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The Stakeholders and Image Building of Academic Institutions

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Abstract

Relevant stakeholders to academic institutions are essential to the institutions' operations and activities, and potentially receive both positive and negative impact from their institutional activities. As a result, expectation of different groups of stakeholders should be monitored and well managed. The key points consist of the following: determining stakeholders, compilations and analysis of expectations, responding to expectations, monitoring and evaluation. Importantly, the administrators of academic institutions should support the relevant stakeholders' participation. Key factors which administrators need to adhere closely are as follows: First, setting a clear vision and mission that reflects the philosophy and policy of the institution through ways of behavioral observations, symbols and communications. Second, institutional identity must be clearly defined and obviously established. Third, integrated marketing communications by means of internal and external communications should be imposed and acted upon. Fourth, positively creating the image and reputation of the academic institution through stakeholders' engagement, and finally, producing future stakeholders by way of mounting and finding prospects, which could be gained from carrying out effective communication channels between the institution and stakeholders, building positive images and perceptions on identity and reputation of the institution.

Introduction

The management of academic institutions is in dynamic environments and conditions of competitive advantages. These conditions affect academic professions and institutions, especially the quality of academic management, organizational structure, human resources and budget management, in line with the concept of decentralization and stakeholders' participation. According to National Education Act B.E. 2542 (1999) (Ministry of Education, B.E. 2013), Educational Reform emphasized learner-centered development, curriculum

and learning contents, learning process management within the formal and non-formal educations, systematic reform of teachers, scholars and relevant academic staff. The main purposes were to enhance the development and quality of academic scholars, to reform academic management, to contribute management resources for educational purpose, and to improve educational quality assurance system. Due to the enforcement of National Educational Act B.E. 2542 and environmental changes, relevant stakeholders to academic institutions play important roles in the standard of educational

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management, based on learner-centered development and educational quality assurance.

In order to build up the institutional image via the stakeholders' participation, the institution should have better understanding of stakeholders, management of their expectations and process of institutional image.

Stakeholders

Stakeholders refer to individuals, groups, communities or organizations that are interested and able to affect the performance and activities of the organization. The activities and performance of the organization have both positive and negative impacts on stakeholders. Similarly, Freeman & McVea (2001) defines stakeholders as individuals or groups that can create impacts and/or be affected by business operations or activities related to the organization. Stakeholders consist of people within the organization (such as employees, etc.) and outsiders (such as customers, government agencies, competitors, vendors of production factors, industrial groups, etc.). Stakeholders are divided into 3 groups as follows.

1. Key stakeholders have important influences on the success and activities of organization such as customers, suppliers and creditors etc.

2. Primary stakeholders have both positive and negative impact from the activities of the organization such as raw material suppliers, business partners, community and society.

3. Secondary stakeholders are not directly involved in the activities of the organization such as government agencies, mass media, external organizations.

Stakeholders in each group have different expectations from different organizations. Responding to the expectations of administrators' stakeholders is in accordance with the stakeholder theory, developed from Barnard's concept. Barnard (1938) proposed a positive view of administrator in supporting social responsibility. The concept, based on the theory of stakeholders, aims to consider stakeholders, to respond to the expectations of stakeholders, to increase more social responsibility and to focus on the silent stakeholders. Thus, the theory of stakeholders is related to stakeholder management by considering need, interest and effect arising from policies and activities of the organization's operations. The stakeholders are important part of the success or failure of the organization (Freeman, Wicks, & Parmar, 2004).

Management of stakeholder expectations of educational institutions

The importance of stakeholders contributes to the organizations' success. Therefore, the administrators should consider the guidelines for responding to the expectations of the stakeholders of educational institutions. The processes are classified as follows.

1. Determining stakeholders

Stakeholder identification is varied in different organizations. The determination of stakeholder will be considered as:

1) A person who is directly or indirectly affected from the organizations' operation.

2) A person who can create both positive and negative effects on the organization.

3) A person that the organization must have legal responsibility.

The stakeholders in educational institutions are composed of:

1) Learners are the customers of academic institutions. The learners are stakeholders who are directly affected by curriculum, teaching and learning management and administration of academic institutions.

2) Parents of learners are the customers of academic institutions and have direct relationships and significant influence on the learners for selecting the schools. In addition, they provide scholarships to the institutions and monitor the progress of the learners, as a result of the teaching and learning of institutions.

3) Agencies are important stakeholders who influence the institution for policy formulation and the implementation of curriculum. There are the follow-up of the institutions' performance. If the institutions are categorized as public entities, the agencies will be considered as main sources of funding for academic institutions.

4) Teachers and academic staff or employees in educational institutions are important stakeholders and valuable resources for implementing the curriculum to effective and qualified teaching management and directly affect the learners.

5) Owners of funding are from both public and private institutions. It is essential to use funds for implementing various activities of academic institutions. Such funds are from government agencies and external private agencies that support academic institutions. However, when the institutions have not paid for the exchange of assets or resources from external parties or organizations, such transaction will be referred to as

short-term source of funds for institutions.

6) Partners of academic institutions are fundamental stakeholders of the institutions. The partners of academic institutions consist of suppliers of materials, tools for teaching and learning management and administration, beverage suppliers for serving students, partners and academic staff.

7) Competitors of academic institutions are the stakeholders who have mutual relationships. The competition of institutions affects continuous improvement of educational quality. In this regard, under the context of similarities and differences of institutions, academic administrators must carefully consider the determination of competitors to compare the benchmark for educational quality.

8) Society and communities, especially surrounded by the institutions, have been affected by their academic activities. The institutions are perceived as learning resources for the students and eventually influence the development of the curriculum.

9) Other relevant organizations focus on the performance and activities of academic institutions, such as the Office for Educational Standards and Quality Assessment, Internal Audit, Organizations related to educational research and development, Non-governmental organizations (NGOs). In addition, academic institution, to be accepted and lawful, must have responsibility for implementing the designated guidelines.

Determination of stakeholders of educational institutions may be reviewed periodically according to environmental changes.

2. Compilation and analysis of expectations

According to the determination of stakeholders of academic institutions previously mentioned, the administrators must pay attention and consider the responsibilities of the management in order to meet the expectations of all stakeholders with a balanced method. Therefore, the information of the stakeholders' expectations is important for administrators with the following details.

2.1 Various methods and tools are used for gathering expectations of all groups of stakeholders such as:

- 2.1.1 Questionnaires
- 2.1.2 Conferences and small group meetings
- 2.1.3 Discussions
- 2.1.4 Brain storming
- 2.1.5 Shared opinions through social media
- 2.1.6 Stakeholders' documents and

certificates

Time frames for gathering expectations are periodically and continually proceeded.

2.2 Analysis of stakeholder expectations, after the process of gathering the stakeholders' expectations, is implemented in the following order:

2.2.1 Classification of group expectations is the criteria of similarities and differences such as expectations for teaching and learning, environment management, personnel management, budget management and financial courses.

2.2.2 Assessment of expectation impact is a process of evaluation in both positive and negative aspects. The institution might respond or not respond to such expectations. The assessment will evaluate the impacts that have occurred on educational institutions and other stakeholders of institutions.

2.3 Prioritization of impacts from expectations groups are divided into 2 groups as follows:

Group 1 The Educational institutions' expectations are immediately implemented by spending small amounts of budget and without negative impact on other stakeholders. On the contrary, there are positive impact on the institution in accordance with the philosophy and identity of the institution.

Group 2 Expectations require further information such as the budget for long term operation, inconsistency with the policy of institution and negative impact on stakeholders.

In line with prioritization of such expectations, the administrators are able to determine the activities and plans of the educational institutions in short and long terms.

3. Responding to the stakeholders' expectations

In response to the expectations of stakeholders, the administrators must consider prioritizing of plans, projects and activities, including preparing budgets and mobilizing other resources to carry out such expectations. In this regard, the management must create the participation of stakeholders affected by such actions, including risk management plan.

4. Monitoring and evaluation

Monitoring and evaluation of the operation are during the implementation of plans, projects and activities or after the completion. The administrators should determine the results and impacts from the operation. The results and effects are in both monetary and non-monetary forms, as shown in Figure 1.

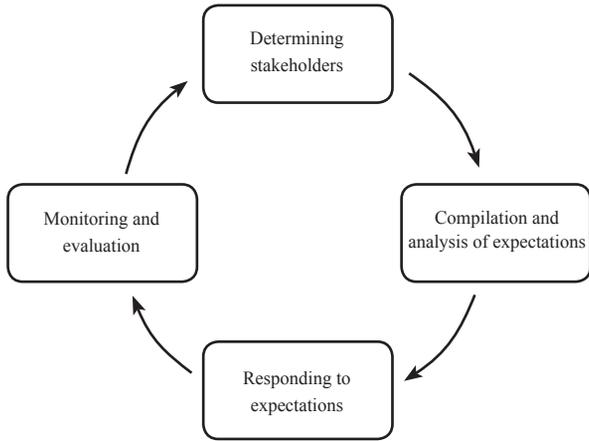


Figure 1 Management of stakeholder expectations

In addition to the management of stakeholders' expectations, as one of the basic stakeholders' management guidelines, the administrators should focus on 'Corporate Image Building' by stakeholders.

Corporate image building by stakeholders

In the business sector, the administrators should pay attention to image, as an integral part of management. Even though the image is abstract, it is a part of the business success. Image, within an individual thought, is a result of direct or indirect experience of an individual. According to Kotler (2000), the image defined as belief, thought, impression of individual on a particular thing. Corporate Image, therefore, is a picture within an individual's mind for the organization. Furthermore, Jefkins (1993) referred the image to organizational image that people have recognized, perceived and experienced. Such images included management, product and service of the organization, communication activities and operations (Marken, 1994). However, the image is not a sort of deception or propaganda without facts.

The process of creating organizational image by stakeholders is shown in Figure 2

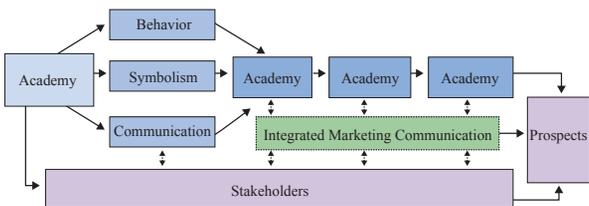


Figure 2 The process of creating organizational image by stakeholders
Source: Developed from Alessandri (2001)

Figure 2 shows the process of creating corporate image by stakeholders. The academic institutions can apply the image creation process through the following steps:

1. Setting a clear vision and mission: The vision and mission of an academic institution reflects the underpinning philosophy and policies of the institution (Abratt, 1989). From the abstract to the concrete, the stakeholders have a perception of images with a tangible form. All administrators and staff should have thorough understanding of the vision, mission, philosophy and policy of the academic institution. Therefore, they will be able to create the clarity for other groups of stakeholders. The institution creates a clear and concrete education through 3 mechanisms: behavior, symbols and (in) direct communication (Bronn, 2002) as follows:

1.1 Behavior is the practice of academic institution by providing better understanding of stakeholders. The purpose is to apply the vision, mission, philosophy and policy of the institution to the implementation level and to become 'Corporate Culture'. In this regard, the administrators of the academic institution should insert, review, mention, describe and adhere as a guideline for the regular and continuous operation, in order to increase other stakeholders' recognition and understanding, which eventually becomes knowledge.

1.2 Symbolism is representative and marketing position of the academic institution. The symbol of the institution is shown to the stakeholders to recognize and understand in a variety of forms such as logos, colors, slogans, typefaces and uniforms. In addition, the symbol also includes environment management, supporting the learning skill, safety and expressed behavior of learners. However, the expression of the symbol brings about the recognition of stakeholders through visual and feeling (affection).

1.3 Communication is a process of sending news, information of academic institutions to stakeholders. The communication of the administrators requires a variety of channels to all groups of stakeholders including documents from academic institutions, signs, announcements in social media, formal and informal meetings (e.g., orientation, meeting or conversation, greeting). Two-way communications allow the executives to answer questions, clarify and receive the messages of stakeholder expectations. This communication should be done consistently.

Information for communication reflects current data and future data (outlook), especially the development data of academic institutions and possible changes. However, such information must clearly show the clarity and concrete of the vision, mission, philosophy and policy. Symbol, media and staff of academic institutions are communication tools.

2. Setting a Clear Institutional Uniqueness and Identity: Each academic institution sets their own institutional uniqueness and identity. The determination of institutional uniqueness and identity have to be consistent with institution's philosophy and vision and it is the duty of the institution's administrator to concretize such uniqueness and identity so that the stakeholders would be able to see, capture, be aware, and experience them through integrated marketing communication. Before imposing any integrated marketing communication activity, the relevant administrators and personnel in the academic institutions must have awareness, understanding and be a part of working in academic institutions.

The objectives of setting a clear institutional uniqueness and identity are:

2.1 To make stakeholders to feel confident, understand, impress and accept in teaching methods and operations of academic institutions;

2.2 To make targeted stakeholders to response to the motivation derived from institutional uniqueness and identity, for example, encourage collaboration in mobilising resources and communicate with other stakeholders to promote operation of academic institutions;

2.3 To create a good image for academic institutions so that stakeholders would have a good attitude and communicate good information to the prospect stakeholders in the future.

Creating clarity of institutional uniqueness and identity for academic education varies amongst each institution as it depends on each institution's uniqueness and identity. Some institutions' uniqueness and identity may be based upon learning results of the learners so in this case the relevant academic institution should develop its teaching methods, curriculum and varying learners' characteristics in such a way that the institutional uniqueness and identity would appear in learners. However, the institutional uniqueness and identity of academic institutions must not be complicated (Simplicity) and can be developed into a variety of creative ideas with uniqueness and relevance (Gray & Balmer, 1998).

3. Integrated Marketing Communication (IMC): This is a process of properly using and integrating a variety of marketing communication tools. The concept of planning a marketing communication recognises value creation derived from market strategy planning which covers an assessment of the role of marketing communication and also creates clarity, consistency and maximum impact of communication (Barker, 2012) with the goal aiming to create stakeholders' behaviour through their perceptions which result in knowledge and good affection towards the institution and thereby passing from stakeholders to other persons through word of mouth.

Integrated marketing communication is an integral part of academic institutions' strategy to make stakeholders understand and feel impressed towards teaching methods, curriculum, and an overview operation of the academic institution. Such communication can be categorised into two categories:

1) Inside - Out: Academic institutions send information that needs to be presented to all groups of stakeholders;

2) Outside - In: Academic institutions offer information that is in line with expectations and needs of the stakeholders.

Proctor & Kitchen (2002) suggests that the successful marketing strategies in the 21st Century is due to successful communication strategies as well as creative thinking that integrates communication activities which give attention to the needs of customers and stakeholders on which information they want to know (outside - in). An integrated marketing communication on stakeholders of academic institutions consists of the following activities:

1) Organizing projects/activities which require engagement of stakeholders (activities). The administrator has to encourage engagement from various groups of stakeholders equally by paying attention and balancing between all groups of stakeholders, for example, inviting a stakeholder to be a special guest to provide a lecture for learners, asking a stakeholder to organise activities for learners, organizing sports activities, hosting events on special dates as well as planning, mobilising resources and jointly evaluating the consequences of the projects/activities.

2) Organizing special training and educating activities (special training) - for example, providing information for parents on matters in relation to students or hobbies, organizing special training such as cooking demonstrations for children, providing academic

counselling, observational studying and job training for academic personnel in the academic institution and within its network. . Such special trainings, however, should be consistent with the institutional uniqueness and identity of the academic institution (corporate identity).

3) Organizing performance exhibitions - academic institutions should aim to organise a monthly exhibition each semester in order to demonstrate learner's development by setting particular themes for each exhibition. The content of an exhibition should preferably cover the three following topics:

3.1) The learners' development results in various areas by displaying the learners' work;

3.2) The process adopted in developing the learners which is consistent with the institutional uniqueness and identity;

3.3) The research result/audit conducted by teachers and other personnel within academic institutions with an aim to further develop the learners;

3.4) Special activities organised by the academic institution to develop learners' characteristics.

In organizing an exhibition which aims to demonstrate the performance of the academic institution, it is important for learners, parents, teachers, administrators, academic personnel and other stakeholders to actively participate by presenting their own performance such as exhibiting their works, organizing special events including play sand prize winning games. These activities are considered as part of the exhibition.

4) Launching the new curriculum of the academic institutions (product launching presentation) which is an activity aiming to launch new courses both short-term and long-term courses in the form of academic programmes and other skill development programmes for learners. The launch of the courses must focus on stakeholders' engagement so that they would be best informed about the requisite details and get "the picture of success" which would be derived from enrolling in the courses. Moreover, it should focus on other components relevant to the new curriculum of academic institutions such as organizing a press conference along with an open house, allowing members of the public to visit the academic institution.

5) Organizing an open house (open house) - an activity which allows the public and other stakeholders to visit an academic institution and to observe the development in teaching methods. The open house may

be organised jointly with the launch of the new curriculum or timed to coincide with an exhibition being held by the academic institution.

6) Organizing a road show to disseminate public information about the institutions' performance (road show) - an activity outside an academic institution which requires the use of various materials and equipment including several types of media such as documents, videos, etc. The most significant feature of the road show is the stakeholders which consist of learners, personnel of the academic institution, parents, administrators and other relevant stakeholders which can be considered as a medium and representative in presenting academic institutions' performance to the public and other institutions. The road show includes, for example, an academic exhibition and an academic conference showing learners and teachers works.

7) Organizing a meeting (meeting) - In addition to the semester orientation, a meeting of the academic institution should be organised continuously every semester. This process focuses mostly on the presentation of policy and regulations of the academic institution. The frequency of the meetings depends on the differences between the various groups of stakeholders. The purpose of the meetings is to provide information and the development of the institutional education and to clarify the facts and their justification as well as to listen to comments and feedbacks from the stakeholders. Such meetings may be organised in the form of an annual parents meeting, monthly meetings of the academic institutions' personnel, or a small group of parents meeting for each particular course.

8) Organizing social and community services (service) - the academic institution must pay attention to the surrounding societies and communities. As stakeholders, they may have significant impact on the success of the academic institutions. Therefore, the academic institutions should continuously organise events providing social and community services which are in line with the needs of the surrounding societies and communities, for example, organizing service activities, participating in significant community activities, and providing counsel and community assistance.

9) Creating a network (network) - In academic administration, having a network is crucial. The network of the academic institutions may consist of those in the academic field such as other academic institutions located in the same area, other local or foreign

academic institutions which provide a higher or lower level of education. It would involve an exchange of knowledge and other academic resources within the network. Besides the academic network, the non-academic network is also integral for the success of the academic institution - for example, environmental and social organisations, public charity organisations, government and private agencies. The academic institutions may create a network through a memorandum of understanding (MOU) or a request for cooperation or assistance in organizing particular activities.

10) Creating public relations - Academic institution may make public relations in various forms depending on the variety of the targeted stakeholders, for example, advertising boards, printed publications and documents distributed by academic institutions, online social media, radio, and books. In choosing the form of public relations, it is significant to consider the targeted stakeholders as well as the cost and expected likely responses that will be elicited from various forms of public relations and at academic institutions which may conduct via research surveys regarding the use of public relations media so that the promotion of the academic institution would be most effective.

4. Building the image and reputation of the academic institution: Following the marketing communication activities to present the particular uniqueness and academic identity of the institution through stakeholders' engagement. Such engagement can make stakeholders more aware and knowledgeable and obtain a positive impression of the academic institution and thereby encourage them through word of mouth communication to positively convey the uniqueness and identity of academic institution which as a result would build on and enhance the academic image and academic reputation of the institution.

The process derived from the creation of the institutional uniqueness and academic identity of academic institutions which was done by the institution through an analysis of the data on stakeholders which resulted in an academic image is a self-referential process which shows that the institutional uniqueness and identity is connected to academic image and they cannot be clearly separable (Christensen & Cheney, 2000; Christensen & Askegaard, 2001).

5. Identifying prospect stakeholders (prospects): This is a result of stakeholders' communication on the uniqueness, identity, image and reputation of the academic institution through word of mouth on information

regarding the academic institution to prospective stakeholders. The process of building prospective stakeholders is a result derived from the behavioural expression expressed from the academic institution to the stakeholders through the continuous and consistent use of symbols and integrated marketing communication which aims to respond to the expectation and needs of the stakeholders.

The success of the academic image building by stakeholders, however, may vary depending on the academic institution's administrator attention, availability of resources in searching for the expectation gap of the stakeholders and aspects that the academic institution wants to convey in terms of the message to such stakeholders (Reichart, 2003) through developing further integrated marketing communication activities.

Conclusion

At present, stakeholders in academic institutions are interested in and can have an impact on the performance and activities of academic institutions. At the same time, they are also affected, both positively and negatively, from such academic institutions' activities. Therefore, administrators of academic institutions are required to proactively manage stakeholders' expectations and respond accordingly to their needs which may in all likelihood vary between different groups of stakeholders. This includes determining and delineating between various stakeholder groups, compiling and analysing stakeholders' expectations and responding to such expectations as well as monitoring and evaluating the results. It is important for administrators to encourage stakeholders' engagement in order to build the reputation of the academic institution. This can be done through the following activities:

1. Setting a clear vision and mission that reflects the underpinning philosophy and policies of the institution through a variety of mechanisms including but not limited to behavioural observations, symbols and (in) direct communication;

2. Defining and setting forth a clear and concrete institutional uniqueness and identity so that stakeholders can see, capture, be aware, and ultimately experience them;

3. Employing integrated marketing communications which as a process consists of a variety mix of the marketing communication tools. This element of communication should be an integral part of an academic institutions' strategy to create stakeholders'

awareness which can result in building knowledge and encouraging stakeholders' engagement behaviour. Integrated marketing communication can be done through such means as internal communication, where academic institutions send information that needs to be presented to all pertinent groups of stakeholders, and external communications, where academic institutions offer information that is in line with the expectations and needs of such stakeholders.

4. Creating an image and reputation for the academic institution through stakeholder engagement which at the same time creates an awareness on the uniqueness and identity of the academic institution among such stakeholders and through analysing such data may lead them to gain a deeper knowledge and obtain a positive impression of the institution which in turn can lead to the enhancing and building of a credible and salient image and reputation for the academic institution.

5. Identifying future prospective stakeholders arising as a result of effective communication between the current stakeholders on the academic institutions' uniqueness and identity as well as image and reputation of the academic institution to such prospective stakeholders.

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Driving Factors of Passenger Satisfaction Affecting Airport Service Quality: A Case of Airport for Low Cost Carriers

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Abstract

Several factors have brought all Thai airports to review their service quality and passenger satisfaction due to the nation's aspiration to become an aviation hub of ASEAN and its extension, the reliance of national revenue on travel and tourism sector amid emergence of new destinations and more vigorous stance of neighboring countries in regards to tourism promotion, and an ever more intense competition among airports that accentuates the non-aeronautic revenue streams.

Managing Airport Service Quality – ASQ is not an easy task especially as number of travelers frequenting the airports outpace the increment and renewal of airport facilities especially for airports serving mainly budget airlines (LCC) that need to turn the services rendered to a large number of passengers quickly on a limited budget. The management of the airport seeks to identify factors that drive passengers' overall satisfaction of the airport.

This study, therefore, aims to (1) Examine service quality rated by passengers of the studied airport (2) identify factors that drive overall satisfaction of passengers, (3) Examine other factors that might improve the service quality rating, and (4) to propose guidelines for the airport to improve service quality evaluation.

A self-administration survey was conducted with 340 domestic and international passengers using composite variables with normal score distribution (z-score is lower than 3.29) and for variables using interval scales to measure was conducted during the 4th quarter of 2018. Service items were categorized into 5 categories namely (1) Venue and Ambiance, (2) Effectiveness of the Accessibility and Directions Guiding (3) Efficiency of Process, (4) Discretionary Activities, and (5) Quality of Interaction with Service Personnel. The survey results showed that (1) all service components are significantly and positively correlated with overall satisfaction of the airport. (2) The factor that drives overall satisfaction of passengers is "Interaction with Service Staff" (3) Factors that might improve the service quality rating is "venue and ambiance" service component. (4) Guidelines for the airport to improve service quality evaluation is upgrading of venue and ambiance as well as the accessibility to the airport.

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Introduction

Promotion of Thailand to become Asia-Pacific's air transportation hub has been one of the major policies of several administrations. The present administration has announced such a policy as a prioritized agenda in its twenty-year national strategy and ordered a concrete orchestrations of efforts and resource relocations among various government authorities, private sectors and international organizations (Department of Public Relations, 2017). The strategy is tightly linked to the strategy to create variety in tourism for sustainable development as airports are the first point of destination impression generation and the link between origin destinations of foreign travelers (Fodness & Murray, 2007; Manulang, Bendesa, & Putra, 2015; Office of the Prime Minister, 2018). Strengthening airport competitiveness is, therefore, of high priority for Thailand's socio-economic development.

Currently, Bangkok, the capital city of Thailand has two airports. The newer and larger one Suvarnabhumi Airport serves mainly full-service airlines and is located to the east of Bangkok while the older and smaller airport Don Mueang is located in the north of Bangkok and mainly serves low-cost carriers – LCC. While the adoption of LCC among both international and domestic travelers are on the rise, the second airport is operated in various constraints ranging from space, venue, and operational constraints. The situation is coupled with the rise in number and quality of facilities of airports in competing destinations. Sustenance and improvement of passenger satisfaction is, consequently, the key to not only the airports but also the country as a tourism destination.

Airport Industry and the Studied Airport, Traditionally, airports were regarded just as transportation terminals and a public space where passengers had no choice but to follow the decisions of airlines who choose to include particular airports in their routes (Fodness & Murray, 2007). Advancement of transportation technology, higher relative purchasing power of the general public, a more overt stance of previously socialist countries and liberalization of air transportation are among uncountable factors contributing to higher demand of air transportation and, consequently, larger and more sophisticated airports (Wilson, Zeithaml, Bitner, & Gremler, 2012; Fodness & Murray, 2007; Bezerra & Gomes, 2016).

Liberalization of air transportation, in particular, has made the competition among airports ever intense and the key success factors of airports are now

efficiency of the facility usage and service quality (Fodness & Murray, 2007; Lupo, 2015; Bezerra & Gomes, 2016). Despite the fact that passengers choose their departing or arriving airports from airlines' choice and location and direct customers of airports are airlines not passengers, it is believed that their satisfaction with airport service quality is an intervening factor of how airlines choose to include particular airports into their routes (Fodness & Murray, 2007). Airport market demand is fluctuating on the air transportation demand which is, by nature, cyclical on economic conditions (Fodness & Murray, 2007). Intense competition among airports force airports' managements to promote their service fees to airlines making revenue of airports decline. In such a light, airports actively seek measures to maximize non-aeronautical revenues such as from retail, food and beverage and other services that passengers consume while waiting to board (Fodness & Murray, 2007; Bezerra & Gomes, 2016; Pandey, 2016).

The two key success factors of airports; efficiency and service quality, unfortunately, often contradicts one with another. When airports would like to increase its efficiency, they normally take in more flights and shorten the turnaround times, service quality rendered to customers often decline. Service quality has become harder and harder to sustain and improve for airports that serve LCC as the airline business model is solely driven by efficiency (Channoi, Pitsaphol, & Deeprasert, 2016; Bezerra & Gomes, 2016). It can be argued that management of service quality for airports serving LCC is both difficult and complex given the operational environment and business models. The case is even more complicate for the studied airports that are constrained spatially, regulatorily, and operationally.

The studied airport is a secondary airport of Bangkok located in the northern strip of the capital city. The airport used to be the major airport since 1914 until the opening of the current major airport in 2006. The airport is closed for over a year and reopened again in 2007 to accommodate the rising demand of LCC connecting Bangkok to 49 domestic and international destinations. Each year, it serves more than 38 million passengers.

There are two terminals operated in the studied airport. Terminal one is for international flights and terminal two is for domestic flights. As terminal two was reopened later for domestic flight, its facilities are newer and better maintained. The traffic for international flights at terminal one is highly congested

with insufficient waiting areas and toilets. Service quality rating for international flights should be lower than domestic flights consequently.

The airport itself faces several limitations. Spatially, the airport is flanked by the air force, and Vipavadi Rangsit Road. Spatial limitation makes it almost impossible to expand the airports and its support facilities including parking space and airport terminals. Operationally, it cannot stop operation for renovation and expansion of the terminals due to tight schedules and high traffic demands. Compared to the major airport, the airport is closer to the city but smaller with older facilities and not well-designed. In such a light, management of customers' perceived service equality becomes a big challenge for the studied airport. Airport space can be divided functionally into three areas namely access interface, processing areas and flight interface (Pandey, 2016). Access interface refers to the areas where passengers access to and depart from the airport. Processing Areas include all areas where passengers are processed ranging from ticketing, check-in, security inspection and boarding. Flight interface refers to the interaction between passengers and airlines which normally take place after passengers board the aircraft. The last area is beyond the scope of this study. Activity wise, airport services can be divided into two major types namely process activities and discretionary activities (Bezerra & Gomes, 2016; Pandey, 2016; Cholkongka, 2019). Process activities include all services required for passengers to board the aircraft which tend to be similar across countries and are mostly demanded by law. They range from check-in to security screening and boarding. Process activities are normally evaluated on its efficiency, waiting time and courtesy of staff. Discretionary activities refer to services that passengers can voluntarily consume while waiting to board the aircraft. They are usually evaluated on the variety, and leisure of alternatives (Arif, Gupta, & Williams, 2013; Bezerra & Gomes, 2016; Pandey, 2016). The main motivation of air passengers is the smooth transfer from land to air transportation, the importance of process activities should outweigh the importance of discretionary activities. While process activities are usually concerned with how effective the airport services are in getting through the airport terminals as well as the quality of encounters with airport and airline personnel, discretionary activities are usually assessed on how well they can make the waiting time more productive and well-maintained (Fodness &

Murray, 2007).

Airport services for this study can therefore be grouped into five categories namely venue and ambiance, Effectiveness of accessibility and direction guiding, efficiency of process, Discretionary activities, and quality of interaction with service personnel.

Considering the motivation of service of air passengers, efficiency of process and quality of interaction should be the critical determinant with overall satisfaction with the passengers' experience with studied airports.

Objectives

1. Examine the service quality rated by passengers of the studies airport,
2. Identified factors that drive overall passenger satisfaction,
3. Examine factors that might improve the service quality rating, and
4. Propose guidelines for airport service quality.

Conceptual framework

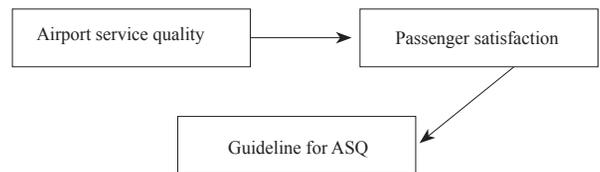


Figure 1 Conceptual framework

Research methodology

A survey questionnaire was designed comprising of 43 items asking flight information, frequency of flight taking, purpose of flights, service quality rating, relative importance ranking, and passengers' in-airport behaviors.

Composite variables were computed with reliability criteria of Cronbach's alpha of 0.70 and above. For composite variables with normal score distribution (z-score is lower than 3.29) will be further processed statistically. Variables that fail with normal score distribution criteria (z-score higher than 3.29) will be processed using non-parametric statistical processes.

For quantitative research, a self-administered survey was conducted with 340 respondents recruited using stratified random sampling where flights were selected by airport's management in English, Thai, and Chinese and variables using interval scales to measure,

due to no absolute zero, scores ranging from 1.00-1.80 are categorized in “improvement needed” zone, scores ranging from 1.81-2.60 are categorized in “poor” zone, scores ranging from 2.61-3.40 are considered “fair” while scores ranging from 3.41-4.20 is considered good. Scores ranging from 4.21-5.00 are considered excellent. To find the service component that contribute most to the overall satisfaction, correlations between composite variables and overall satisfaction were computed. Mean scores of satisfactions towards different service components were also compared between travelers of different profiles using analysis of variance (Aron, Aron, & Coups, 2008; Manning & Munro, 2007; Neuman, 2011).

For qualitative research implementation of a semi-structured in-depth interview with 10 key informants who were willing to provide transcendent views on their experience with airport service quality of the studied airport conveniently recruited at the end of the quantitative survey.

Results

Out of 340 respondents, 196 (equivalent to 57.6%) were female and 144 (equivalent to 42.4%) were male. One of them (equal to 0.3%) failed to provide the information. The majority of respondents were aged between 26-54 years (84.7%).

Nationality wise, majority of the respondents were Thai and Chinese (255 passengers equivalent to 62%, and 39 respondents equivalent to 11.4%, respectively). Respondents mainly traveled for leisure purpose (165 respondents equivalent to 48.4%). As for class of service, majority of respondents (316 respondents equivalent to 92.9%) traveled on the economy class and 83% of them (284 respondents) engage in air travel 1-6 times within past six months.

Most respondents travel within the country (212 respondents equivalent to 62.2%) followed by developed country international destinations (49 respondents equivalent to 14.4%) and CLMV sub-region (34 respondents representing 10% of total sample).

Five composite variables were computed according to the priori theory namely Venue and ambiance, Effectiveness of accessibility and direction guiding, Efficiency of process, Discretionary activities, and quality of Interaction with Service Personnel. The first composite variable was computed initially from 6 items. Deleting one item “Quality of internet signal” was excluded from the composite variable due to higher reliability if such an item is deleted. The composite

variable “venue and ambiance” was calculated by averaging the score of the five question items shown in Table 1. The composite variable is reliable (Cronbach’s alpha = 0.893, > 0.70) and valid (item-to-total correlation is higher than 0.5) (Manning & Munro 2007; Morgan, Barrett, Leech, & Gloeckner, 2019). The score of such variable is normally distributed (z-score = 1.688, < 3.29 critical value for sample size larger than 300) (Tabachnick, Fidell, & Ullman, 2007; Manning & Munro 2007). The composite variable is, therefore, ready for further statistical processing.

Table 1 Composite variable “venue and ambiance”

Component variables	Mean	S.D.	Z-Score	Item-to-total correlation
Adequacy of toilets	3.565	1.073	2.219	0.724
Cleanliness of toilets	3.542	1.023	2.876	0.721
Comfort of waiting areas and passenger gates	3.679	0.952	2.267	0.752
Cleanliness of passenger terminals	3.870	0.792	0.192	0.786
Overall ambiance of the airport	3.769	0.792	0.027	0.702
Cronbach’s alpha	0.893	Composite variable mean		3.704
Standard deviation	0.754	Z-score		1.688

Table 1 notes that Don Muang International Airport’s venue and ambiance are good (mean = 3.704, S.D. 0.754). Despite scores of all component variables are considered in “good” zone, adequacy and cleanliness of toilet facilities are rated the lowest.

The second component of airport service quality is “Effectiveness of accessibility and direction guiding”. The service includes passengers’ experience with how they get to and from the airport, how convenient it is for them to find directions and information in the airport. The composite variable was computed by averaging the scores of 8 items of the survey questionnaire as illustrated in Table 2.

Respondents find most components related to accessibility and direction guiding good except for components related to parking both with regards to quality and financial cost which are in the “fair” zone. The finding alarms the management to engage in improvement of the parking facilities and its service fees. The composite variable is both reliable (Cronbach’s alpha = 0.884 > 0.70) and valid (item-to-total correlations > 0.50) (Neuman 2011).

From Table Two, it is shown that passengers find The Studied Airport good in terms of accessibility and direction guiding (mean = 3.532, S.D. = 0.648) and the score of the composite variable is normally distributed

Table 2 Composite variable “effectiveness of accessibility and direction guiding”

Component variables	Mean	S.D.	Z-Score	Item -to- total correlation
Ground transportation from/to airport	3.552	0.845	1.592	0.669
Parking facilities	3.081	0.982	0.082	0.653
Parking fee	3.062	0.962	1.016	0.708
Adequacy of trolley	3.661	0.829	0.826	0.625
Ease of finding way in the airport	3.770	0.863	1.337	0.663
Ease of finding flight information	3.874	0.830	1.690	0.565
Walking distance	3.644	0.860	0.707	0.647
Ease of connecting flight	3.649	0.796	1.244	0.727
Cronbach's alpha	0.884	Composite variable mean		3.532
Standard deviation	0.648	Z-score		1.059

(z-score = 1.059, < 3.29 critical value for sample size larger than 300). The statistics indicate the readiness for further statistical process.

