



HRD JOURNAL

■ ■ ■ ISSN : 1906-9308
VOLUME 10. NUMBER 2.

■ ■ ■ DECEMBER 2019

*Department of International Graduate Studies
in Human Resource Development,
Faculty of Education, Burapha University, Thailand*

Editor in Chief

Dr. Paratchanun Charoenarpornwattana

Advisory Board

Associate Professor Dr.Sadayu Teeravanitrakul

Managing Editor

Onchira Bunyaphala

Rattanasiri Khemraj

Editorial Board

Professor Dr. Alma Whiteley	Curtin University of Technology, Australia
Professor Dr. Brian Sheehan	Asian Forum on Business Education, Thailand
Professor Dr. Gary N McLean	McLean Global Consulting,USA
Professor Dr. John Dewar Wilson	Australia
Professor Dr. Somsak Pantuwatana	Bangkok, Thailand
Professor Dr. Katsunori Kaneko	Osaka City University, Japan
Associate Professor Dr. Ian Smith	Australia
Associate Professor Dr. Chalongsak Tubsree	Chonburi, Thailand
Associate Professor Dr. Anong Wisessuwan	Chonburi, Thailand
Associate Professor Dr. Uthai Piromruen	Bangkok, Thailand
Assistant Professor Dr. Janpanit Surasin	University of Wisconsin-Madison, USA
Assistant Professor Dr. Punwalai Kewara	Burapha University
Assistant Professor Dr. Noppadol Prammanee	RMUTT, Thailand
Distinguished Professor Dr. Jamnean Joungrakul	BLCI Group, Thailand
Dr. Chalerm Sri Chantarathong	Chonburi, Thailand
Dr. Denchai Prabjandee	Burapha University, Thailand
Dr. Padoongchart Suwannawongse	Former Director, RIHED, SEAMEO



Dr. Nart Nontasak

Chonburi, Thailand

Dr. Paratchanun Charoenarpornwattan

Burapha University

Dr. Yupa Pongsabutr

Bangkok, Thailand

Dr. Saratid Sakulkoo

Nongkhai, Thailand

**Department of International Graduate Studies in
Human Resource Development,
Faculty of Education,
Burapha University,
Thailand**

Contents

Editorial

Articles

Articles

	Page
English Language Teaching and English Language Development of Teachers in One Excellent Private Vocational Institution in Chonburi Province, Thailand <i>Nitchanun Robroo, Watunyoo Suwannaset, Paratchanun Charoenarpornwattana</i>	8
Comparing Teacher Cognition for L2 Grammar in a Thai Tertiary Context Focusing on a Single Eastern Province in Thailand <i>Justin Pulleyblank, Denchai Prabjandee, Chalong Tubsree</i>	18
In-Class Motivation of Individual Language Learners in Thailand: An Exploration of Change, Stability and Context in a Dynamic System <i>Timothy Walker, Janpanit Surasin, Denchai Prabjandee</i>	31
The relationship between the motivation and teacher performance at the international primary school in Rayong Province <i>Nataporn Teawcharoen, Paratchanun Charoenarpornwattana, Chalong Tubsree</i>	44
The Management of University of Third Age Driven by the Elderly: A Case Study of the Third Age University in Chiang Rai Province <i>Atcharaphat Khem-akrajat, Karuna Seechompoo, Benchawan Benchakorn</i>	51
Collaborative Strategy Development between Chanthaburi Education Institutions and Chanthaburi Gems and Jewelry Center <i>Ramida Karnchanawong, Chalong Tubsree, Surin Intayot</i>	63
Opinion of Employees towards KPIs of a Selected Real Estate Company in Chonburi <i>Ornkamon Lantao, Chalerm Sri Chantarathong, Noppadol Prammanee</i>	74
Exploring Career Development of Chinese Farmer Born Country Hotel Owners in Yangshuo County, Guangxi Province, China <i>Suan Ding, Chalong Tubsree, Saratid Sakulkoo</i>	84
Work Motivation of Registered Nurses in Generation Z in a Private Hospital in Chonburi Province <i>Khemmaya Kiniman, Napitchya Cherdchom</i>	96



HRD

JOURNAL

Editorial

HRD Journal is an international journal focusing on academic and research articles in the fields of human resource development and related disciplines in social sciences for the empowerment of academicians, researchers, and readers all over the world.

In Volume 10, No. 2, we have 9 research articles in the scope of English Language Teaching and English Language Development, Teacher Cognition, In-Class Motivation, Motivation and Teacher Performance, Management, Collaborative Strategy Development, KPIs, Career Development, and Work Motivation.

We are very welcome and hoped that we can get articles with different perspectives and contexts.

Editor in Chief



Paratchanun Charoenarpornwattana, Ph.D.

English Language Teaching and English Language Development of Teachers in One Excellent Private Vocational Institution in Chonburi Province, Thailand

Nitchanun Robroo, Burapha University, Thailand

Watunyoo Suwannaset, Burapha University, Thailand

Paratchanun Charoenarpornwattana, Burapha University, Thailand

Abstract: *This study aimed to study ways that English language was taught in selected private vocational school in Chonburi province and explored how did English teachers in a selected private vocational school develop their English language proficiency. Moreover, to learn how private vocational school conducted English teaching with the best quality. Due to English language is necessary for vocational students. In order to keep up with the demands of producing skilled labour, Vocational schools in Thailand need to pay greater emphasis on developing English language competencies including communication skills for students. A qualitative approach was applied to answer research questions. The steps of data analysis proposed by Atkinson (2002) used in analysing the data obtained from participants. The researchers used ATLAS.TI version 6.2 for coding and grouping information that obtained from the participants.*

Keywords: English in vocational school, English in vocational school, English development

Introduction

Vocational education is an educational institution that mainly produces and develops the labour force to the job market with skilled labour and semi-skilled labour. The teaching methodologies of Vocational Education are comprised of a combination of practical training and theoretical studies was stated by (Namthongdee, 2015). Therefore, the students acquire knowledge and expertise in both theoretical and practical fields and use them to access the job market with the necessary skills and qualifications to be able to contribute to developed workforce with higher quality skills. In order to develop knowledge and expertise in an effective manner, there must be an interest in adopting innovative changes. Thai labourers who possesses some technical skills are the workforce essential for the development of the economy of the country. This is because a skilled and knowledgeable workforce is an essential resource for the industrial sector Vocational training is required to develop workers and increase demand for competent workers. In other words, the industry sector requires highly skilled labour to work and accelerate the growth of the country's economic development.

Therefore, the vocational education schools needed to encourage confidence for vocational students to communicate with foreigners. Especially, industrial students who are labourers to help advance the economy and to develop the country. In order to be high performance workers, the vocational students must be concerned about the weak points of English speaking. To increase the number of vocational students who have English skills, the researchers aim to examine English language teaching in a selected private vocational school in Chonburi province. In addition, the public vocational students' English proficiency in Thailand appears to be an indication of a weak point from the recruitment persons' perspectives, English communication skills are urgently needed. Those skills are important for vocational students

because they can use them for communication with future foreign employers and the skilled workforce from other countries in which they work was stated by (Khumontri, Trakulkasemsul, & Bunsom, 2014)

In order to keep up with the demands of producing skilled labour, Vocational schools in Thailand need to put a strong emphasis on developing English language competencies including communicative skills. While the need for English language training for English teachers has become one of the concerns discussed in most schools in Thailand, teaching and learning English in vocational schools has been rarely reviewed. Thus, promoting and supporting English teaching in vocational education is crucial not only for craftsmen graduating from vocational schools but also for the future of Thailand.

Research objectives

1. To study ways the English language that was taught in a selected private vocational school in Chonburi province.
2. To explore how did the English teachers a selected private vocational school develop their English language proficiency.

Research questions

1. How was English Language taught in a selected private vocational school in Chonburi province?
2. How did vocational teachers working in a selected private vocational school develop their English language proficiency?

Literature Review

The English language teaching and learning management in vocational schools from the conference of Ministry of Education which embraces Mr. Jaturon Chaisaeng minister of education who was the chairman of the conference in May, 2014 found that English language teaching in vocational schools should focus on developing occupational communication. English language teaching for the development of vocational students continues to apply the curriculum that is consistent with the English language teaching of the Primary Educational Service Area Office (PEASO) and also found that English Teaching in the past could not be conducted by the nature of language learning which starts from listening, speaking, reading, and writing. It is recommended that the vocational students' proficiency development approach should focus on improving English teachers and English language teaching system development. The teachers who are devoid of any new technique for English teaching development, in addition, should increase study time and revamp study schedules to focus on promoting intensive conversation courses (Thai Rath online, 2014).

Furthermore, Dr. Teerakaet Charoensethasin, Minister of Education pointed out of a necessary improvement in English language proficiency of the vocational students in the long term since, in the school year 2017 the office of Vocational Education Commission (VEC) must increase the emphasis on vocational students at all levels and all majors must increase English language study hours to prepare for the readiness of labour development that steps into Thailand developing '4.0' (Thailand 4.0) was published in (Siam Rath News online, 2016). In addition the English language improvement of vocational students when debating about the quality and readiness of teaching media which is used in the vocational education schools at present is not

sufficiently diverse thus, it is essential to concern about the importance of producing English language instructional media in vocational education schools.

Charoensetthasin, found that they should provide training for the teachers to create their instructional media and accordingly he established the Vocational English Camp for producing instructional media and English language communication skills practise to ensure their progress to recognise “Echo VE: English is a must” in order to develop the English language competency of vocational education students and the personnel who worked within vocational education.

In other words English language teaching for vocational education students should not follow the general English the same as school students. Moreover, it was not necessary to learn grammar or profound vocabulary but it must emphasise on occupational English where the vocational students must study. For example, vocabulary or English phrases to use for communication in the working field and focus on conversation (Naewna news online, 2017). The office of VEC foresaw the importance of the preparation of how to conduct the Competency-Based-Curriculum development at all levels which forms the base for an international professional qualification to increase English competency among vocational students. This will directly affect wages appropriate to the level of ability and whether they progress in their careers. Thus, to develop English competency of the vocational education students, the office of VEC under Dr.Suthep Chittayawong, Secretary of VEC is committed to developing the proficiency of the vocational students to prepare them to get into working according to international standards, English language is an essential part of this and is an approach that must be conducted to bring Thailand into the 21st century (Naewna news online, 2017). He also he mentioned that Echo VE: English is a must project which is a continuous plan of the Office of VEC that corresponds with the ministry of education policy to enhance English language skills to increase English language proficiency in the career field nationwide for the vocational education students. Devawongse Varopakarn Institute of Foreign Affairs (DVIFA, 2018) in collaboration with the office of VEC conducted English language training programme for vocational education students and vocational education personnel which has the purpose of improving English language proficiency and to expand English language understanding for communication among the vocational education teachers to advocate for driving the industrial group in the Eastern Economic Corridor (EEC).

Sittilop (1994) stated that teaching English as a Foreign Language in both general English and occupational English has been changing and developing throughout the years since the years of 1940 – 1950 when English teachers used to translate the grammatical method to teach students. Then, they changed to direct teaching methods to focus on familiarising students with English and using the language as much as possible concentrating on the speaking method and using gestures as well as teaching aids to help students understand the meaning. Then, English teaching method returned back to using the popular teaching methods, of speaking and listening methods, where English language was treated like a habit. Making a habit of language with the learners practicing listening and speaking sentences repeated so that the speakers do not need to particularly understand all the meanings but they must be able to reply automatically.

Research Design

In order to study ways that English language was taught in a selected private vocational school as well as explore how did the English teachers a selected private vocational school develop their English language proficiency. The researchers viewed that a qualitative approach could be the best-fit. This was because information relating to these points could be obtained qualitatively through the use of qualitative data collection techniques. This could be planned

carefully and follow a standard rapport protocol. The required process, as a result, had the researchers following the qualitative research methodology standpoint to accomplish the research project.

Data collection

The data collection technique which the researcher employed to use in this study was an in-depth interview. Semi-structured interview was considered as a strategy in the interviewing for this study.

Chosen participants in this study were 12 people who were concerned with the research subject matter. These comprised one school principal or school management teams, one head of English department and 11 English language teachers working in one selected award winning private vocational school.

The selection procedure which the researchers employed to use to obtain information in this study was purposive selection. The researchers also used “snowball technique” to extract the useful information.

In this study, the researchers followed the qualitative data collection circle proposed by Creswell (1998 as cited in Suwannaset, 2017). According to Creswell, the data collecting process was regarded as “a series of interrelated activities aimed at gathering good information to answer emerging research questions” (p.28). Creswell (1998), furthermore, advised that it is imperative that the researcher identify the following points in his plan: 1) Locating site/Individual. 2) Gaining access and making rapport. 3) Purposefully sampling. 4) Collecting data. 5) Recording information. 6) Resolving field issues. And 7) Storing data.

Data analysis

The evening of that day, the researchers transcribed the recorded audio files into text or document files to enable analysis of the data obtained from informants, the researchers made sure that the researchers transcribed every evening of the day that the researchers interviewed and made sure that the researchers got the atmosphere, feeling, and ideas about what was going on during the interview conversations. The researchers used ATLAS.TI version 6.2 for coding and grouping the information that they obtained from the participants.

In this study, the steps of case study data analysis in this study as proposed by Atkinson (2002) consisted of 4 steps as follows:

Step 1. To present concepts about repository using basic relational database theory.

Step 2. Creating codes to identify the respective ‘chunks’ of data. These resulting codes are then analysed and rationalised.

Step 3. Analysing case studies by creating reports.

Step 4. Creates the final record by linking the rational code with the initial proposal and the appropriate new proposal is created.

The Findings

The participants in this study were 12 people can be presented as follows: informants were female (83.33%) and male (16.7%). The age of these informants were respectively presented between 26 and 40 years (58.33%) and between 41 and 60 years old (41.66%). Their teaching experiences in this vocational school are as follows: seven people (58.33%) have been teaching for 10 years, five people (41.67%) have been teaching for more than 10 years. While

10 informants (83.33%) are full-time English teachers, two informants (16.7%) who are not full-time English teachers but assist teaching English in some English courses.

The first research question was How was English Language taught in a selected private vocational school in Chonburi province? In responding to the first research question, it has been found how English Language was taught in a selected private vocational school in Chonburi province? The English teachers highly pay attention to lesson plans, teaching patterns and teaching techniques due to the private vocational school conducting the use of an online teaching application in this school in the first year. The English teachers recognised that they have to adapt themselves to a new teaching methodology. Thus, they emphasise a teaching methodology and extremely paid attention to make students understand the lessons. Therefore, they decided it was necessary to find new teaching media and teaching materials. To ensure that students are interested in learning English this school is using a teaching application. The curriculums in this teaching media are developed by an agency who are expert in TOEIC testing and how to get high TOEIC marks, aimed at getting passing TOEIC simulation testing at the final exam when the year ends. The teachers expected and found that using a teaching application which is used in school will return the best results and the teachers have met new teaching methodologies and teaching techniques well. This study reported that 1) The English language is taught in different ways. 2) English teaching techniques which are used to teach vocational students are an integration of active learning activities: using role play and using games in the classroom. 3) Promoting active learning activities. 4) English is taught through the use of learning materials obtained from different sources. 1) downloading some VDO clips from YouTube, 2) using English songs, 3) using computer translation applications or Google Translate in their classroom. These developed or obtained materials are considered based on the lesson plans which are given by the agency. 5) English is designed to solve problems occurring in the English classroom. These are lacking attention to learning English, and not having much opportunity to learn English speaking in classroom. 6) English is taught to improve TOEIC scores of their students. By performing well in the TOEIC test, students can increase their job opportunities after graduating. 7) English is taught through possessing understanding Measurement in the Classroom. 8) English is taught applying technology in Classroom Management.

The second research question was How did vocational teachers working in a selected private vocational school develop their English language proficiency? In responding to the second research question the teachers working in a selected private vocational school possess many ways of developing their English language proficiency, most of the teachers have chosen YouTube and the Internet as a variety of sources to develop themselves and the schools conducting an English proficiency seminar through inviting experts to share knowledge with the teachers. All supported the above theme comprising: 1) The English teachers possess Self-Individual Development through the Internet. 2) Discussing English teaching experience through sharing teaching problems or English teaching methodology. 3) English was developed through enrolling on English courses.

Discussion

Responding to research question one “How was English Language taught in a selected private vocational school in Chonburi province?”

Category 1: English language is taught through a diverse range of teaching techniques. The findings in this study have found that the teaching techniques used in this school focus on grammar, and vocabulary. This study is consistent with Khunmontri, Trakulkasemsuk, Bunsom (2014) who reported that Thai English teachers teach grammar rules. They indicated that

teaching English vocabulary technical terms is essential for English learning and Widodo (2015) showed that this is important in helping student's ability to remember words. It helps them to understand important vocabulary to increase their professional knowledge. This vocabulary facilitates the creation of the meaning of professional texts. For example, accounting students mentioned the professional conditions related to financial statements. Thus, the students understanding of relevant vocabulary in English is better than listing and memorising such vocabulary but it was necessary for them to understand the use and meaning of it in context. This study is evidence that the ability to understand, use, apply, and explain key vocational vocabularies, as well as the capability of creating links, enables students understanding about those vocabularies and helps the students build vocational knowledge. However, the findings have found that in this school, English teaching used an online teaching application in their teaching.

Category 2: English is taught through certain teaching methodologies integrated with learning activities. The findings in this study have found that there were many methodologies used to conduct activities in the classroom such as role-play, games, and making a video suggests that using technical equipment or practising speaking English with teachers draws students' attention through their interest in playing games. This is congruent with Shi and Zhang (2017) also pointed out that vocational students are still teenagers who are interested in games. Based on their age, playing games is recommended in the English classroom. Games can not only make their attention span longer but make them feel more interested in English.

Category 3: English is taught through Student Learning Activities. As a result, teachers conducted fun activities and interesting ice-breaking activities following the lesson plan but moreover, in this school teachers' focus on demonstration lessons' such as students creating a Video clip to suggest asking for directions or how to use technical equipment which is related to the education field. This is similar to Yeganehpour (2017) who also found that the first time he met students, there were some shy students who did not like to join activities at first but after a few efforts, they learned to join and enjoy varied activities. It seemed that using these kinds of activities completely increases their attention and interest in learning. The findings of this research are in line with studies that suggested ice-breakers as a natural, purposeful, funny and motivating activity which facilitates, supports communication, pronunciation, fluency, and increases their expression.

