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Editor's Note

Universities move forward: Creating and Supporting Change

The Ministry of Higher Education, Science, Research and Innovation (MHESI) THAILAND recently launched the *Reinventing University Project* to announce new directions in national policies and institutional development. This project represents a major response to the numerous changes which are affecting Thai higher education institutions – changes such as in demography, and educational technology. And, of course, changes in the workforce needs, the job prospects for university graduates, and international competition in the post-secondary sector, for example. The forum was presided over by Professor Dr. Anek Laothamatas, Minister of MHESI. He was joined by his administrative teams, university presidents, professors, educators, and media.

The Reinventing University Project is, basically, a blueprint for reforming Thai universities. It is a top down policy approach which aims at strengthening and increasing support to universities in order to maximize their potential to meet the workforce requirements of the Thailand Strategic Development Plan and Thailand 4.0, and, of course, pave the way for achieving greater excellence in academic achievement. Leadership for this very ambitious and timely project will be provided by five strategic groups. These are:

1. Global and Frontier Research University
2. Technological Development and Innovation University
3. Area-based and Community University
4. Moral and Intellectual Cultivation Focused University
5. Professional Development and Specialized University

Higher education institutions will be asked to assess themselves using assessment tools developed by a special task force group of the Reinventing University Project. The results of each university's assessment and proposed development plan will be submitted to MHESI for consideration. When approved, the university will be granted financial support to help achieve its transformational objectives.

It is on these points that I would like to share with readers some concerns about the difficulties of bringing about real change in large organizations including those in the education sector. Such changes cannot be simply mandated because they inevitably affect the lives of all persons involved in such institutions. CHANGE creates serious concerns among those who deliver their services on a day by day basis.

Rethinking and Reinventing Thai Universities: Four Possible Responses

Van Cleeve Morris mentioned in his article, 'The Philosophy of Education'. that education, at its roots, is not only a social instrument for transmitting to each succeeding generation a whole way of life; it is also the agency which serves as the conscience of a society when it strives to promote a better future. I found his argument interesting and relevant to this current proposal. Who will mandate these changes? Are there avenues for consultation among those who will be most directly affected? Will the change agents listen and work toward a consensus?

Morris outlined four possible positions.

Position 1. *Ignore change.* Change is only a relatively superficial phenomenon, no elaborate attention need be paid to it because it is not genuinely real.

Position 2. *Recognize change but leave it to others.* Historically, schools have been places for the transfer of accumulated knowledge and social traditions from one generation to another. Their function is basically conservative. Their attention must remain fixed on the accumulated inheritance of the knowledge of scholars, the literary and artistic heritage and enduring values of each culture.

Position 3. *Identify with change and participate in it.* This position contends that the function of educational institutions is much more intimately tied to contemporary social life. If the society as a whole is in need of change, then the institutions must change. This being the case, then they are obliged to participate in bringing about the changes, and to help the young generation cope with and adopt the changes.

Position 4. *Embrace change and become its "headquarters".* The view of this position is that educational institutions are basically social by definition and therefore must be involved in change. Changes in today's world are strategically far more important than many believe or want to accept. Newly desired futures do not come about by simply making adjustments to changing conditions. Such futures come about because humans make strategic plans and execute them in a systematic and effective manner.

Among these four positions, the Reinventing University Project seems to fit with the concept of Position 4. This requires that every individual in the university world needs to understand the objectives and participate willingly with commitment.

Certainly, university personnel, both instructors and support staff, will need reskilling through professional development activities. This calls for policies which reduce the emphasis on teaching in favor of professional upgrading.

Finally, APHEIT Journals welcome your academic and research articles, sharing educational experiences, new discoveries, and lessons learned. Also, APHEIT intends to cooperate with the Reinventing Universities Project by organizing both formal and informal training opportunities.

Last but not least, I wish to acknowledge the contributions of all distinguished reviewers and writers.

Manit Boonprasert, Ed.D

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RESEARCH ARTICLE

The Effects of Intangible Assets on Financial Performance and Financial Policies of Listed Technology Firms in Thailand

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ABSTRACT

This study aimed to investigate the relationship between intangible assets and financial performance and financial policies of listed technology firms in Thailand. This research collected and analysed the data of 33 out of 38 technology companies listed on the Stock Exchange of Thailand for the 5 year-period from 2015 to 2019. Descriptive statistics, Pearson's correlation, and regression analysis were used to examine the relationship between intangible assets, financial performance, and financial policies. In addition, it also aimed to measure the influence of moderating variables such as firm size, leverage, and sales growth on relationships between intangible assets, financial performance, and financial policies. The results indicated that intangible assets (IA) had a significant positive relationship with profitability - return on equity (ROE) of listed technology firms in Thailand. Further, the study found that intangible assets also had a significant positive relationship with financial policies (debt to equity). Moderating variables such as firm size and leverage were found to significantly influence these relationships. This study has helped to expand the theoretical concepts of intangible assets and their effects on financial performance (return on equity) and financial policy (debt), especially among technology firms in Thailand. Insights gained from these findings can be used to encourage the managers of technology industry in Thailand to invest more in intangible assets to boost profitability.

KEYWORDS: Intangible Assets, Financial Performance, Return on Assets, Return on Equity, Financial Policies

Introduction

Each business needs to define its structure of assets, and thereby find the optimal combination of intangible and tangible assets (Herciu & Ogrean, 2008). Among the significant changes in the 21st century economy is the increasing use of intangible assets in businesses and organizations. Ongoing globalization within societies and economies has created a higher demand for information (Osinski, Selig, Matos, & Roman, 2017), and thereby created a growing need for intangible assets. Intangible assets nowadays represent over 90% of the business value among many pharmaceutical and high-tech businesses (Corrado et al. (2012). Digital-centric sectors, such as

Internet, software, and information technology companies are heavily reliant on intangible assets (Ross, 2020). In addition, this study is significant for Thailand since it is the second largest economy in the ASEAN region. Thailand is in the process of transitioning its focus from being an industrial economy to a digital economy, following the widespread proliferation of the Internet and the government's aggressive push towards digital transformation through its Thailand 4.0 initiative.

Intangible assets can be seen from two perspectives: by economists as an asset that is founded on knowledge, and within the area of law and management as intellectual capital (Andersson & Akesson, 2017). This kind of asset has a non-physical character that shapes the potential for future advantages (Lev, 2001). Intangible assets form a foundation for a business to use intangible knowledge for resource and wealth creation (Osinski, Selig, Matos, & Roman, 2017). In order to achieve profits, a business needs to create and gain competitive advantages over business competitors (Barney & Arikan, 2005). Intangible and tangible assets have been discussed by several authors, and have a positive effect on a business's competitive advantages (Argote & Ingram, 2000; Flamholtz & Hua, 2003). Aspects such as market research, capital equipment, and research and development have a strong connection with a business's success rate and its profits (Fabling & Grimes, 2007). Researchers have perceived that intangible assets are often critical to profitability and influence a firm's monetary approaches. However, the findings have not shown conclusive evidence regarding the positive or negative relationship between intangible assets, financial performance, and financial policies.

Several studies have revealed that intangible assets have had a positive and significant influence on financial performance (Zhang, 2017; Kaymaz, Yilmaz, & Kaymaz, 2019; Felix, Okwo, & Obinabo, 2020), while Qureshi & Siddiqui (2020) found a significant negative impact. In addition, Vanderpal (2019) reported a negative influence of intangible assets on profitability. Previous research has also confirmed the relevance of moderating variables such as business size, debt, and sales growth on intangible assets, corporate profitability, and financial policies. In light of these factors and the lack of conclusive evidence, a more comprehensive study is needed to confirm the relationship between intangible assets, financial performance, and financial policies. More precisely the study seeks to investigate the following issues:

- To investigate the impact of intangible assets on the financial performance of listed technology firms in Thailand.
- To examine the effects of intangible assets on the financial policies of listed technology firms in Thailand.
- To find out the effects of moderating variables such as firm leverage, size, and sales growth on the relationships between intangible assets, financial performance, and financial policies.

2. Literature Review

2.1 Intangible assets

Intangible assets, according to International Public Sector Accounting Standard Board (2010), are recognized non-monetary items that lack physical substance. An asset is a resource that an entity possesses as a result of previous activities, such as acquisition or self-creation, and from which future economic benefits, such as cash inflows or other assets, are expected (International Public Sector Accounting Standard Board, 2010). Some types of intangible assets are not included in financial statements because they are difficult to evaluate or quantify in monetary terms (Gamayuni, 2015). In other words, intellectual capital is often excluded from the concept of intangible assets for financial purposes due to the weak control of the entity's owner. However, IFRS Foundation (2017) stated that an intangible asset must be recognized if and only if it is probable that the asset's expected future economic benefits or service potential would flow to the firm, and the asset's cost can be determined accurately.

Following first recognition, an intangible asset should be held at a revalued amount equal to its fair value at the date of revaluation less any subsequent accrued amortization. For the purpose of revaluation under this standard (IAS 38), the fair value shall be established by reference to an active market (International Public Sector Accounting Standard Board, 2010). Moreover, this researcher also mentions that revaluations must be performed on a regular basis so that the carrying amount of the asset does not change considerably from its fair value at the reporting date.

A company should determine whether the useful life of an intangible asset is finite or indefinite, and if finite, the duration of productions or equivalent units constituting its useful life (International Public Sector Accounting Standard Board, 2010). An intangible asset is considered to have an unlimited useful life by the entity when, based on an examination of all relevant variables, there is no foreseeable limit to the duration over which the asset is likely to generate net cash inflows for or offer service potential to the business (Deloitte, 2021).

2.2 Intangible assets and financial performance

Financial performance is a way to analyse the overall health of a company. In other words, financial performance analysis is the process of evaluating a company's financial strengths and weaknesses by correctly defining the link between the balance sheet and profit and loss account items (Ramachandran et al., 2019). Financial performance, which is typically used by investors to evaluate an organization's health, is also a technique for a company to assess its capacity to utilize assets to generate profits (Kenton, 2021).

Several researchers have studied the relationship between intangible assets and financial performance showing notable results. Qureshi and Siddiqui (2020) studied the effect of intangible assets on financial performance, financial policies, and market value of technology firms in 14 different countries. According to their results, intangible assets had a significant negative influence on Return on Equity (ROE) and Return on Assets (ROA). This indicated that higher intangible assets in the company would result in lower ROE and ROA and vice versa. Nevertheless, other studies found that intangible assets had a significant positive impact on only ROA (Gamayuni, 2015; Zhang, 2017; Kaymaz, Yilmaz, & Kaymaz, 2019; Felix, Okwo, & Obinabo, 2020; Li & Wang, 2014), and on both ROA and ROE (Haji & Ghazali, 2018; Ferdaous & Rahman, 2019).

However, Vanderpal (2019) discovered that there is no substantial association between intangible assets and profitability in various sectors. According to these findings, investing in intangible assets is a primary concern for many stakeholders. The findings provide investors with insight into the risk-return concept in the context of enterprise investment risk, intangible assets, and their subsequent returns.

Although many studies have reported correlations between intangible assets and profitability, the results have been mixed and non-conclusive. Because of these inconsistent findings, it is crucial to test the relationship between intangible assets and profitability to see if it is positive, negative, or neutral, especially for technology firms in Thailand.

As such, the following hypotheses are proposed:

H_1: Intangible assets have a significant positive relationship with profitability.

H_{1a}: Intangible assets have a significant positive relationship with Return on Equity (ROE).

H_{1b}: Intangible assets have a significant positive relationship with Return on Assets (ROA).

2.3 Intangible assets and financial policies (debt and dividend policy)

A company's financial policies are based on its debt-to-equity ratio and dividend payout ratio. The debt-to-equity ratio is one of the ratios that determine the percentage of debt and equity being used to provide assets. If the debt-to-equity ratio is high, the firm must prioritize debt repayment above dividend payments. The debt-to-equity ratio or capital structure is an important factor in the financial decisions of every company, whereas dividends are considered the firm's payment policy (Benyasrisawat & Basiruddin, 2012). The dividend payout ratio, on the other hand, is the proportion of a company's total dividends paid out to shareholders relative to its net income. The information below will reveal the variety of outcomes discovered by previous researchers.

The study of Gamayuni (2015) found that intangible assets had a negative impact on debt policy and a positive effect on dividend payout ratios, but neither was statistically significant. Gamayuni (2015) stated that the more money invested in intangible assets, the less debt there was. This is because companies use the funds from retained earnings to invest in intangible property and limit debt. Qureshi & Siddiqui (2020) studied the effect of intangible assets on debt to-to-equity ratios and found that intangible assets had an insignificant impact on them. They also found that intangible assets had a significant positive impact on dividend policy. This means that higher intangible assets would lead to higher dividend payouts. These findings support the idea that intangible assets have a positive and large influence on dividends, with businesses holding large amounts of intangible assets paying greater dividends, which sends a positive signal to investors.

Because previous research yielded disparate results, this study will attempt to investigate the effects of intangible assets on the financial policies of listed technology firms in Thailand. Therefore, the researchers proposed the following hypotheses:

H_2: Intangible assets have a significant positive relationship on financial policies.

H_{2a}: Intangible assets have a significant positive relationship on debt to equity ratios.

H_{2b}: Intangible assets have a significant positive relationship on dividend payouts.

2.4 Firm size, leverage and sale growth

Intangible assets are also seen to be related to a company's size, leverage, and sales growth. Malikova et al. (2018) researched the relationship between financial reporting of intangible assets and the size of the firms, as well as the disclosure of intangible assets in the Czech Republic. The structure of firms declaring intangible assets did not vary over time. They concluded that the share of intangible assets to fixed assets is higher in larger companies than in smaller companies.

Lim, Macias, & Moeller (2020) highlighted how larger amounts of intangible assets might allow for wider utilization of unsecured and convertible debt. They also found a significant positive relationship between intangible assets and financial leverage. Traditionally, if a company hopes to grow, it needs to invest in fixed capital such as machinery, equipment, and buildings. However, in new business models, technological advancements and the value of intangible assets will all contribute to the firm's sales growth. Intangible assets, when added together, have a positive impact on a firm's long-term growth rate and business value (Ocak & Fındık, 2019). This means that sales will also grow as the firm invests more in intangible assets.

Due to the mixed findings in the literature, this study aimed to study the relationship between intangible assets, financial performance, and financial policies which may be influenced by moderating variables such as firm size, leverage, and sales growth in the listed technology firms in Thailand.

3. Methodology

3.1 Data and Sampling

The population for this research study included all listed technology firms in Thailand. Secondary data consisting of annual reports for five years from 2015 to 2019 were collected from companies' websites in Thailand. According to the availability of data, the annual reports of a total of 33 firms were extracted from the 38 technology companies listed on the Stock Exchange of Thailand.

Upon collection of the secondary data, quantitative methods were used to perform the statistical analysis. The statistical tools include descriptive statistics, Pearson's correlation, and regression analysis.

3.2 Research Models and Variable Definitions

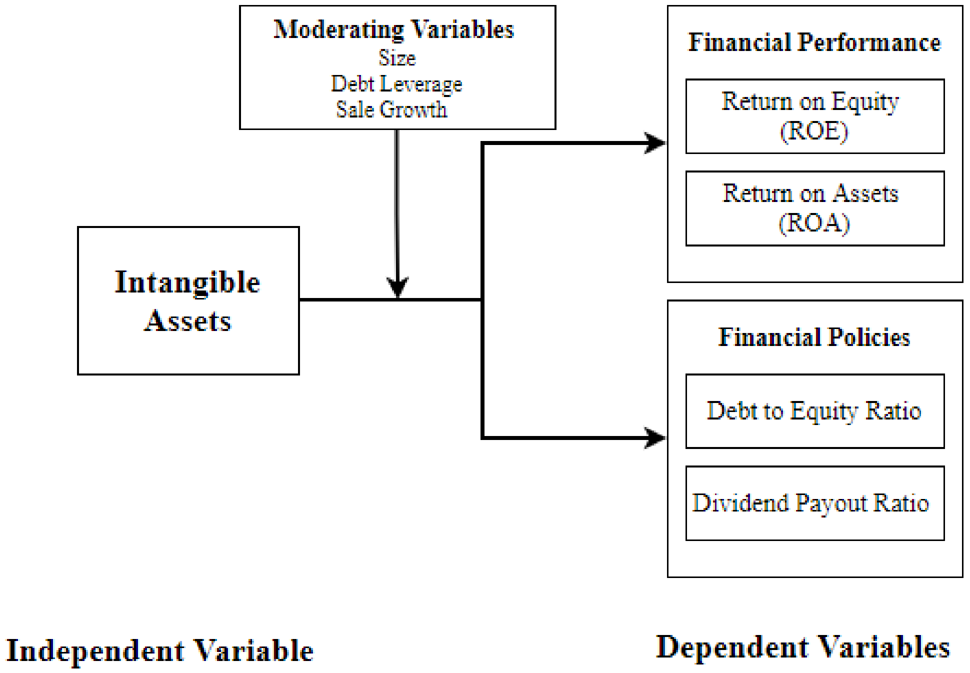

Figure 1: The Effects of Intangible Assets on Financial Performance and Financial Policies

The conceptual framework suggests that intangible assets can influence the bottom line and financial policies of businesses. In this model, intangible assets are projected as the independent variable while financial performance and financial policies are the dependent variables. Intangible assets are an asset category that includes goodwill, licenses, trademarks, patents, copyrights, customer lists, brand equity, and so on.

There are many ways to measure financial performance, but in this paper, the researchers measured financial performance by using profitability ratios such as Return on Equity (ROE) and Return on Assets (ROA). ROE shows how efficiently a company generates income from the investments of shareholders, whereas ROA shows how much profit the company earned from each dollar of assets. The primary difference between ROE and ROA is financial leverage or debt (McClure, 2014). When a company does not borrow money, ROE will be the same as ROA. But if a company uses financial leverage, its return on equity will exceed the return on total assets. McClure (2014) stated that it is better to use both ROE and ROA to assess financial performance and company effectiveness. The inclusion of both as measurements of profitability in this study offers a more complete assessment. Another dependent variable is financial policies. This dependent variable is measured by debt to equity and dividend payout ratios (Gamayuni, 2015)

In addition, this study also determined whether moderating variables such as firm leverage, sales growth, and size of technology companies (in terms of revenue) influenced the relationship between intangible assets, financial performance, and firm financial policies. This study used the following variables as defined in Table 1.

Table 1: *Variable Measurements and Definitions*

Variables	**Abbreviations**	**Definitions**	**Measurements**
Independent variable			
Intangible assets	IA	Resources that have no physical presence and have long-term value for a business. For example, goodwill, brand recognition, copyrights, patents, trademarks, trade names, customer lists, and so on.	Sum of Intangible Assets
Dependent variables			
Return on	ROA	An overall measure of profitability that	Net Income/ Total

Variables	Abbreviations	Definitions	Measurements
assets		shows how efficient management is at using its assets to generate earnings.	Assets
Return on equity	ROE	Shows how much net income the company earned for each dollar invested by the owners.	Net Income/ Total Equity
Debt to Equity	Debt to Equity	This ratio is used to evaluate a company's financial leverage.	Total Debt/Total Equity
Dividend Pay-out	Dividend Payout	The dividend payout ratio is the proportion of a company's total dividends paid to shareholders relative to the net income of the company.	Dividends Paid/Net Income
Moderating variables			
Size	Size	Size of a company in terms of sales revenue.	Natural Log of Sales
Firm Leverage	Debt Ratio	A financial ratio that measures the extent of a company's leverage.	Total Debt/Total Assets
Sales Growth	Sales Growth	Sales growth is a metric that measures the ability of a company to increase revenue over a fixed period of time.	(Current Sales – Previous Year Sales)/Previous Year Sales

To understand the relationship between Intangible Assets and Financial Performance and Financial Policies, this study examined the following models:

Model 1: $ROA_{it} = \alpha + \beta_1 IA_{it} + \beta_2 Size_{it} + \beta_3 Debt_{it} + \beta_4 SalesGr_{it} + e_{it}$

Model 2: $ROE_{it} = \alpha + \beta_1 IA_{it} + \beta_2 Size_{it} + \beta_3 Debt_{it} + \beta_4 SalesGr_{it} + e_{it}$

Model 3: $DebttoEquity_{it} = \alpha + \beta_1 IA_{it} + \beta_2 Size_{it} + \beta_3 Debt_{it} + \beta_4 SalesGr_{it} + e_{it}$

Model 4: $DividendPayout_{it} = \alpha + \beta_1 IA_{it} + \beta_2 Size_{it} + \beta_3 Debt_{it} + \beta_4 SalesGr_{it} + e_{it}$

where,

ROE_{it} =*Return on equity of firm i at time t*

ROA_{it} =*Return on assets of firm i at time t*

$DebttoEquity_{it}$ = *Debt to Equity of firm i at time t*

$DividendPayout_{it}$ = *Dividend Payout ratio of firm i at time t*

IA =*Intangible Assets*

Size =*Natural log of sales*

Debt = *Debt ratio*

SalesGr = *Sales Growth*

α = Constant Term

β = *Coefficient term*

e = *Error term*

i = *Number of companies*

t = *Time period ranging from 2015 to 2019*

4. Findings

4.1. Descriptive Statistics

The descriptive statistics extracted from 33 out of 38 technology companies listed on the Stock Exchange of Thailand for the 5 year-period from 2015 to 2019 provided a total of 165 observations as tabulated in Table 2. The mean value of intangible assets was found to be ฿7,621,975,654.80, with a standard deviation of ฿28,140,338,766.50. In addition, the mean values for Return on Assets (ROA) and Return on Equity (ROE) were 5% and 10.6%, with their standard deviations being 8% and 16.28% respectively. These results suggest that on average, the technology firms in Thailand generated 5 percent and 10.6 percent profits from their assets and equities. These results are comparable to the research done by Emmanouil & Dimitrios (2017), who studied the impact of intangible assets on Greek firms' profitability from 2004 to 2009 and reported mean values of 3.85% ROA and 10.56% ROE respectively.

In addition, technology companies in Thailand also had debt to equity ratios on average of 136.94% which revealed that these companies financed their assets mostly through debt. Debt ratio ranged from a minimum of 9% to a maximum of 85% with a standard deviation of 19.65%. The mean value was 49.79%, which showed that on average, technology firms in Thailand borrowed money for about half of their total assets. The mean value of the dividend payout ratio of 69.61% showed that on average, Thai technology companies paid 69.61% of their net profits in dividends, although some companies did not manage to distribute dividends. On average, sales growth of technology firms increased by 4.3% per year. Some companies boosted their sales growth to a maximum of 228%, while others suffered a decrease of 53% in some years.

Table 2: Descriptive Statistics

Variables	Minimum	Maximum	Mean	Std. Deviation
IA	0.00	151,149,000,000	7,621,975,654.8	28,140,338,766.5
ROA	-.1898	.3746	.050	.080
ROE	-.4467	.8074	.106	.162
DebtToEquity	.10	5.88	1.369	1.102
DividendPayout	0.00	16.57	.696	1.517
DebtRatio	.09	.85	.497	.196
Size	8.24	11.26	9.840	.724
SalesGrowth	-.53	2.28	.043	.265

4.2 Correlation Analysis

In order to understand the relationship between the variables being studied, Pearson's correlation was applied. The findings from Table 3 showed that intangible assets (IA) had a positive significant relationship with ROE. This result confirmed Hypothesis 1 (H_1) and sub hypothesis H_{1a}, which were accepted. The outcome was consistent with the findings of other studies (Haji & Ghazali, 2018; Clarke, Seng, & Whiting, 2011). In addition, from Table 3, intangible assets were found to have a significant positive correlation with debt to equity. This means that intangible assets have a significant positive relationship with financial policies. Thus, hypothesis (H_2) and sub hypothesis H_{2a} were accepted. Moreover, the moderating variable "debt ratio" also had a significant positive correlation with intangible assets.

The results furthermore showed that intangible assets (IA) did not have any significant relationship with ROA, dividend payout ratio, or sales growth. Therefore, sub hypothesis H_{1b} and H_{2b} were rejected.

Findings from Table 3 indicated that moderating variable size had a significant positive correlation with the other five variables – intangible assets, return on equity, debt to equity, dividend payout, and debt ratio. More specifically, the results pointed out that the technology firms with larger size would have higher amounts of intangible assets, higher profitability (ROE), higher debt, and larger dividend payouts.

Table 3: Pearson's Correlation

	IA	ROA	ROE	DebtToEquity	DividendPayout	DebtRatio	Size	SalesGrowth
Intangible Assets	1							
ROA	.036	1						
ROE	.278**	.841**	1					
DebtToEquity	.444**	-.139	.199*	1				
DividendPayout	-.019	.029	.092	.185*	1			
DebtRatio	.329**	-.215**	.105	.888**	.182*	1		
Size	.467**	.125	.293**	.546**	.170*	.465**	1	
SalesGrowth	.000	.015	.047	.009	-.007	.055	-.148	1

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

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

4.3 Regression Analysis

The regression method was used to describe the nature of the relationship between the independent and dependent variables and to determine whether they were positive or negative, linear or non-linear. More precisely, the analysis sought to examine the four linear regression models (as listed earlier) and to study their implications. Table 4 illustrates the linear relationship between Intangible Assets (IA) and Return on Equity (ROE).

Table 4: Effects of Intangible Assets on Return on Equity

Model 1	Unstandardized		Standardized	T	p
DV: ROE	B	Std. Error	Beta (β)		
Constant	-.442	.192		-2.300	.023*
IA	1.063E-12	.000	.184	2.166	.032*
DebtRatio	-.067	.071	-.081	-.946	.346
Size	.058	.021	.258	2.803	.006**
SalesGrowth	.055	.046	.089	1.179	.240

$R = 0.350$, $R^2 = 0.122$, *Adjusted* $R^2 = 0.101$, $F = 5.583$

* Significant at the 0.05 level (2-tailed).

** Significant at the 0.01 level (2-tailed).

Linear regression for Model 1 is suggested as:

$$ROE_{it} = -0.442 + (1.063\text{E-}12)IA_{it} - 0.067DebtRatio_{it} + 0.058Size_{it} + 0.055SalesGrowth_{it} + e_{it}$$

Table 4 shows that the intangible assets of technology firms in Thailand and companies' size had a significant positive relationship with return on equity (p = 0.032 < 0.05; p = 0.006 < 0.05, respectively). This outcome is consistent with the results of previous studies of Haji & Ghazali (2018) and Clarke, Seng, & Whiting (2011). The correlation (R = 35%) suggested a moderate positive relationship between the independent (IA) and dependent (ROE) variables. The coefficient of the determination (R^2=12.2%) means that 12.2 percent of the variation in Return on Equity (ROE) can be attributed to intangible assets and size.

Table 5: Effects of Intangible Assets on Return on Assets

Model 2	Unstandardized		Standardized	T	p
DV: ROA	B	Std. Error	Beta (β)		
Constant	-.202	.095		-2.133	.034
IA	4.579E-14	.000	.016	.189	.850
DebtRatio	-.148	.035	-.364	-4.253	.000**
Size	.033	.010	.299	3.229	.002**
SalesGrowth	.024	.023	.079	1.043	.299

R = 0.343, R^2 = 0.117, *Adjusted* R^2 = 0.095, F = 5.322

** Significant at the 0.01 level (2-tailed).

According to the results presented in Table 5, the intangible assets of technology companies in Thailand did not have any significant relationship with return on assets (p = 0.850 > 0.05), while debt ratio and size had significant influence (p = 0.000 and 0.002 < 0.05) on ROA. This result was consistent with findings of Vanderpal (2019). The reason that intangible assets had a significant relationship with ROE but not with ROA is based on the difference between ROE and ROA. As most technology companies in Thailand financed their assets through debts, this caused a great difference between ROE and ROA. Thus, the results of the effects of intangible assets on ROE are not the same as on ROA.

Linear regression for Model 2 can be expressed as:

ROA_{it} = -0.202 + (4.579E-14)IA_{it} – 0.148$DebtRatio_{it}$ + 0.029$Size_{it}$ + 0.024$SalesGrowth_{it}$ + e_{it}

Table 6: Effects of Intangible Assets on Debt to Equity

Model 3	Unstandardized		Standardized	T	p
DV: DebtToEquity	B	Std. Error	Beta (β)		
Constant	-2.577	.582		-4.429	.000**
IA	5.120E-12	.000	.131	3.447	.001**
DebtRatio	4.457	.214	.794	20.825	.000**
Size	.172	.063	.113	2.741	.007**
SalesGrowth	-.075	.141	-.018	-.534	.594

R = 0.908, R^2 = 0.825, *Adjusted* R^2 = 0.820, F = 188.030

** Significant at the 0.01 level (2-tailed).

Linear regression for Model 3 can be expressed as: $DebtToEquity_{it}$ = -2.577+(5.120E-12)IA_{it} +4.457.148$DebtRatio_{it}$+0.172$Size_{it}$-0.075$SalesGrowth_{it}$ + e_{it}

The outcomes from Table 6 indicated that intangible assets had a significant positive effect on the debt-to-equity ratio. In addition, debt ratio and firm size were also found to have a significant positive relationship with debt-to-equity. The correlation (R = 90.8%) indicated a strong positive relationship between the independent and dependent variables while the coefficient of the determination (R Square = 82.5%) means that 82.5% of the amount of variation in the debt-to-equity ratio can be attributed to intangible assets, debt ratio, and firm size.

Table 7: Effects of Intangible Assets on Dividend Payout

Model 4	Unstandardized		Standardized	T	p
DV: DividendPayout	B	Std. Error	Beta (β)		
Constant	-3.337	1.855		-1.799	.074
IA	-7.963E-12	.000	-.148	-1.682	.094
DebtRatio	1.166	.682	.151	1.710	.089
Size	.357	.200	.170	1.784	.076
SalesGrowth	.055	.448	.010	.122	.903

R = 0.243, R^2 = 0.059, *Adjusted* R^2 = 0.036, F = 2.513

Linear regression for model 3 can be expressed as:

$DividendPayout_{it}$ = -3.377-(7.963E-12)IA_{it} +1.166$DebtRatio_{it}$+0.357$Size_{it}$ +0.055$SalesGrowth_{it}$ + e_{it}

The results from Table 7 showed that intangible assets had no statistically significant correlation with dividend payout. Similar results were found in the studies of Alves & Martin (2010) and Gamayuni (2015). Other moderating variables such as debt ratio, size, and sales growth also showed no significant influence on dividend payout. One possible reason for this result is that technology companies in Thailand may use money from retained earnings to invest in assets, expand the business for future growth, and pay back debts instead of paying out dividends.

5. Discussion

5.1 Discussion and Implications

This study investigated the effects of intangible assets on financial performance and financial policies from 33 out of 38 listed technology companies in Thailand for a five-year period from 2015 to 2019. The results showed that intangible assets had a significant positive relationship with financial performance (return on equity). The results were consistent with previous studies in the same areas (Haji & Ghazali, 2018). This research paper contributes to the existing literature in the study of this relationship. This study also provides useful implications for managers in the technology sector in Thailand to recognize the importance of intangible assets such as patents, software, brands, customer lists, copyrights, goodwill, and so on. It also provides practical implications that companies can invest more in intangible assets to enhance their profitability and help the firms to grow.

In addition, the study also found that intangible assets had a significant positive relationship with financial policies (debt to equity). This means that spending more on intangible assets will influence managers to finance their assets through debt rather than equity. These researchers observed that many Thai technology companies used debt to fund their investment in assets. In addition, the results showed that the debt ratio had a significant negative relationship with Return on Assets (ROA). This implies that managers need to be careful with the risks of borrowing, as it may influence the profitability of these technology companies. The study also added validity to investors' notion that technology firms which reported higher returns also take higher risks. Furthermore, company size also had a significant positive influence on the relationships between intangible assets and profitability (ROE) and financial policies (debt to equity). Technology companies that have higher intangible assets tend to have bigger size (in generating sales revenue) and can generate more profits.

5.2 Limitations and Recommendations

The limitations of this study include the following. The sample size was quite small because of limited access to company annual reports. There were a few years that companies did not post annual reports on their official websites. Thus, it was quite difficult to extend the time frame for this study. In addition, some technology companies did not report intangible assets on their annual consolidated financial statements. Moreover, some annual reports were only available in the Thai language, which hindered the interpretation of data for this study.

Further research is recommended to examine these relationships in other specific industries beyond technology firms to see if the results are similar. Studies may also be conducted to observe the influence of intangible assets on the profitability of all technology firms located in Thailand. Researchers can also study the relationship of intangible assets to firm value. Research can also be extended to compare and contrast relationships in this industry with those in other ASEAN countries to gain further perspectives.

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Determinant Attributes of Customer Satisfaction on Organic Rice in Thailand: A Comparison of Methods

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ABSTRACT

This study aimed to 1) determine determinant attributes affecting customer satisfaction of new generation Thai customers with organic rice, 2) compare two widely used methods, OLS and logistic regression, and 3) provide suggestions for marketing implementation for local organic rice entrepreneurs. The authors applied OLS and logistic regression as methods to identify significant determinants of customer satisfaction. Overall, there are four determinant factors, product quality, brand image, customer service, and social responsibility, influencing customer satisfaction with organic rice. In this study, there was no difference in both significance and prioritizing of determinant attributes affecting customer satisfaction between both methods. Corresponding with previous research findings, product quality that consists of taste, texture, nutrition, smell/aroma, and type of rice are significant and have the highest impact on customer satisfaction with organic rice. Both male and female customers focus on product quality. The only male focuses on social responsibility, whereas the only female focuses on brand image and customer service. An organic rice entrepreneur should focus on four determinant factors that are product quality/attributes, brand image with packaging, customer service/backyard system, and social responsibility.

KEYWORDS: Satisfaction, Method Comparison, OLS, Logistic Regression, Organic Rice

Introduction

Agriculture is an important sector in Thailand, which contributes for 8.64% of the total GDP (Office of Agricultural Economics, 2021a). There are around 8 million households who are agricultures and around half of them grow rice (Office of Agricultural Economics, 2021b). Therefore, rice is an important product.

Organic rice is obtained from organic production based on an agricultural management system that supports ecosystems and biodiversity and emphasizes on the use of natural materials without synthetic raw materials or plants, animals, and microorganisms derived from genetic modification or genetic engineering process (Rice Department, 2018). Agriculturers can create more value by charging a premium price for organic rice products. Consumers are willing to pay a premium price because customers are more concerned about their health and environment (Vapa-Tankosić, Ignjatijevic, Kranjac, Lekić, & Prodanović, 2018; Vietoris et al., 2016).