The third aspect of Airport Service Quality is the efficiency of core airport service processes namely check-in, passport inspection, security screening, baggage claims and custom inspection. The composite variable was computed by averaging score of 9 different items. All component service items were found good by respondents. The composite variable was reliable (Cronbach's alpha = 0.918, > 0.70) and valid (item-to-total correlation > 0.50). The mean score of core service efficiency composite variable is 3.738 (S.D. 0.689) meaning that respondents find the core service efficient. The score of this variable is normally distributed (z-score = 0.50 < 3.29 critical value for sample size larger than 300) signifying that the variable is ready for further statistical processes (Manning & Munro, 2007; Neuman 2011; Morgan, Barrett, Leech, & Gloeckner, 2019). Table 3 illustrates the detail of the composite variable “Efficiency of Core Processes”

Table 3 Composite variable “efficiency of core processes”

Component variables	Mean	S.D.	Z-Score	Item -to- total correlation
Check-in waiting time	3.580	0.985	1.930	0.576
efficiency of check-in staff	3.819	0.898	1.259	0.695
Passport inspection waiting time	3.794	0.912	2.462	0.716
Meticulosity of security screening	3.798	0.919	1.968	0.732
Security screening time	3.824	0.868	1.241	0.771
Confidence in security screening	3.895	0.877	2.044	0.763
Arrival passport inspection	3.714	0.823	0.715	0.738
Baggage claim	3.609	0.839	2.133	0.720
Custom inspection	3.609	0.849	1.797	0.695
Cronbach's alpha	0.918	Composite variable mean		3.738
Standard deviation	0.689	Z-score		0.50

The fourth aspect of airport service quality is discretionary activities or activities that passengers can voluntarily engage in while waiting to board the flight. Six question items were included in the composite variable “discretionary activities” as illustrated in Table 4. It can be seen that while respondents find quality and variety of catering (mean = 3.649, S.D. = 0.958), bank machines (mean = 3.703, S.D. = 0.899) and tax-free shopping services (mean = 3.525, S.D. = 0.939) good, they rated internet service only fair (mean = 3.256, S.D. = 1.078).

As for price of discretionary activities, respondents rate the price of catering (mean = 3.174, S.D. = 1.052) and tax-free shopping services (mean = 3.198, S.D. = 1.028) fairly good confirming response tendency of consumer market research that customers tend to assert that prices of the questioned goods or services are too high (Maholtra, 1999).

The composite variable is composed by averaging the score of the six component variables. The composite variable is both reliable (Cronbach's alpha = 0.868, > 0.70) and valid (item to total correlations > 0.50) (Manning & Munro, 2007; Morgan, Barrett, Leech, & Gloeckner, 2019). The score of this composite variable is also normally distributed (z-score = 0.859 < 3.29 critical value for sample larger than 300). From Table 4, it can be seen that respondents rate their discretionary activities' quality at Don Muang International Airports very good (mean = 3.417, S.D. = 0.771) despite the “less-than-good” experience with internet access and prices of discretionary activities.

Table 4 Composite variable “discretionary activities”

Component variables	Mean	S.D.	Z-Score	Item -to- total correlation
Quality and variety of catering facilities	3.649	0.958	1.756	0.591
Food cost	3.174	1.052	0.737	0.669
Sufficiency of bank and ATM machines	3.703	0.899	1.551	0.675
Tax free shopping facilities and assortment	3.525	0.939	1.571	0.701
Price of tax-free shopping	3.198	1.028	0.820	0.777
Accessibility and quality of wifi internet	3.256	1.078	1.571	0.594
Cronbach's alpha	0.868	Composite variable mean		3.417
Standard deviation	0.771	Z-score		0.859

The last dimension of airport service in this study is the quality of interaction with service staff which include the interactions with airline staff during check-in

or baggage drop process, with immigration officers during passport screening, with airport’s security officers during security screening process, and with airport attendants on random when needing help. The composite variable “interaction with service staff” was computed by averaging the scores of the four component variables. The composite variables are both reliable (Cronbach’s alpha = 0.887, > 0.70) and valid (item-to-total correlations > 0.50) (Manning & Munro, 2007; Morgan, Barrett, Leech, & Gloeckner, 2019). The score of the composite variable is also normally distributed (z-score = 2.393 < 3.29 for sample larger than 300) (Manning & Munro, 2007). From Table 5, it is noted that respondents find their experience with service staff at Don Muang International Airports very good (mean = 3.875, S.D. = 0.783).

Table 5 The composite variable “interaction with service staff”

Component variables	Mean	S.D.	Z-Score	Item -to- total correlation
Attentiveness and helpfulness of check-in staff	3.856	0.918	3.091	0.779
Attentiveness and helpfulness of passport controllers	3.887	0.857	2.724	0.797
Attentiveness and helpfulness of security screeners	3.826	0.918	1.067	0.768
Attentiveness and helpfulness of airport staff	3.869	0.958	3.189	0.678
Cronbach’s alpha	0.887	Composite variable mean		3.875
Standard deviation	0.783	Z-score		2.393

To identify the contribution of the five aspects of airport services at the studied airport, a multiple linear regression was performed between the service aspects as independent variable and overall satisfaction as dependent variable.

The five composite variables representing different dimensions of airport service quality were tested with multicollinearity problem using Pearson’s correlation coefficient. From Table 6, it is shown that each airport service dimensions are significantly correlated to each other but not exceeding the critical value (0.90) (Manning & Munro, 2007) signifying that the five independent variables and the dependent variable are appropriate for multiple linear regression.

The multiple correlation coefficient (R = 0.694) was significant different from zero F (5,130) = 24.188, p < 0.05 and 48.2 percent of variance of overall satisfaction can be explained by five independent variables as a set (R = 0.694, Adjusted R² = 0.482). Only “venue and ambiance” (Beta = 0.414, T = 4.486,

Table 6 Correlation between airport service quality dimensions and multiple linear regression with overall satisfaction

Variables / Pearson’s correlation (Sig)	Interaction with service staff	Discretionary activities	Efficiency of core activities	Accessibility and direction guiding	Venue and ambiance
Overall satisfaction	0.550 (0.000)	0.490 (0.000)	0.608 (0.000)	0.585 (0.000)	0.654 (0.000)
Venue and ambiance	0.646 (0.000)	0.580 (0.000)	0.689 (0.000)	0.678 (0.000)	
Accessibility and direction guiding	0.750 (0.000)	0.793 (0.000)	0.786 (0.000)		
Efficiency of core activities	0.875 (0.000)	0.657 (0.000)			
Discretionary	0.657(0.000)	R = 0.694, Adjusted R ² = 0.482, F (5,130) = 24.188 (sig. = 0.000) Constant = 1.004			
Independent variables	B	Beta	T-test	Sig.	
Venue and ambiance	0.401	0.413	4.486	0.000	
Accessibility and direction guiding	0.141	0.124	1.308	0.301	
Efficiency of core process	0.281	0.253	1.717	0.088	
Discretionary activities	0.022	0.024	0.252	0.802	
Interaction with service staff	-0.047	-0.049	-0.356	0.723	

p < 0.05) was found to be significantly and uniquely contribute to the prediction of “overall satisfaction”. Effectiveness of accessibility and direction guiding, efficiency of core service, discretionary activities and interaction with service Staff were not found to provide any significant contribution to overall satisfaction (T = 1.308, p > 0.05, T = 1.717, p> 0.05, T = 0.252, p> 0.05, T = -0.356, p> 0.05). The equation of prediction produced by this analysis among the variables can be stated as follows;

$$\text{Overall satisfaction} = 0.401 \text{ venue and ambiance} + 0.141 \text{ efficiency of accessibility and direction guiding} + 0.281 \text{ efficiency of core service} + 0.022 \text{ discretionary activities} - 0.047 \text{ interaction with service staff} + 1.004$$

From multiple linear regression performed above, hypothesis two (efficiency of process is the most critical airport service for overall passenger satisfaction) and hypothesis three (quality of interaction with service personnel is the most critical airport service for overall passenger satisfaction) are rejected.

To test hypothesis one, one-way analysis of variance was performed between overall satisfaction and terminals of the departure flights. While terminal one is dedicated for international flights and terminal two is dedicated for domestic flights, the analysis of variance would show if domestic passengers rate their satisfaction with airport service quality higher than international flight passenger or not.

Table 7 Analysis of variance between international and domestic flight passengers on overall satisfaction with international airport

Service	Statistics	Overall mean	International flights	Domestic flights	Remarks
Overall satisfaction	\bar{x}	3.917	3.936	3.907	Levene statistics = 2.941, df (1,337) = p > 0.05 One way ANOVA: F (1,337) = 0.130, p = 0.719, >0.05

One-way analysis of variance indicates insignificant difference between international and domestic passengers' overall satisfaction with the studied airport's services. Levene's statistic which serves as the test of homogeneity was found to be insignificant (Levene statistics = 2.941, df (1,337) = p > 0.05) signifying that the data is appropriate for analysis of variance. However, the F statistics has shown insignificant differences between passengers taking international and domestic flights (ANOVA: F (1,337) = 0.130, p = 0.719, >0.05). Hypothesis one was therefore rejected.

However, the researchers took a further step to compare overall satisfaction of Thai and international passengers and have found significant differences between the two groups of respondents regardless of destinations and departure terminals.

Table 8 One-way analysis of variance between Thai and international passengers on overall satisfaction

Service	Statistics	Overall mean	Foreign passengers	Thai passengers	Remarks
Overall satisfaction	\bar{x}	3.917	4.117	3.795	Levene statistics = 2.381, df (1,325) = p > 0.05 One way ANOVA: F (1,325) = 4.117, p = 0.000, <0.05

Table 8 shows that Levene's statistics of Thai and international passengers are appropriate for one-way analysis of variance (Levene statistics = 2.381, df (1,325) = p > 0.05) and have found that Thai passengers rate the quality of the airport services at the studied airports (Mean = 3.795) significantly lower than international passengers (Mean = 4.117) (One way ANOVA: F (1,325) = 4.117, p = 0.000, <0.05). The finding has triggered the interest of researchers to take steps further to understand lower satisfaction of Thai passengers.

Semi-structured interview was conducted with ten Thai passengers who are conveniently recruited during the survey of the subsequent quarter. Informants were asked (1) if it was convenient for them getting to the airport as compared to other airports in Thailand (2)

if it was smooth for them to get through the processes to board the flight (3) if the studied airport provides sufficient discretionary facilities for them while waiting to board the flight (4) if the staff are pleasant and helpful and (5) if the airport building and surrounding are pleasant. Probing was occasionally done for a deeper insight (Patton, 2002; Hennink, Hutter, & Bailey, 2020).

Among the ten informants conveniently recruited, one found the airport service quality fair (3 out of 5), 6 found the airport poor (2 out of 5) and 3 found the airport very poor (1 out of 5).

Thai passengers found that getting to the studied airport is problematic as there is no convenient public transportation (such as a sky train) to get to the airport and taxis usually request to top up the meter fees or even not use the meter. Parking was problematic as well in terms of both adequacy and fees. Once arriving at the airport, passengers found that the arrangement was poor and security officers at the departure and arrival ramps are not friendly.

One passenger who travels extensively both in Thailand and abroad asserted that *"I used this airport when I was young and it is, if not worse, similarly difficult to get to this airport. I don't understand why other countries even those who started developing their countries later than us surpass us now. This airport should take Suvarnabhumi airport as their benchmark of quality, although it is difficult to get a parking at SVB, you can choose to get there by taxi and you have time dragging your baggage down. You can even get there by Airport Rail Link."*

Another passenger who travel occasionally between her hometown and Bangkok to visit her children asserted that *"My daughter always complained when she drops me off at this airport because there were cars, taxis, and vans messily dropping people off and security officers whistling to rush us to get out of the car"* *"I used to take taxis too, they requested not to use the meters and the requested price is out of question, I feel ripped off. I don't understand why we can't arrange it as nicely as Japanese airports I visited with my family."*

From the in-depth interview, it can be seen that passengers feel stressed when travelling to the studied airport and always compare against newer larger airports serving full-service airlines and even airports in other countries confirming the disconfirmation of expectation theory positing that passengers form expectation from their actual experiences, media and word of mouth (Gnoth, 1997; Lovelock, Patterson, & Walker, 2001; Chi

& Qu, 2008).

Passengers also found that check-in process was acceptable, but the security screening was unacceptably slow and unfriendly. Passengers cannot distinguish between process and nature of interaction of security screening attendants. The same respondent who travels to Bangkok to visit her family asserted that:

"The check-in ladies are nice and so are the identity control. What I find unacceptable is the security screening. I don't know what to screen. The officers do not smile and they even make fun of you when you do not know what not to bring on board. They act as if you know nothing and are from rural areas."

Passengers found restaurants and shopping facilities are good but the price is too expensive. They affirm their understanding about the food price at airports to be irrationally high from the media that reported the unfairly high food price at airports. For those who are less experienced with air travel, they do not understand that airports are profit making unit and food and shopping facilities should be provided at reasonable prices as welfare for passengers.

The passenger who travel extensively between Thailand and China asserted that *"you have more and more food choices and things to buy here but the prices are unacceptably high. I know that the price of things at airports tend to be high, but this is something like 50% higher. Even the newspapers reported that food cost at Thai airports are much higher."*

The passenger who rarely travel asserted that *"I don't get the idea of charging the food exceptionally high while you make money from ticket selling. We paid dearly for air tickets and we also have to pay dearly for food. Girl (she called herself aunt), my lunch today at this airport is worth a whole week market fee at home."*

Passengers are quite satisfied with the interaction with service staff except security screening. However, those with higher travel experiences tend to be more understanding. However, many of them still think that service staff at Suvarnabhumi Airport are more professional and better-mannered. They expect similar service level at the studied airport.

The passenger who travels extensively asserted that *"Security screening officers are similar everywhere. They think that they have all the power to block you there or let you pass through your flight. I have seen worse than what I experienced today....Anyway, you have to admit that people, in general, at Suvarnabhumi airport are much nicer and better trained. They know how to*

approach you...." Being asked if it is understandable that the service level at the studied airport can be lower than Suvarnabhumi airport as it served mainly LCC, the same passengers voiced that *"that's not an excuse for being unprofessional. They should know that their airport is older and passengers are cramped in the hall, they should make sure that they receive good services."*

The passenger who travels for her religious trip every other month in the north eastern province of Thailand asserted that *"Normally, I am forgiving but security screening attendants are rude and look down on Thai passengers. I have observed, they only do this to Thais and Chinese."* Being asked if the lower standard is justifiable because the airport serves LCC, the same passenger asserted *"Low cost or not is not the question, does low cost means rude and rough?"*

Passengers find the venue and ambiance of the studied airport is lower than Suvarnabhumi airports and those of developed countries especially in regard to toilets, and passenger halls.

The passenger who travel extensively abroad and rarely travel up country using LCC asserted that *"I feel stressed using this airport. Suvarnabhumi is not the best of course but this airport is much worse. Toilets are smelly and crowded, passenger halls are old and sometimes hot. I don't know if the airport switch on all the air cons... look at Malaysia, Vietnam or even many airports in China, they are better managed... after all, the airport should remember that it is one of the major airports of Thailand and is located in the capital city."*

The passenger who travel for religious reason asserted that *"the airport is old is one thing but I have to sit on the floor while waiting to board as passengers are flocked in the hall and it's hot. I feel like almost fainted. There was no air to breathe I have never felt the same at Suvarnabhumi or even in other countries."*

In-depth interviews have uncovered the underlying feeling of significantly lower rating of airport service quality of the studied airport. Despite the fact that the service quality and the environment of the studied airport need improvement both in regard to service and facilities, Thai passengers tend to set unrealistic expectation towards the studied airport quality. They set similar expectation of service quality between the studied airports that serves mainly LCC and Suvarnabhumi airport which is much newer and serves mainly legacy airlines. Setting realistic expectation should be one of the priority managerial intervention that the management of the studied airport should undertake.

Discussion

Despite the fact that passengers get to the airport to transfer from their land-bound transportation to air-bound transportation, process activities that concern directly the main motivation of airport visitation is not significantly contributing to the overall satisfaction of the airport service quality. In fact, no any type of activities (process or discretionary activities) or interaction with airport service staff determine the level of satisfaction with the airport (Fodness & Murray, 2007; Manulang, Bendesa, & Putra, 2015). The only factor that significantly contribute to overall satisfaction of the airport is venue and ambiance which, according to multiple linear regression, was found to be the only factor that uniquely contribute to airport service quality rating.

The finding confirms the variable and intangible natures of service products – in this study, an airport. Statistics showed that passenger evaluate the quality of the service rendered at the airport (overall satisfaction) based on how they are satisfied with the airport's physical evidence – venue and ambiance and that services are evaluated variedly on the evaluator's mood. Airports should, therefore, seek to urgently upgrade its facilities and ambiance to provide the quality proxy and influence good moods of passengers (Davidson, Manning, Brosnan, & Timo, 2001; Wilson, Zeithaml, Bitner, & Gremler, 2012; Faullant, Matzler, & Mooradian, 2011).

Guidelines for the airport to improve service quality evaluation is upgrading its venue and ambiance does not mean that the studied airport can leave other aspects of the service alone. Pearson's correlations showed significant correlation coefficients between the five aspects of the service quality to passengers' overall satisfaction. The second most important aspect of airport service quality is efficiency of the core service which concerns mainly with check-in, passport control and security screening. The third most important service aspect is accessibility and direction provision. While discretionary activities often provide non-aeronautic revenue streams to the airport, they have very little impact on overall satisfaction (Bezerra & Gomes, 2016; Pandey, 2016).

Another aspect that should be discussed is to nurture a realistic expectation among Thai passengers who have tendency to have undifferentiated expectation between Suvarnabhumi airport and the studied airport which serve LCC. Passenger education through internet

website, social media or even signage can help improve the evaluation of the studied airport service quality.

Future studies should engage in qualitative interview with larger airport community members to find their view, difficulties and ideas of how to improve the service quality and how to improve the venue and ambiance of the studied airports.

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Area-Based Action Curriculum: Innovation in Education for Sustainable Development of Tai Lue Cultural Community, Thailand

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Abstract

The objectives of this research are to; (1) present educational innovation in the process of establishing the true potential of the Tai Lue community in Chiang Kham and (2) study the process of creating capacity through the use of Area-Based Action Curriculum of the Tai Lue community in Chiang Kham. This research study utilizes a mixed-method research approach with an integration of Participatory Action Research-PAR, qualitative research, and quantitative research. The number of subjects included in this study, which uses the area-based action curriculum of the Tai Lue Chiang Kham community, is comprised of 20 external people and 45 students who studied in the community's educational institutions. As a result, the procedures and processes of this approach were implemented by people embedded within the community.

The findings indicated that the use of the Area-Based Action Curriculum helps in developing the expanded potential of the Tai Lue Chiang Kham ethnic community and the participants were interested in curricular activities, especially those associated with active-learning practices. Consequently, community members hold the potential of creating their own cultural curriculum. Furthermore, the study of the Area-Based Action Curriculum of the Tai Lue Chiang Kham community of Phayao province in Thailand, involved the process of enhancing the community's potential in order to further develop aspects of cultural tourism. Ultimately, the process employed in this study would allow the community to serve as a model that has embraced sustainable forms of eco-cultural tourism.

Introduction

Education is an important factor in human resource development. Education is known to be the cornerstone of a country's development toward further progress. From the past to the present, education has been

a vital factor for national development in terms of economic aspects, politics, governing, social and cultural aspects. Education has become a form of dissemination, as well as being involved in the transmission of knowledge, ideas, values, ideology, and culture of the

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people in a specified society (Siritrangsri, 2010).

The Institute for Lifelong Learning (UIL) associated with UNESCO places an emphasis on the education of communities and cities. The UNESCO Global Network of Learning Cities (GNLC) was established to help local governments develop concrete strategies for creating a learning city. The city plays an important role in supporting education and lifelong learning. It also plays a role in helping communities achieve the goals of sustainable development in three important dimensions; social, economic, and environmental development. Currently, there are many cities that have an important role in the allocation of resources and the implementation of educational programs that help to improve the quality of life of the citizens. This is done by providing citizens with access to key aspects of lifelong education (Bureau of International Cooperation Ministry of Education Thailand, 2019). The international policy also places the focus on the education of the city and the community in regard to the development of the human potential of its residents.

Although better educational management in Thailand can improve the country's developmental potential, in another dimension, the educational system also contributes to certain weaknesses that exist within the community. The residents of many communities have discovered that they have migrated from their original communities but felt pushed out in order to pursue a career in accordance with the capabilities they gained from the existing educational systems. Moreover, Thai textbooks often portray the "community" by incorporating notions of poverty, agriculture, of lagging behind, of not being developed and as being a place that is full of problems (Sukkhata & Boonnak, 2015).

The above factors contribute to the weakening of the power of the community. Due to the obvious separation between the community and the educational system, it has led to a noticeable impact on the community. Now, the problems caused by community's failure has become one of the undeniably important problems of Thai society (Chareonwongsak, 2001). Therefore, the educational system tends to emphasize the citizenship of the state and the potential for labor as a great benefit to the country. On the other hand, the system may have weakened the power of the community, which in turn, has affected the families and communities that serve as the cornerstone of the structural system in Thai society.

Communities in Thailand are considered to be

important cultural units in society. At the same time, every community has knowledge that is valuable to the consciousness of the community in terms of its history, way of life, traditions and culture (Wanliphodom, 2008). Culture is a distinctive identity of any community. Knowledge is comprised of the accumulation of experiences of the community in various forms. That accumulation can be present in the form of documents, ancient scriptures, history, hearsay, monuments, archaeological sites, antiquities, or through community philosophers who represent a source of information and an actual learning resource of the community. All of these are valuable to the identity of the community and they can strengthen knowledge. More importantly, even though a community can be full of knowledge, it can still lack the ability to draw on the accumulated knowledge and convey it systematically and concretely.

The Tai Lue Chiang Kham community is an ethnic community consisting of many groups of Tai Lue people. Each individual group migrated many times and has thus become larger (Chuesa-art, 1995). The Tai Lue cultural community relies upon "Lue" in their attachment to the community and this has the power to further establish the Tai Lue Chiang Kham community. Members of this community have tried to differentiate Lue from other localities through economic status, language, dress and some aspects of culture. They are more outstanding than other Tai Lue people in Thailand and they are able to pass on the Lue to young Lue people. In addition, Tai Lue people in Chiang Kham have tried to establish their identity by resurrecting history through cultural establishment to strengthen the community and to seek "space" in Thai society. They have established themselves as the center of Tai Lue. It can be seen from the establishment of associations, clubs, cultural centers, Tai Lue museums, and in the event known as "inheriting Tai Lue legend" that has also been recognized by the outside society. At present, the Tai Lue community in Chiang Kham has a certain status. It is perceived as a center for the Tai Lue networks both inside and outside the country (Anukunwathaka, 2011). The readiness of the history and culture of the Tai Lue Chiang Kham ethnic community is regarded as the strength of the community. It has been built through the community's cultural areas. This is a consequence of the numerous festivals and cultural events that take place in these communities. The people have escaped from the current reality that it was just an imaginary community longing for the past that cannot be returned to the present. The

importance of the community occurs only when there is an area of cultural expression. The community is therefore considered a cultural expression area, but is lacking sustainability and is not representative of the true way of life of the community (Anderson, 2009).

The curriculum or knowledge of the community is therefore important as it will help strengthen the community in the dimension of education. Curriculum can be a tool that helps communities manage knowledge, disseminate local wisdom systematically and truly meet the needs of the community (Mangkhang, 2018). It is considered a community right and a fundamental civil right to have opportunities to develop a curriculum that can solve both community and local problems. The community curriculum should therefore be a form of community learning practice that manages a wide range of knowledge through community action research that has been conducted by qualified researchers. The area-based action curriculum should come from the community because the community truly owns the relevant knowledge. The curriculum can be related to the life of the people, and the people in the community should have an opportunity to manage the education of their community (Facer, 2009). At the same time, it should also open ethnic areas in order to create real ethnic communities in everyday life through community curriculum management. In this regard, the learning of community curriculum draws the community to participate in the process of educational management in various dimensions. The community can then manage the educational process by themselves in order to strengthen the community as well as to upgrade the knowledge of the community. This would then help to solve structural problems and reduce inequality within the educational system. This can be used as a bargaining tool for ethnic communities. It can be employed through the educational management of the community, by the community and for the community.

Objectives

1. To present educational innovation in the process of establishing the true potential of the Tai Lue community in Chiang Kham
2. To study the process of creating capacity through the use of area-based action curriculum of the Tai Lue community in Chiang Kham

Conceptual framework

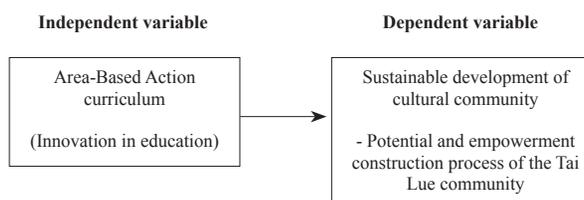


Figure 1 Conceptual framework

Research methodology

This study implemented a mixed method research approach. It involved the integration of qualitative - quantitative research and community-based action research techniques. This method used the participation of the people, members of the community, philosophers, community leaders, monks, the elderly, youth, and cultural groups in conducting this research study. The overall scope of the research is as follows:

Phase 1 Research problem development

The researcher studied the concepts and theories related to community action research and curriculum by analyzing relevant documents and research along with analyzing the basic context of communities in historical and cultural dimensions. This process included surveying the needs of the community. The knowledge gained from the analyses were then developed into a research proposal through conversations, interviews, observations, and community involvement.

Phase 2 Action research

Step 1: Study the problem: The researcher and the community collaborate to synthesize issues, study problems, and explore needs as well as to establish guidelines for collaborative research by using a variety of methods.

Step 2: Plan: The researcher and the community plan for knowledge creation in area-based action curriculum by focusing on the historical and cultural dimensions to formulate a plan for various types of learning activities.

Step 3: Learning practice: The researcher and the community jointly conduct community education activities with an emphasis of expanding participation with the community to create an area-based knowledge curriculum. Learning experiences were organized by the researcher to identify areas of knowledge and to develop community education activities that came from community operations.

The curriculum design and development process

consisted of the following: (1) Establishing a committee to create a Tai Lue area-based action curriculum (2) Defining the components of the Tai Lue area-based action curriculum (3) Defining relevant learning activities (4) Defining criteria for the purposes of assessment and evaluation (5) Assessing the quality of the curriculum. (6) Conducting trials for the area-based action curriculum and (7) Evaluating the results after implementing the curriculum. Before applying the curriculum, a trial was conducted to examine the quality of the Tai Lue area-based action curriculum through the lens of the Index of Item-objective congruence with 3 experts.

Phase 3 Evaluation and assessment

Step 1: Trial of the activity model: The researcher and the community jointly experiment with the use of knowledge in area-based action curriculum by organizing experiences. This is done through the use of a variety of tools that allow the researcher to participate in experiments through observations, interviews, testing and experimenting with the area-based action curriculum users with 2 groups as follows:

1) 20 people of the general public - outside the community

2) A group of 45 students from educational institutions in the community

The population of the experiment using the area-based action curriculum of the Tai Lue Chiang Kham Community is comprised of 20 external people and 45 students who studied in the community's educational institutions. The procedures and processes were implemented by people in the community. Community leaders have clarified the purposes of the curriculum and the learning management process. They incorporated the wisdom of the teachers in the community by including all 4 learning activities. The participants were divided into groups and then joined each of the learning activities. Participants had access to the community trams in order to reach the learning activity bases. In each learning base, lectures, demonstrations, and practices were held. The learning activities required 2 hours per base for the full implementation of the learning activities. The learning activity management process was conducted by involvement of people living within the community. Researchers and some villagers participated in observing behavior and interviewing participants in developing the curriculum.

Step 2: Analysis of experimental results: The researcher and the community analyze the results of the applied area-based action curriculum by means of

interviews, conversations, observations, reflections, and post-operation reviews.

Phase 4: Data analysis and synthesis

The researcher conducts an analysis on the results of the area-based action curriculum with the participation of members of the Tai Lue Chiang Kham ethnic community. The researcher then synthesizes the relevant data that reflects the results of the area-based action curriculum in order to develop the potential and empowerment of Tai Lue Chiang Kham ethnic community.

Historical context

Tai Lue is an ethnic group that has dispersed and settled in the upper northern region of Thailand covering the provinces of Chiang Mai, Chiang Rai, Lamphun, Lampang, Phayao, Phrae, and Nan. In the past, the traditional settlements of the Tai Lue people were in the Xishuangbanna area in the Southern Yunnan province in the People's Republic of China. Later, they moved to the northern regions of Thailand and Myanmar as well as to the northern region of Laos. They then dispersed into the plains between the valleys throughout the continent (Abhakorn, n.d.).

The Tai Lue people speak the "Tai" language. They have their own cultural identity in terms of language and dress, as well as a number of other traditions and rituals (Yan Jong, 2005). The characteristics of ethnic groups are different in each community. The majority of the Tai Lue people work in the field of agriculture, especially in rice farming. The Tai Lue production system in the past was based on a natural economy that was based on subsistence agriculture. The overall characteristics of the culture of the Tai Lue people are similar to those of the Tai Yuan, or "Kon Mueang" people. More importantly, Tai Lue people still maintain their own ethnic awareness (Moerman, 1965). Currently, the Tai Lue people have attempted to raise the consciousness of their ethnic identity through historical awareness of the Tai Lue cultural community. This has been particularly focused within the Tai Lue community, Chiang Kham, Phayao Province.

Area-Based Action Curriculum of the Tai Lue Chiang Kham Ethnic Community

Area-Based Action Curriculum of the Tai Lue Chiang Kham ethnic community was initiated by the researcher embedded in the area of the community and who addressed the community needs through interviews and informal discussions involving various groups of people. It was found that most people in the community

wanted to present and preserve their Tai Lue cultural identity. Therefore, this led to a series of questions being asked and a community forum being established to promote ethnic identity, income generation and community strength. In this scenario, the people in the community were actually the curriculum developers and knowledge owners. For this reason, they were able to transfer their knowledge to the curriculum. At the same time, they could define their own ethnic identity. The researcher would then facilitate and support the process of development of the area-based action curriculum of the Lue Chiang Kham community.

Operational research process

This study on “The Area-Based Action Curriculum: Potential and Empowerment Construction Process of the Tai Lue community” employed the Participatory Action Research (PAR) approach. This method is based on the concept of Kemmis & McTaggart (1998). The action research spiral consisted of planning, acting, observing, and reflecting. In addition to these principle elements, Kaesang (2016) explained that the concept of this research process involves a spiral that consists of planning, acting, observing, and reflecting. It is explained in greater details as follows:

1) A plan is an operation that is structured according to specific guidelines; however, a general plan can be more flexible. The practice of planning in this research approach will follow the predetermined guidelines as expected and be conducted under complete control.

2) Acting and observing involves the act of collecting data in order to acquire basic information that reflects current events. These events would be both continuous and consistent across all aspects of the research focus.

3) Reflecting: This step reflects upon the results of the research study in the form of a process. Reflections are considered through discussions between collaborators that then lead to the adjustment of situations and projects. Overall, reflecting will help in the planning of the next phase of the operation.

In this study, the researcher and the community collaborate to develop the concept of the Kemmis and McTaggart action research spiral by adding steps in the operational research process in accordance with the study on “The Area-Based Action Curriculum: Potential and Empowerment Construction Process of the Tai Lue community”. All of which emphasizes the identity of the community and the development of the TAILUE model as is illustrated in the figure below:

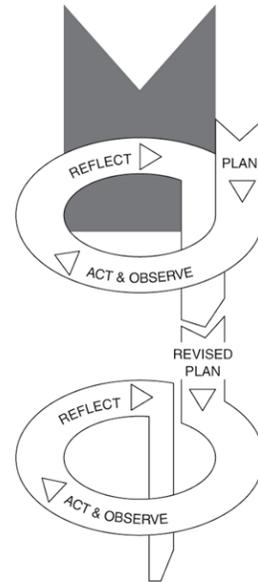


Figure 2 The Action research spiral of kemmis and magtagart

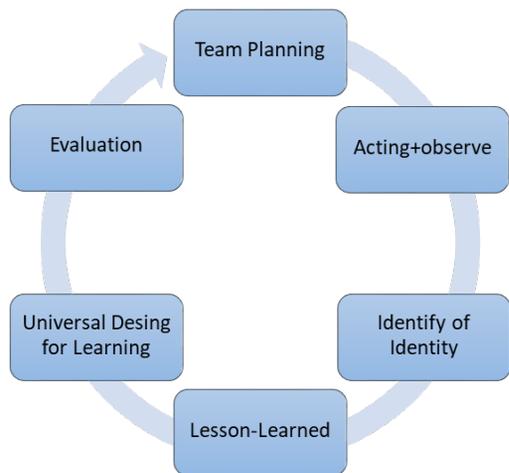


Figure 3 Action research spiral of TAILUE model developed from the concept of the kemmis and McTaggart approach

With the integration of the concept of the Kemmis and McTaggart approach, the action model of the TAILUE model was developed to be consistent with the spatial context of the community and to allow the aforementioned operation to meet the needs of the communities in specific areas as follows:

1) Team planning is a collaborative process that pulls from the potential of the people in the communities. It involves a way of common thinking in which the members of the community have roles and responsibilities

that enable them to work together. They then come together to make plans from the start which result in working together, joint evaluation, joint improvement and shared responsibilities that help to form a joint conclusion. Effective team planning aims to enable people in the community to participate in joint strategy formulation by collaborating on every step of the process.

2) Acting + Observing involves the skills that people in the community systematically have towards the process of working. It also involves other activities associated with clear procedures for solving problems or seeking answers through the work process of the community. It then brings in the act of observing what is happening in the work process in detail to methodically analyze or find the relationship of what has happened to the community.

3) Identify of identity is the ability to present the national identity of people in the community. This allows members of the community to be involved in community operations. This is done to determine the format of the approach or the activities that are associated with presenting the image of the Tai Lue Chiang Kham ethnic community to the outside society.

4) Lesson-Learned is the process of reviewing the learning and the experiences of past operations and of analyzing the causes and factors that reflect the results of the work process. It is considered a form of review analysis that occurs after the practice and allows participants to understand the process, summarize knowledge and give feedback that reflects the results of the work. The aim of this step is to improve the efficiency and effectiveness of the operations through discussions that establish guidance on the next step of the work process.

5) Universal designing for learning is to design a learning environment for all learners. The design can be fully utilized from the learning environment. The design is aimed at being cost effective and comprehensive for all learners. The design is also constructed to be implemented equally and to create flexibility within the educational system of the community. Ultimately, it is designed to respond to each different learner so that all learners can then learn equally.

6) Evaluation focuses on achieving the desired objectives of the community as well as to develop a process for data collection and analysis of the operations. It considers indicating the strengths or weaknesses of the work process. The process of evaluation should be flexible and consistent with both the community and

society.

The study of Tai Lue Chiang Kham ethnic community and the empowerment of the Tai Lue community in Chiang Kham utilizes the original cultural resources of the society that have been continuously developed. This allows the Tai Lue Chiang Kham community to sustain its own ethnic identity. Although there have been some changes over time, the consciousness of the history and culture of the community have remained within the lives of the members of the community.

This study has been conducted through a research process that involves community participation. It is considered a process that has helped the people to lay the foundation of the Tai Lue culture community through the creation of a community curriculum. It has involved the emergence of the curriculum operations committee and community culture groups in various fields that hold meetings and jointly study various issues resulting in the extension of the culture of Tai Lue Chiang Kham community within a broader empirical focus.

In addition, in 2018, the Tai Lue Community Culture Group in Chiang Kham also expanded this system of cooperation to other Lue communities such as the Tai Lue Cultural Community in Muang Mang, Yuan City. In that instance, they selected the name of their community as the name of their former homeland when they had lived in Xishuangbanna. This culture group was comprised of the Tai Lue community in Ban That Sop Waen, Moo 1 and Moo 2, Baan Yuen, Ban Mang. This area accounted for a total of 4 villages. The inclusion of these villages has made the Tai Lue cultural practices seem stronger and has offered even greater potential for developing the community and to build upon the capacity and power of the community.

Results

This study on Area-Based Action Curriculum: Innovation in Education for Sustainable Development of Tai Lue Cultural Community was conducted as an action-based form of research as well as a form of participatory action research.

The researcher and the community have jointly created and developed the curriculum. The resulting curriculum reflects the potential of the Tai Lue community in Chiang Kham as follows:

1. The potential for knowledge management of the community from the joint research process of the Tai Lue Chiang Kham ethnic community

It was discovered that an area of significant potential of the Tai Lue Chiang Kham community is that they have always managed to collect data on their own history and culture along with having the ability to recognize the way of life and well-being of the members of the community. The knowledge has been established in a historical manner as has been told by the community's elders. Later, when local trends became more popular with Thai society, the prior knowledge was systematically recorded by the younger generations who learned to value the traditional culture of the Tai Lue community. There continues to be a search for more information in the form of academic data from researchers situated both inside and outside the community. This has helped to promote the wisdom of the teachers to both old and new generations through an exchange of knowledge within the community. Therefore, the knowledge of the Tai Lue has grown significantly. At the same time, the research process employed by the Area-Based Action Curriculum: Potential and Empowerment Construction Process of The Tai Lue Community can help to enhance the capacity of the community to manage existing knowledge. This can be done by opening an area for people in the community to synthesize knowledge and to create a curriculum for the community through the actions of people in the community themselves. Information and knowledge of the community has been synthesized again through the curriculum creation process as well as through the processes of knowledge selection and development. These aspects can be used to create the actual learning activity of the curriculum. All of the above can be regarded as another way to transfer the knowledge of the community as it is reflected in the curriculum. It would enhance the potential of the community in managing existing knowledge and developing the further knowledge of the community to a higher level.