Category 4: English is taught through the materials obtained from different sources. The findings in this theme found that teachers obtain some useful contents from the Internet to create teaching materials. Teaching in a vocational school, teachers are providing interesting materials in order to draw students' interest in lessons such as Video from YouTube and games. Teachers prepare materials and retrieve some of them from the Internet to build teaching materials that are suitable for students due to vocational students not really recognising how important English is, which is consistent with Ronald (2016) English teaching material development in teaching English as a foreign language is an important part of the teaching method. Hence, English teachers must not avoid its use. Therefore, teaching materials should have interest for the students in order that they become comfortable with the teaching method. Furthermore, the teaching materials should also challenge students. It can be done by providing topic materials that make students enjoy activities.

Category 5: English is designed to solve problems occurring in the English classroom. These are lacking attention to learning English, not having much opportunity to learn English speaking and sleeping in the classroom due to the students not knowing how important English

is. However, students lack motivation which is consistent with Mebitil (2014) finding that depending on both parameters; the learners' answers provided in the questionnaire as well as, the teacher's observation process the following difficulties have been outlined on the part of the learners: 1) Lack of motivation; English is not important for them. 2) Low level of language proficiency. Hence, they encounter a set of problems at different levels: such as grammar, vocabulary, pronunciation, and sentence structure 3) Lack of appropriate terminology for their fields of study.

Category 6: English is taught aimed at TOEIC Marks. As a result, in this school, the management team were aiming at English proficiency for the vocational students. They have arranged a TOEIC subject as a core course, thus, having TOEIC teaching and learning in a classroom. Especially, the students who are senior or in their final year. This study coincides with the thinking of Anuyahong (2018) stating found that the pedagogical activities must be appropriate to the students' ability level in order to motivate students. The ultimate goal of language study is the ability to use the language for communication with others. If the classroom situation is related to the need to learn the language, it will motivate students to learn more.

Category 7: Ensuring students' learning outcomes accorded to the measurement criteria. Teachers used a general criteria such as pre-test and post-test to evaluate the students understanding and proficiency in lessons. The stage of evaluation depended on contents that a curriculum agency had uploaded on a computer teaching programme. This report contends with Zhao (2018) who also indicated the main evaluation methods of teaching effectiveness and teaching quality in vocational schools. The school used the English syllabus as a reference basis and regarded the emphasis in daily teaching as the main examination content. Students' classroom learning results are tested and the students' single answer marks are used for comprehensive evaluation.

Category 8: English is taught applying technology in classroom management. This school has used Google Classroom to manage the classroom and conduct English teaching and learning in a classroom. It is easier to assign tasks to students due to sometimes in the classroom there is no time for conducting activities. Students can immediately submit their assignments through Google Classroom; moreover, teachers can upload teaching contents on it. This study similar to Dixon (2016) also mentioned that student work is submitted through Google Classroom, reviewed, and checked by the teachers both online and within the classroom. Students receive marks checklists with each assignment.

Response to research question two "How did vocational teachers working in a selected private vocational school develop their English language proficiency?"

Category 1: English teachers participate in self-individual development through the Internet to develop their English proficiency to train students. Teachers use social media or communication applications such as YouTube, watching films and listening to audiobooks to practise their English skills. Since the teachers have chosen English teaching materials from the Internet, the teacher's imperative is to use those ways for developing their English skills because the internet is a substantial knowledge source which is free of charge. This is similar with Alhabahba and Mahfoodh (2016) who also found that English language teachers' motive for using online teaching resources is a significant determinant of their practices at classroom level as well as the contribution of the Internet to their overall professional development. Furthermore, teachers' motives are the reasons that drive teachers towards seeking online teaching resources on the Internet to use these resources for professional development.

Category 2: Discussing teaching English experiences through sharing teaching problems or English teaching methodology, the findings have found that teachers developed themselves through inviting English experts to conduct an English Seminar to share their experiences and discuss teachers' experiences, teaching methodologies, and conducting activities in the English department in order to improve English skills. This study is similar with Kumar (2015), who found that in fact, every year vocational education encourages the schools of higher learning to conduct seminars, conferences, and teacher-training programmes so that the English language experts on developing new teaching methodologies help the teachers in English Language teaching.

Category 3: English developing through enrolling on English courses and English seminars including an English camp. As a result, teachers enrolled on English courses for developing their English skills in order to improve themselves to train students and to continuously develop their English skills which were compatible with Hu (2005) who also mentioned that there was response to the growing importance attached to continuing education and the varied needs for professional development. Another major avenue for practising teachers to pursue continuing education is the self-study higher education system. Furthermore, self-individual teacher development was undertaken by the vocational school mainly taking the form of seminars and training conducted by in-school or invited experts, training programmes designed for and delivered at particular schools, and short-term courses that lead to the award of professional certificates for work in curriculum and teaching materials.

Recommendations

Based on the findings, the researchers believed that this private vocational school is an excellent school due to this school possessing awards to demonstrate the school's standard. The researchers would like to provide some practical contribution to both private, public vocational schools, and other interested parties in Thailand.

The teachers in a selected private vocational school have been developing their English proficiency by using YouTube and adopting self-development without being forced by the school rules. The researchers would recommend that they should have an HRD centre for collecting, searching and providing certain websites in the school data base when the teachers need to develop themselves.

The English teachers developed their English skills through enrolling on English courses from international institutions for increasing teaching techniques and conducting activities in the classroom. The vocational schools should provide websites to learn and improve their English proficiency.

Recommendation for the further studies

First, the researchers found that this private vocational school has been using an English teaching application for teaching, focusing on grammar for getting TOEIC marks and applying technology to teach the students such as Google Classroom, games, and video clips on YouTube. They obtained teaching materials from various sources to conduct activities in the classroom.

Second, the findings indicated that the school has used the computer application to teach the students but there is no information about how the computer can be applied in the teaching, there should be further study on this issue.

References

- Alhabahba, M. M., & Mahfoodh, O. H. (2016). The use of the internet for english language teachers' professional development in arab countries. *Australian Journal of Teacher Education*, 41(4), 1-15. Retrieved from <http://dx.doi.org/10.14221/ajte.2016v41n4.1>
- Anuyahong, B. (2018). *A study of ability in TOEIC test taking related to English speaking for communication of TNI students*. International Conference on Business and Industrial Research, Bangkok, Thailand. Retrieved from <https://www.researchgate.net/publication/325569357>
- Atkinson, J. (2002). *Four steps to analyse data from a case study method*. Australia: Charles Sturt University
- Azhar, K. A. (2018). Effectiveness of google classroom: Teachers' perceptions. *Prizren Social Science Journal*, 2(2). Retrieved from <https://www.researchgate.net/publication/327417783>
- Brad, W. D. (2016). *Using google classroom to support drafting curriculum*. Clearfield County Career and Technology Centre. Retrieved from <http://pacteresources.com/2016/11/using-google-classroom-to-support-drafting-curriculum>
- Creswell, J. W. (1998). *Qualitative inquiry and research design: Choosing among five traditions*. Thousand Oaks, CA: Sage.
- Dk Yusimah Pg Hj Amjah. (2013). A study of teachers' strategies so develop students' interest towards learning English as a second language. *Procedia - Social and Behavioural Sciences*, 134, 188-192. Retrieved from <https://www.researchgate.net/publication/263281841>
- Hu, G. (2005). *Professional development of secondary EFL teachers: Lessons from China*. The Hong Kong Polytechnic University. Retrieved from <https://www.researchgate.net/publication/234119402>
- Khumontri, S., Trakulkasemsul, W., & Bunsom, T. (2014). Vocational college english teacherhs' awareness of establishment of the asean community and impact on english language teaching. *Art-Journal Year*, 10(2).
- Kumar, J. (2015). The best method to teach English language. *ELK Asia Pacific Journals – Special Issue*. Retrieved from <https://www.researchgate.net/publication/282974160>
- Mebitil, N. (2014). Teaching EST in Algeria: Training or retraining language teachers? *Mediterranean Journal of Social Sciences*, 5(20), 2381-2386. Retrieved from <https://www.researchgate.net/publication/271104820>
- Naewna news online. (2017). *The office of the vocational education commission emphasis on ECHO VE: English is a must in vocational students*. Retrieved from <https://www.naewna.com/local/327812>
- Namthongdee, R. (2015). The vocational training education and potential skills development for thai workers in ASEAN. *Veridian E-Journal*, 8(2).
- Rattawanophat, P. (2010). *The current instructional practices and problem of ENG321 English for communication Arts Field of Study English for Business Communication Faculty of Bachelor of Arts*. Sripratum University.
- Rido, R., Radha M. K. C., & Ibrahim, N. (2016). Teaching and classroom management strategies of indonesian master teachers: Investigating a vocational English classroom. *The Southeast Asian Journal of English Language Studies*, 22(3), 93-109. Retrieved from <https://www.researchgate.net/publication/310832139>

- Ronaldo, O. (2016). *Teaching material for English subject in vocational high school*. Proceedings of the Fourth International Seminar on English Language and Teaching (ISELT-4). Graduate student of English Department Universitas Negeri Padang and Education Staff of STKIP PGRI Sumbar.
- Shi, W., & Zhang, H. (2017). English teaching strategies with situational teaching method for preschool education majors in china's secondary vocational school. *Research Journal of Education*, 3(9), 102-105.
- Siam Rath News online. (2016). *The intensive English language teaching in vocational education*. Retrieved from <https://siamrath.co.th/n/6719>
- Sittilop, P. (1994). *A proposed of english language curriculum for industrial bachelor level, rajamangala institute of technology*. The Doctor of Education: Srinakharinwirot University.
- Suwannaset, W. (2017). *Developing service excellence in five-star hotels in bangkok through hrd needs assessment*. Dissertation: Faculty of Education, Burapha University.
- Thai Rath news. (2014) *The Vocational education English communicate for occupation*. Retrieved from <https://www.thairath.co.th/content/423376>
- The Office of the Vocational Education Commission (2014). *The public Vocational Schools Belong to the office of vocational commission*. Retrieved from <https://www.thairath.co.th/content/423376>
- Varopakarn, D. (2018) *Institute of Foreign Affairs (DVIFA)*, Access September 2018, from <http://www.mfa.go.th/dvifa/en/home>
- Widodo, H. P. (2015). *The development of vocational english materials from a social semiotic perspective: Participatory action research*. USA: Indiana University of Pennsylvania.
- Yeganehpour, P. (2017). Ice-breaking as a Useful teaching Policy for Both Genders. *Journal of Education and practice*, 8(22). Retrieved from <https://www.researchgate.net/publication/326989361>

Comparing Teacher Cognition for L2 Grammar in a Thai Tertiary Context Focusing on a Single Eastern Province in Thailand

Justin Pulleyblank, Burapha University, Thailand
 Denchai Prabjandee, Burapha University, Thailand
 Chalong Tubsree, Retired Professor, Chonburi, Thailand

Abstract: *Drawing upon theories and frameworks established by Teacher Cognition, this study investigate the role of teacher cognition in the Thai tertiary context as it implies to university English as a foreign language (EFL) lecturers. The study aimed to answer the questions about: level of education, gender, and Native English speaker (NES) to Non-Native English speaker (NNES).*

This study employed a mixed method approach. The questionnaire was analyzed quantitatively and a lesson plan artifact was analyzed qualitatively via iterative thematic analysis. This study used a questionnaire and lesson plans to collect the basic information from the 37 participants in three universities all located in a single province in Eastern Thailand. The study divided grammar into five components: Meaning of grammar, Importance of grammar, Approach to teaching grammar, Feedback and error correction and Teaching practices and activities. The results of the study indicated that level of education and gender had no significant difference in any of the categories of grammar. When comparing Thai and NES significant difference was found in one of the categories of grammar (approach to teaching grammar). The lesson plans were analyzed using iterative thematic analysis and looked at where grammar was taught in the lesson and if the activities were teacher or student led. When comparing teacher by highest degree earned The Master degree group taught grammar in more instance than the Bachelor degree group. Gender did not yield any significant differences. Again comparing Thai teacher and NES the results indicated that Thai teacher taught grammar in more spots of the lesson plan than the NES and the Thai teachers also favored teacher led activities more so then the NES.

Keywords: Teacher Cognition, EFL, ESL, Thai Context, English Grammar

Literature review

Johnson (2006) explained the importance on teacher cognition to the field of L2 teacher education:

Many factors have advanced the field's understanding of L2 teachers' work, but none is more significant than the emergence of a substantial body of research now referred to as teacher cognition (in L2, see Borg, 2003; Freeman, 2002; Woods 1996). This research has helped capture the complexities of who teachers are, what they know and believe, how they learn to teach and how they carry out their work in diverse contexts throughout their careers (p. 236). Teachers are active and use an active thought process to make all decisions on what they do in all the classroom including what instruments they add, they make these decision consciously and deliberately and by drawing upon what they were taught, what they have seen work (Borg, 2003). Beliefs are a fundamental aspect of the teacher cognition studies (Burns, 1992; Borg, 2003; NG & Farell, 2003; and Yim, 1993). But teachers' beliefs are not easily defined. Yet, attempts have been made Borg (2001) defined teacher beliefs as "teachers' pedagogic beliefs, or those beliefs of relevance to an individual's teaching" (p. 187). Kagan (1992) defined teacher beliefs as "teachers' sense of self-efficacy and content-specific beliefs" (p.67).

So, beliefs are “individual” (Borg, 2001) or about the “self” (Kagan, 1992) and are content specific or to do with teaching. Teachers’ cognition is broader than just beliefs as belief is one aspect of teachers’ cognitions (Borg, 2001 and Kagan 1992) Moini (2009) phrased the complex relationship between teachers belief and teachers cognition like this “Research into teachers’ cognition has both provided good insights into teachers’ cognition at the same time raised more questions about several issues of teachers’ beliefs.” (p. 144). It is important to remember that beliefs can influence practices but practices can also lead to a change in beliefs (Phipps & Borg, 2007).

This study aims to build off of Moini (2009) study on Teacher cognition in L2 Grammar. That study compared two groups of Iranian teachers and found that where the teacher works, the education level and years of work experience changed some aspects of their view on grammar. Whereas a variable like gender did not change any aspect of their view on grammar. My study focused on education level, gender and nationality.

Research Questions

The following research questions were explored:

1. What are the differences between teacher cognition of teachers with bachelor degree (BA) and those with a higher degree (master degree) about grammar and the way to teach it?
2. What are the differences between male and female language teachers’ teacher cognition about grammar and the way to teach it?
3. What are the difference between foreign English language teachers and native Thai teachers’ teacher cognitions about grammar and the way to teach it?

Hypothesis

This research hypothesizes:

1. That there is a difference in teacher cognition due to the highest degree attained by the teacher (Moini, 2009).
2. There was no difference in cognition due to gender (Moini, 2009).
3. There is a significant difference in teacher cognition between Thai and Native English speakers (NES). Andrews (1999) and Ellis (2006) indicates that Thai will have a better grasp on L2 grammar and how to teach it, but the views of grammar will be the same and so will the style in which they teach; if they are correct the Thai teachers should have a greater knowledge about grammar and how to teach it.

Participants and Settings

This study was conducted in Thailand. The population of the study were all L2 lecturers at three universities in a single Eastern province of Thailand. These three universities were at or near the capital of the province. Thirty-seven lecturers chose to participate to varying extents at filling out the questionnaire.

Table 1: Questionnaires completed

University	Questionnaire completed	Total number of teachers
A	1	5
B	28	33
C	8	11
Total	37	49

*75.51% completed

As table 1 clearly shows the number of participants who completed the questionnaire was 37 and the total population was 49, according to Kejcie and Morgan (1970) this is an insufficient sample to measure the whole despite the fact 75.51% completed the questionnaire.

Table 2: Lesson plan completed or partial completed

University	Lesson plan completed	Total number of Questionnaires
A	1	1
B	15	28
C	8	8
Total	24	37

*64.86% at least partial completed

As table 2 clearly shows the number of participants who completed the Lesson plan artifact was 24 and the total population was 37, according to Kejcie and Morgan (1970) this is an insufficient sample to measure the whole despite the 64.86% completed the Lesson plan artifact.

Research instrument

This mixed method study used a questionnaire, to explore the issue quantitatively and an artifact that was part of the questionnaire to explore the issue qualitatively via iterative thematic analysis. The instrument used to collect the data was a 25- item 5-point Likert scale questionnaire, which had three sections and included one long answer question and two questions on lesson planning. The questionnaire was adapted from Moini (2009).

Section one asked information, about the teachers' background. In the first section it asked about gender, gender was defined in the traditional sense as male and female and only these two options were available. It had a question about the respondents' nationality where they could write it in and the third question was about the highest degree earned and the major of that degree.

The second section was used to collect information on the teachers' beliefs about teaching grammar this section had a long answer question and 25 5-point Likert scale questions used to ascertain the teachers beliefs in the following categories: meaning of grammar, importance of grammar, approach to teaching, feedback and error correction and teaching activities and practices. The questionnaire used the five-point Likert scale, so participants could express the degree in which they agree and disagree with a statement. The instructors and lecturers were required to mark their response to the options that best explain their beliefs.

Meaning of grammar can be divided into the subcategories of: structural view, communicative-functional view, and both form and meaning. Importance of grammar can be divided into two subcategories: how much time and how important for second language learning. Approach to teaching can be divided into the following three subcategories: meaning based, inductive/deductive teaching and both form and meaning. Feedback and error correction can be divided into the following subcategories: importance of providing feedback, teacher feedback and correction, self correction and feedback, peer feedback and correction, immediate feedback and global/local errors. Teaching activities and practices can be broken down into the following subcategories: variety, use of aids, assignments, oral and written form, games, tasks drills and exercise.

