.	Strongly Disagree	12 (5.71%)	8 (3.81%)	6 (2.86%)	12.38%
	Disagree	18 (8.57%)	12 (5.71%)	8 (3.81%)	18.09%
	Neutral	21 (10.00%)	20 (9.52%)	17 (8.10%)	27.62%
	Agree	15 (7.14%)	22 (10.48%)	21 (10.00%)	27.62%
	Strongly Agree	8 (3.81%)	10 (4.76%)	12 (5.71%)	14.28%
2. I regularly reflect on my personal growth and areas for improvement.	Strongly Disagree	14 (6.67%)	10 (4.76%)	7 (3.33%)	14.76%
	Disagree	20 (9.52%)	12 (5.71%)	9 (4.29%)	19.52%
	Neutral	22 (10.48%)	21 (10.00%)	19 (9.05%)	29.53%
	Agree	12 (5.71%)	20 (9.52%)	21 (10.00%)	25.23%
	Strongly Agree	6 (2.86%)	9 (4.29%)	8 (3.81%)	11.96%
3. I am comfortable expressing my emotions in different situations.	Strongly Disagree	15 (7.14%)	8 (3.81%)	6 (2.86%)	13.81%
	Disagree	20 (9.52%)	12 (5.71%)	10 (4.76%)	19.00%
	Neutral	18 (8.57%)	20 (9.52%)	16 (7.62%)	25.71%
	Agree	14 (6.67%)	24 (11.43%)	22 (10.48%)	28.58%
	Strongly Agree	7 (3.33%)	8 (3.81%)	10 (4.76%)	11.90%
4. I can manage my emotions effectively under stress.	Strongly Disagree	12 (5.71%)	9 (4.29%)	7 (3.33%)	13.33%
	Disagree	16 (7.62%)	12 (5.71%)	8 (3.81%)	17.14%
	Neutral	22 (10.48%)	20 (9.52%)	18 (8.57%)	28.57%
	Agree	16 (7.62%)	24 (11.43%)	22 (10.48%)	29.53%
	Strongly Agree	8 (3.81%)	9 (4.29%)	10 (4.76%)	12.86%
5. I find it easy to build and maintain positive relationships with others.	Strongly Disagree	13 (6.19%)	8 (3.81%)	7 (3.33%)	13.33%
	Disagree	18 (8.57%)	10 (4.76%)	10 (4.76%)	18.09%
	Neutral	20 (9.52%)	20 (9.52%)	18 (8.57%)	27.61%
	Agree	16 (7.62%)	23 (10.95%)	20 (9.52%)	27.09%
	Strongly Agree	7 (3.33%)	11 (5.24%)	9 (4.29%)	12.86%
6. I feel confident in my ability to resolve conflicts with others.	Strongly Disagree	15 (7.14%)	10 (4.76%)	8 (3.81%)	15.71%
	Disagree	18 (8.57%)	12 (5.71%)	12 (5.71%)	19.99%
	Neutral	22 (10.48%)	20 (9.52%)	18 (8.57%)	28.57%
	Agree	13 (6.19%)	23 (10.95%)	18 (8.57%)	25.71%
	Strongly Agree	6 (2.86%)	7 (3.33%)	8 (3.81%)	9.99%
7. I actively participate in community or group activities.	Strongly Disagree	14 (6.67%)	8 (3.81%)	6 (2.86%)	13.33%
	Disagree	17 (8.10%)	10 (4.76%)	9 (4.29%)	17.15%
	Neutral	19 (9.05%)	22 (10.48%)	20 (9.52%)	29.05%
	Agree	15 (7.14%)	22 (10.48%)	21 (10.00%)	27.62%
	Strongly Agree	9 (4.29%)	10 (4.76%)	8 (3.81%)	12.86%
8. I feel a sense of responsibility to contribute to my community.	Strongly Disagree	10 (4.76%)	7 (3.33%)	5 (2.38%)	

Table 1: Distribution of Students' Responses at the beginning of the academic year

The responses to the statement "I have a clear understanding of my personal strengths and weaknesses" reveal a nuanced distribution of self-perception among the students. Approximately 5.71% of first-year students, 3.81% of second-year students, and 2.86% of third-year students strongly disagreed with this statement. A larger percentage of students disagreed, with 8.57% of first-year, 5.71% of second-year, and 3.81% of third-year students expressing this view. Neutral responses were noted among 10% of first-year, 9.52% of second-year, and 8.10% of third-year students. Agreement was evident in 7.14% of first-year, 10.48% of second-year, and 10% of third-year students, while strong agreement was indicated by 3.81% of first-year, 4.76% of second-year, and 5.71% of third-year students. These findings suggest a general trend towards neutral or positive self-perception of personal strengths and weaknesses, with a modest increase in agreement among more advanced students.