Purposes

This study generally aimed to study the determinant attributes affecting customer satisfaction with organic rice on new generation customers in Thailand. However, there are various methods widely employed to identify the determinants. This study, therefore, also makes an attempt to compare two conventional methods of identifying determinant attributes that are ordinary least square (OLS) regression and logistic regression. This should yield us more alternatives to select the best-fitted model to explain and reflect the real market situation.

Customer satisfaction as the dependent variable in this study is measured by Likert's scale ranges from 1 to 5. Then, all related determinant factors are examined whether there is any relationship between those factors and the level of customer satisfaction. Under OLS regression, customer satisfaction is treated as a numerical variable, while it is treated as a categorical variable under logistic regression. To ensure the robustness of the result, the level of satisfaction is grouped into high satisfaction and low satisfaction. All related determinant factors are examined whether they can lead to high satisfaction.

Specifically, the objectives of this study are to (1) identify the determinant attributes of customer satisfaction on organic rice for Thai new generation customers, (2) compare two conventionally employed methods of identifying these attributes, (3) suggest marketing implementations for local organic rice entrepreneurs, and (4) test gender as a moderator to come up with possible marketing implementations separately for both male and female customers.

Benefit of Research

1. For academics, this study demonstrates how determinant attributes of customer satisfaction can be identified for organic rice by employed two commonly used methods, are OLS and logistic regression. The study not only compares the two methods of identifying these attributes but also compares the values of the methods of identification, along with relevant marketing implications for organic rice.
2. For practitioners, this study provides two alternative models to derive determinant attributes of customer satisfaction for new generation Thai customers. Basically, practitioners can select a better set of attributes in terms of practical interpretation and marketing implementations. Moreover, this study also test moderator effect; therefore, might come up with different set of marketing implementations for male and female customers.

Literature Review

There are many studies to determine the factor affecting the level of customer satisfaction. Van Andersen and Hyldig (2015) employed the qualitative approach in determining customer satisfaction with food. They found that the determinants of food satisfaction are different depending on each participant. However, the sensory experience such as taste, color, texture, etc. is mentioned by all participants. Other factors such as satiety, health, and expectations were also commonly considered with the sensory experience. Zhong and Mood (2020) showed that food quality including smell, taste, freshness, and looking was an important factor leading to customer satisfaction and loyalty.

Kusno, Liandy, Mukti, and Sadeli (2021) studied factors affecting the purchase decision and satisfaction of organic rice in Indonesia. They found that most of the important factors were related to sensory experiences like stickiness, sweet taste, aroma, and white color. The packaging was moderately important because consumers paid attention to the packaging that was easy to store.

Convenience can be an important factor affecting a consumer's purchase decision. Duarte, Silva, and Ferreira (2018) showed that the customer's purchase decision depended on convenience like the speed and ease to contact the retail outlet and this can be enhanced by locating the outlet in the convenient location for customers or moving to online shopping.

The order and payment system were also important for customer satisfaction. Pham and Ahammad (2017) studied and showed that various factors including production information, ease of use, customization, ease of check out, security assurance, order fulfillment, responsiveness of customer service, and ease of return would affect the level of customer satisfaction and customer loyalty like repurchase intention and word of mouth.

Maesano, Di Vita, Chinnici, Pappalardo, and D'Amico (2020) studied consumer selection of sustainable fish focusing on the relationship between sustainable fish labels and willingness to pay. They found that the source of fish or the country of origin was the most important factor in consumer selection.

Liang, Yang, Chen, and Chung (2017) studied the effect of different types of sale promotions on organic food. They divided sale promotions into 4 categories, which were discount, free gift, membership, and limited time offer. They found that consumers of organic food preferred discounts and free gifts rather than limited time offers and membership.

Vapa-Tankosić, Ignjatijevic, Kranjac, Lekić, and Prodanović (2018) showed people were more willing to pay for organic products and people with higher levels of income and education were more willing to pay for organic products. Moreover, Vietoris et al. (2016) studied consumer preference on the purchase of organic foods and found that consumers were able to pay 5-10% additionally for organic food compared to conventional food.

Based on the literature review above, we come up with initial sets of determinant attributes that are used to develop guideline questions for our qualitative research study to further identify a final set of determinants on customers to purchase organic rice.

Research Process

This study aims to eventually identify the determinant factors affecting new generation customers' satisfaction with organic rice in Thailand. To fulfill the purpose of the study, firstly we conduct exploratory research with secondary data analysis and qualitative research. The qualitative research study was conducted by 3 focus group interviews (24 participants altogether) and 25 in-depth interviews during December 2020. Each focus group lasted approximately 2 hours, while around 1 hour for in-depth interviews. As results of the exploratory research, there are 16 factors of possible attributes affecting customer satisfaction, which are sale location, growth location, environmental friendliness, taste, nutrition, texture, type of organic rice, smell, promotion, payment system, ordering system, convenience to buy, seller's manner, popularity, packaging, and brand image.

Then, a quantitative research study measures these 16 determinant attributes on the person-administered questionnaire survey which collected from 328 new generation Thai customers, who have regular experience in purchasing and eating organic rice, in Bangkok, Thailand. Respondents rated the performance of their favorite organic rice on these 16 determinant attributes on a five-point Likert scale labeled by 1= “strongly disagree” and 5= “strongly agree”. Table 1 illustrates descriptive statistics of these 16 determinant attributes. Then, under quantitative research study, exploratory factor analysis (EFA) applying principal component analysis with orthogonal rotation method is applied to group these 16 attributes into a specific number of components. Thereafter, those components are used as independent variables in OLS and logistic regression. OLS regression applies the level of satisfaction as the dependent variable.

To ensure the robustness of the result, the original levels of satisfaction are categorized into two satisfaction groups, which are ‘satisfaction’ and ‘not satisfaction’. According to the top-two box model (Farris, Bendle, Pfeifer, and Reibstein, 2016), if the level of satisfaction is in the top-two boxes (score 4, or 5), they are classified as ‘satisfaction’. If not (score 1, 2, or 3), they will be classified as ‘not satisfaction’. Then, the logistic regression is used to determine whether the six determinant factors can lead to ‘satisfaction’. Finally, the significant determinant factors of the two methods are compared in both business interpretations and marketing implementations.

Table 1 Descriptive Statistics of 16 Determinant Attributes

Attribute	**Mean**	**Std. Dev.**
Nutrition	4.62	0.662
Taste	4.44	0.776
Texture	4.34	0.809
Convenience	4.29	0.773
Type of Rice	4.27	0.808
Smell/Aroma	4.11	0.911
Promotion	4.10	0.956
Sale Location	4.09	0.847
Popularity	4.00	0.914
Packaging	3.99	0.915
Environmental	3.95	0.947

Seller's Manner	3.90	0.991
Brand Image	3.87	0.880
Ordering System	3.81	0.974
Growth Location	3.79	0.954
Payment System	3.65	1.062

Population and Sample

The population in this study are new generation Thai people who are experienced in purchasing and consuming organic rice regularly. The sample is purposively collected from new generation Thai consumers in the Bangkok metropolitan area during January and February 2021. The sample consists of 328 respondents with a range between 17 and 25 years of age. A sample size of 328 should be large enough to run quantitative data analysis based on Yamane (1973)'s formula for a large population size with a marginal error of 6% at least and confidence level at 95%. Table 2 illustrates the basic demographic characteristics and general behavior toward organic rice of the sample. The sample was all Thais with the majority were female (59%), predominantly were university students (78.4%), had monthly income/allowance less than 30,000 baht (94%), ate organic rice at least once a week (93.3%), and made purchases of organic rice at least once a month (72%).

Table 2 Sample Profiles

Profile	#	%
Gender		
male	134	40.8%
female	194	59.2%
Occupation		
university student	257	78.4%
first jobber	71	21.6%
Monthly income/allowance		
less than 12,000	51	15.5%
12,000-15,000	131	39.9%
15,001-20,000	88	26.8%
more than 20,000	58	17.7%
Residence		

inner BKK	177	54%
outer BKK	63	19.2%
outskirt	88	26.8%
Number of family members		
alone	56	17.1%
2 persons	59	18%
3 persons	63	19.2%
more than 3 persons	150	45.7%
Frequency of eating organic rice		
less than once a week	22	6.7%
once a week	83	25.3%
2-3 times a week	101	30.8%
every day	122	37.2%
Frequency of purchasing		
every week	42	12.8%
every month	194	59.1%
every two months	71	21.6%
> two months	21	6.4%

Instruments

The data is collected using a person-administered questionnaire survey with voice recordings of the interviews to ensure the validity of the data. The final 16 determinant attributes derived from the results of the qualitative research pre-conducted are used to measure their effects on customer satisfaction. There are 3 question items to measure the level of customer satisfaction on organic rice. All question items are measured by a five-point Likert scale.

The questionnaire is organized into 3 parts that are demographic profiles, general behavior, and the customer journey (in which the determinant attributes and customer satisfaction are measured). The final version of the questionnaire was inspected by qualified experts in the organic rice industry.

Data Analysis

The questionnaire survey involved 328 respondents. The exploratory factor analysis output is reported in Table 3. The EFA includes the final 16 determinant items as inputs. As the results, all 16 question items of determinant attributes remained, and can be grouped into 6 determinant factors (for combining of 67.44% of cumulative % of variance) that are product quality, customer service, brand image, social responsibility, promotion, and sale location, with the factor loadings ranging from 0.529 to 0.838, which are above 0.5 suggested by Hair, Black, Babin, and Anderson (2010). This study assesses the consistency of the entire scale with Cronbach's alpha of 0.837, which exceeds the value of 0.7 suggested by Hair et al. (2010).

Table 3 Exploratory Factor Analysis of 16 Determinant Attributes

Attribute	Factor Loading
Product Quality	
Taste	0.795
Texture	0.764
Nutrition	0.646
Smell/Aroma	0.645
Type of Rice	0.606
Customer Service	
Payment System	0.838
Ordering System	0.799
Convenience to Buy	0.643
Seller's Manner	0.530
Brand Image	
Brand Image	0.764
Packaging	0.677
Popularity	0.568
Social Responsibility	
Growth Location	0.838
Environmental	0.529
Sale Location	0.731

Promotion	0.753

These 6 determinant factors are employed as the independent variables in both OLS and logistic regression for further analysis to identify the significant determinant factors influencing customer satisfaction with organic rice. These determinant factors from EFA with the orthogonal rotation method would avoid multicollinearity problems for both methods.

Table 4 Overall OLS Regression

Factor	beta	p-value
Product Quality	0.310	<0.001**
Brand Image	0.163	0.002**
Customer Service	0.157	0.002**
Social Responsibility	0.102	0.047*
Sale Location	0.075	0.141
Promotion	0.052	0.306

Note: **-be significant at 1% level, *-be significant at 5% level

Table 4 illustrates overall OLS regression results. Overall, there are four significant determinant factors influencing customer satisfaction with organic rice at 95% confidence level from OLS regression as the consequence of coefficient beta: (1) product quality (0.310), (2) Brand Image (0.163), (3) customer service (0.157), and (4) social responsibility (0.102). Also noted that the model has quite a low R-square with the value of 0.166, however, ANOVA is strongly significant at 99% confidence with an F-statistic of 10.631 and there is no sign of multicollinearity with VIF of 1.0 and condition index of 1.0 (much less than the cut point of 10 and 30 respectively for VIF and condition index suggested by Hair et al. (2010).

Table 5 Overall Logistic Regression

Factor	Wald	p-value
Product Quality	29.063	<0.001**
Brand Image	8.146	0.004**
Customer Service	6.589	0.010**
Social Responsibility	3.641	0.046*
Sale Location	1.292	0.256
Promotion	0.779	0.378

Note: **-be significant at 1% level, *-be significant at 5% level

Table 5 illustrates overall logistic regression results. Similar to OLS regression results, Overall, there are four significant determinant factors affecting customer satisfaction with organic rice at 95% confidence level from logistic regression as the consequence of Wald chi-square statistic: (1) product quality (29.063), (2) Brand Image (8.146), (3) customer service (6.589), and (4) social responsibility (3.641). Also noted that the overall percent correction of classification is 68.3 percent. For the satisfaction group, the percent correction is 69.3 percent.

Table 6 OLS Regression for Male

Factor	beta	p-value
Product Quality	0.361	<0.001**
Social Responsibility	0.217	0.011**
Promotion	0.095	0.257
Brand Image	0.074	0.368
Sale Location	0.069	0.405
Customer Service	0.054	0.513

Note: **-be significant at 1% level

Table 7 Logistic Regression for Male

Factor	Wald	p-value
Product Quality	13.571	<0.001**
Social Responsibility	6.966	0.008**
Promotion	0.049	0.824
Brand Image	1.090	0.297
Sale Location	2.736	0.098
Customer Service	0.505	0.477

Note: **-be significant at 1% level

Further analysis is conducted with gender as a moderator. From Table 6 and 7, the results of OLS and logistic regression are also the same for male customers. For male customers, we found only two significant factors at a 95% confidence level from both OLS and logistic regression as the consequence of significance: (1) product quality and (2) social responsibility.

Table 8 OLS Regression for Female

Factor	beta	p-value
Product Quality	0.283	<0.001**
Customer Service	0.211	0.002**
Brand Image	0.189	0.006**
Social Responsibility	0.070	0.309
Sale Location	0.055	0.425
Promotion	0.007	0915

Note: **-be significant at 1% level

Table 9 Logistic Regression for Female

Factor	Wald	p-value
Product Quality	16.734	<0.001**
Customer Service	6.599	0.01**
Brand Image	4.249	0.039*
Social Responsibility	0.762	0.383
Promotion	0.153	0.695
Sale Location	0.076	0.782

Note: **-be significant at 1% level, *-be significant at 5% level

From Table 8 and 9, the results of OLS and logistic regression are also similar for female customers. For female customers, we found three significant factors at a 95% confidence level from both OLS and logistic regression as the consequence of significance: (1) product quality, (2) customer service, and (3) brand image.

Discussion and Conclusion

In summary, in this study, the results of OLS and logistic regression are the same not only in identifying the significant determinant factors but also in prioritizing the factors influencing

customer satisfaction. Since the two methods yield the same results, we should have strong confidence in interpreting and implementing them.

Corresponding with previous research findings, product quality that

consists of taste, texture, nutrition, smell/aroma, and type of rice are significant and have the highest impact on customer satisfaction with organic rice. This is true for both male and female customers. However, male customers pay attention not only to product quality but also to social responsibility consisting of growth location and environmental friendliness. On the other hand, female customers do not care about social responsibility, but rather about brand image, and customer service, consisting of the payment system, ordering system, convenience to buy, and seller's manner, about which male customers do not care. Therefore, female customers seem to be pickier than male customers.

Sale location and promotion are not significant in all models. Nowadays, customers can purchase organic rice from various channels, both online and offline stores. According to the sample, for offline stores, the respondents buy organic rice from supermarkets (88.2%), shopping malls (36.5%), convenience stores (29.7%), and local markets (23.2%). 21.7% of them buy organic rice via online channels. 61.6% of them buy organic rice from multiple channels. Therefore, this would support why sale location does not significantly affect customer satisfaction. Promotion might not significantly affect since organic rice does not compete by promotion. Customers normally have a higher willingness to pay for organic rice and normal products as discussed in the previous section.

Recommendation

To fulfill the objectives of this study, we propose some marketing implementations according to the research findings discussed above. Overall, an organic rice entrepreneur should focus on four determinant factors that are product quality/attributes, brand image with packaging, customer service/backyard system, and social responsibility. The first priority, of course, must be product attributes including taste, texture, nutrition, aroma, and type of rice. Customers should be informed and educated about these product attributes. For example, storytelling techniques might be used to inform about the type of rice. How-to approaches, such as how-to-cook, and how-to-eat might be used to promote taste, texture, aroma, and maybe also nutrition. For example, what kind of food is better to eat with organic brown rice.

Packaging should be improved to support an overall image of organic rice, especially designed to attract female customers. The brand presentation overall needs to support an image of an organic product. Customer service/ backyard system needs to be taken care of, especially for female customers. Customer service should support the ordering process, and payment, make them easy and convenient. Social responsibility should also be promoted in terms of supporting environmental concerns and the local community, especially to male customers.

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The Structural Equation Model of Supply Chain Sustainability in the Auto Parts Industry of Thailand

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Abstract

This research aimed 1) to study factors influencing supply chain sustainability in the Thai auto parts industry in Thailand, 2) to model the structural equation of supply chain sustainability in the auto parts industry, 3) to provide recommendations from the study in policy, strategy and management to create the sustainability of the supply chain in the auto parts industry to create competitiveness at both regional and international levels. The primary data collected from an online questionnaire sent to 400 samples, obtained by random sampling method selected from a group of automotive parts manufacturers at level 1 (tier 1), level 2(tier 2) and level 3 (tier 3). The structural equation model was applied for analysis. The results showed that uncertainty and risk factors, knowledge of internal management, green supply chain management, and performance in the supply chain influenced the supply chain's sustainability. The model is consistent with the empirical data with statistical results as: χ^2 = 879.982,df. = 488 valuesχ^2/df. = 1.803, p-value = .050andCMIN/DF = 1.803, GFI = .961, TLI= .970, AGFI= .966 and CFI = .984, RMSEA = .048, at the level of .05 statistical significance. The result of the study and recommendations will be applied in policy and practice for the auto parts industry in action to create sustainability for the auto parts industry in Thailand.

Keyword: Supply chain, Sustainability, Auto parts industry

1. Research Problem's Significance

One of the critical requirements of a successful sustainable supply chain is collaboration. Collaborative practices, such as distribution sharing, reduce waste by ensuring that half-empty vehicles are not thrown and deliveries to the same address are on the car. Carry the same car cost reduction and environmental impact from the company's delivery collaboration platforms are emerging as fears of losing control of trade and competitive advantage by working closely with other companies. (Harding, 2005) New risks to the supply chain and the need for increased flexibility measuring supply chain resilience on factors such as the availability of natural resources, infrastructure, financial resources, and other social security networks can help them respond to challenges and build a better supply chain. In the process (USAID,2020) , sustainability and resilience, and ethical supply chain are essential to ensuring corporate social responsibility and adhering to a moral code of conduct. The working environment for workers should be ordinary and must not violate fundamental human rights. The supply chains of all industries are operating under challenging ways to simulate and assess where national and regional supply chains are affected at the heart of the global supply chain. (Navavongsathian et. al. , 2020)The auto parts industry is an industry that has played a role in supporting the automotive industry, which Thailand is, one of the world's major production bases. It is essential to the national economy, both in the part that caused a lot of employment and creating links with various related industries and being an industry that can generate income into the country each year in the amount of hundreds of millions of baht. However, the auto parts industry in Thailand and auto parts manufacturers in Thailand need to be adjusted, emphasizing strengthening the design and development capabilities. Along with improving the quality of production and reducing production losses by upgrading production technology, creating competitive advantages in environmentally friendly logistics and supply chain management processes, and creating sustainability for enterprises and industries. The leads to the formulation of a national logistics and supply chain policy so that the Thai auto parts industry can survive and compete in the global competitive arena. (Navavongsathian et.al., 2020) Management organized within the company uncertainty and risk environmental supply chain management affects the performance of the supply chain and the performance of the automotive parts supply chain that is relevant and affects the supply chain for the parts industry's sustainability. Automotive is an issue that has not yet been researched, although it is of great importance for the auto parts industry supply chain's sustainability. Sustainable supply chain in the auto parts industry in Bangkok and its vicinity to explore factors that influence the sustainability of the Thai auto parts industry's sustainability chain. The study's scope was set for specific automotive parts manufacturers located in Bangkok and its suburbs in Thailand.

2. Research Objectives

1. To analyze factors affecting the sustainability of the supply chain of the auto parts industry in Thailand.

2. To create a sustainability model of the supply chain of the auto parts industry in Thailand.

3. To apply the recommendations from the research results in policy, strategy and management to create the sustainability of the supply chain in the auto parts industry to create competitiveness at both regional and international levels.

3. Literature Review and Concept

The literature on sustainability management, in many cases, addresses the issues of drivers of production costs (Wiedmann et. al.,2008), quality (Schulze & Bals. ,2017) and risk. (Govindan et. , al.,2015) Sustainability management to put into action. (Hollos et. al., 2012) It can be grouped into four groups together. The first group is the operational perspective, which discusses the operational process, operation activities and decisions efficiency and effectiveness. The second group of actions is the value perspective in the customer's eye. It is about customers and their industry needs quality, value and customer expectations. The literature on logistics, warehouse network, supply chain strategy, etc., and the last group, A green perspective that addresses greens or operations across an environmentally friendly supply chain. Corporate responsibility to the community, society, etc. (Klumpp&Saur,2010)

Model of supply chain sustainability

Liu et.al. (2019). describe the sustainable supply chain model as a sustainable supply chain. Refers to action through a center that accumulates expertise in each activity. Operational activity within a company has a function of its expertise, significantly handling damaged returns, stock returns, and returns. End of product life, or the destruction of end of life and discarded products from downstream members in the supply chain, is an activity that involves recycling and making products return to their value and benefit. At one time, a product chain activity. In this model, both forward logistics and reverse logistics were considered part of the supply chain. Leading to sustainability both upstream, midstream, and downstream activities are essential in building a green supply chain. However, all of these activities need to lead to action that meets green standards.

Internal Management Cognition

It is integrating a management system perspective within a sustainable supply chain. Discusses the sustainable supply chain management system within the organization, which has a central goal: management towards sustainability. The four perspectives explain it: the customer perspective, event and flexibility perspective, logistics perspective and supply chain, and green logistics perspective.

Supply Chain Risk and Uncertain

Logistics and supply chain management is a concern for many organizations. From upstream to downstream businesses and customers' good management results in the development of a lean organization to reduce lead times and lost time in the process. It can be seen that the supply chain is arranged in a systematic manner, as if all processes are connected to the same chain. It can be said that every process is continuous and cannot be tolerated. Therefore, most supply chain problems arise from unpredictable risks such as epidemics, natural disasters, and labor conflicts. Bankruptcy of the diver and the use of political violence the corona virus outbreak, or COVID-19, which occurred in early 2020, affects the entire supply chain, including the upstream auto-parts industry. Midstream and downstream the supply chain becomes even more important when green supply chain issues are added. Zhu and Lai (2018) also said that the green supply chain is involved from the seller of inputs to the manufacturer. Customers and back-to-back logistics along the way. Therefore, it is called a closed-loop supply chain.

Green supply chain management

Many interlinked disciplines sequence the green supply chain in various activities within the supply chain. It has been compiled over the years, such as sustainable supply network management, supply chain and demand towards sustainability or responsibility network, organizational society (Cruz, 2009), supply chain environment management, green purchasing, (Zhu and Sakis, 2007) green logistics and environmental logistics. (Murphy, 2000)

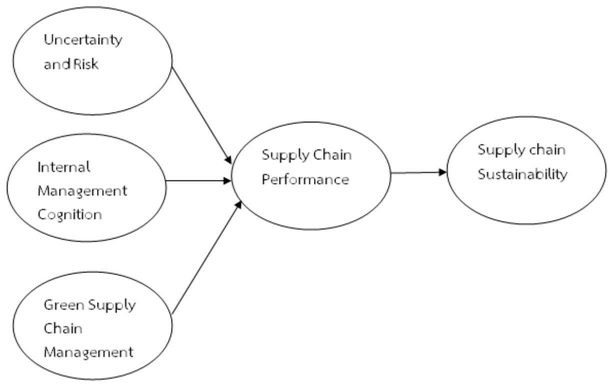


Figure1. Research conceptual framework (Source: Updated from Navavongsathian et al., (2020), Klumpp and Saur,(2010) Zhu, Sarkis and Lai (2018), Murphy (2000)

4. Research Methodology

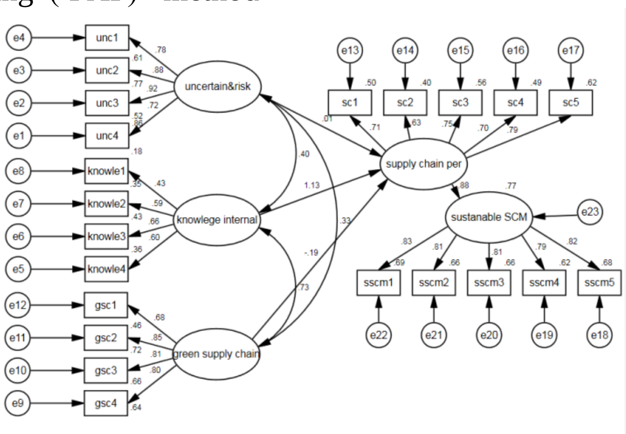
Regarding the quantitative research method, the survey method applies by creating a questionnaire focusing on the design of research tools with suitable criteria for accurate measurement, possessing both validity and reliability in terms of content, approaches, and concepts. For this research, a questionnaire with validity and reliability according to meets the criteria specified (Alpha value is lower than 0.60). If not, more questions added, and some may be cut and tested repeatedly until the questionnaire was accurate and reliable. Online surveys were sent directly to respondents from the sample's proportion randomized systematically—the values of the reliability coefficient of gauges used in this research. Cronbach's Alpha coefficient measuring the reliability or internal consistency, the amount between .814 and .810; meanwhile, the 16 questions gained the criteria and concepts constructed. The questionnaire survey was thoroughly designed under the advice of three academics experts. Before collecting the data, the questionnaire tested to determine what needs to be measured before issuing the survey and before receiving data, reliability testing applying Cronbach's Alpha test statistics to check whether their liability
the Cronbach's coefficient at .822, expressing a high-reliability level.

Population and sample

The population is the auto parts industry in Thailand. Several car automotive assembler 18 companies, motorcycle automotive assembler 8 companies, 1,700 companies in tier 2 and tier 3 auto parts manufacturer, and 709 companies tier 1 auto parts manufacturer (Thailand Automotive institute 2020). The sample group stratified sampling from the auto parts industry in Thailand will be sampled. It is a group of automotive components Industrial groups of parts manufacturers, level 1 (tier 1), level 2, 3 (tier 2, 3), and sampling from industries with locations in each region (northern, central, eastern, western, and southern regions). Interviewed the manager of operations, logistics, and supply chain, a critical position that can provide excellent information and footprint on the auto parts industry's supply chain management. And complete as a junior executive and have a unique operational understanding. Method for selecting samples was based on probability principles (Non-Probability Sampling) by stratified sampling from the auto parts industries in Thailand; without any selection rules at 400.

5. Research Result

To answer the question of the research, the study and analysis of influencing supply chain sustainability in the Thai auto parts industry in Thailand conducted. For exploratory factor analysis (EFA), the Common Factor Analysis, Principal Axis Factoring (PAF) method applied. The Kaiser-Meyer-Olkin (KMO) and Barlett's Test of Sphericity. KMO is 0.781 and Sig = .000 <0.05, where $0 \leq$ KMO$\leq$ 1 was close to 1, meaning all variables were related to factors using for further factor analysis. Common elements could explain the relationship between variables at a reasonable level (Wancihbancha, 2013). The Statistical values for evaluating the structural validity of the empirical model showed that; values χ^2= 879.982df. =488, the values of χ^2/df. = 1.803, p-value = .050, which was less than 2.0, had a good level of consistency (Schumacker & Lomax, 2010), meaning that the structural equation model was in harmony with empirical data in addition, GFI = .961, TLI = .970, AGFI = .966 and CFI = .984 were greater than 0.95. All values showed a good level of consistency, and found that RMSEA = .048. The assumption was that RMSEA was less than 0.05 (Wirachatchai, 1999). In conclusion, the index values check the consistency between the model and the empirical data was following the standard criteria and at a good level of conformity.



χ^2 = 879.982 df. = 488, χ^2/df. = 1.803, p-value = .050, GFI = .961 ,TLI = .970, AGFI= .966 and CFI = .984, RMSEA = .048 at significance .05

Figure 2. The structural equation model of supply chain sustainability in the auto parts industry of Thailand

The analysis of the confirmation elements of the measurement models based on the standardized regression weights showed that.

1) Weight, uncertainty, and risk factors: Four observable variables found that weight factors were risk-looking forward. Risk on uncertain resources, risk from internal factors, risk from external factors. In order from highest to lowest as follows: internal factor risk (.92), uncertain resource risk (.88), forward-looking risk (.78) and external risk (.72).

2) Weight value, cognitive factor in internal management there were four observable variables. It was found that cognitive management weight factors, green management strategy, environmental management's attitude, sustainable organizational management sorted by weight, descending factors as follows: Environmental management's attitude (.66). Organizational management towards sustainability (. 60) , environmentally friendly management strategy (.59) and management Knowledge (.43).

3) Weight factor of supply chain management for the environment. There were four observable variables. Aiming to green standards, reverse logistics management, environmentally friendly supply chain found the move towards green Standards (. 85) , reverse logistics management (.81), environmental friendly supply chain (. 80) , and environmental responsibility (.68).

4) The weight value of the operating performance factor in the supply chain has five observable variables. Availability of green products, on-time delivery, efficient inventory management, responding to customer satisfaction sorted by weight, descending elements as follows: response, customer satisfaction (.79), delivery on Time (.75), expands outward management for environment (.71), inventory management, efficiency. (.70) and green product availability (.63)

5) The weight factor of the sustainability of the supply chain had five observable variables. All activities are conducted in an environmentally friendly manner. They support good green practice in reducing carbon dioxide emissions, focusing on environmental protection and business ethics sorted by weight, descending factors as follows: establishing efficiency throughout the supply chain (.83),focusing on environmental protection and business ethics (.82),all activities are environmentally friendly (.81),supporting good green practice (.81) and reducing carbon dioxide emissions (.79).

Table 1 Test results for the path coefficient

Cause variable	**Effect variable**	**Estimate**	**S.E.**	**Z-test**	**p**	**R^2**
X_1 =uncertainty and risk factors, management,	X_4 = supply chain performance	.004	.031	.118	.006	.53
X_2= knowledge of internal		.148	.134	8.540	.000	
X_3 = green supply chain management		.171	.089	1.925	.0454	
X_4 = supply chain performance	Y= Sustainable SCM	.073	.078	13.758	.000	.65

From Table 1 showed that the results of the testing of the path coefficient of factors
influencing the sustainability of the supply chain in the automotive parts industry in Thailand were found that

1 . The path coefficient was between .004 and .148, with the cognitive factor in internal management having the highest path coefficient (.148), followed by supply chain performance (.073), the least path coefficient. The most include uncertainty and risk (.004)

2 . When considering the value of R^2, it was found that the cognitive factor in internal management Performance in the supply chain environmental supply chain management and uncertainty and risks can predict the sustainability of the supply chain in the auto parts industry in Thailand by 65 percent.

3 . When considering the consistency with the empirical data, it was found that the proportion between the χ^2 and the degrees of freedom was 1.803, which is less than 2, the concordance index (CFI) was .984, which was greater than 0.95. The non-conformity measure (TLI) was .970 which was greater than 0.95, the modified degree of harmonization index (AGFI) was .966, which was greater than .95, and the estimated fluctuation index. The parameter value (RMSEA) is .048, which is less than 0.05 Therefore, it can be concluded that the causal model of factors influencing the sustainability of the supply chain in the auto parts industry in Thailand is consistent with empirical data.

6. Conclusion, Discussion and Suggestions

The results of the study of factors influencing the sustainability of the supply chain in the auto parts industry in Thailand were found that; uncertainty and risk knowledge of internal management, environmental supply chain management have a direct influence on performance in the supply chain and indirectly influence the sustainability of the supply chain in the auto parts industry in Thailand. This research found that the investigation of direct influence and total factors affecting the sustainability of the supply chain in the auto parts industry in Thailand.

1. The cognitive factors in internal management have the most direct influence on the supply chain's performance in the automotive parts industry in Thailand. It is according to the research hypothesis. Consistent with Klumpp and Saur (2010) found that balanced integration of activities across four perspectives can create sustainability in the supply chain. Objectives for value in the customer's perspectives (cost and product quality) managing risk across the organization to avoid situations that threaten the organization. The efficient production process, 2) incident view and flexibility, consists of the objectives for transportation speed. Timely delivery acceptance of members throughout the supply chain from the upstream midstream and downstream implementation of activities throughout the supply chain. Efficiency and effectiveness are consistent with both the internal and external environment of the organization. 3) Incident perspective and flexibility. It consists of the objectives for transportation speed—timely delivery acceptance of members throughout the supply chain from the upstream Midstream. And downstream Implementation of activities throughout the supply chain. Efficiency and effectiveness are consistent with both the internal and external environment of the

organization. 4) The logistics perspective consists of objectives for logistics' essential functions to ensure the right products happen. At the right time, 5) The eco-friendly attitude consists of using recyclable inputs to minimize the use of information, such as energy, raw materials for production, and the use of recyclable inputs. Transportation and service in logistics activities, etc. If the auto parts industry can integrate all four areas, it can create a supply chain management system to lead to sustainability.

2. The environmental supply chain management factor have a second less direct influence on the supply chain's performance in the automotive parts industry in Thailand. It is according to the research hypothesis. The inline, with numerous researches, shows that organizations with environmental supply chain management perform sustainable supply chains, such as sustainable supply chain management Cruz (2009). Supply chain and demand towards sustainability or corporate social responsibility network, supply chain environment management, green logistics (Min & Galle, 1997), logistics environment, and sustainable supply chain (Saris et. al.,2008) etc.

3. Uncertainty and risk factors have the least direct influence on the supply chain's performance in the automotive parts industry in Thailand. It is based on research hypotheses and is consistent with Min and et. al., (1997) saying that uncertainty and supply chain risks impacting supply chain sustainability include delivery delays, interruptions to forecast. Intellectual property system capacity and inventory management.

4. Performance factors in the supply chain directly influence the sustainability of the supply chain in the auto parts industry in Thailand. It is according to the research hypothesis. The consistent with the context of Murphy and Poist (2000) research findings that the supply chain process from operations plan, production sources, assembly and delivery until the end customer influence the sustainability of the supply chain in the auto parts industry. And a study by Zhu and et.al. (2018) found that logistics costs, which reflect supply chain performance, also influence supply chain sustainability in the auto part industry.