For meaning of grammar the questionnaire is focused on finding the meaning of grammar to the individual teacher (Moini, 2009, p150). The second category Importance of grammar is concerned with finding the amount of importance the individual teacher puts on teaching grammar to his or her students. The approach part “the main concern was to know about teachers’ beliefs about issues of teaching grammar such as form focused structural view, communication emphasis view, implicit-explicit teaching, and deductive-inductive teaching” (Moini, 2009, p150). In the error and feedback part the teachers state their beliefs about how to best provide feedback and do error correction what kind of feedback is necessary for the learners.

In the final category “finally in the fifth category teachers’ beliefs about actual presentation and practice activities they use in teaching grammar were sought, more specifically, formed- based, meaning-based, or task-based activities” (Moini, 2009, p150). The last section of the questionnaire was about lesson planning. This section will also be referred to as the artifact. Lesson plans are a written piece of evidence of a teachers thoughts, writing a lesson plan requires drawing upon theories that were taught at school and decision about what the teacher thinks will be effective with their students. Lesson plans are divided into 4 parts: Motivation, Lesson, Evaluation and Summary. Motivation is the hook the little introduction that peaks the students interest. The lesson is where information between the student and the teacher is exchanged via lecturer or elicitation. Evaluation is where the students do work that can be used to check how much or how little they learned. The summary is the closing part where the lesson is wrapped up. Lesson plans also show is the teacher employs student led or teacher led activities.

This section had two questions. The first question asked the teacher to sketch out a quick lesson plan with an assigned grammar point and vocabulary point and an example. The second question was to write out a more detailed lesson plan without any assistance coming from assigned points to cover.

The first lesson plan question was to write a lesson plan for a one hour class with an assigned grammar point and vocabulary point and an example. The assigned grammar point was to use who, what, where, when and why to ask questions about the topic (WH questions) and the vocabulary point was sports. The example included estimated time and an activity without much of a description.

The second question was to write a more detailed lesson plan without an assigned grammar or vocabulary point designed for a three hour long class. Furthermore it did not include an example. The questionnaire was done by those who choose to do it and the teachers had a month to complete it.

The artifact section was interpreted with iterative thematic analysis which is a tool of qualitative research used to find and record pattern or themes within the data by careful reading and re-reading of the data to the themes emerge and can be categorized for analysis. (Fereday & Muir-Cochrane, 2006) Iterative thematic analysis was used to find out about the way grammar was taught as the act of writing a lesson plan is a conscious act and requires thought and planning thus by examining a lesson plan you can gather empirical evidence of a teachers thoughts and core beliefs.

Ethical considerations

Ethical considerations are an integral issue when doing research in any scientific endeavor. The ethical considerations that were taken into account in the study included concerns

about participants' rights and the sensitivity of the information about personal and professional values, attitudes and experiences.

Before doing the experiment ethical approval was obtained from the Research ethic committee at Burapha University, Bang Saen campus, Chonburi, Thailand.

All participants taking part in the questionnaire were provided with an information sheet containing the following information: (1) research objectives and a description as well as their rights as participants in this study; (2) a consent form to participate in the study. In addition to the written consent the following things were explained verbally; research objectives and a description as well as their rights as participants in this study. Most importantly no real names or real nick names will be used anywhere in the study. The participants' identity, position, institution and city at which they work is confidential.

The schools had been purposely selected to get the maximum number of NES.

Only a single province was selected, with all the participating schools being located near the capital city.

Results

The results will be presented first by questionnaire which was analyzed by a T test, second by Lesson plan artifact which was analyzed using Iterative thematic analysis.

RQ 1: What are the differences between beliefs of teachers with bachelor degree (BA) and those with a higher degree (MA) about grammar and the way to teach it?

Table 3: T-Test results for education level

	Bachelor Teachers Mean score (10)	SD	Master Teachers Mean score (25)	SD	DF	T-Value	Significance (2 Tailed)
Meaning of grammar	4.10	0.89	4.46	0.58	33	-1.39	0.17
Importance of grammar	3.35	1.42	3.70	1.02	33	-0.82	0.42
Approach to teaching grammar	3.70	0.54	4.08	0.52	33	-1.93	0.06
Feedback and error correction	4.18	0.53	4.14	0.48	33	0.24	0.81
Teaching practices and activities	4.14	0.76	3.91	0.50	33	1.08	0.29
Total	3.89	0.61	4.07	0.49	33	-0.89	0.38

* $p < 0.05$

Table 3 shows the results of the questionnaire for the 35 university lecturers with either a Master degree or a Bachelor degree. Twenty-five lecturers had a master degree whereas only 10 had bachelor degree. One lecturer had a PhD and one had a post doctorate they were excluded as they did not meet the criteria for inclusion. As Table 3 clearly shows meaning of grammar, importance of grammar, approach to teaching, feedback and error correction and teaching activities and practices had no significant differences. The five subcategories when totaled together also did not have significant differences.

As the education level did yield any statistically significant results we will look at the second part of the question “the way to teach it.” To make this clear iterative thematic analysis was used as the results are presented in Table 4. Table 4 shows the number of times grammar is taught, the type of activity (teacher led or student led) and where in the lesson it was taught (motivation, lesson, evaluation and summary) for the 1-hour lesson, 3-hour lesson and the total (1-hour lesson plus 3-hour lesson).

Table 4: Iterative thematic analysis of lesson plan for education level

1 hour lesson WH Question and sports vocabulary	Bachelor degree (10)	Master degree (15)
Times grammar is taught	7	26
Teacher led	(4) 57.14%	(17) 65.38%
Student led	(3) 42.86%	(9) 34.62%
Motivation	(2) 28.57%	(7) 26.92%
Lesson	(3) 42.86%	(9) 34.62%
Evaluation	(1) 14.29%	(4) 15.38%
Summary	(1) 14.29%	(6) 23.08%
3 hour lesson no assigned points	Bachelor degree (9)	Master degree (12)
Times grammar is taught	8	14
Teacher led	(2) 25.00%	(5) 35.71%
Student led	(6) 75.00%	(9) 64.29%
Motivation	(1) 12.50%	(3) 21.43%
Lesson	(4) 50.00%	(4) 28.57%
Evaluation	(2) 25.00%	(4) 28.57%
Summary	(1) 12.50%	(3) 21.43%
1 and3 hour lesson combined	Bachelor degree (19)	Master degree (27)
Times grammar is taught	15	40
Teacher led	(6) 40.00%	(22) 55.00%
Student led	(9) 60.00%	(18) 45.00%
Motivation	(3) 20.00%	(10) 25.00%
Lesson	(7) 46.67%	(13) 32.50%
Evaluation	(3) 20.00%	(08) 20.00%
Summary	(2) 13.33%	(09) 22.50%

This artifact analysis on the 1-hour lesson plan showed that 10 Bachelor degree group did not teach as much grammar as their 15 Master degree group teacher counterparts. The Bachelor degree group taught grammar 7 times and the Master degree group taught grammar 26 times. In the Bachelor degree group it was teacher led 57.142% of the time and student led 42.857% of the

time this is similar to the Master degree group where it was teacher led 65.384% of the time and student led 34.615% of the time. For the Bachelor degree group 42.857% of the instance of grammar teaching happened in the lesson section of the lesson plan and the same can be said for the Master degree group with 34.615%.

The 3-hour lesson plan showed further similarity. The 9 teacher Bachelor degree group taught grammar 8 times and the 14 teacher Master degree group taught grammar 14 times. In the Bachelor degree group it was teacher led 25% of the time and in the master group it was teacher led 35.714% of the time. In the Bachelor degree group it was student led 75% of the time and in the Master degree group it was 64.286% of the time.

If the two lessons are added together instead of being treated individually a total number for the 2 lesson looks like this: grammar is taught by the Bachelor degree group 15 times and by the Master degree group 40 times. The Bachelor degree group favours student led activities with 60% of the 15 activities being student led. The masters group favours teacher led activities with 55% of their 40 activities being teacher led. Both groups with Bachelor degree group at 46.667% and masters at 32.5% favour grammar activities being taught in the content part of the lesson plan.

RQ 2: What are the differences between male and female language teachers' beliefs about grammar and the way to teach it?

Table 5 shows the results of the questionnaire for the 37 university lecturers that self identify as either male or female. Fifteen lecturers self identified as male and 22 self identified as female.

Table 5: T-Test results for gender

	Male Teacher Mean score (15)	SD	Female Teachers Mean score (22)	SD	DF	T-Value	Significance (2 Tailed)
Meaning of grammar	4.15	0.60	4.48	0.74	35	-1.46	0.15
Importance of grammar	3.50	1.20	3.68	1.06	35	-0.49	0.63
Approach to teaching grammar	3.89	0.51	3.99	0.56	35	-0.54	0.60
Feedback and error correction	4.12	0.44	4.17	0.52	35	-0.27	0.79
Teaching practices and activities	3.93	0.72	4.05	0.48	35	-0.58	0.57
Total	3.93	0.513	4.07	0.51	35	-0.83	0.41

*p<0.05

As Table 5 shows there were no significant differences in: meaning of grammar, importance of grammar, approach to teaching, feedback and error correction and teaching activities and practices. The total of the aforementioned five subcategories did not yield any significant differences.

Iterative thematic analysis was used to find common themes about the way grammar was taught. A lesson plan can be divided into four sections: motivation, lesson, evaluation and summary. When examining the lesson plan I marked the instance of grammar being taught in a section so this tells us where grammar was incorporated into the lesson. Each of the four sections was divided into two subcategories teacher led and student led.

As the gender of the teacher did not yield any statistically significant results from the T-test, we should look at the second part of the question “the way to teach it.” To make this clear iterative thematic analysis was used as the results are presented in Table 6 Table 6 shows the number of times grammar is taught, the type of activity (teacher led or student led) and where in the lesson it was taught (motivation, lesson, evaluation and summary) for the 1-hour lesson, 3-hour lesson and the total (1-hour lesson plus 3-hour lesson).

Table 6: Iterative thematic analysis of lesson plan for gender

1 hour lesson WH Question and sports vocabulary	Male (11)	Female (15)
Times grammar is taught	14	20
Teacher led	(9) 64.29%	(12) 60.00%
Student led	(5) 35.71%	(8) 40.00%
Motivation	(4) 28.57%	(5) 25.00%
Lesson	(5) 35.71%	(7) 35.00%
Evaluation	(4) 28.57%	(4) 20.00%
Summary	(1) 07.14%	(4) 20.00%
3 hour lesson no assigned points	Male (9)	Female (13)
Times grammar is taught	10	14
Teacher led	(3) 30.00%	(6) 42.86%
Student led	(7) 70.00%	(8) 57.14%
Motivation	(3) 30.00%	(2) 14.29%
Lesson	(2) 20.00%	(6) 42.86%
Evaluation	(3) 30.00%	(3) 21.43%
Summary	(2) 20.00%	(3) 21.43%
1 and 3 hour lesson combined	Male (20)	Female (28)
Times grammar is taught	24	34
Teacher led	(12) 50.00%	(18) 52.94%
Student led	(12) 50.00%	(16) 47.06%
Motivation	(07) 29.17%	(07) 20.59%
Lesson	(07) 29.17%	(13) 38.24%
Evaluation	(07) 29.17%	(07) 20.59%
Summary	(03) 12.50%	(07) 20.59%

This artifact analysis on the 1-hour lesson plan showed that the 11 male teachers taught grammar 14 times and the 15 female teacher taught grammar 20 times. The male group used more teacher led 64.286% of the time and student led 35.714% of the time this is similar to the master group where it was teacher led 60% of the time and student led 40% of the time. For the male group 28.571% of the instance of grammar teaching happened in the lesson section of the lesson plan and the female group had the highest score 35% in the same part.

The artifact analysis on the 3-hour lesson plan comparing the 9 teachers that self identified as male and the 13 that self identified as female found the male group taught grammar 9 times during the lesson and the female taught grammar 14 times. In the 3-hour lesson plan student led activities were favored, male 70% and female 57.143% of the activities used to teach grammar were student led. The male group equally distributed their grammar teaching in two places: motivation and evaluation both had a score of 30%. The female group lessons favored the content part of the lesson plan with a score of 42.857%.

When looking at the combined scores of both the 1-hour lesson and the 3-hour lesson the male group taught grammar 24 times and the female group taught grammar 34 times. In the male group teacher led and student led were 50% each. In the female group teacher led activities had the slightest advantage 52.941% compared to student led with 47.059%. For the male group 29.167% of the instance grammar was taught occurred in; motivation, lesson and evaluation. The three places shared the led equally. With the female group the majority with a score of 38.235% of the instances grammar was taught was in the lesson section of the lesson plan.

RQ 3: what are the difference between foreign language teachers and native Thai teachers' beliefs about grammar and the way to teach it?

Table 7: T-Test results for nationality

	Thai Teacher Mean score (24)	SD	Non Thai Teachers Mean score (07)	SD	DF	T-Value	Significance (2 Tailed)
Meaning of grammar	4.48	0.62	4.31	0.71	29	0.61	0.54
Importance of grammar	3.92	0.87	3.36	1.14	29	1.40	0.17
Approach to teaching grammar	4.08	0.51	3.49	0.32	29	2.87	*0.01
Feedback and error correction	4.17	0.51	4.09	0.53	29	0.32	0.75
Teaching practices and activities	4.00	0.53	3.75	0.68	29	1.01	0.32
Total	4.14	0.48	3.80	0.42	29	1.70	0.10

*p<0.05

As Table 7 shows meaning of grammar, importance of grammar, feedback and error correction, teaching practices and activities and Total all did not garner a statistically significant result with P-values of 0.544, 0.173, 0.748 0.319 and 0.100 respectively. The statistically significant result was in comparing the approach to teaching grammar between Thai teachers (M=4.075, SD=0.510) and Native English speakers (M=3.486, SD=0.324) it was statistically significant difference with a T-value of 2.873 and a p-value of 0.008.

The artifact was interpreted using Iterative thematic analysis. The themes found are presented in four parts, by question and by group. Eleven Thai and 5 NES for a total of 16 answered both questions and 13 Thai and 7 NES for a total of 20 answered only the first question. Iterative thematic analysis was used to find common themes about the way grammar was taught. A lesson plan can be divided into four sections: motivation, lesson, evaluation and summary. When examining the lesson plan I marked the instance of grammar being taught in a section so this tells us where grammar was incorporated into the lesson. Each of the four sections was divided into two subcategories teacher led and student led.

As the nationality of the teacher yielded statistically significant results in only 1 area, we should look at the second part of the question “the way to teach it.” To make this clear iterative thematic analysis was used as the results are presented in Table 8. Table 8 shows the number of times grammar is taught, the type of activity (teacher led or student led) and where in the lesson it was taught (motivation, lesson, evaluation and summary) for the 1-hour lesson, 3-hour lesson and the total (1-hour lesson plus 3-hour lesson).

Table 8: Iterative thematic analysis of lesson plan for nationality

1 hour lesson WH Question and sports vocabulary	Thai Teacher (13)	Non Thai Teacher(7)
Times grammar is taught	20	7
Teacher led	(13) 65.000%	(3) 42.857%
Student led	(07) 35.000%	(4) 57.143%
Motivation	(5) 25.000%	(2) 28.571%
Lesson	(9) 45.000%	(2) 28.571%
Evaluation	(2) 10.000%	(2) 28.571%
Summary	(4) 20.000%	(1) 14.286%
3 hour lesson no assigned points	Thai Teacher (11)	Non Thai Teacher(5)
Times grammar is taught	13	5
Teacher led	(5) 38.462%	(1) 20.000%
Student led	(8) 61.538%	(4) 80.000%
Motivation	(2) 15.385%	(1) 20.000%
Lesson	(4) 30.769%	(2) 40.000%
Evaluation	(4) 30.769%	(1) 20.000%
Summary	(3) 23.077%	(1) 20.000%
1 and3 hour lesson combined	Thai Teacher (11)	Non Thai Teacher(5)
Times grammar is taught	33	12
Teacher led	(18) 54.545%	(04) 33.333%
Student led	(15) 45.455%	(08) 66.667%
Motivation	(07) 21.212%	(03) 25.000%

1 hour lesson WH Question and sports vocabulary	Thai Teacher (13)	Non Thai Teacher(7)
Lesson	(13) 39.393%	(04) 33.333%
Evaluation	(06) 18.181%	(03) 25.000%
Summary	(07) 21.212%	(02) 16.667%

For the 1-hour lesson plan the 13 Thai teachers taught grammar 20 times and the 7 NES taught grammar 7 times. The Thai teachers favored teacher led activities with 65.000% and NES favored student led with 57.143%. The NES put grammar in these three sections equally: motivation, lesson and evaluation with 28.571% and the Thai teachers put the grammar in the lesson with 45.000%.

For the 3-hour lesson plan the 11 Thai teachers taught grammar 13 times and the 5 NES taught grammar 5 times. The Thai teachers favored student led activities with 61.538% and NES favored student led with 80.000%. The Thai teachers put the grammar in the lesson and evaluation equally with 30.769% and the NES put grammar in the lesson with 40.000%. For the combination of the 1-hour and 3-hour lesson plan the 24 Thai teachers taught grammar 33 times and the 12 NES teachers taught grammar 12 times. The Thai teachers favored Teacher led activities with 54.545% and NES favored student led activities with 66.667%. The Thai teachers put grammar in the lesson section the most at 39.393% the NES also put grammar the most in the same section with 33.333%.