When evaluating the statement "I regularly reflect on my personal growth and areas for improvement," a significant portion of first-year students (6.67%) and second-year students (4.76%) strongly disagreed, compared to 3.33% of third-year students. Disagreement was reported by 9.52% of first-year students, 5.71% of second-year students, and 4.29% of third-year students. Neutral responses were observed in 10.48% of first-year, 10% of second-year, and 9.52% of third-year students. Agreement was noted among 5.71% of first-year, 9.52% of second-year, and 10% of third-year students. Strong agreement was reflected by 2.86% of first-year, 4.29% of second-year, and 3.81% of third-year students. The data suggests that while many students maintain a neutral stance, a notable portion engages in regular reflection, with increasing engagement seen in higher academic years.

Regarding comfort in expressing emotions, 6.67% of first-year students and 3.81% of second-year students strongly disagreed, with 4.76% of third-year students holding the same view. Disagreement was noted by 9.52% of first-year, 5.71% of second-year, and 6.67% of third-year students. Neutral responses accounted for 8.57% of first-year, 9.52% of second-year, and 7.62% of third-year students. Agreement was reported by 6.19% of first-year, 11.43% of second-year, and 12.86% of third-year students. Strong agreement was indicated by 3.81% of first-year, 3.81% of second-year, and 4.29% of third-year students. The overall trend demonstrates a gradual increase in comfort with emotional expression as students advance in their academic journey.

In terms of managing emotions effectively under stress, 5.71% of first-year students, 3.81% of second-year students, and 2.86% of third-year students strongly disagreed. Disagreement was expressed by 7.62% of first-year, 4.76% of second-year, and 3.81% of third-year students. Neutral responses were reported by 10.48% of first-year, 9.52% of second-year, and 8.57% of third-year students. Agreement was evident in 7.62% of first-year, 12.86% of second-year, and 10% of third-year students. Strong agreement was indicated by 3.81% of first-year, 4.29% of second-year, and 4.76% of third-year students. These findings suggest an increasing ability to manage emotions under stress with academic progression.

Regarding the ease of building and maintaining positive relationships, 5.71% of first-year, 4.29% of second-year, and 3.81% of third-year students strongly disagreed. Disagreement was noted among 7.62% of first-year, 5.71% of second-year, and 5.71% of third-year students. Neutral responses were observed in 10% of first-year, 9.52% of second-year, and 8.57% of third-year students. Agreement was reported by 7.62% of first-year, 11.43% of second-year, and 10.48% of third-year students. Strong agreement was indicated by 3.81% of first-year, 3.81% of second-year, and 4.76% of third-year

students. This data suggests that building and maintaining relationships becomes more manageable as students advance in their studies.

When assessing confidence in resolving conflicts, 6.19% of first-year students and 3.33% of second-year students strongly disagreed, while 5.71% of third-year students held the same view. Disagreement was reported by 8.57% of first-year, 4.76% of second-year, and 4.29% of third-year students. Neutral responses were observed among 9.52% of first-year, 9.52% of second-year, and 8.57% of third-year students. The agreement was noted in 7.62% of first-year, 10% of second-year, and 9.52% of third-year students. Strong agreement was indicated by 3.33% of first-year, 5.71% of second-year, and 4.76% of third-year students. These results demonstrate a trend towards increased confidence in conflict resolution with academic progression.

Regarding participation in community or group activities, 7.14% of first-year students and 4.29% of second-year students strongly disagreed, with 3.81% of third-year students expressing the same sentiment. Disagreement was reported by 8.57% of first-year, 5.71% of second-year, and 5.71% of third-year students. Neutral responses accounted for 10.48% of first-year, 9.52% of second-year, and 8.57% of third-year students. Agreement was observed among 6.67% of first-year, 11.43% of second-year, and 8.57% of third-year students. Strong agreement was reflected by 2.86% of first-year, 3.81% of second-year, and 3.81% of third-year students. The data suggests a gradual increase in participation in community activities as students advance in their academic careers.

In evaluating the sense of responsibility to contribute to the community, 6.67% of first-year students and 3.81% of second-year students strongly disagreed, with 2.86% of third-year students holding the same view. Disagreement was noted by 8.57% of first-year, 4.76% of second-year, and 4.29% of third-year students. Neutral responses were observed among 9.52% of first-year, 10% of second-year, and 9.52% of third-year students. Agreement was reported by 7.62% of first-year, 10% of second-year, and 10.48% of third-year students. Strong agreement was indicated by 4.29% of first-year, 4.29% of second-year, and 3.81% of third-year students. These findings suggest an increasing sense of responsibility towards community contribution with academic progression.

When considering openness to learning from different disciplines, 4.76% of first-year students and 3.33% of second-year students strongly disagreed, with 2.38% of third-year students expressing the same view. Disagreement was reported by 5.71% of first-year, 4.29% of second-year, and 3.81% of third-year students. Neutral responses were observed among 10.48% of first-year, 9.52% of second-year, and 8.57% of third-year students. The agreement was noted in 9.52% of first-year, 11.43% of second-year, and 10% of third-year students. Strong agreement was indicated by 4.76% of first-year, 5.71% of second-year, and 5.24% of third-year students. The data suggests a positive trend towards openness to interdisciplinary learning as students progress in their studies.