2. Potential in managing cultural resources of the Tai Lue Community through a participatory action research process

It has been determined that the important resources of Tai Lue Chiang Kham ethnic community are cultural resources that should be considered high-value resources. Notably, these resources already exist in the community. In the participatory action research process, the community can clearly present the value of the Tai Lue culture through unofficial organizations of the community that have knowledge and expertise with regard to the culture of each group such as the Fung Cheng Group, the Lue Kong Group, the Gong Drum

Group, the Weaving Group and the Nang Nok Group. These groups are comprised of the cultural resources of the community wherein each group has strong relationships within the group to practice and develop the skills of each group continuously and then are ready to transfer knowledge to any interested parties. The research process strengthens the methods employed for transferring knowledge to various cultural groups in order to develop the capability of the group to transfer knowledge acquired through the curriculum. This facilitates the transfer process to be more efficient and promotes the ethnic identity of the cultural group in public forums on various occasions. This also creates an opportunity for members of the community to receive recognition and cultural awards, both locally and nationally. Ultimately, it is also a reflection of the potential of the improved cultural management of the Tai Lue Chiang Kham Community.

3. Community economic development potential

In assessing the results of the research, it was found that The Tai Lue community in Chiang Kham could use Tai Lue cultural capital to drive the economy of the community in concrete ways. The emergence of "Kad Tai Lue" is to generate income for the people in the community by using Tai Lue culture. In this way, income can be generated through the cultural products of the community whether they be food, textiles, or agricultural products. Consequently, the members of the community are able to manage both the cultural and economic development of their community. In addition, the community would be supported by various agencies in both the public and private sectors when organizing "Kad Tai Lue" events. This dimension reflects the use of cultural potential to generate income to support community activities. It can also help participants to develop the economy of the community while preserving and inheriting their own culture.

4. The potential to create a cultural network

A reflection on the success of the Tai Lue community in Chiang Kham brings to mind the construction of Tai Lue cultural network. It was found that it is comprised of a formal network and an informal network. The official cultural networks, namely the Chiang Kham Tai Lue Association and the Tai Lue Association of Thailand, drive the preservation of the Tai Lue culture by requiring participants to travel back and forth to jointly organize events. A particularly important event is known as "Inherit the Tai Lue Legends" which can help to unite Tai Lue people throughout the

country by allowing them to express their ethnic identity. At the same time, an unofficial network can be established. Various cultural groups gather themselves in the community by relying on the basic relationships within the community or those facilitated by the community leaders. The emergence of both types of cultural networks is considered a more complex network of relationships that use cultural attachments to strengthen and harmonize the benefits of the cultural organization.

Discussion

This study on the Area-Based Action Curriculum: Potential and Empowerment Construction Process of The Tai Lue Community encompasses a form of action research as well as a participatory-based form of action research. These have contributed to the development of the area-based action curriculum of the ethnic group of Tai Lue in Chiang Kham district, Phayao province. This study was implemented based on the following specific details:

Part 1 Assessing community needs and developing research problems

Area-Based Action Curriculum Tai Lue Chiang Kham Community was initiated by a researcher who was embedded within the community and addresses the community needs through interviews and informal discussions with various groups of people. It was found that most people in the community wanted to present their Tai Lue cultural identity. Therefore, this led to the generation of a series of questions and the creation of a community forum that could present concepts of ethnic identity, income generation and community strength through the process of establishing an area-based action curriculum. In this manner, the people in the community are the curriculum developers and the knowledge owners. For this reason, they would be able to transfer their knowledge directly to the curriculum. At the same time, they could also define and present their own ethnic identity. Consequently, the researcher can facilitate and support the process of developing an Area-Based Action Curriculum of the Tai Lue Chiang Kham community.

The action research question was established based on the development of the community curriculum design through a community forum and a needs assessment process. This resulted in identifying the community's problems and understanding how to solve them in order to meet the needs of the community. It also provided a set of guidelines for further research with

clear objectives. All of this is in line with the concept established by Taba (1962) who stated that the curriculum development process should begin with the process of collecting data in the context of schools and communities which provides existing background information and refines the curriculum to be in line with the community's needs. Choei-keewong (2002) proposed that a survey of the community's problems is a study of the well-being of the community and its learners in order to get information that truly matches the developed curriculum. This outcome is consistent with the research process of the area-based action curriculum of the Tai Lue Chiang Kham community, which enables the researcher to analyze the research process based on the conditions, problems, and needs of the community

Part 2 Design and development of the area-based action curriculum

The curriculum creation and development process enacted by the area-based action curriculum development committee of the Tai Lue Community Culture Curriculum Committee encompasses the key points of the content and learning activities in terms of the 4 dimensions of the area-based action curriculum of the Tai Lue Chiang Kham community. These 4 dimensions are identified as the historical dimension of the Tai Lue Chiang Kham community, the dimension of Thai Lue food, the dimension of Tai Lue weaving, and the dimension of the performing arts of the Tai Lue people. The community has appropriately considered that all 4 dimensions are important to the development of the curriculum so as to establish a complete knowledge and understanding of the circumstances. This led to a consistent practice of community involvement. The curriculum design of the area-based action curriculum was also consistent with the needs of the community and included various learning activities. Importantly, the curriculum of the community focuses on practical skills that can be learnt in a short time that would enable researchers to effectively learn about the way of life of the Tai Lue community in Chiang Kham within a single day. The resulting curriculum can also be considered a response to the establishment of cultural tourism within the community.

The concept established by Kemmis & Mc Taggart (1988) in the process of conducting action research was applied to the design and development of this area-based action curriculum. It consisted of planning, acting, observing, and reflecting or what is known as PAOR. However, the area-based action curriculum of the Tai

Lue Chiang Kham community included the operational cycle process (PAOR) which emphasized the true identity of the community. The researcher and the community developed the TAILUE model in order to achieve the area-based model curriculum as a satisfactory conclusion of the community proposal. Therefore, the model consisted of 6 steps: 1) T (Team planning) 2) A (Acting + Observing) 3) I (Identify of identity) 4) L (Lesson-Learned) 5) U (Universal design for learning) and 6 E (Evaluation) Evaluation.

The process of community operations under the conceptual framework of the TAILUE Model area-based action research is comprised of 3 cycle processes as follows:

1. Action process of the first cycle involving the selection of knowledge. The researcher and the community came together to brainstorm and create questions. The villagers were divided into groups by the researcher and asked to freely find answers to the questions.

2. Action process of the second cycle involving the creation of curriculum. The researcher led the process of inviting speakers who are teachers within the community to support the process of curriculum creation and development based on community knowledge.

3. Action process of the third cycle involving the concept of practice transfer. The researcher along with community members are divided into groups that then develop the transference of relevant skills of people by explaining the skill training process. This process establishes a wisdom teacher within the group who is able to explain the process steps and show clear and correct examples and methods to the learners.

The curriculum development process was in line with that of Mangkhang (2018) who proposed the concept of the area-based Social Studies Curriculum for All. This process examined the mass experiences of the community members that were recorded from an analysis of the revised master curriculum. This process employed the teaching and learning experiences of the community members in all dimensions. These experiences were jointly developed to be used as a teaching management method in line with the environment and the needs of the community. The learning management process meaningfully strengthens the desire for citizenship of all of the learners in the community. The development of the said program can enhance the learning process of the learners and elevate the potential of the community as well.

Part 3 Implementation of the curriculum and evaluation

The community members have helped to implement the principles and objectives of the curriculum. In this way, the community conducts learning operations using speakers and learning resources taken from within the community. The learning activities are divided into 4 dimensions, namely the dimensions of the history of the Tai Lue community in Chiang Kham, the dimension of Thai Lue food, the dimension of Thai Lue weaving and the dimension of the performing arts of the Tai Lue people. By assessing both the learning activities and the degree of satisfaction of the members of the community, the participants rated their level of satisfaction at the highest level. In addition, the organization of the learning activities in each dimension corresponded to the needs of the learners in the program through a variety of activities including authentic media and learning resources. The learners were able to learn and practice from direct experiences, which then enhanced both the capacity of all of those who came to study and the members of the community as well.

The evaluation, analysis and synthesis of the data were conducted with the use of the area-based action curriculum of Tai Lue Chiang Kham community, Chiang Kham district, Phayao province in 3 areas. Overall, this included an evaluation of the users' level of satisfaction with the curriculum, an evaluation of the learning activities according to the activity records, the meeting reflections and the thoughts of the community members on the use of the curriculum. The evaluation process involved the members of the community, while the tools were checked by relevant experts. The participation of the community allowed these individuals to find potential solutions through the process of creating a suitable curriculum. They would then be able to develop and improve a curriculum for their own area in the future. This outcome is in line with that of Garvin (2000) who presented the learning organization concept, which focused on skills for procuring and transferring knowledge. This process included changing the behavior of the individuals in the organization by promoting the acquisition of new knowledge.

The results of implementing the area-based action curriculum of Tai Lue Chiang Kham community are presented herein. The study of the area-based action curriculum of the Tai Lue Chiang Kham community, Chiang Kham district, Phayao province is an action-

based and participatory-based form of research. As a result, it was found that the area-based action research process is a collaboration between researchers and local community members who must work together throughout the research process. This approach is consistent with that of Buason (2013) who identified the techniques and method-of-use for the participatory-based form of action research. It is believed that research is carried out in order to solve problems that are directly relevant to those individuals who are involved. This approach must be followed from the very first step of the research process and be maintained until the last step. In this regard, the area-based action curriculum of the Tai Lue Chiang Kham community is able to meet the problems and needs of the community by using the community itself as a basis of knowledge and by also empowering the community through the research network. As a result, it is also a way to contribute to the strengthening of the community. Undeniably, the community is an important resource of ethnic cultural knowledge. When the community owns knowledge, the community should have the power to manage that knowledge along with their own experiences. Thus, the culture of the community will be more important and stronger. The members of the community will then be able to negotiate with the power of the state in managing the community. This is because both central and local states still want to present the identity of the community in response to various projects that involve the Tourism Authority of Thailand, such as tourism development projects at the community and local levels. Consequently, the state must rely on ethnic cultural community groups that will lead to a great deal of bargaining among the relevant stakeholders. Importantly, the issues that will be bargained over will include the distribution of funds, as well as the management of budgets and the community.

Suggestions

According to the findings of this study on the Area-Based Action Curriculum: Potential and Empowerment Construction Process of The Tai Lue Community, it was found that the area-based action curriculum could provide opportunities for community members and locals to conduct research by leading them to the actual practices employed in various systems. This would then promote the potential of local knowledge management in concrete ways. The suggestions for effective implementation of this curriculum can be

divided into 4 areas as follows:

1. Policy on promoting the educational management of communities

Since the right to education should be accessible to everyone, research on the Area-Based Action Curriculum: Potential and Empowerment Construction Process of The Tai Lue Community, therefore, has given importance to the process of knowledge development within the community. It focuses on creating knowledge within the community by developing a curriculum that is based on the community's history, society, and culture. This is accomplished through the cooperation of both community members and researchers. The development of the area-based curriculum can serve the needs of the community and meet the potential development of the community. However, government policy should support this process as a true method of learning for members of the community that actually acquire the knowledge. Government sections should allow the community to determine the curriculum format and the teaching and learning activities that emerge from within the community. The community should be promoted and supported as a central axis in collaboration with both governmental and educational institutions at the basic education level. This should also be done at higher education levels to further strengthen the community. People in the community should have the right to manage their own education process for their citizens, and they should have the opportunity to conduct relevant research on their own community. In this regard, the community may develop into a professional experience training unit for students in many branches, especially for students with access to professional teaching experiences. This would enable them to contribute to their own education and to that of all members of the community. These policies can additionally raise the level of education of the community and increase the potential of people living in the community in various dimensions. It can also contribute to the development of an important educational foundation for the country that will emerge from within the community itself.

2. Policy on raising the standard of educational management in communities

The Ministry of Education should have a primary policy for community education. It should serve as an organization with the goal of optimal educational management. In the modern world, there are many different forms of knowledge and experiences. It is true that learning can happen in every area. This may be

especially true with regard to the knowledge of wisdom, art and culture. This form of knowledge is instilled in various ethnicities as a hidden resource of knowledge within the community. It exists in the realms of mass learning experiences, learning resources and the wisdom of teachers. Therefore, learning from community resources and local learning resources are vitally important. Therefore, the Ministry of Education should support, promote, and upgrade the process of educational management for the community. The government sector should also set policies for the community by creating a department that has the full potential to manage the educational system of the community. A system for tracking the quality of community education management should also be developed. Moreover, an opportunity to compare the educational standards of various communities and match the standards of the educational program at the national level should also be provided. This could be accomplished by merging the community education credits with the formal education management process. The said policy would help to improve the level of education provided by the community, as well as to raise the quality of education across the nation.

3. Human resource developmental policy and the concept of cultural capital

Because the community and locality are the cornerstones of Thai society, government agencies should therefore give importance to communities and local areas and must support community strategies with goals aimed at improving human resources. This is because many communities have quality personnel, and the said personnel should be able to develop their potential and drive the community efficiently. This is especially true in communities with strong cultural foundations whether they be related to history, society, beliefs, traditions, or the culture of the community. These are the important resources of the community. They can be considered a form of cultural capital that will bring forward the identity of the community as a particular strength. Such cultural capital can then become a form of economic capital. This would involve the delivery of cultural tourism, the promotion of homestay opportunities within the community and the development of community markets. All of this should be contained within an established policy of human resource development. Cultural capital is able to help promote and develop both the potential of the people as well as the economic potential of the community. Both of which will create a community with power and potential for the

sustainable development of the community and society.

4. Educational management policy with community participation

Educational management of a community should not be ignored by the state. Important policies of public education should focus on the education of the community with the participation and cooperation of teachers and educational personnel. These individuals play a role as important reinforcers of the education system of a community. In the past, the state focused on education through a core curriculum that neglected the common sense of local citizens. In rural communities, this caused learners to put less emphasis on their own community and locality. However, this led to various social problems. Thus, the participation of community members in educational management, especially as social studies teachers, could play a significant role in establishing a sense of personal pride in citizens today. There should be integrated learning management practices which must be linked to the community and locality. The school curriculum should be developed by embracing the acquired knowledge of the community members to then develop teachers, learners, and informed community members. This curriculum should cover all dimensions which would then strengthen the effective teaching and learning processes of the community.

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Competencies of Teaching-Interns: Basis for a Capacity Building Program for State Colleges and Universities

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Abstract

This research investigated the competency level of teaching interns and developed a capacity building program for enhancing the competency of the interns. The study was conducted at the Sorsogon State College, Philippines. The critical action research approach was utilized for this study; it also incorporated a descriptive correlation design. Data were gathered through content analysis, observations, and standard validated questionnaires. One hundred and fifty (150) teaching interns were purposively selected from three (3) programs for this study. The overall results revealed that the competency levels of teaching interns before and after the internship were novice and needed further training. The paired samples t-test revealed a significant difference in the competency levels and hence, implies a significant increase in their level of competency after the internship. Overall, a strong positive relationship ($r = .097$) was found to exist between the internship and the competency level of teaching interns; consequently, an internship with a capacity building program for classroom action research is proposed for the state colleges and universities in the Philippines.

Introduction

Discussions about educational reform and improving the competency of teachers for quality education has been numerous in recent years (Yadav, 2013; Kaur, 2015; Hoesini, 2014; Lugitsch, 2011). National evaluation, program development and training of teachers are known as one of the key elements for educational evolution (Kumar, 2013; Sturmhuber, 2013; Schecker, 2012). This means that teachers need specific content knowledge as well as pedagogical content knowledge for the implementation of school curricula (Kulkarni, 2014; Panda & Tewari, 2009). Both forms of teacher knowledge are crucial for successful learning at

school and thus, a part of professional action competency (Kunter, Baumert, Blum, Klusmann, Krauss, & Neubrand, 2013; Wals, 2012).

O'Neill (2010) reports that an internship program in a Higher Learning Institution (HEI) serves students in a variety of ways. According to the researcher, it benefits students by improving their performance while in college and increases the opportunities for finding a job upon graduation. Mendis & Arachchige (2015) adds that work-based learning experiences are increasingly important for HEIs as students who participate in it tend to increase their employment potential.

Recent research reveal that internship programs

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involve a triangular partnership between students, schools, and industry (Ramakrishnan & Yasin, 2011; Wilton, 2012; Fernald & Goldstein, 2013). Similarly, Parker, Kilgo, Sheets, & Pascarella (2016); Terry & Larry (2007) highlight that an internship can be considered as one of the positive approaches for the HEI to compete for a larger intake of students by promoting a comprehensive curriculum with an attractive Internship Program. A growing body of literature suggests a positive correlation between the internship and the competency of student-teachers (Fernald & Goldstein, 2013; Rothman & Sisman, 2010; Sweitzer & King, 2009; Ehiyazarayan & Barraclough, 2009). It is apparent that HEIs build strong relationships with the industry partners, and this allows students to acquire the latest skills in terms of both hard skills and soft skills in their curriculum. Likewise, industry partners equally benefit from this unique relationship by being a bridge between the HEI and students (Ontiveros, 2010).

In 2017, the Philippines Commission on Higher Education Division (CHED), released the new policies, standards and guidelines for the revised Bachelor of Elementary Education, Bachelor of Secondary Education, and Bachelor of Technical-Vocational Teacher Education curricula Integrated into these teacher education curricula were the revised student teaching program for the experiential learning courses of teaching interns. The Department of Education (DepEd) also responded with the issuance of DepEd Order No. 42, s. 2017 which prescribes the national adoption and implementation of the Philippine Professional Standards for Teachers (PPST) for the continuing professional development and advancement of teachers (DepEd, 2017). It replaced the National Competency-Based Teacher Standards (NCBTS) issued through DepEd Order No. 32, s. 2009 (TEC & DepEd, 2017).

With the new standards for new teachers as defined in the PPST, it is imperative to determine the performance of the last batch of teaching interns of Sorsogon State College Teacher Education Program enrolled in the teacher education curriculum prescribed through CHED Memorandum Order No. 30, s. 2004 and CHED Memorandum Order No. 52, s. 2007. The initial feedback of the cooperating teachers from the basic education sector on the level of competence of teaching interns vis-à-vis the new descriptors for new teachers in preparation for the full implementation of the new elementary, secondary and technical-vocational teacher education curricula prompted the conduct of this 4 study.

Furthermore, the effectiveness of the curricula can be known through the expected performances of the teaching interns as defined in the PPST. It is also important to evaluate the student teaching program of the College of Education to determine opportunities for the continuing professional development of teaching interns, supervising instructors, and cooperating teachers. To this end the hypothesis, "internship program can increase the competency of college teaching interns" was tested.

Objective

This study aims to determine the competency level of the teaching interns of the Sorsogon State College and develop a capacity-building program to enhance their competency during the internship for student-teachers.

Conceptual framework

The independent variable in this study is the internship program for student-teachers, and the dependent variable is the level of competencies of teaching interns. The expected outcome is that the implementation of the capacity building program shall produce competent graduates who can skillfully share their knowledge and model the teaching and learning process.

The term "internship" denotes any temporary work experience involving students, for-profit or nonprofit, to learn while working. For teaching programs, internships are integrated with the students' regular school schedule or during a semester away from school or during the summer break. (Lai, Nalliah, Jutti, Hla, & Lim, 2009; Simpson & Kehrwald, 2010). They involve academic credit or remuneration. Some internships have an academic section and faculty patron. Internship models may vary from school to school and even among departments on campus. Terminology also may vary: Internship may be used interchangeably with field experience. Internships form a tool in education by which colleges and industry offer meaningful, career-related work experience for students and give employers access to a pool of highly qualified and competent personnel. This mutual partnership makes an internship program highly rewarding for both employers and students (Brennan, Corrigan, Allard, Archer, Barnes, Bleakley, & De Bere, 2010; Weible, 2009).

According to Reece (2010); Parker (2012), a student-teaching program is considered as the capstone of the teacher education program. Early field experiences

are a vital part of preparing teachers as it can improve their level of competence. Most teacher educators hold the view that field experience should be integrated into the preparation of future teachers. O'Donoghue & Harford (2010) posit that this requires key attention to the feelings, attitudes, and beliefs of teachers. Naong (2011) explains that student teaching is the most universal component of the teacher preparation experience.

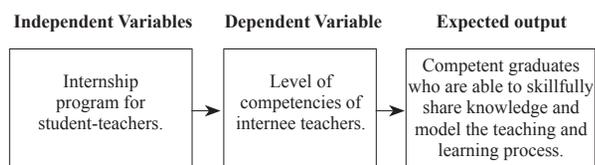


Figure 1 Conceptual framework

Research methodology

1. Population and samples

Sorsogon is a province in the Philippines located in the Bicol Region. It is the southernmost province in Luzon and is subdivided into fourteen municipalities and one city. Its capital is Sorsogon City. The study was conducted at the Sorsogon State College, Philippines. It involved one hundred and fifty (150) participants purposively selected from the following programs: Bachelor in Elementary Education (BEED), Bachelor in Secondary Education (BSED), and Bachelor in Technical and Teacher Education (BTTE).

2. Research instruments

Critical action research approach (Ary, Jacobs, Sorensen, & Razavieh, 2010) was utilized in this study. It also employed Descriptive Correlational Research Design. Data were gathered through content literature, survey, and observation. The survey was conducted through a validated questionnaire designed to determine the competency level of the teaching interns along with the 37 descriptors for beginning teachers in the PPST. The questionnaires were rated on a Likert using the following scale: 5 - expert; 4 - advanced, 3 - intermediate, 2 - novice, and 1 - fundamental. It was tested and, then 5 validated by a group of experts from the college of education before administration to the 150 teaching interns of the Sorsogon State College Teacher Education Program in the Province of Sorsogon.

3. Data collection

Curricula for different years were analyzed together with educational policies. This was followed by observations of the interns and their supervisors, and a survey of the selected teaching interns. The final stage

was benchmarking with an international seminar-workshop on action research.

4. Data analysis

All descriptive data were processed with mean, median, and standard deviation. T-test was used to analyze the significant difference in the means. Pearson r was used to determine the type of correlation that exists between the dependent and independent variables.

Results

1. Content analysis of the existing students' teaching Program

The undergraduate teacher education curricula require teaching interns to undergo internship at DepEd cooperating schools. CMO No. 104 s. 2017 defines an internship as the practical application of classroom learning to the actual regular work environment. An internship is synonymous with practicum, field practice, and on-the-job training but not with an apprenticeship (Licuanan, 2017). The analysis as presented in Table 1 shows the development of the student-teaching program from 1999 to 2017 in terms of the course title, subjects, credit units, prerequisite, teaching strategy, and course requirement (Licuanan, 2017; Neri, 2007). It is imperative to highlight that all of the teacher education curricula from 1999 to 2017 requires the completion of action research during the internship.

Furthermore, the content analysis on the course syllabus and the student-teaching handbook revealed that teaching interns are rated in terms of the completion of the required number of demonstration teaching and submission of a narrative report or student-teachers' portfolio (Digo, 2008).

2. Level of competencies of the BEED teaching Interns

The teaching interns' competency levels along with the seven (7) domains and 37 descriptors for new teachers in the PPST were analyzed. Table 2 shows the BEED teaching of interns' competency levels. The average mean ratings of 1.90 and 2.07 for before and after internship respectively reflect that their competency level was a novice. The paired samples t-test revealed a significant difference in the competency level of BEED teaching interns. The pre-internship median was Mean = 1.9, with a standard deviation of S.D. = 0.1, whereas the post-internship median was M = 2.07, with a standard deviation of S.D. = 0.05), $t = -2.88053$, $p = 0.13817$ at $p < .05$.

Table 1 Content analysis of the existing students' teaching program

Year	Course title	Subjects	Credit units	Prerequisite	Teaching strategy	Requirement	
MO No. 11,	Student Teaching	Student teaching	12	All general education, Professional education and majors or specialization courses	Observation and laboratory or clinical experiences	Action research paper	
CMO No. 30, 2004	Field study Courses	FS 1		Taken concurrent with the professional education course	Professional education courses	Experiential learning	Term paper, Case study, Action research or other forms of research
		FS 2					
		FS 3					
		FS 4					
		FS 5					
		FS 6					
CMO No. 52, 2007	Experiential learning courses	Practice teaching		Professional education courses	Experiential learning	Term Paper, Case study, Action research or other forms of research	
		FS 1					
		FS 2					
		FS 3					
		FS 4					
		FS 5					
CMO No. 74, 75, & 78 s. 2017	Experiential learning	FS 1	All professional and major/specialization subjects	Direct observation	Teaching portfolio		
		FS 2	All professional and major/specialization subjects	Participation: teaching assistantship	Teaching portfolio; Action research proposal		
		Teaching internship	FS 1 & 2	Clinical approach; Mentorship	Teaching portfolio; Completed action research		

Note: FS – Field Study

Table 2 Level of competencies of the BEED teaching interns

No	Domains	Competencies	Mean	S.D.	n	df	t (Comp)	t (Tab)-2T	Decision
1	Content, Knowledge and Pedagogy	Before Practice Teaching	1.90	0.07	7	6	1.69	±2.45	Accept Ho
		After Practice Teaching	1.98	0.02	7				
2	Learning Environment	Before Practice Teaching	1.73	0.02	6	5	6.64	±2.57	Reject Ho
		After Practice Teaching	2.05	0.01	6				
3	Diversity of Learners	Before Practice Teaching	2.12	0.02	5	4	5.72	±2.78	Reject Ho
		After Practice Teaching	2.26	0.02	5				
4	Curriculum and Planning	Before Practice Teaching	1.96	0.28	5	4	0	±2.78	Accept Ho
		After Practice Teaching	2.06	0.28	5				
5	Assessment and Reporting	Before Practice Teaching	1.96	0.01	5	4	2.74	±2.78	Accept Ho
		After Practice Teaching	2.10	0.01	5				
6	Community Linkages and Professional Engagement	Before Practice Teaching	1.83	0.04	4	3	2.05	±3.18	Accept Ho
		After Practice Teaching	2.00	0.01	4				
7	Personal and Professional Development	Before Practice Teaching	1.82	0.062	5	4	1.73	±2.78	Accept Ho
		After Practice Teaching	2.06	0.003	5				

3. Level of competencies of the BSED teaching Interns

Table 3 portrays the BSED teaching interns' competency level according to the seven domains of the PPST. The analysis highlighted mean ratings of 2.05 and 2.02 which did not differ significantly for the pre- and post-internship exercises. The paired-samples t-test showed a significant difference in the competency levels before (mean = 2.05, S.D. = 0.08) and after (mean = 2.02, S.D. = 0.02); the internship. The detail results are provided in Table 3 below.

Table 3 Level of competencies of the BSED teaching interns

No	Domains	Competencies	Mean	S.D.	n	df	t (Comp)	t (Tab)-2T	Decision
1	Content, Knowledge and Pedagogy	Before Practice Teaching	2.01	0.04	7	6	-0.44	±2.45	Accept Ho
		After Practice Teaching	1.98	0.03	7				
2	Learning Environment	Before Practice Teaching	1.88	0.01	6	5	1.93	±2.57	Accept Ho
		After Practice Teaching	1.93	0.01	6				
3	Diversity of Learners	Before Practice Teaching	2.26	0.02	5	4	-1.91	±2.78	Accept Ho
		After Practice Teaching	2.06	0.02	5				
4	Curriculum and Planning	Before Practice Teaching	2.10	0.05	5	4	-2.23	±2.78	Accept Ho
		After Practice Teaching	2.00	0.03	5				
5	Assessment and Reporting	Before Practice Teaching	2.08	0.05	5	4	0.23	±2.78	Accept Ho
		After Practice Teaching	2.10	0.01	5				
6	Community Linkages and Professional Engagement	Before Practice Teaching	2.00	0.05	4	3	-1	±3.18	Accept Ho
		After Practice Teaching	1.98	0.03	4				
7	Personal and Professional Development	Before Practice Teaching	2.00	0.05	5	4	1.09	±2.78	Accept Ho
		After Practice Teaching	2.08	0.01	5				

4. Level of competencies of the BTTE teaching Interns

Table 4 illustrates the BTTE teaching interns' competency level based on the seven domains of the PPST. The mean ratings before and after the internship were 1.08 and 1.92, respectively. Both means reveal a competency level of a novice. Though both means connote novice competence, the paired-samples t-test however indicated a significant difference in the competency levels before (mean = 1.08, S.D. = 0.06) and after (mean = 1.92, S.D. = 0.06); t = -2.21505, p = 0.046854 at p < .05 the student-internship.

Table 4 Level of competencies of the BTTE teaching interns

No	Domains	Competencies	Mean	S.D.	n	df	t (Comp)	t (Tab)-2T	Decision
1	Content, Knowledge and Pedagogy	Before Practice Teaching	1.80	0.050	7	6	1.72	#2.45	Accept Ho
		After Practice Teaching	1.93	0.030	7				
2	Learning Environment	Before Practice Teaching	1.67	0.030	6	5	8.00	#2.57	Reject Ho
		After Practice Teaching	1.93	0.030	6				
3	Diversity of Learners	Before Practice Teaching	1.98	0.030	5	4	2.06	#2.78	Accept Ho
		After Practice Teaching	2.12	0.030	5				
4	Curriculum and Planning	Before Practice Teaching	1.72	0.047	5	4	1.12	#2.78	Accept Ho
		After Practice Teaching	1.82	0.002	5				
5	Assessment and Reporting	Before Practice Teaching	1.84	0.008	5	4	3.16	#2.78	Reject Ho
		After Practice Teaching	1.94	0.003	5				
6	Community Linkages and Professional Engagement	Before PT	1.88	0.009	4	3	0	#3.18	Accept Ho
		After Practice Teaching	1.88	0.009	4				
7	Personal and Professional Development	Before Practice Teaching	1.7	0.035	5	4	1.73	#2.78	Accept Ho
		After Practice Teaching	1.84	0.003	5				

5. Relationship between internship program and teaching interns' competencies

Table 5 below presents the type of relationship between the internship program and the competencies of the teaching interns based on the 7 domains in the PPST. Overall a strong positive relationship was found between internship program and teaching interns' competencies. Nonetheless, the individual programs showed a unique type of relationship. For the BEED, the following types of relationships were observed: Strong positive correlation for Content, Knowledge, and Pedagogy, Diversity of Learners. This implies that the internship program can boost the competencies of teaching interns for Domains 1 and 4. On the other hand, a negative correlation was recorded for Learning Environment, Curriculum and Planning, and Assessment and Reporting.

6. The Proposed Innovation Program

Classroom action research is one of the minimum requirements prescribed by the Commission on Higher Education for internship has the potential to help the mentors and the teaching interns reflect on and assess their practices as they aspire for their professional growth and development. The findings on the competency level of teaching interns, minimum requirement for internship, and lack of training program for mentors require a capacity building program to improve the outcome of the internship program. This can be accomplished thru a training program for supervising instructors and cooperating teachers on classroom action

Table 5 The Relation between Internship and Competency of Interns

No	Domains	BEED Pearson r	Strength of Association	BSED Pearson r	Strength of Association	BTTE Pears on r	Strength of Association
1	Content, Knowledge and Pedagogy	0.79	Strong positive correlation	0.64	Strong positive correlation	0.53	Strong positive correlation
2	Learning Environment	-0.15	Small negative correlation	0.24	Small positive correlation	0.45	Moderate positive correlation
3	Diversity of Learners	0.93	Strong positive correlation	0.15	Small positive correlation	0.19	Small positive correlation
4	Curriculum and Planning	-0.66	Strong negative correlation	2 x 10 ⁻¹⁶	Small positive correlation	0.02	Small positive correlation
5	Assessment and Reporting	-0.18	Small negative correlation	-0.42	Moderate negative correlation	-0.10	Small negative correlation
6	Community Linkages and Professional Engagement	0.24	Small positive correlation	0.96	Strong positive correlation	-0.59	Small negative correlation
7	Personal and Professional Development	0.00	No correlation	0.42	Moderate positive correlation	0.67	Strong positive correlation

research. The summary of the proposal is presented in Table 6.

Table 6 The proposed innovation program

Key Findings	Action	Specific Tasks	Responsible Persons	Participants	When and Where	Expected Output
Competency level of teaching interns is intermediate.	Develop an extended Capacity Building Program	Implement training programs to capacitate at least 100 mentors	Resource Persons, Extension Workers, Dean	Supervising Instructors	1 st & 3 rd Quarter, Sorsogon State College	Classroom Action Research Proposal
Action research is a minimum requirement for internship but was not required for the completion of the course.	Internship	for annually on classroom action research.	Resource Persons, Extension Workers, School Heads	Cooperating Teachers	2 nd & 4 th Quarter, DepEd Div. of Sorsogon	Classroom Action Research Proposal
No implemented training program for the mentors of teaching interns.						

Discussion

The content analysis of the existing students' teaching program unmasked gaps on the CHED prescribed minimum standards against the actual and delivered student-teaching curriculum. It was noticed that the completion of action research was not required for the completion of the course. Invariably, the novice competency level of teaching interns could have been improved if the student-teaching program required the completion of action research as a minimum requirement for the completion of the internship. Also, colleges have

no training programs for the mentors of the teaching interns. Hence, the need to develop a capacity-building program for supervising instructors and cooperating teachers on action research was validated by these findings.

On the level of competencies of the BEED teaching interns, the finding depicts a significant increase in the level of competency of the teaching interns. However, the improvement in their level of competency did not shift interns from one level of competency to the other. Implying that a better internship program or training might have the capacity to help the interns become more competent. Spradlin (2009) affirms that the internship has become a progressive treasure for students. The researcher emphasizes that an internship program strengthens the students' technical proficiencies and improves their analytical skills. It offers students an independent, wider context of learning which provides a more effective learning environment than traditional classrooms. Contrarily, the hypothesis was rejected for domain two (2) and three (3); implying that there was no significant improvement in the means of the two (2) domains. Along this line, it could be deduced that internship is not suitable for competency enhancement.

With the level of competencies of the BSED teaching interns, the result implies that the internship program could play a role in improving their competence level in all the seven domains. This finding is consistent with the studies of Haugan, Moen, & Karisdottir (2012) noting that internship program is very essential in teacher education, therefore it should be given considerable attention. The researcher adds that it should not just be a requirement for completion of the teacher education program but it should be a tool ensuring the effectiveness of education programs.

In relation to the level of competencies of the BTTE teaching interns, the finding means that the internship was able to enhance the competency level of the teaching interns, and therefore the hypothesis accepted. This agrees with Hine (2013) who emphasized that action research bridges the gap between research and practice. The researcher asserts that the theoretical components behind action research practice help practitioners appreciate and observe the real classroom setting. Nonetheless, for domains two (2) and five (5), the hypothesis was rejected. It could be inferred that the internship program was not ideal for enhancing Learning Environment and Assessment and Reporting.

The relationship between the internship program and teaching interns' competencies suggests that the use of internship programs might not guarantee an increase in competence of teaching interns for Domain 2, 4, and 5. It is imperative to also mention that there could be other factors associated with these domains that generated the negative correlation. Otara (2014) posits that what marks teachers out as good, is not only their content knowledge and pedagogical skills. It is their commitment to their teaching, their students, and their learning and achievement. According to Otara (2014); Fletcher, Mountjoy, & Bailey (2011), an internship program is an effective way to give training to the student-teachers about the real world of work as it provides an occasion for integrating theory and practice in teaching. The researchers suggest that internship integrated with action research provides internee teachers the chance to critically reflect and improve on their practice. Finally, no correlation was found for Personal and Professional Development. This indicates that intern programs are not good tools for the personal and professional development of teaching interns.

It could be concluded that the competency level of teaching interns before and after the internship was a novice and therefore needed further training. From the analysis of the policies, standards, and guidelines of the student-teaching program, it was discovered that action research was prescribed by CHED as a minimum requirement for the internship, but this was not required in the institutionally approved student-teaching program. Likewise, there were no implemented training programs for the mentors of the teaching interns. Hence, a capacity building program for classroom action research is proposed for integration in the internship program.