The results of this study lead to the following research suggestions:

1. The cognitive factors in internal management have the most direct influence on the supply chain's performance in the automotive parts industry in Thailand. In the auto parts industry, activities should be integrated into cost and product quality and timely delivery. The supply chain's acceptance of members throughout the upstream midstream and downstream. Implementation of activities throughout the supply chain. Efficiency and effectiveness are consistent with both the internal and external environment of the organization.

2. Environmental supply chain management factors influence the supply chain's performance in the automotive parts industry in Thailand. The auto parts industry should have supply chain management for the environment. It manages the sustainable supply network supply chain management for sustainability and goes for sustainability or corporate social responsibility. Network Managing the supply chain environment green purchasing, green logistics and environmental logistics, sustainable supply chain management.

3. Uncertainty and risk factors because of uncertainty and risks in the supply chain affect the supply chain's sustainability. Therefore, the auto parts industry should have risk management measures to mitigate or eliminate the following areas: delivery delays, interruptions to forecasting, intellectual property systems, capacity and inventory management.

4. Supply chain performance factors in the auto parts industry should focus on activities. The supply chain process from operational plans, production sources, assembly and delivery. Logistics costs until the product are delivered to the customer.

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The Factors Influencing Customer Loyalty Toward Home Broadband Internet Provider in Bangkok

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ABSTRACT

This research aims to find out and investigate the factors influencing customer loyalty toward home broadband internet provider in Bangkok. From literature review, service quality, trust, brand image and customer satisfaction were selected to study. The questionnaires were created with Google forms and distributed to 400 respondents from the target population by using convenience sampling and snowball sampling. Then, the information was analyzed by statistics package program. Moreover, this study revealed descriptive analysis, correlation analysis and multiple regression analysis. Researcher found that all selected factors influence customer loyalty of home broadband internet provider in Bangkok which explained customer loyalty of home broadband internet provider at 61.7 percent (R^2 = 0.617). Besides, there were some recommendations in this study that would help home broadband internet providers to increase more customer loyalty as customer loyalty can be considered as one of the key factors to succeed in the business in the long term.

KEYWORDS: Service quality, Trust, Brand image, Customer satisfaction, Customer loyalty.

Introduction

Nowadays, people live in the globalization era that internet plays an important role in their lives. Also, lifestyle of people has changed to be more convenience and online because of internet. People use the internet for communication, work and so on. In 2020, the usage of internet from around the world increase 7 percent from last year (Kemp, 2020). Then, the internet usage of people including Thai people has increased continuously. Also, the internet usage of Thai people can estimate around 75 percent from total population (Kemp, 2020). In Thailand, the internet usage can estimate around 75 percent from total population (Kemp, 2020).

For Home Broadband Internet, it is the internet that people use in their accommodation. This type of internet is more stable than mobile internet as it helps to transmit a lot of data at once. So, people are interested in Home Broadband more than the past and the percentage of using Broadband internet is higher in every year.

According to Marketeer (2020), the increasing demand of broadband come from three reasons which are increasing of more gadgets, watching video on demand on smart TV and new accommodations for people who wants to have their own space. In fact, the situation of Covid-19 is another factor that helps Broadband market to grow faster (Marketeer, 2020).

In this industry, there are 4 main players in the market which are True Online, 3BB, AWN (AIS) and TOT. True online is the biggest player in the market following by 3BB, TOT and AIS respectively (Thansettakij, 2019). The competition in this market is intense because of the increasing of demand.

Mostly, the price and internet speed were used in order to acquire new customers which can be from competitor's customers and maintain the existing customers (Marketeer, 2020). However, only price strategy and internet speed are not enough to attract and maintain customer in the long run.

In business, the cost of acquiring new customers is higher and have less beneficial than maintain existing the customers (Qian, Peiji& Quanfu, 2011). The more customer loyalty, the better business performance of company because of re-purchasing and give positive word of mouth, and also less price sensitivity which can get the higher profit in the long run. (Jahanzeb, Fatima &Khan, 2011; Wang & Wu, 2012). Thus, Home Broadband Internet providers have to pay a lot of attention to the customer loyalty as it is able to create and also is factors that help business to be successful as it has the better performance and maintain their market share and position in the market which considered as competitive advantage for the company in the long run.

This research studies about the factors that influence customer loyalty of Home Broadband Internet provider in Bangkok in order to benefit for home broadband internet provider in the future.

Research Objectives

1. To investigate the factors that related with customer loyalty of Home Broadband Internet provider in Bangkok.

2. To investigate the influencing factors customer loyalty of Home Broadband Internet provider in Bangkok.

Scope of Research

In this study, the target respondent is Home Broadband Internet users who live in Bangkok only. Moreover, the questionnaire was distributed by Google Form sending out to sample group by using the convenience and snowball sampling. In the questionnaire, the researcher used the Five Point Likert Scale which is one of quantitative analysis method.

Literature Review

Customer Loyalty

Turner and Wilson (2006) stated that customer loyalty is willingness of customers to re-purchase product or service from the organization and give positive word of mouth about the product or service to their friends. However, Bagdonienè & Jakštaitè (2007) said that only repurchasing is not enough to count as customer loyalty because they can repurchase because of convenience or preference of family which is not from their loyalty to cause repurchasing. Then, the customer loyalty should be comprised of two elements together which are behavior and attitudes (Kabir & Rafe 2012). Attitudinal loyalty refers to the attitude, preference of customers toward company's products or service. Behavioral loyalty refers to the repurchase of customers, provide favorable word of mouth and willingness to purchase more or the other product of the same brand (Kabir & Rafe 2012).

Oliver (1999) proposed the four stages of loyalty model which are cognitive loyalty, affective loyalty, conative loyalty and action loyalty. These four stages do not appear immediately but it will happen in sequence over time. The first stage was called cognitive loyalty which refers to knowledge or understanding of product's or service's quality, characteristic, or benefits. Next, affective loyalty is that customers feel satisfied or dissatisfied with the product or service through purchasing decisions or past experience with the company product or service. Thirdly, conative loyalty can be intention of repurchasing of customers from the same brand or willingness of customers to try the product or service from the company. The last stage is action loyalty which is led by the intention from the third stage. It is that customer keep repurchasing of the firm's product or services without hesitation even the competitors offer attractive offering or the firm up the price of product or service.

Service Quality

According to Lewis (1991), Service quality is defined as the firm's ability to offer the product or service that can meet customer expectation. Aaker (2004) stated that customer expectation can be separated into two levels. The first one is desired service which refers to the service that customer expect to receive. It can be considered as the ideal of customer expectation. Even customers do not get what they expect in this level, the dissatisfaction will not happen because customers know that the firm cannot achieve the best all the time and the standard of desired service is very different from each other. So, customers know that it is hard to achieve their desired service. Then, they will reduce their expectation to adequate service which is the minimum of service expectation that customers can accept. The gap between desired service and adequate service which is the length of acceptance was called zone of tolerances. The firms have to reduce the gap of customer expectation and actual performance in order to maintain customers with them.

According to Parasuraman et al (1988), SERVQUAL consists of five dimensions which are reliability, assurance, empathy, responsiveness and tangibles for measuring service quality. Home Broadband Internet is the combination between product and service business because there is some part that staffs have to provide service to the customers.

Trust

According to Anderson & Narus (1990), researchers defined that trust is customers believe in word or promise that company give to customers and the reason is that they perceive company as faithful and honest. So, the company certainly can keep the promise and will give positive thing to customers and the company can prevent the negatives to the customers. Moreover, Stern (1997) also supported that the company need to learn about the theory of how to build the close relationship and acquaintance in order to win customers' heart which comprise of communication, caring and giving, commitment, comfort of compatibility and conflict. Ciancutti & Steding (2001) emphasized that trust is one of important thing for the company to compete with the competitors in the market as trust is the thing that cannot imitate. Also, it can help the company to maintain the customers in the long term.

Brand Image

Romaniuk (2000) stated that brand image refers to customers' perceptions and knowledge about the brand which means that the brand image is come from customer perception toward what company does. According to Mayers-Levy (1989), brand image also can link to the brand name as it is based on attributes in customers' mind. Upamannyu & Mathur (2012) affirmed that brand image is the beliefs that customers have toward the brand and the image was developed from diverse sources. It means that brand name, reputation, functionality and overall value was reflected the brand image (Khizindar, Al-Azzam, and Khanfar, 2015).

Customer Satisfaction

According to Kotler and Keller (2006 as cited in Dudovskiy,2012), “Customer Satisfaction is defined as person’s feeling of pleasure or disappointment which resulted from comparing a product’s perceived performance or outcome against his/ her expectations”. Then, the Expectancy Disconfirmation Theory by Oliver (1977,1980) was supported the definition of Kotler and Keller as the theory is about the customer perception and the actual performance. There are four constructs which are expectation, perceived performance, disconfirmation and satisfaction. The expectation is that customer predict about the product and service that they will get. The perceived performance is that what actually performance that products or service give to customers. Next, disconfirmation is customer evaluation between the expectation and actual performance. If the perceived performance is greater than the expectation, the positive disconfirmation will happen. The perceived performance equals to expectation can considered as confirmation and the negative disconfirmation will happen if the perceived performance is less than expectation. The positive disconfirmation and disconfirmation can lead to satisfaction. For negative disconfirmation, it leads to dissatisfaction or feeling of disappointment. Fornell (1992) claimed that customer satisfaction is customer attitude toward the product or service after using or experiencing it.

Research Framework

The conceptual model was come from the previous and relevant study about the customer loyalty of home broadband internet. There were four independent variables that was chose to study in this research which was service quality, trust, brand image and customer satisfaction. For dependent variable, it was customer loyalty of home broadband internet provider in Bangkok.

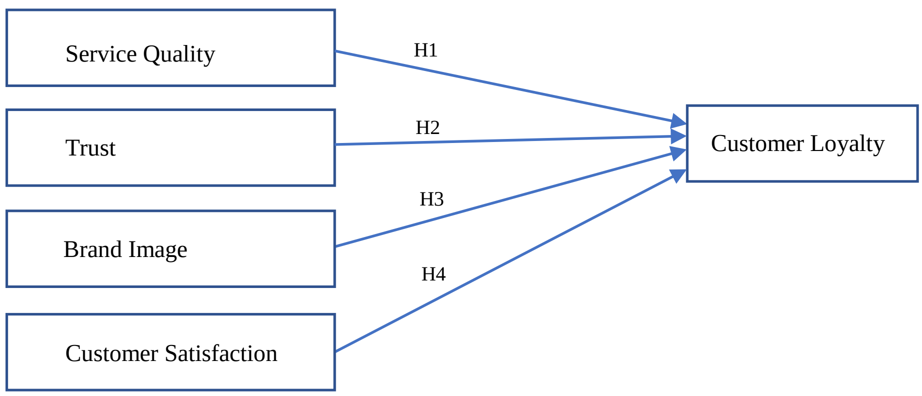

Figure 1 - The Research Conceptual Framework

Research Hypothesis

According to conceptual model, four hypotheses were formulated.

H1a: Service quality influence on the customer loyalty toward Home Broadband internet provider.

H2a: Trust influence on the customer loyalty toward Home Broadband internet provider.

H3a: Brand Image quality influence on the customer loyalty toward Home Broadband internet provider.

H4a: Customer Satisfaction quality influence on the customer loyalty toward Home Broadband internet provider.

Research Methodology

This study investigated the influencing factors on customer loyalty of home broadband internet provider in Bangkok. In the proposed conceptual model, there were four factors that researcher chose to focus on which are service quality, trust, brand image and customer satisfaction that influenced customer loyalty.

The researcher set the target respondents to be people who have home broadband internet and live in Bangkok. The sample size was 400 respondents. After that, the questionnaires were created via Google form and send the link to the respondents by applying convenience and snowball sampling as the researcher has limited time for the research. The questionnaire comprises of four part which are Screening, Demographic information, General information about home broadband internet provider and the opinion of respondents on home broadband internet provider. For the last part, it was separated into five parts. The questions in each part refers to each variable which are customer loyalty, service quality, trust, brand image and customer satisfaction. Thus, the total questions in this questionnaire is 33 questions. The questions were created by the definition of each variables and also modified from Wanlika Chatupayul (2016), Saruta Tangjai, (2011), Orawan Kittisapkul, (2016).

After getting the first 30 respondents, the researcher run statistics program in order to check reliability. The reason is that the reliability can check the mistakes or errors in each question.

Table 1: Reliability Test (Cronbach's Alpha) N=30

Variables	Cronbach's Alpha	Reliability
Customer Loyalty	0.855	Good
Service Quality	0.932	Excellent
Trust	0.927	Excellent
Brand Image	0.862	Good
Customer Satisfaction	0.918	Excellent

Table 1 presented the result of Cronbach's alpha for each all variables in this research. According to the rules of thumb, overall was above 0.8 which was in the level of good and excellent for value interpretation. So, no questions were cut off in this questionnaire.

Results of the Study

From 400 respondents, A result showed that all respondents are people who have home broadband internet and live in Bangkok. For gender, there were 192 respondents who was female and the percentage of female is 48% out of 100. The rest was 208 respondents and they were male. The percentage was 52%. Next, the age in the range between 22 – 39 years old was the highest as 231 respondents aged in this range and the percent was 57.8 out of 100. The next group of respondents who aged less than 22 was the second and there were 107 people or 26.8 percent in this range. The third group was respondents who aged between 40 – 54 years old which had 49 respondents or 12.3 percent. The last group of age was above 55 years old which was 13 respondents or 3.3 percent. For educational level, there were four levels which was high school, bachelor degree, master degree and doctoral degree. The most educational level of respondents were bachelor degree as there were 269 respondents or 67.3 percent. Then, the second rank was high school which was 76 respondents or 19 percent out of 100. Next, there were 50 respondents who had master degree or 12.5 percent. Another group which was doctoral degree had 5 respondents or 1.3 percent. The fourth topic in demographic part was occupation. Mostly, the respondents were employees which had 134 respondents from total 400 respondents or 33.5 percent. Next, students were the second highest as there were 113 respondents or 28.2 percent who were students. Business owner was third group that had 78 respondents or 19.5 percent. Fourthly, there were 48 respondents or 12 percent who were freelance and 18 respondents or 4.5 percent as the government officer. The rest which was 9 respondents or 2.3 who perform other jobs which was not in the choices in the questionnaires. The last topic in the demographic information was about the total family monthly income of the respondents. In the table 5.1, most respondents had total family monthly income in the range of 25,001 - 40,000 Baht as it had 155 respondents or 38.8 percent that selected this range. The second range that most respondents said that it was their total family monthly income was above 55,000 Baht as there were 111 respondents in this range and it equals to 27.8 percent out of 100. Thirdly, there were 80 respondents or 20 percent who had total family monthly income between 40,001 – 55,000 Baht. For less than 25,000 Baht, there were 54 respondents or 13.5 percent.

Another part that was counted as a part of the demographic information was the general information about respondents' home broadband internet provider in Bangkok which included the brand, time using home broadband internet and their main purposes of using it. Firstly, the table revealed that the brand that most respondents use was from TRUE which had 197 respondents or 49.3 percent. The second brand that most respondents choose was ANW (AIS Fiber) which had 123 respondents or 30.8 percent. Next, it was 3BB which had 51 respondents or 12.8 percent. TOT was the fourth that respondents choose and it had 28 respondents or 7 percent. There were only one respondents or 0.3 percent who choose other brand that it was not in the given choices.

The next item in the general information about respondents' home broadband internet provider was the time that they had been using the home broadband internet from their home broadband internet provider. Mostly, the respondent had been using their home internet around 1-4 years as it had 147 respondents or 36.8 percent from all respondents. The second group was respondents who used it above 8 years which had 119 respondents or 29.8 percent. There were also had 108 respondents or 27 percent who used the home broadband internet for 5-8 years. The last group was the respondents who used home broadband internet less than 1 year which had 26 respondents or 6.5 percent.

The most reasons that respondents decided to used home broadband internet was for entertainment such as watch movie or listening to the music which had 336 respondents or 84.8 percent. Secondly, there were 316 respondents or 79 percent who said that they used home broadband internet for searching for information. The third reasons that was supported by 289 respondent or 72.3 percent was using with the social media. The next reason was work from home which had 275 respondents or 68.8 percent. Moreover, there were 164 respondents or 41 percent that used the home internet for online learning. There were 7 respondents or 1.8 percent who used it for other purposes excluding the given alternatives.

Table 2: Summary of mean and standard deviation of all variables

Variables	N	Mean	Standard Deviation	Interpretation
Service Quality	400	4.01	0.786	High
Trust	400	4.05	0.848	High
Brand Image	400	4.15	0.796	High
Customer Satisfaction	400	4.06	0.860	High

According to Degang (2010), the mean score of all variables in this research were interpreted as high because the mean score of all variables were in the range 3.94 – 4.15. Their mean value was 4.01, 4.05, 4.15 and 4.06 respectively. For the standard deviation, the value of all variables was 0.786, 0.848, 0.796 and 0.860 respectively.

Table 3: Correlation Relationship between Independent Variables and Dependent Variable

	Significant Value at the 0.01 level (two-tailed)	Level of Correlation	Strength of Correlation
Service Quality	.000	0.698**	Positive Strong relationship
Trust	.000	0.750**	Positive Strong relationship
Brand Image	.000	0.665**	Positive Strong relationship
Customer Satisfaction	.000	0.736**	Positive Strong relationship

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

Correlation Analysis

According to Mukaka (2012), the Pearson's correlation coefficient is statistic method that had been using for testing the relationship between two variables. For the result, the overall of correlation value for all independents were positive strong relationship as all variables got the correlation value above 0.6 which was in the range 0.665 – 0.750. According to Evans (1996), it was interpreted that all independent variables including service quality, trust, brand image, and customer satisfaction had positive strong relationship with the dependent variable which was customer loyalty. The highest correlation value was the trust that had 0.750. So, it can conclude that trust had strongest relationship with customer loyalty but it still was in the range of strong relationship.

Table 4: Model Summary from Multiple Regression Analysis

<table>
<tr><th rowspan="2">Model</th><th rowspan="2">R</th><th rowspan="2">R Square</th><th rowspan="2">Adjusted R Square</th><th rowspan="2">Std. Error of the Estimate</th><th colspan="5">Change Statistics</th></tr>
<tr><th>R Square Change</th><th>F Change</th><th>df1</th><th>df2</th><th>Sig. F Change</th></tr>
<tr><td>1</td><td>.785[a]</td><td>0.617</td><td>0.612</td><td>0.544</td><td>0.617</td><td>126.885</td><td>5</td><td>394</td><td>0.000</td></tr>
<tr><td colspan="10">a. Predictors: (Constant), Customer Satisfaction, Brand Image, Services Quality, Trust,</td></tr>
</table>

According to table 4, Adjusted R square equals to 0.612 or 61.20%. This 61.20% indicated that the customer loyalty of home broadband internet provider in Bangkok can be described by the four independents variables in this study which were service quality, trust, brand image, and customer satisfaction. On the other hand, there were 38.8% explained that there was another independent variable that can be influenced customer loyalty of home broadband internet provider in Bangkok.

Table 5: The Summary Results of Multiple Linear Regression

Model	Unstandardized Coefficients		Standardized Coefficients	T	Significant value	Collinearity Statistics	
	B	Std. Error	Beta			Tolerance	VIF
Services quality	0.178	0.079	0.160	2.243	0.025	0.190	4.885
Trust	0.376	0.071	0.365	5.300	0.000	0.205	4.883
Brand Image	0.145	0.057	0.133	2.557	0.011	0.362	2.762
Customer Satisfaction	0.311	0.065	0.306	4.774	0.000	0.236	4.235
a. Dependent Variable: Customer Loyalty of Home Broadband Internet Providers in Bangkok							

Significant Value & Beta Coefficient Analysis

Table 4 presented significant Value & Beta Coefficient result for all hypothesis that was from the statistics program. In this study, the significant value or "p value" was used to investigate the influencing factors toward home broadband internet provider in Bangkok. If the significant value is less than 0.05, it means that the independent variables influence dependent variable. However, if the significant value is greater than 0.05, it means that the independent variables does not influence the dependent variable. So, service quality, trust, brand image, and customer satisfaction have statistically significant influence on the customer loyalty as the significant value of them were 0.025, 0.000, 0.011, and 0.000 respectively which was not exceed 0.05.

For the Beta Coefficient result, there were four factors that have statistically significant influence on the customer loyalty toward home broadband internet provider in Bangkok which were service quality, trust, brand image, and customer satisfaction. Firstly, the service quality had beta coefficient result at 0.160. It can be interpreted that every 1 unit rise in service quality, the customer loyalty of home broadband internet provider in Bangkok will increase by 16 percent. Next, trust had 0.365 for beta coefficient which mean that every 1 unit rise in trust, the customer loyalty of home broadband internet provider in Bangkok will increase by 36.5 percent. Thirdly, the beta coefficient of brand image was 0.133. It referred that every 1 unit rise in brand image, the customer loyalty of home broadband internet provider in Bangkok will increase by 13.3 percent. Finally, the beta coefficient of customer satisfaction was 0.306. It means every 1 unit rise in customer satisfaction, then, the customer loyalty of home broadband internet provider in Bangkok will increase by 30.6 percent.

VIF-Variance Inflation Factor

Variance Inflation Factors or "VIF" was the statistical method that was applied to detect the multicollinearity. According to Kim (2019), the problem of multicollinearity occurred if the VIF value was greater than 5. Based on the table 5.4.3, it indicated the variance inflation factors of all independent variables which were service quality, trust, brand image, and customer satisfaction. The VIF of all variables were 4.885, 4.883, 2.762, and 4.235. It can be concluded that all of independent variables including service quality, trust, brand image, and customer satisfaction, there was no problem with multicollinearity as the VIF was below 5.

Recommendations

First of all, the home broadband internet provider should focus on creating the trust as it was the most influencing factor that showed in this study. Based on mean score, the questions that got the least mean value was “I think I am confident that my Home Broadband Internet Provider can keep their promise” which had 4.02 for the mean value. Even it was in the same range with other question, but it still the least. So, the home broadband internet provider should ensure the customers that they certainly can perform what they promise to do. They should focus on their staffs as their staffs are the person who have duty to keep companies promises. The companies have to find a way to encourage the employees to perform their job following to the promise that companies give to the customers. Also, the companies have to monitor on their work performance and maintain the standard. According to this recommendation, the companies will gain more trust from customers which can increase the mean score of the first question which was “I think I completely trust the Home Broadband Internet Provider that I used” as well.

The second thing that the home broadband internet provider should focus on customer satisfaction. The customer satisfaction is the important thing for creating the customer loyalty which is the pre step before reaching to the loyalty for customers. From the result, the customer satisfaction toward providing the information and news should be improve as it has the least mean score among other items. The companies should pay more attention to the content of information and news that are suitable for customers before providing to the customers. Also, the customer satisfaction toward the internet package should maintain as it has the highest mean score. So, it means that customers satisfy with their current package already. So, the companies have to maintain the quality of package in order to maintain the customer satisfaction.

Next, the third factors that home broadband internet provider should focus was brand image. According to the result, the mean score of three questions was close to each other. So, the companies have to pay attention to all questions which were leader, cover areas and widely accepted. The company should improve all these three items together by generating more brand awareness and find a way to lead customer to brand recognition in order to build the stronger brand image in the customer perception. The brand image has influence on customer loyalty of home broadband internet provider. Then, the stronger brand image will be able to help company to create more customer loyalty.

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Discussion-Based Online Teaching in a Business English Communication Course: An Investigation of the Learners' Skill Enhancement, Expectations, and Readiness

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ABSTRACT

The purposes of this study were to investigate the effects of discussion-based online teaching as an essential innovative teaching and learning technique to enhance students' communicative skills and to explore the communication and learning needs of students and their perceptions of students' involvement and readiness. The sample of the study was twenty Thai students with different background in terms of occupations, work experiences, and ages along with expectations and participation. The sample was selected by purposive random sampling technique from the students who enrolled in an online Business English course at Southeast Bangkok College. The data were collected from multiple sources, students' journals, peer observation, online lessons, interviews, project-based learning and students' feedback. The results revealed that the students developed their communicative skills after learning through online discussion-based approach. The findings emerging from an analysis of the reflective logs and feedback of students indicated that to become successful in the workplace and in their personal lives, teachers need to create a platform to give students an opportunity to connect with each other, they could be heard. Teachers should focus on teacher and learner centeredness, instructional skills in the 21st century, skills in education and professional development. It is recommended that the institution improve students' readiness in study skills and technological advancement in the absence of face-to-face teaching.

Keywords: discussion-based online teaching, students' expectations, students' involvement, students' readiness

Introduction

Since December 2019, coronavirus disease (COVID-19) pandemic has had the impacts on the lives of people all over the world, particularly the way people live and how students learn at schools, universities and educational institutes. The COVID 19 has severely affected education at all levels; all schools around the world have to close their teaching. According to the World Economic

Forum (2020), referring to UNESCO, 1.38 billion students were affected by the school shutdown. These changes have directly and dramatically affected the educational environment in how teaching and learning could change for the better and the worse in the long term with the coronavirus spreading rapidly across Asia, Europe, the Middle East, and the North America.

As for students, they were impacted as temporary school closures were announced in many countries to reduce the human-to-human transmission. This has taken a tremendous toll on higher education, causing millions of students across the globe to lose valuable school years. These risk-control decisions have led millions of students into temporary home-schooling situations, especially in some of the most heavily impacted countries, like China, South Korea, Italy, and Iran. These unforeseen situations are problematic for teachers, parents, school administrators and educational institutions, especially for tertiary students planning to apply for university admission and the graduates pursuing a career after graduation.

Concerns relating to the COVID-19 pandemic prevention measure have required a sudden, and change in the way most aspects of life are conducted, education being only one of many aspects heavily impacted. Therefore, changes are made to both the methods and facilities used in the current educational environment. Instructors, staff, and learners are expected to *Work-From Home* (WFM); nevertheless, they are still expected to carry out their duties and responsibilities. Therefore, they are exploring new teaching and learning approaches to address the challenges of educational innovation and future transformation for survival and lifelong learning. Educators do not have different opinion in this regard, but they are trying to find and provide solutions and design appropriate teaching methods that can be adapted to the content for which they are responsible for.

One of the most important teaching methods arising to reduce the impact of Covid-19 and slow the spread is through “online learning”, the practice of social and physical distancing. Online language learning has already been an increasingly popular and useful method of language acquisition prior to spike in demand for alternative learning methods brought upon by the Covid-19 pandemic. Online language learning has increasingly become a new normal for students around the world, and especially, Thai EFL learners due to the fact that it is a tool that allows learning to continue without undue risk of infection. As such, the university’s policy is to offer English language courses through online learning technology. Through this policy, the university must ensure that the undergraduate Thai EFL learners of the affected semester(s) are using online learning media that is appropriate for learners’ background knowledge level. (Kawinkoonlasate, 2020, p.17).

Today, Thai students are likely to be technological but still lack English skills. Although this may be true, students struggle to learn English since it is the language of the world, the language of business such as aviation science, computer science, diplomacy and tourism and access to the edutainment. Many students are ambitious enough to enhance their communication skills as it is a requirement when attending university, studying abroad, and engaging with colleagues at work. Since English is the international language for communication, students with high English proficiency level have more opportunity of getting a good job at a multinational company in their home country or to find work abroad. Also, acquiring English is essential for retrieving information, socializing as well as in every professional occupation. Although learning English can be challenging and time-consuming, we can see that it is also very valuable to learn and can create many opportunities in life.

However, for Thai students, becoming successful in learning the English language needs more practice and skills than any other subjects. In order to communicate in English successfully, the English language learners need to practice four skills of English: listening, speaking, reading and writing. English is very necessary for this reason, which speaking skill is an essential part of a speaker to effectively apply the language spoken to be used in the extensive world of social online and used to communicate with other people all over the world (Noom-ura, 2013).

Therefore, for successful implementation of educational change because of the COVID19, this study employed online discussion, namely, discussion-based online teaching as a technological tool to help the English language learners taking the English for Organizational Communication course to have more confidence and speaking skills. This could help them to be better, fluent, and accurate to speak English with foreigners and gaining more opportunities in their future careers.

This paper reported the study on the implementation of discussion-based online teaching and learning and discussed reaction, and results obtained from the learners' discussion in the online platform. These results were also gathered from a combination of recorded online lessons, students' journals, peer observation, interviews, project-based learning and students' feedback and measured learning outcome.

Research Questions

Two main research questions were addressed

1. How does online discussion-based teaching help to facilitate students' communicative skills? and if they can create meaningful conversations easily through online classroom community?

2. How does online discussion-based teaching encourage and engage the students to share their willingness to communicate and collaboration over the study period?

Objectives

1. To investigate the effects of discussion-based online teaching as an essential innovative teaching and learning technique to enhance students' communication skills

2. To explore the communication and expectations of students and perceptions of students' involvements and readiness

4. Conceptual Framework

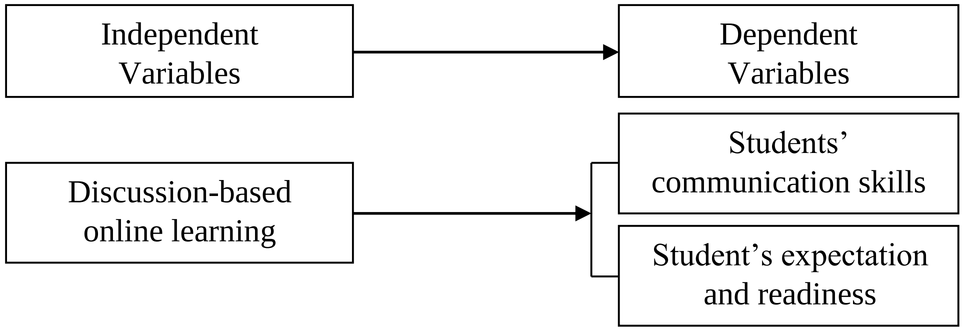

Figure 1 Conceptual Framework

Reviews of Literature

Online Learning

Online learning, e-learning, virtual learning, Internet-enhanced learning, and distance learning are different names for the same learning process (Moore, Dickson-Deane, Galyen, & Chen (2011). It is one of the most popular forms of e-learning via the Web. Hockly (2015) defines online language learning as language learning that takes place fully online, via the internet without a face-to-face component. Kasteen (2014) states that online instruction has become a prominent part of second language learning and shares that it is often referred to as computer assisted language learning. This process relies on technology-mediated methods of interaction and communication. It happens in an online environment with no physical interaction. It is a digital version of the previous distance learning system, which did not include face-to-face instruction. It takes place completely in digital learning contexts. It includes any activity delivered by electronic mails, posted on websites, or used in web-based materials.

Research suggested that to succeed in online learning, learners must be able to motivate themselves, manage their time wisely, take responsibility for their own learning, and participate in the give-and-takeoff electronic discussions (Collett, 2000, cited in Porter & O'Connor, 2001; Rovai, 2003; Smith, Murphy, & Mahoney, 2003). Furthermore, Derrick emphasized that they must be initiative, be resourceful, demonstrate persistence, and believe in their ability to organize and carry out the actions needed to engage in learning (Derrick, 2003). Online learners need to be able to solve problems, to evaluate and to monitor their own learning.

The nature of instruction also plays a big role in successful online learning, and online instructors vary in their ability to help students succeed. Johnson and Aragon identified the following seven general pedagogical principles as critical for success in online learning environments: (1) Address individual differences. (2) Motivate the students. (3) Avoid information overload. (4) Create a real-life context. (5) Encourage social interaction. (6) Provide hands-on activities. (7) Encourage student reflection (Aragon, 2003).

Connectivism for Digital Learning

As cited in Simens (2005), the three learning theories most widely utilized in the creation of teaching environments are behaviorism, cognitivism, and constructivism. However, they were developed when learning was unaffected through technology. Over twenty years, technology has restructured the way we live, communicate, and learn. Therefore, learning principles and processes, should be reflective of underlying social environments. Also learning must be a way of being – an ongoing set of attitudes and actions by individuals and groups that they employ to try to keep abreast of the surprising, novel, messy, obtrusive, recurring events...” (Vaill, 1996, p.42). Today, these principles have been changed. Knowledge is growing exponentially. knowledge is created beyond the level of individual human participants, and is constantly shifting and changing. Knowledge in networks is not controlled or created by any formal organization, although organizations can and should ‘plug in’ to this world of constant information flow, and draw meaning from it. In many fields the life of knowledge is now measured in months not forty years or a lifetime as ever. Half of what is known today was not known 10 years ago. (Siemens, 2005) “One of the most persuasive factors is the shrinking half-life of knowledge. The amount of knowledge in the world has doubled in the past 10 years and is doubling every 18 months according to the American Society of Training and Documentation (ASTD). To fight against the shrinking half-life of knowledge, organizations have been forced to develop new ways of deploying instruction (Gonzalez, 2004). Many learners will move into a variety of different, possibly unrelated fields over the course of their lifetime. Formal education no longer becomes a significant aspect of our learning experience. Learning now occurs in a variety of ways – through communities of practice, personal networks, and through completion of work-related tasks. Learning and work-related activities are no longer separate. Learning is a continual process and lasting for a lifetime. Technology is altering our brains. The tools we use define and shape our thoughts and ideas. The organization and the individual are both learning organisms. Increased attention to knowledge management highlights the need for a theory that attempts to explain the link between individual and organizational learning. Many of the processes previously handled by learning theories (especially in cognitive information processing) can now be supported by technology. Know-how and know-what is being supplemented with know-where (Simens, 2005)

Discussion-Based Online Learning

Online discussion are now widely used teaching tools through which students can share ideas, formulate understanding and develop social bonds with peers and instructors. The text-based nature of the discussion boards presents an opportunity for educational researchers to actively analyze discussion threads in order to determine if deep learning is facilitated in this new learning medium (Meyer, 2004). Researchers (Holmes, 2005; Seethamraju, 2014; Iman & Angraini, 2019; Al Qunayeer , 2020) have paid much attention to how to promote learners’ online discussion and participation in various online domains and disciplines. According to Akmal (2017), on-line discussion forum (ODF) is an e-learning platform that allows admin to post certain topics to be discussed in which pre-service students can share and type their ideas, suggestions, solutions or remarks upon the topic. With the existence of the teacher as the admin, the forum can stimulate critical thinking, improve communication skills, foster a sense of community among students, and encourage collaborative problems solving. ODF in this setting provides an ample opportunity for improving writing skill of pre-service students because they have more time to think about the topic being studied and to search more information before writing their own in the forum or even the students are able to view feedbacks made by other students and the admin before writing their own (p.1345).