Statistically significant results were only found in one of the eighteen, T-test I ran. The only statistically significant result (T-value of 2.873 and a p-value of 0.008) was found when comparing NES ($M=3.486$, $SD=0.324$) with Native Thai speakers ($M=4.075$, $SD=0.510$) in approach to teaching grammar. When research is done there is always a risk for false positives and statistical anomalies, in the case of this research only one of 18 T-test yielded significant results and one in 20 results could be significant by chance alone. But some interesting things were noticed about the way grammar was taught by using iterative thematic analysis on the lesson plans. When comparing teacher by highest degree earned The Master degree group taught grammar in more instance than the Bachelor degree group. The Bachelor degree group taught grammar 7 times in the 1-hour lesson, 8 times in the three for a total of 15 times where as the Master degree group taught grammar 26 times in the 1-hour lesson, 14 times in the three hour lesson and 40 times in total. The Bachelor degree group also seemed to favor student led activities and the Master degree group seemed to favor teacher led activities. Gender did not yield any significant differences. When comparing Thai teacher and NES the results indicated that Thai teacher taught grammar in more spots of the lesson plan than the NES and the Thai teachers also favored teacher led activities more so then the NES. Thai Teacher taught grammar 20 times in the 1-hour lesson, 13 times in the 3-hour lesson and 33 times in total. The NES group taught grammar 7 times in the 1-hour lesson, 5 times in the 3-hour lesson and 12 times in total. The Thai teachers nearly tripled the NES in the amount of times was grammar taught in lesson. Thai teachers favored teacher led activities 13 of 20 in the 1-hour lesson 5 of 13 in the 3-hour lesson and 18 of the 33 total activities included in the lesson plans were teacher led. NES teachers favored student led activities 4 of 7 in the 1-hour lesson, 4 of 5 in the 3-hour lesson and 8 of the 12 total activities were student led.

Discussion

Moini (2009) found that the highest degree earned had a significant effect on three of the five areas (meaning of grammar, approach to teaching grammar and teaching practices and activities). In my opinion it is self evident that if a person has more formal education the way they think about grammar should be different than those with less education, but education level in my research did not show significant results in any of the tested areas: Meaning of grammar, Importance of grammar, Approach to teaching grammar, Feedback and error correction, Teaching practices and activities and Total.

What about the “way to teach it” when comparing the type of activities used. The Bachelor degree group favoured: teacher led (57.14%), student led (75.00%) and student led (60.00%) while the master group favoured: teacher led (65.38%), student led (64.29%) and teacher led (55.00%) for the 1-hour, 3-hour and combined respectively. The other major difference that can be observed from the analysis of the lesson plan is that the bachelor group had fewer grammar teaching moments than the master degree group 15 compared to 40. The approach to teaching grammar was not statistically significant (t value= -1.930, P -value =0.062) but was very close and the type of activity used and the times grammar was taught might indicate why this was so close to being statistically significant.

Moini (2009) did not find any differences in teacher cognition based off gender. The questionnaire my study is using is based off Moini so I hypothesized that there would be no difference from gender. My hypothesis was correct. With 15 male teachers and 22 female teachers I found that there were no statistically significant differences in; Meaning of grammar, Importance of grammar, Approach to teaching grammar, Feedback and error correction, Teaching practices and activities and total.

Moini (2009) and I came up with the exact same results, no significant difference based off the same set of questions and questionnaire. What about the “way to teach it” when comparing the type of activities used does this support the data from the questionnaire. The male group taught grammar 14, 10 and 24 times and the female group taught grammar 20, 14 and 34 times for 1-hour, 3-hour and combined respectively. The male group used teacher led (64.29%), student led (70.00%) and even (50.00% each) and female group used teacher led (60.00%), student led (57.14%) and slight advantage to teacher led (52.94%) for 1-hour, 3-hour and combined respectively. The male group distributed the grammar teaching more evenly throughout the lesson plan and the female group also distributed grammar evenly throughout but did favour the lesson section. In the 1-hour lesson both males and females spent the most time teaching grammar in the content part of a lesson plan, in the 3-hour lesson plan the male taught grammar in motivation and evaluation the most whereas the females still taught the most grammar in the content part of a lesson plan and in the combined males taught grammar in a three way tie in motivation, lesson and evaluation and the females favoured the lesson part of the lesson plan.

Moini (2009) did not compare NNES and NES, so to formulate my hypothesis I drew upon Andrews (1999) and Ellis (2006) who found that NNES had better grasp on grammar than NES. This was my only t test that got a significant result, the statistically significant result was in the approach to teaching grammar (t value = 2.87, p -value = 0.01).

In the way to teach it part of my question the Thai teachers taught grammar 20, 13 and 33 times and the NES teachers taught grammar 7, 5 and 12 times for 1-hour, 3-hour and combined respectively. So the Thai teachers clearly taught grammar more often. The Thai teachers used teacher led (65.00%), student led (61.54%) and teacher led (54.55%) and the NES

male used student led (57.14%), student led (80.00%) and student led (66.67%) for 1-hour, 3-hour and combined respectively. So the NES preferred student led activities whereas the Thai teachers preferred teacher led activities.

The Thai group favour the lesson section, 45.00%, 30.77% and 39.39% for 1-hour, 3-hour and combined respectively. The NES group distributed the grammar teaching more evenly throughout the 1- hour lesson plan resulting in a three way tie at 28.57 between motivation, lesson and evaluation, but the lesson part was favoured in both the 3-hour lesson at 40.00% and combined at 33.33%.

References

- Andrews, S. (1999). All these like little name things: A comparative study of language teachers' explicit knowledge of grammar and grammatical terminology. *Language Awareness*, 8(3/4), 143-159.
- Borg, S. (2001). Teachers' beliefs. *ELT Journal*, 55(2), 186-188.
- Borg, S. (2003). Teacher cognition in language teaching: A review of research on what language teachers think, know, believe and do. *Language Teaching*, 36(2), 81-109.
- Burns, A. (1992). Teacher beliefs and their influence on classroom practice. *Prospect*, 7(3), 56-66.
- Ellis, E. M. (2006). Language learning experience as a contributor to ESOL Teacher Cognition. *TESL EJ*, 10(1). Retrieved from <http://tesl-ej.org/ej37/a3.html>
- Fereday, J., & Muir-Cochrane, E. (2006). Demonstrating rigor using thematic analysis: A hybrid approach of inductive and deductive coding and theme development. *International Journal of Qualitative Methods*, 5(1). Retrieved from https://sites.ualberta.ca/~iiqm/backissues/5_1/PDF/FEREDAY.PDF
- Freeman, D. (2002). The hidden side of the work: Teacher knowledge and learning to teach: A perspective from north American educational research on teacher education in English language teaching. *Language Teaching*, 35(1), 1-13.
- Johnson, K. E. (2006). The sociocultural turn and its challenges for second language teacher education. *TESOL Quarterly*, 40(1), 235-257.
- Kagan, D.M. (1992). Implication of research on teacher belief. *Educational Psychologist*, 27(10), 65-70.
- Krejcie, R. V., & Morgan, D. W. (1970). *Educational and Psychological Measurement*. Danville, Ill.: Interstate Printers and Publishers.
- Moini, M. R. (2009). The impact of EFL teachers' cognition on teaching foreign language grammar. *Pazhuhesh-e Zabanha-ye Khareji*, 49, 141-164.
- Ng, E. K. J., & Farrell, T.S.C. (2003). Do teachers' beliefs of grammar teaching match their classroom practices? A Singapore case study. In Deterding, D., Brown, A., & Low, E. L. (Eds.), *English in Singapore: Research on grammar*. (pp. 128-137). Singapore: McGraw Hill.
- Phipps, S., & Borg, S. (2007). Exploring the relationship between teachers' beliefs and their classroom practice. *The Teacher Trainer*, 21(3), 17-19.
- Woods, D. (1996). *Teacher cognition in language teaching*. Cambridge: Cambridge University Press.
- Yim, L.W. (1993). *Relating teachers' perceptions of the place of grammar to their teaching practices*. Master's thesis, National University of Singapore.

In-Class Motivation of Individual Language Learners in Thailand: An Exploration of Change, Stability and Context in a Dynamic System

Timothy Walker, Burapha University, Thailand
Janpanit Surasin, University of Wisconsin-Madison, USA
Denchai Prabjandee, Burapha University, Thailand

Abstract: *The purpose of this study was to investigate in-class motivation of language learners' as a dynamic system in terms of change, stability and context. Mixed methods were used to conduct research, which employed a Motometer, observations and a questionnaire to collect the quantitative and qualitative data. The Motometer provided the quantitative data for in-class motivational development of four upper secondary English language learners studying in the same language class of an English Program in Thailand. The classroom observations provided contextual information on the external factors affecting the language learners, and the questionnaire provided the internal factors. The qualitative data were used to explore the motivational development found. The findings indicated in-class motivation is a dynamic system and motivational development was individualistic. The implications are two-fold. First, it suggests motivation should be researched at the individual level, and as a dynamic system in the context in which it occurs, to gain a deeper understanding of the processes involved. Second, the Motometer is an instrument that can be used to track motivational changes over time and if applied to lessons and lesson planning may result in improved levels of in-class motivation.*

Keywords: Motivation, Dynamic Systems, Pedagogy, Classroom-based research

Background of the study

“Motivation is responsible for why people decide to do something, how long they are willing to sustain the activity, and how hard they are going to pursue it” (Dörnyei & Ushioda, 2011, p. 4). In the real world, motivation is significant because it produces outcomes, “[i]t is therefore of preeminent concern to those in roles such as manager, teacher, religious leader, coach, health care provider, and parent that involve mobilizing others to act” (Ryan & Deci, 2000, p. 69). Second language (L2) motivation research is a well-developed and generally unique field of research that considers specific social, psychological, behavioral, and cultural complexities that second language acquisition involves (Dörnyei & Ushioda, 2011).

Most recently, “researchers have been focusing increasingly on the dynamic and changeable nature of the motivation process” (Waninge, Dörnyei, & De Bot, 2014, p. 1). This has led to a ‘dynamic turn’ with motivation currently being considered as a dynamic system from a new theoretical perspective, Dynamic Systems Theory (DST). The fundamental concept of DST is that a dynamic system fluctuates between states of change and stability over time, being pushed and pulled from one state to the next by both the internal and external context simultaneously. In order to understand the development of a dynamic system Larsen-Freeman (2006) stated the phenomenon under study needs to be examined in the context that it occurs naturally; for instance, the motivation of language learners should be studied in the learners’ language classroom.

Change in motivation over time at the classroom level has been reported at the group level in several motivation studies (e.g., Gardner, Masgoret, Tennant, and Mihic (2004); Hotho (2000); Pawlak (2012); Poupore (2013)). Waninge, Dörnyei, and De Bot (2014) specifically researched L2 motivation from a dynamic perspective at the individual level for young language learners of French and German at a high school in the Netherlands. The findings demonstrated “how motivation changes over time on an individual level, while also being characterized by predictable and stable phases, and how it is inseparable from the learner’s individual learning context” (Waninge et al., 2014, p. 704). In addition, it found that the average group level of motivational development did not match that of the motivational development of the participants.

There has been limited research on individual in-class motivation as a dynamic system. More research should be conducted to provide additional support as stressed by Creswell (2014) because research value increases when the results can apply broadly rather than just one setting. This is particularly relevant in L2 research where the development of theories need to consider multiple factors, such as, the language studied, the learning establishment, the country studied, the culture of that country, and the age of the students. In consideration of these factors, individual in-class motivation as a dynamic system was researched for the language of English in the country of Thailand with upper secondary English program students. This group was chosen to provide a contrast to the original study in the Netherlands of young learners in terms of language (English), culture (Thailand), learning establishment (English Program) and age of the participants (16-17 years old). Therefore, this study attempts to investigate in-class motivation of individual language learners in Thailand in terms of change, stability and context in a dynamic system. The objective of the research is to provide further empirical evidence to support the broader notion of language learners’ in-class motivation being a dynamic system. In addition, there are pedagogical implications as having these findings in mind allows the teacher to prepare appropriate classroom activities/simulations that promote/develop/enhance optimal learning.

Conceptual Framework

The conceptual framework of this research study was based on Waninge et al. (2014) who investigated motivational dynamics from the core principles of dynamic systems of change, stability, and context.

Change, as described by Waninge et al. (2014), refers to a continuously changeable state. State is the position of the system at a specified moment, for instance, the motivation level of a student when a new activity is introduced. Change can be linear or nonlinear.

Stable states can exist in system behavior, e.g., the same motivation level is recorded for a period of time. These states occur because dynamic systems self-organize. As a result of this self-organizing the system behaviour can settle into preferred states known as attractor states, “An attractor state simply describes what a system is doing right now or how it is currently acting, and the outcome or pattern it has fallen into through self-organization” (Hiver, 2015, p. 25).

Context regards the language classroom’s learning environment (external factors) and individual learner’s behaviour (internal factors), the individual’s output will be influenced by varied layers of contextual influences, for example, behaviors of friends and classmates, or actions by the teacher. These contextual factors can play a leading role in directing (pulling and pushing) a system toward or away from a particular state that a few of them cannot be meaningfully detached from the dynamics of the system as a whole, thus forming an integral part of the system (Verspoor, Lowie, & Dijk, 2008).

Related Research

Change in motivational development over time has been recorded in several research studies at group level. Gardner et al. (2004) studied the changes in language attitudes, motivation, and anxiety levels that occurred during an academic year instruction in an L2. The participants were 197 university students who studied French as a L2 and were tested on six separate occasions during the academic year in their scheduled L2 class. At the first session participants completed an attitude/motivation test battery (AMTB) questionnaire. For four consecutive sessions, conducted in different months, participants answered questions on their state motivation and state anxiety halfway through each class. In the final session participants completed the AMTB questionnaire again. For the measurement of state motivation, students were presented with a picture of a thermometer labelled at the bottom with 'low' and at the top 'high'. Participants were asked to draw a single horizontal line from the bottom to indicate their overall level of motivation during that L2 class based on three reflections; their level of effort, wanting to learn, and enjoyment of the experience. Additionally, the participants were given state motivation items that assessed how motivated participants felt during that L2 class. The results demonstrated group stability in motivational intensity during the academic year, although there were some examples of change but not statistically significant.

Pawlak (2012) researched motivational dynamics by tracing change over time in respect to tasks performed, the objectives and structure of each class, and the participants' motives to sustain effort to learn English. The sample consisted of 28 Polish students in senior high school. The study took place over a four week period in English classes taught by the participants' regular teacher. A variety of instruments were used to obtain the data necessary for the study; a motivational questionnaire, interviews, a motivational grid, an evaluation sheet, and a questionnaire for the teacher. The motivational grid was a self-reporting instrument that saw participants mark their levels of interest and engagement every five minutes during a lesson. At the start of every five-minute interval a pre-recorded beep was used to cue participants to make an entry on the grid on a scale of 1 (low) to 7 (high). A space was provided for additional comments by the participants. The results of the research demonstrated that group' motivation can change over the course of a lesson.

Hotho (2000) explored if significant differences exist between learners of different foreign languages (French, German, and Spanish) in respect of motivation-related (motivational) factors and if time played an important factor in this. The study consisted of 55 participants who were studying one of the foreign languages. Most of the participants were aged between 18 and 25. The study took place over a single semester of 12 weeks and participants were required to complete an identical questionnaire several times over this duration. The questionnaire contained items on motivation-related components rated on seven-point Likert scales. The results concluded that over a 12-week period learner motivation was comparatively stable. However, some motivational fluctuations and shifts occurred all the way through the weeks.

Poupore (2013) studied task motivation through a complexity theory lens. The participants were 30 Korean English learners on an English conversation course. The participants had an average age of 30.6 years. A total of 15 tasks were designed for the research study and administered during the English conversation classes. Pre-task, during-task, and post-task motivation questionnaires were administered to record the dynamism of the participants' task motivation. The results of the group data demonstrated in two of the 15 tasks that overall motivation decreased.

Waninge et al. (2014) investigated the individual differences of L2 learners' motivation dynamics from a DST perspective of change, stability, and context. The longitudinal classroom-orientated study of young learners (12-13 years old) consisted of six observed lessons, three each for Spanish and German respectively. Several instruments were used to collect the data for analysis: a Motometer, an observation form and a questionnaire. The results showed that motivation over the course of a lesson for each individual experienced temporal changes as well as stability and these were inextricably linked to the learning environment.

Research questions

In respect of the purpose of study the research questions are as follows:

1. Is variability shown in the individual's in-class motivation?
2. Is there stability, or attractor state, shown in the individual's in-class motivation?
3. If there is detectable variability and stability found in the individual's motivation, can the classroom context account for it?

Method

A convergent parallel mixed-method design (Creswell, 2013) described by Creswell (2013) as "a research approach, popular in the social, behavioral, and health sciences, in which researchers collect, analyze, and integrate both quantitative and qualitative data in a single study or in a sustained long-term program of inquiry to address their research questions" (p.6). The rationale for this approach was twofold, a need for different more complete understandings, and to explain quantitative results. The quantitative data collected recorded the participants' motivational development using an instrument called a Motometer. Additional quantitative data and qualitative data recorded internal contextual factors using an attitude/feeling questionnaire and external contextual factors through non-participant class observation. The results were combined to explain or clarify motivational development.

For the purpose of the research purposive sampling was used to select the school, the teacher and the class for the study. Following the selection, purposive sampling was further applied to select four students in their fourth year of secondary school attending the same English class. The sample represented a broad cross-section of the language class. A limit of four participants was set to facilitate observations. Motivation levels were taken every five minutes over six English language classes. The length of a typical English class was scheduled for sixty minutes. Data collection started when the teacher commenced teaching. The researcher acted as a nonparticipant observer and documented observed classroom activities and events focusing on the four participants. After the final observation the participants were given a questionnaire on attitudes/feelings toward the English class and the teacher.

Instruments

Three instruments were used to collect the data in the classroom: an adapted Motometer was used to collect the participants' motivation level, an adapted observation form collected the contextual data (external factors), and an adapted attitude/feelings questionnaire collected further contextual data (internal factors).

The adapted Motometer (Figure 1), originally used by Waninge et al. (2014), was used to collect the quantitative data by taking a series of motivation measurements of the participants over each observed lesson.

Question 1)	How much effort do you want to put into learning the material right now?
Question 2)	How much do you enjoy this lesson right now?

Start	5	10	15	20	25	30	35	40	45	50	55	60
Comment:												
Start												
5												
10												
15												
60												

Figure 1 Example of Adapted Motometer

The adapted Motometer was given to the participants at the start of each observation. It consisted of 13 identically shaped scales marked at the bottom with a 'Min 0' representing the lowest point of a participants' motivation and a 'Max 100' at the top of the scale representing the highest level of motivation a participant could have. Time was displayed below each scale, starting at 0 minutes for the first reading and ending at 60 minutes representing the end of a complete hour of English instruction. The participants indicated their motivation level by drawing a horizontal line across the scale. The initial recording at zero minutes was completed following a soft bell sound provided by the researcher. Subsequently, the participants recorded their motivation levels again on the following scale prompted by a repeat of the same soft bell sound five minutes after the initial sound. This process continued at five minute intervals until the end of the lesson. The adapted Motometer defined motivation as 'How much effort do I want to put into learning the material right now', and 'How much do I enjoy this lesson right now'. In addition, below the scales' time, a corresponding time marked comment section allowed participants to make any short comments on their current motivation level. Waninge et al. (2014) credit the original Motometer to Gardner et al. (2004), although they adapted it from a single state recording instrument to an instrument that could record variation over a lesson similar to Pawlak's (2012) motivational grid.