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Leadership Styles of Senior High School Coordinators in Isabela City, Basilan Philippines

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Abstract

The study was conducted to investigate the instructional and administrative leadership styles of the Senior High School Coordinators in Isabela City, Basilan Philippines. Thirty-nine (39) senior high school teachers were purposively selected from the three Senior High Schools under the Department of Education (DepEd) in Isabela City. The Organization for Economic Cooperation and Development's (OECD) Teaching and Learning International Survey (TALIS) was adapted for this study. All statistical results were analyzed with mean and standard deviation. The findings revealed that the coordinators practiced both the Instructional Administrative Leadership Styles "quite often". Their overall leadership skill was rated as "good". This leadership ability is below the expected leadership skills of the coordinators. They were more involved in instructional activities more than administrative responsibilities. Nevertheless, administrative responsibilities such as creating an orderly and task-oriented atmosphere in the school and making the school accountable internally and to stakeholders were not neglected. The study found that they did not use the student's performance results in developing the school's educational goals, and did not really take the initiative to discuss the problems of teachers under their supervision; lack of collaboration seemed to exist. To make the coordinators more effective under the decentralized education system in the Philippines, the senior high school leaders need to be given formal training to enhance their instructional and administrative skills. This should be a yearly capacity building program with the involvement of major stakeholders for proper accountability.

Introduction

In the last decade, it is evident that institutions and their leaders have experienced massive changes in the workplace. This is because of the rapid technological advancements, increased globalization, shifting organizational structures, and dynamic career patterns (Bamiro, 2015; Sandbakken, 2006). With the rapid

dynamism in the workplace, it demands that institutional leaders look for alternative means to develop the knowledge, skills, and abilities needed for success in a globally dynamic environment (Amanchukwu, Stanley, & Ololube, 2015). School organizations, like all other organizations, need strong leadership and management.

It is mostly agreed that effective leadership is

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indispensable in all organizations, whether business, government, religious or educational. The concept of leadership style has been applied to education as a way of examining the behavior of principals and head teachers (Walker, Bush, & Oduro, 2006).

According to Webber, Onguko, & Abdalla (2008), the major standards for appointing teachers to the headship positions in most developing countries are based on their teaching experience and exemplary classroom practice.

The role of the headteacher in providing professional leadership and overall management of the school is a major concern in many countries. It is vital in building and upholding educational standards, providing clear leadership for staff and students, running the school efficiently, and helping to develop the philosophy and vision for the school as a whole (Kythreotis, Pashiardis, & Kyriakides, 2010; Mustapha, 2011). Mwape (2012) explains that the headteacher is the gatekeeper, and the overseer of all affairs in the school.

In the Philippines, three major policy reforms marked the pivotal changes that the school organizations and their leaders must cope with and adapt to the successful delivery of the mission, vision, goals, and objectives of education. First is the K to 12 Basic Education Program which is the flagship program (Pa-alisbo, 2017; Urbani, Roshandel, Michaels, & Truesdell, 2017); then the decentralization which is the basis for the implementation of School-Based Management (SBM) (UNESCO, 2015; DepEd, 2017), and the implementation of the Results-Based Performance Management System (RPMS). These policy reforms are expected to introduce critical changes necessary to further accelerate, broaden, deepen, and sustain DepEd's effort in improving the quality of basic education. As such, all leaders are expected to be attuned to the recent changes in the curriculum for effectiveness.

With the implementation of the K to 12 educational reform framework, DepEd Isabela City Division, Basilan, opens its doors to Grade 10 high school completers, catering diverse students from nearby municipalities, by adding two years in the basic education, dubbed as "Senior High School" (Grades 11 and 12). To manage and operate the Senior High School program, each of these schools has designated a "coordinator" – who will manage bureaucratic and school goals, supervise instruction in the school, assign teachers to classrooms, and create opportunities for teachers to improve.

However, managing the new program during the transition period is a goal beyond what one would expect of a successful delivery since the said "coordinators" had been appointed or designated by their respective heads without established guidelines for hiring and selection because DepEd has not yet established policy guidelines in hiring those who will lead in the Senior High School program.

This raises some questions: What formal preparation and experience do the coordinators need for their new responsibilities? What practices have they adapted to help them grow or develop their professional practice? The Organization for Economic Cooperation and Development's (OECD) Teaching and Learning International Survey (TALIS) helps answer these questions.

Objectives

The study aims to provide knowledge of the Senior High School Coordinators' leadership styles and working conditions with the implementation of the three new educational policy changes for an effective Senior High School. One of the problems faced by the Basilan Senior High School is the lack of a clear direction since it is not independent of the junior high school. Specifically, the study sought to:

1. Investigate the management styles practiced by the Public Senior High School Coordinators in Isabela City, Basilan.
2. Make suggestions for enhancing the management program of the Senior High School Coordinators in Isabela City, Basilan.

Conceptual framework

Figure 3 below shows the conceptual framework of this study. All Senior High School Coordinators were evaluated by their respective teachers in terms of the three behavioral indices of Instructional Leadership Style: management school goals index, instructional management index, direct supervision of instruction in the school index, and the two behavioral indices of Administrative Leadership Style: accountable management index and bureaucratic management index. Coordinators scoring high for the first management style are significantly involved in what is referred to in the research literature on school management as an Instructional Leadership Style.

This index was derived by averaging the indices for the first three management behaviors, management

for school goals, instructional management, and direct supervision of instruction in the school. The second management style can be best referred to as an Administrative Leadership Style and was derived by averaging the indices for the management behaviors, accountable management, and bureaucratic management. This style of management focuses on administrative tasks, enforcing rules and procedures, and accountability. The areas where the coordinators needed enhancement in; as identified in the behavioral indices, will serve as the basis for the Coordinator's Enhanced Development Program.

In many countries, school leaders are faced with challenges in transforming their educational system to produce graduates who are equipped with the necessary knowledge and skills in this changing world. Therefore, school leaders are expected to change radically not only as mere managers but good leaders who can transform and improve educational outcomes (OECD, 2009). Instructional leadership and Administrative Leadership are two management styles that summarize the behavior of a school leader, specifically, they characterize a more comprehensively principals' approach to their leadership approach. Instructional Leadership is characterized by a behavior focusing on the school goals and curriculum development that is, managing the school along clearly stated goals based on student learning and performance objectives looking into the instructional quality of teachers and directing supervision of instructional quality and feedback to teachers. On the other hand, Administrative Leadership is characterized by a behavior focusing on managing accountability regarding the school's performance and administration within the education system and managing actions taken about scheduling of teachers and courses and the enforcement of school policies and procedures.

The two styles are not necessarily mutually exclusive. According to Pont, Nusche & Moorman (as cited in OECD 2009), improving school leadership, generally, the leader should not only engage in Instructional Leadership but should also be involved in administrative accountability and a workable bureaucracy. Both Instructional and Administrative Leadership styles are significant in the decision making about key components of instructional processes, school resources and curriculum, and accountability towards the stakeholders.

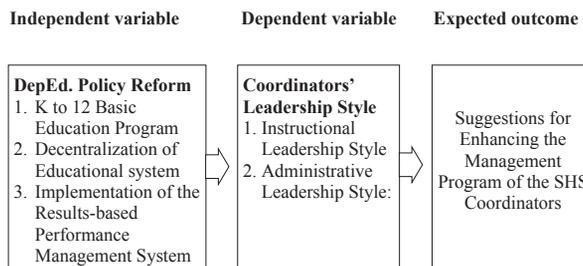


Figure 1 Conceptual framework

Research methodology

1. Population and samples

The study was conducted in Isabela City, Basilan. Specifically, the questionnaire was administered in the three Senior High School providers of the Department of Education (DepEd) Isabela City Division, namely: Basilan National High School, Begang National High School, and Isabela City National High School. The total enumeration technique was utilized to select the respondents of this study. This indicates that all the senior high school teachers who met the inclusion criteria as stipulated became eligible respondents of the study. Thirty-nine (39) teachers were selected from a population of seventy-one (71) senior high school teachers from the three Senior High Schools under DepEd – Isabela City division. The teachers had taught in the senior high school for two consecutive years that is from school year 2016-2017 to school year 2017-2018 were under the direction and supervision of the same coordinator for two academic years.

2. Research instrument

This research was carried out using the standardized questionnaire "Teaching and Learning International Survey (TALIS) on the "School Principal Leadership and Management Behavioral items (2007-08)". The questionnaire had 25 items with five indices: management-school goals index, instructional management index, direct supervision of instruction in the school index, accountable management index, and bureaucratic management index. Each index had 5 statements/ items each. The items were rated on a 4-point Dutton Scale: 1 - Never, 2 - Seldom, 3 - Quite often, 4 - Very often.

A survey questionnaire was used to collect quantitative data. As an initial step, to ensure that the survey was valid, three experts reviewed the survey instrument and rated each item using a three-point scale (not necessary, useful but not essential, and essential) and provided suggestions to improve the questions and

the clarity of instruction. The changes were then incorporated into the survey instrument. After the changes were incorporated a pilot survey was conducted to ensure that the instrument was reliable; the survey was pilot tested with thirty respondents.

3. Data collection

The purposive sampling method used was a homogenous sampling which focused on participants who share a precisely similar experience with the coordinators. In this study the participants were teachers who had taught in the senior high school for two consecutive years that is from the school year 2016-2017 to school year 2017-2018, and the teachers were under the direction and supervision of the same coordinator for two consecutive years. Data collection began with seeking official permissions to gather data. Based on the inclusion and exclusion criteria respondents were selected for the study. This was followed by an orientation conducted by the researcher for the respondents on how to fill-out the questionnaire as well as the ethical consideration of this study. The administration and retrieval of the completed questionnaires were completed.

4. Data analysis

All responses from the respondents were tabulated and analyzed. Because of the nature of the investigation, descriptive statistics using weighted mean and standard deviation were used to determine the extent of the Senior High School Coordinators in practicing the five indices of management actions (Hornig & Loeb, 2010).

Table 1 Descriptive equivalent and interpretation of the weighted mean

Mean range	Numerical rating	Descriptive equivalent	Qualitative interpretation
3.26 – 4.00	4	Very often	Excellent management style
2.51 – 3.25	3	Quite often	Good management style
1.76 – 2.50	2	Seldom	Fair management style
1.00 – 1.75	1	Never	Poor management style

Results

1. Management for school goals index

Table 2 shows the weighted mean scores, standard deviation, numerical rating, and descriptive rating for the index on management for School Goals. Specifically, it can be gleaned from the table that statement 1 and statement 2 had the highest weighted mean of 3.56 with a standard deviation of 0.50 and 0.59, respectively, while statement 3 had the lowest weighted mean of 3.38. This finding portrays that the coordinators possess an excellent level of leadership skill.

Table 2 Mean scores for management for school goals index

Statements	N	Mean	S.D.	Numerical rating	Descriptive rating
1. Ensures that the professional activities of teachers are per the teaching goals of development the school.	39	3.56	0.50	4	Very Often
2. Ensures that teachers work according to the school's educational goals.	39	3.56	0.59	4	Very Often
3. Uses student's performance results to develop the school's educational goals.	39	3.38	0.71	4	Very Often
4. Takes examination results into account in decisions regarding curriculum development.	39	3.46	0.71	4	Very Often
5. Ensures that there is clarity concerning the responsibility for coordinating the curriculum	39	3.48	0.75	4	Very Often
Average weighted mean		3.49	0.6	4	Very Often

2. Instructional management index

Table 3 provides the weighted mean, standard deviation, numerical rating, and descriptive rating for the Instructional Management Index. The overall mean for this index was 2.95. This portrays a descriptive rating of 'quite often', implying that the coordinators were good at the instructional management index. The highest weighted mean (3.00) was recorded for statement 3 with a standard deviation of 0.83, and the lowest weighted mean (2.29) recorded was for statement 2 with a standard deviation of 0.83. Irrespective of the differences in the mean, they did not differ in their descriptive rating. As indicated earlier "quite often" signifies that the coordinators had good managerial or leadership skills as it pertains to statement 3 and 2.

Table 3 Mean scores for instructional management index

Statements	N	Mean	S.D.	Numerical rating	Descriptive rating
1. Takes over lessons from unexpectedly absent teachers	39	2.97	0.90	3	Quite often
2. Takes the initiative to discuss matters when a teacher has a problem/s in his/her classroom.	39	2.92	0.83	3	Quite often
3. Inform teachers about the possibilities for updating their knowledge and skills.	39	3.00	0.83	3	Quite often
4. Solves the problem together when a teacher brings up a problem in the classroom.	39	2.95	0.79	3	Quite often
5. Pays attention to disruptive behavior in classrooms.	39	2.95	0.82	3	Quite often
Average weighted mean		2.95	0.83	3	Quite often

3. Direct supervision of instruction in the school index

The result of the Supervision of Instruction Index reveals a consistent flow of instructional activities supervised by the Coordinators. Statement 3 (monitor students' work) had the highest mean (3.20), and statement 5 (meet individually with teachers to discuss student progress) had the lowest (3.02). The finding was consistent with the real scenario in school, as monitoring student's presence signals whether classroom activities are still in place; though observing instruction in the classroom seemed to be rare as observed in the result of this study. It was noticed that Direct Supervision of Instruction in the School Index scored a weighted mean above 2.50 with a numerical rating of 3.

Table 4 Mean scores for direct supervision of instruction in the school index

Statements	N	Mean	S.D.	Numerical rating	Descriptive rating
1. Observes instruction in the classroom	39	3.05	0.99	3	Quite often
2. Give teachers suggestions as to how they can improve their teaching.	39	3.10	0.94	3	Quite often
3. Monitor students' work.	39	3.20	0.97	3	Quite often
4. Checks to see whether classroom activities are in place in keeping with the educational goals.	39	3.17	0.94	3	Quite often
5. Meet individually with teachers to discuss student progress	39	3.02	0.95	3	Quite often
Average weighted mean		3.11	0.95	3	Quite often

4. Accountable management index

Table 5 below highlights the detailed results of the Accountable Management Index. The overall mean was 2.88, showing that all statements had a high response. A mean of 2.88 portrays that the coordinators 'quite often' employed Accountable Management Index and that they have good leadership skills in connection with this index. The result suggests that the Coordinators worked to improve the teaching skills of their teachers.

Table 5 Results for accountable management index

Statements	N	Mean	S.D.	Numerical rating	Descriptive rating
1. Ensures ministry approved instructional approaches are explained to new teachers, and that more experienced teachers are using these approaches.	39	2.84	0.96	3	Quite often
2. Ensures that the teaching skills of the staff are always improving.	39	3.00	0.97	3	Quite often

Table 5 Continued

Statements	N	Mean	S.D.	Numerical rating	Descriptive rating
3. Ensures that teachers are held accountable for the attainment of the school's goals.	39	2.89	1.02	3	Quite often
4. Presents new ideas to the parents in a convincing way.	39	2.92	0.95	3	Quite often
5. Inform teachers of the school's performance results in written form	39	2.76	0.95	3	Quite often
Average weighted mean		2.88	0.97	3	Quite often

5. Bureaucratic management index

Table 6 shows the overall mean (2.88) for Bureaucratic Management Index. The mean indicates a descriptive rating of "quite often". This implies that the coordinators possessed good bureaucratic managerial skills.

Table 6 Mean scores for bureaucratic management index

Statements	N	Mean	S.D.	Numerical rating	Descriptive rating
1. Ensures that everyone sticks to the rules, which is important to the school.	39	3.10	0.94	3	Quite often
2. Checks for mistakes and errors in administrative procedures and reports.	39	2.94	1.07	3	Quite often
3. Resolves problems with the timetable and/or lesson planning.	39	2.84	0.93	3	Quite often
4. Creates an orderly atmosphere in the school.	39	2.97	0.98	3	Quite often
5. Stimulates a task-oriented atmosphere	39	2.97	0.98	3	Quite often
Average weighted mean		2.96	0.98	3	Quite often

6. Instructional Leadership Indices

Table 7 below shows the general average weighted mean scores, standard deviation, numerical rating, and descriptive rating for the three Behavioral Indices of Instructional Leadership Style: Management-school goals index, Instructional management index, and Direct supervision of instruction in the school index. It is noted on table 7 that the management-school goals index had the highest average weighted mean of 3.49 with the lowest standard deviation of 0.65, and a numerical rating of 4 described as 'very often'. This implies an excellent level of leadership as it pertains to management-school goals. This was followed by the index on direct supervision of instruction in the school with an average weighted mean of 3.11, a numerical rating of 3, described as 'quite often', and instructional management index with the lowest average weighted mean of 2.96, a numerical rating of 3, described as 'quite often'. The overall average

weighted mean score was 3.19 with a standard deviation of 0.81 for the indices of Instructional Leadership Style.

Table 7 General weighted mean for instructional leadership indices

Behavioral indices for instructional leadership style	N	Mean	S.D.	Numerical rating	Descriptive rating
1. Management-school goals index	39	3.49	0.65	4	Very often
2. Instructional management index	39	2.96	0.83	3	Quite often
3. Direct supervision of instruction in the school index	39	3.11	0.96	3	Quite often
General average weighted mean		3.19	0.81	3	Quite often

7. Administrative leadership indices

Table 8 provides the overall results of the Administrative Leadership Indices. The overall mean for this index was 2.92 with a standard deviation of 0.98. the descriptive rating was ‘quite often’, inferring that the coordinators were good at Administrative Leadership. It was observed that the coordinators focused on negotiating with parents on the need for new ideas and procedures at the school. They are significantly involved in dealing with problems in the scheduling of teachers and courses and in ensuring adequate administrative procedures and reporting to higher authorities.

Table 8 Results for administrative leadership indices

Behavioral indices for instructional leadership style	N	Mean	S.D.	Numerical rating	Descriptive rating
1. Accountable management index	39	2.88	0.97	3	Quite often
2. Bureaucratic management index	39	2.96	0.98	3	Quite often
General average weighted mean		2.92	0.	3	Quite often

8. Overall leadership styles

Table 9 gives the results for the two leadership styles: instructional leadership style and administrative leadership style. The instructional leadership style means (3.19) was higher than the mean (2.92) of administrative leadership style, even though both were descriptively rated as “quite often”. This indicates that the Senior High School Coordinators practiced the instructional leadership style more than the administrative leadership style.

Table 9 Average weighted mean for management styles

Management Style	N	Mean	S.D.	Numerical rating	Descriptive rating
1. Instructional leadership style	39	3.19	0.81	3	Quite often
2. Administrative leadership style	39	2.92	0.98	3	Quite often

Discussion

The discussion of Management for School Goals Index, Instructional Management Index, Direct Supervision of Instruction in the School Index, Accountable Management Index, Bureaucratic Management Index, Administrative Leadership Indices, Instructional Leadership Indices, and Overall Leadership Styles is provided in this section.

On Management for School Goals Index, table 2 revealed that statement 1 and statement 2 had the highest weighted mean of 3.56 with a standard deviation of 0.50 and 0.59, respectively, while statement 3 had the lowest weighted mean of 3.38. This finding portrays that the coordinators possess an excellent level of leadership skill, and is consistent with the finding of Thompson & Webber (2016); Suharti & Suliyanto (2012). The research indicates that school coordinators were apt to orienting teachers under their supervision on the goals and objectives of the school. The consistency may be because the development of the school’s educational goal was formulated and established by the Central Office of the Department of Education. The overall weighted mean was above 3.25 with a numerical rating indicating that all the statements have a relatively high response. The findings indicate that the Senior High School exhibited excellent leadership skills under the Management for School Goals Index.

The overall mean for Instructional Management Index was 2.95, portraying a descriptive rating of ‘quite often’. This implies that the coordinators were good at the instructional management index. The highest weighted mean (3.00) was recorded for statement 3 with a standard deviation of 0.83, and the lowest weighted mean (2.29) recorded was for statement 2 with a standard deviation of 0.83. Irrespective of the differences in the mean, they did not differ in their descriptive ration rating. As indicated earlier ‘quite often’ signifies that the coordinators had good managerial or leadership skills as it pertains to statement 3 and 2. This trend was in line with TALIS (2013). It was reported that in Australia, Estonia, Iceland, Japan, the Netherlands, and England (United Kingdom) more than half of their principals reported infrequent collaboration with teachers to solve classroom problems. This finding also suggests that the Senior High School Coordinators worked well with teachers to improve weaknesses and to address pedagogical problems (Mester, Visser, Roodt, & Kellerman, 2011). The result of the Supervision of Instruction Index reveals a consistent flow of instructional

activities supervised by the Coordinators. Statement 3 (Monitor students' work) had the highest mean (3.20), and statement 5 (Meet individually with teachers to discuss student progress) had the lowest (3.02). The finding was consistent with the real scenario in school, as monitoring student's presence signals whether classroom activities are still in place; though observing instruction in the classroom seemed to be rare as observed in the result of this study. It was noticed that Direct Supervision of Instruction in the School Index scored a weighted mean above 2.50 with a numerical rating of 3. This could infer that the coordinators 'quite often' performed this particular index. Hence, it could be deduced that the coordinators have good managerial on Direct Supervision of Instruction in the School Index. The results could be attributed to the fact that the coordinators are motivated and challenged in the transition the education division is going through (Sadsad, 2010). However, they are expected to exhibit excellence in their leadership roles (Suharti & Suliyanto, 2012). Factors of student discipline, teacher incentives, teachers' and students' knowledge of and adherence to the schools' vision and mission, and availability of teaching and learning materials and school facilities might hinder the coordinators in the transition (Popovici, 2012).

Accountable Management Index mean was 2.88, showing that all statements had a high response. A mean of 2.88 portrays that the coordinators 'quite often' employed Accountable Management Index and that they have good leadership skills in connection with this index. The result suggests that the Coordinators worked to improve the teaching skills of their teachers. However, teachers were not well informed about the schools' performance. This could be attributed to the fact that the Senior High School Program is still in its transition period – no Aptitude Test or National Evaluation has yet been given to Senior High School students. (OECD, 2009; Zagorsek, Dimovski, & Skerlavai, 2009). In the study of Northouse, (2016) the researcher iterated that job satisfaction influences effective leadership skills of school heads. Some secondary school head teachers expressed dissatisfaction with their work due to uncondusive environment created by administrative flaws in transition (Jacobs, 2009).

For the Bureaucratic Management Index, the descriptive rating was "quite often". This indicates that the coordinators possessed good bureaucratic managerial skills. The finding is consistent with the report of OECD

(2009) that the role of an administrative leader is to ensure that ministry-approved instructional approaches are explained to new teachers and that all teachers are held accountable for improving their teaching skills. It seemed that all the items in this index had a descriptive rating of 'quite often'. The coordinators will need to work hard to improve their bureaucratic managerial skill since excellence is the expected level of competence (Obasan & Yomi, 2011; Timilehin, 2010). This finding may be because most of the teachers in the Senior High School were newly hired teachers with different educational backgrounds and orientation (Tan, 2014). Dela Cruz (2010) explains effective leadership increases an institution's ability to meet all challenges, including the need to obtain a competitive advantage, the need to foster ethical behavior, and the need to manage a diverse workforce fairly and equitably.

The three Behavioral Indices of Instructional Leadership Style were Management-school goals index, Instructional management index, and Direct supervision of instruction in the school index. It could be seen from the tables that the management-school goals index had the highest average weighted mean of 3.49 with the lowest standard deviation of 0.65, and a numerical rating of 4 described as 'very often'. This implies an excellent level of leadership as pertains to management-school goals. This was followed by the index on direct supervision of instruction in the school with an average weighted mean of 3.11, a numerical rating of 3, described as 'quite often', and instructional management index with the lowest average weighted mean of 2.96, a numerical rating of 3, described as 'quite often'. The overall average weighted mean score was 3.19 with a standard deviation of 0.81 for the indices of Instructional Leadership Style. This indicates that the Senior High School Coordinators practiced the Instructional Leadership style 'quite often'. It could be inferred that the coordinators' good instructional leadership skills (Desamito, 2010). In the report of TALIS (2008), the principals from 10 countries (Bulgaria, Mexico, Turkey, Italy, Hungary, Slovak Republic, Malta including Brazil, Poland, and Slovenia) on average engaged in an instructional leadership style above the overall TALIS average. However, there was a significant variation in its use across TALIS countries. The ideas and behaviors related to instructional management were evident to varying degrees in all TALIS countries. Ironically, the countries with the lowest average use of instructional leadership, such as Austria, Estonia, and Spain, have

principals that focus on this style of management (Obineli, 2013).

The overall mean for this Administrative Leadership Indices was 2.92 with a standard deviation of 0.98. The descriptive rating was 'quite often', inferring that the coordinators were good at Administrative Leadership. It was observed that the coordinators focused on negotiating with parents on the need for new ideas and procedures at the school. They are significantly involved in dealing with problems in the scheduling of teachers and courses and in ensuring adequate administrative procedures and reporting to higher authorities. There is a need for coordinators to pursue excellence in administrative leadership (Chang, 2011). This could be achieved through programs and training designed for school leaders. Some studies found a relationship between school leadership styles and the effectiveness of schools. For example, Cravens & Hallinger (2012), and Cravens, Liu, & Grogan (2012) determined whether the practice of transactional and transformational leadership behaviors consistently contribute to higher levels of school performance. It was established that administrative leadership was related to increased school performance, greater perception of principal effectiveness, and increased willingness on the part of teachers to give extra effort. This conclusion was in line with de Parco-Tropicales & de Guzman (2014). finding that administrative leadership generally generates greater follower effectiveness and satisfaction although effective leaders certainly perform using more than one leadership style.

The Instructional Leadership Style means (3.19) was higher than the mean (2.92) of Administrative Leadership Style, even though both were descriptively rated as "quite often". This indicates that the Senior High School Coordinators practiced the Instructional Leadership Style more than the Administrative Leadership Style. Though the coordinators were more engaged in instructional activities as aligned to professional development activities with school goals and curricular objectives, improving classroom instructions, and monitoring students' academic efforts and work, they did not neglect administrative responsibilities such as creating an orderly and task-oriented atmosphere in the school and making the school accountable internally and to stakeholders outside the school.

This result supports the study of Zakaria & Le Ruyet (2012), and Ho & Tikily (2012). The researchers

highlighted the school leaders, in effect, must have the vision; they articulate, sets the styles and tone for the operations. They must provide optimism and determination in times of difficulties. The principal is supposed to be the source of inspiration, wise counsel, energy, and meaning, since leadership implies the conscious direction force, making for a change in the organization. The principal as a leader should be more interested not only in making the teachers perform their duties effectively, but also more importantly, in helping them to achieve, as well as satisfactorily carry out their duties and aspiration while meeting the corporate goals and objectives of the school (Ho & Ng, 2012; Katz & Sugden, 2013).

It could be concluded that Senior High School Coordinators were more engaged in instructional activities than administrative responsibilities. However, they did not neglect administrative responsibilities such as creating an orderly and task-oriented atmosphere in the school and ensuring the school accountable internally and to stakeholders outside the school. Their overall leadership skill could be rated as "good". The coordinators practiced the two indices of the Administrative Leadership Style 'quite often'. They focused more on administrative tasks, enforcing rules and procedures, and accountability, and ensured that the professional development activities of teachers and their work were per the teaching goals of the school. Contrariwise, it seemed that they did not consider using the student's performance results to develop the school's educational goals, and did not take the initiative to discuss the problems of teachers under their supervision; lack of collaboration seemed to exist.

The findings from this study have implications for policy and practice that would build the Senior High School Coordinators' capacity in solving the leader-agent problem within a newly decentralized education sector. For the coordinators to feel capable in managing the school goals, and instruction, they need to invest an adequate amount of time in instructional leadership tasks: focusing on collaboration, talking to teachers about their classroom environment/settings and student's behavior and or achievements and being able to communicate their results as this will become the bases in developing the school goals. They will need to allocate time in providing teachers with professional development and supervision. The current model for school-based management applied in the Philippines requires school leaders to work with key stakeholders in developing the school mission and

goals; the stakeholders are expected to hold school leaders accountable for producing the School Improvement Plan. School-based management policies aimed at supporting the school leaders' role must be designed to guide them to prioritize Instructional and Administrative Leadership.

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Factors Affecting Chinese Tourists' Pro-Environmental Intention to Stay at Eco-Friendly Hotels in Thailand

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Abstract

The objective of this study was to examine the intentions of Chinese tourists that are related to staying at eco-friendly hotels in Thailand by employing a model combining the Theory of Planned Behavior and the Value-Belief-Norm Theory. In order to investigate the factors that influence the intention of Chinese hotel guests to stay in green hotels, a quantitative research approach was applied for this study with a questionnaire on the eco-friendly and conventional hotels in Bangkok, Nakhon Nayok and Phuket completed by a sample of 436 Chinese hotel guests. The results indicate that their sense of obligation to take pro-environmentally friendly actions, attitude towards behavior, subjective norms, and perceived behavioral control have a significant influence on the intention of Chinese guests to stay in eco-friendly hotels while traveling in Thailand. With the use of pro-social and self-interest variables, the proposed model indicates a high level of prediction to the behavioral intention ($R^2 = 0.455$). Recommendations are provided for government institutions in both countries to introduce educational programs to strengthen the environmental awareness of tourists from China and to facilitate the implementation and conducting of hotel operations that are based on the requirements of environmentally aware travelers by hotel managers at eco-friendly hotels in Thailand.

Introduction

Due to its strong economic growth during recent decades, China is currently among the most important economies in the world. Recently, China's National Bureau of Statistics reported that the total Gross Domestic Product was 13,608.15 billion USD in 2018. The economy of China has now entered a completely new era in which the structure of social consumption is starting to emphasize the development and enjoyment of individuals. One of the largest consumer sectors in Chi-

na will certainly be tourism. International travel is no longer limited to the elite, as it was previously, but is presently a popular choice for consumers that is available to a rapidly growing urban middle class. Based on a report issued by the China Tourism Academy in 2017, the number of Chinese traveling abroad totaled 130 million, a rise of 7% from the previous year (China Tourism Academy, 2018).

Being a well-known destination for global tourism, Thailand is considered to be the most favorite

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country for tourists from China. In recent years, Thailand has experienced the rapid growth of visitors arriving from Mainland China. Thailand's Ministry of Tourism and Sports has reported that the arrivals for the year 2019 (from January to November) from Mainland China reached 10.14 million, and thus, China has been the source of the highest number of international tourists for Thailand for over seven years in a row. The total number of arrivals in 2019 showed a 4.61% increase from 2018. In 2019, visitor arrivals from Mainland China accounted for 28.3% of the total number of 35,866,606 inbound tourists (Ministry of Tourism & Sports, 2019). As a result, Mainland China is currently Thailand's most important market in terms of international tourists. In addition, the total expenditures of Chinese tourists recorded at 505,994.96 million baht, which represents a 6.16% increase from 2018, which amounted to 476,655.15 million baht. In terms of the total number of travelers and their spending habits, China is considered as the top country in Thailand's inbound tourism.

Due to being one of the most popular destinations for tourism in the world, the tourism industry is a significant source of foreign exchange and a major provider of jobs for Thailand. The tourism resources of the country are especially rich, and the weather is sunny throughout the year. There are also plentiful nature resources; however, there are also major environmental issues that have resulted in Thailand being ranked much lower than other countries. For example, in 2017, the World Economic Forum's Travel & Competitiveness Report listed Thailand at 93rd place for enforcement of environmental regulations, 100th place for the stringency of the environmental regulations, and 122nd place for environmental sustainability. With regard to the tourism industry, the hotel sector is among the most significant consumers of natural resources due to their use of large amounts of energy and resources consumed in terms of electricity, water and disposable items in their everyday operations. This leads to a number of negative impacts on the natural environment (Verma & Chandra, 2018; Bohdanowicz, 2005). With the aim of reducing the environmental damage, numerous hotels have begun adopting green policies and introducing programs focused on the environment into their operations, which allows them to become green hotels (Cerutti, Beccaro, Bruun, Donno, Bonvegna, & Bounous, 2016; Yadav & Pathak, 2016).

In general, Chinese citizens believe that the responsibility to protect the environment belongs to the

government, rather than themselves (Harris, 2006), as the nation is led by a single-party system, and the people do not have much input with regard to environmental issues (Foster, 2001). Nevertheless, much more attention toward environmental concerns has been seen among the public in recent years as environmental reporting is now playing a major role in the Chinese media (Hilton, 2013). In addition to the citizens, the government has also begun to take action regarding the environment and sustainable development, and it is perceived to be a high-level priority in China. Thus, the government has provided a guide for Chinese tourists traveling internationally and requested that they behave in an appropriate manner by paying attention to proper etiquette and hygiene, respect the local environment during outbound tourism, and adhere to other behaviors that are also considered as contributing to sustainability.

Because of the increased emphasis placed on environmental issues, a growing number of research has been conducted this topic. Based on the survey of the previous research, the majority of the research studies done on environmentally-aware behavior have been carried out in western countries, including Germany (Bamberg, 2003), the USA (Han, 2015; Choi, Jang, & Kandampully, 2015; Van, Riper, & Kyle, 2014) and Australia (Nimri, Patiar, Kensbock, & Jin, 2020). In mainland China, several research has focused on the pro-environmental behavior of Chinese travelers, especially with regard to sustainable tourism (Gao, Huang, & Zhang, 2017), sustainable transportation behavior (Liu, Sheng, Mundorf, Redding, & Ye, 2017), and their decisions to patronize eco-friendly hotels (Wang, Wang, Wang, Li, & Zhao 2018). Several research conducted in Taiwan have investigated the intention of Taiwanese hotel guests regarding green hotels in Taiwan (Chen & Peng, 2014; Lee & Jan, 2018). However, there is limited research studies that investigate the pro-environmental intentions of outbound Chinese tourists traveling in Thailand, the country that they visit the most.

Objective

Due to the apparent importance of gaining a better understanding of Chinese tourists' pro-environmental behavior while traveling abroad, this study's main objective was to identify the factors that influence the intention of consumers to choose green accommodation in Thailand. The literature on the pro-environmental intentions of Chinese outbound tourists will be enriched by the findings of this study.

Conceptual framework

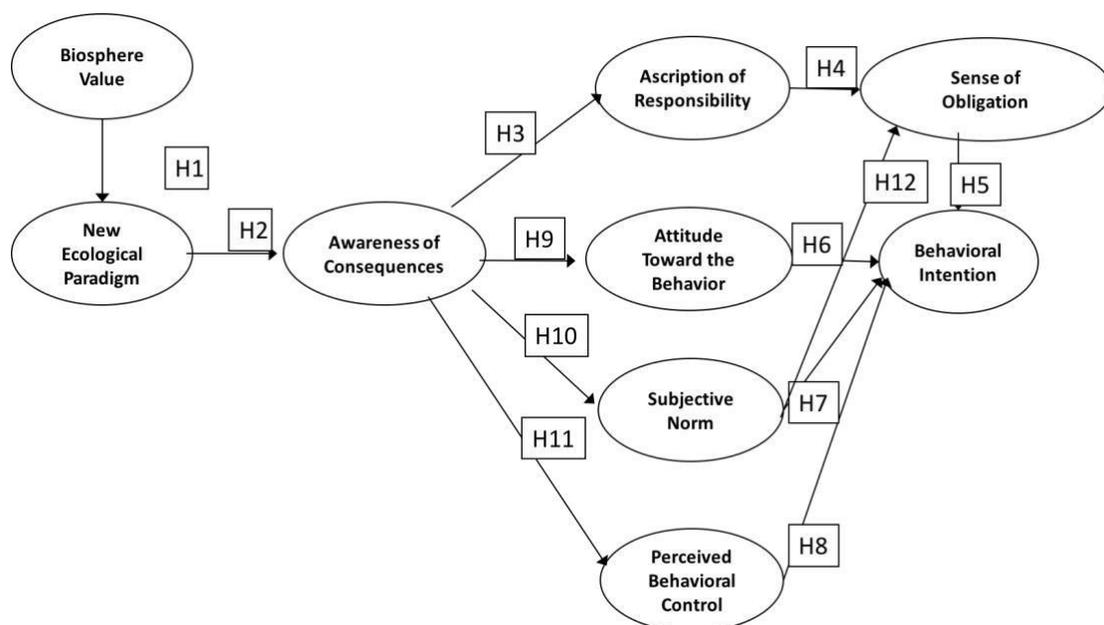


Figure 1 Conceptual framework

Research methodology

All the measurement items used in the study were adopted from previous research such as sustainable travel model (Bamberg, 2003), pro-environmental intention/behavior (Bamberg & Möser, 2007), eco-friendly hotels (Kim & Han, 2010) and sustainable tourism (Gao, Huang, & Zhang, 2017). The validity of these instruments has been repeatedly demonstrated in these studies. The questionnaire in this study was initially developed in English and then translated into Chinese. The translated Chinese version was reviewed by three researchers with competencies in both Chinese and English.

1. Data collection

The target respondents for this research comprised of Chinese tourists who travel to Thailand and are aware of eco-friendly hotels. Before the researcher conduct the main study, a pilot study was conducted in December 2018, a sample group of 64 participants who were Chinese tourists at one eco-friendly hotel in Nakhon Nayok Province. The pilot test was completed in four days, and generated the Cronbach's alpha scores for each variable, which all showed a Cronbach's alpha score that was higher than 0.7, thus indicating the acceptable reliability standards (George & Mallery, 2003).