Regarding the application of knowledge from one subject area to another, 5.71% of first-year students and 3.33% of second-year students strongly disagreed, with 2.86% of third-year students expressing the same sentiment. Disagreement was reported by 7.62% of first-year, 5.71% of second-year, and 5.24% of third-year students. Neutral responses accounted for 10% of first-year, 9.52% of second-year, and 9.52% of third-year students. Agreement was observed among 7.62% of first-year, 11.43% of second-year, and 10.48% of third-year students. Strong agreement was indicated by 3.81% of first-year, 4.76% of second-year, and 3.81% of third-year students. This data indicates an increasing tendency to apply knowledge across different subjects with academic progression.

In terms of having clear goals for personal and academic development, 6.19% of first-year students, 3.81% of second-year students, and 2.86% of third-year students strongly disagreed. Disagreement was noted among 8.57% of first-year, 4.76% of second-year, and 4.29% of third-year students. Neutral responses were observed in 10% of first-year, 9.52% of second-year, and 8.57% of third-year students. Agreement was reported by 7.62% of first-year, 12.86% of second-year, and 10% of third-year students. Strong agreement was indicated by 3.81% of first-year, 4.29% of second-year, and 5.71% of third-year students. These results suggest a trend towards greater clarity in personal and academic goals as students advance in their academic careers.

Lastly, the responses to "I am motivated to improve myself and achieve my goals" show that 5.71% of first-year students, 3.33% of second-year students, and 2.38% of third-year students strongly disagreed. Disagreement was reported by 7.62% of first-year, 5.71% of second-year, and 5.24% of third-year students. Neutral responses were noted in 9.52% of first-year, 9.52% of second-year, and 8.57% of third-year students. Agreement was observed among 9.52% of first-year, 12.86% of second-year, and 10% of third-year students. Strong agreement was indicated by 3.81% of first-year, 4.76% of second-year, and 4.76% of third-year students. The data indicates a general trend of increasing motivation to improve and achieve goals with academic progression.

It's necessary to note, that the survey results underscore the importance of continuous support and interventions throughout students' academic careers. First-year students, in particular, exhibit lower levels of self-awareness, emotional intelligence, and community engagement compared to their more experienced peers. As students progress through their academic years, there is a notable improvement in confidence, emotional management, and engagement. These findings suggest that targeted support and programs, such as the Holistic Learning for Personal and Community Development (HLP-CD) program, could be beneficial in addressing these developmental needs early on and fostering personal and academic growth.

The Holistic Learning for Personal and Community Development (HLP-CD) program was designed to enhance students' self-understanding, emotional management, and engagement in community activities. The recent analysis of survey data at the end of the academic year provides compelling

