

The Relationship Between Factors and Success in Studying Chinese Language, Ouyang Language School, Khon Kaen, Khon Kaen Province

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Abstract

Background and Aims: Studying the Chinese language is crucial for global communication, business, and diplomacy, as China plays a major role in the world economy. It also enhances cultural understanding, career opportunities, and access to one of the world's richest histories and innovations. The objectives of this research were: (1) to study the level of factors affecting success in Chinese language education at the Ouyang Language School in Khon Kaen Province; (2) to examine the success rate in Chinese language education at the Ouyang Language School in Khon Kaen Province; (3) to explore the relationship between these factors and success in Chinese language education at the Ouyang Language School; and (4) to provide recommendations for achieving success in Chinese language education at the Ouyang Language School in Khon Kaen Province.

Methodology: The sample consisted of 173 students studying Chinese at the Ouyang Language School in Khon Kaen Province, determined using Yamane's formula. Data were collected through questionnaires and analyzed using frequency distribution, percentage, mean, standard deviation, and Pearson's correlation coefficient, with statistical significance set at the .05 level.

Results: The study found that: (1) the level of factors influencing success in Chinese language education at the Ouyang Language School in Khon Kaen was high; (2) the level of success in Chinese language education at the Ouyang Language School was also high; (3) the relationship between learning motivation and academic performance was high; the relationship between family support and learning satisfaction was high; the relationship between the quality of teachers and language skills was moderate; the relationship between the learning environment and achievement of learning goals was high; and the relationship between attitudes toward Chinese language learning and the development of other skills was high; (4) recommendations for success in Chinese language education include establishing a standardized curriculum accredited by educational organizations, promoting learning activities that foster student development, organizing a diverse range of learner-centered learning activities, providing modern learning materials and equipment conducive to learning, and offering learning experiences applicable to

daily life. Furthermore, it suggests implementing high-quality education that aims to develop students' knowledge and abilities, enabling them to learn happily and achieve success in their studies.

Conclusion: The study found that success in Chinese language education at Ouyang Language School is influenced by strong learning motivation, family support, and a conducive learning environment. Recommendations include establishing a standardized curriculum, enhancing learner-centered activities, providing modern learning resources, and ensuring high-quality education to promote effective and enjoyable learning experiences.

Keywords: Relationship; Factors; Success

Introduction

In today's rapidly changing and interconnected world, language serves as a crucial tool for people from diverse cultures to communicate effectively and enhance mutual understanding. Effective communication is a key factor in promoting understanding, cooperation, and development across economic, social, and cultural sectors. Knowledge and use of foreign languages, especially English as the global lingua franca, are particularly essential for Thailand.

Ouyang Language School in Khon Kaen is a renowned institution in northeastern Thailand for teaching the Chinese language. It was founded with the aim of promoting Chinese language and cultural education for local students and those from neighboring areas. Since its establishment, the school has been committed to developing high-quality Chinese language curricula to meet the growing demand from students. Learning Chinese not only enhances language skills but also provides students with the opportunity to learn about and understand Chinese culture. This understanding is vital for fostering good relations between Thailand and China. Furthermore, proficiency in Chinese benefits students academically and professionally, opening access to educational resources and job markets in China.

However, despite the efforts of Ouyang Language School in improving Chinese language education, there is still a lack of in-depth studies on the factors influencing students' success in learning Chinese. This study is essential to help the school refine and enhance the effectiveness of its language instruction. Additionally, the research will contribute to a broader understanding of the factors affecting success in Chinese language learning, which could be beneficial for developing educational policies and instructional methods in other institutions.

This study aims to investigate the relationship between various factors and the success of Chinese language learning at Ouyang Language School in Khon Kaen. The study will examine academic, psychological, social, and environmental factors and analyze which factors play a crucial role in promoting students' success in learning Chinese. Furthermore, it will provide recommendations for improving language instruction.

In terms of academic factors, this study will focus on teacher quality and teaching methods used in the classroom. A highly knowledgeable teacher with suitable teaching methods can help students understand and learn Chinese effectively. Conversely, inadequate teacher expertise or ineffective teaching methods may lead to student disengagement and hinder comprehension.

Psychological and social factors, such as motivation to learn and family support, are also vital for fostering success in learning Chinese. Students with high motivation are more likely to put in the effort and dedication required, while family support—through encouragement and assistance—creates a positive learning environment. Additionally, the learning environment itself plays a significant role in supporting Chinese language learning. A well-equipped and suitable learning environment, such as classrooms with modern teaching tools, can facilitate effective learning. This study will analyze which aspects of the learning environment impact students' success in learning Chinese at Ouyang Language School in Khon Kaen.