During the data collection process, the researcher contacted different eco-friendly hotels in Bangkok,

Chiang Mai, Krabi, Nakhon Nayok, Phuket and Samui to request their permission for data collection. In response, the hotels from Chiang Mai, Krabi, Samui, stated that they had only few or no bookings from Chinese guests because their target customers were not Chinese guests. The distribution of the final survey was conducted by field survey from April to June 2019 at hotels in Bangkok, Nakhon Nayok and Phuket. From field survey, the researcher can observe the immediate feedback from respondents and to ensure the accuracy of the data collected. A convenience sampling was used for the data collection, and the target respondents fully cooperated and the accessibility of the respondents was easily achieved. Two screening questions was asked to ensure the respondents were frequent traveler and were aware of eco-friendly hotels. Only the qualified respondents were asked to answer the survey. As a result, a total of 436 usable responses were collected from Chinese tourists who meet the requirements.

2. Sample profile

Among the survey respondents, the number of male participants was 220 and there were 216 female participants. For the age range, the largest proportion of the participants were found to be in the range of 41 to 50 years (187 participants at 42.9%). In respect to the level of education, the largest portion of the participants hold

an undergraduate degree (236 respondents at 54.1%), which suggests that the Chinese citizens with a high level of education (undergraduate level) comprise the largest group of tourists as displayed in Table 1.

3. Tools for analysis

For data analysis, use of the software package SPSS 23.0 and AMOS 21.0 was chosen. Two-step approach of SEM was employed for data analysis (Anderson & Gerbing, 1988). First, testing for reliability, discriminant validity and convergent validity of the constructs employed a confirmatory factor analysis (CFA). After the measurement for the competence of the model, the second step is to find the best-fitting model, testing the associations between constructs and the hypotheses were tested by using structural equation modelling.

Results

Confirmatory Factor Analysis (CFA)

Testing of the path coefficients among the constructs was performed with a path analysis by using the AMOS 21.0 software package. Determination of the fit of the structural model employed the major criteria of χ^2/df , NFI, RFI, IFI, TLI, CFI, and RMSEA of the structural equation model for the intention to stay in environmentally friendly accommodations, which was proposed for the conceptual framework. The chi-square goodness-of-fit was indicated to be $\chi^2 = 8.901$, $df = 6$, $\chi^2/df = 1.484$. Furthermore, the baseline comparison fit indices showed an acceptable fit of the hypothesized model NFI = 0.995; RFI = 0.972; IFI = 0.998; TLI = 0.991; CFI = 0.998 the acceptability of the proposed relationship for each of the constructs was confirmed. Moreover, the path model's good fit was reported by the RMSEA, which was equal to 0.033.

A composite-reliability test was performed to evaluate the internal consistency of the multi-item measures for each construct, it is indicated by the results displayed in Table 2 that the values of composite-reliability were found to be in a range higher than 0.7 from 0.794 to 0.897 for the nine constructs, which denoted an adequate convergence or internal consistency. Additionally, with the CFA, the average percentage of variance extracted (AVE) is regarded as a summary indicator of convergence, the calculation of which is defined as the number of items divided into the sum of the squared standardized factor loadings. In general, an AVE of 0.5 or higher indicates a suitable convergent validity (Hair, Black, Babin, Anderson, & Tatham, 1998).

Table 2 illustrates that the range of the AVE was 0.568 to 0.686 for the nine constructs, which indicates that all of the constructs provided evidence of convergent validity.

Table 1 Correlation matrix and square root of AVE

	BV	EW	AC	AR	ATB	SN	PBC	SO	BI
BV	0.790								
EW	0.738	0.828							
AC	0.504	0.534	0.773						
AR	0.438	0.548	0.705	0.772					
ATB	0.484	0.591	0.658	0.722	0.803				
SN	0.469	0.532	0.622	0.697	0.655	0.768			
PBC	0.423	0.497	0.626	0.661	0.682	0.687	0.754		
SO	0.371	0.463	0.585	0.679	0.647	0.717	0.691	0.766	
BI	0.416	0.506	0.555	0.659	0.64	0.745	0.711	0.721	0.783

Remark: BV=Biosphere Value; EW=Ecological Worldview; AC=Awareness of Consequences; AR=Ascription of Responsibility; ATB=Attitude Toward the Behavior; SN=Social Norm; PBC=Perceived Behavioral Control; SO=Sense of Obligation; BI=Behavioral Intention

Table 2 Reliability test and convergent validity

Construct	Composite reliability	Average variance extracted
BV	0.868	0.624
EW	0.897	0.686
AC	0.855	0.598
AR	0.816	0.597
ATB	0.879	0.645
SN	0.851	0.589
PBC	0.794	0.568
SO	0.804	0.588
BI	0.824	0.613

Remark: BV=Biosphere Value; EW=Ecological Worldview; AC=Awareness of Consequences; AR=Ascription of Responsibility; ATB=Attitude Toward the Behavior; SN=Social Norm; PBC=Perceived Behavioral Control; SO=Sense of Obligation; BI=Behavioral Intention

As explained above, all of the fit indices at the CFA stage of each construct were found to be satisfactory, which indicated that each set of the measurement models is able to effectively illustrate their latent constructs. Consequently, all indices of NFI, IFI, TLI, NFI, and CFI marginally fit the value close to 0.9, and the measurement model showed that the construct or composite reliability, the construct validity, the convergent validity, and the discriminant validity were supported by the factorial structure of pro-environmental behavior. A suitable confidence level was shown in all measurement models for the CFA process with regard to the way in which the latent variables, Biospheric Values, Ecological Worldview, Awareness of Consequences, Ascription of Responsibility, Attitude Towards Behavior, Social Norms, Perceived Behavioral Control, Sense of Obligation and Behavioral Intention, were measured in terms of the observed variables BV1 to BV4, EW1 to EW4, AC1 to AC4, AR1 to AR3, ATB1 to ATB4, SN1

to SN4, PBC1 to PBC3, SO1 to SO3, and BI1 to BI3. Following this, the measurement properties of the observed variables were described by the measurement models. Subsequently, the TPB and VBN models were directly tested by the structural equation model, and all the latent variables were measured using the reliability of all observed variables. Finally, a structural equation model was developed from the hypothesized conceptual framework.

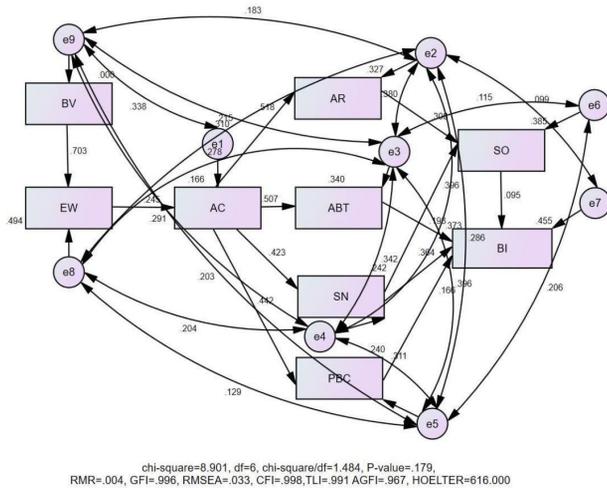


Figure 2 Structural equation modeling in path analysis

Table 3 Summary of the results of the hypotheses testing

Hypothesis and path in the model	Standardized regression weights	Critical ratio C.R.	Hypothesis testing
H1 Biosphere Value → New Ecological paradigm	0.703	20.607	Supported
H2 New Ecological Paradigm → Awareness of Consequences	0.245	4.234	Supported
H3 Awareness of Consequences → Ascription of Responsibility	0.518	12.927	Supported
H9 Awareness of Consequences → Attitude Toward the Behavior	0.507	12.603	Supported
H10 Awareness of Consequences → Subjective Norm	0.423	9.672	Supported
H11 Awareness of Consequences → Perceived Behavioral Control	0.442	10.312	Supported
H12 Subjective Norm → Sense of Obligation	0.396	8.809	Supported
H4 Ascription of Responsibility → Sense of Obligation	0.308	6.848	Supported
H5 Sense of Obligation → Behavioral Intention	0.095	2.017	Supported
H6 Attitude Toward the Behavior → Behavioral Intention	0.198	4.244	Supported
H7 Subjective Norm → Behavioral Intention	0.364	7.837	Supported
H8 Perceived Behavioral Control → Behavioral Intention	0.166	3.646	Supported

In conclusion, with regard to the analysis of the data, nine constructs were included in the measurement variables, which are the biospheric values, the ecological worldview, the awareness of consequences, the ascription of responsibility, the sense of obligation to take pro-environmental action, the attitude towards behavior, the subjective norms, the perceived behavioral control, and the behavioral intention. A satisfactory level of the data fit, in which all fit indices were greater than 0.9, was reported from the assessment using Confirmatory Factor Analysis (CFA) of all constructs. Satisfactory levels of construct reliability above 0.7 were reported by the construct reliability (CR) of each construct. The results of the structural equation modeling revealed an acceptable confidence level with regard to the path analysis of behavioral intention and its dependent variables.

Based on the structural model results, hypothesized relationships were tested, from the results of hypotheses testing all hypotheses were supported, the estimates of the standard coefficients showed that (BV-EW = 0.703), (EW-AC = 0.245), (AC-AR = 0.518), (AC-SN = 0.423), (AC-PBC = 0.442), (AC-ATB = 0.507), (SN-SO = 0.396), (AR-SO = 0.308), (SN-BI = 0.364), (SO-BI = 0.095), (PBC-BI = 0.166), (ATB-BI = 0.198). Compare with other variables, the direct effect of subjective norm on the behavioral intention is the highest. As shown from Figure 1, all variables from proposed model accounted for 45.5% of variance in behavioral intention shows a large effect from variance which represent a high level of prediction to the behavioral intention from the proposed framework.

Discussion

Due to the increasing concern for environmental issues and the need for the development of the hotel industry that is focused on sustainability, it is essential to achieve an improved understanding of the intentions of travelers to choose green accommodations. Nevertheless, the previous research included in the literature on how the development of pro-environmental intentions can be conducted in the area of environmentally friendly hotels is still limited. Moreover, to date, there has been no research in this area that has examined Chinese tourists, who represent the highest number of travelers in the global tourism market.

This current study was conducted to investigate the factors that exert an influence on Chinese tourists' intention to choose to stay at green hotels by applying a combined model of the TPB and the VBN. the result of

this study shows a high prediction power ($R^2 = 0.455$) of the combined model to the behavioral intention. The empirical research results demonstrate that the subjective norms, attitude, perceived behavioral control and sense of obligation of Chinese guests positively affect their pro-environmental intentions. Furthermore, this study's results also show that the intention of travelers from China to choose to stay at green accommodations receives a positive impact from their environmental concerns, namely their biospheric values, ecological worldview, awareness of consequences, and ascription of responsibility. These findings concur with those of previous research studies that applied the TPB and the VBN models to examine the intentions of consumers to engage in activities for environmental conservation (Chen & Tung, 2014; Choi, Jang, & Kandampully, 2015).

Compare with other study variables, subjective norms have the most significant influence on intention, the decision of individual is influenced by the relevant others. When the Chinese tourists feel the social pressure from their family members, friends and colleagues regarding to stay at an eco-friendly hotels they are more willing to choose an eco-friendly hotel when they travel, a possible reason for this result can be explained by considering that cultural factors are a central part of Chinese society, a collectivist society in which the views of the significant referents surrounding them, such as the members of one's family, close friends, colleagues, and social media influencers, provide a major influence on their decision-making process, and they are more likely to emulate the behavior of others. Most of the Chinese tourists who travel to Thailand are with their family members or friends, when traveling as part of a group, Chinese tourists feel a sense of obligation due to being a member of the tour group with regard to the exchange of information related to environmental responsibilities and social norms.

This study also identified perceived behavioral control and attitudes towards behavior as main determinant that effect Chinese tourists' intention to stay at an eco-friendly hotel when traveling. When a Chinese tourist has more positive attitude towards stay at eco-friendly hotels, he or she will be more willing to choose an eco-friendly hotel when traveling and a Chinese tourist will be more likely to stay in eco-friendly hotel when there are resources and opportunities to support them with the selection of the eco-friendly hotel.

The Chinese hotel guests' sense of obligation toward patronizing eco-friendly hotels is impacted by their environmental concerns. The effects of environmental concerns on the sense of obligation and the intention to choose to patronize eco-friendly hotels are positively related. The positive influence from environmental concerns on intention is possibly a result of the Chinese government's efforts involved with environmental education, as the government has implemented active strategies and made a strong effort to provide guidance and motivation to the Chinese people so that they perform the behaviors related to environmental conservation in their daily lives. In addition, Chinese society operates on the basis of the high-power distance dimension, and the Chinese people therefore normally display a high level of obedience to centralized authority and respond quickly to the policies of the government.

In order to promote Thai Eco-friendly hotels to Chinese tourists. First, the government institutions from both Thailand and China should provide information and knowledge to Chinese tourists in order that they feel a moral obligation to conserve the resources of our only planet regardless of whether they are in their own country or visiting another country, it was shown by the findings that when Chinese hotel guests possess a higher level of environmental concerns, they will also hold an attitude toward staying at eco-friendly hotels that is more positive and therefore behave in a suitable manner when traveling abroad in Thailand. Second, the eco-friendly hotels should promote themselves from mass media and hotel booking website to increase the hotel guest's awareness of the eco-friendly hotel option when hotel guest search for the hotel. Moreover, the eco-friendly hotels in Thailand should launch a campaign of marketing initiatives that will inform and remind their Chinese hotel guests about the practices conducted by environmentally friendly accommodation for the improvement of our eco-system. The eco-friendly hotels should create videos that can be played in the hotel lobbies and the rooms of the guests about the threats to the environment found at conventional hotels compared to the environmentally friendly actions that are taken in their own hotel operations, including in their guest rooms, restaurants and supply chain. Finally, the green hotels should clearly explain to their guests the ways in which they can perform the appropriate behaviors to promote environmental conservation and also provide them with incentives for the purpose of motivating them.

Limitations of this research

There are several limitations involved with this research work. First, the focus of this research is on the intention of the hotel guests rather than their actual behavior. In the previous research, a large number of researchers have used the words 'intention' and 'behavior' interchangeably (Han, 2015); however, intention represents the cognitive aspect of hotel guests, and thus differs from their actual behavior (Belk, 1985). Regarding the further research studies, the actual behavior of tourists can be examined through the use of an appropriate research methodology. It is also suggested that future researchers increase the size of the sample as well as the range of the tourist destinations. Moreover, the Hong Kong Chinese, Singaporean Chinese, and Taiwanese Chinese populations should be sampled in future studies for the purpose of gaining an expanded comprehension of the pro-environmental behavior of the Chinese people in general.

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Cognitive Strategies and Learning Styles of High and Low Performance of Elementary School Students

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Abstract

This study investigated the role of cognitive strategies and learning styles in the academic performance of elementary pupils. The study made use of the descriptive correlational research design. A total of 285 pupils were randomly selected from a population of 1147 pupils using the Slovene's Formula for Sample Size Determination. Standard validated questionnaires were adapted and used in data gathering. The results revealed that at higher grade levels, high performing pupils tend to use cognitive strategies more than low performing pupils, and therefore produced a very satisfactory academic performance compared to low performing pupils. The results further indicated that high performing pupils learn best by remembering, organizing, and looking for assistance, and they use these strategies naturally. They also seek help when they find difficulties in their studies, and constantly monitor their progress. Moreover, low performing students prefer to learn with musical background whereas high performing pupils prefer to study in a quiet room. High performing pupils love solving puzzles and similar activities which low performing pupils do not appreciate. Likewise, they move a lot compared to low performing pupils. They learn best in mobile activities and are more adept in the use of language as a tool in learning and have higher visual ability compared to low performing pupils. It is therefore suggested that teachers should identify the learning-style preferences of the pupils so that selection of appropriate instructional methods and materials could maximize pupils' learning.

Introduction

Presently, most research on educational psychology and learning is an outcome of the theoretical paradigm from a constructivist into a socio-constructivist. The socio-constructivist approach emphasizes that knowing is jointly constructed as part of an individual. This means that one cannot objectively define environment

interaction, and it cannot be subjectively created as well. The focus of most traditional learning research is on cognitive learning (Ibrahim & Abd, 2016).

Several researchers have reported on cognitive strategies. The study by Hazzard (2016) explains that cognitions are dispersed acts that are connected with different activities. It comprises students' interaction in

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a purposeful manner over time with other persons, and social, physical, and intellectual resources. Francois (2016) highlights that the students' learning environment is influenced by dynamic technological change. It has, therefore, become very essential to understand how learners interact with different learning environments and methods. It is emphasized that even though it is important to analyze the interaction processes between a learner and his environment, it is not possible to define the exact factors involved. Cognitive strategies and learning styles have important implications for elementary pupils because once these pupils enter high school or college, they become primarily responsible for their own learning.

Studies demonstrate that cognitive strategies are indeed predictive of student outcomes. Interestingly, the strategy of self-consequences is affiliated with secondary education. This implies that pupils in elementary who are more aware of their cognitive strategies and learning styles may be more likely to do better in secondary education. Educational theorists feel that educational systems should make an increased commitment to teaching learners how to properly process information by utilizing effective cognitive and metacognitive strategies when faced with academic challenges.

It is the objective of the Philippine government to equip elementary pupils with cognitive abilities necessary in higher education, however, elementary schools do not have adequate teaching and learning materials (Sadeghi, Kasim, Tan, & Abdullah, 2010). In the Department of Education (DepEd) Northern Samar Division, there has been a decrease in the general performance of elementary and secondary students in the last three years. Indeed, the decreasing trend in the general performance of young learners in this part of the country should alert teachers and administrators to take necessary interventions (Lubrica, Montemayor, Botengan, Alvaro, Capili, Yango, Angiwan, & Gallardo, 2012).

As an elementary school teacher, the author observed students who seemed to spend a lot of time writing vocabulary in pocket notebooks. This strategy is considered an excellent learning strategy. However, when the same students were asked questions about the same vocabulary, they were not able to answer. It could be inferred from this that the use of a particular learning strategy is not a guarantee for cognition. Did the students' cognitive or learning strategy not fit them? Perhaps a deeper understanding of this issue is necessary to answer the question. Students who are aware of their learning

by initiating and sustaining cognitive processes such as setting learning goals, monitoring their progress, and making adjustments accordingly, are more likely to succeed in future undertakings. It is based on these issues which led the author to develop the concept that high performing students use specific cognitive strategies and adopt individual learning styles differently from low performing students.

Objective

The central objective of this study was to determine the cognitive strategies and learning styles of high performing and low performing students and how they affect students' performance in elementary schools in Catarman, Northern Samar.

Conceptual framework

This study will assess the influence of cognitive strategies and learning styles of elementary pupils in Catarman, Northern Samar. These factors are assumed to affect the school-ability of the children based on the SRL theory of Azevedo & Aleven (2013). A cognitive strategy is not just about finding a solution to a problem. It is also about finding ways or components that would make the process easier. Thus, for pupils to solve a particular problem, they must come up with strategies suited to their ability in dealing with the subject. From this perspective, it is assumed that pupils who use one or more strategies and learning styles will have higher academic performance.

Additionally, age, sex, grade level, previous honors received, academic performance and socioeconomic status of parents are conceptualized to show the relationship with cognitive strategies and learning styles. It is assumed that older pupils will use varied components compared to younger pupils. On the other hand, females will have different learning components from males because of individual differences. Each sex type will have components that suit or go along with their natural likes. In addition, higher grade levels would have taught them to develop and adopt learning components that work for the best. Lastly, a previous honor received is likely to affect the problem-solving ability of respondents. Pupils who have proven themselves in a previous grade are expected to use more strategies and styles than other pupils.

These key operational definitions were used in the study: High Performing Pupils - This refers to the pupils who belong to the upper 30 percent of the class

ranking for the latest grading period. Low Performing Pupils- conceptually and operationally refers to the pupils who belong to the bottom 30 percent of the class ranking for the last grade level. Academic Performance-conceptually and operationally refers to the final rating earned by the pupils in all the subjects for the 1st and 2nd grading periods in the school year 2016-2017.

Figure 1 shows the relationships between the independent and dependent variables of the study. The independent variables (i.e. profile in terms of age, sex, grade level and honors received and cognitive strategies in terms of memory strategy, goal setting, self-evaluation, seeking assistance, environmental structuring, learning responsibility, and organizing) are assumed to predict academic performance.

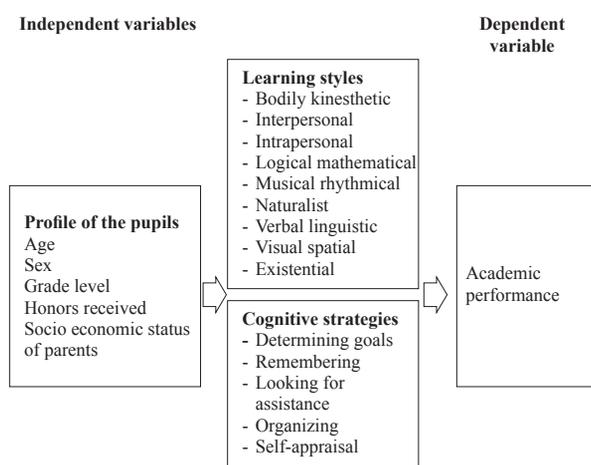


Figure 1 Conceptual framework

Research methodology

1. The locale of the study

This study was conducted in five municipalities of the Northern Samar, namely: Catarman, Bobon, San Jose, Mondragon, and Lope de Vega. Catarman hosts four school districts with 36 elementary schools. The second municipality, Bobon has two school districts hosting 19 elementary schools. The third, San Jose, contains nine elementary schools. The fourth, Mondragon has two school districts with a total of 17 elementary schools.

The fifth, Lope de Vega hosts seven elementary schools. All the elementary schools in the five municipalities were selected for the study.

2. Research design

A descriptive correlational research design was

used in this study. Cognitive strategies and learning style components were conceptualized as predictors of academic performance of the pupils. In addition, personal circumstances were also investigated as possible factors that influence cognitive strategies and learning styles. Specifically, age, sex, grade level, and previous honors received were posited as factors that affect cognitive strategies, learning styles and academic performance. Considering the large size of the population, the sample size was computed using Slovin's formula. After determining the sample size, it was distributed among the randomly selected elementary schools from different municipalities. Distribution of the sample was made proportionately among the different schools, thus, schools with large populations had a bigger share of pupil-respondents. Small schools, on the other hand, had a lesser number of pupil-respondents. The high performing and low performing pupils were selected by the class advisers based on their previous grade level ranking. The following table summarizes the distribution of the respondents.

Table 1 Distribution of the respondents

Municipality	Population	Total sample high performing	Low performing	Total
Catarman	287	43	38	81
Bobon	229	32	37	69
San Jose	218	25	27	52
Mondragon	215	25	23	48
Lope de Vega	198	17	18	35
Total	1147	142	143	285

3. The variables

The variables included in this study consisted of independent variables and a dependent variable. Independent variables were respondents' profiles, i.e. age, sex, grade level, and previous honors received. Another independent variable was the respondents' cognitive strategy. This composed of determining goals, remembering, looking for assistance, organizing, and self-appraisal.

The third independent variable was learning style. It consisted of a bodily-kinesthetic, intrapersonal, interpersonal, logical-mathematical, musical rhythmical, naturalist, verbal-linguistic, visual-spatial and existential are also considered as independent variables. The dependent variable was the academic performance of the pupil-respondents.

4. Research instruments

The 37-item instrument (Cognitive Strategies

Inventory-CSI) was constructed by Martinez-Pons (2002). Each participant was rated based on their answers to each statement in terms of how frequently they used the strategy. The scale measured five cognitive strategies that included determining goals, remembering, looking for assistance, organizing, and self-appraisal. The measure constructs validation, specifically convergent validity of the scale and standardized measures of pupils' achievement. The items were translated to the Filipino language to facilitate a better understanding on the part of the pupil-respondents.

Learning Styles Inventory. The 90-item instrument contains nine dimensions with 10 indicators for each dimension. It was adapted from the article of Armstrong, *Multiple Intelligences in the Classroom* (Armstrong, 2009). This instrument had already been validated by the authorities and was used in previous studies locally and internationally as stated in the literature.

The nine dimensions include Kinesthetic, Intrapersonal, Interpersonal, Logical, Musical, Naturalist, Verbal, Visual and Existential. Kinesthetic learning style requires that the learner touch material to learn. Kinesthetic techniques are used in combination with visual and/or auditory study techniques, producing multi-sensory learning. Intrapersonal learners are students who prefer working alone. These are self-motivated learners, set individual goals, study by themselves with their own thoughts and ideas rather than with others.

Interpersonal learning has to do with a learner's ability to interact with and understand other people and social situations. Logical learning style has to do with a learner's ability to reason, solve problems, and learn using numbers, abstract visual information, and analysis of cause and effect relationships.

Musical learning style refers to a learner's ability to understand and process sound, rhythm, patterns in sound, relationships between sounds, and ability to process rhymes and other auditory information. Naturalistic learners are instinctively interested in and aware of their surroundings. They are able to learn very easily outdoors and are drawn to working with nature. They enjoy opportunities to learn about living things, like plants, animals, and other biology-related subjects, and natural events, such as weather or geology.

The verbal learning style involves both the written and spoken word. Learners who use this style find it easier to express themselves both in writing and verbally. Visual learners prefer using images, pictures,

colors, and maps to organize information and communicate with others. Existential intelligence is the ability to use intuition, thought and meta-cognition to ask (and answer) deep questions about human existence (Armstrong, 2009).

5. *Validation of instruments*

Content validation of the instrument on cognitive strategies was necessary because the items were adapted from a foreign author. Although the items were used in scientific research abroad, the items were localized to suit the local respondents' level of thinking and reading skills. The items were shown to experts on scale development as well as education program supervisors in the DepEd. On the other hand, the learning styles inventory had already been validated by master teachers from the DepEd when it was administered in the study of Las Marias. Hence, no validation was necessary to establish its functionality.

6. *Data gathering procedure*

The researcher sought permission from the school division superintendent to conduct the study in Catarman districts, after which the researcher then coordinated with the respective school administrator of the schools for the distribution of the questionnaire. The respondents were instructed and assisted by the researcher while answering the instruments.

7. *Statistical treatment*

The data for each respondent was scored by taking average scores on the items. Separate scores were obtained for each use of strategy. The mean scores of the pupils on each scale were regressed with the academic performance of the pupils. The bivariate relationship of determining goals, remembering, looking for assistance, organizing, and self-appraisal with academic performance was established using Pearson *r*. In the presentation of respondents' age, sex, grade level, and honors received from the previous grade and socio-economic status of parents, level of manifestation on different cognitive strategies, and academic performance, descriptive statistics were used. This included frequency counts and percentages. In addition, the weighted mean was used in the presentation of respondents' ratings for the items on the CSI instrument.

Multiple regression analysis was used to test the effect of personal profile variables on cognitive strategies and learning styles. A similar statistical tool was used to test the relationship between cognitive strategies and academic performance.

Lastly, multiple regression analysis was also

used in determining the effect of learning styles on academic performance (Kendeou, 2014).

Results

1. Cognitive strategies of high performing and low performing pupils

The cognitive strategies of respondents were determined based on factors such as goals, remembering, looking for assistance, organizing and self-appraisal were considered. With regards to goals, both the high performing and low performing pupils had a low manifestation of cognitive strategy. Although high performing pupils had a mean of 2.54 compared to 2.10 for the low performing group, both means were interpreted as low. This finding shows that these pupils do not use this strategy. It implies that both types of learners do not make notes to remind them about school activities.

In terms of remembering as a cognitive strategy, both types of learners registered a moderate use with a sub-mean of 2.95 and 3.14, respectively. The low performing group had a higher mean which means that most pupils from this group are using this strategy compared to the high performing group. It could be inferred that the low performing pupils make an outline of the topics they need to study. In addition, the low performing pupils read notes while studying whereas high performing pupils do not use this strategy. This finding, however, contradicts the conclusion of Bergin & David (2009) that taking notes is a natural behavior of high performing pupils.

As to the strategy of looking for assistance, the high performing group had higher sub-mean of 3.67 (high) compared to 2.72 (moderate) sub-mean under the low performing group. This finding means that high performing pupils enjoy group work because of cooperation and they regularly ask for help from classmates or friends compared to low performing pupils. This finding confirms the study of Francois (2016) that pupils with help-seeking ability perform better compared to pupils who do not look for help from peers or other people. The detail results are provided in Table 2 below.

2. Learning Styles of the pupil-respondents

The learning styles of the respondents were determined by considering the factors of bodily-kinesthetic, intrapersonal, interpersonal, logical-mathematical, musical rhythmical, naturalist, verbal-linguistic, visual-spatial, and existential. In Table 3 the high performing pupils manifested high extent in

Table 2 Cognitive strategies of high performing and low performing pupils

Cognitive strategies	High performing		Low performing	
	WM	INT	WM	INT
Determining Goal	2.54	Low	2.10	Low
Remembering	2.95	Moderate	3.14	Moderate
Looking for Assistance	3.67	High	2.72	Moderate
Organizing	3.09	Moderate	2.49	Low
Self-appraisal	2.19	Low	1.73	Very low
Mean	2.83	Low	2.44	Low

kinesthetic activities compared to low performing pupils. This means that high performing pupils do not learn best by sitting still for long periods of time. They like working with tools and learn them by doing.

The results also show that the intrapersonal type of intelligence did not manifest on both types of learners. Both groups had less manifestation, suggesting that they are not keenly aware of their beliefs and attitudes. This is however understandable considering their age or maturity level. Most pupils have not yet developed their moral beliefs and how their attitudes affect learning.

The interpersonal skill of high performing pupils was found to be at a high extent compared to the moderate extent of the low performing group. This means that the high performing group considers study groups as productive compared to low performing pupils. They also learn best by interacting with others and watching television shows. The high performing pupils are also more active in school clubs and other extracurricular activities compared to low performing pupils.

In terms of logical learning style, high performing pupils manifested high extent with a mean of 3.43 while low performing pupils registered a mean of 2.81, considered to a moderate extent. This means that high performing pupils use step by step directions in doing their task. They keep things neat and orderly and get easily frustrated with disorganized people. This type of pupils can easily calculate musical intelligence mentally compared to a moderate level for the high performing pupils. This means that low performing pupils focus on noise and sounds and are always interested in musical instruments compared to high performing pupils. This finding implies that low performing pupils are inclined to listening to music compared to high performing pupils.

Table 3 depicts the level of manifestation in the naturalist learning style of high performing and low performing pupils. It shows that low performing pupils had moderate manifestations in the learning style while the high performing group had less extent of manifestations. This finding shows that underperforming

pupils enjoy categorizing things by common traits. The ecological issues, however, are not important to both types of learners. It should be noted that low performing pupils consider animals as important to their lives. This is contrary to the manifestations of high performing pupils where they do not consider the animals as important to them.

In terms of verbal intelligence, the high performing pupils had high manifestation compared to the low performing pupils with less manifestation. This means that high performing pupils enjoy all kinds of materials in school; they take notes to help them understand better. They keep a journal and it is easy for these high performing pupils to explain ideas to others compared to low performing pupils. This finding implies that high performing pupils have better communication skills compared to the low performing pupils.

It was also found that the high performing pupils have a moderate manifestation in visual style, higher than the manifestations of the low performing pupils. This means that high performing pupils can imagine ideas in their mind to a moderate extent. Three-dimensional puzzles bring enjoyment to this type of learner. They can easily create art using varied media and good at reading maps and blueprints. According to Villegas (2011), a visual learning style is a characteristic of high performing pupils. The researcher added that visual learners absorb more information compared to other learning styles.

In terms of existential intelligence, the results highlight that both types of learners had less manifestation. This means that both high performing and low performing learners have a low understanding of religion and the universe in general. This is however expected as young learners do not yet have a grasp about life or religion. These learners do not enjoy discussing or reading issues that do not affect them directly. Table 3 provides a summary of the respondents' learning styles.

Table 3 Learning styles of the pupil-respondents

Learning styles	High performing		Low performing	
	WM	INT	WM	INT
Kinesthetic	3.66	High extent	3.11	Moderate extent
Intrapersonal	2.48	Less extent	2.03	Less extent
Interpersonal	3.50	High extent	2.77	Moderate extent
Logical	3.43	High extent	2.81	Moderate extent
Musical	2.71	Moderate extent	3.43	High extent
Naturalist	2.46	Less extent	2.76	Moderate extent
Verbal	3.59	High extent	2.48	Less extent
Visual	3.06	Moderate extent	2.50	Less extent
Existential	2.58	Less extent	2.11	Less extent
Mean	3.05		2.67	

3. Academic performance of high performing and low performing pupils

The academic performance of the pupils is presented in Table 4. It shows that the majority of the high performing pupils had a very satisfactory rating whereas the low performing pupils had a satisfactory rating. More than 20 percent of the pupils in the high performing group had outstanding performance while only two from low performing group. This finding describes the discrepancy in the performance of the two groups of learners. This could be implied that the cognitive strategies and learning styles of the high performing pupils are really working for them to succeed academically.

The table also shows that 1.41% of the high performing pupils had fair academic performance while 1.40 % of the low performing group had an outstanding rating. This could be traced to the fact that sampling was based on previous grade-level academic performance. This means that some of the pupils who were high performing in the previous grade manifested low performance in the current year. This pattern is similar to the low performing group.

Table 4 Academic performance of high performing and low performing pupils

Academic performance	High performing		Low performing	
	F	%	F	%
Outstanding (90% above)	31	21.83	2	1.40
Very Satisfactory (85%-89%)	88	61.97	14	9.79
Satisfactory (80%-84%)	21	14.79	99	69.23
Fair (75%-79%)	2	1.41	28	19.58
Total	142	100.00	143	100.00

4. Difference in cognitive strategies of high performing and low performing pupils

The T-test for independent samples was used to test for a significant difference in the cognitive strategies between high performing and low performing pupils. Significant differences were found in looking for assistance, organizing and self-appraisal cognitive strategies. This means that the means in these strategies of high performing pupils were significantly higher compared to the means of low performing pupils. The findings imply that high performing pupils develop their knowledge by seeking assistance when they find difficulties in their studies. They are not shy in asking for help as long as they will learn from it. This is in accordance with the findings of Bednall & Kehoe (2011) that intelligent students are very good at seeking help from more knowledgeable peers. They are also good at

organizing things and constantly monitor their progress. These findings reflect the conceptualization of Bednall & Kehoe (2011). that high performing pupils use different strategies in different settings or problems. Compared to low performing pupils, high performing pupils use varied cognitive strategies in order to excel in class. Low performing pupils use cognitive strategies different from the strategies used by high performing pupils.

The T-test for independent samples was again used to test for a significant difference in the learning styles of high performing and low performing pupils. Table 5 shows that the high performing pupils differed significantly from the low performing pupils in musical, logical, kinesthetic, verbal, and visual. In musical, the high performing pupils had significantly lower mean compared to low performing pupils. This means that low performing pupils are into a musical type of intelligence. They like to learn with background music compared to high performing pupils. However, the significant difference in logical means of the high performing pupils was very good in logic and mathematical inference. These students love solving puzzles and other activities which low performing pupils do not appreciate. There was a significant difference in kinesthetic means, meaning that high performing pupils move a lot compared to low performing pupils. These pupils learn best when learning involves mobile activities.

A significant difference was also observed in verbal and visual styles implying that high performing pupils are adept in the use of language as a tool in learning. No wonder that most high performing pupils were good at absorbing information written on the board. This means that high performing pupils also had higher visual ability compared to low performing pupils. It could also be inferred that high performing pupils use communications regularly to develop their cognitive ability. They learn best in doing this kind of activity.

Table 5 Difference in cognitive strategies and learning styles of high performing and low performing pupils

	High performing	Low performing	t	Sig.	Interpretation
Cognitive strategies	2.89	2.43	8.621	0.042	Significant
Learning styles	3.05	2.67	8.232	0.044	Significant
Overall	2.97	2.55	8.427	0.043	Significant

5. Relationship between profile and cognitive strategies

Pearson correlation was used to test for the relationship between pupils' profile and cognitive

strategies (Table 6). Age was found to have a significant correlation with determining goals, organizing, and self-appraisal. The older pupils seemed to have higher means on the cognitive strategies compared to younger pupils. This finding, however, did not support the conclusion of Chan, (2010) that cognitive strategies have no association with age because cognitive style is fixed, innate, and determines an individual's preference for structure within problem-solving.

Female pupils had higher means of help-seeking strategy. It means that, compared to their male counterpart, female pupils seek help from their peers or friends. This is similar to the findings of that female students are not shy in asking questions from peers or teachers. The socio-economic status of parents was found to significantly correlate with determining goals and looking for assistance. This finding means that pupils from high-income families are good at establishing their goals or tasks. These findings confirm the conclusion of Sadeghi, Kasim, Tan, & Abdullah (2010) that pupils from well-off parents are good in cognitive strategies. They also seek assistance from their peers when necessary. However, gender did not correlate with cognitive strategies (Hartwig & Dunlosky, 2012).