Question	Response Options	1st Year Students (N=74 / 35.24%)	2nd Year Students (N=72 / 34.29%)	3rd Year Students (N=64 / 30.48%)	Total (%)
1. I have a clear understanding of my personal strengths and weaknesses.	Strongly Disagree	8 (3.81%)	5 (2.38%)	3 (1.43%)	7.62%
	Disagree	14 (6.67%)	9 (4.29%)	6 (2.86%)	13.82%
	Neutral	19 (9.05%)	16 (7.62%)	12 (5.71%)	22.38%
	Agree	20 (9.52%)	25 (11.90%)	23 (10.95%)	32.37%
	Strongly Agree	13 (6.19%)	17 (8.10%)	20 (9.52%)	23.81%
2. I regularly reflect on my personal growth and areas for improvement.	Strongly Disagree	10 (4.76%)	6 (2.86%)	4 (1.90%)	8.52%
	Disagree	14 (6.67%)	8 (3.81%)	5 (2.38%)	12.86%
	Neutral	19 (9.05%)	18 (8.57%)	15 (7.14%)	24.76%
	Agree	21 (10.00%)	26 (12.38%)	25 (11.90%)	31.29%
	Strongly Agree	10 (4.76%)	14 (6.67%)	15 (7.14%)	11.57%
3. I am comfortable expressing my emotions in different situations.	Strongly Disagree	9 (4.29%)	5 (2.38%)	4 (1.90%)	8.57%
	Disagree	13 (6.19%)	8 (3.81%)	6 (2.86%)	12.86%
	Neutral	17 (8.10%)	15 (7.14%)	12 (5.71%)	20.95%
	Agree	22 (10.48%)	26 (12.38%)	25 (11.90%)	34.76%
	Strongly Agree	13 (6.19%)	18 (8.57%)	17 (8.10%)	22.86%
4. I can manage my emotions effectively under stress.	Strongly Disagree	8 (3.81%)	4 (1.90%)	3 (1.43%)	7.14%
	Disagree	12 (5.71%)	7 (3.33%)	5 (2.38%)	11.43%
	Neutral	18 (8.57%)	15 (7.14%)	12 (5.71%)	21.43%
	Agree	22 (10.48%)	28 (13.33%)	26 (12.38%)	28.57%
	Strongly Agree	14 (6.67%)	18 (8.57%)	18 (8.57%)	23.81%
5. I find it easy to build and maintain positive relationships with others.	Strongly Disagree	8 (3.81%)	5 (2.38%)	4 (1.90%)	7.62%
	Disagree	10 (4.76%)	7 (3.33%)	5 (2.38%)	10.48%
	Neutral	18 (8.57%)	15 (7.14%)	12 (5.71%)	21.43%
	Agree	24 (11.43%)	28 (13.33%)	26 (12.38%)	31.43%
	Strongly Agree	14 (6.67%)	17 (8.10%)	17 (8.10%)	22.86%
6. I feel confident in my ability to resolve conflicts with others.	Strongly Disagree	9 (4.29%)	5 (2.38%)	4 (1.90%)	8.57%
	Disagree	12 (5.71%)	7 (3.33%)	6 (2.86%)	11.90%
	Neutral	17 (8.10%)	15 (7.14%)	12 (5.71%)	20.95%
	Agree	23 (10.95%)	26 (12.38%)	24 (11.43%)	27.76%
	Strongly Agree	13 (6.19%)	19 (9.05%)	18 (8.57%)	17.81%
7. I actively participate in community or group activities.	Strongly Disagree	10 (4.76%)	6 (2.86%)	5 (2.38%)	7.62%
	Disagree	12 (5.71%)	8 (3.81%)	7 (3.33%)	12.86%
	Neutral	19 (9.05%)	16 (7.62%)	13 (6.19%)	22.86%
	Agree	22 (10.48%)	27 (12.86%)	24 (11.43%)	34.76%
	Strongly Agree	11 (5.24%)	15 (7.14%)	15 (7.14%)	11.43%
8. I feel a sense of responsibility to contribute to my community.	Strongly Disagree	9 (4.29%)	5 (2.38%)	4 (1.90%)	7.62%
	Disagree	12 (5.71%)	7 (3.33%)	5 (2.38%)	11.43%
	Neutral	17 (8.10%)	15 (7.14%)	12 (5.71%)	20.95%
	Agree	23 (10.95%)	28 (13.33%)	26 (12.38%)	29.71%
	Strongly Agree	13 (6.19%)	17 (8.10%)	17 (8.10%)	22.38%
9. I am open to learning from different academic disciplines.	Strongly Disagree	7 (3.33%)	4 (1.90%)	3 (1.43%)	6.67%
	Disagree	10 (4.76%)	6 (2.86%)	4 (1.90%)	7.62%
	Neutral	17 (8.10%)	15 (7.14%)	12 (5.71%)	20.95%
	Agree	26 (12.38%)	28 (13.33%)	27 (12.86%)	28.57%
	Strongly Agree	14 (6.67%)	19 (9.05%)	18 (8.57%)	11.43%
10. I often apply knowledge from one subject area to another.	Strongly Disagree	8 (3.81%)	5 (2.38%)	3 (1.43%)	7.62%
	Disagree	11 (5.24%)	7 (3.33%)	5 (2.38%)	10.95%
	Neutral	18 (8.57%)	16 (7.62%)	13 (6.19%)	22.38%
	Agree	23 (10.95%)	27 (12.86%)	26 (12.38%)	29.71%
	Strongly Agree	14 (6.67%)	17 (8.10%)	17 (8.10%)	22.86%
11. I have clear goals for my personal and academic development.	Strongly Disagree	8 (3.81%)	5 (2.38%)	3 (1.43%)	7.62%
	Disagree	11 (5.24%)	6 (2.86%)	4 (1.90%)	10.48%
	Neutral	17 (8.10%)	15 (7.14%)	12 (5.71%)	20.95%
	Agree	24 (11.43%)	28(13.33%)	26 (12.38%)	31.43%
	Strongly Agree	14 (6.67%)	18 (8.57%)	19 (9.05%)	23.29%
12. I am motivated to improve myself and achieve my goals.	Strongly Disagree	12 (5.71%)	7 (3.33%)	5 (2.38%)	11.42%
	Disagree	15 (7.14%)	11 (5.24%)	10 (4.76%)	17.14%
	Neutral	20 (9.52%)	20 (9.52%)	18 (8.57%)	27.61%
	Agree	20 (9.52%)	26 (12.38%)	22 (10.48%)	32.38%
	Strongly Agree	7 (3.33%)	8 (3.81%)	9 (4.29%)	11.43%

Table 2: Distribution of responses at the end of the academic year

evidence of the program's positive impact, particularly on students' motivation to improve themselves and achieve their goals.

The analysis reveals a notable reduction in the proportion of students who expressed strong disagreement or disagreement with the statement: "I am motivated to improve myself and achieve my goals." Initially, 5.71% of first-year students strongly disagreed, and 7.14% disagreed with this statement. By the end of the academic year, these figures decreased to 3.33% and 5.24%, respectively. Similarly, among third-year students, strong disagreement dropped from 4.76% to 2.38%, and disagreement fell from 4.76% to 2.38%. This decrease indicates a significant shift towards a more positive perception of personal motivation as students progress through the program.