An adapted classroom observation form, based on the observation protocol of Waninge et al. (2014), was used to collect the qualitative external contextual data. At the top of the classroom observation form there is an individual section that records basic observational information about the name of the school, teacher, subject, class, date, observer, observation class (e.g., 1, 2, 3..), seating diagram and page number. Underneath this section is a table that consists of four columns: time, activity/task, time, and event. When a classroom activity was observed by the researcher, the time was written in the first time column followed by a brief description of the activity/task, for example, course-book activity. When the researcher observed an event the time was recorded in the second time column and a short-written description was given, for example, participant asks the teacher a question. Events were specifically focused on the participants. At the end of the classroom observation a reflection form was given to the participants and the teacher. This form allowed the participants and the teacher to briefly reflect on the class with a maximum word limit of 25. This provided additional qualitative data on the

external contextual environment. To improve the reliability of the observation notes, video was recorded for each observation and triangulated with the observation data.

The adapted questionnaire, Cronbach's Alpha 0.907, was based on the original questionnaire used by Waninge et al. (2014) and was used to collect the quantitative and qualitative internal contextual data. The translated version was kindly supplied by F. Waninge, the original researcher, and permission was granted for its adaption and use. The adapted questionnaire had 30 items given on a Likert 10 point scale with items ranging from 'completely disagree' (1) to 'completely agree' (10). Twenty items were directly related to the students' attitudes toward the language courses, including eight items on enjoyment of the language class, e.g., 'I make an effort in this English class for the teacher'. Eight items on linguistic self-confidence, e.g., 'I often have a feeling of success in this English class.', and four items on classroom anxiety, e.g., 'I'm afraid my classmates will laugh at me when I make a mistake'. The last ten questionnaire items were related to student's feelings and attitudes towards the language teacher, e.g., 'My teacher's instruction is clear'. These items produced quantitative data on the internal contextual environment. At the end of the questionnaire four open questions were given with a 25-word limit maximum. These questions produced qualitative data that gave insight into the participants' motivational influences, such as, 'What influences your motivation to learn English in this class?' and 'What could your teacher do to increase your motivation on the Motometer in this class?'

Data collection

A pilot lesson was held with the class, the participants and the teacher. This allowed the participants to practice using the Motometer and discuss with the researcher any misunderstandings or issues that were present. In addition, it allowed the class and the teacher to become more familiar with the presence of a nonparticipant observer in the classroom and with the presence of a video camera. Video was recorded from the beginning of the observation lesson until the end. Participants were asked to self-report motivation on the Motometer once the observation commenced, and this was signalled by a soft bell sound. Every five minutes after the initial recording the soft bell sound repeated and the participants marked their level of motivation on the Motometer for that particular time recording. Participants returned the Motometer at the end of the pilot observation and then were given the opportunity to make any retrospective comments on the observed lesson on the reflection form. The teacher was also given this opportunity. For all of the six observations the same procedure was repeated. At the end of the final observation session (observation lesson 6) the participants were given the attitudes/feelings questionnaire to be completed at home. These were returned to the researcher via the teacher.

Data analysis

A composite table was created to map the contextual qualitative data to the quantitative data for each observation Figure 2.

To create the composite table these steps were followed. Step 1 provided the Motometer data as a numeric value. The resulting data was entered on Excel to create data sets for each participant for each observation lesson. Graphs were created from the datasets to give a quick visual representation of motivational development. Step 2 saw the classroom observation data coded in chronological order from the raw observation data for each participant for each observation. Step 3 combined the data from step 1 and step 2 into one large composite table

organized by periods of 5 minute intervals. Step 4 added the comments made by participants on the Motometer to their respective reading position of when the comment was made. Step 5 added the reflections from the participants and the teacher to the bottom of the table.

	Participant 1	Participant 2	Participant 3	Participant 4
Comment	ready to study			tired from last class
Reading 0-0 minutes		66	50	50
Period 1	Teacher gives information on homework.	Participant talks with teacher.	Teacher gives information on homework.	Teacher gives information on homework.
Observations	Teacher requests focus/noise reduction.	Teacher gives information on homework.	Participant demonstrates surprise.	Teacher requests focus/noise reduction.
	Student misbehaviour.	Participant demonstrates surprise.	Participant asks teacher question.	Participant moves from seat.
	Teacher hands out worksheet.	Teacher requests focus/noise reduction.	Teacher requests focus/noise reduction.	Participant moves back to seat.
		Teacher hands out worksheet.	Participant raises hand.	Student misbehaviour.
			Participant gives information to teacher.	Teacher hands out worksheet.
			Teacher hands out worksheet.	
	Worksheet (Past simple/Past continuous). Teacher goes through worksheet with class. Class question and answer. Student question and answer.	Worksheet (Past simple/Past continuous). Teacher goes through worksheet with class. Class question and answer. Student question and answer.	Worksheet (Past simple/Past continuous). Teacher goes through worksheet with class. Class question and answer. Student question and answer.	Worksheet (Past simple/Past continuous). Teacher goes through worksheet with class. Class question and answer. Student question and answer.
	Participant interaction with other student - class work	Participant checks work with student.	Participant asks participant question.	
		Participant checks work with student.	Participant interacts with student.	Participant asks question to student.
			Participant requests teacher's attention.	Participant on phone.
			Participant makes a joke.	
Comment				I can't catch up with the class
Reading 1-5 minutes		70	50	70
Increase/(Decrease)	4		0	20

Figure 2 Snapshot of the composite table

The resulting steps created six composite tables that showed the overall picture of motivational development for each participant over each observation. Figure 2 provides a snapshot of the composite table for the period 0 to period 1, e.g., the initial Motometer reading to the second reading at 5 minutes. The composite table has five columns. The first column holds the headings: Comment, Reading no. and Time, Period no. and Observations. The next four columns represent the four participants. Below each participant is the collected data from the instruments described and includes the coded observations in chronological order in the period they occurred, Motometer comments, and reflections are included at the end of the composite chart for each participant.

In addition, the results of the attitudes/feelings questionnaire were analysed in Excel and described qualitatively with a score of six or above seen as high, between six and four as average and below four as low. The results were used to explain or clarify some aspects of the motivational dynamics observed.

Ethical consideration

To meet the ethical considerations the school, the teacher, and the participants were given pseudonyms. In addition, the researcher explained the purpose of the research and the procedures to the school, the director, the administrators, the teachers, and the observed class. Permission to do the research was sought and granted by the school director before the research occurred. The participants were given consent forms which explained they could stop participation in the research at any time and research was postponed until all were returned and signed by the participants' parents or guardians.

Findings

In regards to research question 1, the findings revealed variability (change) in the participants' motivational development over the course of each observation. These variations were apparent even on a short timescale of five minute intervals over the course of a single

lesson. Changes at times were minimal and at others significant and sometimes predictable and at others not. This variable system development was observed for all six observations. The variations were unique to each participant and did not match that of the group average motivational development. For example, for observation 1 the average motivational development (Figure 3) showed that motivation overall decreased. However, when looking at the individual motivational development (Figure 4) the data showed that participant 1 ended the observation with lower motivation, participant 2's motivation level remained unchanged, participant 3 ended with a higher motivation level and participant 4 ended with significantly lower motivation. This individuality was true for all six observations and is consistent with the results of previous study by Waninge et al. (2014).

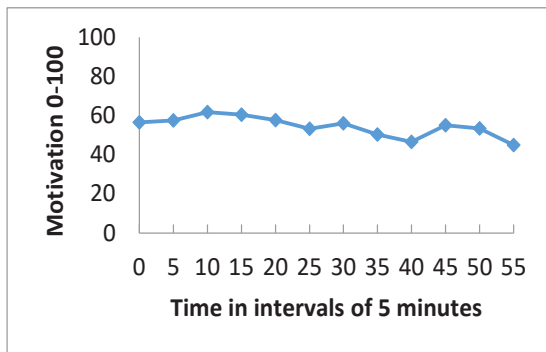


Figure 3 Avg. Motivational Development

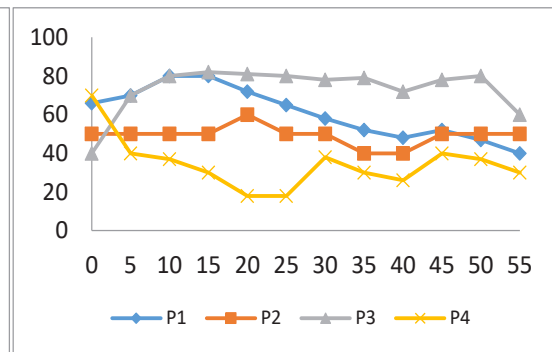


Figure 4 Ind. Motivational Development

In regards to research question 2, the findings also indicated the presence of stability, or attractor state, in the participants' motivational development. Unlike variability it was not always present for each participant over the six observations. However, all participants at one point in the observations experienced a period of stability in their motivational development as shown in the Table 1. Participant 2 (P2) had the greatest number of episodes followed by participant 1 (P1), participant 3 (P3) and participant 4 (P4) respectively.

Table 1 Occurrences of stability in participants' motivational development by observation

	Obs. 1	Obs. 2	Obs. 3	Obs. 4	Obs. 5	Obs. 6
P1	1	0	1	2	0	1
P2	4	2	3	3	2	3
P3	0	0	1	0	0	1
P4	1	-	0	0	0	0

Note. Observation 2 (Obs. 2) P4 was absent. Observation 3 and 5, P4 started late.

For research question 3, the qualitative data indicated in most cases that context (internal and external factors) was linked to the variability seen in the quantitative data, e.g. internal factors + external factors = motivational development. However, the analysis of the contextual information highlighted the fact that the participants' motivational systems were individual and developed uniquely where the same input produced very different motivational development for each participant. The individual system developments in most cases could be traced back to a combination of internal and external factors. The data collected was incredibly rich and space

limitations limit the findings to a few salient points that highlight the interrelatedness of context to motivational development.

Following the introduction of an activity (external factor) the findings indicated interest in the activity (internal factor) or interest in the content of the activity influenced motivational development of the participants. Interest was seen as a strong factor in the system that affected development positively if it was sufficient, or negatively if it was insufficient. Interest could also produce nonlinear behavior when part of a conglomerate of factors that amplified its influence. This can be seen in Figure 5 which shows the motivational development for P2 for observation 2.

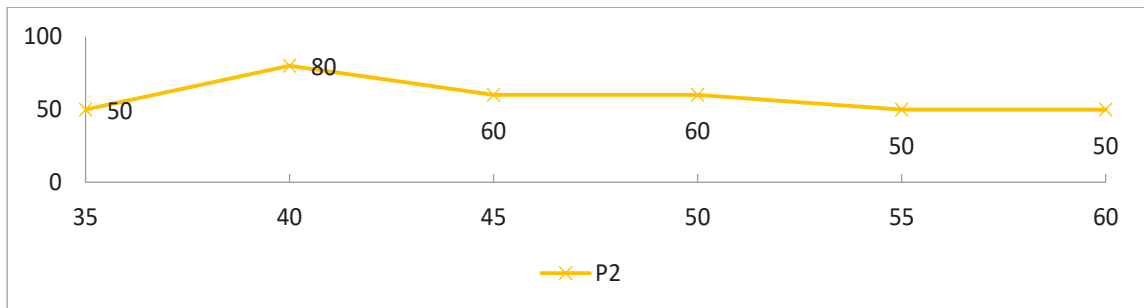


Figure 5 Observation 2 Motivational Development - Participant 2

Motivation increased from 50 at the 35 minute mark to 80 at the 40 minute mark. The factor interest (in the content of the activity) was present as indicated by P2's Motometer comment, "I love Halloween". In addition to interest, during this period P2 got to share a personal experience they had of Halloween in another country and the combination of these factors may have produced the nonlinear behavior witnessed.

Participants' motivational influences, as described by the participants in the attitudes/questionnaire open questions, would often govern the effect of interest on motivational development. For example, Figure 6 shows the motivational development for observation 2. A video documentary (external factor) was introduced at the 50 minute mark. P1's motivation increased based on interest in the content (internal factor), "Halloween legend. I love it". P2's motivation remained stable. P3's motivation dropped as suggested by their motivational influences (internal factor) response which suggested motivation would decrease if videos were shown as they found them boring.

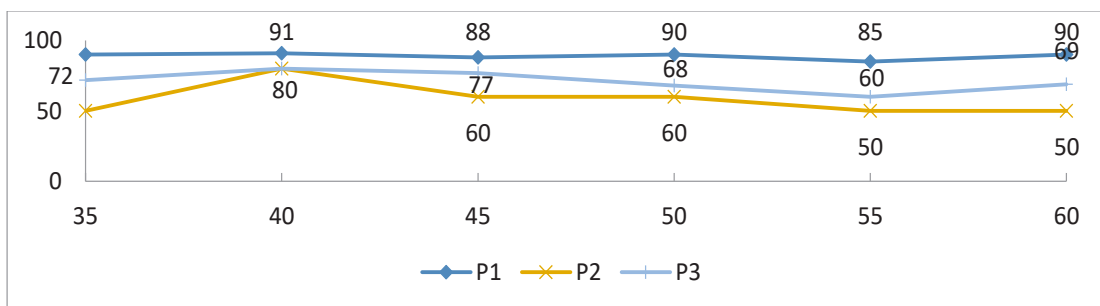


Figure 6 Observation 2 Motivational Development - Participant 1, 2 and 3

Noise (external factor) was also identified as a strong factor for P1 and P3 that would influence motivational decline if it was present for too long or was too much. For example,

Figure 7 shows P1's motivation fell from the 25 minute mark subject to noise issues in class and lack of interest as reported by the participant, "It was kind of interesting at the beginning of class because everyone was paying attention to the teacher. But then, it was starting to get noisy as the class was getting boring. I myself also feel it a little boring".

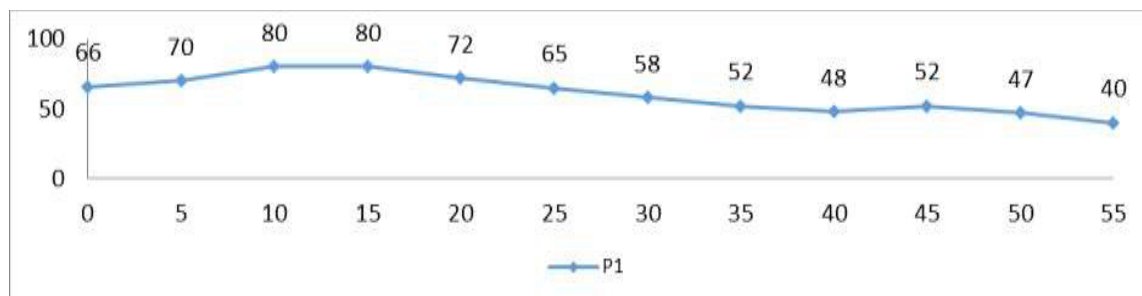


Figure 7 Observation 1 Motivational Development - Participant 1

On another occasion, the data for P1 suggested P1 had interest in a subject but motivation declined due to noise issues showing that noise can overcome positive interest in an activity. Interestingly, the data for P2 and P4 suggested noise seemed to act as a stable factor that had minimal effect on development.

The observation data also indicated a feeling of success (internal factor) acted as a strong factor. Figure 8 shows the motivational development of P2 and P3 for observation 3. In the first period, P2 and P3 received their test scores (external factor) back from the teacher. P3 experienced this feeling of success based on their test results which helped them maintain high motivation levels for the rest of the observation as supported by P3's comment, "Today, My teacher gave me back the quiz. I was very happy because I've got 9.5 out ten".

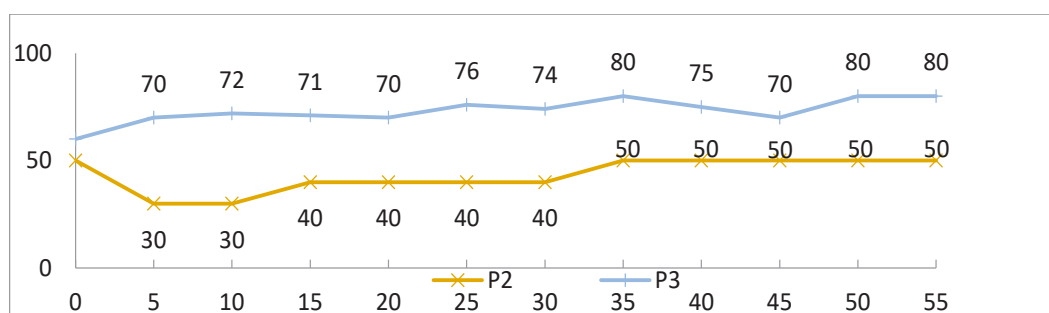


Figure 8 Observation 3 Motivational Development - Participant 2 and 3

In contrast, motivation dropped for P2 because of poor performance in the test, "feel bad about my quiz". This reaction was possibly caused by their lack of confidence as they had reported a low feeling of success in class, and felt they would not get a good grade in English for the year. This lack of confidence from the resulting test score suggests motivational development was affected for several periods before P2 reported "feel better" at the 15 minute mark and motivation rose. In both cases this factor had a temporal influence.

A further example of this temporal aspect was also seen for P1 and P2 in observation 6. They were affected by something before the start of an observation and this had an effect on their

motivational development for the whole observation as shown in Figure 9. This suggests, in addition to the temporal aspect of some factors in-class motivation can also be influenced beyond the scope of the classroom by previous out-of-context events.