6. Relationship between profile and learning styles

Pearson correlation r was also used to test for a significant relationship between the profile and learning styles of the pupils. Age was found to significantly correlate with bodily-kinesthetic, logical-mathematics, and musical-rhythmical. These findings mean that, compared to younger pupils, older pupils had a high manifestation of these three learning styles. However, this finding should not be interpreted that older pupils would have the higher ability on these learning styles because this would contradict the theory of Gardner that styles or intelligence are naturally occurring. Sex was found to significantly correlate with interpersonal style; implying that female pupils learn best by interacting with other pupils. They like to be in the crowd and have fun with their friends.

Pupils who received honors from the previous grade had higher manifestations in bodily-kinesthetic and interpersonal styles. This implies that these pupils learn best by using different tools or materials. They also love to be with their friends to do school tasks. The socio-economic status of parents had a significant relationship with bodily-kinesthetic, interpersonal, and verbal-linguistic. This could imply that families of the pupils with higher monthly income showed higher

manifestations in bodily-kinesthetic intelligence and learning style. They learn best through bodily movement or handling materials. These students also like to be in the crowd and love to learn things through interaction with peers. They have good communication skills and are good at expressing their ideas.

cognitive strategies, remembering and looking for assistance significantly predicted academic performance of the pupils. This means that pupils who outline the topics they need to study and take notes during class are effectively using this strategy for better performance. This strategy works well for both high performing and

Table 6 Relationship between profile and cognitive strategies

Pupil's profile	Parameters	Determining goals	Remembering	Looking for assistance	Organizing	Self-appraisal
Age	Pearson r	0.442	0.088	0.089	0.380	0.420
	Sig. (2-tailed)	0.020	0.288	0.088	0.021	0.021
	Interpretation	Significant	Not Significant	Not Significant	Significant	Significant
Sex	Pearson r	0.109	0.109	0.624	0.079	0.109
	Sig. (2-tailed)	0.524	0.065	0.020	0.360	0.360
	Interpretation	Not Significant	Not Significant	Significant	Not Significant	Not Significant
honors received in the previous grade-level	Pearson r	0.449	0.091	0.344	0.403	0.099
	Sig. (2-tailed)	0.029	0.311	0.021	0.002	0.381
	Interpretation	Significant	Not Significant	Significant	Significant	Not Significant
Socio-economic status of parents	Pearson r	0.449	0.091	0.344	0.086	0.109
	Sig. (2-tailed)	0.029	0.311	0.021	0.381	0.381
	Interpretation	Significant	Not Significant	Significant	Not Significant	Not Significant

7. Relationship between profile and academic performance of the respondents

Multiple regression analysis was used to test the hypothesis on the relationship between profile and academic performance of the pupils. Table 7 shows that sex and honors received in the previous grade-level significantly predicted academic performance. The positive sign for the beta coefficient under sex can be interpreted that female pupils had higher academic performance compared to the males. Besides, pupils who received honors in the previous grade also had higher academic performance in their present grade.

The finding that age does not significantly predict performance means that age does not necessarily mean higher performance. This contradicts the studies conducted by Butler (2010) that cognitive strategies in specific academic contexts and with a variety of age and achievement levels are predictive of academic success across ability groups, age, and subject areas. Similarly, the higher-income of parents does not result in higher performance on the part of the pupils. Other factors could have affected pupils' performance. Some of these are cognitive strategies and learning styles.

8. Relationship between cognitive strategies and learning styles and academic performance

Multiple regression analysis was used to analyze the effect of cognitive strategies and learning styles of pupils on their academic performance. On

Table 7 Relationship between profile and academic performance of the respondents

Pupil's profile	Parameters	Academic performance
Age	Beta	0.099
	Significance	0.239
	Interpretation	Not Significant
Sex	Beta	0.723
	Significance	0.011
	Interpretation	Significant
Honors received in previous grade level	Beta	0.872
	Significance	0.001
	Interpretation	Significant
Socio-economic status of parents	Beta	0.101
	Significance	0.344
	Interpretation	Not Significant

low performing pupils. However, Hartwig & Dunlosky (2012) found in their study that most students frequently used the components of monitoring one's learning, organizing, and transforming study materials. The results of this study support the study of Budé, Imbos, van de Wiel, & Berger (2011) that cognitive strategy may be an important predictor of academic success among students. However, a goal-setting that has been found to significantly correlate with academic performance. Similarly, pupils who regularly seek assistance from peers and enjoy group activities had higher performance. This finding implies that teachers should consider activities that involve collaboration among the pupils.

On the learning styles, interpersonal, logical mathematics and verbal-linguistic significantly predicted

academic performance. The positive sign for the interpersonal beta coefficient suggests that pupils who regularly interact with others and enjoy being with other people had a high academic performance. Similarly, pupils who are good at reasoning and mathematics had high academic performance. Lastly, pupils who enjoy reading, taking notes, and word puzzles also had higher academic performance.

Table 8 Relationship between cognitive strategies and learning styles and academic performance

Pupil's profile	Parameters	Academic performance
Determining goals	Pearson r	0.098
	Sig. (2-tailed)	0.434
	Interpretation	Not Significant
Remembering	Beta	0.402
	Significance	0.011
	Interpretation	Significant
Looking for assistance	Beta	0.523
	Significance	0.009
	Interpretation	Significant
Organizing	Beta	0.1011
	Significance	0.0831
	Interpretation	Not Significant
Self-appraisal	Beta	-0.1098
	Significance	0.423
	Interpretation	Not Significant
Bodily kinesthetic	Pearson r	0.0.983
	Sig. (2-tailed)	0.29
	Interpretation	Not Significant
Intrapersonal	Beta	0.999
	Significance	0.54
	Interpretation	Not Significant
Interpersonal	Beta	0.593
	Significance	0.023
	Interpretation	Significant
Logical mathematical	Beta	0.59
	Significance	0.004
	Interpretation	Significant
Musical rhythmical	Beta	0.111
	Significance	0.0923
	Interpretation	Not Significant
Naturalist	Beta	-0.101
	Significance	0.0923
	Interpretation	Not Significant
Verbal linguistic	Pearson r	0.582
	Sig. (2-tailed)	0.008
	Interpretation	Significance
Visual spatial	Beta	0.109
	Significance	0.555
	Interpretation	Not Significant
Existential	Beta	0.112
	Significance	0.52
	Interpretation	Not Significant

Conclusion and implications

The following conclusions were made from the results of this study: Among older students (grade 6), high performing pupils tend to use more cognitive strategies than low performing pupils and therefore

produced a very satisfactory academic performance compared to low performing pupils. Cognitive strategies of pupils, therefore, affect the academic performance of the pupils. Pupils think and learn differently from each other. High performing pupils learn best by remembering, organizing, and looking for assistance, and they use these strategies naturally. High performing pupils seek help when they find difficulties in their studies. They are also good at organizing things and constantly monitor their progress. Outlining and note taking are good strategies in remembering things since they work well in both groups. Pupils who are good at reasoning and mathematics had high academic performance, as well as, pupils who enjoy reading, taking notes and word puzzles had a higher academic performance.

High performing pupils prefer to study in a quiet room while low performing students prefer to learn with a musical background. It implies that teachers should consider different learning climate for different types of learners.

High performing pupils love solving puzzles and other activities which low performing pupils do not appreciate. In addition, high performing pupils move a lot compared to low performing pupils. They learn best in mobile activities. It implies that teachers should consider mobile activities in teaching the lessons.

High performing pupils are more adept in the use of language as a tool in learning and they had also higher visual ability compared to low performing pupils. This implies that pupils regularly use communications to develop their cognitive ability. Interacting and enjoying with people results in high academic performance and they learn best with these kinds of activities.

The implications of this study suggest that teachers' role is not just to provide information for the learners but must also assist learners on how to learn.

Finally, it has been said that there is no one-fits-all solution for teaching and learning. By using cognitive strategies and learning styles, teachers can treat each learner as individuals and provide some direction for those who are struggling to boost their academic performance.

Recommendations

Based on the conclusions of this study, the following recommendations are made:

Teachers should offer impartial and extensive knowledge of a wide range of possible strategies, which learners should selectively learn to use, depending on

their preferences and style. Teachers should identify the learning-style preferences of the pupils so that the selection of appropriate instructional methods and materials could maximize pupils' learning.

Teachers should consider matching their teaching strategies to the student's learning styles. Teachers' identification of their own style preferences may facilitate students' learning by more closely matching student preferences with teacher's practices. Teachers should initiate activities that can encourage the pupils to develop their own cognitive strategies such as determining goals, remembering, looking for assistance, organizing and self-appraisal.

Pupils should be aware of their learning-style to allow them to learn in the manner most productive to them and thus increase their academic performance.

Curriculum developers and material producers should work in consultation with teachers and students so as to design a better program, appropriate materials and tasks fit for more effective learning.

Future researchers could conduct a study on cognitive strategies and learning styles among high school or college students. They could examine if these constructs vary among different year levels. This could contribute to the literature of these constructs.

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Structural Model of the Impact of Autonomy and Career Satisfaction on Job Satisfaction in Teleworking Context

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Abstract

The study of a structural model evaluating the impact of autonomy and career satisfaction on job satisfaction in teleworking context aimed to scrutinize the casual relationship among autonomy, career satisfaction and job satisfaction. The research used a 2-step structural equation modelling approach based on review of related literature. The population and samples were selected from teleworking professionals in Thailand. Research tools were questionnaire with rating scales and a simple random sampling. The model fit, reliability and validity were analyzed by using a confirmatory factor analysis technique. A causal relationship was analyzed by structural model and path analysis. The results portrayed that the model was fitted with empirical data and yielded moderate reliability and validity. The results show a positive direct effect of autonomy to job satisfaction. Moreover, career satisfaction played as a partial mediator or indirect effect on the relationship between autonomy and job satisfaction. Based on the results, the organization should promote a high level of autonomy in a teleworking environment to ensure job satisfaction. Future research should be qualitative or mixed method to reach deep down for a richer result interpretation and a cohort or longitudinal research should be done so as to scrutinize these effects in the long term.

Introduction

Presently, there are many fields of work that are prevailing and expanding where employees are not mandated to be in an office. Traditionally, these jobs were widely related to work where employees were required to be at their customers' office. In an age of digital transformation, a high-performance human capital requires mass investment by an organization both time and financial resource. A development of human capital has certainly become an essential factor promoting

organization professional goal. In order to meet a high expectation at work, an organization is demanded to invest on individual employee and train them in many aspects regarding work so as to make sure that they meet expectations. The problem is what if all those expensive investments have been in vain by a resignation of those good work forces. In accordance with a digital transformation and the coming of advance internet and mobile technologies, workers and workplaces are currently disrupted. There are several fields of works the

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can work anywhere outside the typical workplace. This is a pertinent situation given that teleworking is currently becoming a new normal due to the digital transformation wave. In fact, presently, many professions are not required to work in the office due to the technological advancement and mobility of internet. While much of the work continues to be practically the same as before, these employees are able to work remotely to finish their work assignments. For instance, medical representatives in healthcare industry travel to many hospitals to engage the prospect health care professionals but do not need to travel back to their office as they can send back reports to their managers via email from mobile device or personal laptop computer. Financial auditors and professional lawyers work mostly at client sites to gain insights into their financial and legal issues for their business and remotely contact with their managers by using online live streaming conference systems. A modern-day working environment has been changing from functional-based work to a project-based or collaborative task. Therefore, employees do not need to stay at the office to finish their job anymore. In this situation, autonomy is considered as a factor relating to modern-day teleworking environment. Autonomy at work can promote a freedom to each employee to design their own work role or even a work schedule. To be free is considered as the most basic need of every human. Therefore, the coming of this new work practice can possibly promote satisfaction at their work. The more employee feels satisfy in their role and job, the less chance that these workforces will leave an organization (Gajendran & Harrison, 2007). Hence, this phenomenon pays off an organization investment in human capital and retains high performance workforces to stay within an organization even longer.

According to previous researches, job demands and resources theory is a classic and all-time famous theory that mostly cited as the main framework for a work-related issue in organization. The theory divided into 2 factors which were job demands and job resources (Demerouti, Bakker, & Leiter, 2014). Job demands indicate that the company expects employee to put an effort on their work while job resources, on the other hand, means the supporting environment at work (Lesener, Gusy, & Wolter, 2019).

In accordance with self-determination theory (Ryan & Deci, 2000), autonomy is a form of freedom at work that can help promote employee to manage work on their own. This can also be linked to a hierarchy of

needs; as need for autonomy, need of competence, and need for relatedness are the component of cognitive evaluation theory.

There are several recent published academic manuscripts studying the effect of autonomy in job satisfaction as this factor shows several positive results. Autonomy can increase work efficiency seeing that employees can perceive a reliability and trust from their management. This perception leads to an intrinsic motivation and results in a positive work performance (Narayanan, Menon, & Plaisent, 2017).

In general, job satisfaction was portrayed as mental and physical satisfaction at work. This factor is quite self-explanatory. In other studies, this was described as a perception of a work value in an individuals' mind resulting in a pleasurable and satisfactory emotional state. Job satisfaction is a quintessential construct in many human resource practices as it is positively correlated to each employee well-being psychologically and physically (Inauen, Jenny, & Bauer, 2015). Furthermore, career satisfaction has a wider meaning as it is an overall satisfaction that is related to their professional entitlement. For instance, if an employee works as a representative, he or she can feel satisfied to what he or she has done as a representative not just a job itself but the overall assignment relating to this title. Previous studies also indicated that career satisfaction was predicted by work-personal life balance enrichment (Rastogi, Karatepe, & Mehmetoglu, 2019).

There are many academical manuscripts that emphasize on causal relationship among autonomy, career satisfaction and job satisfaction. Nevertheless, there are a few studies that mostly emphasize on the causal relationship of these factors in a teleworking context. According to the reasons mentioned above, this study aims to shed light on the question: Does autonomy directly affect job satisfaction and does career satisfaction play a mediating role between autonomy and job satisfaction in a teleworking context?

According to an extensive review of related literature stated above, it is noted that autonomy, career satisfaction and job satisfaction is correlated in some way. Thereby, the hypothesis of the study can be developed in the way that autonomy is directly affecting job satisfaction and career satisfaction plays a mediation role and indirectly affects relationship between autonomy and job satisfaction.

Objective

According to the research topic and issues stated above, the objective of the study is to evaluate the impact of autonomy and career satisfaction on job satisfaction in teleworking environment.

Conceptual framework

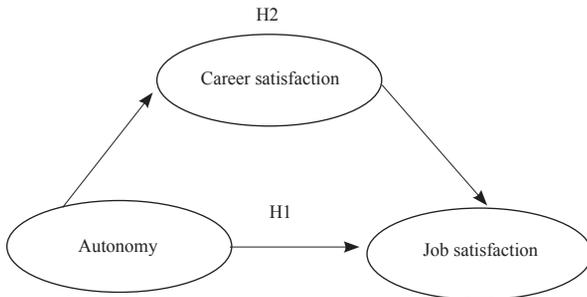


Figure 1 Conceptual framework

Research methodology

1. Population and samples

This research is considered as a multidisciplinary social science survey with a quantitative methodology. Population of the study are workers that are always assigned to work outside office, including but no limited to salesperson, representatives, consultants and other teleworking jobs. A simple random sampling method was utilized and only those teleworking professionals are included. would be selected.

2. Research instrument

For the measurements, Autonomy consists of 5 items scale by Anja Van Dec Broeck (Van den Broeck, Vansteenkiste, De Witte, Soenens, & Lens, 2010) to measure a level of autonomy. An example item is: "I can design work schedule on my own". Career satisfaction consists of 5 items scale by Greenhaus (Greenhaus, Parasuraman, & Wormley, 1990) to measure career satisfaction. An example item is: "I am satisfied with my career achievement". Job satisfaction is rated with a reduced version of Minnesota Satisfaction Questionnaire (MSQ) (Weiss, Dawis, & England, 1967) to measure overall job satisfaction in work. An example item is: "I am satisfied with my current job".

3. Collection of data

The researcher used a self-administrated questionnaire to collect the data. The self-administered 500 survey questionnaires were distributed and classified into 3 parts, autonomy, career satisfaction, job satisfaction

and demographic information. After detecting outlier in the data, imputation of missing value and deleting duplicated information, only 420 samples were qualified for the statistical analysis. The number of sample size were calculated by 10 times number of manifest parameters but no less than 200 as suggested by Hair, Black, Babin, & Anderson (2013). The questionnaires were managed in accordance with actual Thai social context, tradition and local culture. Therefore, all the measurements were translated and back-translated from English to Thai.

4. Data analysis

For the data analysis process, the data of 420 samples were analyzed by using 2-step structural equation modelling technique to test the research hypotheses. The main purpose behind the utilization of this statistical approach is that it provides for testing multiple latent variables causal relationship. According to the objective of the study, firstly, basic descriptive statistics of each scales was calculated to portray an overall snapshot of the data and assumption requirement such as normality and correlation significant. Secondly, confirmatory factor analysis were analyzed to check for scale reliability and validity then a structural equation model was developed to hypothesize the study by analyzing a path model. The analysis process from data preprocessing to structural equation model and data visualization were totally conducted by R, a powerful yet free statistical computer language (R Core Team, 2019).

Result

Regarding the data analysis, the results were separated into 2 parts consisting of descriptive statistics and inferential statistics. The 420 samples were input into the statistical analysis. For the descriptive part, most of the sample are female (56.9%), holding above bachelor degree (55.2%), working in operational level position (59.5%) and single (63.8%). Half of the samples are currently working in private sector (49.5%). Mean age of the sample was 37.22 years with standard deviation of 11.27 years, average work experience was 13.84 years with standard deviation of 11.07 years. According to table 1, descriptive statistics for scales is described including means and standard deviation. In almost every inferential statistic methodology, normality of variables should be expected. Skewness and kurtosis of each variables should not exceed plus or minus 2 and range of skewness and kurtosis of these variables are in range plus or minus 2. Moreover, correlation among factors

are all statistically significant with moderate level of correlation except for career satisfaction and job satisfaction that are highly correlated.

Table 1 Descriptive statistics for scale, skewness, kurtosis and correlation matrix of constructs

Construct	Mean	S.D.	Skew	Kur	Autonomy	Career satisfaction	Job satisfaction
Autonomy	3.31	0.94	-0.31	-0.45	1	0.45***	0.47***
Career satisfaction	3.62	0.82	-0.69	1.17	0.45***	1	0.74***
Job satisfaction	3.59	0.86	-0.62	-0.62	0.47***	0.74***	1

*** p < 0.000 (Correlation is significant at the 0.000 level (2-tailed))

To check the model fitness with the empirical data, the confirmatory factor analysis of overall model were analyzed. This included a validation of the model on each latent variable to scrutinize the relationship among manifest variables by using correlation. The several presumptions of both absolute fit and relative fit indices criterion and model fit statistics are described in table 2. According to measurement model fit indices, the model are considered fit with empirical data as almost all fit indices are satisfied with the criteria except Chi-square test; now that this index was highly sensitive to big sample size. Therefore, no modification was required. Therefore, the measurement model is visualized as figure 2.

Table 2 Measurement model fit indices criteria: Hair et al (2013), Bagozzi & Yi (1988), Browne & Cudeck (1993)

Fit indices	Measurement model fit statistics	Criterion
Chi-square	261.224***	Not significant
Relative Chi-square	3.002	Less than 5
Comparative Fit Index (CFI)	0.948	More than .90
Tucker-Lewis Index (TLI)	0.937	More than .90
Root Mean Square Error of Approximation (RMSEA)	0.069	Less than .08
Standardized Root Mean Square Residual (SRMR)	0.043	Less than .08

*** p < 0.000 (Chi-squared test is significant at the 0.000 level)

In accordance with table 3, overall model of confirmatory factor analysis estimated and standard coefficients, the reliability coefficient of internal consistency or Cronbach's Alpha, composite reliability, convergent validity and discriminant validity are displayed. All coefficients are statistically significant. Cronbach's Alpha was used to estimate the reliability of internal consistency among questionnaire rating scale and it found that all parts of the questionnaire measurements considered reliable. Composite reliability score was also calculated to check measurement reliability. Both standard minimum threshold for Cronbach's Alpha and composite reliability was 0.7 or higher to indicate a suitable reliability.

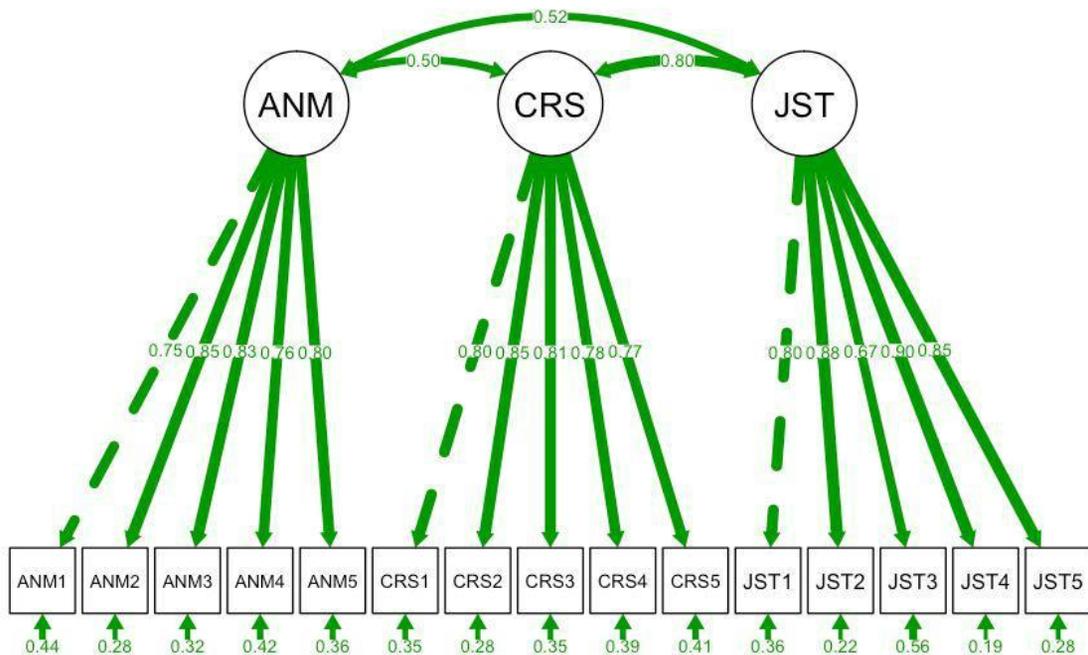


Figure 2 Measurement model of autonomy, career satisfaction and job satisfaction

Convergent validity means the extent to which observed variables of a latent variable converged or shared a level of proportion of variance in common (Hair, Black, Babin, & Anderson, 2013). Convergent validity was analysed through factor loadings and average variance extracted (AVE). Standard minimum cut off for average variance extracted was 0.5 or higher indicating adequacy of convergence.

Discriminant validity refers to the extent to which indicators of a construct is distinctively discriminating from other constructs. The criteria included that AVE should be greater than the Maximum Shared Variance (MSV) and Average Shared Variance (ASV) in order to ensure adequacy of divergence (Fornell & Larcker, 1981).

The scales in the model were found to have a high internal consistency and the model was considered reliable and valid, convergently and divergently.

Table 3 Confirmatory factor analysis, reliability, convergent validity and discriminant validity

Construct	Estimate	Standard	SE	Z	Alpha	CR	AVE	MSV	ASV
ANM					0.896	0.896	0.635	0.266	0.392
ANM1	1.00	0.75							
ANM2	1.11	0.84	0.05	20.53					
ANM3	1.09	0.82	0.06	17.51					
ANM4	1.06	0.76	0.07	14.00					
ANM5	1.10	0.80	0.07	14.99					
CRS					0.899	0.899	0.643	0.640	0.446
CRS1	1.00	0.80							
CRS2	1.05	0.84	0.04	25.80					
CRS3	1.06	0.80	0.04	16.34					
CRS4	1.00	0.78	0.06	14.71					
CRS5	0.94	0.76	0.05	17.93					
JST					0.910	0.914	0.684	0.640	0.453
JST1	1.00	0.80							
JST2	1.06	0.88	0.04	22.76					
JST3	0.79	0.66	0.06	11.55					
JST4	1.12	0.90	0.05	21.13					
JST5	1.08	0.85	0.05	19.03					

Note: ANM = Autonomy, CRS = Career satisfaction, JST = Job satisfaction

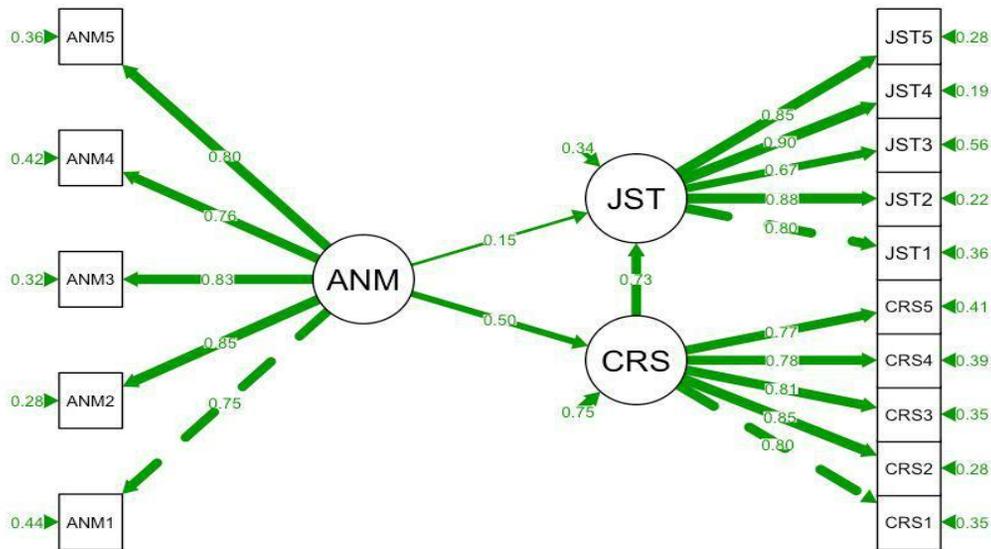


Figure 3 Structural model of autonomy, career satisfaction and job satisfaction

After the process of confirmatory factor analysis, structural regressions model was fitted and visualized. The results of the analysis and model fit indices indicated that the structural model was also according to the empirical data, according to table 4 and figure 3.

Table 4 Structural model fit indices criteria: Hair, Black, Babin, & Anderson, (2013), Bagozzi & Yi (1988), Browne & Cudeck (1993)

Fit indices	Measurement model fit statistics	Criterion
Chi-square	261.224***	Not significant
Relative Chi-square	3.002	Less than 5
Comparative Fit Index (CFI)	0.948	More than .90
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Root Mean Square Error of Approximation (RMSEA)	0.069	Less than .08
Standardized Root Mean Square Residual (SRMR)	0.043	Less than .08

*** p < 0.000 (Chi-squared test is significant at the 0.00 level)

As per table 5, all estimated and standard coefficient of structural model were significant. Besides, considering the value for coefficient of determination of the structural equation, it was found that the amount of variability of job satisfaction was determined by career satisfaction and autonomy by 66.2 percent and the amount of variability of job satisfaction was determined by autonomy by 25.3 percent.

Table 5 Structural equation model of autonomy, career satisfaction and job satisfaction

Structural regressions	R-squared	Estimate	Standard	SE	z-value	p-value
Job satisfaction	0.662					
Career satisfaction		0.772	0.729	0.061	12.678***	0.000
Autonomy		0.146	0.149	0.053	2.779**	0.005
Career satisfaction	0.253					
Autonomy		0.466	0.503	0.066	7.080***	0.000

*** p < 0.000, ** p < 0.010

The analysis of path coefficient results of direct effect, indirect effect and total effect of the structural regressions model are shown in table 6. All coefficients, both estimated and standard, were statistically significant. Path analysis R-squared on job satisfaction was 56.8 percent and path analysis R-squared on career satisfaction was 19.8 percent. Indirect effect or mediation effect of career satisfaction on autonomy and job satisfaction was significant and direct effect of autonomy on job satisfaction was also significant and noted from the 95% confident interval for each path that the interval did not include 0 indicating a statistical significance. Moreover, the total effect of the model was significant. This portrays that career satisfaction has a partial mediating role in the relationship between autonomy and job satisfaction as the indirect effect path is statistically significant. Therefore, both research hypotheses are totally supported.

Table 6 Model paths analysis of autonomy, career satisfaction and job satisfaction

Model paths analysis	Estimate	Standard	SE	z-value	Lower CI	Upper CI
Autonomy job satisfaction	0.157	0.172	0.033	4.801	0.093	0.221
Career satisfaction Job satisfaction	0.692	0.661	0.038	18.452	0.619	0.766
Autonomy career satisfaction	0.388	0.445	0.038	10.185	0.314	0.463
Direct effect: ANM JST	0.157	0.172	0.033	4.801	0.093	0.221
Indirect effect: ANM CRS JST	0.269	0.294	0.030	7.917	0.210	0.328
Model total effect	0.426	0.466	0.039	10.799	0.349	0.503

According to the analysis result stated above, the confirmatory factor analysis was conducted and structural equation model with path analysis was developed and both were fitted with empirical data. The unique point of this research is the context of the study is derived from total samples of teleworking professionals. The study sheds a light on a significant indirect effect or mediation role of career satisfaction on relationship between autonomy and job satisfaction. This implies that autonomy stemmed from teleworking not only led to job satisfaction but also mediated by career satisfaction. As it is hypothesized earlier, autonomy and autonomy together career satisfaction led to job satisfaction. This findings is interpreted the same way as previous study (Joo & Park, 2010). This study confirmed that even in the modern-day working environment that some kinds of employees were allowed to work from anywhere, autonomy together with career satisfaction could still lead to job satisfaction.

Discussion

As mentioned earlier, the main objective of the study is to develop a structural equation model in a teleworking context and this research was set to answer the question: "Does autonomy directly affect job satisfaction and does career satisfaction play a mediating role between autonomy and job satisfaction in a teleworking context?" According to the analysis result, the objective was achieved and the study result also reveals that career satisfaction plays a mediation role on the relationship between autonomy and job satisfaction and autonomy also directly affects job satisfaction. Moreover, in accordance with the proposed structural model mentioned in the previous section, it was obvious that autonomy and career satisfaction were still the factors that affected job satisfaction even in the modern working practice like teleworking. Furthermore, job satisfaction was said to be a favorable factor regarding employee work performance and led to positive work performance physically and mentally and finally brought an intention to retain in the organization rendering all staff training investment useful (Wang & Hsieh, 2012). According to paths analysis results, autonomy had a significant direct effect on job satisfaction. Besides, career satisfaction had a significant indirect effect on the relationship between autonomy and job satisfaction. This implies that not only an autonomy from teleworking practice affects a level of job satisfaction but also is mediated by career satisfaction. This is in accordance

with the previous study of Grandey, Cordeiro, & Crouter (2005). According to previous studies (Demoussis & Giannakopoulos, 2007), all the positive work-related factors namely job satisfaction once again were confirmed. There is a recommendation to these phenomena. The company should continue to promote autonomy at work even in a teleworking environment to support job satisfaction.

To generalize, when staff feel satisfied with their job and career, they feel less burnout (Hoff, Carabetta, & Collinson, 2019).

Suggestion

Ultimately, there are two major limitation recommended for future study. Firstly, this research is quantitative. Future research should use qualitative research as a method to possibly reach deep down into richer results as qualitative research strength is the in-depth interview and focus group discussion. This can proved useful to gain more insight regarding results. Secondly, this research is cross-sectional. The result only yields a snapshot picture at a time. Future research should be cohort or longitudinal to study these positive effects for the long term.

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Sacred Tattoos: Construction of Identity

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Abstract

This case study examines the roles of sacred tattoos in the construction of identity among Thais in the contemporary Thai context. Multiple voices of sacred tattoo wearers were juxtaposed and valued equally to represent the unheard voices of sacred tattoo wearers in the present day. As a qualitative study, in-depth interviews were conducted with nine Thai sacred tattoo wearers at a sacred tattoo parlor in Bangkok from May to December 2019. The participants' narratives were then analyzed based on the frameworks of the seven dimensions of religion, globalization, intertextuality, and identity construction to determine the roles of sacred tattoos in the construction of identity among Thais in the contemporary context. The main findings reveal that sacred tattoos have shifted from being in the magical discourse to the fashion discourse due to the advent of globalization in the modern era. Cultural hybridization promotes the intertextuality to semiotically shift the perceptions towards sacred tattoos from being magical or peculiar to fashionable and trendy. Nonetheless, the traditional sense of sacred tattoos still exists in a sophisticated way created by the new generation of Thais influenced by globalized cultural flow. This leads to a new construction of individual and social identities among Thais as being free spirits rather than believers in magic.

Introduction

Most people may visualize tattoos as patterns imprinted on the human body with pictures, alphabets, or numbers which embody diverse stories and meanings. Different sizes, colors, and locations on the body may also reflect diverse significances of the tattoos. These vary in different societies where tattooing is viewed as either a means for individual expression and creativity or a belief in its magical influences on mortality, authority, or likability. As a tattoo is a permanent form of body

modification, its meaning or significances carry and signify an identity of the individuals.

Tattooing has been studied through the lens of various sciences. Through the historical sociological lens, it is viewed as a narrator of the dynamic society through different time periods (Polhemous & Housk, 1996). From a cultural perspective, it is seen as a mediator of disparate classes (Demello, 2000). It is also interpreted as a mark of civilization in the eyes of anthropologists (Rubin, 1988). Moreover, tattooing is perceived as peculiar social

behavior from the view of sociolinguists (Sanders, 1989). These days, tattooing has become more acceptable and therefore gained more popularity especially among young generations (Demello, 2000). Multiple forms of popular media culture have had a great impact on the recent popularity of tattoos. For instance, a myriad of well-known brands uses tattooed presenters in their commercials. Also, several famous entertainers in the field of music, films, and sports are tattooed. These have created a new role of tattoos in the modern era, which can be referred to as the new tattoo subculture (Velliquette, Murry, & Evers, 2006).

Furthermore, investigating the individuals' purposes of having tattoos can help us better understand how these factors contribute to the construction of identity. A useful approach to understanding the roles of these activities and images in the contemporary context are explained in the concept of myths which are cultural stories that have been widely acknowledged to reflect the fundamental needs of human beings (Barthes, 1972). These myths are often deemed sacred as they are able to express the stories and portray the essence of what individuals need to hold on to so as to continue their life satisfactorily. To simplify, they act like a spiritual anchor which enables people to believe in their own identity and actions. Consequently, people attempt to create heroic icons or profound statements to reflect their identity which is sacred, dynamic, and continuous (McAdams, 1993).

In Thailand, sacred tattoos can be traced back to the period before the country itself was established. Since the history of Thai sacred tattoos is not documented, it is too vague to concretely define how such tattoos emerged. However, scholars such as Littlewood (2012) agree that sacred tattoos are originated from sacred geometry, which was derived from the Yantra sciences of the Vedic grimoires or textbooks of magic. The earliest parts of the Vedas emerged from documenting astronomical phenomena, which then developed into three sciences. The first one is the science of sacred heavenly geometry found as natural patterns in the cosmic nature or the geometry of Yantra design. The second is the science of vibrational harmonies or Kata chanting. The third is the science of numerology or the inclusion of numerical symbolism with the Yantra (Suvannarupo, Siripariyatanusas, Inthanon, & Chanrang, 2019). These Vedas were typically used to perform magical spells, charms, and divination. They could also be used to summon or invoke supernatural

entities like angles, spirits, and demons, or even create magical objects such as talismans and amulets. Such Vedic grimoires are believed to be the oldest magical sciences existing, which influenced beliefs and practices in many cultures including Hinduism and Buddhism. When both religions arrived in ancient Thai societies and neighboring countries namely Cambodia and Laos, they were incorporated with Animism, which was what the locals believed in at the time. The local Thais then adopted both sciences and mixed them with their own. Thus, Thai sacred geometry developed to the point where it gained its own stance (Muenhong, 2016).