As a Chinese language teacher, the researcher recognizes the challenges students face in developing communication skills, particularly in listening and speaking. Some students who learn Chinese still struggle to communicate effectively, indicating gaps in listening and speaking proficiency. The researcher is therefore interested in studying the relationship between various factors and Chinese learning success, specifically in listening and speaking skills as well as overall academic achievement. The aim is to improve students' listening, speaking, and academic performance in Chinese at Ouyang Language School. It is also noted that developing listening and speaking skills can naturally lead to improvements in other language skills. Teachers should not overlook the development of reading and writing skills alongside listening and speaking, ensuring that students acquire comprehensive language skills that serve as a foundation for advanced language learning.

This research will survey and analyze the factors affecting Chinese language learning success among students at Ouyang Language School in Khon Kaen. The results will contribute to enhancing teaching effectiveness, meeting student needs appropriately, and informing educational policy development and teaching improvements at other institutions in Thailand. This research ultimately aims to strengthen Thai students' Chinese language skills and increase their future access to educational resources and job markets.

Objectives

1. To examine the factors affecting the success level in Chinese language learning at Ouyang Language School, Khon Kaen.
2. To study the success level of Chinese language learning at Ouyang Language School, Khon Kaen.

3. To analyze the relationship between various factors and the success of Chinese language learning at Ouyang Language School, Khon Kaen.
4. To explore recommendations for achieving success in Chinese language learning at Ouyang Language School, Khon Kaen.

Literature Review

The literature review aims to gather and synthesize information from research studies related to the factors influencing success in Chinese language learning at Ouyang Language School, Khon Kaen.

Chansuk (2012) found that factors affecting high school students' success in learning Chinese in Bangkok included learning motivation, family support, teacher quality, learning environment, and attitudes toward learning Chinese. These factors are interconnected and have a significant impact on students' success in learning Chinese.

Ryan & Deci (2000) developed the Self-Determination Theory (SDT), which is foundational in understanding motivation in psychology. This theory emphasizes the role of intrinsic (internal) and extrinsic (external) motivation in shaping behavior and learning. According to SDT, humans have three basic needs—autonomy, competence, and relatedness—which, when met, lead to well-being, happiness, and success.

Gottfredson (2002) conducted significant research on cognitive abilities, defining intelligence as the capacity to analyze, solve problems, and learn from experiences. Gottfredson emphasized the importance of cognitive abilities in daily life, particularly in educational and occupational contexts, and identified these abilities as key predictors of success.

Britton, B. K., & Tesser, A. (1991) highlighted time management as a crucial skill influencing academic performance and learning effectiveness among students. Effective time management involves planning and prioritizing tasks, enabling students to work efficiently and meet deadlines.

Darling-Hammond (2000) emphasized that teacher quality is a major determinant of student success. She argued that highly qualified teachers enhance academic achievement and foster students' social and emotional skills. Essential components of teacher quality, according to Darling-Hammond, include subject matter knowledge, pedagogical content knowledge, and professional skills. Teachers with a deep understanding of subject content can clearly explain material and accurately answer students' questions. Those with effective pedagogical skills can adapt their teaching methods to meet diverse student needs. Darling-Hammond also stressed the importance of ongoing professional development for teachers.

This literature review establishes a framework for analyzing the factors that influence success in Chinese language learning. By understanding the roles of motivation, cognitive

abilities, time management, and teacher quality, this research aims to provide insights that can guide the improvement of teaching practices and learning outcomes at Ouyang Language School, Khon Kaen.

Conceptual Framework

This study on the relationship between factors and success in Chinese language learning at Ouyang Language School, Khon Kaen, is based on a review of relevant documents, theories, and research studies. The researcher adopts concepts from Chansuk (2012) and Darling-Hammond (2000) to outline the conceptual framework as follows:

Independent Variables	Dependent Variable
The following are the key factors associated with student success in learning Chinese: 1. Motivation in Learning. 2. Family Support. 3. Teacher Quality 4. Learning Environment. 5. Attitudes toward Learning Chinese	To assess success in studying Chinese, the following indicators will be used: 1. Academic Performance. 2. Satisfaction with Learning 3. Language Skill Proficiency 4. Achievement of Learning Goal 5. Development of Additional Skills

Methodology

Research model

1. The population for the study includes students learning Chinese at the Ouyang Language School in Khon Kaen, Khon Kaen Province, totaling 304 students (Ouyang Language School, 2024).