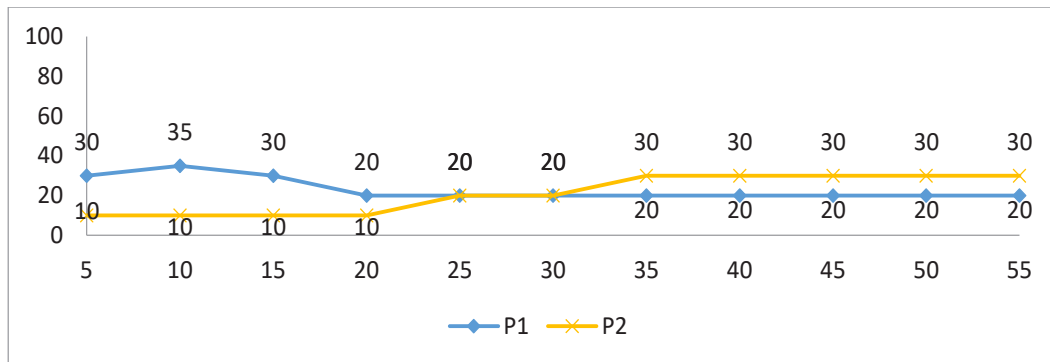


Figure 9 Observation 6 Motivational Development – Participant 1 and 2

Discussion

The findings for this study of secondary school Thai language learners at an EP school when compared to study of young language learners by Wanninge et al. (2014) indicated that L2 in-class motivation may be seen as a dynamic system and it is not dependent on the age of the participant, the L2 studied, the type of school, or the culture. System behavior in respect to the interrelated nature of context was demonstrated to have individual differences in motivational development suggesting that motivation should be researched at the individual level, and context cannot be separated from the system itself and, as Larsen-Freeman (2006) suggested, should to be examined in the context that it occurs naturally. In addition, the findings of this research study indicate that studying motivation from the group level would not account for the individual differences found in motivational development and may be misleading.

This research study suggests that motivation seen as a dynamic system may provide a deeper understanding of motivation and its development. As a result, a dynamic system view may provide answers to previously unexplainable phenomenon. In addition, it also shows that motivation can be studied at varying timescales, which in the case of this research was at 5 minute intervals over the course of a lesson.

The pedagogical implications for taking a dynamic system perspective of in-class motivation, “can help understand language classroom problems and issues and suggest how to intervene to improve learning” (Cameron & Larsen-Freeman, 2007, p. 12). Teachers’ motivational awareness can be raised to help develop motivational strategies for lessons that may lead to positive motivational development of the students and reduce or control the potential of negative motivational development factors that may affect them.

As a result, it suggests the Motometer may be used as a simple but effective tool by teachers to understand motivational development of their lessons. To do this a teacher would require sufficient copies of the Motometer, a timer with sound (phone app), and a simple activities observation form which records classroom activities and the time that they happen. On completion of the Motometer by the selected participants the teacher would collect them and enter them into Excel. A single graph would be created from the created data sets showing all the participants’ motivational development over the lesson. The teacher would then map the recorded activities to the corresponding time on the graph. The visual results would indicate any

positive and negative motivational developments over the lesson allowing for future motivationally aware lesson planning.

This study had several limitations. One of the participants was absent for one of the observations and arrived late for another. In addition, the same participant was not present for part of an observation as they were taking a test in another location. One observation started late following an in-class exam. The Motometer was self-reported by the participants, and the observation data was subject to interpretation for cognitive states.

As a teacher and a researcher, I would like to see future research progress in two directions. First, research could be done to identify strong factors and conglomerates of factors identifiable for in-class motivation and these should be ranked in terms of the motivational force they generate and for how long the force is generated for. Awareness of these could lead to better lesson planning and help teachers make informed in-class decisions that help keep students suitably motivated. Second, action research could be done using the instrument of the Motometer to produce a compendium of successful positive motivational development activities and strategies (including extrinsic rewards) used by different teachers. This could help new and old teachers alike to produce motivationally effective second language lessons.

References

- Cameron, L., & Larsen-Freeman, D. (2007). Complex Systems and Applied Linguistics. *International Journal of Applied Linguistics*, 17, 226-240. doi:10.1111/j.1473-4192.2007.00148.x
- Creswell, J. (2013). Steps in Conducting a Scholarly Mixed Methods Study. Retrieved from <https://digitalcommons.unl.edu/cgi/viewcontent.cgi?article=1047&context=dberspeakers>
- Creswell, J. (2014). *Educational research : planning, conducting and evaluating quantitative and qualitative research*. Harlow, Essex: Pearson.
- Dörnyei, Z., Macintyre, P., & Henry, A. (2015). *Motivational Dynamics in Language Learning*.
- Dörnyei, Z., & Ushioda, E. (2011). *Teaching and Researching Motivation* (Second ed.). Great Britain: Pearson Education Limited.
- Gardner, R., Masgoret, A., Tennant, J., & Mihic, L. (2004). Integrative Motivation: Changes During a Year-Long Intermediate-Level Language Course. *Language Learning*, 54, 1-34. doi:10.1111/j.1467-9922.2004.00247.x
- Hiver, P. (2015). Attractor States. In *Motivational Dynamics in Language Learning* (pp. 20-28). Bristol, UK: Multilingual Matters.
- Hotho, S. (2000). "Same" or "Different"? A Comparative Examination of Classroom Factors in Second Language Settings. *Foreign Language Annals*, 33, 320-329. doi:10.1111/j.1944-9720.2000.tb00609.x
- Larsen-Freeman, D. (2006). Language Emergence: Implications for Applied Linguistics--Introduction to the Special Issue. *Applied Linguistics*, 27, 558-589. doi:10.1093/applin/aml028
- Pawlak, M. (2012). The dynamic nature of motivation in language learning: A classroom perspective. *Studies in Second Language Learning and Teaching*, 2, 249-278. doi:10.14746/ssllt.2012.2.2.7
- Poupore, G. (2013). Task Motivation in Process: A Complex Systems Perspective. *Canadian Modern Language Review*, 69, 91-116. doi:10.3138/cmlr.1139



- Ryan, R., & Deci, E. (2000). Self-Determination Theory and the Facilitation of Intrinsic Motivation, Social Development, and Well-Being. *American Psychological Association*, 55, 68-78. doi:10.1037/0003-066X.55.1.68
- Verspoor, M., Lowie, W., & Dijk, M. (2008). Variability in Second Language Development From a Dynamic Systems Perspective. *The Modern Language Journal*, 92, 214-231. doi:10.1111/j.1540-4781.2008.00715.x
- Waninge, F., Dörnyei, Z., & De Bot, K. (2014). Motivational Dynamics in Language Learning: Change, Stability, and Context. *The Modern Language Journal*, 98. doi:10.1111/j.1540-4781.2014.12118.x

The relationship between the motivation and teacher performance at the international primary school in Rayong Province

Nataporn Teawcharoen, Burapha University, Thailand

Paratchanun Charoenarpornwattana, Burapha University, Thailand

Chalong Tubsree, Retired Professor, Chonburi, Thailand

Abstract: *This study used mixed methods sequential explanatory design to investigate the relationship between the motivation and teacher performance at the international primary school in Rayong province. The data were collected at the international primary school in Rayong province from 132 teachers who participated in a questionnaire and 5 teachers who were interviewed. The quantitative result showed that all five motivational factors (Biological and Physiological needs, Safety needs, Love and belongingness needs, Esteem needs, and Self – actualization needs) were at a lot (Mean = 3.5842, S.D. = .0.5996) which means that all those motivational factors affect their performances. The qualitative results also revealed that teachers focus on salary, benefits, job security, relationship with partner, and atmosphere are the motivation level of opinion toward the teacher performance at the selected international primary school in Rayong province which correlated with the quantitative result.*

Keywords: relationship, motivation, teacher performance

Introduction

The word “motivation” actually comes from the Latin word “Mover” which means “to move”. So how does this really work? Motivation is about guiding, directing and rewarding employees in a way that their will inspire them to work and “go the extra mile”. A leader capable of managing his employees effectively always becomes the successful one. Motivating employees don’t talk only about giving them money but also with showing them the appropriate attitude and treatment. The employees should have a good relationship with the management.

One of the important roles of human resource managers is to ensure the employee’s job commitment and this can only be achieved if employee are motivated with their jobs. Researchers said that employees are normally motivated when they know that they can participate and accomplish the work. In addition to this, they will also be motivated when they know that they can receive recognition with their work. Praising and commending your employees are just simple things which gives great impact to employee motivation.

Teachers play a very significant role in the class. Teachers are not only the one who lead the class but somehow they also be the role model for their students as well. Therefore, the motivation of teacher is very important since it directly affects the students.

The study of teachers' behavior in an educational institution is an important component of school effectiveness development. In order to understand the level of personal behavior, there needs to be a psychological basis to study the relevant elements, and affect teachers' behavior, including awareness of attitudes and values, personality, learning, and motivation. Administrators need to know the basic behavior of teachers in order to manage to benefit all parties to affect the effectiveness of the school to be in accordance with the National Education Act, BE 1999 and amended (No. 3) 2010, Section 6, regarding standards and assessment of educational quality outside the level of basic education for the third times (May 2011-2015) Teaching effectiveness that focuses on learners is important, and mentioned the educational

place or the school which is the most important unit in educational reform in the second decade (2009-2018). The development of the teaching profession is a valuable profession that shows important roles of modern teachers and educational personnel in educational management. Educational institutions are important roles in recruiting, and selecting personnel with knowledge and ability to be a teacher which come to work in various positions to arrange education in accordance with the aims and manage systematically (Office of the Basic Education, 2014).

The study was inspired by the research report from the Secretariat of Education (2008; 2010a; 2010b) on issues of teachers' career from 2008-2010, which found that the teachers lack of motivation to work, resulted in teachers lacked competence and changed jobs frequently. Likewise, Rayong is an interesting place for studying because there are many international primary schools that have never been studied before. Moreover, the popularity of attending an international primary school, especially in Rayong, was obvious in the different advertising strategies undertaken by international primary school owners. With these reasons, this research investigated the relationship between the motivation and teacher performance at the international primary school in Rayong province.

Research Objectives

1. To find the motivation toward the teacher performance at the international primary school in Rayong province.
2. To investigate the outcomes of the motivation level on teacher's performance at the international primary school in Rayong province.

Research related to the study

Motivation determines the person's behavior to be creative, having faith and devotion to work that is important, and influences the results of the work, study, including the results of all activities. Motivation will directly affect the quality and quantity of work which supervisors, teachers or parents need to know what motivation is to push or motivate employees, students or those who are motivated able to perform those things fully. Motivation is not easy because each person has a different response to the job and work method. Motivation is important to make the organization for being a relationship between people and work. The task is to control the behavior of people in accordance with each other. In working together, it can be seen that if teachers are motivated to perform work, let those people achieving self-needs and creating efficiency and effectiveness in working happily (Ololube, N. P., 2006).

According to Maslow, employees have five levels of needs (Maslow, 1943): biological and physiological, safety, social, esteem, and self-actualizing. Maslow proposed that lower level needs had to be satisfied before the next higher level need would motivate employees.

Another study, of a primary school in Sriracha Group 1, Chonburi Primary Educational Service Area Office 3, consisted of 7 schools, which were Wat Ban Na School, Ban Chak Yai Chinese School, Wat Laem Chabang School, Wat Mai Noen Phayom School, Wat Manorum School, Wat Nong Khla School, and Thai Kasikorn Bank Elementary school in Sriracha Group 1, Chonburi Primary Educational Service Area Office 3. This is a grouping of schools to be a network between schools, is another group that has problems in the school administration system. Small schools experience a shortage of teachers. Problems of government teachers are they move frequently, because most teachers are teachers who come to be appointed from different provinces when evaluated completely then move back home, resulting in a shortage of teachers in some subjects (Chonburi Primary Educational Service Area Office 3, 2013). This causes discontinuity of teaching and learning. Teachers who are assigned to the job may not have the

aptitude for the assignment, so the learners receive knowledge from teaching not as full as it should be. It affects lower academic achievement. Existing teachers have to get more workload, and be responsible for more jobs. In terms of economics, teachers are inevitably faced with the high cost of living. Teachers also have liabilities from many financial institutions, and still have liabilities with teachers' savings cooperatives because most teachers earn only one salary. In addition, there is the development of education social changing, and there is strong competition to develop themselves. People who do not develop to meet the standards may not be considered progress in work to adjust the level of teachers operating which is one of the causes of stress in maintaining the teacher profession. Teachers are not confident which causes boredom or discouragement in work affecting teachers are not interested in work, avoid duty, do not learn and develop. Commanders need to focus on management, must create motivation to work so that teachers and personnel have the knowledge and ability to work happily for the agency for a long time. The dedication is ready to be devoted to the work, resulting in effective work (Office of Primary Education Area, Chonburi Region 3, 2013).

Research Methodology

This study has employed mixed methods which is quantitative research and qualitative research. The purpose of this study is found out the motivation factors and investigate the outcomes of motivation on teacher performance at the international primary school in Rayong Province.

Quantitative Research

The population

The population in this study are 200 teachers who teach in International primary school in Rayong province, Academic year 2017

The sample

The participants in this research are teachers who teach in an international primary school in Rayong province, and 132 persons were determined by random sampling with Krejcie and Morgan (1970)

Data Collection Method

The researcher constructed the questionnaire as follows:

- 1) Studied the motivation factors to find what factors impact the motivation of teachers.
- 2) Created questionnaires, including general information, motivation factors and teacher performance.
- 3) Defined the structure of the questionnaire to cover the purpose of the research.
- 4) Sent the questionnaire and letter for permission to the school director.
- 5) Got the form for Ethics and submitted it to the office of faculty. After that waited for the results.
- 6) Distributed the questionnaire to participants and collected the data.
- 7) Found the results.

Data Collection Instrument

For this study, a questionnaire was used as the research instrument. The questionnaire has 4 parts including an open-ended question, and a check list that was divided into 3 parts using the five-point Likert scale.

Data Analysis

The researcher analyzed the data from the survey using software for statistical analysis of data. Parts 1, 2 and 3 of the questionnaires are as follows:

1) General information of the respondents (i.e., age, gender, nationality, marital status, education, position of teaching, experience, and income) was analyzed for frequencies and percentages.

2) Data Part 2: motivation factors (i.e., Biological and Physiological needs, Safety needs, Love and belongingness needs, Esteem needs, Self – actualization needs) were analyzed for mean and standard deviation.

3) Data Part 2: performance of teachers as teaching practices, lesson preparation, dealing with learners, and discipline were analyzed for mean and standard deviation.

4) Analyzed teacher performance and teacher motivation by correlation analysis using software for statistical analysis.

Validity and reliability

The validity of this study was confirmed by three experts who were asked to validate the questionnaire using the IOC process (Item objective Congruence 0.5-1).

Qualitative Research

The participants in the Qualitative research are the head teachers who have worked in International primary school in Rayong province for 3 years, and 5 participants used the interview guide.

Data Collection Method

The researcher constructed the interview guide as follows:

1. The researcher made an interview guide from the Question Research.
2. Sent the interview guide and letter for permission to the school director.
3. Got the form for Ethics and submitted it to the office of faculty, and waited for the results.
4. Interviewed teachers who have worked in International primary school in Rayong province for 3 years.
5. Recorded the participants' responses.

Data Collection Instrument

For this the study, the researcher used an interview guide as the data collection instrument. The interview guide was about motivation and teacher performance.

Data Analysis

- 1) Got the record of the participants
- 2) Analyzed the data by manual code.

Result

1. General information of the respondents

There were 200 teachers who worked in academic year 2017 at the selected international primary school in Rayong province. The sample size was 132 participants by random sampling with Krejcie and Morgan (1970). Most of the respondents were female (62.1%), 26-30 years old (34.1%), single (66.7%), Filipino (65.2%), English teachers (50.8%), and had bachelor's (88.6%), 3-4 years of experience (33.3%), 16,000-20,000 baht/month incomes (.4%), and 5,000-10,000 baht/month expenses (37.9%).

2. The motivation level of biological and physiological needs

Each sub-factor was evaluated as to its level of motivation using five codes described as minimal, less, moderate, a lot, and the most. Overall, the results indicated that biological and physiological needs were moderate (Mean = 3.4231, S.D. = 1.0576). The sub-factor that got the highest score was the classrooms are well-equipped for proper teaching (Mean = 4.0152, S.D. =

.83789: a lot), followed by the restrooms are clean and hygienic for the teachers, there is a faculty room designated for teachers who want to do their paperwork in silence, there is free drinking water provided for the teachers, the food choices are nutritious and clean, there is a good and clean supply of drinking water for the teachers.

3. The motivation level of safety needs

Each sub-factor was evaluated as to its level of motivation using five codes described as minimal, less, moderate, a lot, and the most. Overall, the results indicated that safety needs were a lot (Mean = 3.7679, S.D. = .86841). The sub-factor that got the highest score was the teachers are given competent salaries (Mean = 4.2727, S.D. = .68896 (a lot), followed by they are given their own parking space, the teachers are given casual leaves or emergency leaves for their personal errands, the workplace is safe and secure for the teachers, there are safety CCTV cameras in the school for everyone's protection.

4. The motivation level of love and belongingness needs

Each sub-factor was evaluated as to its level of motivation using five codes described as minimal, less, moderate, a lot, and the most. Overall, the results indicated that love and belongingness needs were a lot (Mean = 3.7234, S.D. = .86544). The sub-factor that got the highest score was the work place is safe and secure for the teachers (Mean = 4.1212, S.D. = .74167: a lot), followed by they are entitled to get an annual salary increase (Mean = 3.8182, S.D. = .84545: a lot), they are given their the teachers practice team-teaching properly inside the classroom, the teachers have good interpersonal relationships with each other in the school.

5. The motivation level of esteem needs

Each sub-factor was evaluated as to its level of motivation using five codes described as minimal, less, moderate, a lot, and the most. Overall, the results indicated that esteem needs were moderate (Mean = 3.4015, S.D. = .87031). The sub-factor that got the highest score was teachers are given a homeroom class in which they can lead and be responsible for (Mean = 4.3030, S.D. = .69830: a lot), followed by they receive certificates for seminars and school activities, teachers are given the proper respect by the students in the school, the teachers are given the time to promote and share their best practices with other teachers, the teachers are given the chance to boost their self-confidence in different school activities, the teachers receive recognition for jobs well done.