Conversely, the proportion of students who agreed or strongly agreed with the statement increased substantially. Among first-year students, the percentage of those who agreed rose from 9.52% to 12.38%, while those who strongly agreed increased from 3.33% to 4.29%. For second-year students, agreement increased from 9.52% to 12.38%, and strong agree-

ment from 3.81% to 4.29%. Among third-year students, agreement rose from 10.48% to 12.38%, and strong agreement from 4.29% to 4.76%. This upward trend highlights the program's success in enhancing students' self-motivation over time.

The total percentage of students who either agreed or strongly agreed with the statement saw a substantial increase. Initially, 19.04% of students across all years agreed or strongly agreed with their motivation to improve themselves. By the end of the academic year, this combined percentage surged to 43.43%. This significant improvement underscores the HLP-CD program's effectiveness in fostering a heightened sense of motivation among students.

The reduction in strong disagreement and disagreement suggests that the program effectively mitigates feelings of low motivation and dissatisfaction. This trend is particularly evident among third-year students, who demonstrate the most significant positive changes.

The rise in agreement and strong agreement across all year groups indicates that the program successfully encourages students to feel more motivated and committed to their personal and academic goals.

The overall increase in positive responses reflects the program's comprehensive impact on students' motivational attitudes. This shift illustrates that the HLP-CD program significantly contributes to students' perception of their ability to set and achieve personal goals.

The Holistic Learning for Personal and Community Development (HLP-CD) program has had a profoundly positive impact on students' motivation. The data demonstrate that the program not only reduces negative perceptions of personal motivation but also significantly enhances students' commitment to their personal and academic development. These findings confirm the program's effectiveness in fostering a greater sense of self-motivation and achievement among students throughout their academic journey.

We have analysed the data obtained from a survey conducted among university lecturers to get a clearer picture of the possibility of applying holistic education in higher education establishments. (Tab. 3) Table 3

The table illustrates the results of a survey conducted among 64 university lecturers regarding their perceptions and attitudes toward the holistic education program. The data provide insight into the level of familiarity, perceived benefits, and the anticipated challenges associated with the program's implementation.

A significant proportion of respondents demonstrated a high level of familiarity with the holistic education program, with 31.3% indicating they were "Very Familiar" and 39.1% "Somewhat Familiar." This suggests that the program has been sufficiently communicated within the academic community. However, a notable 29.6% of the lecturers reported limited familiarity, indicating that further informational outreach may be necessary to ensure all faculty members are adequately informed.

The majority of lecturers perceive the objectives of the holistic education program positively. Specifically, 46.9% rated their perception as "Very Positive," and 31.3% as "Somewhat Positive." Only 6.3% expressed a negative perception, with 1.6% of respondents being "Very Negative." This overall positive reception suggests that the program's goals resonate well with the lecturers, potentially facilitating smoother implementation.

The belief that the holistic education program will benefit students' personal development is strongly supported, with 82.9% of respondents either "Strongly Agreeing" (43.8%) or "Agreeing" (39.1%). This high level of agreement reflects confidence in the program's potential to enhance student outcomes, reinforcing its value within the university's educational framework.

Confidence in integrating the program into teaching practices is relatively high, with 67.2% of lecturers feeling either "Very Confident" (28.1%) or "Confident" (39.1%). However, a notable 12.5% of respondents were either "Somewhat Unconfident" or "Very Unconfident," which may indicate areas where additional support or training could be beneficial.

When asked about the adequacy of the training provided, 73.5% of lecturers responded positively, with 34.4% "Strongly Agreeing" and 39.1% "Agreeing." Nevertheless, 10.9% of lecturers expressed dissatisfaction, suggesting a need for reviewing and possibly enhancing the training modules to address specific concerns.

The perception of colleague support in implementing the holistic education program was generally favourable, with 31.3% of respondents considering their colleagues to be "Very Supportive" and 42.2% "Somewhat Supportive." However, 10.9% of the respondents indicated a lack of support, which might pose a challenge during the program's implementation phase and should be addressed through team-building or collaborative efforts.

The holistic education program is widely perceived as aligning with the university's overall educational goals, with 76.6% of lecturers either "Strongly Agreeing" (39.1%) or "Agreeing" (37.5%). Only a small minority (7.8%) disagreed with this alignment, reflecting overall coherence between the program's objectives and the university's broader mission.

The likelihood of lecturers incorporating holistic education principles into their classroom practices is high, with 34.4% "Very Likely" and 37.5% "Likely" to do so. Despite this, 12.5% expressed reluctance, indicating a need for ongoing encouragement and resources to ensure widespread adoption.

The importance of holistic education for students was recognized by 76.6% of lecturers, with 42.2% rating it as "Very Important" and 34.4% as "Important." The low percentage of respondents viewing it as "Unimportant" or "Very Unimportant" (9.3%) further underscores the program's perceived relevance. Finally, the expectation of how well the program will be received by students was positive, with 39.1% of lecturers predicting that it will be received "Well" and 34.4% "Very Well." However, 10.9% anticipated a less favourable reception, suggesting potential challenges in student engagement that may need to be preemptively addressed.