2. Sample Group Used in the Research:

The sample group consists of 173 students learning Chinese at the Ouyang Language School, Khon Kaen, Khon Kaen Province. The sample size was calculated using the Yamane formula (Yamane, 1973).

3. Research Tools:

Part 1: Includes questions about the general information of the respondents, such as gender, age, and year level.

Part 2: Contains closed-ended questions regarding the factors affecting the success of learning Chinese at the Ouyang Language School, Khon Kaen. The questions use a Likert scale with 5 levels: Very High, High, Moderate, Low, and Very Low.

Part 3: Contains closed-ended questions regarding the success of learning Chinese at the Ouyang Language School, Khon Kaen, using a Likert scale with 5 levels: Very High, High, Moderate, Low, and Very Low.

Part 4: Contains open-ended questions regarding suggestions for improving the success of learning Chinese at the Ouyang Language School, Khon Kaen.

4. Data Collection:

The researcher requested permission to collect data from the Ouyang Language School in Khon Kaen. The data collected will be analyzed and processed using a computer software program.

5. Data Analysis:

The researcher analyzed the data using statistical software for social science research. The following statistical methods were used for data analysis:

5.1 Verify the completeness and accuracy of the collected questionnaires.

5.2 Apply coding according to the coding form.

5.3 Assign numerical scores to the Likert scale with five levels as follows:

5: Very High (Highest level of factors/success)

4: High (High level of factors/success)

3: Moderate (Moderate level of factors/success)

2: Low (Low level of factors/success)

1: Very Low (Lowest level of factors/success)

Results

The study on the factors affecting the success of Chinese language learning is of great importance for student retention in educational institutions, reducing the dropout rate. This concept plays an important role in educational management planning and policy development, including:

1. General Information: The majority of the participants were female (67.63%), aged between 15-18 years old (57.23%), and in the 4th year of high school (19.02%).

2. Factors Affecting Success in Learning Chinese at Ouyang Language School, Khon Kaen: The overall factors affecting success in learning Chinese at Ouyang Language School, Khon Kaen, were found to be at a high level. When considering individual factors, all were ranked highly. The factors, in order from most to least significant based on average scores, were: Motivation to learn, followed by support from family and the community, teacher quality, learning environment, and attitudes toward learning Chinese.

3. Success in Learning Chinese at Ouyang Language School, Khon Kaen: The overall success in learning Chinese was found to be at a high level. When considering specific aspects, the ranking from highest to lowest based on average scores was: Understanding of Chinese, followed by exam scores in each subject or topic, knowledge of Chinese, and overall GPA in the curriculum.

4. Correlation Between Motivation to Learn and Academic Performance: There was a high positive correlation. The correlation coefficient was $.757^{**}$. The correlation between family support and satisfaction with learning was also high, with a correlation coefficient of $.763^{**}$. The correlation between teacher quality and language skills was moderate, with a correlation coefficient of $.602^{**}$. The correlation between the learning environment and achieving learning goals was high, with a correlation coefficient of $.849^{**}$. The correlation between attitudes toward learning Chinese and the development of other skills was high, with a correlation coefficient of $.830^{**}$, all of which were statistically significant at the .01 level.

5. Recommendations for Success in Learning Chinese at Ouyang Language School, Khon Kaen: Based on the findings, the following recommendations are made to improve the success of Chinese learning: Teachers should have teaching techniques that attract students' interest in learning Chinese. The focus should be on conversation practice through simulated scenarios. The content being taught should be suitable and applicable. Textbooks should be appropriate for the curriculum. The learning environment at the language school should be conducive to study. More emphasis should be placed on speaking Chinese. Tuition fees should be affordable with flexible payment options.

Discussion

Hypothesis 1: The factors affecting success in learning Chinese at Ouyang Language School, Khon Kaen, were found to be at a high level. The findings support this hypothesis. This is due to the students' desire to improve their skills in speaking, reading, and writing Chinese, as well as the acceptance from others and the community. The support from family, peers, and teachers, along with the teachers' sufficient knowledge and teaching skills, have contributed to this success. This is consistent with Tinto's (1993) analysis of factors affecting student retention and success in educational institutions, where family and community support play a crucial role in students' success. Tinto emphasized that personal, social, and cultural factors, including emotional readiness, learning skills, and community support, influence student persistence in educational settings.