Online participation is founded on Vygotsky's (1980) social learning perspective and the situated learning theory of Lave and Wenger (1991). Within the constructivist view of learning particularly, Vygotsky's (1980) social learning perspective, "individuals create their own new understandings, based upon the interaction of what they already know and believe, and the phenomena or ideas with which they come into contact" (Richardson, 2005, p. 3). This is supported by Wang's study (2019) as he describes:

Vygotsky's sociocultural learning theory considered that social interaction was fundamental in human learning and development. Online discussion provided a platform for students to carry on anytime and anywhere dialogues, thus an ideal tool to facilitate student learning in a social environment. Due to its unique features, online discussion was being integrated as a critical component into student learning. Students engaged in collaborative critical inquiry through online discussion, articulating thoughts, formulating hypothesis, negotiating meanings, and socially constructing knowledge (p. 113)

Based on these theories, researchers have argued that online learners' participation is not only a process of active engagement in online discussions or activities, but it also involves different social relations among learners. In other words, these researchers claim that active online participation is about students' intensity of posting and commenting online and their social connections and relations.

The benefits of using online discussion forums and peer to peer learning for enhancing student learning are well-known. Other than in full online courses, their adoption in traditional learning environments complementing face-to- face teaching is increasing (Gao, Zhang, & Franklin, 2013) and has now become a common educational strategy in higher education. In fact, interest in using online discussion forum as an indicator of students' performance is increasing. Online discussion forums are expected to enable flexible and independent learning and knowledge construction, and develop critical thinking skills (Seethamraju, 2014).

Previous studies revealed that online discussion forum effectively improved several aspects of students' skills such as their communication skills, course performance, internet efficacy, collaborative skill, socializing skill, and problem solving. In one study, Webb et al. (2005) compared groups working with difference "doses" of online component in case method instruction from purely online to purely face-to-face. According to them, members that were under heavy online conditions had more positive perceptions of peer interaction during the discussion than others, and they outperformed the face-to-face students in terms of conceptual and factual knowledge about the case discussed. These findings must be treated with caution because of the differences in the cases and topics taught to these different groups. Furthermore, it is possible that the newly developed online skills rather than increasing dose of online discussion may have contributed to these positive findings. In another study (Park et al., 2015), the findings showed that teachers varied their roles from managing the discussions, switching topics, providing information, and seeking clarifications to commenting on social aspects, and opening and closing discussions.

In a recent study, Alghasab et al. (2019), reported various functions of instructor's comments on students' collaborative writing discussions via Wiki, including setting collaborative ground, guiding learners through the steps of writing, giving praises on students' contributions, giving feedback, promoting contributions, acting as an editor, adopting the role of monitor, and suggesting resources. This study also suggests that the type of role assumed by teachers affects the way learners interact in online discussions. The above issues and gaps in earlier research suggest the need to use a content analysis of learners' online posts and comments in peer review through a variety of platforms as this will contribute to better understand the patterns of interactions among learners and the role of instructors in promoting learners' interactions in online group discussions.

In addition to the above study, Wang (2019) employed a design-based research on designing, implementing, and investigating assessment rules in online discussion. The study was conducted in discussion-based online courses at a large urban university in the United States. Participants were graduate students; the majority of the participants were currently school teachers. Student discussion postings and written reflections were collected over the time span of three semesters. Content analysis was applied in analyzing student postings. Students' written reflections were analyzed to corroborate the results of the content analysis. The content analysis showed that the number of student summarizing postings was the lowest. Students posted on new ideas and thoughts, and their postings were on various aspects of each learning theory: major principles, implementation in the teaching practice, technological support, and assessment alignment. They also added to each other's postings to increase the breadth and depth of the discussion. Students commented and elaborated on previous postings to enhance their understanding of each learning theory. They mostly responded to the questions and said that questions helped them to clarify confusions and misconceptions.

In summary, discussion-based online can engage people in collective reflection, exchangeable perspectives and cross-cultural understanding. This utilizes chat and dialogue tools to improve their understanding of the subject. On the positive side, it unlocks the difficulty of the students in learning English because the main teaching materials have traditionally been print-based packages that are mailed to students by using electronic communication. Two instructional approaches were one centered on printed core materials and the other on computer-based study materials. The efficiency of online learning built upon a unique relationship between the learners and instructors for the purpose of sharing opinions and validation. Strategies need to be developed on the students' readiness and proper motivation that can be fully absorbed in the online learning process.

Research Methodology

The study was a qualitative study. The participants were 20 undergraduate students enrolled in 100113 English for Organizational Communication at Southeast Bangkok College. The majority of learners were adult learners, all Thai nationalities with different background, work experiences and ages. Fifteen percent aged between 14-20 and eighty-five percent aged between 21-40. The questionnaire was used in this study. It consisted of four sections, A, B, C and D. Section A sought information on the respondents' personal information, Section B sought information on the availability of internet and online tools within the institution and personal acquisition by lectures and students. Section C sought information on the level of possession of basic Information and Communication Technology (ICT) skills, while section D sought information on the respondents' readiness towards the use of online method of instruction on both advantages and disadvantages. The online discussion board was used as major learning medium in the course. In addition, students' journals, peer observation, online lessons, interviews, project-based learning and students' feedback were also employed. The researcher and co-researcher were instructors and outside observers of the class. No course instruction or curricular control was directed or guided in any way by the researcher or by this study. The students were required additional speaking practice to substitute the face-to-face classroom practice during the COVID19 shutdown. The course was designed to enhance learners to practice oral communication in business context. The students were required to study this course as a compulsory course for graduation, and the time for study was 15 weeks totally 45 hours. This included 15 hours for classroom and 30 hours for online learning.

Data Collection

The study was conducted from January 16 to May 16, 2020. Each student was given four months to complete all, online interaction, asynchronous and synchronous interaction which is important components for EFL learning and teaching in blended learning environments. Through the length of the study, 45 hours in total, this course thus employed face-to-face oral speaking tasks, discussion boards, asynchronous chat, electronic bulletin boards, and e-mails as substitutes for classroom interactions. Follow-up interview were also done for one month.

The data for the study were collected through multiple resources both from in-class instruction and online learning including face to face interaction, students' weekly journals, peer observation, speaking performance (content of their discussion), in-depth review, online lessons, and students' feedback via written evaluation forms. The questions were open-ended with no limits to a set of options which provided the students to reflect and examine their situations in an open mindset. Open-ended questions were free-form survey questions that allowed all the students to answer in an open text format such that they could answer based on their competency, knowledge, feeling, and understanding. Open-ended questions could be a tool to engage students in cognitively challenging conversations and help develop linguistic advantages for language learners. In this process, open ended questions play an important role in encouraging students to express and elaborate upon their thinking and providing rationales for their thoughts (Lee, Kinzie, & Whittaker, 2012), and they are also very important in facilitating extended conversation.

The instructional procedure started with the explanation of the objectives of the discussion task, followed by the classroom-based case study discussion to give students practice on case study analysis. The instructor then presented the topic of discussion related to business. The instructor, as the facilitator, arranged the discussion setting by posting the first question, and selected four students for each team. The instructor opened the discussion session and let the students from each group give their opinion/viewpoints as well as the argument dealing with the topics given. During discussion, the students of each group were allowed to propose objection and questions. The lecturer let the students from the Cons group give a counter statement and their opinion/argument proposed from the Pros group. The instructor asked each discussion member to summarize their discussion. In the last session of the class, the teacher posted the question as the topic of discussion for the next lesson.

After each lesson, the students were assigned to write a journal, as individual work by responding to reflect their learning process, describing what they had learned in the class. The learning journals for reflective writing let the students recall of what they thought about what had occurred in the classroom. Their opinions and perceptions added a different and valuable perspective. Then the learners were required to submit their individual notebook, autograph and short biography via e-mail. They also described their individual reactions and feelings and those they observed on the part of the teaching and learning. In peer observation, an invited colleague, the expert on the subject matter, was consulted for a collaborative teaching and collected information about the teacher's lessons. The tasks were critical observation and through note taking. This related back to the area the researcher has identified to reflect upon such as focusing on which students contributed the most in the lesson and what different patterns of interaction occurred or how the participants dealt with errors.

For online discussion lessons, the steps were the same as the procedures discussed above, but the time was scheduled for 10 weeks. At the end of the discussion-based online teaching, the students were required to complete the evaluation form as feedback with 10 closed-ended and four open-ended questions, and the in-depth interviews were also conducted.

Data Analysis

The data collected were reviewed and analyzed using reflective writing rubric through watch-write-think: depth of reflection, use of textual evidence and historical context, language use and conventions. The responses of the discussion were analyzed by content analysis of the responses, and the main themes were categorized, and the frequency of the responses was counted and calculated into percentage. The results of data analysis were then presented in tables and of in different figures.

Findings

The first research question was to discover how online discussion-based teaching helps to facilitate students' communicative skills, and if they can create meaningful conversations easily through online classroom community. Demographic characteristics and data of 20 participants taking part in the study were presented in Table 1

Table 1 *Demographic Characteristics of Participants*

Participants	Gender	Age Level	Field of Interest Secondary/ Bachelor/Master/Doctoral	Occupational Level Students/ Employees	Usage of English at School/ Workplace	Percentage (%) of Using English in Daily Routines
Student 1	Male	20	Organizational Communication	IT Security	Yes	67%
Student 2	Male	25	Organizational Communication	IT Support	No	49%
Student 3	Female	25	Organizational Communication	Purchasing and Store Staff	Yes	78%
Student 4	Female	24	Organizational Communication	Customer Service Officer	Yes	72%
Student 5	Male	22	Organizational Communication	IT Support	Yes	71%

Student 6	Male	25	Organizational Communication	Businessman	No	50%
Student 7	Male	24	Organizational Communication	IT Support	Yes	78%
Student 8	Female	27	Organizational Communication	Customer Service Officer	Yes	79%
Student 9	Male	33	Organizational Communication	Civil Service Officer	Yes	60%
Student 10	Male	24	Organizational Communication	IT Support	Yes	92%
Student 11	Female	22	Organizational Communication	Administrative Officer	Yes	82%
Student 12	Male	25	Organizational Communication	Merchant Seller	Yes	73%
Student 13	Male	21	Organizational Communication	Computer Graphics Designer	Yes	84%
Student 14	Male	25	Organizational Communication	Thai Soldier	Yes	73%
Student 15	Male	40	Organizational Communication	IT Support Supervisor	Yes	86%
Student 16	Male	14	English Grammar and Vocabulary	secondary student	Yes	100%
Student 17	Male	35	Business English	Professional Lawyer	Yes	90%
Student 18	Female	27	Business English	Graphics Designer	Yes	90%
Student 19	Female	18	IELTS Listening and Speaking	Secondary Student	Yes	90%
Student 20	Male	39	Academic Writing	Legal Officer	Yes	90%

Table 2 shows the assessment of the students' communicative skill achievements as well as the students' grades at the end of the course.

Table 2 *Students' English Skills in Percentage and the Final Grades*

Participants	Gender	Age	Reading and Writing Skills (1-100%)	Listening Skills and Vocabulary Enrichment (1-100%)	Speaking Skills (1-00%)	Final Grades
Student 1	Male	20	65	78	70	B
Student 2	Male	25	72	80	63	B
Student 3	Female	25	74	84	88	B
Student 4	Female	24	73	80	68	C+
Student 5	Male	22	71	87	70	B
Student 6	Male	25	72	87	65	C
Student 7	Male	24	73	89	89	C
Student 8	Female	27	74	85	89	B+
Student 9	Male	33	68	75	40	C
Student 10	Male	24	95	93	84	A
Student 11	Female	22	84	93	80	B+
Student 12	Male	25	64	75	95	B+
Student 13	Male	21	79	93	97	A
Student 14	Male	25	70	81	80	C
Student 15	Male	40	82	96	95	B+
Student 16	Male	14	80	85	90	A
Student 17	Male	35	80	90	95	C+
Student 18	Female	27	80	85	90	B+
Student 19	Female	18	90	80	95	A
Student 20	Male	39	75	90	95	A

According to the students' grades and English proficiency, 50% of the students attained the acceptable grade of A and B+, 20% satisfactory grade of B, 30% needs improvement for grade C+ and C. All of the students enrolled in this course gained higher percentage of English proficiency (the cut off score is 50 out of 100). Figure 1 illustrates the bar graphs for the students' final grades.

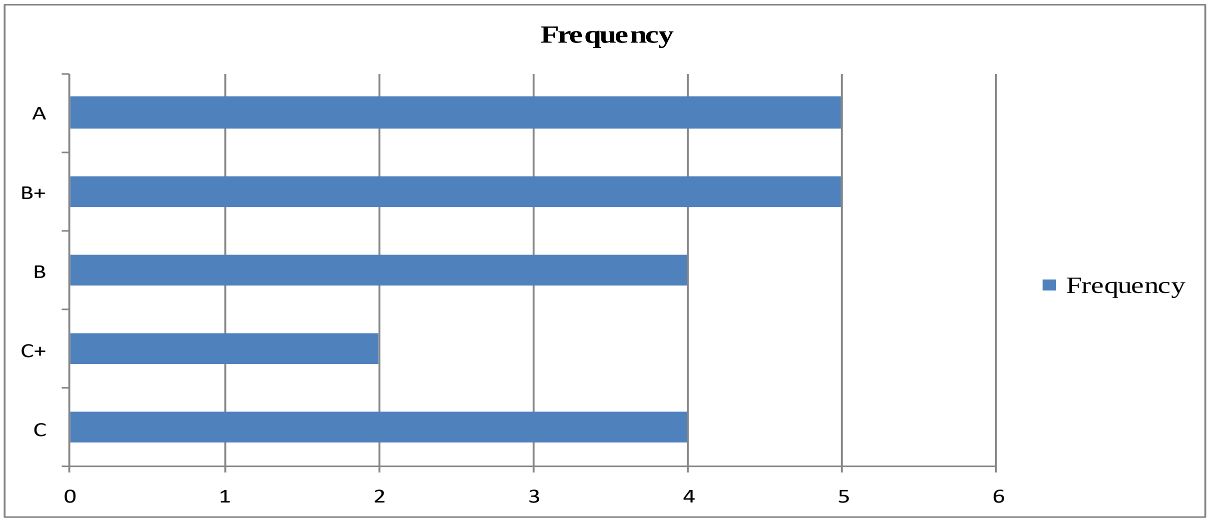

Figure 2 The Students' Final Grades

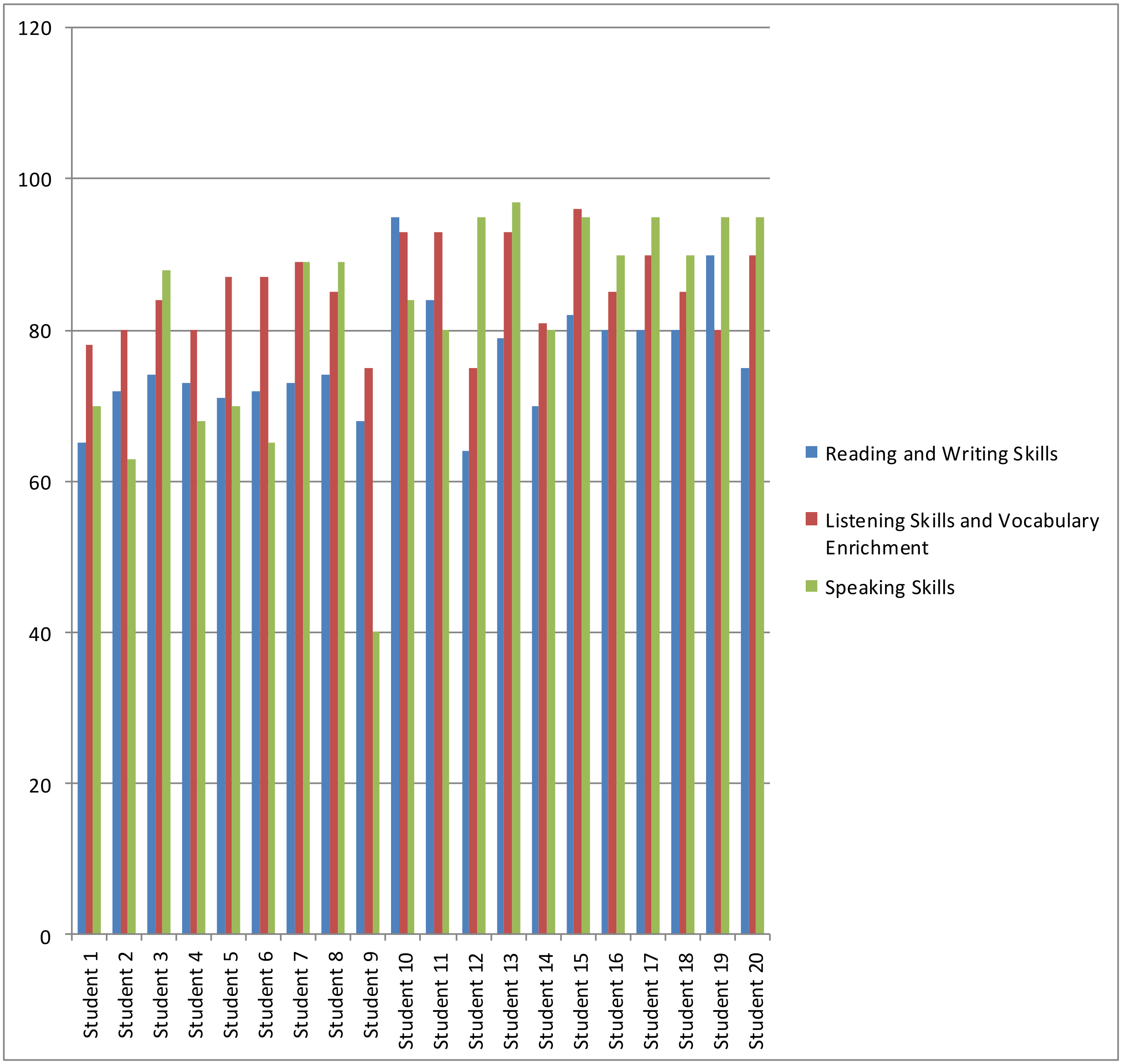

Figure 3 The Students' English Proficiency

The vertical line represents the percentage allotment for the students' communicative skills while the horizontal line represents the number of students.

The second research question was to examine how online discussion-based teaching encourages and engages students to share their willingness and collaboration over the study period.

Table 3 *The Students' Scores for Content Analysis (Content of the message, Grammar Structure, Choice of words, Pronunciation) of their Discussion-Based Online Learning*

Participants	Content of the Message	Grammar Structures	Choice of Words	Fluency/ Pronunciation
Student 1	20	16	16	18
Student 2	15	18	15	15
Student 3	21	24	23	20
Student 4	18	20	15	15
Student 5	20	16	15	15
Student 6	15	15	20	15
Student 7	20	23	22	24
Student 8	22	24	23	20
Student 9	10	10	10	10
Student 10	20	24	24	20
Student 11	20	20	20	20
Student 12	24	23	24	24
Student 13	24	24	24	25
Student 14	20	22	18	20
Student 15	22	24	24	24
Student 16	20	20	21	22
Student 17	23	20	23	23
Student 18	22	22	20	20
Student 19	23	22	22	24
Student 20	20	20	21	22

legend: 23-25 = excellent 20-22 = good 15-19 = satisfactory 1-14 = needs improvement

Rubric: Content of the Message (25 marks) / Grammar Structures (25 marks) /Choice of Words (25 marks/Fluency and Pronunciation (25 marks) = 100 total marks

Table 3 shows that on grammar, students were able to express their ideas and responses fairly well, but made mistakes with their tenses, However, they can be able to correct themselves with the foreign teacher. In pronunciation, students were slightly unclear with the pronunciation at times, but generally were fair. Nevertheless, this did not interfere communication with the teacher. On vocabulary or choice of words, some of the students can be able to use rich, precise and impressive usage of vocabulary words acquired on online teaching.

On the other hand, some students utilized the words learned in an accurate manner for the situation given. Student fairly grasped some of the questions and topics that were being discussed. On the content of the message, the students were satisfactorily lacked background knowledge of the topics that hindered their responses to the questions being asked. As a result, the teacher added more topics to convey the issue and was able to add more information to their responses. Speech was mostly smooth, but with some hesitation and unevenness caused primarily by rephrasing and grouping for words. Table 4 summarizes the students' feedback.

Table 4 *Sample Feedback from the Students*

Student 1: "excited"	Student 11: "excited"
Student 2: "happy"	Student 12: "excited, I never study online speaking before."
Student 3: "excited"	Student 13: "excellent, better than classroom learning"
Student 4: "excited"	Student 14: "exciting"
Student 5: "excited"	Student 15: "exciting, improve self-confidence"
Student 6: "just fine"	Student 16: "It can improve my grammar."
Student 7: "good"	Student 17: "It can enhance my vocabulary words."
Student 8: "excited to talk to you"	Student 18: "This can practice speaking with a foreigner."
Student 9: "excited"	Student 19: "This can improve my speaking abilities."
Student10: "one-on-one speaking is preferable"	Student 20: "This is better for my academic writing for further studies overseas."

Table 4 shows that the students had positive feedback towards the discussion-based online teaching and the level of responses was varied in accordance with the gained insights and to comprehend the responses of the learners. In addition, the findings also detailed each student's reaction "*if the teacher's lesson went well. If the student doesn't seem to understand: or if the student doesn't focus well*; *if the students did not seem to understand: or if the students did not focus well. If a lesson went well, we can describe it and think about why it was successful. If the students did not understand a language point that we introduced, we need to think about what we did and why it may have been unclear. If students were not paying attention to the details, what were they doing, when and why*?" However, without more time spent focusing why things were happening in a face-to-face online learning, teachers jumped to conclusions that instructionalized materials need to be adjusted. Through online teaching, therefore, it implied a more systematic process of collecting, recording and analyzing our thoughts and observations, as well as those of our students, and then going on to making changes. This will yield to teacher and student-centered approach with blended-learning style.

Discussions

According to the findings of the discussion-based online teaching and learning, various aspects both of advantages and disadvantages can be discussed. The online classroom learning is just another learning environment, in some ways similar or different from the traditional classrooms. As we develop the environment, we adjust our teaching methods which are valid indication of online learning. A few more variations for running classroom activities, whether individual work, paired-work and small group, are evidently seen and closely monitored and checked if the tasks have been understood and that the students are doing what the teacher intended them to do. First, if the materials and tasks were well-prepared and the instructions were clear, then the activity could largely run itself. Second, students were allowed to work on the tasks without too much interference. Third, students were able to express their ideas and responses adequately, but often displayed inconsistencies with their sentence structure and tenses. Fourth, students were slightly unclear with pronunciation at times, but generally were fair. Fifth, students were able to use broad vocabulary words, but was lacking, making them repetitive and could not expand on their ideas. Sixth, students were able to comprehend and respond to most of the questions and topics being discussed. Moreover, students presented excellent background knowledge from class topics and were able to add more information in their responses due to the provision of online teaching materials and resources. Finally, speech was effortless and smooth with speed that came close to that of a native speaker if the teacher was keen to know the real problem and find out the way to solve that problem of their English-speaking skills. Although the teachers and students were equally responsible for the English proficiency levels, yet the teachers were more responsible by having the professional knowledge and skills imparted to the learners. By incorporating a constructivist approach to designing and implementing online learning can provide the teacher and student with a variety of learning opportunities achieving the objective of meaningful learning. Figure 1.1 below is a representation of Jonassen's characteristics of meaningful learning (Jonassen et al., p. 3).

The way an online learning environment is designed is largely affected by the teacher's philosophy of understanding of educational learning theories. As educators, it is important we reflect upon the nature of how people learn and consciously utilize educational theory as the foundation to construct meaningful learning experiences in our online classrooms.

Conclusions, Implications and Recommendations

In order to create an online classroom community for students' engagement, collaboration and enhancement of 21st century skills, most students need more international professors to teach English subjects and more activities in the classroom to practice English skills. Thai students need more skills or techniques to acquire highly sophisticated vocabulary to make a sentence in English in order to have adequate words to communicate. Even if the students know how to improve and solve a problem, the important thing for them is to try to speak out a new word and sentence, and do not be shy to speak even if the grammar is wrong. Therefore, learning in discussion-based online teaching helps remove their language barriers and make them feel confident. This corresponds to cognitive engagement as the active process of learning as Bowen (2005) stated that this type of engagement is the most fundamental form of engagement. Student engagement transcends the classroom and affords students the opportunity to become co-creators of their own learning and knowledge development. This was also supported by Fredricks, Blumenfeld, and Paris (2004) who identified cognitive engagement as students engaged in the learning process to "comprehend complex ideas and master difficult skills" (p. 60). In order for meaningful learning to occur the task that students pursue should engage active, constructive, intentional, authentic, and cooperative activities. To be successful in the workplace and in their personal lives, teachers must create a platform to give students a chance to connect with each other and be heard. In addition, the research findings revealed that to deal with and survive in their professional field, the teachers need to grow and bring changes in their behaviors and styles. Rather than testing inert knowledge, teachers should help students to learn to recognize and solve problems, comprehend new phenomena, construct mental models of those phenomena, and given a new situation, set goals and regulate their own learning (learn how to learn). Online education is, therefore, an innovation that the teachers need to mediate for their career development. Afterall, universities and professors have most effect on students, so there should be more activities to practice English and learning from themselves is the best way to succeed in the development of English skills. Faculty perceptions of the impact of administrative factors on their online teaching effectiveness revealed six key considerations: scheduling, course design, multimedia, curriculum, faculty development, and faculty support. Faculty support in this study related to schedule consistency, advance notice of teaching assignments, and feedback/guidance on teaching. Faculty respondents in this study prioritized a consistent schedule and advanced notification of the classes that they teach. As administrators, there are a number of things we can do to meet faculty needs in regard to scheduling such as developing better projections of student enrollment so that schedule projection occurs more efficiently for the future. It is recommended that university administrators focus on the integration of multimedia in the curriculum to ensure that faculty have the necessary tools for effective teaching.

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Teaching Chinese Reading in Primary Thai Schools : The Teacher's Beliefs, Perceptions and Practices

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ABSTRACT

The purposes of this study were to 1) examine the Chinese native teachers' beliefs and perceptions about the reading techniques that could be used, and 2) identify how Chinese native teachers taught primary Thai students to read Chinese. The target group was 40 Chinese native teachers at Huaxing Chinavia Language Institute in Bangkok, Thailand. The research conducted in October, 2020, adopted a mixed method. The questionnaire and semi structure interviews were used to collect data. The 36 filled-out questionnaires were returned. The individual semi-structured interview was made with 8 volunteers. The quantitative data were analyzed with frequencies and percentages, while the semi-structured interview scripts were analyzed and interpreted based on Litchman (2013) 's 3 Cs Content Analysis Technique.The findings on the beliefs and perceptions of the 36 Chinese native teachers teaching Chinese reading, showed that Role-play reading (87.5%), Bottom-up reading (75%), and Story reading (75%) could be used to teach reading. They were aware that happy class atmosphere was very important. The teachers taught their classes with different activities, watching videos (100%), words cards (87.5%), and story books (87.5%). It was recommended that the teachers be trained with updated teaching theories and reading techniques as well as classroom research to improve their teaching.

KEYWORDS: Teaching Chinese, Reading techniques, Primary Thai Schools

Introduction

Currently, the Ministry of Education of Thailand has decided to offer Chinese courses in all primary and secondary schools (Office of the Education Council Ministry of Education Thailand, 2017). Therefore, as the number of Chinese students was increasing, more problems or challenges of how to best teach Chinese reading to Thai students who study Chinese as a Foreign Language have emerged (Masuntisuk, 2013). The problems faced by the Chinese language teachers in teaching non-native students are often on their teaching beliefs, styles, pedagogy and classroom management strategies besides personal skills such as communication and cross cultural understanding (Xui, 2012; Liao et al, 2017).

When language learning is discussed, many experts often say that parts of a language are often listening, speaking, reading and writing, while grammar and vocabulary are the key to learning a language well (Pinter, 2006; Darancik, 2018). Ideally, students must be taught to learn all these core skills in integrated manners. However, traditionally, reading and writing were two key skills for students for their students (Kim, 2017). To learn a foreign language, for many people, reading seems to be the easiest skill because reading and listening are receptive skills in which decoding skill is necessary. For reading, a learner is allowed time to go over the text unlike listening (Martin, 2010).

Reading is a lifelong skill to be used both at school and throughout life (Williams, Hedrick and Tuscklnski, 2008). Reading is also a language skill that is the foundation of academic achievement (Dwiastuty and Sulhan, 2018). In today's world, individuals need to learn how to be lifelong learners. Reading is the key to having a better and fulfilling life because it develops personal growth, shapes the thinking process and enhances critical thinking skill (Chotitham and Wongwanich, 2014).

This study aimed at exploring how Chinese reading was taught by Chinese native teachers. The target population of this research was Chinese native teachers. Based on the theory of second language acquisition, students do not learn the mother tongue in the same way as they do the second on the foreign language (Vygotsky, 1962; Yadav, 2014). Thus, it is worth knowing how the native Chinese teachers coped with challenges, what reading theories they relied on most and which techniques the teachers used in teaching Thai students. How Chinese was taught was a challenge for Thai students because Thai, their mother tongue, is different from Chinese, especially in terms of the visual appearance. The findings from this study would be useful for the field of Chinese language teaching and learning, especially in the area of teacher training so that the Chinese native teachers could be best prepared for their jobs

Research Objectives

1) To study the Chinese native teachers' beliefs and perceptions about the reading techniques that could be used

2) To identify how Chinese native teachers taught Thai students to read Chinese

Scope of Study

Population

This study was conducted at Huaxing Chinavia Language Institute in Bangkok Thailand, whose main responsibility was to supply native Chinese teachers to primary schools in Bangkok and nearby provinces. The data collection process started from October 1^{st}. to October 30^{th}. The population of research were 40 Chinese native teachers teaching Chinese in Thailand, who taught in primary schools in Bangkok but the data were from 36 returned questionnaire.

Conceptual Framework of the Study

The following figure shows the framework of the study:

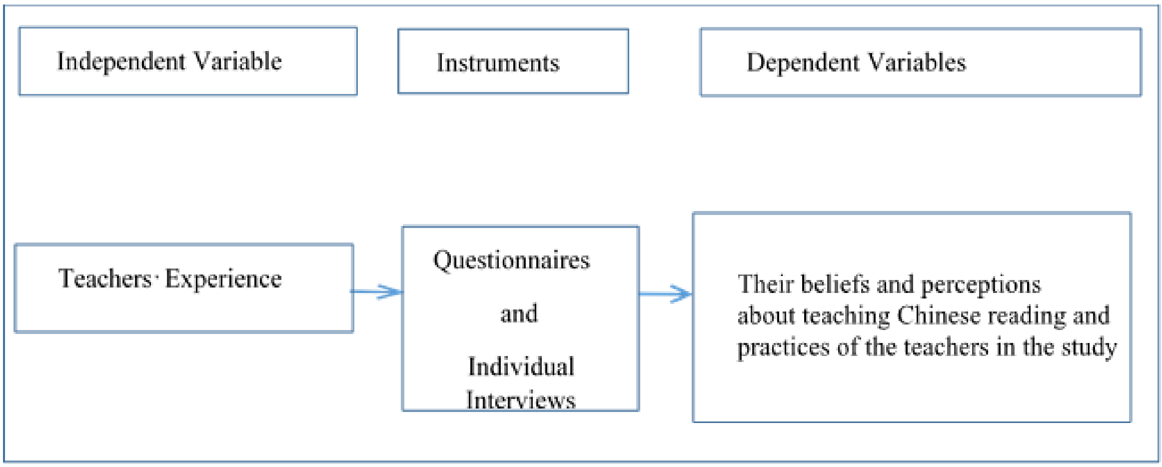

Figure 1: Conceptual Framework of the Study

Literature Review

The literature review covers two major keywords of the study. They are: 1) the Reading Techniques, and 2) the Reading Theories. It also discusses some related researches which revealed what reading techniques could be used to enhance Chinese reading achievement.

1.Reading Techniques

For most teachers, teaching reading techniques play a key role in the process of reading comprehension but most readers may have their reading strategies to tackle the texts read. In language teaching, some experts define 'approaches', 'techniques' and 'methods' in different ways, while others use them interchangeably. For example, Larsen-Freemen (2000) presents 'The Grammar-Translation Method', 'The Direct Method' and 'The Audio-Lingual Method, while Scrivener (2005) uses the word 'Method' for the notion of 'ways to teach' but keep 'Approach' to describe the broader areas such as 'Person-centered Approaches' and 'Lexical Approaches' In this study, 'techniques' were what the teachers used in delivering their lessons and 'theories' were the concepts of teaching that the teachers depended on to prepare the lessons.

Experts in the field have suggested a large number of reading techniques. For example, Kennedy and Chinokul (2020) conducted a study examining "the Effect of the Scaffolded Reading Experience using a Graphic Novel on the English Reading Comprehension and Reading Motivation of Thai EFL students." Another study by Liengtrakulchar and Prasarsaph (2020) was on "the Effects of Using Storyline Method an English Reading Comprehension Skills of 12th Grade Students."

Certainly, these are more reading techniques in use in teaching a foreign Language. This study proposed 8 reading techniques. They were Bottom-up techniques, Top-down techniques, Pre-reading techniques, During-reading techniques, Post-reading techniques, Skimming, Scanning and Predicting reading techniques (Dildora & Miravaz, 2020). because the Chinese teachers in the study had been trained in using these techniques and these techniques were mainly used in class.