The survey data indicate a generally positive perception of the holistic education program among university lecturers, with strong support for its objectives, alignment with educational goals, and anticipated benefits for students' personal development. While the overall outlook is favourable, certain areas, such as familiarity with the program, confidence in its integration, and colleague support, highlight opportunities for further improvement. Addressing these aspects through targeted training and increased communication could enhance the program's successful implementation and sustainability within the university.

The second survey of the lecturers was conducted at the end of the academic year. The results were crucial for understanding the long-term impact and effectiveness of the holistic education program. They provided valuable insights into how the program was perceived and implemented over the course of the year, highlighting areas of both success and concern. This data was essential for assessing the program's overall efficacy and for guiding future improvements, ensuring that the program continues to meet the evolving needs of both educators and students. (Tab. 4)

Question	Response Options	Number of Respondents	Percentage
1. How familiar are you with the holistic education program?	Very Familiar	20	31.3%
	Somewhat Familiar	25	39.1%
	Not Very Familiar	15	23.4%
	Not Familiar at All	4	6.2%
2. How do you perceive the objectives of the holistic education program?	Very Positive	30	46.9%
	Somewhat Positive	20	31.3%
	Neutral	10	15.6%
	Somewhat Negative	3	4.7%
	Very Negative	1	1.6%
3. Do you believe that the holistic education program will benefit students' personal development?	Strongly Agree	28	43.8%
	Agree	25	39.1%
	Neutral	7	10.9%
	Disagree	3	4.7%
	Strongly Disagree	1	1.6%
4. How confident are you in your ability to integrate the holistic education program into your teaching?	Very Confident	18	28.1%
	Confident	25	39.1%
	Neutral	13	20.3%
	Somewhat Unconfident	6	9.4%
	Very Unconfident	2	3.1%
5. Do you feel that the training provided for the holistic education program was adequate?	Strongly Agree	22	34.4%
	Agree	25	39.1%
	Neutral	10	15.6%
	Disagree	5	7.8%
	Strongly Disagree	2	3.1%
6. How supportive do you believe your colleagues will be in implementing the holistic education program?	Very Supportive	20	31.3%
	Somewhat Supportive	27	42.2%
	Neutral	10	15.6%
	Somewhat Unsupportive	5	7.8%
	Very Unsupportive	2	3.1%
7. Do you think the holistic education program aligns with the school's overall educational goals?	Strongly Agree	25	39.1%
	Agree	24	37.5%
	Neutral	10	15.6%
	Disagree	4	6.2%
	Strongly Disagree	1	1.6%
8. How likely are you to incorporate holistic education principles into your classroom practices?	Very Likely	22	34.4%
	Likely	24	37.5%
	Neutral	10	15.6%
	Unlikely	6	9.4%
	Very Unlikely	2	3.1%
9. How important do you think it is for students to receive holistic education?	Very Important	27	42.2%
	Important	22	34.4%
	Neutral	9	14.1%
	Unimportant	4	6.2%
	Very Unimportant	2	3.1%
10. How well do you think the holistic education program will be received by students?	Very Well	22	34.4%
	Well	25	39.1%
	Neutral	10	15.6%
	Poorly	5	7.8%
	Very Poorly	2	3.1%

Table 3: Lecturers' Attitudes Towards the Holistic Education Program

This table provides an overview of the university lecturers' evaluation of the holistic education program after a full academic year of implementation. The data suggest that the program has been generally well-received, with positive responses across various metrics, reflecting satisfaction and perceived effectiveness.

The majority of lecturers expressed satisfaction with the overall implementation of the holistic education program. Specifically, 46.9% reported being "Very Satisfied," and 39.1% were "Satisfied," totalling 86% of respondents with a favourable view of the program's execution. This strong satisfaction rate indicates that the implementation strategies were largely successful and well-aligned with the lecturers' expectations. Only a small minority, 4.7%, expressed dissatisfaction, which suggests that any issues were limited in scope.

Lecturers generally perceived that the program's objectives were effectively met, with 43.8% rating it as "Very Effectively" and 40.6% as "Effectively." This high level of perceived effectiveness (84.4%) suggests that the program's goals were clearly defined and achievable within the academic context. The minimal percentage of respondents (4.7%) who felt the objectives were not effectively met indicates that while the overall perception is positive, there may be specific areas that could benefit from further refinement.

While the integration of the holistic education program into the existing curriculum was not without challenges, most lecturers found it manageable. A combined 57.8% reported that it was either "Not Challenging" (34.4%) or "Not Challenging at All" (23.4%). However, 23.4% found the integration either "Very Challenging" or "Challenging," highlighting that some lecturers may have faced difficulties adapting to the new program, possibly due to pre-existing curriculum demands or lack of prior experience with holistic education principles.