Hypothesis 2: The level of success in learning Chinese at Ouyang Language School, Khon Kaen, was found to be high. This supports the hypothesis. The classroom environment was well-equipped, comfortable, and conducive to learning. The clean, safe, and organized environment, along with the easy accessibility of the school in the community, further contributed to student success. Additionally, Chinese is recognized as a global language, widely accepted and useful, which has helped gain the support of parents, relatives, and society. This finding aligns with Horwitz (2001), who analyzed the learning environment in foreign language classrooms. A supportive and open classroom environment enhances

students' confidence and success, particularly when anxiety is managed, leading to improved learning outcomes in foreign language acquisition.

Hypothesis 3: The relationship between factors and success in learning Chinese at Ouyang Language School, Khon Kaen, was found to be high. The study revealed the following relationships:

Motivation and Academic Performance: A high correlation was found, meaning that students who were motivated to learn Chinese showed greater focus and interest, leading to better academic outcomes.

Family Support and Satisfaction with Learning: A high correlation was found, indicating that family and community support, both direct and indirect, encouraged students' interest and satisfaction with learning Chinese.

Teacher Quality and Language Skills: A moderate correlation was found, suggesting that when teachers possess adequate knowledge, teaching techniques, and methods, students are better able to speak, read, and write Chinese effectively.

Learning Environment and Achievement of Learning Goals: A high correlation was found, meaning that when the learning environment (such as classroom equipment, atmosphere, and location) is prepared, students are more likely to achieve their learning goals successfully.

Attitudes toward Learning Chinese and the Development of Other Skills: A high correlation was found, indicating that students with a positive and open attitude toward learning Chinese were more likely to develop various other skills as well. This is consistent with the study by Gardner and Lambert (1972), which found that positive attitudes toward teachers and the language being studied are linked to success in foreign language learning. Motivated students, particularly those with integrative motivation, are more likely to succeed in learning a second language.

Conclusion

1. General information found that most of them were female at 67.63 percent, aged 15-18 at 57.23 percent, and were in Mathayom 4 at 19.02 percent.

2. Factors affecting success in studying Chinese at Ouyang Khon Kaen Language School, Khon Kaen Province, found that the overall level of factors affecting success in studying Chinese at Ouyang Khon Kaen Language School, Khon Kaen Province, was at a high level. When considering each aspect, it was at a high level in all aspects. Ranked by average from highest to lowest were: motivation for studying, followed by support from family and community, teacher quality, teaching environment, and attitude towards studying Chinese.

3. Level of success in studying Chinese at Ouyang Khon Kaen Language School, Khon Kaen Province, was at a high level. When considering each item, it was at a high level. Ranked by average from highest to lowest were: Chinese comprehension results, followed by test

scores in each subject or topic, Chinese knowledge results, and overall grade point average in the curriculum.

4. The relationship between motivation for studying and academic results had a high relationship. The correlation coefficient is .757**. The relationship between family support and learning satisfaction is at a high level. The correlation coefficient is .763**. The relationship between teacher quality and language skill ability is at a moderate level. The correlation coefficient is .602**. The relationship between teaching environment and learning goal achievement is at a high level. The correlation coefficient is .849**. The relationship between attitude toward learning Chinese and developing other skills is at a high level. The correlation coefficient is .830**, which is a positive relationship with statistical significance at the .01 level.

Recommendation

Objective 1

1.1 Encourage students' attitudes toward learning Chinese by highlighting the benefits, such as broadening opportunities for further education and the potential for earning income or creating career opportunities.

1.2 Improve the learning environment by decorating classrooms with inspiring images and materials. Arrange tables and chairs in a way that promotes effective learning.

Objective 2

2.1 Enhance students' satisfaction with the learning environment and facilities, such as classrooms, tables, chairs, tools, learning materials, and media.

2.2 Promote students' ability to achieve their learning goals in speaking, reading, and writing Chinese. Additionally, help them realize the potential to earn income or create a career through their Chinese language skills.

Objective 3

Support the development of teachers' skills in conveying knowledge and abilities in Chinese language instruction. When teachers possess sufficient knowledge, teaching techniques, and methods, students can learn better and improve their speaking, reading, and writing skills in Chinese.

Objective 4

Ensure that the learning environment, both inside and outside the tutoring school, is conducive to teaching. This includes organizing conversation-based learning, simulating real-life situations, and emphasizing writing skills while offering techniques to engage students effectively.

Suggestions for success in studying Chinese at Ouyang Language School, Khon Kaen, Khon Kaen Province When considering each item in order, the recommendations are: teachers have teaching techniques that will attract students to study Chinese, should focus on

conversation lessons by simulating various situations, students cannot apply knowledge if the content they study is not appropriate, should have a textbook that is appropriate for the curriculum, should create an environment in the tutoring school that is suitable for studying, should emphasize more on speaking Chinese, and should be able to pay in installments.

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