6. The motivation level Self-actualization

Each sub-factor was evaluated as to its level of motivation using five codes described as minimal, less, moderate, a lot, and the most. Overall, the results indicated that self-actualization was moderate with a Mean of 3.4015 and Standard deviation at .87031. The sub-factor that got the highest score was the teachers are assigned in the subjects of their expertise (Mean = 3.7121, S.D. = .92076 : a lot), followed by they are regularly observed and given suggestions for improvement, the teachers are given a chance to give opinions about certain activities or projects before they begin (Mean = 3.4545, S.D. = .85036 : moderate), the teachers are given the right counseling about their tasks, the teachers are asked first of their preferences before they are given any projects, and teachers are forced to do some tasks beyond their capabilities.

7. Teacher Performance

Each sub-factor was evaluated as to its level of motivation using five codes described as minimal, less, moderate, a lot, and the most. Overall, the results indicated that teacher performance was a lot (Mean = 4.25, S.D. = .75574). The sub-factor that got the highest score was the teacher creates a positive classroom atmosphere (Mean = 4.3561, S.D. = 4.3561: a lot), followed by the teacher encourages the students to interact with friends and teachers, the teacher

projects their voice and uses eye contact when teaching, the teacher manages the classroom to suit learning activities, the teacher prepares in advance and follow the lesson plans, the teacher checks the students' understanding after talking to them, the teacher concludes the results of the assessment after teaching, the teacher creates activities to promote learners' morality and ethics. From the interviews result, it can be concluded that the heads of department at the selected international primary school in Rayong province focus on Safety needs, Love and belongingness needs, Esteem needs, and Self- actualization needs for motivation on teacher performance.

Discussion of the findings

Discussion of Research Question one

The motivation level of self-actualization in this study was moderate, need to become capable of being to develop one's fullest potential. Moreover, the study of Lindner (1998) revealed that everyone has different motivation as well as different perceptions and attitudes. Some researchers also defined motivation as the psychological process that gives behavior purpose and direction, an internal drive to satisfy an unsatisfied need, the will to achieve and the inner force that drives individuals to accomplish personal and organizational goals. From the results of the key informants, it can be concluded that the opinions of the heads of department of the select international primary school in Rayong province focused on salary, benefits, bonuses, school management, and atmosphere are the motivation level of opinion toward the teacher performance at the selected international primary school in Rayong province.

Their interviews were consistent with the study of Adelabu (2005) in Nigeria that teacher motivation is very poor and teachers are also dissatisfied with their working environment and salary conditions. The main reason is that they have low salaries compared to other professionals, poor work environments, no decision-making authority, and do not have the opportunity to develop their career. These explain the motivation level of opinion toward the teacher at the selected international primary school in Rayong province.

Discussion of Research Question two

The outcomes of motivation level on teacher performance at the selected international primary school in Rayong province found from the interviews, concluded that the opinions of the heads of department at the selected international primary school in Rayong province show that teachers are more enthusiastic and happier for working that are the outcomes of the motivation level on teacher performance at the selected international primary school in Rayong province.

The results from key informants is consistent with the study of Chandee (2013) which explored teacher motivation of Phraphomwittayalai 2 Luang pho- Ngoen Anusorn school. It was found that teacher motivation of Phraphomwittayalai 2 Luang pho- Ngoen Anusorn school was at a high level, ranking from the highest to the lowest; ideal benefactions, associational attractiveness, the condition of communion, the opportunity of enlarged participation, adaptation of conditions to habitual methods and attitudes, material inducements, personal non-material opportunities, and desirable physical conditions. These explain what the outcomes of motivation level on teacher performance at the selected international primary school in Rayong province.

Recommendations

The current study explored the relationship between the level of motivation and teacher performance at a selected international primary school in Rayong province. It would be interesting to recommend the following for further studies.

1. Qualitative techniques such as in-depth interviews should be still used in the future research in other areas so that the results could be verified more accurately.
2. More study about other variables in future research may result in clearer research, to get clearer information, and can be used to be the information for the administrators at international schools.

References

- Adelabu. (2005). *Teacher motivation and incentives in nigeria. Nigeria*.
- Maslow, A. H. (1943). A theory of human motivation. *Psychological Review*, 50(4), 370-396.
- Bishay, A. (1996). Teacher motivation and job satisfaction: A study employing the experience sampling method. *Journal of undergraduate Sciences*, 3(3), 147-155.
- Bishay, A. (1996). Teacher motivation and job satisfaction: A study employing the experience sampling method. *Journal of Undergraduate Sciences*, 3, 147-154.
- Chandee. (2013). Teachers' motivation of Phrapathomwittayalai 2 Luang pho- Ngoen Anusorn school.
- Lindner, J. (1998). Understanding employee motivation. *Journal of Extension*, 36(3).
- Ololube, N. P. (2006). *Teachers job satisfaction and motivation for school effectiveness: An Assessment*. Online Submission.
- Rattakitwichan, N. (2014). Work motivation among high school teachers under the secondary education service area office 17 (chanthaburi-trat).
- Supaluck, T. (2004). *Teachers' working motivation in schools of Samutsongkhram educational service area office*. Master Degree of Education, Silpakorn University, Nakorn Pathom.

The Management of University of Third Age Driven by the Elderly: A Case Study of the Third Age University in Chiang Rai Province

Atcharaphat Khem-akrajat, Chiang Rai Rajabhat University, Thailand

Karuna Seechompoo, Chiang Rai Rajabhat University, Thailand

Benchawan Benchakorn, Chiang Rai Rajabhat University, Thailand

Abstract: *The University of Third Age of Chiang Rai Province interested by educators and government sectors from many regions of Thailand. There are more than fifteen groups of visitors came to visited and study in the area of institute management and education management for elderly in a year. The purposes of the study were emphasized in investigating the management style of the third age university of Chiang Rai province and to propose some guidelines in managing the third age university driven by elderly. A phenomenological qualitative research study was conducted with ten executives of the university and ten leaders of the student in the University of Third Age in Chiang Rai province. In-depth interview was chosen as the main data collection technique. The instrument used in this study was an interview guide developed by the researchers and Atlas.ti 7.0 was used to analyze the data. The finding showed that there were several factors which leaded the university run their institute effectively which consisted of emphasizing on the happiness of both employees and students, creating self-awareness, utilizing the management model to manage the institute, having the good interaction between lecturers, officers, executive, and students, working as a team, having a respect and good authority, having respect for the rules, having a public mind, having stability of tenure of personnel, and providing courses which meet the needs of elderly. This study could be the starting point which leads other third age university or learning centers for the elderly to provide their employees, lecturers, and students with the necessary support to increase the quality in the future.*

Keywords: The University of Third Age, Elderly, Education for Elderly, U3A, Lifelong Learning

Introduction

Since advances the medical profession and public health of the country had occurred, the number of population growth gradually decreasing continuously. The number and proportion of the elderly population are increasing rapidly until Thailand becoming a country of aging society where had the elderly more than ten percent of the country. However, Thailand society has already begun to prepare in advance by providing a country (Thailand National Statistical Office, 2010) At present, the promotion of quality of life for the elderly in Thailand still no provision. Although Thailand provided the laws related to the welfare of the elderly, but that policy still questionable that if that could be beneficial or provide equal protection for the quality of life of the elderly. Caring for the elderly is very crucial for the society because the elderly is the one who needs to adapt to various changes and losses such as occupation, income, marital status, friends, body strength and the appearance. In the condition of losses would affect to elderly's mind they might feel sad, lonely, and lack of dependence then could reduce self-awareness (Veraphong, 2011). Department of Older Persons Thailand (2017) designated the policy as the elderly plan in year B.E. 2545 – 2564. The policy aims to raise awareness in preparation of becoming a quality elderly person by educating, providing some necessary environment and providing health care center, etc. for the elders in Thailand. Promoting lifelong learning to elders is very important, pre-retirement programs were established in both organization ad education

institute. These education programs were set for those elders in terms of economics, financial physical, and mental health care (Wongsith and Sririboon, 1999). The first University of the Third Age (U3A) movement began in 1982. It's developed a lifelong learning concept based on skill sharing, mutuality, and inclusion (U3A, 2018). University of third age has established in many countries especially in the western. The first U3A in Australia was developed in Melbourne in 1984. The U3A movement firstly spread rapidly through Victoria, and later throughout the whole country (U3A Network Victoria, 2004). According to Joseph (2006, p. 3), "U3A has become Australia's fastest growing educational movement." U3A experiences which had contributed in various areas of their lives leading to personal, mental, social and physical enhancement. It emerged that U3A is an important means of enhancing the quality of life for older adults through the provision of lifelong education (Aged and Community Planning Services, 2008). The first U3A in Thailand was established in January 18, 2013 by the initiation of the Department of Lifelong Education, Faculty of Education, Chulalongkorn University, Thailand. The objectives of this U3A is to promote lifelong learning of elderly to well-being society, to enhance to enhance the occasion of lifelong learning for the quality of life of elderly, to propagandize the news and data of Thai elderly to the society of global networks, to manage academic activities and national and international conference to enhance the ability of learning administration and management for the elderly, and to be the center of network in learning management for the elderly (U3A Thailand, 2018). Nonetheless, the University of Third Age is still not enough for the elderly population in Thailand especially in the northeast of Thailand where far from Bangkok 791 kilometers. There are over 180,002 of the elderly population in Chiang Rai, accounted for 18 percent of the total population in the year 2017 (Provincial Statistical Report of Chiang Rai, 2019). In the year 2017, many government sections in Chiang Rai were tried to established the learning center for the elderly, by the end of the year they invest the amount of money and established 80 learning centers for the elderly (Department of Social Development and Welfare Ministry of Social Development and Human Security, 2018). The University of Third Age of Chiang Rai is the most successful, and this institution is interested by many fields of people from every region of Thailand while other institute could not be done easily. Thus, this study aims to investigate the factors which lead the "Third Age University of Chiang Rai" to be a success and hopefully that this study would be a part which could help to guideline others third age institute to know what are the factors which could develop their elderly learning center.

Purpose of the Study

This study aimed to investigate the management style of the third age university in Chiang Rai province and to propose some guidelines for managing the third age university driven by Elderly of Thailand.

Research Questions

The research questions of this study were: 1) what are the factors which lead the Third Age University to be a success, and 2) how do the elderly participate in driving the organization to be stronger?

Literature Review

Successful Education Institute

The successful education needs to emphasis of learning management, this supported by Duangpummes and Kaewurai (2017) they claimed that learning management in Thai education 4.0 with Active learning. It organizes learning activities that hold the learner and the problem is important, allowing learners to express their engaging behaviors in learning activities continuously. The successful institute needs to lead learners to use multiskilled and collaborate in learning and responsibility for their roles. Use the ability to communicate. Transcribe thoughts through writing, debate, argue, give reasons, discuss and express opinions, and expect students to be creative in solving problems from various situations until creating innovation that can meet the needs of the community and society.

Third Age University and Education for Elderly

The University of the Third Age has a worldwide presence. There are a lot of elderly people around the world who retired and stay at home. These people just sit in their seats and do nothing, this might seem fun in the beginning but after some time it starts to get frustrating (AIU3A, 2018). The U3A or the University of the Third Age gives a lot of people a platform to spend their retired life. The University of the Third Age movement began in 1982. The three founders, Peter Laslett, Eric Midwinter and Michael Young developed a lifelong learning concept based on skill sharing, mutuality, and inclusion. Having explored the Université du Troisième Age in France, the founders wanted to stretch the concept so that it was learner led rather than being dependent on having a university lead or host (Chotika, 2018). With the rapid development of population aging, elderly education is an important strategic choice to improve the life of the elderly and promote socioeconomic continual development (Ying, 2009). The development of Aged Education is significant for both the development of the country and the development of elders own. Since the emergence of the elderly university, it is a benefit for the elderly to gain new knowledge and need, and it also solved the social problems of the elderly. Karola explored the contributions of the U3A to the educational needs of a sample of older adults and evaluated the benefits they perceived from their participation in U3A activities. The findings indicated that responding members were very satisfied with their U3A experiences and reported that U3A had made "substantial" differences in their lives. Male and female respondents saw personal, mental, social, and physical improvement as a result of their U3A participation; 96.2 percent indicated that participation had improved their intellectual development. There were significant differences in the perceptions of male and female participants. Female U3A members outnumbered males by three to one. Both the presidents and the members expressed some programmatic concerns, primarily obtaining tutors and classroom availability (Hebestreit, 2007). Trudeau studied on the topic "Elder perceptions of higher education and successful aging" the finding confirmed that there were many opportunities which promote successful aging of elders in a higher education affiliated retirement community and aging is enhanced by the safety of the setting and access to physical care; continuing education; dining facilities; socialization; intergenerational engagement; and the general disposition of intellectualism in the setting. In addition, the educational requirement results in self-selection of residents with interest in intellectual matters and continued learning that is then accentuated within the community culture. Conclusions include that more institutions of higher education should consider similar models, with careful attention to issues of enhancing both funding sources and opportunities for diversity within the program (Trudeau, 2009).

Research Methodology

This research chose a constructivist paradigm and aimed to investigate the factors that enhance the quality of the Third Age University in Chiang Rai Province driven by the elderly to be successful. Thus, a qualitative research methodology with phenomenological strategy was chosen as the research methodology. Creswell (1998) suggested that the phenomenological strategy could help to understand the essence of experiences about a phenomenon. Its discipline originated from philosophy, sociology, and psychology. The participants of this study were 10 people from the executive committee and 10 leaders of the student in the Third Age University all of the participants were elderly who had the age over 60 years.

Data Collection

According to Creswell (2007, p. 117), "data collection offers more instance for assessing research design within each approach to inquiry". Creswell suggested a circle of interrelated activities which consisted of 1) locating a site and individual, 2) gaining access and making rapport, 3) sampling purposefully, 4) collection data, 5) recording information, 6) exploring field issues, and 7) storing data.

To identify the population and participants in this study, the researchers followed the steps of data collecting activities suggested by Creswell (2007) and the detailed descriptions are presented below.

1) Locating a site and individual: the researcher determined the number of population and their locations.

Table 1 Number of the leaders of students who were participants per course

Courses in the university	Number of student leader
Religious	1
Arts and Culture	2
Environment	1
Technology and Communications	2
Tourism	1
Social and Happiness	1
Health Care	1
Economics	1
Total	10

Source: Developed by researchers (2019)

2) Gaining access and making rapport provided a formal letter explaining about the details in the study, research purpose, and data collection methods. The consent letters from Faculty of Management Science, Chiang Rai Rajabhat University were sent to the all participants who are both working in executive board and leaders of students in Third Age University, Chiang Rai.

3) Sampling purposefully, this step aimed to identify the participants' characteristics.

4) Collection data, the researchers conversed with participants as we call in-depth interview. The interview place was the Third Age University, Chiang Rai, the researchers asked the participants to recommend a private room to ensure that the conversation would be not interrupted by others.

5) Recording information, the researchers asked for each participant to allowed to record the conversation between researchers and participants. To ensure that the researchers would not miss some rich information, two of the researchers took notes during the interview in case some important both verbal communications and non-verbal communications were displayed.

6) Exploring field issues, the researchers tried to predict and solve possible obstacles and challenges which may have happened during the interviews.

7) Storing data, the researchers backed up the interviews on the personal computer and uploading them into Google drive with complicated password security to make sure that the data would not lose and safe.

Data Analysis

The phenomenological map is not antithetical to the mainstream natural science map, but it marks different features of the terrain. It locates geological features of human awareness and reminds us that the research journey needs to attend to the configurations of experience before moving on to assumptions about independent natural objects. (Polkinghorne, 1989) The suggestions for narrative analysis present a general template for qualitative researchers of phenomenology; there has been a specific structured method of analysis that was suggested by Stevick-Colaizzi-Keen (Moustakas, 1994). Could be seen when Johnson and Christensen claim that "the data analysis approach starts from a list of significant statements, determine the meaning of statements, and identify the essence of the phenomenon" (2004, p. 361).

Trustworthiness

Given (2016) moreover added that "...Trustworthiness in qualitative research is achieved by designing and implementing projects that are credible, dependable, and confirmable so that the findings may be transferable across populations, settings, or contexts" (p. 76). In order to provide a different set for criteria that can be used for ascertaining the quality, Lincoln & Guba (1985) created a corresponding set of criteria for the trustworthiness of qualitative research:

1) credibility, 2) transferability, 3) dependability, and 4) confirmability. To make sure good practices abide by quality standards in qualitative research, the researchers applied four major qualitative trustworthiness criteria which consisted of; 1) ensuring participants willingness to take part in the project and acknowledge their right to withdraw from the study, 2) getting participants to verify the correctness of their given information, 3) using theoretical techniques to obtain sufficient data, 4) provide detail information explaining how the study conducted, 5) presenting finding revealing similar outcomes shown in previous related studies, 6) using different types of interview question to assure the correctness of answers given by participants, and 7) including verbatim in the final report to present voices of participants.

Ethical Considerations in Qualitative Study

“...the protection of human subjects through the application of appropriate ethical principles is important in all research study. In a qualitative study, ethical considerations have a particular resonance due to the in-depth nature of the study process (Arifin, 2018, p. 1).”

1) Interview Session

Each interview was conducted individually in a private room in the Third Age University of Chiang Rai without access by outsiders. The researchers are the only one who should be able to match the identity of the participants and voice recordings.

2) Data Protection

Data analysis was conducted concurrently with the data collection. The researchers transcribed and analyzed the data and shared with three qualitative researchers through password protected email. Data were stored in coded devices and password protected.

3) Ethical Approval

The ethical approval was approved from two main research ethics committees: The Research and Development Institute (RDI) in the Chiang Rai Rajabhat University, Research and Academic Service Committee (RAS) in Faculty of Management Science Chiang Rai Rajabhat University.