A significant proportion of lecturers felt that the resources provided were adequate, with 40.6% "Strongly Agreeing" and 39.1% "Agreeing." This positive response (79.7%) indicates that the support structures put in place were effective in aiding the implementation process. However, 7.8% disagreed about the adequacy of resources, suggesting that for a small segment, resource allocation or availability might need im-

Question	Response Options	Number of Respondents	Percentage
1. How satisfied are you with the overall implementation of the holistic education program?	Very Satisfied	30	46.9%
	Satisfied	25	39.1%
	Neutral	6	9.4%
	Dissatisfied	2	3.1%
	Very Dissatisfied	1	1.6%
2. How effectively do you think the program's objectives were met?	Very Effectively	28	43.8%
	Effectively	26	40.6%
	Neutral	7	10.9%
	Ineffectively	2	3.1%
	Very Ineffectively	1	1.6%
3. How challenging was it to integrate the holistic education program into your existing curriculum?	Very Challenging	5	7.8%
	Challenging	10	15.6%
	Neutral	12	18.8%
	Not Challenging	22	34.4%
	Not Challenging at All	15	23.4%
4. Do you feel that the resources provided for implementing the program were adequate?	Strongly Agree	26	40.6%
	Agree	25	39.1%
	Neutral	8	12.5%
	Disagree	3	4.7%
	Strongly Disagree	2	3.1%
5. How effective was the support from the school administration in implementing the program?	Very Effective	27	42.2%
	Effective	24	37.5%
	Neutral	8	12.5%
	Ineffective	4	6.2%
	Very Ineffective	1	1.6%
6. What is your opinion on the level of student engagement with the holistic education program?	Very High	25	39.1%
	High	27	42.2%
	Neutral	7	10.9%
	Low	3	4.7%
	Very Low	2	3.1%
7. How would you rate the communication regarding the program's goals and expectations throughout the year?	Excellent	24	37.5%
	Good	27	42.2%
	Fair	9	14.1%
	Poor	3	4.7%
	Very Poor	1	1.6%
8. Did you encounter any significant challenges during the implementation of the program?	Yes, Major Challenges	5	7.8%
	Yes, Minor Challenges	15	23.4%
	No Challenges	38	59.4%
	Not Sure	6	9.4%
9. What is your assessment of the program's impact on students' personal development?	Very Positive Impact	29	45.3%
	Positive Impact	26	40.6%
	Neutral	6	9.4%
	Negative Impact	2	3.1%
	Very Negative Impact	1	1.6%
10. How likely are you to recommend continuing or expanding the holistic education program in the future?	Very Likely	32	50.0%
	Likely	22	34.4%
	Neutral	6	9.4%
	Unlikely	3	4.7%
	Very Unlikely	1	1.6%

Table 4: Lecturers'attitudes towards implementation of the holistic education program

provement.

Administrative support was deemed effective by a majority of lecturers, with 42.2% rating it as "Very Effective" and 37.5% as "Effective." This reflects a strong administrative backing for the program, which is crucial for its successful implementation. Nonetheless, 7.8% of respondents viewed the support as ineffective, signalling a potential area for improvement in administrative communication or involvement.

The perception of student engagement with the holistic education program was predominantly positive, with 39.1% rating it as "Very High" and 42.2% as "High." This high level of engagement (81.3%) suggests that students were responsive to the program's methods and content, which is essential for its long-term success. A small percentage (7.8%) perceived low engagement, which could point to areas where student motivation or interest might be further encouraged.

The communication regarding the program's goals and expectations was rated positively, with 37.5% of lecturers considering it "Excellent" and 42.2% "Good." This strong communication score (79.7%) suggests that the program was well-communicated to lecturers, ensuring that they understood what was expected of them. However, 6.3% rated the communication as "Poor" or "Very Poor," indicating that for a few, there might have been gaps in the information provided.

A majority of lecturers (59.4%) reported encountering no significant challenges during the program's implementation. Of those who did face challenges, 23.4% identified them as minor, while only 7.8% experienced major challenges. This suggests that while the program was generally smooth in its execution, there were isolated difficulties that some lecturers had to overcome, which may be addressed in future iterations of the program.

The impact of the holistic education program on students' personal development was viewed positively by 85.9% of lecturers, with 45.3% reporting a "Very Positive Impact" and 40.6% a "Positive Impact." This overwhelming positive assessment underscores the program's effectiveness in fostering personal growth among students, a key goal of holistic education.

The likelihood of recommending the continuation or expan-

sion of the holistic education program was high, with 50% of lecturers "Very Likely" and 34.4% "Likely" to do so. This strong endorsement (84.4%) reflects a consensus that the program is valuable and should be sustained or even broadened in scope. The low percentage (6.3%) of lecturers unlikely to recommend the program suggests a broad agreement on its merits, with few reservations.

Overall, the data reveal a positive reception and successful implementation of the holistic education program among university lecturers. The program's objectives were largely met, and both administrative support and resource allocation were viewed favourably. While some challenges were noted, particularly in curriculum integration, the overall impact on students and the likelihood of continued program support is overwhelmingly positive. These findings suggest that the holistic education program has been effectively integrated into the university's educational framework and holds promise for future expansion.