Moreover, following the Brahman, Thais – especially men – in the Sukhothai period imprinted sacred Yantra onto their skin in a form of tattoos. The aim was to be invulnerable in battle since they were mostly involved in wars. Later in the Ayutthaya period, the government used tattoos to identify its people in two ways. The first way was to mark men on the wrist when joining the military. The second way was to mark convicts on the forehead (Buayaem, 2013; Nitmai, 2007). Although these methods were not undertaken sacredly, many people seemed to subconsciously connect sacred tattooing with non-sacred tattooing (Nitmai, 2007). As a result, tattooing seemed to be viewed negatively. Nonetheless, not everyone included sacred tattoos with ordinary ones. Several groups of people still carried on the sacred tattooing practices. Most of them were involved in commerce, therefore, they needed to travel to trade. Hence, amulets and Yantras were carried with them with the beliefs that they eluded them from danger and made them to be likable by those they met. Since these artifacts were not easy to be kept and tended to be stolen, the magical powers were transferred to the form of sacred tattoos which were imprinted on the skin (Gibbins, 2016). However, several rules were needed to be practiced in order to maintain their magical power. For instance, the tattoo wearers must keep the Five Precepts of Buddhism, and refrain from consuming certain foods providing cooling effects such as melons, aubergines, and cucumbers. The reason for this was to prevent the spells or the chemicals which were put into the skin whilst tattooing from fading or diluting. Such practices have been kept among sacred tattoo wearers till these days (Suvannarupo, Siripariyatanusas, Inthanon, & Chanrang, 2019; Puridumronggul, 2010).

Additionally, sacred tattoos were originally viewed as supernatural due to their magical influence. A common pattern is a tiger or a lion since it is believed

that these two animals are strong and powerful. Thus, it represents strength, courage, and serves as a protector against bad luck or evil spirits. With such a belief to cast danger away, sacred tattoos were therefore widely used in the military. Later, from the Ayuttaya period to the reign of King Rama IV of the Chakkri dynasty, non-sacred tattoos were also used to identify prisoners. However, most people seemed to include those with sacred tattoos on the prisoners. Therefore, tattooed people were generally viewed as criminals (Buayaem, 2013; Nitmai, 2007).

Although many Thais kept the traditional sacred tattooing, they were exposed to foreign cultures such as Chinese, Indian, Malay, and Western through trading since the Sukhothai and Ayutthaya periods. However, international trade started to prosper in the reign of King Rama V of the Chakri dynasty during the colonial period (Maneerat, 2016; Nitmai, 2007). These merchants brought with them their beliefs and practices. Hence, Thais started to mix their own culture with those from the rest of the world. Western tattoo arts, therefore, played a major role in shifting the traditional Thai sacred tattooing to become more fashion orientated. Several research studies concluded that western tattoo arts carry stories of the wearers and they act as a sign to negotiate for identities (Wilson, 2008; Velliquette, Murry, & Evers, 2006; Nichols & Foster, 2005; Demello, 2000; Pritchard, 2000; Lentini 1998; Hardy, 1995). However, these Western tattoos do not hold magical enchantment like the traditional Thai sacred tattoos. In the modern era, with the solid and constant flow of cultures, the world has become capitalized, commercialized, and westernized in a sense. Globalization has played a critical role in shaping people's perceptions (Apparudai, 1996). Thailand began to tremendously embrace Western cultures. Popular media cultures seem to heavily promote the roles of tattoos and sacred tattoos as a means to express individual stances and identities as seen on television or the internet. Hence, the gap between sacred and fashion tattoos seems to be narrowed. Both genders also have gained somewhat equal rights and statuses in contemporary Thai society. Sacred tattooing is no longer only practiced by men, but women also are tattooed so as to negotiate for their identities and express their stances (Sae-Ueng, 2016; Puridumronggul, 2010).

With the force of popular media culture and cultural flow through globalization, the perceptions towards tattoos and sacred tattoos have shifted from magical enchantments to broader identity negotiators.

On the other hand, tattoos and sacred tattoos seem to have gained wide acceptance among the younger generation as being current and fashionable. Nonetheless, many people still seem to negatively view those, both male and female, with tattoos and sacred tattoos as convicts or deviants. This paradox leads to the questions why many people prefer having tattoos or sacred tattoos when they are likely to face criticism from society or even from their loved ones. What's more, although a number of studies concerning Yantra and tattoos have been conducted in Thailand in the domain of religious beliefs (Suvannarupo, Siripariyatanusas, Inthanon, & Chanrang, 2019; Muenhong, 2016; Chuenchom, 2010), meaning of communication (Sae-Ueng, 2016), types and patterns (Niwat, 2020; Maneerat, 2016; Buayaem, 2013; Petchtongna, 2008), perceptions (Thongmueng & Panyapa, 2019; Prasithratsint, 2015), and gender identity (Puridumronggul, 2010), none of them have explored Yantras and sacred tattoos through the lens of intertextuality and identity construction using narratives. Thus, this qualitative study bridges the literature gap and provides a different insight into the study of sacred tattoos in Thailand.

Objective

This case study aims to explore the roles of sacred tattoos in the construction of identity among Thais in the Thai contemporary context.

Conceptual framework

The frameworks of the seven dimensions of religion and globalization were used to explain the roles of sacred tattoos in a Thai context. Then, the findings were intertextualized to ascertain the identity construction of sacred tattoo wearers as illustrated in Figure 1.

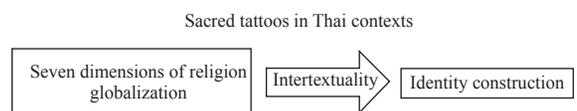


Figure 1 Conceptual framework

1. The Seven Dimensions of Religion

As sacred tattoos possess a religious quality, their implications can be analyzed by the framework of seven dimensions of religion initiated by Smart (2002). Aiming to understand a human phenomenon - why

people act as they do, he proposed that all religions possess certain recognizable elements which can be classified into seven dimensions. The first is the practical and ritual dimension. That is, all humans carry on somewhat similar religious practices either individually or as a group, such as worship, praying, and ceremonies. The second is the experimental and emotional dimension which describes how people react when encountering something they believe is profound. This can be expressed through emotions such as bliss, ecstasy, devotion, liberation, inner peace, mystery, dread, and guilt. The third dimension is narrative or mythic which explains such a practice as people telling stories so as to pass on what they believe to others or the coming generations. The fourth dimension is doctrinal and philosophical which aims to provide the reasons why people believe or follow such a religion, practice, or ritual. The fifth is the ethical and legal dimension. This justifies ideas and rules that shape religious behaviors, such as the Five Precepts and the Ten Commandments. The sixth is the social and institution dimension. Such a dimension elaborates the social outgrowth of religious experience which can be seen in the form of places of worship like temples, churches, and masjids. The last and perhaps the most relevant to the study is the material dimension which refers to objects that symbolize or manifest the sacred or supernatural such as artifacts, images, talismans, and Yantras including sacred tattoos.

2. Globalization

Defined as ‘the worldwide diffusion of practices, expansion of relations across continents, organization of social life on a global scale, and growth of a shared global consciousness’ (Ritzer, 2008), globalization is perhaps one of the keynote phenomena in the 21st century. The growing influence of technologies and cultural flow stemming from this borderless phenomenon is irrefutable. It enormously affects a wide range of areas, notably politics, economics, and culture. In this study, the focus is on the cultural impact. Although globalization seems to promote a global cultural imperialism where diverse cultures are homogenized, several globalization theorists such as Inglis & Thorpe (2012); Crane (2008); Tomlinson (1999); Robertson (1992); Appadurai (1996) argue that globalization does not lead to cultural homogenization, but to a cultural heterogenization and hybridization of discourse. To elaborate, local cultures are not deterred or destroyed, rather they mix and match with global cultures in light of their own value and interest. Such a process can be

called globalization where local cultures become global and vice versa (Pieterse, 1994). In other words, globalization reinforces local cultures as well as produces new local cultures. This concept also relates to the idea of cultural creolization proposed by Hannerz (1987) that globalization is not just a mixture; it involves the creation of new cultures.

Similarly, since religion is a culture, globalized cultural flow also simultaneously creates religious globalization where local religions are hybridized with global religions. Hence, the new age religion where all religions are synchronized emerges. The concept of hybridization and creolization has proved insightful in highlighting the emergence of new forms of identity (Barker, 2000).

3. Intertextuality

The classic semiotic theory by Saussure (1959) explains that all objects exist on their own without a definite name. The name or the signifier that is used to signify such an object is created by an individual self or group. Therefore, such an object, or what is signified, can be decoded differently depending on the view of the viewers. This concept parallels the framework of identity construction proposed by Jenkins (2008) and Barker (2000) who stress that identity is not naturally or genetically born with each individual. By contrast, it is acquired from the environment and setting each individual lives in. As identity is learned and constructed through experiences, it can be changed periodically. This statement also supports a notion by Berger & Luckmann (1966) which emphasizes the dynamic property of identity that is created by the social changing process. It can be stable for a while; yet can be altered or developed.

It is, therefore, the right of each individual to choose what defines them. What one signifies or perceives oneself to show one’s identity is also subjective. It can be varied in the view of others. Additionally, it can be changed from time to time depending on the environment and situation (Vygotsky, 1962). Such an idea also incorporates the concept of intertextuality derived from Bakhtin (1984) who believes that text is not merely an individual verbal entity but a social phenomenon. It is a product of multiple determinants that are specific to different classes, social groups, and communities. To simplify, none of the words we use are truly our own. We all borrow words and phrases from others. Every utterance we make is fundamentally heteroglossic – made up of numerous voices of numerous others who have used similar phrases and similar ideas before we used

them. Not that we are plagiarists but rather that every act of communication is a matter of dialogue. While Bakhtin (1984) seems to pay close attention to the social, historical, and human determinants, Rose (2007) emphasizes on intertextuality as the meaning of any digressive image or text each individual perceives. Thus, when going through text, one literally negotiates and interprets codes with pragmatic dimension. Such a notion is also aligned with the conclusion from Worton & Still (1990) who mentioned that the first person who interacts with a text is the first-hand producer of one's own interpretation depending on the individual's frame of reference. Also, Kristeva (1980) puts an emphasis on text, textuality, and their relation to ideological structures. In other words, everything has an intertextuality property which involves the redecoding or detextualization of a text, then the viewer creates a new concept or reconceptualizes what is signified. Simply put, the meaning of an object can be changed if it is placed in a different context. The identity can also be semiotically viewed as a text which is subjective and dynamic.

4. Identity Construction

With the sophistication of individual cognition and interaction, the identity of each individual is diverse in different social contexts. More than a single identity may be constructed when one is situated in different environments. This could influence the transferred learning system of oneself which subsequently affects the changes of individual identity. This is because individual identity is not static, but rather maneuvered by external factors such as when, where, why, and who one is with (Varien & Potter, 2008).

Aside from individual identity, one is also furnished with social identity notably when one socializes in social groups. When gathering as a group, one's identity tends to change according to members of the group, the level of engagement in the group, and the comparison between group members (Bamberg, De Fina, & Schiffrin, 2011). Moreover, one's social identity may differ when encountering with different material cultures. Since both individual and social identities can be shifted as per various factors both internally and externally, the two identities are co-constructed (Varien & Potter, 2008). What's more, as a group, one tends to take into account what is going on within the context. That is, social factors within the group are the interactive elements to shape group identities, activities, shared goals, and interactions (Van Dijk, 1998).

Additionally, when one is situated in a workplace, one's identity tends to be altered by certain rules and conditions one is conditioned with. This contributes to corporate identity where one chooses to identify oneself in a professional context. Such an identity is usually represented by projecting oneself on behalf of an organization. To elaborate, corporate identity is how an organization is perceived by others (Kulvisaechana, 2009). Although one's identity can be shaped by institutional regulations and policies, such an identity is usually regarded as the identity of an institution, not the identity of oneself (Van Dijk, 1998).

Since identity is not merely the process, but the product of discursive construction, identity is constructed within a situated discourse to maintain the social order occurring within such a discourse (Tann, 2010). That is, within a certain discourse, one's identity is constructed and prolonged. Since identity is dynamic and interactive, the ways one interacts with oneself and society allow each individual to identify one's individual and social identities within a situated discourse (Gee, 2011; Bamberg, De Fina, & Schiffrin, 2011). When one is placed in a different discourse, both individual and social identities also change to adapt to a new context (Dwyer, 1998). The way such identities change depends on one's personal background, experiences, and shared individual goals within a group (Weber & Mitchell, 2008; Varien & Potter, 2008). That is, identity can be constructed, deconstructed, and reconstructed in a variety of discourses.

As Thailand is rich in culture and traditions, these four frameworks – the seven dimensions of religion, globalization, intertextuality, and identity construction – provide a solid background for investigating identity construction among Thais by using such religious materials as sacred tattoos as a means to negotiate for the construction of identity.

Research methodology

1. Participants

As qualitative data can be purposively selected to serve the research objective, the number of participants in a qualitative study can be small so as to contribute rich information (Gerring, 2007; Battaglia, 2008), nine participants were purposively selected. All of them were Thai sacred tattoo wears and were customers at a tattoo parlor in Bangkok. They agreed to participate in the study without any monetary rewards. Pseudonyms were given to each participant to prevent

the disclosure of the participants' identities.

2. Research instruments

In-depth interviews were conducted to elicit the participants' perceptions toward the roles of sacred tattoos. The questions concerned the participants' involvement with sacred tattoos and the perceptions towards their identity through tattooing. Each interview question had been created based on the conceptual framework consisting of the seven dimensions of religion, globalization, intertextuality, and identity construction. The interviews were conducted in Thai to avoid language barriers. The interview questions are displayed in Table 1.

Table 1 Interview questions based on conceptual frameworks

Frameworks	Interview questions
The seven dimensions of religion	1. How strictly do you keep your religious practices? 2. How do sacred tattoos contribute to your religious beliefs?
Globalization	3. How are you aware of globalization and its effects on your life? 4. How does globalization affect tattoo wearers?
Intertextuality	5. How has the role of sacred tattoos in the past differed from those in the present day? 6. How do sacred tattoos affect modern and traditional lives?
Identity construction	7. How do sacred tattoos influence your personal and family identities? 8. How do sacred tattoos influence your social and corporate identities?

Table 2 Participants' backgrounds and the representation of their sacred tattoos

Pseudonym	Age	Gender	Marital status	Religion	No. of fashion tattoos	No. of sacred tattoos	Year of having sacred tattoos	Occupation
Kajorn	54	M	Married	Buddhist	0	7	34	Civil servant
Malai	45	F	Widowed	Buddhist	0	5	17	Business owner
Supachai	42	M	Married	Buddhist	0	12	23	Business owner
Matinee	36	F	Single mother	Atheist	5	3	8	Fashion designer
Marisa	31	F	Engaged	Atheist	3	2	12	Reiki master
Tana	29	M	Single	Buddhist	5	2	11	Air steward
Napat	19	M	Single	Buddhist	2	7	4	Student
Chalita	19	F	Single	Buddhist	3	2	2	Student
Krit	18	M	Single	Buddhist	0	5	2	Student
Pseudonym	Role of sacred tattoos		Brief description of the role of sacred tattoos					
Kajorn	A Remnant of The Past		A projection of traditional and magical heritage					
Malai	A Charming Spell		A magical charm of likability and success					
Supachai	A Holy Guardian		An anchor to preserve traditional practices					
Matinee	A Liberated Spirit		A symbol of freedom of thoughts and actions					
Marisa	A Reminder of a Journey		A reminder of life stories deemed salient					
Tana	A Fashionista		A means to project the passion for fashion					
Napat	A Bridge between Two Worlds		A connector between traditional and contemporary realms					
Chalita	Peer Acceptance		A negotiator for individual and social identities					
Krit	A Symbol of Masculinity		A redemption and representation of masculinity					

3. Collection of data

The data was collected from May to December 2019. Each interview was conducted at a tattoo parlor in Bangkok for approximately one hour. The interviews were recorded and then transcribed. Since the interviews were in Thai, the transcripts were translated into English. The data was then reorganized and summarized to create the narratives of each participant. The narratives were then presented to each participant to ensure mutual understanding between the researcher and the participant (Gray, 2004).

4. Data analysis

Qualitative research focuses on context influences on data observation and interpretation (Duff, 2008). Hence, the transcribed data from the interview was analyzed based on the frameworks of the seven dimensions of religion, globalization, intertextuality, and identity construction.

Results

The narratives from the nine participants have been reorganized and summarized to showcase their personal backgrounds and their worldviews towards sacred tattoos in the domain of religious beliefs, globalization, and intertextuality, which would subsequently shape the construction of their identities.

A summary of the participants' backgrounds and the representation of their sacred tattoos is illustrated in Table 2.

Kajorn: A Remnant of The Past

Kajorn is a 54-year-old Thai civil servant. He is married with two children. Since he spent his childhood growing up in a Buddhist temple, his connection to religion has been relatively strong. He has always been interested in Buddhism and has strictly practiced the Five Precepts which prevent him from taking lives of sentient beings, stealing, committing sexual misconducts, lying, and intoxicating the body. Not only does Kajorn try to remain calm and uses reason to cope with problems, he also believes in magical spells. To him, supernatural entities play an important role in his life. They help him stay on a high road and prevent him from doing something sinful. A way of coping with and expressing such beliefs is to have sacred tattoos embodied on his skin. It was easy for him to get his first sacred tattoo done due to his surroundings. Living in a Buddhist temple at a young age, he was exposed not only to Buddhism but also magical spells. The 20-year-old Kajorn had his first sacred tattoo imprinted on his back at the temple he was living in and by a Buddhist monk he highly respected. The first sacred tattoo that Kajorn had was *Yant Takut-Maha-Ra-Ngab* because he was drawn into its magical powers to stun opponents or incoming danger. Any harmful objects such as swords or bullets are not able to penetrate the tattoo wearer's skin. It is also his favorite pattern along with *Yant Ar-Woot-Tang-Si* which represents the four enchanted weapons to protect the wearer from demons or dark spells. Although he has never had to literally get involved in any physical fights, he feels safe and reassured to have such an immortal blessing embodied within him. Realizing the influence of globalization, Kajorn respects and is open-minded to diverse cultures and practices. However, he has always strictly been following his original religious beliefs. Because of his work which prohibits him from visibly disclosing any tattoos, all of his seven sacred tattoos are under his clothes. Three of them are on his chest and four are on his back. Despite being unable to reveal his sacred tattoos at work, he is comfortable and proud to expose all of his tattoos to his family members and friends. Aside from sacred tattoos, Kajorn also has several collections of amulets and Yantras at home in the religious room and in his car at the steering wheel and the rear view mirror. These artifacts make him feel safe and secure while being with his family and whenever he travels.

Malai: A Charming Spell

Malai is a 45-year-old Thai woman who is widowed with three children. She is a strong and

independent business woman. Growing up in a conservative Thai family, she was restricted to follow certain traditions and practices. She was not allowed to have any piercings or tattoos. Her interests in sacred tattoos began at the age of 28 after being married to her late husband. This was the time when she had more freedom to do whatever she liked. Her late husband was a sacred tattoo wearer, and that had a great influence on her to step into sacred tattoo territory. At first, she began to like sacred tattoos because of their beautiful and intricate patterns. However, after she learned about their magical traits, she was even more drawn into sacred tattoos since she believed in their supernatural powers. Even though her husband has passed away, she still keeps having more sacred tattoos. Currently, Malai has five tattoos and all of them are sacred tattoos. The first and also her favorite sacred tattoo was *Yant Gara-Wek*, or bird of paradise, which is believed to have magical spells to increase charm and affection. The wearer becomes likable and is likely to succeed in negotiating business. The place where she had her first tattoo done was at a Buddhist temple in a north-eastern province of Thailand. Malai is a strict practitioner of the Five Precepts of Buddhism of which she believes they shape her into becoming an ethical person and prevent her from going on a wrong path of life. Although she regularly needs to socialize with her colleagues and clients, she does not drink alcohol since she believes that the magical spell of the sacred tattoos would wear off. Because of her work, Malai prefers to have all of her five sacred tattoos invisible from others. When dealing with her colleagues and clients, she thinks that she looks more professional and has more credibility without any sacred tattoo exposure. However, she feels confident and secure inside knowing that these sacred tattoos could support her and bring her success. Her children are supportive of her having sacred tattoos although they do not have any. Nonetheless, both Malai and her children have amulets and Yantras in their car. They believe that the amulets and Yantras would protect them from any danger on the road. Malai is aware of the trend of globalization where people of various cultures and background merge through travel, media, and social networking. She is open-minded to other beliefs and practices as their final goals are to shape the believers to do good deeds. She also believes that women have equal rights to men. Hence, having sacred tattoos is not only for men anymore. Everyone is free to have sacred tattoos if they want as long as they are good persons.

Supachai: A Holy Guardian

A strong believer in supernatural powers, Supachai is 42 years old and married with a single child. He considers his interests in sacred tattoos as holy and special. Being born and raised in a family which has been involved with traditional Thai costumes for decades, his childhood strongly revolved around myths and folklores about spirituality. Each year his family holds a ritual to pay respect to the spirits who protect the traditional Thai costumes. A myriad of images of Buddha, amulets, and Yantras are also parts of this religious ritual. At the age of 19, Supachai had his first sacred tattoo imprinted at a local Buddhist temple in a southern province by a famous Buddhist monk who was known for his magical powers at the time. He likes all of his 12 sacred tattoos equally. The first tattoo that he had is *Yant Phaya Hanuman*, or the Great King of Monkeys, which is believed to instill immortality as well as likability mantras to the wearers. As Supachai strongly believes in magical powers, he views his sacred tattoos as his personal guardians and spirit boosters which protect him from dark spirits and bring him good fortune. That is why he is a strict practitioner in the Five and Eight Precepts of Buddhism. He also prays every Buddhist Holy Day which comes weekly. He also refrains from certain kinds of foods that provide cooling effects since those foods decrease the magical spells embedded in each sacred tattoo. Being a business owner in the field of traditional Thai costumes, Supachai is a proud sacred tattoo wearer who is not afraid to expose his tattoos. He has two sacred tattoos on both of his arms, two on both legs, four on his back, and four on his chest. He believes that Yantras, amulets, Buddhist images, and sacred tattoos carry similar magical spells; however, sacred tattoos are closer to him as they are always with him. Like many Thais, he also has several Yantras at home and in his car of which he believes bring good luck and protect him from evils. Supachai is also a very active social media users who has his own Youtube channel to provide knowledge about spiritual powers. Realizing the hybridization of cultures through advanced communication technologies, Supachai is worried that the new Thai generation may neglect the traditional beliefs and traditions. However, he does not blame anyone personally, yet understands and accepts the dynamic of the globalized world.

Matinee: A Liberated Spirit

Matinee is a 36-year-old single mother who is currently living with her 13-year-old son. Since both of her parents were teachers, her childhood was mainly

involved in academia. Her days were usually scheduled with studying and tutoring. Because of the high expectation from her parents, Matinee felt that she had to excel at school, and she did. After her high school graduation, she continued her degree in fashion design in the U.S. where she found a new life. At this time, she was first introduced to tattoos. She had a small fashion tattoo in the shape of a dolphin on her right wrist. To her, it symbolizes freedom and liberation. After that, she continued to have a few more fashion tattoos, usually in the shapes that are meaningful to her life story. After the completion of her degree, she returned to Thailand and started her career as a fashion designer. Working in the fashion industry, Matinee has been exposed to diverse ideas, perceptions, and cultures. She is very free to welcome any exchange of thoughts and activities including sacred tattoos. Her first sacred tattoo was done at a sacred tattoo parlor in Bangkok. The shape that she chose was *Yant Gara-Wek*, or the bird of paradise, which is believed to have the likability spells. However, she did not think much of the spell when she decided to have it. To her, the bird symbolizes freedom and free spirit. Currently, Matinee has five fashion tattoos and three sacred tattoos. All three sacred tattoos that she has connote her personal life stories. Aside from the meaningful stories, she also chose the sacred tattoos due to their beauty. She is mesmerized by the intricate details and the authentic patterns of the sacred tattoos. Nonetheless, she is also aware of the magical spells instilled within them, and that is fine to her. She respects and has nothing against the thoughts that people believe in the spiritual power of sacred tattoos and certain practices to follow in order to maintain such power. Matinee considers herself as a good person although she does not strictly keep the Five Precepts of Buddhism. Matinee is a heavy drinker and regularly socializes with friends and customers, which involves drinking and smoking. However, she tries her best not to kill any sentient beings, steal, lie, or conduct sexual misbehaviors. She has never committed a crime or stolen from someone. She also considers herself as an atheist. She believes in the good deeds all religions intend to pass on to the believers. Although her parents are Buddhists, they respect her decision to cease her childhood religion. Realizing the influences of cultural flow through globalization, Matinee believes that everyone and every being is equal. She respects and empathizes with all cultures and traditions. The sacred tattoos have a special place in her heart as much as her fashion tattoos as they

all symbolize and represent her journeys.

Marisa: A Reminder of a Journey

A 31-year-old Reiki master, Marisa, was born into a Thailand family in a southern province. At the age of 10, she migrated to Sweden to reunite with her mother who was remarried to a Swede. She returned to her home country when she was 19 on a trip to visit her family. That was the first time she was attracted to the beauty of sacred tattoos. Her first tattoo was a sacred tattoo of the Fortune Supporter or the Five Lines of Luck (*Yant Noon Duang or Yant Phok-Ka-Sap Ha Taew*) which is written in the ancient Khmer alphabet. It is believed that each line embodies different magical powers; likeability, good fortune, success, zodiac sign, and charm. Although Marisa is aware of such powers, she does not follow the Five Precepts of Buddhism. She respects all religions and believes that the ultimate goal for every religion is to teach its believers to do good deeds and be kind to one another. Being raised in a bicultural family, Marisa understands the broad concepts of Buddhism and Christianity. Before moving to Sweden, she practiced Buddhism like her Thai family, however, she became a Christian after she moved to Sweden. After her graduation, Marisa travelled to many countries in Asia and Europe. She became an atheist three years ago when she met her fiancé who believes in the healing power of the universe. That was when she was involved in Reiki and became a Reiki master. To her, the two sacred tattoos that she has carry no magical spells, yet they mark as a reminder at a certain point of time in her life. Along with her other three fashion tattoos, all of her tattoos have a special meaning as story tellers which bring her back to the place and time when she had each of them. Marisa respects and has nothing against those who believe in the magical powers of the sacred tattoos because everyone is entitled to believe in whatever they want.

Tana: A Fashionista

Tana is a 29-year-old air steward who is single and was born into a liberal family. His parents are open-minded and supportive of whatever path their children pursue. Being a non-strict Buddhist himself, Tana has been involved in general Buddhist traditions and rituals like most of his family members and friends. He is uncertain if he believes in supernatural powers; however, he respects and is open-minded to such powers. During free time, he enjoys shopping, clubbing, and socializing with his friends. With his educational background in performing arts, he has always been intrigued in diverse cultures especially the ones with rich

traditional arts which include dancing, painting and drawing. He was first introduced to fashion tattoos at the age of 15 and sacred tattoos at 18. The first pattern that he chose was *Yant Noon Duang* or *Yant Phok-Ka-Sap Ha Taew* which is believed to bring him five magical traits along the five lines of luck. However, that was not the reason he chose such a pattern. Instead, he was drawn into his first sacred tattoo due to popular culture. This pattern is trending among many celebrities in Thailand and overseas, so he believed that having one would make him fashionable. However, due to his work, he is not allowed to have his tattoos exposed. Thus, all of his tattoos are not visible at work. Currently, he has two sacred tattoos, and both are on his back. As a proud gay man, Tana advocates for equality and freedom. He thinks that one should not cling solely to a single belief or practice. Rather, one should experience and embrace whatever feels right to one. In Tana's worldview, sacred tattoos are equal to fashion tattoos because they are both imprinted on his body, and he loves all parts of his body equally. To put this into perspective, he does not believe that the head is more superior to the feet. Without even one foot, one is unable to walk freely and comfortably. Likewise, both types of tattoos signify the pattern arts he likes. Due to his career, he is aware of the hybridization of cultures via globalization. To him, even though sacred tattoos are traditional Thai art, they can be transformed to become contemporary by emancipating the magic and re-symbolizing the authenticity of Thai culture to anyone regardless of race, gender, or belief.

Napat: A Bridge between Two Worlds

Having been raised in a traditional Thai family whose members are strict about the Five Precepts of Buddhism, Napat has been absorbing religious practices through his family. As a 19-year-old student in Thailand's capital, he finds himself caught in the middle between popular culture and traditional norms. He has a strong interest in sports which has made him a university athlete. Being heavily active in sports, he also has to maintain good academia as he believes that both can bring him success in life to a certain degree. That is a reason he has to maintain good discipline with a helping hand from religious beliefs through sacred tattoos. This is due to his exposure to such objects through his father and elder brothers who believe in the magical powers of sacred tattoos. At the age of 15, Napat had his first sacred tattoo done by a respectful Buddhist monk in Bangkok. Suggested by his father, the *Yant Phaya Hanuman*, or

the Great King of Monkeys, was selected as his first sacred tattoo due to its magical spells of immortality as well as likability. Napat has remained strict in the Five Precepts of Buddhism ever since. Currently, he has seven sacred tattoos on his body, together with two fashion tattoos. The two fashion tattoos are on his shoulders. Four of the sacred tattoos are on the back, and three are on the chest area. All of them are not visible when he wears school uniform. The reason for this is that he does not want people to view him differently from others. Being a magic believer is somewhat difficult to blend in with his peers. Thus, his sacred tattoos are imprinted on his body using clear ink which is a special kind of ink aiming to disguise the explicit appearance of sacred tattoos. Another reason for this is because of his future career. As a thoughtful person, he is worried that having sacred tattoos imprinted with the usual black ink may limit his career opportunities in the future. Nonetheless, the magical powers are believed to be retained, therefore, he refrains himself from consuming foods providing cooling effects. Realizing the inevitable trend of globalization, Napat is open-minded to diverse cultures and traditions. Hence, he decided to have his two fashion tattoos because he thinks it is trending among teenagers and celebrities. To him, fashion tattoos represent outrageous fun and liberation he has barely experienced from his upbringing. The symbolization of both fashion and sacred tattoos coexists in harmony within his realm.

Chalita: Peer Acceptance

Chalita is a 19-year-old student who enjoys being around her friends and having fun. She believes that one should be free to do whatever they want as long as it does not cause negative outcomes to others. During her free time, she usually goes out at night to party with her friends. To her, the magical powers do not exist in her sacred tattoos. She values both fashion and sacred tattoos equally. Despite being a Buddhist, Chalita does not attend any religious traditions unless being forced to by school. She also does not believe in the magical spells of amulets and Yantras although she has nothing against those who believe so. To her, amulets and Yantras act as decoration items which is the same idea that her friends' practice. Also, these items should not be reserved merely for men. Females have equal rights to wear them if they want to, and society should not view females differently just because they wear sacred tattoos, Yantras, or amulets. At the age of 17, she had her first sacred tattoo done. That was a year after she had her fashion tattoo imprinted. She

chose the *Yant Nang Gwang* which resembles a beckoning woman. This pattern is popular among merchants as it is believed to welcome good fortune and wealth to the wearers. However, Chalita chose the pattern solely based on its appearance. To her, the beckoning woman represents herself attracting her loved ones to her life. In addition, both fashion and sacred tattoos are popular among her peers. That is another reason she chose to have them both as she wanted to be a part of the group. That is, the tattoos symbolize a common marking among group members. Being a digital native, Chalita is aware of the globalized trends of culture, information, and technology. She is open-minded to and embraces different cultures and beliefs which are deemed salient to her. Sacred tattoos, therefore, serve the same way as fashion tattoos as a representation of her individual and social identities at particular points of time.

Krit: A Symbol of Masculinity

Krit is an 18-year-old student who was born in an eastern province of Thailand. He has been living in Bangkok for two years for his tertiary education, and this is where he has had his sacred tattoos done. Being away from home, Krit has total freedom to himself which he never received at home. Krit is aware that such tattoos are believed to provide magical spells; however, that is not the reason he chooses to have them. Instead, his interest in sacred tattoos began with social media. He saw several people, celebrities, and influencers have sacred tattoos, and they sexually appealed to him. Being a sexually active gay man, Krit finds that not only do sacred tattoos make him feel sexy, they also lure attractive men of his type for recreational sexual activity. Even though Krit considers himself a Buddhist, he does not strictly follow the Five Precepts of Buddhism. He recreationally enjoys intoxicating his body with narcotics, especially during his sexual activities. As he used to be bullied because of being a rather feminine gay man, Krit tries to alter the way he looks and acts when he is in Bangkok by regularly going to the gym to build muscles and maintain the lean body shape. He believes that the current trend among gay guys these days is to be manly. As a consequence, having sacred tattoos is another way to augment his masculinity. In Krit's worldview, sacred tattoos do not project any magical spells, but act as a symbol of masculinity so as to attract men of his type. He currently has five sacred tattoos: two on the chest, two on the shoulders, and one on the back. His favorite one is *Yant Phaya Suer*, or the Great Tiger, which is believed to carry with it the same traits

attributed to an actual tiger with strength and courage. It is also used to ward off danger or ferocious animals. However, these magical properties are not meaningful to him. The reason he likes such a pattern is solely based on its appearance. The tiger signifies the masculinity that he longs for. Another pattern that he likes is the *Yant Noon Duang*, or the Five Lines of Luck, because it is considered trendy among celebrities and famous people. Being a digital native, Krit understands and enjoys the hybridization of cultures and information via globalization. He has nothing against certain beliefs and is open-minded to learn about new cultures and practices.

Discussion

The findings revealed myriad aspects of identity construction among Thai sacred tattoo wearers reflecting the continuum of sacred tattoos as texts being intertextualized from religious discourse to liberal discourse via globalization. Kajorn, Malai, and Supachai were the voice of the older generation of Thais who are surrounded by the traditional essence of religious beliefs and practices while being aware of globalized trends. Thus, their identities have been constructed as conservative yet responsive to change. Mathinee, Marisa, and Tana echo the middle generation with great exposure to Western cultures through globalization. Hence, their worldview is liberated to construct their identities. Napat, Chalita, and Krit represent the younger Thai generation who have been given freedom of choice to construct their identities in more diverse ways amid the amalgamation of conservative and globalized worlds. These three generations of Thais are juxtaposed in dynamic contemporary Thai societies intertwined with traditional and modern cultures. Their identity constructions can be explained as follows.

1. *Religion as a Form of Identity Construction*

An aspect that is discernible from the data is that almost all of the participants were Buddhists. This can be explained with the framework of the seven dimensions of religions by Smart (2002). The Thai way of life is closely related to Buddhism which aims to instill good deeds to its believers. However, Buddhism in Thailand has been greatly influenced by Hinduism. As a result, Thais tend to constantly carry on religious practices and rituals (Practical and ritual dimension). Whenever they encounter something supernatural, they seem to receive an emotional impact and therefore show respect to the divinity so as to avoid evils. This is to make themselves

feel safe and secure (Experimental and emotional dimension). As most Thais are considered collectivists, they depend on each other as a group. Stories and myths have been told within the social groups from generation to generation with a goal to pass on what they believe is profound (Narrative or mythic dimension). While telling such stories, the elders also provide the youngsters with rationales to maintain such rituals (Doctrinal and philosophical dimension). Additionally, in order to keep the good deeds within themselves and the social groups, Thais follow the Five Precepts of Buddhism (Ethical and legal dimension). This explains why Thais constantly go to temples to make merit so as to keep the good deeds and to stay away from evils. Such a belief is widely practiced in the numerous Buddhist temples countrywide (Social and institutional dimension). Both in temples and at home, most Thais worship the Buddha images of different attitudes, the Hindu God and Goddess images and the supernatural in a myriad of forms which include artifacts, amulets, sacred Yantra, and sacred tattoos (Material dimension).

Surprisingly, two atheist participants also chose to have sacred tattoos. According to the interviews, although they do not believe in God or Buddha, they believe in the good deeds of human beings. To them, the sacred tattoos are just ordinary tattoos with beautiful patterns which embody meaningful stories that are salient to them. Therefore, the magical enchantments in the eyes of most Buddhists are removed from their mind. This can be semiotically explained that different viewers may perceive an object differently. Any object, including a sacred tattoo, is a sign. The name "sacred tattoo" is a signifier which is created by a group of people who believe in its magical concept. The concept of magical enchantment of such a sign only affects those who believe in its power. By contrast, those who do not believe in such a power decode and interpret sacred tattoos differently. Hence, the signification of a sacred tattoo to one group of people may differ from that of another. In this case, the two atheist participants intertextualize sacred tattoos from one signifier to another. How they detextualize and reconceptualize sacred tattoos depends on their schemas. Since both of them used to spend a number of years in a Western context, their schemas are somewhat different from the majority of Thais. Although, in a sense, both of them still show respect to the Thai long-rooted belief towards magical spells, such a respect is not salient enough to represent their identity as magic or supernatural believers. This case strongly promotes

the concept of hybridization. Since no culture is pure, the people who live in one culture tend to absorb and adapt what they acquire from other cultures they are exposed to.

2. *Globalization as a Means to Construct Identity*

One of the most significant findings is that the majority of sacred tattoo wearers were male. As sacred tattoos have been rooted in Thai society since the ancient period with a strong influence on men during time of war, either to defend the country or to expand its territory, these men seem to hold their emotional stances to the enchantments such as sacred tattoos in order to keep good deeds and other magical effects within themselves. Due to the masculinity nature and social status of men, most male participants chose to have sacred tattoo patterns which represent immortality. What's more, as Thailand is considered a male-dominated society with a strong hierarchy (Hofstede, 1991), Thai men seem to have inherited the beliefs in sacred tattoos. That is why the number of Thai men with sacred tattoos is higher than that of women.