Top-down and Bottom-Up Techniques

According to a number of researchers (Sornoza Tituana &Alvarez Caballero, 2017; Van Cahn, 2020 and Yamaguchi, 2020), Bottom-up is one of the teaching and learning reading techniques. This technique typically puts its emphasis on text-based features. The reader starts by reading words, phrases, sentences, and the longer text that often emphasize text-based features. It shows signs of a lower-level reading process. Teachers preferring using this technique believe that the small units form the whole

Reading begins with the smallest elements

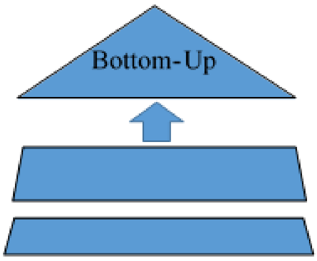

Figure 2: Illustration of the Bottom-up Technique

Suraprajit (2019) points out that the top-down reading technique not only extracts meaning from the text, but also connects the information in the text with the knowledge gained by the reader in the reading process. Reading is a dialogue between the reader and the text. It is an active cognitive process. The reader's background knowledge plays a vital role in the creation of meaning. For this technique, the teacher places importance in understanding the gist and the supporting details

Reading begins with the reader's background knowledge

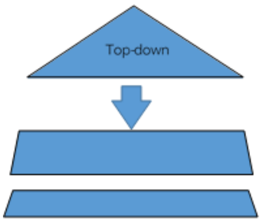

Figure 3: Illustration of the Top-down Technique

Reading Activities

Pre-reading activities are instructional activities carried out before students conduct the real reading activities. Pre-reading activities activate students' background knowledge as well as make students understand the goal of reading, learning activities and students' interest in learning (Aziz, Mustafa & Amalia, 2017).

Activities during the reading phase include taking notes, reacting, predicting, selecting important information, questioning the author' s position, evaluating and incorporating the text into one's own experience. Since dictionaries, texts, and teachers are often the primary concerns in reading classes, these processes can be most complex in a classroom setting. In order to encourage students to read actively, teachers usually suggest that students practice the following techniques during the reading (Nikolova, Jainta, Blythe & Liversedge, 2016).

Post-reading techniques activities are essentially determined by the purpose of reading and the type of information extracted from the text. The effects of post-reading word-focused activities on vocabulary acquisition and the extent to which the effects are mediated by learners' working memory (Yang, Shintani, Li & Zhang, 2017).

According to Wahyuningsih (2018), skimming is high-speed reading that can help you save time and get through lots of material quickly. The purpose is to get the "Gist", a major point of information of the text. Gulo (2020) also points out the importance of understanding the whole text.

Scanning means reading slowly and carefully to pick out certain key words or phrases. It allows readers to pick out specific information from a text. It does not mean reading word by word: it means reading carefully. Scanning technique is most useful for picking out the key learning points that can be extracted from the reading text (Wahyuningsih, 2018; Yepez Flores, 2020).

Prediction is fundamental to comprehension. According to Martin et al. (2020), predicting is the strategy most relied upon as one begins reading. The benefit of this technique is it can prepare the reader's mind to absorb, interpret, check, and confirm information. Studies have shown that good readers are mentally prepared to read a text; they have certain expectations that they confirm, reject, or refine as they read.

This study also investigated the techniques used by the teachers, who filled out the questionnaires.

2. Reading Theories

In this study, six common reading theories were studied as follows: The Bottom-up theory, the Top-down theory, the Schema theory, the Vocabulary theory, the Reader-response theory and the Role-play theory.

2.1 The Bottom-up Theory

According to Nunan (2003), 'Bottom- up reading theory' means "students start with the components: words, grammar and sentences." The bottom-up is the basis of the text. This means that the reader relies on language in the message, combinations of sounds, meaningful words, and grammar. The reader processes information from the most basic or smallest parts of the language such as sounds to the larger parts such as words, phrases, clauses, and sentences.

The bottom-up approach to reading was influenced by behaviorist psychology of the 1950s, which held that learning was based on habit formation and brought about by repeated connections between stimuli and responses (Suraprajit, 2019).

2.2 The Top-down Reading Theory

In the top-down reading model, the emphasis is placed on a student' engagement with the text. It is not enough to get students to simply know the word they see, understand its general meaning and know how to pronounce it if reading aloud. The goal of the top-down reading theory is to get students to become active readers (Oliver & Young, 2016). On the other hand, the top-down theory of reading is designed to teach children to read using the theory that it is the brain of the reader and not the words on the page that make sense of what is written (Suraprajit, 2019).

2.3 The Schema Theory

The Schema theory explains how readers use prior knowledge to understand and learn texts (Bilqis, 2017). Schema is a significant concept that needs to be understood since it has been found the basis for cognition and information processing originates from it (Campos Serrano, 2019). "Schema is an active organization of past reactions, or experiences, which must always be supposed to be operating in any well-adapted organic response". In other words, the function of schema is to provide experience and prior knowledge through the representation of concepts of an individual. The more concepts one has about the world, the better understanding the reader can make out of the text.

2.4 The Vocabulary Theory

As one of the knowledge fields in language, vocabulary plays an important role in language acquisition. Hiebert, Goodwin and Cervett (2018) analyze that vocabulary development is an important aspect of language development for learners. The more words one know, the better understanding one can have about the reading text. However, everybody knows that words have shades of meaning. This has been the reason for rising interest for researches on vocabulary.

2.5 The Reader's Response Theory

Richards and Lockhart (1994) observe that each reading activity is a unique experience in which the reader is involved in ethical, intellectual, social and aesthetic terms as a whole. Reading is an act which is actualized in the form of a "transaction" between the text and the reader, so it is very important for readers to read texts using the read- response theory.

2.6. The Role-play Theory

Role-play theory has a lot of promoting effects on Chinese reading: enthusiasm of learning, development of intelligence, learning of Chinese pinyin, improving reading ability and increasing vocabulary

(Sun, 2018). When learners adopt roles in learning a language, they will learn how to perform in various situations with appropriate language. It is a way to learn a target language in real situations.

Researches by Swardiana (2014) and Suraprajit (2019) state the influence of teachers' beliefs student learning achievement in foreign languages. The first study was how to improve students' reading comprehension using Directed Reading Thinking. Her study illustrated a classroom action research in English class using Directed Reading Thinking Activity. confirming that reading can be improved by refining students' reading skills and comprehension. The second study investigated the differences between the Bottom-up and the Top-down model and the perception of reading strategies among Thai university students. The results of the study suggest that both Top-down and Bottom-up strategies be employed in all stages including Pre-reading, While-reading, and Post-reading. However, Top-down strategies were mostly used by in academic and business reading. The findings of this study provided some insight into the use of reading strategies among Thai university students. It implies that they seem to frequently use reading strategies before they read a text.

To conclude, there are several theories of reading leading to a number of teaching techniques or methods for the teachers to select for their own teaching. Thus, it can be said that the teachers' beliefs that certain ways of teaching are good can be trusted and perceptions (ideas and thoughts about what they are like) have great influence on the choice of reading theories and techniques.

Research Methodology

This study used the mixed methods approach. The survey questionnaires were filled out by a group of 36 respondents. They were young Chinese native teachers, and this group of teachers did not have lots of experience in teaching. They only had a workshop for 3 months to prepare for teaching in Thailand. Then, semi-structured interviews were organized to collect qualitative data from eight volunteering interviewees.

Three experts were invited to validate each instrument. After a score of 0.95 was obtained from the IOC activity, a pilot-test was conducted with a convenience sample of 30 participants from another group at Chinese native teachers who were teaching in Thailand. The Cronbach's alpha (α) score of the questionnaire was 0.965

Data Collection

The quantitative data collection was conducted in October 2020, and it was carried out in two weeks on the Online questionnaire consisting of 45 items in 3 parts. 36 Chinese teachers in Thai primary schools from Huaxing Chinavia Language Instituted participated in an Online questionnaire survey.

Qualitative data was collected from 8 Chinese native teachers who volunteered in Online individual interviews. The researchers maintained interview guidelines throughout for ethical observation. Each interview lasted 30 minutes.

Data Analysis

Quantitative data analysis used frequencies and percentages to analyze the demographic characteristics of the questionnaire respondents and to determine the teachers' teaching beliefs in teaching and their preferred teaching techniques.

The qualitative interview data collected from the Chinese native teachers were analyzed by using the three Cs coding system: Coding, Categorizing and Concept. It is the process of selecting the central or category, systematically relating to other categories, validating those relationships and filling in categories that need further refinement and development" (Lichtman, 2013).

Findings

The findings were reported based on the two instruments: 1) the questionnaire; and 2) the semi- structured interview.

Part 1 of the questionnaire revealed that this group of teachers were between 25-30 years old. They had an average level of Mandarin. The majority of the teachers were master's degree holders. Tables 1, 2, 3 show the frequencies and percentages from the highest to the lowest of the items in Part 2 (The Teachers' Beliefs in Teaching Reading), Part 3 (The Commonly Used Techniques) and one Open-ended Question of the questionnaire.

Table 1: Part 2 The Teachers' Beliefs in Teaching Chinese Reading

No.	The Teachers' Beliefs	Frequencies	Percentages
14	Teachers should stimulate students' interest in exploring new words in reading.	35	97.2
11	Activities such as role plays, singing and dancing help students to understand the reading texts.	34	94.4
12	Students should be encouraged to use their imagination while reading.	34	94.4
13	The teacher should encourage the students to guess the new words in order to better grasp the texts.	34	94.4
15	Teachers should guide students' reading passion according to knowing Chinese cultural background.	34	94.4
7	The teacher should explain the new words before reading the article.	29	80.6
1	Students should be taught to memorize vocabulary.	28	77.8
2	Students should be taught to read the main sentences.	28	77.8
6	Teachers should teach students to catch the keyword in reading Chinese.	28	77.8

Table 1: Part 2 The Teachers' Beliefs in Teaching Chinese Reading (Cont.)

No.	The Teachers' Beliefs	Frequencies	Percentages
8	Teachers should let students read by themselves.	28	77.8
4	Reading aloud is also good way to learn Chinese reading.	26	72.2
5	Teachers should read with the students word by word.	26	72.2
10	Teachers should teach students to know the meaning of the texts.	25	69.4
9	Teachers should focus on grammar in the reading texts.	23	63.9
3	Students learning a foreign language should be taught differently from when they learn the mother tongue.	23	63.9

Based on the findings of Table 1 (Items 1-15), it is clear that a strong majority of the teachers believed that vocabulary knowledge was very important (Items 14,13, 7, 1, 6). This group of teachers were aware that the teachers must groom passion for reading in their students and students should be allowed to use their imagination. They were interested in using role-play activities, singing and dancing (Items 15. 12, 11). The frequencies in Items 3, 9 and 10 show that some of the teachers (only a little over 60% of the group) were aware that native students and non-native students should be taught differently and maybe grammar teaching is not ideal for teaching reading. The teachers showed that they had got some good ideas but they were still pulled towards the traditional way of teaching Chinese reading such as vocabulary memorization and reading the words in the sentences for meaning.

For Part 3, the questionnaire respondents were asked to express their preferences for the eight common reading techniques each of which has four indicators: 1) I use this technique in my classroom 2) I feel comfortable using bottom-up in my classroom 3) I integrate bottom-up in my activities, and 4) I believe that if students use this techniques, they will improve their reading skill

Table 2: Part 3 The Commonly Used Reading Techniques

No.	Reading Techniques	Frequencies	Percentages
1	Bottom-up technique	35	97.2
6	Scanning	34	94.4
4	During reading technique	32	88.9
5	Post- reading technique	32	88.9
3	Pre-reading technique	28	77.8
8	Predicting reading technique	26	72.2
7	Skimming	25	69.4
2	Top-down technique	23	63.9

Based on the findings of Table 2 of the questionnaire: It was found that most teachers preferred the Bottom-up technique (97.2%). The following top three techniques this group chose were scanning (94.4%), during reading technique (88.9%) and Post-reading technique (88.9%). It is also obvious that fewer teachers preferred to use skimming (69.4%) and Top-down technique (63.9%).

Table 3: Part 3 The Teachers' Perceptions of Other Teaching Techniques

Reading Techniques	Frequencies	Percentages
Role-play teaching reading technique	6	17
Story teaching reading technique	6	17
Bottom-up reading technique	5	14
Game reading technique	4	11
Interactive reading technique	4	11
Situational teaching reading technique	4	11
Schema reading technique	4	11
Flipping class reading technique	3	8

Through frequency count, although not all questionnaire respondents gave the answer to this question, the top three choices were 1) Role-play teaching technique, 2) Story teaching technique and 3) Bottom-up teaching technique.

The findings from the semi-structured interviews are shown in Figures 4, 5 and 6 The teachers' responses were coded and the following four themes emerged: 1) Beliefs of the Teachers, 2) Theories of Reading Techniques, and 3) Teaching techniques.

As for beliefs that influenced the teachers' teaching, the teachers' responses demonstrated that they were sensible and reasonable although they did not have many years of experience and still green in the teaching career. They were aware that lively and happy classroom atmosphere was the most important factor conducive for student learning.

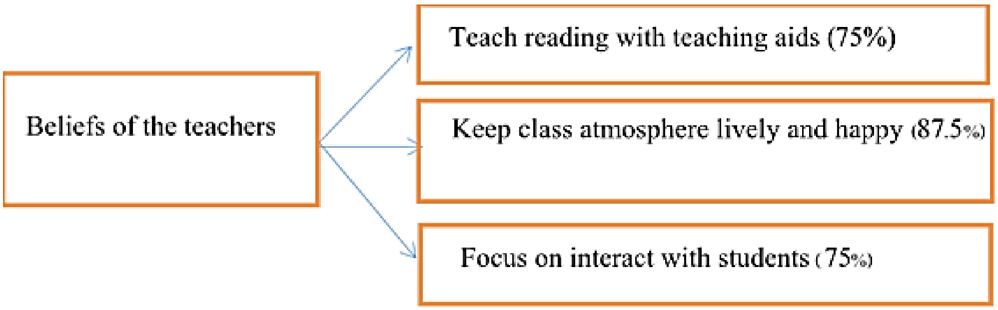

Figure 4: Beliefs of the Teachers

According to the responses of eight interviewees, teachers found that they preferred to teach reading by keeping the class atmosphere lively and happy. For the interviewees, interacting with students was necessary and thus teaching by using teaching aids was helpful.

The following figure shows the Reading Techniques the teachers used.

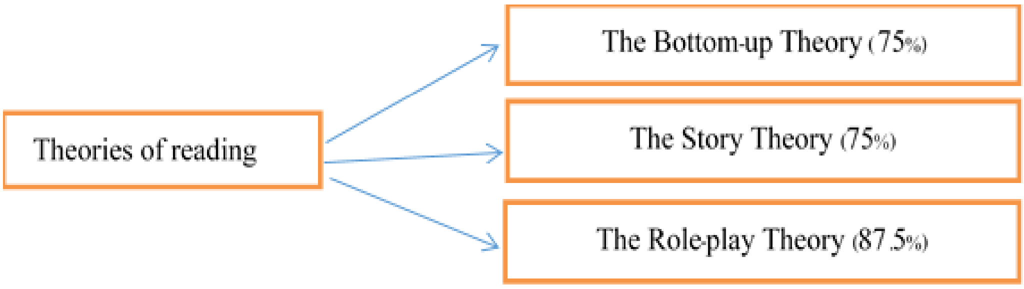

Figure 5: Theories of Reading

The responses of eight interviewees point out that the teachers believed that the Role-play Theory, followed by the Bottom-up Theory and the Story Theory could benefit students.

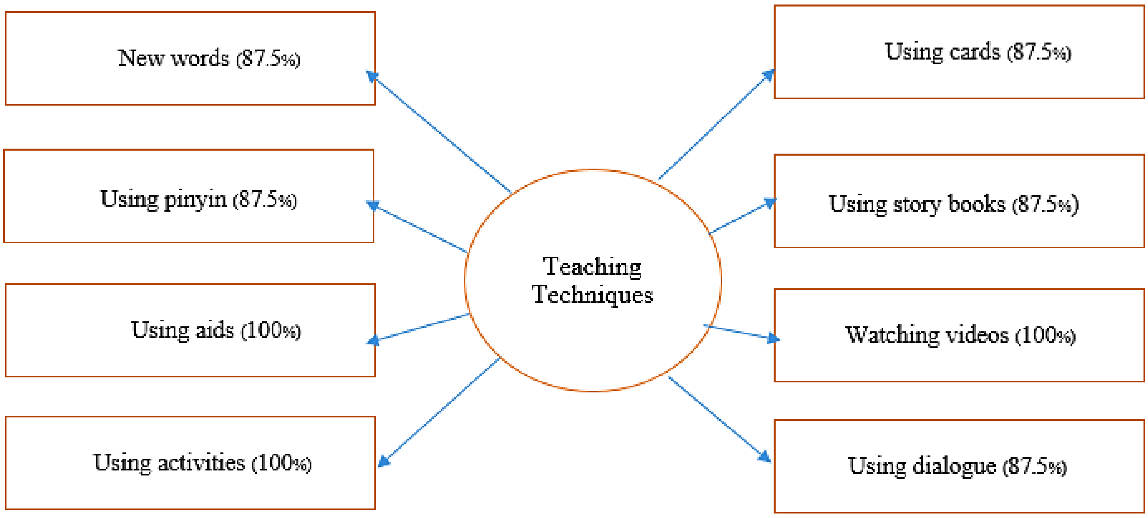

Figure 6: Teaching Techniques

The responses of eight interviewees indicated that they preferred to use aids, videos, and activities when teaching reading. However, they also taught by using some new words, cards, story books and pinyin.

Discussion

Based on the findings, the teachers realized that student learning could be enhanced if the lessons were fun and relaxing. They preferred the Role-play theory most. The second theory that most teachers practiced was the Bottom-up theory. This is in line with the reading theories and the researches in the field of reading ((Sornoza Tituana &Alvarez Caballero, 2017; Van Cahn, 2020 and Yamaguchi, 2020). However, they also placed great emphasis on vocabulary teaching. If they handled it well to attract the attention of the students, it would be helpful. As a group of teachers with one or two years' teaching experience, they had the right perceptions and beliefs about foreign language teaching. Their practices were also based the theoretical framework of teaching Chinese reading.

However, three issues have emerged. The first issue was the beliefs and perceptions of the teachers. Teachers were found to be one of the key factors for student learning achievement (Swardiana, 2014; Suraprajit, 2019). That means this group of teachers were young and could be further developed. More training would help shape proper teaching beliefs and perceptions and the field of teaching and learning Chinese would have more qualified teachers. Earlier, they may have been taught and trained using the techniques they were familiar with and they were not experienced enough to explore other complex techniques. That's why the teaching techniques used by this group of teachers were not diverse. More training on updated techniques and teaching theories may have to be given from time to time to achieve the teachers' teaching experience. Berliner (1994), cited in Andrews (2007:120) proposed the five stage models of teachers' development: Stage 1: Novice level (1st year teachers), Stage 2: Advanced beginning level (2nd year and 3rd year teachers), Stage 3: Competent level (3rd year and 4th year teachers and more experienced teachers) Stage 4: Proficient level (5th year teachers), Stage 5: Expert level (after at least 5 years). This means no one teacher can stop his or her learning and teaching experience is accumulated over time.

The second issue was the teachers' preference for the Bottom-up Approach. This is not wrong but these theories would seem to offer traditional ways of teaching reading if the lessons were not planned well. The Bottom-up Approach is oriented towards offering more teacher-directed teaching and may not sufficiently stimulate student learning. Grabbe and Stroller (2019) present the opposite point of view stating that the critical factor in teaching L2 reading is to help students understand that different tasks and different activities involve differing demand on comprehension. There have been other researchers who see that other theories may also be effective (Oliver & Young, 2016; Suraprajit, 2016; Campos Serrano, 2019; Hiebert, Goodwin and Cervett, 2018).

The third issue is the teachers should be encouraged to look for teaching techniques that lead to happy learning. One way is they should be supported in doing classroom-based research of the techniques of their choice. Examples of the attempts are studies conducted by Kennedy and Chinokul (2020) and Liengtrakulchar & Prasarsaph (2020).

Recommendations

For researchers who want to investigate teaching Chinese reading in Thailand, future research can focus on how Chinese native teachers teach Chinese reading to high school and college students to find out the teaching techniques that are most appropriate to them.

Other researchers are advised to conduct a similar study on a large scale, for example, including all the Chinese teachers of teaching reading in Thailand, native or non-native Chinese teachers.

Besides, it may be worth exploring further what happens in the classroom by studying how the three major approaches: Bottom-up reading technique, Role-play reading technique and Story reading technique are used in teaching Chinese reading. The findings from this study will contribute to the knowledge about the field of teaching Chinese reading

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Paternal Leadership and Its Impact on Employees' Job Satisfaction in the Chinese Differential Mode of Association

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ABSTRACT

"Family culture" and "Guanxi circle" are two major features of Chinese traditional culture. Family culture penetrates the leadership process and forms paternal leadership which is rather common in China. Guanxi circle is a common Chinese structural phenomenon in the differential mode of association. It is China's social structure under the deep Confucianism and affects organizational structure and behavior. The objectives of this study were to explore how paternal leadership influences job satisfaction in the Chinese context and the mediating role of Employee Guanxi. The researcher analyzed the direct effects of paternal leadership on job satisfaction from three sub-dimensions, including authoritarianism, benevolence, and morality of the paternal leadership on job satisfaction and further tested whether paternal leadership affected employees' job satisfaction on Employee Guanxi.This study findings confirmed that benevolent leadership and moral leadership had positive effects on extrinsic satisfaction of Employee Guanxi which further influenced positive job satisfaction, while authoritarian leadership had negative effects on employees' intrinsic satisfaction and no significant effect on Employee Guanxi. On the basis of the findings, the leaders were suggested to pay more attention to employee guanxi culture and adjust their leadership styles appropriately, showing more benevolence, great morality, and less authoritarianism according to the development stages of the organization.

KEYWORDS: Paternal Leadership, Job Satisfaction, Differential Mode of Association, Employee Guanxi

Introduction

With economic globalization and informatization, how can companies stay ahead in the long run, to face increasing competition and changing market? It is not enough to rely solely on the improvement of hardware such as technological progress, production growth, and cost reduction. The factor of human beings must be taken into consideration. Enterprises with high degrees of employee job satisfaction tend to show higher profitability and productivity (Sarwar, et al., 2015). Therefore, job satisfaction has long been a key concern topic regardless of locations, scales, or nature of the business. Job satisfaction can be influenced by a variety of factors including personal factors, the nature of jobs, and the working environment. Leadership style, as one of the core features of the working environment, plays an important role in motivating employees and reducing turnover intention.

Various researchers (Bhatti et al., 2012; Khajeh, 2018; Liu et al., 2013; Saleem, 2015) had explored the association between leadership styles and employee job satisfaction. Most of them were about the impacts of transformational leadership style and transactional leadership style under western leadership theory, and little was done in the context of Chinese culture. The flourish of western leadership theories promotes the development of Chinese leadership theory. Due to the differences of cultural values, the application of western leadership theories in China is like wearing shoes that don't fit the individual at all (Cheng et al. 2000).

Family culture is the foundation of Chinese culture deeply rooted in Confucianism, emphasizing the authority, care, and kindness of elders to younger children, and the noble virtue of elders as role models. Family culture is penetrating every aspect of our life that leads to this unique "paternalistic leadership" in various organizations, which has led the Chinese economy to great success over the past three decades. The differential mode of association is another important feature of Chinese culture. Guanxi circle is a common Chinese structural phenomenon in the differential mode of association, and leaders apply different rules of social exchange to the core and peripheral members respectively. "Guanxi" is translated as "relationship" in English, it does express the relationship between one and another, but more importantly it means the social networks and connections which can be used as resources to facilitate business. Paternalistic leadership in the differential mode of association is the result of the Chinese context (Yu & Chen, 2013). Therefore, this paper is necessary to study the mechanism of leadership styles that influences job satisfaction in Chinese context.

This paper analyzes the direct effects of three dimensions including authoritarianism, benevolence, and morality of the paternal leadership on job satisfaction. On this basis, the paper further tests whether paternalistic leaders affect employee job satisfaction through Employee Guanxi. Taking job satisfaction as the foothold, this paper tries to find out ways to improve employee job satisfaction in the Chinese context, which is of significant reference to Chinese leadership practices.

Paternalistic Leadership in The Differential Mode of Association

The Definition of Paternal Leadership

Paternal leadership as a native leadership theory in China, is characterized by showing fatherly benevolence and authority and acting as a selfless model of morality in the atmosphere of "Rule by Man" (Farh & Cheng, 2000). With a rapid economic rise in China, many scholars both at home and abroad begin to pay attention to Chinese leadership practice, and research on the localized leadership theories. Some scholars notice that there are significant differences between Chinese and western leaders and summarize the typical Chinese characteristics, such as Silin (1976), Redding (1990), and Westwood (1997), whose research results advance the theory of paternal leadership. Taiwan scholar Cheng proposed a dualistic theory of paternalistic leadership in 1995. Then Farh & Cheng (2000) put forward the ternary mode comprising of authoritarianism, benevolence, and morality which are deeply rooted in traditional culture of Confucianism and Legalism. Cheng et al. (2000) continue to construct the ternary model of paternal leadership that comprised of benevolent leadership, moral leadership, and authoritarian leadership, and develop a Paternal Leadership Scale (PLS) with high validity: the benevolent leadership which includes individual care, understanding and tolerance, moral leadership covers integrity and due diligence, without taking advantage, and selfless model; and authoritarian leadership covers "obedience," "authoritarianism," "concealment," "severe," and "teaching."

Evidence supports that paternal leadership has higher validity than western leadership theory in Chinese situations, and can predict and explain at the individual and organizational levels (Ren et al., 2012). A series of studies are conducted to identify the effectiveness of the three dimensions of paternal leadership and the impacts on both the staff and organization that including employee job satisfaction, productivity, turnover intention, perception of differential atmosphere, and so on (Yu & Chen, 2013; Liu et al., 2013; Liu et al., 2014; Zhang et al., 2018).

The Differential Mode of Association

The differential mode of association is another major feature of Chinese culture; it is translated into English by the sociological term in Chinese "Cha xu ge ju". The famous concept has been put forward by China's sociologist Fei in his classic book "From the Soil -The Foundations of Chinese Society" in 1948. It means that people are separated into various grades and ranks in China and different approaches are taken according to mutual "guanxi" referring to connections, relationships, and social networks. Chinese people survive and develop in maintaining the differential mode of association and following the rules of "guanxi" that the pattern requires, and people also have a clear expectation of others' behavior according to this set of rules. Cheng(2006) indicates that to understand the behavior of Chinese organizations, researchers shall start from the context of the differential mode of association. Ma (2007) declares that although the Chinese economic and basic political system has dramatically changed during the past decades, the differential mode of association is still applicable to current society.

Subsequently, many scholars have studied the connotation and extension of differential mode of association. Hwang (1987) points out the Chinese mode of face and favor emphasizing that resource allocation in China is often determined by "guanxi", and the dynamics of guanxi consist of favor and face. "Guanxi" is translated as relationship in English, but its conception is a much richer meaning about connections and networks. Face in China means the perceived feeling of honor, dignity, self-esteem, and prestige which relates to social status. Hwang (1987) mentions that favor in China which points to the sense of obligation and indebtedness in the process of human social interaction. The following example illustrates the relationship between Guanxi, face, and favor: Mr. A is late, he should be fined ¥200 according to the rules. The manager Mr. B is in good Guanxi with Mr. A, so he gives a face to Mr. A and exempts the punishment. Then Mr. A owes Mr. B a favor and has to return the favor next time. According to Chan & Chan (1998) concludes that differential Guanxi is constructed of three dimensions including ethics, emotions, and interests. Luo & Cheng (2015) discovers that Chinese leaders categorize the Guanxi circle into core and peripheral members and apply different rules of social exchange to them. Therefore, Cheng (2018) emphasizes the mainstream of Chinese native culture is Guanxi.

Wang & Luo (2012) indicates that guanxi plays an important role in Chinese organizations: Leaders place a high trust on in-group members and a low trust on out-group members; leaders often ask for advice from in-group members based on individual decisions, reach consensus in the interaction with in-group members; Guanxi is usually more effective than rules except that the rules must be complied with, and plays a great role in promotion though personal performance and abilities are the objective factors. This complex relationship between employees and leaders, employees and co-workers is called “Employee Guanxi”. Alwaheeb & Liao (2016) states that Employee Guanxi which is found positively related to job satisfaction and negatively related to turnover intentions, and Liu et al. (2013) explains that Employee guanxi can play a mediating role between leadership styles and job satisfaction.

Paternal Leadership in Differential Mode of Association

Lv (2015) states that the dimensions of paternal leadership are not universal and only when placed in the differential mode of association they can be correct. So this study tries to connect the above two major features to discuss leadership practices in the Chinese context. Paternalistic leadership in Chinese differential mode of association has the following characteristics.

Firstly, Guanxi circles and different rules of social exchange exist. Luo & Cheng (2015) indicate that Chinese leaders categorize employees into core and peripheral members and apply different rules of social exchange to them. Luo (2012) explains the criterion of employee classification is guanxi, loyalty, and talent, which are based on consanguinity and geography, instead of perceived similarity such as gender, religious belief, lifestyle, race, and other personal characteristics which are criteria in LMX theory (Graen et al., 1982). Leaders treat employees differently placing high trust in core members and low trust in peripheral members.

Secondly, leaders are the center of the whole organization. The leaders possess fatherly benevolence and authority and act as a moral model of employees, and deal with employees using the way to manage family members. The decision-making process is also dominated by leaders, which is different from American individual decision making or Japanese group decision making, Chinese leaders usually ask for advice from core members based on individual decisions, achieve consensus in the interaction with core members, and then make decisions.

Thirdly, great importance is attached to “guanxi”, face and favor. Both leaders and employees criticize delicately and never point out others’ errors in public. Respecting and valuing employees is a far more lasting and effective way to motivate them than material incentives. Besides, Wang (2012) states that “guanxi” is usually more effective than rules except that the rules must be complied with and plays a great role in promotion though personal performance and abilities are the objective factors of promotion.

Therefore, paternal leaders should pay attention to guanxi building in the workplace, emphasizing that the relationship between leaders and employees is not just a simple relationship of economic exchange, but a complex exchange relationship intertwined with emotions such as benevolence, authority, and morality. This complex relationship between employees and leaders, also between employees and organization which is called “Employee Guanxi”. The following part will study the mediating role of Employee Guanxi between leadership styles and job satisfaction.

Job Satisfaction

Job satisfaction is the key concern and foothold of this article. The concept is firstly mentioned by Hoppock (1935). It is considered that job satisfaction refers to the satisfaction of the environmental factors in psychological and physiological aspects of the staff and the influencing factors consist of fatigue, monotony, working styles, and leadership styles. Herzberg (1959) points out the double-factor theory (hygiene factor and motivation factor) and claims that job satisfaction is mainly influenced by the physical environment, social factors, and personal factors. Weiss et al. (1967) develop the Minnesota Satisfaction Questionnaire (MSQ) comprised of 20 items (achievement, supervision-human relations, social status, working conditions, company policies, etc.), dividing job satisfaction into intrinsic satisfaction and extrinsic satisfaction. Intrinsic satisfaction mainly refers to the sense of accomplishment that the job itself can provide employees to use their abilities and show their talents. Extrinsic satisfaction mainly refers to the ways about supervisors treat subordinates, remuneration, working conditions, and interpersonal relationships at the workplace which is not the satisfaction brought by the job itself. Smith et al. (1969) develop the Job Descriptive Index (JDI) to judge job satisfaction from five aspects including co-workers, the work itself, payment, opportunities for promotion, and supervision; Spector (1985) develops "Job Satisfaction Survey" (JSS) which comprises of 36 items to evaluate the job satisfaction from nine dimensions: payment, promotion, supervision, fringe benefits, contingent rewards, operating procedures, coworkers, nature of work, and communication.

Leadership styles which are referring to the patterns of leaders' behavior, is one of the important influencing factors. Various researchers have examined the association between leadership styles and employees' job satisfaction, the conclusions are verified by some empirical studies (Voon et al., 2011; Bhatti et al., 2012; Liu et al., 2013; Saleem, 2015; Bektaş, 2017). However, most of them are about the impacts of the transformational leadership style and transactional leadership style, aiming to find which leadership styles are more effective under the western situation. This article aims to study the impacts of paternal leadership on job satisfaction in the Chinese differential mode of association.

How does Paternal Leadership Affect Employee Job Satisfaction

The Influence Mechanism of Paternal Leadership on Employee Job Satisfaction

Through the previous analysis, the researcher has learned the concept of paternal leadership, employee guanxi, and job satisfaction. This part aims to study the mechanism influence of paternal leadership on employee job satisfaction including intrinsic and extrinsic satisfaction in the differential mode of association.

As mentioned before, various researchers have explored the association between leadership styles and employee job satisfaction under a western context. By contrast, only a few pieces of research have studied the relationship between the three dimensions of paternalistic leadership and employee job satisfaction (Cheng et al., 2000; Farh & Cheng, 2000). The differences in Employee Guanxi employees have perceived is a manifestation of the differential mode of association in the leadership process, Liu et al. (2013) analyze the mediating role of Employee Guanxi through paternal leadership affected employee job satisfaction indirectly. Therefore, the relationship model in this research is assumed to be as shown in Figure 1.

The next step is to examine the direct effects of three sub-dimensions including authoritarianism, benevolence, and morality of the paternal leadership on job satisfaction, and test whether paternal leaders affect employee job satisfaction through Employee Guanxi.

The Impact of Paternal Leadership on Job Satisfaction

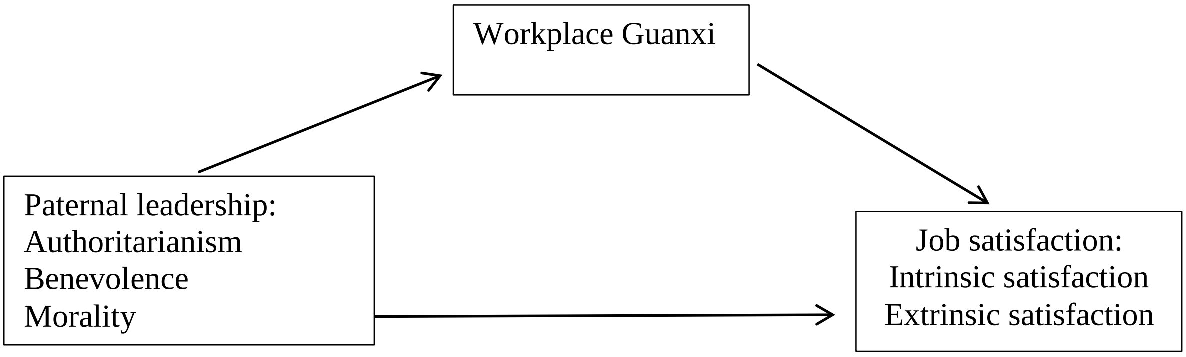

Figure 1 Model of how paternalistic leadership impact job satisfaction
Source: Revised according to Liu et al.'s "The effects of leadership styles on workers' job satisfaction - A mediating approach of employee relations" in 2013

Intrinsic satisfaction mainly refers to the sense of accomplishment that the job itself can provide employees to use their abilities and show their talents, while extrinsic satisfaction mainly refers to the way about supervisors treat subordinates; the remuneration, working conditions, and interpersonal relationships at the workplace which are not the satisfaction brought by the job itself (Weiss et al.,1967).