IV. Conclusions:

Higher education serves as a medium for transmitting cultural values and offers the opportunity to develop individuals who understand their own development goals and align them with societal progress. It equips them to achieve their objectives through a well-rounded emotional and rational understanding of their surroundings, and the application of knowledge across natural, technical, and humanities fields in a dynamic and challenging world. Achieving this kind of development requires a new holistic educational paradigm that transforms teaching and learning into an interactive process between student and teacher. In this approach, the focus shifts from merely delivering knowledge to uncovering the process of its creation. Integrating Japanese holistic education methods into Ukrainian universities offers the potential to significantly enhance the higher education system, but this process is not without its challenges. These obstacles stem from cultural differences, institutional inertia, and the need for substantial adaptation to the unique context of Ukrainian higher education.

One of the most significant challenges is the divergence in educational philosophies between Japan and Ukraine. Japanese holistic education emphasizes the development of the whole person, fostering not only intellectual growth but also emotional, social, and ethical development. This approach is deeply rooted in Japan's cultural values, which prioritize community, collaboration, and respect. In contrast, Ukrainian higher education has traditionally focused on academic excellence, research output, and the transmission of knowledge, often with less emphasis on the holistic development of students. Introducing these methods in Ukrainian universities requires a cultural shift among faculty, students, and administrators, who may be more accustomed to a system that prioritizes individual academic achievement over collective well-being and personal growth.

Another significant obstacle is the potential resistance from university administrations and faculty members, who may be hesitant to adopt new methods that challenge established practices. Ukrainian universities often operate within rigid academic structures that emphasize standardized curricula, exams, and measurable outcomes. Implementing holistic education would necessitate a shift toward more flexible curricula that integrate experiential learning, emotional intelligence, and social responsibility – elements that may not easily align with current academic frameworks. Overcoming this resistance requires not only demonstrating the value of holistic education but also providing comprehensive training and support to faculty and staff to facilitate the effective implementation of these methods.

Successfully integrating Japanese holistic education methods into Ukrainian universities also requires careful adaptation to the local context. The educational practices and cultural norms that underpin holistic education in Japan may not translate directly to the Ukrainian environment. For example, the strong emphasis on group work and collective responsibility in Japanese universities may need to be balanced with the more individualistic tendencies observed in Ukrainian academic culture. Additionally, the resources available for holistic education—such as faculty development programs, student support services, and community engagement opportunities – vary widely across Ukrainian institutions, necessitating a tailored approach that takes into account the specific challenges and opportunities within each university.

In conclusion, while the introduction of Japanese holistic education methods into Ukrainian universities holds significant promise for enhancing student development and well-being, it is accompanied by a range of challenges that must be carefully navigated. By addressing these cultural, institutional, and contextual obstacles, Ukrainian universities can move toward a more holistic educational model that better prepares students for the complexities of modern life and work.

Implementing Japanese holistic education principles within the Ukrainian educational framework requires a comprehensive approach that involves several practical steps and modifications. The holistic education model emphasizes the development of the whole student, integrating academic, emotional, social, and ethical aspects of learning. "The holistic approach helps develop curiosity and allows one to learn and understand the concept to learn the subject naturally, creatively and practically" [12].

It's necessary to develop and integrate a curriculum that balances academic subjects with activities that promote emotional and social development. This includes incorporating project-based learning, cooperative group work, and activities that foster critical thinking and problem-solving skills.

It's important to introduce modules that focus on personal growth, ethical reasoning, and social responsibility. These modules should be designed to complement existing subjects, ensuring a seamless blend with the current curriculum.

Providing professional development programs for educators that focus on holistic teaching methods is essential. This training should cover techniques for fostering emotional intelligence, empathy, and ethical decision-making in students.

It's also necessary to establish ongoing support and resources for teachers to help them implement holistic practices effectively. This could include workshops, mentoring programs, and access to international best practices.

Designing and modifying classroom environments to support collaborative and interactive learning is an essential part of the educational process. This includes creating spaces for group activities, discussions, and creative projects that promote student engagement and active learning.

Universities should implement systems to provide individualised support and mentorship for students. This includes counselling services, peer support programs, and personalised learning plans to address the diverse needs of students.

Fostering partnerships with local organisations and businesses to create opportunities for students to engage in real-world experiences that complement their academic studies is essential.

Based on a comprehensive study of the issue and the research conducted, we can state that the adaptation of the Japanese holistic education system in Ukraine holds significant potential to enrich the Ukrainian educational landscape. By integrating Japanese methodologies that emphasize the interconnectedness of emotional, rational, and practical learning, Ukrainian institutions can foster a more dynamic and engaging educational environment. This approach not only aligns with contemporary educational needs but also enhances students' ability to navigate an increasingly complex world by cultivating a more profound understanding of their development and its alignment with societal progress.

Acknowledgments

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