Interestingly, the number of young female sacred tattoo wearers is higher than expected. Such evidence cannot be overlooked. The data from the interviews reveals that female participants felt that women in the modern day have earned their status as equal to men. Therefore, they are entitled to do whatever men can. However, due to the femininity nature and social obligations of women, most female participants chose to have sacred tattoo patterns which represent likability. To explain this with the globalization theory (Inglis & Thorpe, 2012; Crane, 2008; Tomlinson, 1999; Robertson, 1992; Appadurai, 1996), although Thailand is considered a male-dominated society, women's rights have been promoted much more in contemporary settings due to the influx of Western cultures through the globalized cultural flow. Hence, Thai women, especially the younger generations, seem to negotiate for their own identities as human beings which should be equated to men. Although in the past women with any kinds of tattoos were viewed as sexually deviant such as prostitutes, nowadays they have become more liberated due to the changing society. Women, therefore, employ tattoos as a communicative signifier to negotiate for their identity. This clearly shows a transition of female identity in the Thai contemporary context.

3. *Intertextuality of Identity*

Another interesting finding is the age range of the sacred tattoo wearers. At first, I assumed that the

number of older people might be significantly higher than the younger ones. However, the results reveal that although most sacred tattoo wearers are deemed to be older, the number of younger sacred tattoo wearers seems to have been increasing. Together with the data from the interviews, it can be interpreted that despite being heavily influenced by the cultural flow of globalization, the younger generations are somewhat selective in choosing which global cultures are profound and salient to them. As a result, they mix and match the global cultures with their local and subsequently create a new hybrid culture of their own. Due to popular media culture, tattoos are worn by several popular icons and have become fashionable. Hence, the new generation choose to become like their pop culture idols by having tattoos. As any object can be seen as a text (Rose, 2007; Kristeva, 1980), tattoos are seen as objects that the new generation use to express their feelings and negotiate for their personal and social identities. Likewise, sacred tattoos are also viewed as objects that serve that same purposes. In the viewpoint of these youngsters, sacred tattoos are the signified. They detextualize and reconceptualize the sacred tattoos in their own hybridized culture. The traditional meaning of tattoos is less salient to them than the globalized cultural trend. Therefore, they choose to have those which are more important to them. They choose to have sacred tattoos not because of their magical enchantment, but their beauty and ways to express their stance within individual, social, and corporate identities.

As the analyses reveal, identity is an ongoing negotiation between the individual and the culture within which the individual lives. It is dynamic and reversible depending on different periods, situations, and environments. Sacred tattoos have been used as a means for a group of Thais to express their feelings, perceptions, and stances both at individual and social levels. As identity is dynamic, and so as the object or sign which has been chosen to represent such an identity, the sacred tattoo has a long history and has influenced Thai ways of thinking and living to some degree. Originally, the sacred tattoo was popular among Thai men in ancient times as they believed in its magical power of immortality and likability which could become helpful in battles. However, during a certain period, there were tattoo markings on prisoners and convicts, which resulted in a construction of discourse where people with tattoos were viewed as deviants and therefore were not good to be associated with. Nonetheless, with the

cultural flow of globalization in the modern era, the sacred tattoo is perceived somewhat differently from the past due to the hybridization of cultures. Cultural hybridization promotes the intertextuality to shift the perception towards sacred tattoos from being magical or peculiar to fashionable and trendy. The impacts of cultural hybridization also greatly fuel the transition of gender identity among Thai females to liberate their feelings and project their stance to the society. Although Thailand has embraced a great deal of globalized cultural flow, the traditional sense of sacred tattoos still exists in a sophisticated way created by the new generation of Thais who have developed a new hybrid culture where local and global cultures coexist. This should result in a new identity among Thais in the contemporary context.

Suggestions

In this study, the roles of sacred tattoos are explained through the lens of religious beliefs, popular media, intertextuality, and identity construction. However, there are several other aspects left to be explored, for instance, how different sacred tattoos and their patterns symbolize and represent the tattoo wearers, the ways others perceive sacred tattoo wearers, and how foreigners perceive sacred tattoos. These are recommended for further research studies. Also, there were only nine participants in this case study; therefore, the current findings lack generalization properties. Quantitative research with a large number of participants may yield different results. Additionally, the number of participants of the same age range in this study were unequal. This could have created biased findings due to the disparate number of participants of different generations. Consequently, future research containing equal number of participants of the same age range are recommended. Moreover, the nationality of the participants in this study was only Thai. A greater variety of participants' nationalities in further studies may provide contrasting findings. On top of that, all participants in this study were from or residing in a large metropolitan area – Bangkok. Those who live in less populated or remote areas may provide other intriguing results.

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English Learning Management of Generation Z Learners with Active Learning

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Abstract

This article aims to present the guidelines of learning management in an English course that meets the context and satisfies the needs of Generation Z learners with active learning. Active learning is a form of learning by doing. It provides the learners with reading, writing, interacting, and analyzing problems. The learners will be provided with advanced thinking processes such as synthesis, analysis, and evaluation. In this article, the author describes the characteristics and the techniques for learning management, including the benefits of active learning to find the approaches that can be adapted to English teaching and learning. Moreover, the author views active learning as the most suitable teaching method for Generation Z learners. The article shows their learning styles and their needs of learning based on the concept of generational theory for Generation Z learners, linking learning management with active learning. The author, therefore, views that the concept of generational theory enables the instructor to organize an effective active learning process in English to achieve the curriculum learning outcome and also meet the needs of Generation Z learners.

Introduction

The generational concept is the concept of dividing people into groups by age. This is the concept that scholars pay attention and study a lot, especially in the field of social science. The focus of the study is on social behaviour, life and attitudes, as well as the behaviours of people in everyday life. Generation Z is a major group that is very interesting in the social, economic, political and educational dimensions. It is evident from prior research that Generation Z will have the power to change our world in the future. The article of Innovation Enterprise Channels, states that Generation Z will represent one-third of the US population by 2020

(Anokhina, 2016), since change happens consistently, especially in the field of science and technology in education, for example methods to access knowledge and the process of learning, in previous generations that allowed people to become successful and reach their goals (learning outcomes) are largely outdated at present and needs to be adjusted to the current situation. This is the important factor for education and should be done urgently and dynamically. Understanding generational concept with Generation Z learners, especially in the dimension of education, is an important and fundamental foundation for the young people as factor for the prosperity of the nation. This will be very useful in

driving current and ongoing learning processes into the future.

Generation Z are surrounded by new innovations. They have essentially been brought up by innovation and surrounded by an environment of continuous updates, post-millennials grasp information and learn about new technology faster than previous generations. Regarding their learning, lower attention span will be compensated by their ability to multi-task. Whether in school or at home, they are naturally capable of participating in a number of activities simultaneously. For example, they can type their homework using a computer, do their research on a tablet, whilst checking the latest from social media and watching TV. This doesn't mean they can't concentrate but demonstrates their ability to switch between work and entertainment without losing productivity. These are the reasons why we should apply the active learning into the learning management. Active learning can help to increase the enthusiasm of learning. Obviously, the students in this generation tend to ignore traditional learning methods or lecture-based methods where the learners are only sitting and listening to their teacher. According to the observation and exchanging of information among teachers in English learning classrooms, the authors found that learning by doing could be more attractive than lectures. Some activities may involve the use of technology such as the use of mobile devices, smartphones, the use of tablets or computers as the tools for learning by being integrated into a variety of activities or games such as Kahoot, English dumb games, presentation using technology such as Piktochart, Animaker, Youtube etc. Therefore, learning English for Generation Z there is a need to adjust the learning that suits the behavior of Generation Z learners. In this article, the author will focus on how to teach English to Generation Z learners and discusses the learning methods and learning nature of Generation Z learners and present the guidelines to promote active learning that is consistent with the context of the instructors and learners in the current era.

Definition of generation

Mannheim (1970) a Hungarian social scientist who published *The Problem of Generations* states that people in the society are influenced by social and historical contexts. People in one generation who are born and living at about the same time and experienced some great events together probably have the same characteristics that will determine the future of the world.

If you consider the meaning of the word generation, it was found that there are various terms of generation. The author has therefore summed up the meaning and defined the "generation" as the age group of people. It generally considered to be about 20 years in which children are born and grow up to become adults and begin to have children of their own. Therefore, each generation is about 20 years apart the same people in the same generation will be born within the same period, they probably have a similar life experience and are experienced by similar events or environments in a particular society. This experience creates unique attitudes and common behaviors among the people. (Strauss & Howe, 1991)

Groups of generation

From the study of the generational concept, there are many research papers and academic articles on the differentiation of individuals in each generation. Therefore, each generation is called a different version of the name and the timing of each version is fixed as a result with each version having several titles and the time of each model may overlap. Strauss & Howe (1991) studied the theory of the demographics of humans: Baby Boomer, Generation X, Generation Y and Generation Z. The author has synthesized and summarized as follows:

Table 1 Generation and range of year

Generation	Baby boomer generation	Generation X	Generation Y	Generation Z
Range of year	A.D. 1946-1964 B.E. 2489-2507	A.D. 1965-1980 B.E. 2508-2523	A.D. 1981-2000 B.E. 2524-2543	A.D.2001-present B.E.2544-present

"Baby Boomer" is defined by William Strauss and Neil Howe, the demographic theorists who studied American history connecting people's ages, Baby Boomers are a group of people who were too young to have memories of World War II, but they were old enough to remember the impacts of World War II, which were considered to be an older generation who grew up in the Age of Restoration. The Boomers had a lot of opportunities and prosperity after World War II. They had their own way of lives, learned to work as a team and focused on their work rather than family. They were likely to succeed in their job compared to the next generation because baby boomers were responsible and liked to do something challenging. However, they were not good at technology. The next generation is Generation X or Xers who were born after the difficulties of the baby boomers. Generation X were born when there was a

dramatic drop in fertility rates due to widespread contraception and the divorce rate was rising. It is considered the era when both parents rarely had time to raise their children due to working outside. The children in Generation X had to depend on themselves and are quite pessimistic. It is also the era of people who like to be separated from the society and want the balance between work and personal life. The next generation is the age of Generation Y. Generation Y is the new generation of technologically advanced people. The people of this era are optimistic because they were raised by the boomers and they are more self-confident than the previous generation who were well-educated and free to live. The people nowadays are Generation Z who are considered as a new generation and grow up with modern technology and facilities. People at this age probably decide and do things very fast and do not like to wait for anything. They often do many things at the same time that might have an effect on their job performance and perception. Therefore, the people in Generation Z, who are classified as early school age, are easily distracted from their work and immerse themselves in the digital world lacking interaction with the society.

According to the characteristics of people in each generation, the author summarizes the overview only in order to understand the background, behavioral habits of people in each generation. In this article, the author focuses on the characteristics of educational trends and the learning styles of Generation Z learners. The author studied the related research and articles and synthesized and summarized as follows.

Learning styles of Generation z learners

Generation Z learners spend most of their time in daily life accessing the online or social media. If the learner in this generation wants to know any subjects or matters, they will find the information through the search engine like Google. Positively, it can be assumed that the learners of Generation Z have good skills in searching for information they need. However, we should consider in terms of the capacity to screen information or what we call critical thinking skills for students in Generation Z and we should ask ourselves if these students have skills for being a good critical thinkers. Although Generation Z learners grow up in an environment where access to information is abundantly located on the Internet but some of the information can include false information. Moreover, some of the resources are either inconclusive or outdated. If the

learners receive information without any investigation and do not use discretion to receive the information, this may cause the student to misunderstand which can result in the misuse of information.

Therefore, the learning process for Generation Z learners requires the use of methods or teaching methods that engage learners between the learners and the instructors or among learners themselves. Not only making the students interested in learning but also allowing learners to express the process of their thinking and decision making. The instructors can assess what the learners reflect on both speaking and writing or when interacting with their classmates. This can help to prevent misunderstandings and finally becomes a meaningful knowledge for the learners, that is, the learners can link the new knowledge with the existing knowledge and such knowledge can be used to analyze the problems encountered in daily life. Besides, it is a fact that learning styles has changed due to environmental changes that affect the learning of Generation Z learners. Generation Z learners have developed their visual learning skills (Green & Bavelier, 2003). We can see that Generation Z learners are more likely to play games in their daily lives. This is a generation that is growing up with games, social media, and YouTube just like their older brothers and sisters. It is estimated that Generation Z students will spend over ten thousand hours playing games. This influence the learner of this generation to be more familiar with information from visual perception. The students are also familiar and enjoy learning by trial and error rather than only sitting and listening. The learners will be familiar with tasks that are clear and responsive. Therefore, games and online media are important factors in their learning. The use of games to promote learning can be done in many forms (Triumpo & Nokkaew, 2014). Learning through games means students can also design the games by them selves . Learning management allows learners to integrate the knowledge with the practical skills to promote teamwork and creative communication. In addition, Generation Z learners require a learning environment that can share issues in order to find the solution together and teamwork in order to help each other to do the assignment. Obviously, some applications or features in social media become the tools for learning. However, it must be realized that even the learners work together as a team and when problems need answers from each learner, there should have a synthesis of individual answers from learners, which require a flexible instructional learning management by which a

learner will be satisfied and a desire to participate in the learning and develop a learner's understanding. In addition, the methods of evaluation or assessments need to be adjusted appropriately and consistently.

Active learning

Active learning is a teaching style that emphasizes the learner's actions and uses the thinking process (Bornwell & Eison, 1991). It is not different from the student-centered teaching. A student-centered approach is that learners will learn more than listening and taking notes during learning and learners can practice gaining learning experience. Apparently, active learning leads to meaningful learning.



Figure 1 Elements of active learning
Source: Modified from Bornwell & Eison (1991)

From Figure 1, there are 4 elements of Active learning. These are the skills that occur in all teaching methods. Each of these methods leads to different outcomes.

1) Listening and speaking skills such as discussion, role play, etc.

2) Reading skills such as readings magazines, novels, cartoons, etc.

3) Writing skills such as writing report or project, short stories writing a diary

4) Reflecting Skills such as mind mapping, presentation, etc.

Active learning management is the most suited for Generation Z learners because the learners have the opportunity to develop their capacity of brains. In terms of thinking, solving problems, applying knowledge to the activities or tasks that the instructor has designed activities to encourage learners the opportunity to practice. For working in groups, all

learners must participate in the group by sharing the responsibilities among them. The instructor will be able to know the learning process of the learner from reading, speaking, listening and writing that the learners have reflected. In the use of active learning management, the instructor will play an important role as facilitator in learning management. Learners will gain knowledge and skills from their own experiences that create the meaningful learning. Active learning can take place inside and outside the classroom by individual or small groups. McKinney (2008) proposed a model of learning activities that would allow learners to learn proactively. The author has presented themes or methods for active learning management in many forms as the following chart.



Figure 2 Active learning activity
Source: Modified from McKinney (2008)

Although many Generation Z learners will have the same behaviors, beliefs, attitudes, and ideas, not everyone will have all the same things. Therefore, instructors should understand the individual characteristics of individual learners as much as possible and take the strengths of Generation Z learning to change the way of learning to meet the needs of learners and can address the problem of using skills from content that learners should learn in the course. From the picture above, active learning methods in various forms have the following meaning and characteristics.

1) Think-Pair-Share is a learning activity that allows students to think about a single issue for a few

minutes (Think). Then exchange ideas with a friend for another 3-5 minutes (Pair). And provide feedback to all learners (Share).

2) Collaborative Learning is a learning activity that allows learners to work together with others in groups of 3-6 people.

3) Student-led review sessions are learning activities that allow learners to review their knowledge and to take into account their doubts for learning activities. The teacher will help the learners when they need.

4) Game learning is the learning activity that the instructor integrates into the game that can be applied with the stages of introduction to the lesson, teaching, assignment and the evaluation stage.

5) Analysis or reactions to videos is a learning activity that allows students to watch videos 5-20 minutes. Then, reflect on what you see. Possibly, by way of speaking, writing, or co-writing.

6) Student Debates is a learning activity that provides students with information from experience and learning to confirm their concept or group.

7) Student-generated exam questions are learning activities that allow learners to create quizzes based on what they have learned.

8) Mini-research proposals or project is a research-based learning activity. The learner has been given a set of topics they want to study and then they create learning plans. It can be called project-based learning or problem-based teaching.

9) Case study analysis is learning activity that allow students to read case studies. Then, the students analyze and discuss ideas or solutions within the group. Then, present the feedback to other students.

10) Keeping journals or logs is a learning activity that learners take notes of what they see or what is happening on a daily basis, including offering more ideas on written notes.

11) Writing and producing a newsletter is a learning activity that allows students to produce a newsletter. This includes articles, information, news, and events. Then, distribute it to other people.

12) Concept mapping is a learning activity that provides students with an idea map. To present one whole idea using the line as a link. Let learners work individually or in groups. Then, present the work to other learners and allow other students to ask questions and express opinions.

The benefit of active learning is the interaction

between instructors and learners. Both instructors and learners will talk and exchange ideas. Active learning can improve the learning outcomes and communication skills of learners since students are motivated to learn and have a chance to see and act on their own. This allows for knowledge to be sustainable throughout a student's life.

Guidelines for learning management for generation Z learners with active learning

Active learning has various methods for learning. Some methods may be suitable for some learners depending on individual differences. The instructors must be observant and interview the learners to collect information during teaching and learning management. This may be done in a variety of ways, such as direct interviews with students, questionnaire or observing the behavior of each student both inside and outside of the classroom. This aides the instructor to see the differences of each student. By the process of creating learning management, awareness about "Generation Gap" or "Gap between ages", must be take into account both the lifestyle and learning style, which are important to the instructor and learner because the learners are from different ages. If the instructors understand the learner contexts, it will make learning more achievable. To be successful, both instructors and learners need to adjust to the differences that occur between ages in terms of thinking, attitudes, behaviors, and outcomes, including learning outcomes and learning processes. Teaching with fun can make students feel satisfied with learning. However, it is not the real aim of learning. The most important thing is that the learners should understand the knowledge and training skills based on the content of the course, which is the ultimate learning outcomes.

With the difference between entertainment and engagement, the instructors must be accurate in content and can make the students engaged with their learning. The instructors need to plan the learning management in terms of activities as well as time to be systemized and to be appropriate with the content for learning. This is still a problem that institutions have been trying to adjust and developing the process of teaching and learning. If the instructors are not able to adjust the teaching method, the learners will not achieve the learning outcome and feel no incentive to learn. If the instructors have the clear process of learning with the interaction between the instructors and the learners. The more a learner is eager to learn, the more a learner can learn and

store more knowledge. Herewith, the author is willing to propose the approaches for learning English to Generation Z learners by introducing the principles of active learning style as a guideline for learning management as follows.

1. Collaborative learning: Jigsaw model

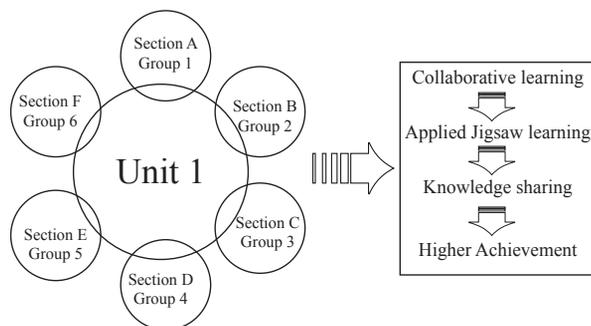


Figure 3 Teaching and learning process based on Jigsaw learning
Source: Modified from Aronson, Stephan, Sikes, Blaney, & Snapp (1978)

The instructors can use a collaborative learning approach through Jigsaw learning. This method is highly adaptable to a large number of English language lessons and takes a long time to read and understand. If the instructors have a lecture in each section until complete all sections while the learners only listen or even have the Q&A session during teaching in the classroom. It is not possible for the learners to continue to be interested in teaching whilst learning in the classroom. The instructor, therefore, can use Jigsaw principles to apply and organize the learning process. In doing this, the instructors will subdivide the topics and group the learners into groups to explain the assigned sub-topics. Group members must have a variety of capabilities within the group or different aptitudes or skills in the group to divide and assist each other in their team. For example, the first member takes responsibility for presentation in English. The second member takes a reading and summarizes the main idea. While the other members within the group are apt to write English or research from online sources. Each group reads only their sub-topics assigned by the instructors and to discuss with each other in the group and then to present in front of the class. The learners need to analyze the content and can explain the definition and the main idea, including giving examples. Then, ask questions related to the content so that other groups have been given a chance to think and answer questions. In doing this, the instructors play the

important role in creating an atmosphere of participation and interactive dialogues that encourage students to interact well with instructors and classmates. In the final stage, the instructors will summarize the main idea and explain the important issues after finishing the presentation. Jigsaw learning is a kind of a collaborative learning model. Aronson, Stephan, Sikes, Blaney, & Snapp (1978) developed this learning model. Later, it was adjusted but still maintained the same principles. The Jigsaw learning method is one way to encourage learners to share learning and it is a collaborative learning approach that allows learners to experience working as a team in their real life. Learners will be trained in the English language acquisition process, taking notes skill, creative thinking skills, reflective skills, including teamwork skill. This is the learning style that can be applied in the English classroom for Generation Z learners. Johnson & Johnson (1987) discussed the benefits of collaborative learning as "Good students who understand the lessons could paraphrase what the teachers teach in their own words and then explain to friends." In doing Jigsaw learning, learners will have the opportunity to practice speaking English while explaining the lessons to other friends. Listeners will practice both listening and speaking skills when interacting as well. The learners who explain the lesson to a friend, understand the lessons better because they have to study until they understand and are able to explain the lessons to friends. For working in a group, all learners have the opportunity to practice their social skills and learn how to work well in groups. This is very useful when entering a real work system. When a learner has to answer the question in the classroom in English and if the answer is wrong or they cannot answer then it is possible that the friends may laugh at them and this can cause the learner to feel embarrassed. Instead, if the learners work in groups, they will try to help each other. If one member in the group gives the wrong answer, it is wrong for the whole group and they will help each other within the group. In an aspect of achievement, the collaborative learning using Jigsaw provides every learner the chance to express their opinions and express themselves equally. A learner who knows well how to study can help to teach friends and then the learner is not only proud of oneself but the friend who is taught might appreciate this kindness. The learners can dare to ask more questions to friends and this can make good friendships. It is important that all learners in the group have to think together until they

can find the correct answer gaining self-knowledge resulting in the achievement of learning.

2. Student-led review session

The instructor organizes learning activities that allow learners to review their knowledge for critical thinking. The instructor will help and facilitate if the learner needs help or questions during the activity. This method is reviewing the knowledge by the learner. In doing this activity, the instructor let learners work together in groups and summarize the key points of the content. The instructor can describe some techniques to a learner in order to better understand the content. This is a great way to improve the learner's knowledge in English as a Foreign Language. The learner has the chance to evaluate learning resources in order to broaden their vision and to access to various learning resources other than only the knowledge contained in the textbook. At the end of the process, there may be some questions or quizzes to be used as a collective score. Importantly, the instructor will act as a facilitator in each step. The learners can do the activity and present their works through YouTube or Facebook.

This activity also requires the technical skills together with the content in the course for doing a presentation in the class. Graven & Olaf (2015) states that student-led review session is a learning activity that allows learners to review the knowledge and consider their own doubts in learning activities. The instructor will support and help the learners with any problems. From this activity, the learners have to understand the content of the lessons and review the content as assigned. This will lead to questioning and problem-solving. The learners will analyze problems and can evaluate themselves at the same time. This is a learning method that enables learners to learn meaningfully.

3. Game-based learning with the integration of technology.

Instructors can create a fun and challenging classroom atmosphere. The activity management is the heart of teaching and learning, where instructors need to apply what is available in the classroom for the benefit of the learners. Generation Z learners often play games on a daily basis. The process of learning by using games is used to draw attraction from the learners. If the game is integrated with the technology, it will increase the motivation for learning and more interesting since Generation Z learners are familiar with technology. The online game called "Kahoot" is used as a tool for English learning. In playing Kahoot, all learners use a smartphone

connected to the internet to play games. The highlight of the game is that players can answer each question from the game by answering via a smartphone. All players will be informed immediately after all players have submitted their answers. The difficulty and simplicity depend on the design of the instructor's questions. The more fun that is introduced into this activity, the more competitive the atmosphere is. The competitive and challenging atmosphere happens during learning in the classroom.



Figure 4 Game-based learning with technology integration
Source: Author

The game is a tool that encourages learners to have the fluency and versatility as well as can help learners to develop their creativity. It also develops learners' decision-making capabilities and encourages students to solve the problems with enthusiasm. Using games will make learning fun and engaging. Specifically, it helps learners who are not good at learning better. The instructor noticed that many learners who are weak in English or do not like English have a lot of fun during gameplay. Learners can review and evaluate their learning immediately after playing the game and that is quite important. While playing the game of Kahoot, learners will be able to play the game using a smartphone as a tool for answering questions. This allows the learners to use technology. By using technology to analyse problems also creates positive usage of technology and can improve students' skills in technology capabilities.

4. Analysis or reaction to Video

The instructor organizes learning activities that allow learners to watch short videos or English-language films. The instructor may show the English subtitle to

learn the vocabulary of the film at the beginning of the activity to improve listening skills and see the vocabularies from the movie. Learners must practice English listening from a conversation in the movie. These are conversations that are used in everyday life. It also teaches new vocabulary and phrases or even slang words that appear in the movie or short story. Afterward, the instructor gives the learners the chance to express their opinions or reflect on what they saw in the movie. After watching the movie and to encourage English communication in the classroom, the instructor has learners exchange their ideas and reflect on what they think about the movie's story. In doing so, the instructor must create an atmosphere of participation and interactive dialogues that encourage learners to interact well with instructors and classmates. In addition, the learners can practice the listening skills and gain more vocabularies, phrases or sentences used in everyday life. This video-based learning model also allows learners to practice advanced thinking skills, critical thinking. describes the meaning of "critical thinking" as the process of actively and skillfully conceptualizing, applying, analyzing, synthesizing, and/or evaluating information gathered from, or generated by, observation, experience, reflection, reasoning, or communication, as a guide to belief and action.

This critical thinking approach does not come innately but it is from the pursuit of knowledge and practice, from experience or knowledge or critical decision making. When we have to face situations that require careful consideration and decision-making. This critical thinking process must always be stimulating to encourage the students to have doubts about what they hear, read, and explore their own ideas from the movies they watched. Instructors will motivate learners to think about various and different ideas. It allows the discussion to be freely expressed in the form of brainstorming along with listening to the opinions of others and accept the other's opinions that may vary from person to person. This will give learners the ability to distinguish between facts and opinions and to be flexible for uncertainty, including checking the evidence before making a decision.

5. Role-play

The instructor designs or assigns the topic of role-playing scenarios to approximately 4-5 scenarios to the learners. Then, learners select each topic as their interests. The instructor must determine the topic or situation for performing role-plays with the issue of problems for the learners to understand and solve in the

situation. Each group must demonstrate how to solve problems through role play. In doing this activity, learners will have the opportunity to express their attitudes, behaviors and reflect the different ideas through a story chosen from the given situation. The important thing is to improve learner's English skills. Learners have the opportunity to compose English dialogue as well as speaking skills and listening skills because there must be a dialogue within the group. Role playing allows the learners to realize the importance of working together as a team and how to adapt themselves to work with others.



Figure 5 Role play activities
Source: Author

Role play learning can engage learners and give the opportunity for students to express their ideas

according to their roles in the situation. Students learn skills such as creativity in dialogue, presentation and communication as well as enjoying the work assigned by the instructor. Learners in each group can choose the topic of the scenario based on their interests. They can practice English skills by using English communication in the role play. The learners have to create the plot story from the beginning to the end of the story under the topic of the given situation. The topic prepared by the instructor will have the problems for the learners to think and solve. The problem may be a situation or event that can occur in real life. Raweewan (1987) states that role-playing instruction teaches learners to play a role in a realistic way. The role-play activity allows the learners to express their ideas and decision-making, especially in English subjects, learners must practice speaking and listening skills in English. This allows learners to understand the content of the lesson deeply. It can also modify the behavior and solve problems appropriately.

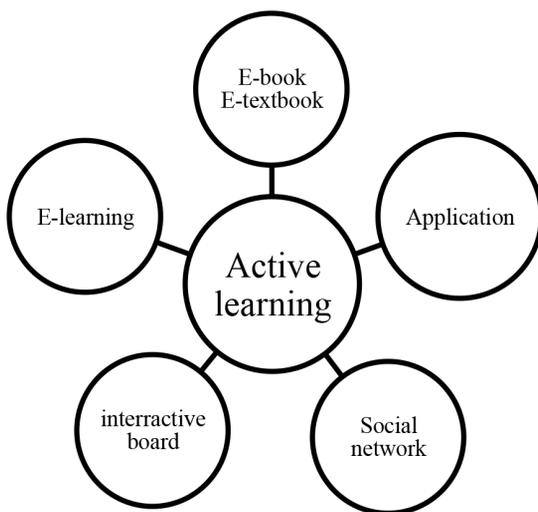


Figure 6 Learning with technologies promoting active learning
Source: Author

6. Active learning through the use of technologies

Learning methods through various technological tools can be adapted to Generation Z learners. For example, educational applications play an important role in the learning of modern-day Z learners is a great way to make learning fun, as a result, a lot of applications have been developed constantly. Educational Apps will be installed on a new iOS or Android operating system for smartphones or a portable computer, such as an

English learning application called Echo English, created by the collaboration between the Ministry of Education and the public. All learners can learn English from native speakers at no charge via mobile phones and tablets. The lessons will be designed according to the principles of natural language learning. In addition, there is a social network, which cannot be denied that Facebook is now the most famous online media according to Social Rank, a site that collects statistics about the social network, reveals that Thailand has 66 million users, 25 million Internet users, and 18 million social network users, 85% Facebook, 10%Twitter, and 5% Instagram. Facebook is useful for communication and interaction. Most importantly, the majority of Generation Z students have a user account, as a result, a social network has been applied for teaching and learning. For example, Facebook is used as a tool for uploading homework on a Facebook group page. Social networks makes everything easy for instructors and learners to exchange knowledge quickly through comments without wasting time or cost. As a result, learning occurs any time and any place by using technology to assist in learning through the various activities. Therefore, the active learning model using technology has been found to be an English learning style that matches the habits of Generation Z learners.

Conclusion

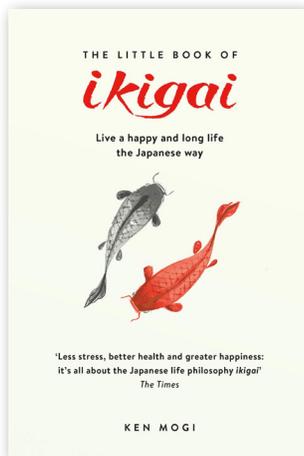
The generational concept is used to create the activities in learning management for Generation Z learners. By using active learning and integrating technology as a tool for teaching which results in a learning process with a variety of activities or teaching styles that meet the context of Generation Z learners in order to effectively learn as well as meet the needs of the students as much as possible. For English learning, students need to learn and practice their skills by doing. The appropriate learning style for English learners who need to practice their skills to be fluent and skilful is active learning. Active learning is considered the appropriate learning model that focuses on learning and practice at the same time (Learning by doing), and conforms to the behavioral pattern, as well as attitude and needs of the Generation Z learners.

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Book Review

Sutsawad Jandum



Title: The Little Book of Ikigai
Author: Ken Mogi
Publisher: Mogi, K. (2018). *Ikigai*.
London: Quercus Edition Ltd.

the vital foundation which allows ikigai to flourish. They are: *Starting small, Releasing yourself, Harmony and sustainability, The joy of little things, and Being in the here and now.*

Ken Mogi states that *ikigai* gives your life purpose. *Ikigai* and happiness must first come from the acceptance of yourself. Your happiness need not be determined by others, nor does it depend on external things (this is an illusion). To find your *ikigai* you must start small, take it slow, and care for the fine details. The acceptance of oneself is important. To accept yourself, paradoxically, you must ‘release yourself’ or let go of your ‘ego’ and be in the state of ‘flow’. Live in harmony with other people and the environment. Understand the connection between harmony and sustainability. Ask yourself what the little things that you appreciate are and enjoy them. Relax and take pleasure in them. Value being in the present; your happiness resides in the here and now so you can have *ikigai* whether you win or lose. You don’t need external rewards to make you happy as your inner joy of being in the present is sufficient.

There are 10 chapters in this 196-page book. Each chapter gives various supportive examples, mostly from Japanese culture and society, to clarify the Five Pillars of *ikigai*. The example of the traditional tea ceremony in Chapter 5 and the strict ranking system of Sumo wrestlers in Chapter 7 embody all Five Pillars of *ikigai* within them. A very impressive example of ikigai is found in Chapter 1’s example of Jiro Ono’s life, the great

Ten years ago, while I was in Japan to attend a training program for teachers of the Japanese language, a Japanese professor asked me why I became a teacher. I told her teaching makes my life worth living, to which she remarked, “Because you have *ikigai* in your life. You can recognize what is fulfilling and meaningful.” That was the first time I heard the word “*ikigai*” before reading this book.

The word “*ikigai*” (生き甲斐) is a compound of two Japanese words: *iki* (生き), meaning “to live or alive” and *gai* - from the word *kai* (甲斐), meaning “result or worth”. Thus, *ikigai* can be described as “a reason for living, a meaning to life, or that which makes life worth living.” For Japanese people, *ikigai* has been a commonly used word. It is, however, gaining a lot of interest outside of Japan and there are many books written about *ikigai* in various aspects.

According to the author, Ken Mogi, *ikigai* can be understood simply by focusing on the individual’s inner being and feeling. He refers to the Five Pillars of *ikigai*,

Japanese chef who started working at a small local restaurant until he became the owner of Sukiyabashi Jiro, the world's most famous sushi restaurant.

The Little Book of Ikigai will be useful for anyone. Those who are interested in Japanese life philosophy, or are pursuing meaningful living, or simply desire to live a long happy life, will find this book resonating well with them. For readers who are unfamiliar with Japan, this book is filled with many interesting illustrations of Japanese culture and society.

The Little Book of Ikigai will inspire you to make

changes in your life in small steps. It will fire you up with motivation each morning. Utilizing this book, you can become happier, healthier, and more fulfilled. After reading this book, I have found myself becoming more relaxed. I have begun to take notice of the fine details of life and find joy in little things around me-joy in things I used to ignore or not notice because of my hurried daily routine. Surprisingly enough, it took this book to help me finally understand why my friend always sought out beautiful teacups-it is so that she finds joy in drinking her morning coffee every day!

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1.2 Typefaces and layout: English must be typed using TH SarabunPSK using Microsoft word. Specific font format guidelines are as follows.

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1.2.3 The author's name in English language must be typed 14.5 pt. font and centered below the title. Asterisks (*) should proceed the authors' names which is correspond to the appropriate author.

1.2.4 Affiliations should match each author with their appropriate affiliated institutions and organizations. In case of different affiliations, superscript numbers should follow the surname¹ and affiliation¹.

1.2.5 A footnote must be placed on the first page of the article with the text "*Corresponding Author", the next line of text should contain "e-mail", and the final line "**Affiliations" which specifies funding sources and agencies, for example "This research was supported by research grants from Suan Dusit University".

1.2.6 "Abstract" in English must be 14.5 pt. font, bolded, left aligned, and placed below the Thai keywords section. Abstract text must be 14 pt. font, with 1 tab indentation from left and right margins.

1.2.7 "Keywords:" should appear in English language in 14.5 pt. font, placed beneath the English abstract text and be aligned with the left margin. English keywords must be 14 pt. font, and should not exceed four words. Each keyword should be separated by a comma (,) and space.

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1.2.11 "References" must be 14.5 pt. font, bolded, and be aligned with the left margin. Individual entries must be 14 pt. font and should follow American Psychological Association (APA) formatting guidelines. Any lines of text for a single entry that exceed the first line should use a "hanging indent" of 1.5 tabs from the left margin.

1.2.12 Authors' names in Thai must be 14.5 pt. font, bolded and be aligned with the left margin. Name should contain Mr., Mrs. and academic title for each author. Affiliations should be below in both Thai and English as 14 pt. font. An address must be listed for each author.

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- 3.2 The authors if there are more than six authors only the first author is listed, followed by "et al."
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- 3.6 The "Introduction" section should provide background information relevant to the research and provide information regarding the manuscript's content.
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- The authors should follow the journal guidelines strictly.
- Any opinion or perspective made in the manuscript must be explicitly highlighted as “opinion” or “perspective”
- The authors must be aware that fraudulent information and omission of important information are unethical author behaviors.

- The authors must be able to provide research data if the Editor see needed.
- Authors must reference other works properly. Any work involved in the manuscript also must be well credited.
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