The authoritarian leadership has a significant negative impact on employees' intrinsic satisfaction, but it has little effect on employees' extrinsic satisfaction. Authoritarian leaders emphasize obedience and absolute authorities over their subordinates, and they communicate downward and teach mainly. Subordinates have to fully obey the leaders' instructions at work. In this case, it is difficult for subordinates to have their decision-making power, and they rarely have opportunities to do things by themselves, accordingly a possibility of gaining sense of accomplishment from work is relatively small. Therefore, authoritarian leadership affects employees' intrinsic satisfaction negatively. However, under the long-term influence of Chinese culture, Chinese employees mostly have a certain tolerance for the high power distance between leaders and employees in the companies. Therefore, authoritarian leadership has little influence on extrinsic satisfaction.

Benevolent leadership has significant positive effects on extrinsic satisfaction of employees, but little effects on intrinsic satisfaction. Benevolent leaders emphasize comprehensive and personalized care for their subordinates and provide a sense of emotional belonging. Therefore, benevolent leadership has a very significant positive impact on extrinsic satisfaction of employees, however it does not involve the job itself, so it has no significant impact on intrinsic satisfaction.

Moral leadership has a significant positive effect on employees' extrinsic satisfaction, but little effect on employees' intrinsic satisfaction. Moral leaders set a role model of morality in the company, and the impartiality of leaders create a great atmosphere. Employees identify with and respect the virtues of leaders from the heart. The interpersonal relationship will also be more harmonious. Therefore, moral leadership has a significant positive effect on the employees' extrinsic satisfaction. However moral leadership does not involve the work itself so that the effect on intrinsic satisfaction is not significant.

From the above analysis, authoritarian leadership affects employees' intrinsic satisfaction negatively, while benevolent leadership and moral leadership have a positive effect on extrinsic satisfaction.

The Mediating Role of Employee Guanxi

Leadership styles run through the entire operating process of the organization, and undoubtedly have a certain impact on Employee Guanxi. Employee Guanxi experienced and perceived by employees is reflected in the employees' working attitude which ultimately affects job satisfaction. Employee Guanxi assumes a mediating role which between paternal leadership and job satisfaction. Cheng et al. (2000) decribes that for authoritarian leadership, subordinates react showing awe and obedience; for benevolent leadership, the subordinates feel grateful and plan to repay; for morality leadership, subordinates identify with leaders and imitate. Therefore, benevolent leadership and moral leadership have a positive impact on Employee Guanxi; however the effect of authoritarian leadership is not significant.

Employee Guanxi which including supervisor-subordinate guanxi and guanxi with coworkers plays a very important role in improving employee job satisfaction in China. In other words, attaching more importance to Employee Guanxi helps to improve employee job satisfaction. Good Employee Guanxi benefits employees in many ways (Cheung et al., 2009). Firstly, subordinates with rapport Supervisor-Subordinate Guanxi gain high trust and care from their leaders, they feel valued and a sense of belonging. Secondly, good Employee Guanxi makes it much easier for the subordinates to complete their work tasks because they communicate effectively with their leaders and co-workers and possess more resources needed to complete the tasks, which helps arrive at more solutions. Thirdly, good Employee Guanxi gives employees more opportunities for rewards and promotion (Wei et al. 2010). Therefore, employees with better Employee Guanxi tend to be more positive towards their work, thus have a higher level of both intrinsic and extrinsic satisfaction.

Benevolent leadership and moral leadership have a positive effect on extrinsic satisfaction and Employee Guanxi which further influences job satisfaction positively; However, authoritarian leadership has negative effects on employees' intrinsic satisfaction and no significant effect on Employee Guanxi. Overall, both benevolent leadership and moral leadership improves employee job satisfaction, but authoritarianism harms employee job satisfaction.

Recommendations

According to the above analysis on three dimensions of paternal leadership, the following measures should be taken to improve employee job satisfaction in the Chinese context.

Firstly, Chinese leaders need to pay more attention to Guanxi building with their subordinates, and give full play to positive effects and overcome negative ones of guanxi. To give full play to the positive effect of guanxi, the organization should make use of a high degree of trust, sense of responsibility for the organization, dedication of in-group members to maximize the benefits. Meanwhile, developing a relationship with out-group members using relationship with in-group members, to create an external environment which is conducive to the development of the organization. To overcome the negative influences of this deep culture based on guanxi, the organization should pay more attention to other factors such as ability and contribution to the organization during evaluating employees, which motivates out-group members to work harder.

Secondly, Chinese leaders should learn to use favor and face to motivate employees. The leaders care about employees based on the favor, then employees may work hard to return the favor. Special attention should be paid to emotional incentives in Chinese organizations. Giving employees face that including respect, esteem, honour and dignity makes them feel valued and that is an effective way to motivate them than material incentives.

Lastly, leaders should adjust their leadership styles appropriately according to the development stage of the company, showing more benevolence and great morality and less authoritarianism. It means that leaders should care about both employees' lives and work, and set the example, in the meantime try to avoid engaging in privileges and partiality.

Conclusion

The main work and innovation points of this article are as follows: firstly, studying paternal leadership in differential mode of association and analyzing the mediating role of Employee Guanxi which based on Chinese culture, it can serve as a guideline for Chinese leadership practices. Secondly, this article shows that authoritarian leadership has negative effects on job satisfaction, while benevolent leadership and moral leadership have positive effects on job satisfaction. This helps leaders clearly understand the impacts of their leadership on their employees and integrate different leadership styles to achieve desired results.

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What Strategies Should Southern Chinese Universities Undertake to Successfully Recruit and Retain Female Native English-Speaking Teachers (NESTs)

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ABSTRACT

Recruiting female teachers are common problems universities have to overcome. Based on the perspective of societal and cultural norms, the Chinese education market believes that female foreign teachers are ideal candidates for early childhood education; in contrast, higher education institutions (HEIs) tend to recruit male foreign teachers due to other educational bodies being more successful in attracting potential female teachers. This paper discusses factors affecting the recruitment of female native English teachers encountered in Chinese HEIs. The paper asserts that universities in south China modify their current recruitment policy to include forming recruitment cooperatives, fostering word of mouth recruitment by existing foreign teachers, headhunting desirable qualified teachers from other Chinese HEIs, and participating in job fairs and academic conferences. To retain talented foreign teachers, Chinese HEIs must improve communication, offer training and professional development courses, create classes and opportunities for foreign teachers to assimilate into the community, offer mentorship to new foreign teachers, and develop job advancement opportunities. Implementing one or more strategies, Southern Chinese Universities (HEIs) can enhance their educational competitiveness and improve the learning opportunities for their students.

KEYWORDS: Recruitment Strategies, South China Universities, Female English Teacher, Retention Strategies, NEST

Introduction

A study in 2017 targeting foreign teachers in Chinese higher education institutions (HEIs) indicated the overall number of foreign teachers were increasing in China year to year; yet, the number remained inadequate in size and unevenly distributed nation-wide (Li et al., 2017). First tiered cities in China had the highest concentration of foreign teachers while developing and rural regions had limited visibility and had the most significant shortfalls regarding foreign instructor recruitment. More concerning is that the study also found that the gender ratio was imbalanced, with foreign male teachers outnumbering females at an astonishing 9:1 in Chinese HEIs. Foreign teachers employed in Chinese HEIs, are classified into two groups, traditional language instruction and research-oriented studies; however, nearly all foreign teachers are categorized in language instruction, 94% (Li et al., 2017). This article defines 'foreign teachers' as individuals who were born overseas in an officially designated country where English is the primary language of communication; all teachers additional must have completed their undergraduate studies (four-year program) and possess all required Chinese permits for legal employment. Higher education institutions are universities and colleges offering degree and certificate courses to students, the length of programs range among institutions but generally consist of two to three-year certificates or four-year degrees (Ministry of Education of the People's Republic of China, 2020). All Chinese HEIs are government regulated and monitored, ensuring courses and programs adhere to established educational policies created by the local, provincial, and national governments.

Numerous studies have attempted to link student performance to instructor gender, often with conflicting results. In their research, Oktan and Kıvanç Çağanağa (2015) and Orr (2011) concluded that instructors' gender was insignificant in student learning; while Winkelman (2016) and Mahdi and Al-Dera (2013) found there was minor significance in instructor gender dealing with classroom management and student learning. Controversially, Dee (2006) found students of the same gender as the instructor performed better than by someone of the opposite gender. Eble and Hu (2019) study supported Dee's conclusions when testing students in China. Dee's findings are contentious and have sparked debate in the influence of gender; societal gender biases have also played a substantial part in classroom instructor diversity. Weaver-Hightower (2011) concluded that men were often deterred from entering education, especially at the early levels, by perceived social beliefs that they are either wasting their ability or deemed motivated by sexual fixations. These underlying biases affect the gender dynamics and hiring practices of educational institutions are prevalent in China, with early childhood educators seeking females and higher education institutions hiring more males to appease students, parents and cultural norms (Miller & Chamberlin, 2000).

Chinese parents, concerned about student competition and a slowing economy, are pushing their children to learn English at a younger age. According to Gamlam (2016), there are approximately three hundred million individuals currently studying English in China alone. This boon for the English learning industry has generated an enormous demand for qualified English instructors in both public and private organizations. Female native English instructors are deemed most desirable for early learners, so numerous institutions concentrate their recruitment strategies on them; while higher education institutions solely seek candidates that meet predesigned educational thresholds.

Hockley (2006) determined respect, pay, opportunities, and peer interaction as primary motivators for foreign language teachers in their job choice; however, gender, as a primary variable, was not examined. With at least a

100,000 native English teacher shortfall each year in China (Gamlam, 2016), the market is incredibly competitive, leaving higher education institutions at a disadvantage. Higher education institutions, offering limited financial packages, must adhere to stricter government regulations mandating degree requirements and minimum years of experience for foreign instructors (State Administration of Foreign Expert Affairs, 2017). With higher education institutions failing to recruit and retain native English instructors, student performance, especially in English, is seen to decrease considerably (Ronfeldt et al., 2013). A balanced teacher group improves interaction and understanding for the students through instructor experiences based on cultural and social perspectives through a gender lens. The current disproportional male/female ratio that currently exists in most Chinese universities reduces potential learning opportunities by providing a limited scope to western culture and feminist viewpoints. HEIs in southern China additionally face unique challenges in the recruitment process. While ideally situated near Hong Kong and consisting of four first tiered cities (Dongguan, Foshan, Guangzhou, and Shenzhen), recruitment lags behind other more internationally famous locations (Beijing, Shanghai, or Chongqing) where incentive packages are more attractive and they contain an internationally recognized vibrant history. Southern China has a considerable population (approximately 210 million) with growing demands for foreign instructors but increasing shortfalls.

This paper seeks to understand the factors causing female native English teachers in Southern Chinese universities to select a school, renew their contract, or resign from their position and compare these to Southern Chinese universities recruitment policies, duty requirements, and retainment initiatives. This paper is going to explore and give recommendations on how Chinese universities better equip even with limited resources, devise better strategies to recruit and retain quality female native English instructors, ensuring gender balance within the EFL university classroom.

The Advantages of Foreign English Teachers in Chinese HEIs

As Chinese visa regulations require foreign teachers to be from countries where English is the primary language, their communicative ability is highly desirable in the university classroom. Although domestic English teachers are qualified and highly proficient in grammatical foundations, apprehension, and anxiety about their speaking ability (pronunciation and accent) limit their focus on communicative practices. Medgyes (1992) states that domestic English teachers, dominated by fear, become obsessed with grammar, and disregard pronunciation and linguistic appropriateness in taught discourse. Foreign teachers are regarded as linguistic exemplifiers through their modeling of discourse in classrooms. Foreign teachers emphasize fluency and communication over grammar and spelling; pedagogical underpinnings target speech patterns, intonation, stress, pronunciation, and word choice as the focal point of classroom learning. Students strive to mimic foreign teacher linguistic mannerisms to mitigate errors in speech patterns and accents commonly referred to as 'Chinglish,' so they can sound more 'natural.' Foreign teachers are additionally advantageous in the linkage of language, social and cultural situations. As language and culture are interwoven, it is impossible to divorce the two without significantly impacting the presented value of both, leading to pragmatic failures (Brown, 2007). Domestic teachers may be ‘ignorant’ about cultural substructures by presenting linguistic form that would be incompatible with real events, a term Medgyes (1983) referred to as referential appropriateness. Foreign teachers tend to use ethnographic references as a supplemental tool, allows for better student insight when engaging textbooks or communicative activities. With less importance on standardized teaching approaches often utilized in Chinese classrooms, foreign teachers inspire students to be enthusiastic participants in a student-oriented environment, improving student ownership in the classroom. Chinese HEIs should not disregard the importance of domestic teachers, but rather foreign teachers and domestic teachers should work together as complementary forces, strengthening each groups’ classroom advantages (Medgyes, 2001)

The Advantages of Female Foreign English Teachers

Gender is a dynamic element in the education social construct, impacting the relevance of the language being taught and how students internalize it. Appleby (2014) claims that gender is explicitly linked to different opportunities and constraints that mold the fabric of language teachers. Gender is the foundation of how individuals conceptualize their environment due to socio-cultural designs on how each group should act and behave. Thus, we connect our personal experiences and understanding of societal norms to the language being presented. Foreign teacher gender shapes how language is presented through word choice, discourse selection, and anecdotal accounts. American scholar Graham Goodwin recorded conversations between men and women of different ages, races, and occupations on Philadelphia's streets and conducted a comparative study. The results showed that men and women used different vocabulary, grammar, and phonological features; females prefer concise and straightforward words, such as friendly and sweet, while men like to use exaggerated words, such as splendid and gorgeous, to describe "good" (Zhu, 1992). Gender impacts class design through pedagogical preference; female foreign teachers motivate students to converse longer in class discussions and prioritize formal grammatical function (Yi, 2012), while male teachers prefer the traditional audio-lingual method. Dee (2006) commented that gender not only impacts discourse in the classroom but presents the teacher as a gender-specific exemplar for students to model. Female teachers offer an alternative feministic stance to the standardized class experience, potentially serving to clarify misconceptions perpetuated in the Chinese paternalistic social structure. Chinese male students may recognize that societal differences exist but have no direct connection to them; foreign female instructors can present a bridging opportunity for a conversation. With leading discussions on a wide range of topics, female teachers (when compared to men) often develop stronger emotional connections with EFL students (Wang, et al., 2020), leading to increased engagement and higher test scores (Dee, 2006).

Factors Impacting Foreign Teacher Recruitment

The recruitment of foreign teachers is perceived by the Chinese government as a platform for students to attain upward mobility within a progressively more competitive globalized China. The Chinese culture assigns immense significance to education, forcing families to endure financial sacrifices to enable their children to access the best educational opportunity assessable (Hou et al., 2014). To accommodate demands, Chinese HEIs actively recruit foreign teachers to assist with student learning demands and secure a competitive advantage in the market. Government education policies have expanded considerably over the past five decades, transcending education localization strategies to an aggressive 21st-century global initiative. Inceptive internationalization policies in the 1980s allowed for hiring foreign experts in Chinese HEIs; however, guidelines requiring strict qualifications and limitations in employment areas led to approximately 10,000 yearly foreign educational expert visas being issued. Current reforms have highlighted the necessity of foreign language skills (principally English) in a globalized China. Immigration policy changes, stemming from further education reforms, have resulted in 900,000 education-based z visas (language teacher) being approved in 2016 for all markets. Although there have been significant increases in language educators entering the market, only a fraction of these visas accounts for Chinese HEI recruitment. According to a study conducted by Yu (2019) examining foreign instructor representation in Chinese universities, foreign teachers only represent 1.1% of the workforce, with universities facing a 20% (or more) turnover year to year.

The inadequate foreign teacher representation in Chinese HEIs and the inability to maintain a high level of foreign teacher retainment have impacted English department performance and student results. Numerous institutions have altered recruitment strategies from seeking to attract individual foreign academics to persuading academic teams as a means of improving foreign instructor numbers, gender diversity, and long-term stability (retainment); however, these methods have garnered little success (Li et al., 2017). Chinese HEIs are at a strategic disadvantage in the hiring process, impacted by a limited recruitment budget and restrictive regulations imposed by the Chinese Ministry of Education (MOE) on potential recruit suitability. University human resources and foreign affairs departments are constrained by internal and external factors that ultimately reduce foreign teacher recruitment effectiveness.

Chinese Government and MOE Regulations

All foreign instructor recruitment is subjugated to the Chinese government's approval, with public education institutions additionally restrained by MOE guidelines for appropriateness in teacher qualifications. According to regulations enforced by the State Administration of Foreign Expert Affairs (2017) state that all potential foreign (English) educators must meet the following conditions: 18 – 55 years of age, professional experience, no criminal record, a minimum of a four-year degree from an English medium university, must reside from an approved country, must be in good standing in China. On the surface, these criteria are standardized in Asia; however, the Chinese MOE sets a more defined and stringent interpretation of these policies for HEIs. The MOE states that foreign teachers must have a minimum of two years of experience teaching, and TESOL or equivalent certificates are now mandated in southern China. University degrees must be certified and be from a university recognized by the Chinese government, federal criminal record checks must be issued from the foreign teachers' home country, and teachers must pass a comprehensive medical check before a visa is issued. While not currently a national requirement, Guangdong province MOE is stressing HEIs recruit foreign teachers with a minimum of a master’s degree. To follow strict quality assurance guidelines, Chinese HEIs must limit their recruitment pool of perceptions, reducing their opportunities to fill positions. To further complicate recruitment, proposed regulations would require HEI instructors to attend a minimum of 40 hours of Chinese culture and legal awareness training (unpaid), tighten supervision by local government agencies (frequent visits), more extended work periods (course length), and have each foreign instructors personal information posted on the HEI’s website (Australian government, 2020). Private educators and non-traditional institutions (language centers) have substantially fewer requirements set by the government; thus, they are less stifled by excessive MOE guidelines and government mandates. Due to reduced demands in the immigration process compared to HEIs, private educators are in a strategic advantage in the recruitment process, as teachers are not required to perform time-consuming prerequisites or possess additional credentials.

Institutional Limitations in Recruitment

Like city designation, Chinese HEIs are classified in tiers to correspond with their reputation, academic and research strength, and general student desirability. Outside student recruitment and prestige, the ranking of HEIs impact the government mandated tuition fees the institution can set (and charge) students. Each province sets tuition regulations to correspond with the university rank in their region, with top-flight schools allowed to increase tuition fees for students and receive government financial grants. Second and third tiers (mid to lowered ranked) HEIs have lower tuition fees charged to students and grants provided by government agencies. This financial structure acts as a quasi-marketization approach to the education system, incentifying institutional performance. Location is additionally a factor in the tuition fees, as each province’s MOE and local government are responsible for appointing the tuition cap for their area. In major cities, tuitions are higher because of the cost of operations associated with maintaining university facilities. South Chinese HEIs mainly comprise second and third tiered universities located in second and third tiered cities, reducing the tuition revenue many HEIs are entitled to charge. While student populations in most Chinese HEIs are more than 10,000 students, the relatively low tuition fees impede an institution's human resources (or foreign affairs) department from obtaining adequate budgetary allotment for effective recruitment campaigns.

With limited budgets, Chinese HEIs lack engagement and often depend on message boards or job forums that are relatively cheap. These job forums online receive numerous hits from potential recruits; however, the volume of competing education groups makes each HEI virtually invisible. Job fairs or other recruitment strategies that require a physical presence from a school representative is impossible. The limited budget is not large enough to cover travel expenses or job fair booth fees; additionally, the time requirement would make it not feasible as foreign teacher recruitment would only be a sliver of their job recruitment. The selection process is stunted by potential job applicants' limited interest, reducing the school's ability to be selective in their hiring practices. Human resource managers are left hiring any person that meets the minimum regulatory criteria by the government. Examining employment suitability or candidate teaching proficiency is often neglected because they seek to fill the position (Wei, 2011; Deng, 2012; Scott, 2021).

Financial benefit packages offered by Chinese HEIs dissuade foreign teachers, as salaries in private institutions or K-12 schools are often two to three times higher. The salary is represented by the required hours in HEIs (approximately 16 hours/week) compared to private and K-12 schools (30 hours+/ week). Chinese HEIs attempt to sell these reduced commitments in-class but often require out-of-class obligations like English clubs, grading, and office hours. Many contracts offered by HEIs are only ten months long, with the summer break considered unpaid leave. Younger foreign teachers often reject the lower salary because of financial pressures related to loan repayments or off-campus living costs (Yang, 2013). Other incentives offered by private education groups like contract renewals and performance bonuses, sick leave, professional development allowance, or training are extremely rare in Chinese HEIs, further reducing their attractiveness. Female foreign teachers are highly desirable, and many education groups create recruitment campaigns solely to attract females. Private and K-12 may offer reduced hours, smaller classes, better accommodations, and out-of-class opportunities (trips or professional development programs); more importantly, female teachers command higher salaries and are provided are more lucrative contract renewal package. Female desirability steams from Chinese social constructs, where females are considered more nurturing and empathetic to younger student needs (Miller & Chamberlin, 2000). Private institutions commodify their female foreign teachers in their student recruitment campaigns, as Chinese parents perceive female teachers as a more trustworthy option for their child’s learning needs (Guo, 2020). In Chinese HEIs, although students may desire instruction from a female foreign teacher, overall student recruitment is not influenced by their presence. The limited number of female foreign teachers and the disparity in incentive package offerings directly results in a considerable gender imbalance of foreign teachers.

Conflicts Encountered by Female Foreign Teachers in Chinese HEIs

Working in a Chinese HEI can be rewarding, with opportunities to experience Chinese culture, interact with professional academics while having fewer work obligations (time-commitment) so teachers can participate in out-of-school hobbies or interests. However, a foreign teacher can experience difficulties dealing with traditional administrative hierarchy, relation-building difficulties with colleagues, and classroom expectations. Female foreign teachers may also experience gender-based conflicts that arise from societal assigned sex-roles, significantly reshaping their workplace satisfaction and future.

Management and Colleagues

Foreign teachers often fall under different departments and managers' supervision, which could create confusion, frustration, and anger. In most situations, the foreign teacher is not an employee of the foreign language department they are assigned, but rather the foreign affairs department. A foreign affairs group representative manages the recruitment, administrative obligations, training (if any), contract negotiations, and discipline. Any complications with visa regulations, living arrangements (on-campus), or health, the foreign teacher is expected to contact the foreign affairs department to assist with the problems. Course assignment, classroom and material selection, out-of-class academic requirements, and performance assessment are under the foreign language department's jurisdiction. A further complication with foreign teacher management is that communication between each department (foreign affairs and foreign language) may be inconsistent, resulting in mixed messages to the teacher (Wei, 2011; Deng, 2012. Management may also lack the appropriate language communication skills to speak directly with the teacher, resulting in liaisons appointed by either group to speak on their behalf. These liaisons are simply proxies, with no discernable decision-making ability, who pass messages between the relative members. The numerous steps to communicate a problem or request can create gaps in intended meaning, prolonged time gaps between responses, or lack of engagement by principle decision-makers due to distance. The various actors in the communication process can essentially mute a foreign teacher, circumventing their ability to raise a voice in any decision-making process. Frustrations of not being heard can often fester and reduce foreign teacher engagement in the classroom since they do not feel like a valuable institution member.

Relationship Building

Conforming to a new environment, a new school, or a new country, can be stressful even for experienced teachers. Integrating into the community and the department is essential in feeling a sense of belonging. Teachers need to interact with colleagues, form an understanding of expectations, exchange knowledge, and obtain information on students or course material (Fernández, 2020). Forming strong professional relationships with colleagues is instrumental in maintaining teacher motivation over the academic year. Syamananda (2017) noted that relationships with colleagues build the importance of professional accomplishment, intrinsically and extrinsically motivating teachers to build on their professional capacities and strive to achieve personal and department goals. Aligning personal goals with the department or institutional goals promotes long-term commitments by everyone involved. Unfortunately, foreign teachers often are isolated and excluded from the majority of departmental meetings and functions.

Foreign teacher isolation results from various factors that impact how colleagues, management, and institutions perceive them. Language is a principle reason for exclusion in many meetings, as they are conducted in Mandarin, a large portion of the foreign teachers do not have the linguistic ability to participate or understand the topics of discussion. The exclusion may have merits, but an underlying factor for this decision relates to domestic teachers feeling embarrassed or not comfortable speaking English to native English people. Language anxiety within the department creates distance between the foreign teachers and the domestic teachers, where collaboration and team building become increasingly tricky. In studying foreign teacher relationships with domestic teachers, Cao (2017) explained that language anxiety only represents one element of a multidimensional issue. Domestic teachers believe foreign teachers are not committed and likely a short-term employee; as relationship building is time-intensive, the effort is not worth the fleeting interactions (Cao, 2017). Avoiding foreign teachers by administrators and domestic teachers is an additional risk-avoidance (Ostovar-Nameghi & Sheikhahmadi, 2016). As human resources are limited in their hiring options, department management, and domestic teachers question foreign teachers' qualifications and ability. If a foreign teacher underperforms or has negative results, this could reflect administrators or colleagues associated with this teacher. Avoidance is a defense mechanism that uses plausible deniability to shield all administrators or domestic teachers from any adverse consequence or action performed by the foreign teacher.

Female foreign teachers may experience increased isolation, as they have significantly fewer opportunities to interact with other foreign females, preventing the strong form of bonds other females experiencing similar situations. If a female teacher associates and socializes with foreign men, others may question her moral character (Jean-Marie & Martinez, 2007); men do not face the same scrutiny about their personal life. The paternalistic culture also promotes gender expectations; women are supposed to be subservient and docile (Carli, 2001). If a female foreign teacher is assertive or independent, colleagues may become intimidated and avoid contact, especially Chinese male teachers. Chinese females face immense pressure to marry at a young age and raise a family. Single foreign females are not welcomed in this family-focused community, as Chinese females feel they do not share the same values or life goals. The isolation from being foreign and then additional scrutiny about their private life has an overwhelming impact on foreign teacher commitment to the job and personal mental health (Syamananda, 2017).

Conflicts in the Classroom

When tasked with designing curriculum, lesson plans, and activities, foreign teachers do so through an ethnographic perceptive shaped by their home countries' social norms and educational expectations. With limited training or counseling, lessons may not meet the departmental expectations or match societal believes (Yang, 2012; Scott, 2021). Pedagogical approaches differ considerably from a western classroom's student-centered approach to a Chinese classroom's teacher-centered learning structure. As most Chinese HEIs' classroom structure and expectations are founded on a Confucius ideology, the teacher and student's role may complicate classroom interaction anticipated by the foreign teacher during the curriculum design stage. Chinese classrooms are designed to perpetuate the belief that teachers are vessels of knowledge, authoritatively leading classroom exchanges where students respectfully remain silent and absorb the information provided (Rainey, 2010). Critical thinking is not the primary element of the Chinese HEI experience for students; teachers and textbooks are experts and not to be challenged; thus, rote learning is the students' fundamental learning method. These expectations and styles contrast to most western HEIs, where open discussion created by a student-centered environment is encouraged. Foreign teachers anticipating open dialogue and free-flow of ideas are often greeted with passive students that smile and nod; students are often confused by foreign teacher expectations in the classroom because of the vast difference in styles (Li,2006).

The Confucius ideology additionally impacts female foreign teachers, as females must conform to developed gender hierarchy. Male students may show contempt through passive-aggressive micro-aggressions, challenging the female teacher's authority by opposing instruction or non-engaging in classroom activities (Carnegie Mellon University, n.d). If male students are confronted about their behavior, they may attempt to intimidate the female teacher through physical gesturing (stares) or tone of voice (Larson, 2009). If the female teacher lacks communicative ability in Mandarin, Chinese students may use this to insult or deflect criticism. While physical intimidation is uncommon in China, students' disengagement and reduced participation are incredibly common, impacting the class design and student linguistic growth's effectiveness. If a foreign teacher consistently faces inactive classes, silence in discussions, and little to no motivation by a large portion of the students being taught, teacher motivation decreases, and job-related anxieties increase.

Conclusion

The increased globalization of the Chinese economy has fueled demands for enhanced language skills by Chinese employers. Over the past few decades, the demands for qualified English teachers have rapidly expanded, resulting in dramatic shortfalls in the market. These shortfalls have significantly impacted regions that are less internationally known, for example, south China. HEIs in this region represents a large portion of the Chinese population but only can attract a fraction of the foreign instructors needed to fulfill the demands by students, parents, and employers. Further complicating the recruitment environment is the substantial gender imbalance of males currently working in Chinese HEIs as foreign language teachers. With females only representing 10% of the foreign teacher workforce, the classroom fails at providing an equal voice and feministic perspective to course material. The lack of equality in the classroom also impacts the students' learning environment, as female foreign teachers are considered gender-specific models; female students may not feel appropriately represented in the curriculum or discussion.

South Chinese HEIs are financially limited in their recruitment strategies, reducing their opportunities to attract qualified candidates. Most institutions resort to free or low-cost job forums, where their posting is lost among the countless other postings uploaded daily. The limited budget limits their screening of the limited applicant pool because there is considerable pressure by the department leaders to fill the position with any person that meets the minimum requirements, no matter their classroom ability or suitability. The fill now and worry later philosophy creates numerous issues for the foreign teacher and the department. Foreign teachers are considered short-term contract employees, not part of the department or the institution. Communication between management and foreign teachers is minute and often requires many go-betweens to convey a message or request. Long delays in responses or miscommunication create frustration by both groups, reducing the value of the relationship. Chinese teachers also avoid forming relationships with foreign teachers because of language fears and concerns that relationship-building effort will not be worth the foreign teachers' limited time.

Isolation is frequently used by foreign teachers to describe their experience in Chinese HEIs. This isolation can be compounded in south China as many HEIs are in more rural or small-town settings, making it more difficult for teachers to form healthy relationships. Female foreign teachers face increased scrutiny, as cultural expectations create a judgment of their perceived behavior if it does not follow prescribed Chinese conventions. Chinese patriarchal culture additional stress on many female foreign teachers as females are expected to be doting submissive wives. Foreign female teachers rarely conform to these conventions, isolating them from Chinese males who are intimidated by their assertiveness, and by Chinese females focused on relationship building with other 'mothers'. Female teachers may also experience micro-aggressions by male students who attempt to challenge female authority. These students may disengage from the class or distract other students by talking in Chinese. Without appropriate communicative channels, foreign female teachers face difficulties dealing with disruptive students.

Recommendations

To utilize foreign teachers' advantages and specialties, Chinese HEIs and the Chinese government must take positive and effective measures to continuously optimize an attractive teaching environment. Southern Chinese provinces need to promote attractive regional characteristics by offering information and services that stress features that make working in their province appealing to foreign teachers. The following recommendations aim to promote effective foreign teachers recruitment and methods to improve the current imbalance in foreign teacher gender representation.

Recruitment Channels

Chinese universities need to re-evaluate the importance foreign teachers play in developing student language ability and understanding of global cultures. Chinese HEIs must prioritize female instructors, allowing for better dialogue on topics and strong gender-specific role models to existing in the classroom. Once Chinese HEIs integrate foreign teachers into their long-term strategic plan, appropriate funding and support for their recruitment will then occur. Southern Chinese HEIs must emphasize their regional advantages during the recruitment process, having their institution and the region stand out from other locations vying for the limited number of qualified candidates. HEIs need to expand beyond free (or low cost) web portals and expand their recruitment strategy. While the most common alternative to web postings is an intermediate recruitment agency, this paper offers the following four additional suggestions:

1. Create a regional HEI cooperative

As outlined previously, budgetary limitations and institutional ranking impose significant challenges towards the recruitment of qualified foreign instructors, predominantly female foreign instructors. The creation of regional HEI cooperatives tasked with recruiting foreign experts for their representative institutions would reduce the cost and effectively promote the area. The cooperative will reduce the dependency on third-party recruitment agencies primarily concerned about financial compensation for instructor placement instead of suitability and regional appeal. The pooling of financial resources could afford a more active presence by the represented HEIs, allowing for more vital foreign teacher awareness.

2. Promote word of mouth

Current foreign instructors are a valuable resource as many have direct links to numerous other teachers; having them promote the institution and referring potential teachers will improve the recruitment process and increase the accountability of those hired. Smaller or rural southern Chinese HEIs can significantly benefit from this method, as the current teachers can further promote the region's benefits more enticingly. Rewarding current teachers with referral bonuses can invite a more robust involvement.

3. Headhunting

The current proposed educational reform draft calls for foreign teacher information to be posted on the Chinese HEI's website. As this information is openly accessible, south Chinese HEIs can initiate conversations with qualified teachers that meet their requirements. As the female foreign teacher size is minimal, appealing to existing teachers in China through attractive financial packages or favorable working conditions can fill gaps in many south Chinese HEIs.

4. Attend job fairs and education conferences

Although more costly, offering a physical presence and directly communicating with target foreign teachers can increase interest by recruits and offer a more robust way to promote and market the HEI. Speaking directly with foreign teachers can also act as a filter for candidates that do not meet the requirements.

Retaining Qualified Teachers

After finding and hiring qualified foreign teachers, institutions must be more engaged in retaining talent that benefits the students and the HEI as a whole. The constant cycling of foreign teachers reduces the communicative effectiveness and relationship building in the department; long-term foreign teacher retention policies can reduce department conflicts and improve student performance.

1. Clear and concise communication channels

Foreign teachers are faced with the arduous task of communicating ideas and concerns to the appropriate decision-makers. The numerous actors involved making the communication and decision-making process laborious that often demotivate foreign instructors from contacting the institution. Creating a direct link to a representative that speaks English and has decision-making abilities (in most situations) streamlines the communication channel and allows for a better flow of information. The institution can relay information and request directly to the foreign teachers, and the foreign teachers can have an open dialogue regarding suggestions and concerns.

2. Develop pre-service training and professional development

A well informed and trained teacher can perform their role at a higher level than individuals maintaining a stagnated approach. Pre-service training can help new teachers prepare for the job-specific demands related to their specialized class or HEI needs. Pre-service training allows new foreign teachers to ask questions and develop the necessary skills to perform their job best as outlined by the department. Existing teachers should be provided professional development opportunities, allowing for new approaches and understanding to be adopted in their classrooms. Unfortunately, foreign teachers receive little attention from the department in their professional development. The investment will not pay long-term dividends. The inclusion of foreign teachers in professional development signals the department values their participation, forming stronger relationships. Chinese colleagues may change their perception towards foreign teachers if the teachers are retained long-term; this would directly improve department relations as teachers believe foreign teachers are part of their academic community.

3. Assist with language development and culture awareness

A significant issue with foreign teachers not developing long-term relationships in China is language. Offering language and culture classes can motivate teachers to participate more in the out-of-school community. Field trips, department gatherings, or other non-work related activities can strengthen the department relationship and increase foreign teacher motivation. Female teachers can benefit from these groups, as female-only clubs and groups exist on university campuses in China. Offering support and inclusion to female teachers, as many are unaware they exist, will help with their sense of belonging. This recommendation is not stressing that female teachers should only associate with other females, but an opportunity to communicate with others with a shared gender experience.

4. Offer assistance with curriculum design and classroom engagement

Open communication by senior department teachers and leaders with foreign teachers can reduce potential conflicts with curriculum design and classroom participation. New foreign teachers may not be aware of class size or expectation; experienced teachers can act as mentors, providing suggestions and ideas. These mentors do not tell the foreign teacher how to design their curriculum or lead their class but provide information and recommendations that could provide insight. Asking new foreign teachers to sit in a lesson taught by another teacher before their program beginning, could also help create a model for the new foreign teacher to model. Feedback is essential, not as a method of punishment but an area to foster classroom and curriculum reflection. Providing differing ideas or suggestions in a non-judgmental manner, foreign teachers can improve their classroom and overall motivation. Mentorship can also be necessary for female foreign teachers that are faced with gender-related issues or dilemmas. Providing a professional senior female teacher, the female foreign teacher can speak with her concerns, which may prevent problems from escalating.

5. *Provide job advancement opportunities*

Many foreign teachers are faced with the long-term prospect of the occupational glass ceiling, reducing the benefits of long-term commitment. If the Chinese HEI assigns positions to foreign teachers according to domestic teachers, foreign teachers may strive to climb professionally. If foreign teachers can connect their long-term commitment to professional advancement, contract renewal will be more common. While salary increases with each subsequent contract signing may be appealing, long-term retainment is more associated with position and rank.

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A Study of Online Hotel Booking Behaviors and Preferences of the International Visitors and Residents in Thailand

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ABSTRACT

The objectives of this research were firstly, to study the good attributes of online travel agencies, and secondly, to study travelers' behaviors and preferences in regard to the online booking method for hotel rooms. A qualitative method was used as a tool for data collection. Firstly, a literature review was conducted to find significant OTAs' attributes that impact consumers' satisfaction when making hotel reservations. Secondly, an in-depth interview using a semi-structured, opened questionnaire was used as a tool to obtain the travelers' online hotel booking behaviors and preferences. In total, 37 respondents including foreign visitors and Thai residents who had experience making hotel reservations and using OTAs at least two times were purposively selected as the samples. And they were interviewed during February – May 2019 in Bangkok. Percentage was used to analyze data. The results revealed the good attributes of online travel agencies and the travelers' behaviors and preferences in regard to the online booking method for hotel rooms.

KEYWORDS: Online Hotel Room Booking Behaviors and Preferences; International Visitors and Residents in Thailand; Online Travel Agency

Introduction

Over the past two decades, the marketing and selling of tourism products have gradually changed from conventional methods to online marketing or e-commerce. In the first quarter of 2015, individual leisure and business bookings showed year-on-year growth in bookings made by online travel agencies (OTAs) at 15.1%, brand.com 7.1%, and global distribution system (GDS) 1.1% whereas direct and computer reservation systems (CRS) bookings deceased by 8.4% and 6.1%, respectively (Barthel & Perret, 2015). Chubchuwong (2018), found that bookings from OTAs had a strong impact on hotel sales revenue. The research indicated that individual business travelers from corporations and officials from the government sector are increasingly inclined to use OTAs because the room rates are more competitive. Barthel & Perret (2015), stated that the OTA segment is becoming a strong competitor to the individual booking sector and distribution channels and has already taken a substantial share from traditional contracted booking channels, who are mainly wholesalers and tour operators. Gazzoli (2008) also stated that one of the main reasons for the success of OTAs was their ability to offer cheaper rates than those offered by hotels and their reservation offices.

It was revealed that small, and medium-sized independent hotels have gradually become more dependent on OTAs (Barthel & Perret, 2015). Despite the fact that hotel revenue has been seriously impacted due to the high commission rates paid to OTAs (Gazzoli et al.,2008; Barthel & Perret, 2015; Mest, 2017; Chubchuwong, 2019). Even though OTAs provide a lot of benefits to hotels such as real time online bookings and market exposure, the proportion of bookings that hotels receive from this channel need not be so large. Hotels should be able to create their own brands and conduct direct online bookings in order to reduce the commission cost. Independent hotels in Thailand enjoy a lot of benefits from OTAs, however, they also encounter several problems (Barthel & Perret, 2015; Mest, 2017; Chubchuwong, 2019). Some hotels have tried to find solutions while others have not. Independent hotels may be able to improve their direct online marketing by analyzing the strengths of their counterparts as well as studying the online booking behaviors and preferences of travelers.

Purposes

The purposes of this research were firstly, to study the good attributes of OTAs, and secondly, to study travelers' behaviors and preferences in regard to the online booking method for hotel rooms.

Benefit of Research

The research will benefit small and medium size hotels that would like to improve their online booking efficacy and volume by proposing practical recommendations based on the findings of this research.

Research Process

To study good attributes of OTAs, firstly, the literature review was conducted, after that the qualitative research method using in-depth interviews was made with the international travelers and Thai residents in Bangkok.

Literature review

Thai hotel industry

The hotel industry has long been the top foreign income earner of Thailand 's tourism industry. In 2018, the revenue from the tourism industry was 1,831,104 million THB (Ministry of Tourism and Sports, 2019). In 2017 the distribution of tourist consumption expenditure was accommodation 29%, followed by shopping 25%, food and beverage 20%, entertainment 11.42%, local transport 9.93%, sight-seeing 3.83%, and miscellaneous 1.37%.

In 2018, there were 24,391 accommodation establishments in Thailand with 721,501 rooms. 98.9% of them had no foreign investment, and 86.2% of the total were small in size, with between 1 and 15 employees (National Statistics Office, 2019). The 2018 accommodation survey reported that 55.9% of Thai hotels faced problems of increased competitiveness (National Statistics Office, 2019). Literature reveals that small and medium-size hotels tend to have less competitive advantage when compared to large and international chain hotels. Large chain hotels usually have their own computer reservation systems (CRS) for global room bookings. However, generally small and medium-sized independent hotels do not. Chubchuwong (2019) found that 45% of small and medium-sized independent hotels still do not have their own online booking channels. As a result, they tend to use OTAs to help increase their market exposure and sales. Abuelkassem (2016), stated that small and medium-sized hotels (SMSHs) held a very weak competitive position against chain hotels. The weak competitive position was due to a number of operational shortcomings such as limited services and facilities, low quality service, and unqualified personnel. However, SMSHs do have some operational advantages that could enhance their competitiveness e.g. low prices, friendly service style, and an original accommodation experience. Brown & Kaewkitipong (2009), found that in terms of e-business use, Thai small and medium tourism enterprises (SMEs) were less able to utilize e-business technology. Moreover, the size of their business was found to be a significant factor in determining their performance, not only for comparison with larger travel agencies or hotels, but also within the SME sector itself. They suggested that tourism SMEs should pay more attention on strategic use of Information Technology (IT) in order to compete with their larger competitors and more IT skills education was needed.

Major global online travel agencies

In the past, the booking of hotel rooms was traditionally through direct reservations and conventional intermediaries such as tour operators, travel agencies, and meeting and destination management companies. However, in the past two decades, due to the growth and development of the internet and electronic marketing, hotel bookings have gradually changed to online reservations. In the first quarter of 2015, there was an increase in reservations by OTAs at 15.1%, hotel brand.com 7.1%, and GDS 1.1% whereas direct bookings and CRS bookings deceased by 8.4% and 6.1% respectively (Barthel & Perret, 2015).

Online Travel Agencies (OTAs) is defined as an agency engaged in selling and arranging accommodation, tours, transportation and trips for travelers on an online platform (Hotel Technology Index, 2019). In the 1990s, online travel intermediaries were established (Barthel & Perret, 2015; Gazzoli et al.,2008) and have become the main global e-intermediaries.

Based on Barthel & Perrett (2015), the two most important OTA players are Expedia and Priceline. Expedia Travel Service was launched by Microsoft in 1996 in the USA, followed by its European counterpart, Priceline, in 1997 (Barthel & Perret,2015; Gazzoli et.al.,2008). Both platforms allowed customers to book their holidays online. Expedia gained first position in terms of worldwide gross bookings whereas Priceline was the largest OTAs by revenue.

Booking.com B.V. is part of the Price line group and was established in 1996. It was translated into 40 languages. It included 913,667 hotels in the network. Agoda Company Pte. Ltd. was established in 2005, and in 2007 it was acquired by Priceline. It has offices in more than 20 countries including Thailand. Agoda.com has more than 100,000 hotels in their network and the website has been translated into 38 languages.

The Relationship between Hotels and OTAs

Some literature revealed an unfriendly relationship between hotels and OTAs. Barthel and Perret (2015), and Chubchuwong (2019) mentioned the high commission demanded by OTAs. There were several tourism and hotel conferences that discussed the unsolved relationship problems between the two parties. Mest (2017), reported from the annual hotel conference on 11-12 October 2017 in Manchester, U.K. where an experienced hotelier led a panel discussion on the relationship between hotels and OTAs. He led a panel discussion entitled “Make love not war, embrace OTAs for a brighter future”. He said “what we don’t want is to agree that the current situation is the status quo, and just throw our hands up and say ‘it is what it is”. This indicated that the relationship between hotels and OTAs was not good and hotels were in an uneasy situation.

Chubchuwong (2019), found eight problematic areas in regard to hotels using OTAs including price cutting, high commission, no-show problems, rate disparity, OTAs using wrong pictures, negative reviews, payment problems and other operational problems. Due to these unsolved problems, hotels should develop their own online marketing channels by incorporating as many features and benefits offered by OTAs.

The attributes of OTAs

In the past decade, numerous issues affecting OTAs. Patchamas (2017) studied the opinions and confidence of 400 Thai consumers in regard to hotel room booking via OTAs and found that the top five popular OTAs used by Thai people were Booking.com (32%), Agoda.com (30.5%), Traveloka.com (24.5%), Trivago.com (4.8%) and Hotels.com (3.5%). The research revealed that the highest score of OTA usage was in regard to the convenience of payment by credit card or internet banking, followed by the convenience of booking by computer or mobile phone, instant confirmation, and the ease of making the reservation online. In terms of price, the highest scores were for ‘rates often adjusted and updated’ followed by ‘there are a variety of prices’, ‘prices are cheaper than booking with other channels’, and ‘the price is suitable for the level of the hotel’. As for the product, ‘the hotels on the OTAs meet expectations’ followed by ‘the name of the website is easily remembered’, ‘there is a variety of hotel information’, and ‘the information of the hotel is interesting’. In regard to promotions, the highest score was ‘receiving the promotion via email’, followed by ‘early bird booking discount if pay now’, and ‘other special deals such as collecting points for loyalty’.

Tsang, Lai & Law (2010), studied customer satisfaction in regard to OTAs and found four dimensions that significantly influenced online customers’ overall satisfaction and repurchase intention. The four dimensions were ‘website functionality’, ‘information quality and content’, ‘safety and security’, and ‘customer relationship’. According to the study, ‘website functionality’ was the most powerful factor in predicting customer satisfaction and repurchase intention.

Additionally, Park, Gretzel & Sirakaya-Turk (2007), examined the influence of perceived website quality on the willingness to use online travel agencies. In this study, six core dimensions were identified and empirically tested regarding their impact on behavioral intentions using a survey of 311 local residents in the United States. ‘Ease of use’ was found to be the most important dimension in determining willingness to use, followed by 'information/content', 'responsiveness', 'fulfillment', and 'security/privacy'.

In another study, Kim, Kim & Soo Han (2007), conducted perceptual mapping of online travel agency and preference attributes. The data for this study were collected from the directories of seven universities through the online survey. The results revealed that 'low price' was the most critical, followed by 'security'.

Regarding customer reviews, Ye, Law, Gu & Chen (2011) explored the influence of user-generated content on travel behavior. They conducted an empirical investigation on the effects of e-word-of-mouth on hotel online bookings. The research employed data from a major online travel agency in China and found that traveler reviews had a significant impact on online sales, with a 10 percent increase in traveler review ratings boosting online bookings by more than 5 percent. The results highlight the importance of online user-generated reviews for the tourism industry.

Chubchuwong (2019), studied the benefits and problems of using OTAs by independent hotels in Thailand. Using a qualitative approach, in-depth interviews were conducted to explore the respondents' experience with OTAs. The respondents were 20 senior managers of independent hotels who had partnered with OTAs for at least one year. The research found that the top five popular OTA brands used by the respondents were Booking.com, Agoda.com, Expedia, Traveloka.com and Ctrip.com. The benefits of working with OTAs for could be classified into five areas: 1. increased bookings and revenue, 2. increased distribution channels, 3. promotional opportunities, 4. flexibility on rate adjustment and 5. benefits for hotel operations. In addition, hotel managers mentioned that clients found OTAs to provide better convenience and lower price. In terms of convenience, clients could check hotel and room pictures, can read reviews, and do not have to pay deposits. In terms of price, clients could compare room rates and sales promotion before making reservations. However, the respondents also revealed a number of problems that they experienced from working with OTAs which are grouped into eight areas: 1.price cutting, 2. high commission, 3. No-show problems, 4. rate disparity, 5. OTAs using the wrong pictures, 6. negative reviews, 7. payment problems and 8. other operational problems. The study also found how of some of these issues were being solved by the hotels. However, regarding the high commission being charged by the OTAs, none of the respondents were able to come up with solutions.

Based on the literature review, it was found that the attributes of OTAs that positively impact customer satisfaction can be grouped together as shown in Table 1. They are ease of use, safety and security, lower rate, website functionality, customer friendliness, instant confirmation, website's information and content, customer reviews, room rate comparison, frequency of price updating and no advanced deposit required. These attributes should be studied and could serve as guidelines to improve direct bookings for hotels.

Table 1. Summary of preferred attributes of OTAs

Preferred Attributes of OTAs	Park et.al., 2007	Kim et.al., 2007	Gazzoli et.al., 2008	Tsang et.al., 2010	Ye et. al., 2011	Patchamas, 2017	Chubchuwong, 2019
Convenience/ Ease of Use	√			√		√	√
Safety and Security	√	√		√			
Instant Confirmation/ Responsiveness	√					√	
Customer Relationship/ Friendliness	√	√		√			
Website Functionality/ Fulfilment/Web Features	√	√		√			
Information and Content	√			√			
Can compare room rate							√
Do not have to pay deposit							√
Price and Frequency of Update						√	
Lower Rate		√	√				√
Reviews by other customers					√		√

The Advantages of hotel experience over OTAs

Even though OTAs are found to have online marketing advantages for hotels, in the last few years, tourism articles referred to the advantages of hotel experience over OTAs. Mest (2017) stated that hotels can enhance the quality of their relationship with guests during the stay because of what they know about the guest before and after they arrive. Hence, they can demonstrate more value than the OTAs. These statements indicate that having guests physically staying at the property can enhance the Relationship with guests and can personalize their experiences to provide maximum satisfaction.

It is undeniable that OTAs provide invaluable service to hotels based on the information from Table 1. However, hotels had expressed uneasiness about their relationship with OTAs, according to Mest (2017). This dilemma can be solved if hotels use OTAs to attract only first-time customers, while for repeat customers, they should try to get bookings directly through their own booking systems. By this way, hotels can obtain the benefits provided by OTAs, and also reduce the high-commission cost from the OTAs in the long run.

After the literature review, the qualitative research applying in-depth interviews were conducted.

Population and Samples

The populations of this research were international visitors and residents who had experience making hotel reservations and had used OTAs at least two times. The interviews were conducted in Bangkok during February – May, 2019. Each interview took about 30 minutes.

Instruments

This study employed in-depth interviews using a semi-structured, open-ended questionnaire as an instrument to obtain information on online booking behaviors and preferences. In the questionnaire, there were two screening questions to ensure that the samples were qualified to answer. The first screening question was "Have you ever booked hotels through online travel agencies such as Agoda.com, Booking.com, Expedia.com etc.?", and the second question was "If yes, approximately how many times have you ever booked hotel rooms with OTAs?" Items 3–9 were used to obtain information on hotel booking behaviors as follows: "Which brands of OTA have you used?"; "When you use OTAs for hotel bookings, do you also look for or check the individual hotel's website as well?"; "Why do you look at the hotel's website?"; "If you can choose, do you prefer to book a hotel with an OTA or book directly on a hotel brand's website?"; "Why do you do so?"; "In your opinion, what factors can encourage you to book at a hotel directly? (please list in order of importance)"; and "Other comments relating to online hotel booking.". Respondents were also asked to provide information on their gender, age, nationality and profession.

Data Analysis

At the end of the project, 37 questionnaires were completed, and 3 incomplete questionnaires were excluded. The results were analyzed and the constant comparative method (Creswell,2007) was applied. The answers were categorized into groups. When additional comments which did not fit into the existing categories were received, new categories were created. Within each category, the common properties of the subcategories were listed, and the data were dimensionalized.

Of the 37 respondents, there were 25 females (67.6%) and 12 males (32.4%). Their ages were ranged as follows: 21 to 29 years, 20 people (54.05%), 30 to 39 years, 8 people (21.62%), 40 to 49 years, 7 people (18.92%), and 50 to55 years 2 people (5.54%). In regard to their origin, 17 people (45.95%) were Asian (Thai, Chinese, Taiwanese), 17 people (45.95%) were European (British, Swedish, Danish, Slovakian, Hungarian and Czech), 2 were American and 1 was Venezuelan (in total 8.10%). Table 2. summarizes the profile of respondents.

Table 2. Profile of respondents

Profile of respondents		
Gender	No.	%
Male	12	32.4
Female	25	67.6
Age	No.	%
21-29	20	54.05
30-39	8	21.62
40-49	7	18.92
50-55	2	5.54
Nationality	No.	%
Asian	17	45.95
European	17	45.95
USA	2	5.40
Venezuela	1	2.70

All respondents had experience using OTAs for their hotel room bookings. 30.55% had used OTAs between 2 and 5 times, 22.22% had used OTAs between 6 and 10 times, 30.55% had used OTAs between 11 and 20 times, 13.88% had used OTAs between 21 and 30 times, and 2.77% had used OTAs more than 30 times. It can be seen that 70% of respondents had used OTAs for hotel room reservations more than 5 times. Table 3. shows number of times the respondents had used OTAs.

Table 3. Number of times respondents used OTA's

How many times have you used OTAs?		
	No.	%
2-5	11	30.55
6-10	8	22.22
11-20	11	30.55
21-30	5	13.88
>30	1	2.77

The most popular OTAs used by the respondents according to usage were Booking.com 83.78%, Agoda.com 48.65%, Expedia 21.62%, Hotels.com 18.92%, Ctrip.com 13.51%, Airbnb 10.81%, Momonda.com 10.81%, TripAdvisor 5.40%, Trivago 5.40%, Qunar 5.40% and others were mentioned only once. Table 4. shows OTA brands used by respondents.

Table 4. OTA brands used by respondents

Which brand of OTAs have you used?	
Brand	%
Booking.com	83.78
Agoda.com	48.65
Expediia.com	21.62
Hotels.com	18.92
Ctrip.com	13.51
AirBnb.com	10.81
Momonda.com	10.81
Qunar	10.81

This research revealed that 70% of respondents using OTAs for hotel room bookings also checked hotel websites: 27.03% check hotel website every time; 10.81% most of the time; and 32.43% sometimes. Table 5. shows the frequency that respondents also checked hotel websites when using OTAs.

Table 5. Frequency of respondents checking hotels' website when booking OTA

When booking via OTA, how often do you also check hotel's website?		
	No.	%
All the times	10	27.03
Most of the times	4	10.81
Sometimes	12	32.43
Rarely	9	24.32
Never	2	5.40

The main reasons for researching individual hotels were categorized into five groups 1) checking price, 2) searching for hotel information, 3) checking a hotels' credibility, 4) checking payment conditions, and 5) when they cannot book with OTAs. In each group, the answers were described according to how the respondents expressed them in the order of the most frequently mentioned. The most important reasons for travelers to check hotel websites were to check and compare prices, and to check for discounts, packages and promotions. The second reason was to get more information about rooms, the location, the facilities, and transportation, to see more pictures, and to get information about hotel activities such as cocktail receptions, and gourmet festivals. The third and fourth reasons were to check the hotel's credibility and payment conditions, and finally to see whether it was still possible to book directly because they could not book with an OTA.

For the question asking whether customers prefer to book the hotel with an OTA or book directly on a hotel brand's website, the results revealed that 24 respondents (65%) preferred to book with OTAs, and 7 respondents (19%) preferred to book with the hotel brand's website directly. There were 6 respondents (16%) who did not give accurate answers and mentioned that it depended on the conditions. Detail was shown in Table 6.

Table 6. Preferred channel for rooms online booking

Would you prefer to book with OTAs or directly with the hotels?		
	No.	%
With OTAs	24	64.86
Directly with the Hotels	7	18.92
It depends	6	16.21

For the 65% of respondents who preferred to book hotels with OTAs, the most important reasons were convenience, followed by price and method of payment. In regard to convenience, the respondents made the following comments: "booking with OTAs is easier and faster", "can read the reviews of hotels", "the information is in English", "can access by app", "can easily compare the prices, deals, and standards of many hotels and many destinations". For prices, the comment was "easier to find the cheapest rooms". For payment, the comments were: "easier to pay", "some OTAs do not request a credit card to guarantee" and "can print out the reservation documents for visa purposes".

For the 19% of respondents who preferred to book with the hotel directly, the reason was mainly convenience. This group of respondents said that it was easy, convenient and safe. Other comments were: "can talk to the hotels directly to solve problems", and "can join the loyalty program". For the 16% of respondents who did not give clear answers as to whether they preferred to use OTAs or to book directly with hotels, they said that it depended on conditions such as price, convenience, destination and familiarity. If it was a hotel they frequently use, then they would book directly through the hotel website, but for unfamiliar cities, they would use OTAs.

When the respondents were asked which factors would encourage them to book directly with the hotels, the most common answers were good price, better campaigns, and convenience in making reservations. Other reasons for booking directly through a hotel website included good website information, good payment conditions, good service, the availability of a loyalty program, good credibility, good cancellation policy and good marketing.

Based on the in-depth interviews of 37 international and local respondents, the results revealed that approximately 70% of respondents have used OTAs for hotel reservations more than five times on average, while the two most popular OTAs brand used were found to be Booking.com and Agoda.com. This is in line with Chubchuwong (2019) and Patchamas (2017), who stated that Booking.com is the preferred OTA because they do not require a deposit or payment upon making a reservation.

Among the respondents who had booked hotel rooms via OTAs, 70% said they sometimes, most of the time or always checked hotel websites. Since a large number of travelers checked hotel websites prior to making decisions, it would be beneficial for hotels to have their own online booking systems. Moreover, the systems should be efficient and have features that meet the requirements of customers. When the respondents were asked about the method they preferred to use when making reservations for hotels, 65% stated they preferred to book via OTAs, 19% stated they wanted to book directly with hotels, and 16% were indecisive.

For those who preferred to book through OTAs, the reasons were because OTAs provide much more convenience and offer better rates and payment conditions. For those who preferred to book directly with hotels, the reasons were convenience and safety of hotels' bookings system and the ability to talk directly to the hotel staff. Respondents who did not give precise answers stated that it depends on which party offered better prices or convenience, and the familiarity with the destination that they were visiting. Some respondents answered that for the first visit, they preferred to use OTAs and for repeat visits they would book directly with hotels.

For the last question about the factors that would encourage them to make direct online reservations with hotels, the three most important factors were competitive prices and promotions, convenience in making reservations and other benefits. Other factors were ease of payment, the quality of websites and its content, good service, good credibility, good cancellation policy, the availability of a loyalty program, familiarity with the hotel, and lastly, they know someone or have a contact person at the hotel. One respondent stated that hotels must adapt to the fast-changing technology. Hotels that lack a booking technology or a speedy booking process will lose clients.

Conclusion

In the past decade, the hotel room booking via global online travel agencies has been growing rapidly whereas the number of direct hotel bookings has been declining. Majority of travelers use OTAs to make room reservations because of the cheaper rates, instant confirmation and other benefits. It was found that even though OTAs benefited hotels in terms of increased reservations and global marketing exposure, they also brought several marketing and operational problems to hotels, namely rate disparity, price cutting, high commission and no-shows. Compared to large chain hotels, many small and medium-sized independent hotels have less global exposure and lack efficient online booking systems, making them rely on OTAs, which charge high commission rate. This unfavorable condition significantly diminishes hotels' revenue and profit. In order to alleviate this problem, hotels should have efficient online booking systems of their own. This research revealed the good attributes of OTAs and the hotel room booking behaviors and preferences in regard to online booking method of hotel rooms. For hotels that already have the systems, they should try to make them as good as OTAs'. Direct booking systems should be targeted particularly at repeat customers, while OTAs should be targeted at first-time customers. By doing this, hotels can receive invaluable services of OTAs, while avoiding financial and other problems arising from OTAs.

Recommendation

Hotels should have the following conditions, and their websites should visibly inform the potential customers accordingly.

1. An efficient online booking system

First and foremost, hotels should have effective online booking systems, which, nowadays could easily be purchased from many available vendors on an annual fee basis. The booking systems generally provide service such as direct reservation, comprehensive sales and revenue reports, and system maintenance.

2. Competitive price and promotion

Price and promotion are the most important factors that influence customers when making a booking decision. Hotel rates for all types of rooms should be competitive and on par with OTA rates; have regular and seasonal rate adjustments; be clearly stated with no hidden costs; have discounts for different occasions; include attractive promotions and packages for each target group of customers; and lastly provide discounts for walk-in customers.

3. Other interesting benefits

Other benefits are necessary to differentiate hotel and OTA booking. This research revealed that hotel rates are often undercut by OTAs, so it is necessary that hotels use other benefits as tools to draw customers such as early check-in and late check out; room upgrade; complimentary airport-hotel-airport transfer; and complimentary meals. However, it is suggested that new, creative benefits are designed to meet the needs of tourists in a period of changing behaviors and trends. Tourists may want to experience something different from their home countries. Some special local benefits might include a complimentary Thai massage, a Thai cooking class, a spa session or a local tour.

4. Convenience of making reservations

Convenience of making reservations is the second most important reason when making the decision to purchase online. Online booking must be convenient, functional and provide instant confirmation without contact with another person. Websites should be easy to find and navigate and should offer good accessibility from smartphones and tablets.

5. Comprehensive website and information

Websites should use the English language, and also other commonly-used languages such as Chinese, Japanese, German, Russian, French, and Italian; have clear, attractive, and up-to-date pictures of all room types and facilities; provide information about the service standards and amenities and extra services; provide information about the hotel and the surrounding tourist attractions, events and activities; provide maps, locations and accessibility by various types of transportation; information on the distance from the airport; and lastly, available contact persons.

6. Good credibility

Hotel websites should provide information on its official rating, standard, client reviews, and satisfaction scores.

7. Good payment conditions

Hotels should have good and secure payment systems without credit card detail requirements to guarantee bookings. They should also have the option to book now and pay later. However, they should have some system to reconfirm the booking with clients to avoid no-shows.

8. Good service quality and customer relationship

Hotels have advantages over OTAs because clients stay at the property. When hotels have guests in-house, they should study their behaviors and preferences and provide good and satisfying service. Research revealed that clients are more likely to book directly with hotels for their repeat visits if they have a satisfying stay and a memorable experience. Good customer relationship is a very important strategy to secure future direct bookings.

9. Good cancellation policy Hotels should have an easy cancellation policy and clients should have the possibility to cancel bookings without a fee.

10. Loyalty program

Hotels should offer membership benefits such as points or special discounts for repeat guests. This is particularly relevant for domestic markets, where repeat visits are more frequent.

11. Based on the literature reviews of the good attributes of OTA and the results of this study, 10 recommendations were proposed as guidelines for hotels that are seeking to increase their direct bookings through an online system.

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The EFL Learners' Perspective on English Instruction through Google Meet Application

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ABSTRACT

The purposes of this study were (1) to investigate students' perspective on English instruction through Google Meet application, and (2) to study additional suggestions from respondents. The research samples were 100 Thai-Nichi Institute of Technology students enrolling in English for Career2 (ENL-402) course during the second semester of academic year 2020 derived through Simple Random Sampling technique. The instruments for collecting the data were the rating-scale and open-ended questionnaire. Frequency, percentage, mean, standard deviation and content analysis were used for data analysis. The findings were as follows: (1) the students' perspective on English instruction through Google Meet application was at a high level, and (2) it was mainly suggested by the respondents that (a) The high stability of the internet access is essential; (b) Teaching activities and teaching materials should be more various; and (c) Instructors should give feedback to all activities they assigned.

KEYWORDS: EFL Classroom, Teaching Using Google Meet Application, English-Learning Teaching Approach

Introduction

The current era is characterized by rapid changes resulting from scientific and informational technological advancement. To keep up with these changes is essential in all dimensions, especially in educational system- to solve the problem of teacher shortages and to increase in the numbers of learners (Mouasa & Mubarak, 2005) to support main educational methodologies as (UNDP, 2019):

- The traditional classroom education, where books, blackboards are used by the teacher as a teaching aid;
- Modern classroom education, where the classrooms are equipped with whiteboards, projectors or audio-visual display equipment and digital boards

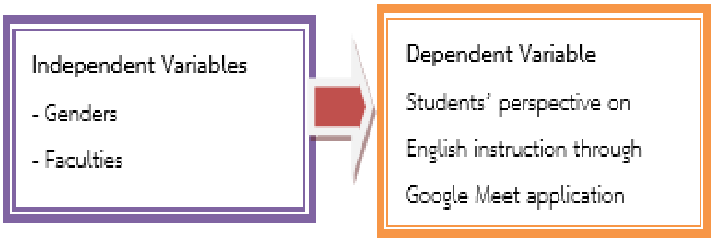
• Online education, where the information technologies and communications are used to help in the development and acquisition of knowledge from the different remote locations. It uses the internet and video/audio and text communication and software to create the learning environment.

Technology, offering a great deal of options to the teachers, is a key to open a brand new door to the classrooms. Among these options, Web tools are one of the most useful innovations in classrooms. Exploring the role that Web 2.0 technologies can play in enhancing language learning development, Motteram & Sharma (2009) showed that the use of technologies is changing our understanding of the profession of language education. The second study about Web 2.0 technology (Tilfarlioglu, 2011) aimed to determine undergraduate and high school students' attitudes towards the use of English in this technology.

The education system in Thai-Nichi Institution of Technology (TNI) is based on traditional and modern classroom education and requires the students to attend every class. Google Classroom are, sometimes, used to post the teaching materials as well as assign the homework. However, the situation has changed in the summer semester of 2020 (March-May), when the expansion of coronavirus COVID-19 infection was intense in Thailand, which leaded to country lockdown (Department of Disease Control, 2020).

Due to the COVID-19 crisis, teachers and students both find themselves in the situation where they felt compelled to embrace the online teaching-learning process (Lederman, 2020) through digital intelligence (DQ Institute, 2019). In this case, approach to learning through Google Classroom is a part of a strategy that uses technology to facilitate faculty and students in the learning process (Ocampo, 2017). In Google Classroom, lecturers can provide teaching materials, assign tasks for students, and upload the students' grade, so that they can immediately see the scores obtained in the course. In addition, Google Meet is one of the effective alternative channels of online teaching. It also minimizes the costs incurred due to the use of more affordable stationery and other materials, and can minimize time released energy (Inoue & Pengnate, 2018). However, one of the significant barriers for realizing the effectiveness of learning from online classes is that not all students have an online stability of the internet access. In addition, there are also students who do not have smartphones or a data plan for attending online discussion sessions. As a result, the facility to use of Google Meet as a medial of teaching should be highly concern by the government to provide basic access for those students.

Conceptual Framework



Research Objectives

The purposes of this study were:

1) to investigate students' perspective on English instruction through Google Meet application in three aspects: Teaching materials, Learning Activities, and Instructor; and

2) to study additional suggestions from respondents.

Research Methodology

This study focused on students' perspective on English instruction through Google Meet application which consists of population and samples as follows:

The population of this study was 145 students enrolling in English for Career2 (ENL-402) course during the second semester of the academic year 2020.

The samples of this study were 100 students enrolling in English for Career2 (ENL-402) course during the second semester of the academic year 2020 derived through Simple Random Sampling technique.

Instrumentation

The instruments used for gathering the data were the rating-scale and open-ended questionnaire based on students' perspective on English instruction through Google Meet application.

The first part (Part 1) of the questionnaire asked for the demographic information of the respondents: Gender and Faculty. The second part (Part 2) concerned with students' perspective on English instruction through Google Meet application. This part consisted of 5 items of Teaching materials, 10 items of Learning activities, and 5 items of Instructor. The third part (Part 3) asked for opinions and suggestions of the respondents.

The five levels of students' perspective used in the questionnaire were ranked as "The highest level", "High level", "Moderate level", "Low level", and "The lowest level". Responses from the questionnaires were subsequently coded. The data of the respondents' coded responses were statistically calculated and analyzed.

Data Analysis

Data analysis from questionnaire both single item and whole questionnaire which presented by a form of rating scale. These rating scales were calculated to find out mean and standard deviation and then translated based on criteria developed by Best (1981) as follows:

5	refers to	The highest level
4	refers to	High level
3	refers to	Moderate level
2	refers to	Low level
1	refers to	The lowest level

$1.00 \leq \bar{X} < 1.50$ refers to the lowest level.

$1.51 \leq \bar{X} < 2.50$ refers to low level.

$2.51 \leq \bar{X} < 3.50$ refers to moderate level.

$3.51 \leq \bar{X} < 4.50$ refers to high level.

$4.51 \leq \bar{X} < 5.00$ refers to the highest level.

The result of the scores under 0.5 from the experts had to be considered and improved. The data obtained from small group participant was analyzed to find reliability by using α-Coefficient formula Coefficient of reliability was 0.96

The collected data was analyzed using a computer program. The statistics used for analyzing the data were frequency, percentage, mean, standard deviation, and content analysis.

Part 1: Results of the demographic data of the respondents

Results

Table 1 Results of the Demographic Data of the Respondents

Demographic data of the respondents	*n*	Percentage
1. Gender		
1.1) Male	39	39
1.2) Female	61	61
Total	100	100
2. Faculty		
2.1) Business Administration	42	42
2.2) Engineering	27	27
2.3) Information Technology	31	31
Total	**100**	**100**

Table 1 showed that percentages of respondents in genders ranged from 39% as male students and 61% as female students. For the faculties, the percentages ranged from 42% for Business Administration Students, followed by 27% for Engineering students, and 31% for Information Technology students.

Part 2: Students' perspective on English instruction through Google Meet application

Table 2 Mean ($\bar{X}$) and Standard Deviation (S.D.) of the Students' perspective on English instruction through Google Meet application in Overall

No.	Aspects	$\bar{X}$	S.D.	Level
1.	Teaching materials	4.32	0.69	high
2.	Learning activities	4.34	0.64	high
3.	Instructor	4.52	0.66	highest
Total		**4.39**	**0.66**	**high**

The above table indicated that students had a high level of perspective on English instruction through Google Meet application in overall ($\bar{X}$ = 4.39). The highest rank at a high level was Instructor ($\bar{X}$= 4.52), followed by Learning activities and Teaching materials ($\bar{X}$= 4.34 and $\bar{X}$ = 4.32 respectively).

Table 3 Mean ($\overline{X}$) and Standard Deviation (S.D.) of the Students' perspective on English instruction through Google Meet application in Teaching materials

No.	Components	$\overline{X}$	S.D.	Level
1.	Teaching materials are various.	4.53	0.73	highest
2.	Teaching materials are useful.	4.21	0.62	high
3.	Teaching materials are easy to be downloaded	4.32	0.57	high
4.	Teaching materials are easy to read.	4.18	0.75	high
5.	Teaching materials are attracted to self-learning.	4.38	0.79	high
	Total	**4.32**	**0.69**	**high**

The table presented that the mean score of the students' perspective on English instruction through Google Meet application in Teaching materials was at a high level ($\overline{X}$= 4.32). The highest level of perspective was "Teaching materials are various." ($\overline{X}$= 4.53), followed by "Teaching materials are attracted to self-learning." ($\overline{X}$= 4.38) whereas the lowest rank at a high level of the students' perspective was "Teaching materials are easy to read." ($\overline{X}$= 4.18).

Table 4 Mean ($\overline{X}$) and Standard Deviation (S.D.) of the Students' perspective on English instruction through Google Meet application in Learning activities

No.	Components	$\overline{X}$	S.D.	Level
1.	Listening activities are useful.	4.05	0.49	high
2.	Speaking activities are useful.	4.12	0.71	high
3.	Reading activities are useful.	4.36	0.66	high
4.	Writing activities are useful.	4.17	0.54	high
5.	Activities are easy to download.	4.68	0.59	highest
6.	Activities are various.	4.71	0.53	highest
7.	Numbers of quizzes and assignments are suitable.	4.33	0.87	high
8.	Quizzes and assignments are useful .	4.27	0.64	high
9.	Activities are used for attracting the students to learn.	4.28	0.55	high
10.	Activities are used for motivating to self-learning.	4.39	0.84	high
	Total	**4.34**	**0.64**	**high**

The table presented that the mean score of the students' perspective on English instruction through Google Meet application in Learning activities was at a high level ($\overline{X}$= 4.34). The highest level of the students' perspective was "Activities are various." ($\overline{X}$= 4.71), followed by "Activities are easy to download." ($\overline{X}$= 4.68) whereas the lowest rank at a high level was "Listening activities are useful." ($\overline{X}$= 4.05).

Table 5 Mean ($\bar{X}$) and Standard Deviation (S.D.) of the Students' perspective on English instruction through Google Meet application in Instructor.

No.	Components	$\bar{X}$	S.D.	Level
1.	Instructor posts the teaching materials, assignment and quizzes regularly.	4.80	0.74	highest
2.	Instructor has well- understanding of using Google Meet.	4.52	0.65	highest
3.	Instructor can teach through Google Meet smoothly.	4.40	0.58	high
4.	Instructor can solve an unexpected problem while using Google Meet.	4.31	0.66	high
5.	Instructor understands a problem of the students who do not have a smartphone, the internet or computer.	4.57	0.68	highest
	Total	**4.52**	**0.66**	**highest**

The table presented that the mean score of the students' perspective on English instruction through Google Meet application in Instructor was at the highest level ($\bar{X}$= 4.52). The highest level of perspective was "Instructor posts the teaching materials, assignment and quizzes regularly." ($\bar{X}$= 4.80), followed by "Instructor understands a problem of the students who do not have a smartphone, internet or computer." ($\bar{X}$= 4.57) whereas the lowest rank at a high level was "Instructor can solve an unexpected problem while using Google Meet." ($\bar{X}$= 4.31).

Discussion and Conclusion

According to the findings, it was concluded as follows: 1) the students' perspective on English instruction through Google Meet application was at a high level, and 2) the high stability of the internet access is essential; teaching activities and teaching materials should be more various; and instructors should give feedback to all activities they assigned. This is related to the study of Barrreyro et al. (2019) who highlight that the lecture method using the media help of Google Meet is effective in terms of building knowledge. This might be because the process of learning through Google Meet involves audio and visual aspects where the lecturer delivers the material directly through the media. This is also shown during the learning process where students and lecturers communicate with each other about the material and ask questions about what is not yet understood and can be heard directly by other students. A more radical approach is further states by Van der Steen and Frissen (2017) who confirms that the instructor is important in delivery of learning material, question and answer between instructors and students to achieve in learning outcomes.

The opinions and suggestions from the respondents were listed as follows:

1. The high stability of the internet access is essential;
2. Teaching activities and teaching materials are more various and updated than face-to-face classroom;
3. Instructors should give feedback to all activities they assigned;
4. There should be more listening exercises.

Recommendation

Recommendation for administrative policies: TNI should concern on providing facilities to TNI students in terms of accessibility of the internet or and devices supporting the students' learning.

Recommendation for implication of the research findings: Lecturers should provide teaching materials which are applicable in learning devices, from PC to smartphone. Some teaching materials such as reading passage might not be suitable with mobile phone.

Recommendation for further study, it should be focused on other forms of online learning application that support the students self-learning as well as creating learning environment for the 21st century skills.

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Cheating - A Moral Dilemma Influencing Academic Dishonesty

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ABSTRACT:

Academic dishonesty has always been frowned upon in the educational environment and is definitely a challenge for online learning. The objective of this research was to examine factors leading to fear during the assessments that influence academic dishonesty and could destroy students' ethics. The study used a mixed method research and examined the students' emotions to further explore that the students' self-esteem was connected with their ethics. The questionnaire was administered online to collect data from a pilot group of 30 students from different secondary schools. Data were analyzed by descriptive and inferential statistics. The different situational factors: students unprepared, unsupervised assessment, influences from others, responsible for emotional fear factor, giving rise to emotional response and its intensity towards students' action were examined by the use of Ekman's model of "Atlas of Emotions". From the study of related literature, research articles, reports, it was found that students at both undergraduate and graduate levels admitted they cheated on the tests. To avoid the emotional pain, students cheated in exams. It was found that there was a coefficient r = 0.7 indicating positive correlation between self-esteem and student ethics, based on Pearson's correlation.

Key words: Academic dishonesty, Fear, Emotion, Pleasure and Pain, Self-Esteem

1. Introduction

Let us take up a scenario that what if anyone gets an opportunity to deceive during tests or assignments as a student, how many students would avail this as an opportunity? And so whatever the reasons for this temptation be, would it not leave a person to pave a way to next level, with flying colors. Just the mere thought of it, does it not give wings to the stress, allowing it to fly away. As a result, the sense of calmness and tranquility gives one pleasure according to their own justified reason.

Utilitarianism distinguishes right from wrong based on the consequences by making ethical choices as this is a form of consequentialism, which promotes "greatest happiness", which actually sets no value to pain and rejoices pleasure at any given cost. Looking at the concept of Utilitarianism, which looks at acquiring pleasure rather than pain and Eudemonia simply means "less wrong", this concept is

regarded as one step higher than Utilitarianism which deals with perfect rationality of knowing everything that was really happening (Draklight, 2013), and utilitarianism takes only pleasure as moral intrinsic value; where pain has no moral value without reasoning, which devalues pain; however, values happiness more.
However, according to Plato, if the consequences of pleasure is bad, the action initially taken is condemned by the people which is regarded bad as well (Zimmerman et al., 2019). Socrates also stated that pleasure could result in evil, if the cause in first place was for the use of an evil pleasure, which resulted in pain, example food, sex, drinking etc. (Zimmerman et al., 2019). Now as for the emotions that are concerned, it also has intrinsic value, being part of Eudemonic Utilitarianism, where the decision of the moral action is part of reasoning and rationality, by taking in consideration of the power of heart and not of the mind. However, as for the actions in virtue ethics, it plays a significant role, as the emotional dimensions cannot be ignored, because it being the main essence of the soul of human being (Kuangfei X, 2015).

As an educator and an assessment consultant, the assessments have always been a very reliable tool when assessing students' progress, but looking at the fact that due to the different situational factors, the students get involved in deception intentionally or not-intentionally, example , students with low self-esteem who might be the low level ability students, when they are not appreciated in the class might lead them to search for different means to deceive during assessments, which might also lead to jeopardizing students' ethics. So would these manifested actions, be the only one to be taken into consideration or would emotions be given any importance for the students being involved in academic dishonesty?

1.1 Academic Dishonesty:

Academic dishonesty is a method of deceiving, that represents other person's work as their own or even getting assisted by other students. Apparently, academic dishonesty may vary in practice in different regions (Mills.W, 2010). As per Rettinger, high school students are completely oblivious to the consequences of cheating of this immoral action (Simmons.A, 2018).

1.2 Student Ethics and Integrity:

Leading among many factors influencing and being affected, students' ethics plays a great role in building up their character or dignity. Academic dishonesty may lead to of the destruction of students' ethics, as ethics is considered to maintain the students' integrity. This unethical behavior is seen as "corrupt" or "bad" practice. This has come from a Latin word "integer" and "integritas", which means as a whole (Macfarlane.B, et al., 2012). This is a virtue in moral education. Integrity is based on basic values of honesty, trust, respect etc. (Jurdi.R et al., 2012).

1.3 Self-esteem:

Low self-esteem might be considered as one of the reason that influences the academic dishonesty as the teachers assign activities or tests, the students may get the opportunity to deceive. It is seen that not only the students' ethics may be questioned but also schools' credibility and reputation may fall in jeopardy. This may be due to many factors, such as students may be being underappreciated; probably they are influenced by others, simply because they are doing it. Students' low confidence level and low self-esteem (Lutz, 2014), the students' ability to learn and better performance ability may diminish, which might lead to an incomplete and unfulfilled life trying to find easy way out in the long run. If the action of deceiving is considered to be immoral, the factors or causes of one's emotions resulting in deceiving, are they being taken into consideration?

The situational factors, also known as the external factors are one of the circumstances which influences academic dishonesty, such as fear of failure, pressure from the parents (Rauthman J.F, 2017), or to score better results, culture memorization as this is seen as not-intentional and common practice. etc. Due to some of the factors influencing academic dishonesty, some students are willing to gamble as they are sure that they can get away with it (Simmons.A,2018).

1.4 **Different Situational Factors influencing Academic Dishonesty:**

In this digital age, an increase in cheating threatens integrity and gives rise to many factors influencing *academic dishonesty*, questioning students' ethics and self–esteem (Sanchez,2019). These offenses may be carried out by the students specifically during the learning and assessment environment which may give rise to questioning, as to why students are more inclined towards making choices that may make an argument toward *academic dishonesty*, jeopardizing their moral values and sense of prudence not only for now but also affecting their future in the long run. Students might be undergoing emotional roller coaster ride, which are hardly looked upon.

1.5 Influence of others:

One of the situational factors that may also be the influence of academic dishonesty causing low self-esteem in students is others' influence in deceiving or cheating. The engagement of this unethical behavior is due to the fact that they are motivated by the perception of others to be dishonest, which may elicit the desire to be deceptive. Also, the students with lower ability who are not supported by teachers are liable to deceive more as compared to high level ability students (Mill.W,2010), which might be done with some intentions to seek pleasure.

1.6 Unappreciated by the teachers:

The students might not be fully recognized and also not being appreciated by their teachers whether it be an online session or conventional classroom, which might lead to being deceptive due to low self-esteem. The instructors represent as the leaders of the classroom, unfortunately, may judge the students on their ability to perform and might adopt a strategy that some of the students in the classroom who might not have the ability to perform well (Gannon & Boguszak,2013) and might be labeled as low achievers, by placing their own assumptions and judgement. The students emotions are not understood as the instructors don't get to know them and this might affect the student-teacher relationship.

1.7 Unsupervised Online assessments:

Due to the pandemic 2020, as almost around 87% of world's student population (UNESCO 2020, McGee 2013), education was moved from conventional to online platform, and this gave rise to online teaching-learning. There are chances that there might not be direct supervision in the online learning environment from the teacher's side. This situation may give the perfect opportunity to the students to be dishonest academically during online assessments. Chances are when the students are not given attention as the teachers focuses on the high achievers, this might create low self-esteem for few of them and may encourage students to deceive as they don't have the confidence to prove themselves that they are better than others. Therefore, students with low self-esteem may get involved in cheating (McGee, 2013). The online platform and technology has actually opened a new venue for being deceptive in online learning environment (Mills.W, 2010).

According to the International Center of Academic Integrity (ICAI), the past 12 years' statistics revealed that the graduate students' and under graduate students' responses revealed that 17% graduates and 39% undergraduates accepted that they cheated on tests, cheating in written assignments 42% and 62% respectively, (table1). According to the survey conducted, out of 70,000 high school's students in USA, 58% admitted of plagiarism (McCabe, 2015).

Table 1 *Students statistics and cheating*

Respondents	Graduate Students	Undergraduates*
Number responding	~17,000	~71,300
admit cheating on tests:	17%	39%
admit cheating on written assignments:	40%	62%
admit written or test cheating:	43%	68%

Source: ICAI, (McCabe, 2015)

According to one of the newspapers, 9 out of 10 middle school students or 90 % admitted to copying off homework assignment and two-third admitted of exam cheating (Frank,2019). According to the survey conducted, out of 70,000 high schools' students in USA, 58% admitted of plagiarism (McCabe, 2015). As per 2010 research; college students were asked if they were to deceive a web based exam; 42% agreed saying if chance provided they would do it. In the similar study, 36% admitted to plagiarizing work (Mills. W, 2010). Also students openly admitted adding to plagiarized work, such as copied sentences, phrases, not using proper citations or acknowledgement (Spaulding. M, 2009), which might serve as a big threat to students' ethics.

Upon examining some articles, the researchers have shown that this had been very common practice in the past as be a conventional class tests / exam, the students admitted to dishonesty. The study conducted regarding the perception of the faculty and students which differed a great deal. One of the research question asked if the students would steal a copy of the test, faculty's reply as compared to the students was 62% and 42%, where students actually admitted they would definitely steal it (Spaulding. M, 2009).

US High school students, 75% of 12,000 admitted as well and even bright students admitted in 1998 survey which reported 80% committed being dishonest in exams (Frank, 2019). International statistics from UK Office of OFQUAL stated year 9-10 (GCSE), year 11-13 (AS and A Level) were involved in misusage of unauthorized material in 2018 exams. 2735 penalties alone in 2018 were issued. Despite of penalties from figure1, these staggering numbers from 2014-2018 have been seen as an unbroken statistical record (Academic Integrity,2019).

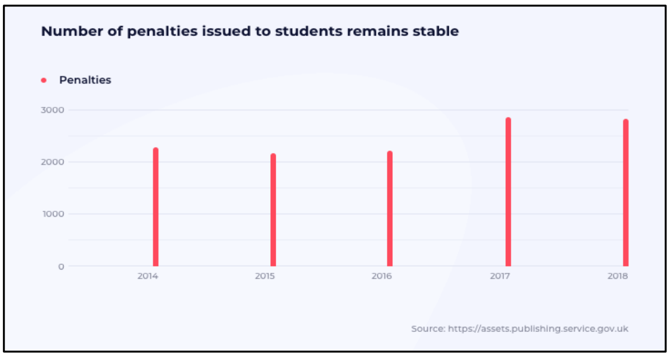

Figure1: Number of penalties issued to students

Sixty four percent of students have been accused of usage of unauthorized material, 2% charged with plagiarism, 75% caught using mobile phones. Among famous universities, Harvard reported of 125 cases of plagiarism, Yale reported 14% out of 1400 of cheats, 24% of copying was reported from figure 2. (Academic Integrity, 2019)

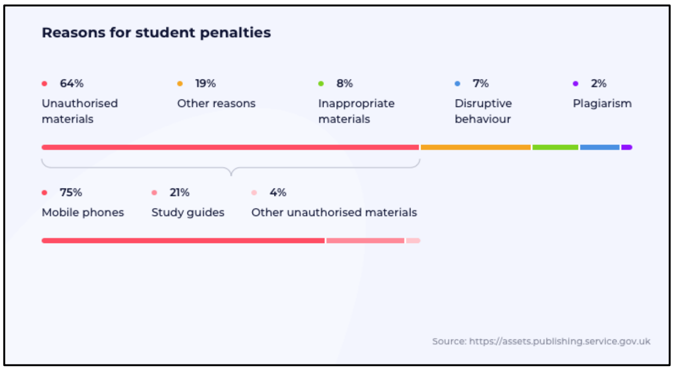

Figure 2: Reasons for students penalties

2. Purpose of Research

This research was aiming for understanding beliefs and emotions from student's point of view focusing on the need of attaining pleasure as per Utilitarianism rule and per Eudemonic Utilitarianism in doing the right thing with rationality, valuing their emotions which will impact a positive result towards academic to build greater self-esteem and prevent the negative emotional factor of fear, which might not compel them to take wrong measures especially this could affect their ethics and integrity.

One of the other effect of the fear factor is that it gives rise to the dangers on students' performance and ethics. Students usually, due to fear, procrastinate and due to this reason of unpreparedness, which might lead to fear of ignorance regarding the topic, further leading to a pattern of routine absenteeism (Bledsoe.S.T & Baskin .J.J, 2014), affecting their academic performance and hence resulting in low self-esteem.

For the students to avoid the pain, their easy way out being deceptive would give them pleasure, which gives them pleasure from the utilitarianism point of view. Therefore, to avoid the path of pain and suffering, from *figure 5*; and to avoid this mental torture of emotional consequences, giving rise to different negative emotional responses, the intensity of the pain depends on the endurance of the students' strength, could be avoided by cheating.

To understand the students, the instructors might make the students feel comfortable, as to maintain better relationship. With the help of good communication, the students might get calmed as distressed and nervous students might gain some confidence. Students might be made self-aware of the emotional fear and its intensity that could lead to disaster if not dealt properly.

Considering as a compulsory part of education, academic dishonesty is morally and ethically wrong, but it is actually aiding some helpless students, who are subjected towards unreasonable conditions that force them to deceive. The different factors such as fear for better grades; fear of parents pressuring their children, no inspiration might lead the students to commit this crime. If these helpless disrespected students are placed against their will in school, there is no chance that they will follow the ethical codes of conduct. However; they would seek for pleasure in being deceptive to avoid the pain of fear (Soling.C,2015).

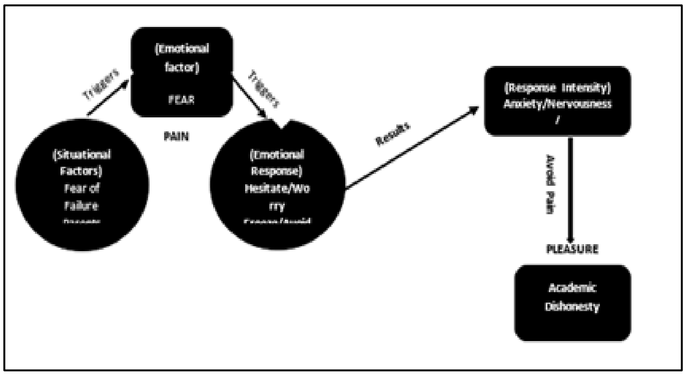

Figure 3: Pain and Pleasure

3. Study Beneficiaries

This study may be beneficial to the school's management and the teachers, as this will help the schools with the understanding of students' emotions. The management can further train assessment literate educators with the integration of information technology tools (Husain, 2021). This study might be useful to the Head of Curriculum and Assessments, Head of School etc.

4. Literature Review

Dating back to stoics, emotional factors are part of decision making and judgements along with the responsibility of reasoning of the action performed (Hursthouse.R & Glen.P, 2018). Dr.Paul Ekman, a psychologist and a researcher in understanding of the emotions and deception, proposed 6 basic emotions: anger, fear, surprise, disgust, joy and sadness. Emotions arises from the brain, from 3 different regions: 1. Amygdala, 2. Insula, 3. Periaqueductal gray.

The Amygdala is responsible for interpreting fear, motivation, also can identify rewards and how to attain them. Insula can interpret disgust, when someone feels pain (Halber.D,2018). This can be further explained that the brain processes each action and responds in a positive or negative way. Ekman designed a virtual model to place the thoughts of these emotions and their results.

As per Ekman, he designed an online mapping model "Atlas of Emotions" with the backed up funding by Dalai Lama (2016). As per this model, when any emotional state is triggered, responses are based on one's actions. Example: Someone insults you, you feel angry, which could result in frustration or argumentativeness. Some dear one departs, you feel sad and disappointed.

Different situational factors that influence academic dishonesty from the student's side, might be because of the triggering of the emotional factors. They might cheat because of the fear factor such as fear of failure might lead to nervousness, or the pressure of parents might lead their kids to be tensed, or even abusive. Also to gain attention from the teachers, competition among peers, old emotional memory trigger etc. are few other reasons.

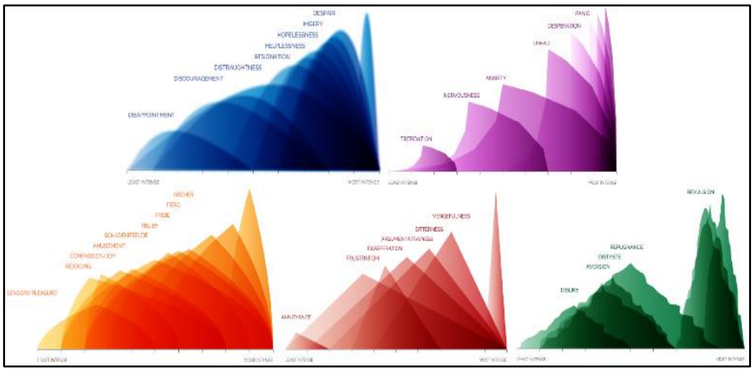

Figure 4: Emotions

Source: Five visualizations from Atlas of Emotions, Credit: Paul Ekman

A graphic representation infused with visual effects lists the emotions. Fear Graph of emotions starts with "trepidation", a feeling of anxiety due to fear which is on the least intense position could lead to most intense position "terror" (Atlas of Emotions, n.d), where students might take to intense level such as thinking of committing suicide, if their feelings are not understood, are under pressure and probably are blamed for their action of academic dishonesty.

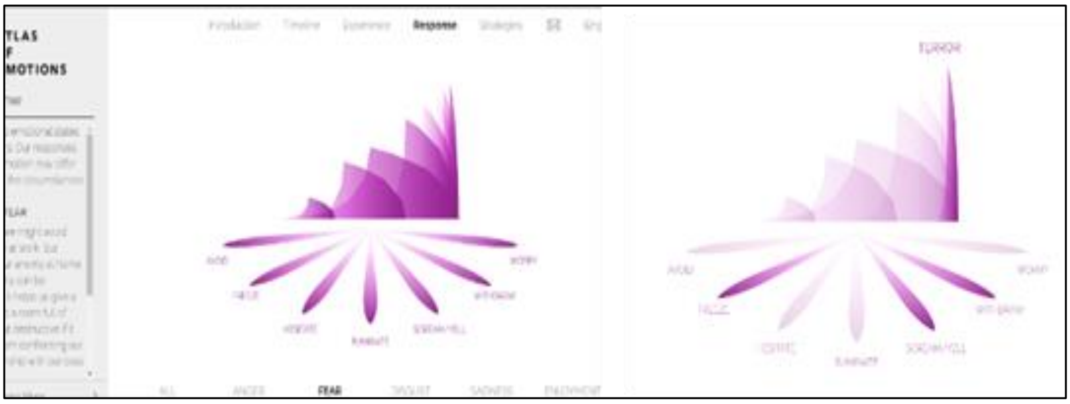

Figure 5 : Fear Emotion and Responses

Source: Atlas of Emotions

5. Research Methodology

This research study is based on the mixed method using qualitative and quantitative analysis. It is designed to use quantitative correlation analysis to find the relationship between students' ethics and self-esteem. The research tool was pilot testing with 30 secondary school students, to test the validity and reliability of the questionnaire. The students were chosen at random from different secondary schools. Questionnaires were designed and sent out to the respondents through the google survey. The collected data were analyzed using descriptive and inferential statistics. The analysis results were presented by percentages and graphs.

6. Results and Discussion

Students' responses as per the first question, from table 2, if cheating or deceiving is considered unethical, 56.7% students strongly agree. The 53.3 % students strongly agreed said that it was easy to deceive during the online assessments. However, 33.3% strongly agreed to the fact that the students were unsupervised and this actually gave the opportunity to the students to deceive and 40% students agreed to the same. Also, according to the *table 4*, connecting to the fact that the 36.6% student agreed that good students were paid more attention by the teachers, also from *table 3,* 33.3% agreed at the same point. To get better grades, students might cheat and 50% responses strongly agreed to this, and 13% disagreed. The correlation statistics were also calculated. For those who responded to this piloted survey, from *table 5*, it was found that there was a high correlation coefficient of r= 0.7, indicating positive correlation between self-esteem and student ethics, based on Pearson's correlation.

Table 2 *Easy to cheat*

4. It is quite easy to cheat during online tests.	COUNT of 4. It is quite easy to cheat during online tests.
1	16.67%
2	13.33%
3	16.67%
4	53.33%
Grand Total	**100.00%**

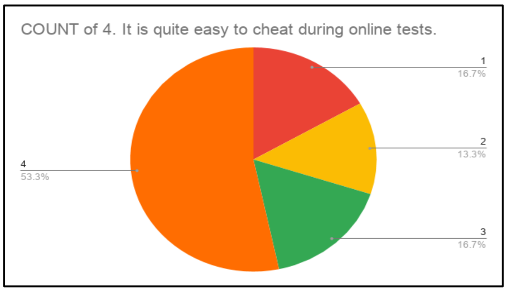

Figure 6 Quite easy to cheat

Table 3 *For better grades*

8. Students cheat to get better grades.	COUNTof 8. Students cheat to get better grades.
1	10.00%
2	13.33%
3	26.67%
4	50.00%
Grand Total	**100.00%**

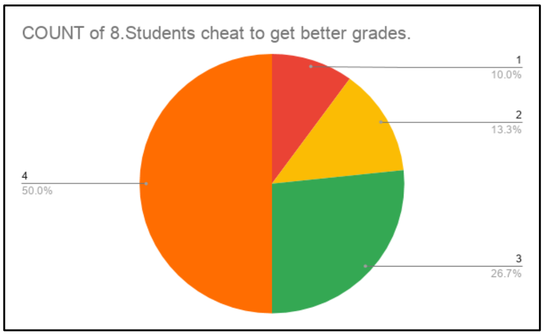

Figure 7: Students and better grades

Table 4 *Teachers support good students*

6. Teachers only respond and provide most of the help to the good students.	COUNT of 6. Teachers only respond and provide most of the help to good students.
1	33.33%
2	13.33%
3	36.67%
4	16.67%
Grand Total	**100.00%**

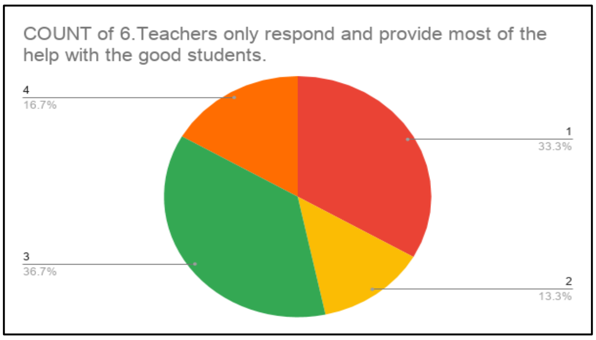

Figure 8 Teachers support to good students

Table 5: *Correlation statistics*

	total esteem	total ethics
total esteem	1	
total ethics	0.705218383	1

7. Conclusion and Recommendation:

Student self-esteem and student ethics matter a lot. If a new strategy is adopted by considering emotions of the students, there is a chance that we can see a drastic change to avoid academic dishonesty. It is recommended that the educators might need to take up emotional understanding needs of the students into consideration. School policies might like to include trainings regarding understanding students' emotion. The school management might also need to train on the assessment literacy Model built on the framework such as Digital Bloom to cater to the needs of the students as the students are equipped with different learning abilities (Husain, 2021). The Ministry of Education can initiate online or face to face training courses for the schools management, teachers and administrators to train them regarding the understanding of emotions and student psychology. Future research may use this study to further explore on the significance as part of t-test using different emotions segregating and comparing between different genders of secondary school students.

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2. Author's name including academic position and institution/office
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4. Article content should contain the following topics
    4.1 Research Problem's significance
    4.2 Research Objectives
    4.3 Scope of Study
    4.4 Research hypothesis
    4.5 Literature Review and concept
    4.6 Research Methodology (indicate how information and data are collected, duration of data collection, Year of research, and Data analysis)
    4.7 Research result with pictures, charts or graphs as needed.
    4.8 Conclusion, Discussion and Suggestions (Policy Recommendation, suggestion for the practice, and suggestion for the next research)
    4.9 References using APA (American Psychological Association) style or with the same format for all references

4.10 The Article summarized from thesis or dissertation should have advisor's name indicated with academic position and institution, next to researcher's name. Articles that follow the instructions will be considered and conducted immediately.

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Academic article is academic presentation on the topic that people currently show great interest in, consisting of;

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   2.2 Content – to present the detail of each interesting point
   2.3 Conclusion – to enable reader to understand the article
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1. The article should not exceed 15 standard A4 size pages (including abstracts and references).
2. Set page margins as follows: 1 inches for top, bottom, left and right margins.
3. **Thimes New Roman** font type is required throughout the text as follows:
   3.1 The title is flush left and typed in 16-point bold text font size.
   3.2 The author's name is flush left and typed in 12-point bold text font size.
   3.3 The author's affiliation, and E-mail address, are flush left and typed in 15-point font size.
   3.4 Headings are flush left and typed in bold 12-point font size.
   3.5 Body text is flush left and typed in 12-point font size.
4. Tables should be placed near the referred text and numbered in sequence. Table headings and numbers should be positioned above the tables, and captions are beneath.
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6. Divide the text into two columns, tables and figures should be incorporated into writing, in a single-column text.
7. Article's Sections should be divided as follows:

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- article's title in Thai and in English - author's CV (name-surname/affiliation/E-mail address) - abstract - keywords - introduction - objectives - hypotheses (if any) - research benefits - research methodology (samples/research instruments/analysis) - research results and discussions - recommendations - acknowledgement (if any) - references	- article's title in Thai and in English - author's CV (name-surname/affiliation/E-mail address) - abstract - keywords - introduction - conclusion - recommendations - references

8. Use author-date in-text citations, either placed before or after the referred text.
9. Format the paper (including tables and figures) in APA style. For articles written in Thai, references are sequenced by authors' names.

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The abstract is a single paragraph, typically 200 to 300 words in length and should not include any citations. It outlines the aim(s), scope, method(s), results and conclusion of the paper.

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Articles should have 15 A4 pages (including Thai and English abstracts and references). Top, left, bottom and right margins: 1 inch

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Tables should be placed near the referred text and numbered in sequence. Table headings and numbers (bold, flush left), should be positioned above the tables, while table captions and appropriate citations are put below:

Table1 Font size and style

Section	Font Size (point)	Font Style
paper title	20	bold, flush left
author's name	16	bold, flush left
address/E-mail	15	normal, flush left
headings	16	bold, flush left
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Source: …(of tables referred in the article)….

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Figures should be placed near the referred text and numbered in sequence. Position figure heading and numbers (bold), including captions and appropriate citations are below the figures.

Figure 1: Logo of Association of Private Higher Education Institutions of Thailand under the Patronage of Her Royal Highness Princess Mahachakri Sirindhorn (APHEIT)

SOURCE: APHEIT (2018)

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Example: Lilienfeld, S. O., & Lynn, S. J. 2003. Dissociative identity disorder: Multiple personalities, multiple controversies. In S. O. Lilienfeld, S. J. Lynn, & J. M. Lohr (Eds.), **Science and pseudoscience in clinical psychology** (pp. 109–142). New York, NY: Guilford Press.

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Example: Shobhadevi, Y. J., & Bidarakoppa, G. S. 1994. Possession phenomena: As a coping behaviour. In G. Davidson (Ed.), **Applying psychology: Lessons from Asia-Oceania** (pp. 83-95). Carlton, Australia: Australian Psychological Society.

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