Results

The finding showed that there were several factors that help the university run effectively which are the following:

1) Emphasizing on the happiness of both employees and students. This refers to a happy body, happy heart, happy relax, happy brain, happy soul, happy money, happy family, and a happy society. The elderly may face with illness and physical weakness according to getting old age. However, the university did not rest and focused on the health care of their students and staffs by providing health experts from the Medical Division Chiang Rai Municipality Office for consultation toward the elderly health care. The U3A also organized activities to promote good health such as opening a holistic health care center. The holistic health care center is combining tourism and good health together, the students could learn Thai history and gaining knowledge about health care at the same time. Third Aged university, Chiang Rai Municipality is strongly believed that being generous is the most necessary thing. The coexistence of the parties involved good relationship and generous, caring for each other by having a classroom life together, doing group discussion activities, exchange knowledge and ideas to each other, including food sharing then staffs and students are very happy to live together.

2) Creating self-awareness, aging is at once a biological, psychological, and social phenomenon. It is a universal feature of human life. Aging may lead the elderly to be frighteningly and worry, then creating self-awareness is very helpful and necessary. The self-aware individual is a conscious individual. The purpose of the university is to create a better life in the others hands the elderly would systematically fall victim to their own lack of awareness and to the ramifications that such a state begets. Some of the ramifications include confusion due to a lack of intent behind decision-making, frustration due to a lack of understanding of why certain calamities eventuate in their lives. The university provides self-awareness activities for

their students and staffs which included: 1) personality test means let them observe themselves towards the patterns of behavior and personality type and discuss between friends, staffs and teachers, 2) the teacher always ask "what's most important to you" then the students would become aware of personal values and could evaluate if they are spending time and living in accord with them, and 3) Let's them talk about themselves in public, most elderly would happy to share some wisdom and ideas.

3) Utilizing the management model to manage the institute by a focus on 4Ms model which included man, money, material, and management.

4) Having a good interaction between lecturers, officers, executive, and students and working as a team.

5) Having respect and good authority, Thai culture has its own very explicit way of honoring elders and showing respect towards elderly friends and relatives. Thai people believed that "Wai and humble" are both a duty and the basis of good manners. There are a lot of elders working as the executive and staff, all of the students are elderly. Respect to each other in a hierarchy is very important in this institute, the humble speech and beautiful tone of voice are crucial as a rule that everyone in the university must practice. Even if you are a teacher but your student is older than you then you need to respect to older students.

6) Having respect for the rules, the University always aware of the rules and regulations. When used appropriately, rules provide a sense of predictability and consistency for students, thereby promoting physical and emotional safety. Rules help guide actions toward desired results. The institute Prioritized and established a few rules that are the most important. An important thing that the University always mentions is we need to make sure the rules are clear, and that they address what they are intended to address. If they do not, brainstorm together how they can be clarified or changed, then exceptions to the rules (such as if safety needs to come first). Making the rules positive and action-oriented, this is the most effectiveness.

7) Having a public mind, the public mind is important for all humanity who live together. It makes people increasing sacrifice and lead to happy together. The University setting up a lot of activities to promote the public mind such as charity dance, temple yard cleaning, and grocery sales for charity. From the result of satisfaction assessment toward activities found that all of students and staffs are happy and proud of themselves, most of them willing to continue doing this kind of activity.

8) Having stability of tenure of personnel, this factor is the highlight of human resource management. The University very care about the staffs mental and feeling, even if some of the staffs are project's employee who had contract annually in their hands but all of them would have a chance to renew the contract and also have a chance to take the examination as a permanent employee who works as the government officers under the supervision of Chiang Rai Municipality.

9) Providing courses which meet the needs of the students who are elderly as following:

9.1 Religious courses focus on the study of rituals and artifacts used in the inauspicious events.

9.2 Art and culture courses, studying about native music subjects, when elderly dance they would receive both knowledge and have fun. Furthermore, the institute also allows students to perform on various stages then the students would proud and happy.

9.3 Environmental courses are focused on learning about the environment which connects to human life and health, this course would help elderly learn about environmental protection and practice to be a part in creating a good environment.

9.4 Tourism courses are a study of historical tourism. The knowledge gained from this course are both enjoyment and learning about Thai culture and This history. The elderly can bring knowledge to be published discuss with family members and other people. This is a starting point for creating good relationships and creating pride for themselves.

9.5 Technology and communication courses, this course the students would learn about how to use a computer in basic, basic English communication and basic Chinese communication. This course has received great attention from the elderly because various technologies change and occur quickly in addition, English and Chinese are also recognized by many countries.

9.6 Social and happiness courses composed of line dance, dancing, and standard dance band courses. Those activities would make students happy and enjoyable, healthy and have strong interactions with their friends and teachers. They would proud of being part of the art keeper.

9.7 Health courses contained Third Age Health subject and Yoga for Mental Development subject. Health problems are an important problem that hinders the daily life of the elderly, it causes an accident such as falling, skidding, etc. There were a lot of health problems in Thailand, whether it is deterioration of the body and this problem tend to be higher continuously according to getting higher age. Thus, the health programs are therefore very necessary in the institution. The health programs focused on safe-care, preliminary behaviors when diseases or accidents occur. Yoga could improve health, gives mental strength, improves physical strength, protects from injury, and detoxifies the body.

9.8 Economic courses are not aimed to know the advance economic world but aim to bring the understanding in the household economy. Including basic accounting principles, savings principles, and sufficiency economy philosophy. The university believe that after utilizing the knowledge gained, they would be able to solve problems and reduce financial problems and stress from the economic management in the household.

10) Having good advertising and good relationship among alumni, the third age university not only advertised their institute's performance in order to gain more students through alumni but also post the advertisement on social media. Even social media is the popular platform in the digital era but for the elderly, in Thailand, this seems that it is not the best channel for advertising. The University survey found that the new generation students apply to study because they receive guidance from senior students. This could confirm that the strong

relationship between students and teachers, students and students is very important for the institute.

11) Interdisciplinary cooperation, the university would not be run effortlessly without the cooperation of other section included other university and government sectors. The main institution that supports the University of Third Aged Chiang Rai is Chiang Rai Municipality, Division of Medical, Ministry of Public Health, Chiang Rai Rajabhat University, Srinakharinwirot University, Phayao University, and Community philosopher.

12) Giving the Wisdom Certificate or “Pun Ya Batt” after finished eight courses is a pride of the students. Pun Ya Batt is a value creation with positive reinforcement for the elderly. We would not deny that in Thai society certificate is a popular reason for graduation. In addition to the knowledge gained from studying certificate affected the pride and feelings of both the learners and their relatives. Thus, Pun Ya Batt is the main objectives of attending the U3A, it is a motivation of the elderly who study at the U3A, Chiang Rai Municipality to be diligent. Eighty percent of the students have tried to complete the courses according to the curriculum set by the institution. The criteria for giving a certificate defined that a student needs to enroll all eight curriculums and each curriculum need to study at least one subject.

Discussion

“Population aging refers to changes in the age composition of a population such that there is an increase in the proportion of older persons (Land and Lamb, 2017, p. 2).” The most obvious of these is the rapidly increasing population of older people, the majority of whom are living longer and in better health than earlier cohorts. Less obvious, but probably no less important, is the steadily increasing levels of formal education amongst the older population; prior education has consistently been shown to be the single best predictor of future participation in adult education. U3A would be a factor which helps the world passing the aged era. The U3A of Chiang Rai applied the philosophy in the courses of the university such as religious courses, art and culture courses, environmental courses, social and happiness courses, and health courses. The study of philosophy in the Western world has been around a long time. It is generally accepted that it began with Socrates and his pupil Plato, and Aristotle about 400BC. For these early Greeks “philosophy” meant “love of wisdom” and they considered wisdom to be of everyday importance: it provided knowledge or understanding of the right way to live and why it is the right way. And while philosophy has changed a lot since the days of classical Athens, today’s philosophers still grapple with many of the same kinds of questions; questions such as:

“How do we tell which actions are right or wrong?”

What is the nature of the mind?

How do good arguments differ from bad arguments?

What is knowledge?

How does science work?

What is freedom?

Am I free?

Is there a God?

What is a beauty?

What is art? (Thompson, 2016, p. 1).''

Many U3As conduct philosophy courses and for most participants in them, it is their first exposure to the subject. For many, it is a time of life when thinking about questions such as those above is very satisfying. Most find philosophy improves reasoning and logic skills, particularly when learning in a positive social environment. Philosophy encourages habits of rigors, of constructive doubt, and of clear thinking. It is an ideal subject for a U3A course.

The U3A of Chiang Rai always attention about the happiness of people, not only the staffs, teachers, and students but also students' family. The notion of happiness at work is becoming increasingly important for human resource management research. Despite the widespread existence of different constructs that capture positive attitudes, a comprehensive measure of individual-level happiness is necessary. This support by Vallina and Alegre (2018, p. 1) who studied on the topic "Happiness at Work: Developing a Shorter Measure". They developed 31-item scales to measure happiness at work. The finding found that the employee would happy when they could show their performance and work among generous colleagues. According to the finding of this research could summarize that the U3A of Chiang Rai running in a direct way which could help their university organize effectively by focusing on the happiness of people and having the strong relationship between staffs and students, students and executive committees, and executive committees and staffs. Another support is suggested Chawsithiwong (2007, pp. 1-2) claimed that "...a feeling of happiness derived from work becomes a very important factor of environment and safety management in a company. Investment in a happy workplace program is profitable. Happy at work is crucial both to the employee and the company. Happy people and the happy company can create a lot of good things such as increasing productivity, quality, sales, customer satisfaction, creativity, innovation, adaptation, flexibility, and decreasing loss, absenteeism, the stress of workers, accidents and occupational diseases". Many ideas to make a happy workplace have been presented in this article which can be applied to various types of businesses.

Conclusion

The study implicates a qualitative research approach, strategy which was phenomenological. This study was conducted with both 10 executive boards and leaders of students from each course who were working and studying in Third Age University Chiang Rai province, Thailand. The participants were asked by an in-depth interview about their experience and challenges in managing the university. They were interviewed by synthesized questions which summarized the tricks and management styles as an in-depth interview to gather ideas in enhancing the elderly education management official's plan to be successful. This study was conducted with ethical principles required by Chiang Rai Ratchabhat University which included a consent form, freedom of cancellation, informant feedback and also reflexivity. Computer programs such as Microsoft Word, Atlasti, Google Drive and email were used for data analyzing, storing and backing up. The finding of the study shown that the U3A of Chiang Rai have strong organizational culture. All students, teachers, and executive committee were blended by Thai culture. There are many dynamics that could help the University run their institute effectively. Cooperation is the most important cause of this organization's success. The U3A of Chiang Rai focused on the "stability" even outside the university is changing or having a lot of competition but inside the university always promise to love and care for each other. Not only the stability of relationships but also stability management, the management of the university should ensure that

there must be stability in the job and frequent changes and shuffling of the position should be avoided.

Recommendations

1) It should be noted that qualitative research results could be not generalized to other types of universities.

2) The main advantage of U3A as university branches or collaborating between universities is that they could benefit from the lectures, classroom management, and other facilities. Therefore, in the case of interested in establishing a U3A (University of Third Age) should ask for cooperation from other universities.

3) Culture and traditions, beliefs, and faith of students who are all people living in the north of Thailand, considered as a factor affecting the operations of the university operations or even various activities. Therefore, to establish the new U3A the developer should study the needs of the learners to set suitable courses and activities in the university.

4) The future research should consider the following related topics: maintaining and transferring knowledge of the elderly, integration between the elderly and adolescents in any areas, and standardized management of Universities of Third Age in other regions.

References

- Aged and Community Planning Services. (2008). *Active aging in Banyule*. Melbourne: Aged and Community Planning Services.
- AIU3A. (2018). *U3A*. Retrieved from <http://www.aiu3a.com>
- Arifin, S. (2018). Ethical Considerations in qualitative study. *International Journal of Care Scholars*, 1(2), 30-33.
- Chawsithiwong, B. (2007). Happy workplace. *Journal of Social Development*, 2(9), 61-93.
- Chotika, A. (2018). *Learning not lonely*. London: The Third Age Trust.
- Department of Social Development and Welfare Ministry of Social Development and Human Security. (2019). *Elderly in Thailand*. Retrieved from <http://chiangrai.nso.go.th/index.php>
- Hebestreit, L. K. (2007). *An evaluation of the role of the university of the third age in the provision of lifelong learning*. Retrieved from <https://search.proquest.com/pqdtglobal/docview/304772782/abstract/745D5F5BA29A4DA9PQ/1?accountid=32082>
- Joseph, M. (2006). *Active, engaged, valued: Older people and public libraries in New South Wales*. New South Wales: Australasian Public Libraries and Information Service.
- Kaewurai, W., & Duangpummes, W. (2017). Learning management in Thailand 4.0 with active learning. *Humanities and social sciences journal of graduate school*, Pibulsongkram Rajabhat University, 11(2), 15-23.
- Kenneth, C. L., & Vicki, L. L. (2017). Learn more about ageing population. *International encyclopedia of public health*. Retrieved from <https://www.sciencedirect.com/topics/social-sciences/ageing-population>
- Lincoln, Y. S., & Guba, E. G. (1985). *Naturalistic inquiry*. CA: Sage.
- Polkinghorne, V. (1989). *Existential phenomenological perspective in psychology*. NY: Pleum press.
- Provincial statistical report of Chiang Rai. (2019). *Statistical report of Chiang Rai province*. Retrieved from https://drive.google.com/file/d/1wA49K7w86v19bvQnmR1vJnCPj_uWZa_9/view

- Salas-Vallina, A., & Alegre, J. (2018). Happiness at work: Developing a shorter measure. *Journal of Management & Organization*, 6(18), 1-21.
- Thailand National Statistical Office. (2010). *Development plan and national elderly plan*. Bangkok: Thailand National Statistical.
- Thompson, A. (2016). *Thinking about philosophy*. Melbourne: U3A Network Victoria.
- Trudeau, S. A. (2009). *Elder perceptions of higher education and successful aging*. Retrieved from <https://search.proquest.com/docview/304831728?accountid=32082>
- U3A. (2018). *Learning no lonely*. London: The Third Age Trust.
- U3A Network Victoria. (2004). *U3A*. Retrieved from <https://www.u3avictoria.com.au/>
- U3A Thailand. (2018). *Universities of the Third Age Thailand*. Retrieved from <http://www.edu.chula.ac.th/u3athailand/eng/Activities1.html>
- Varaphong, W. (2011). *Lifelong learning for elderly*. Bangkok: Phibulsongkram Rajabhat University.
- Wongsith, K., & Sririboon, K. (1999). *Education programs for elderly*. Bangkok: Kamphaeng Phet Rajabhat University.
- Ying, W. (2009). *The research of elderly community education in China*. Tianjin: Nankai University

Collaborative Strategy Development between Chanthaburi Education Institutions and Chanthaburi Gems and Jewelry Center

Ramida Karnchanawong, Rambhai Barni Rajabhat University, Thailand

Chalong Tubsree, Retired professor, Chonburi, Thailand

Surin Intayot, Burapha University, Thailand

Abstract: *This qualitative study aimed at exploring the collaborative strategy development between Chanthaburi educational institutions and Chanthaburi gems and jewelry center. The research questions concerned characteristics of gems business at Chanthaburi, requirements for educational institutions collaboration, and a collaboration strategy model. The research interviewed 16 participants who were representative from educational institutions in the Eastern region, Gems industry, and government sectors in Chanthaburi province. The findings were that gems and jewelry at Chanthaburi was facing shortage of skill worker, lacking of modern technology, lacking of marketing knowledge, lacking of right attitude, lacking of regulation support and facing problem of graduate migration, and lacking of serious collaboration. The most important step for the collaboration strategy was preparation of human resource who has knowledge, being skillful in gems and jewelry craftsmanship, being designer, being self-trader, and being new business entrepreneur and business successor. The educational institutes in the region needed to train their students to have skill that meet industry requirements, to motivate local youth to attend the gems and jewelry educational program at their school to resolve graduates migration, instilling good attitude to their graduates, and transferring knowledge and technology to the industrial parties. The collaboration strategy model to build up gems business center or intermediary factory needed government support in many ways such as establishing a clear national policy, providing fund, tax exemption and making the gems and jewelry business a tourist destination. In conclusion, this research study provides information of collaborative strategy development to enhance Chanthaburi gems and jewelry business center capacity. The collaboration strategy model offers the business advantage for both the local and the nation. It suggests a new practice for educational institution to act as the leader in the collaboration.*

Keywords: Gems and jewelry, collaboration of educational institutions in the eastern region, Gems and jewelry center, Gems at Chanthaburi

Introduction

Thailand is one of ASEAN countries within AEC. The gems and jewelry business is becoming more challenging when ASEAN Economic Communities (AEC) is in operation in the region for the international and local competition. Thailand's jewelry segment has traditionally been a major export revenue earner and ranked third in terms of industry export value and comprised over 5% of Thailand's gross exports. (GIT trade review, 2016). According to the Gems and Jewelry Institute of Thailand, the export value of gems and jewelry products increased 29.60 percent from USD 10,993.35 million in 2015 to USD 14,247.60 million in 2016. (GIT trade review, 2016). The Thai government remains a strong partner of the gems and jewelry industry. Thai government aims to stimulate continued growth and innovation. To promote Thailand as an international gems and jewelry trading center, the Thai government has issued new legislation. Ministry of Commerce, through the Department of International Trade Promotion (DITP), is driving Thailand towards becoming the world hub of gems and jewelry industry. In line with the government's strategic roadmap. (National Industrial Development Master Plan 2012-2031) The world's largest traditional center of the colored stone industry

especially deep red rubies which have been known as "Tab Tim Siam" or "Siamese Rubies come from Chanthaburi province. Chanthaburi's gems trade dates back centuries and is still the main center of gems trading in Thailand as well as in the Southeast Asia. At present, the business are facing shortage of raw materials, lack of quantity of gems and jewelry to meet the current demand as well as skilled labor.

In term of opportunity, the government has set up national and community policy to support the local gems business, continuously broaden the gems market on the international basis, and also established the gems market clusters in many places including Chanthaburi province. Regarding this, the educational institutions have engaged in supporting the business through developing the skills and knowledge of the local people and entrepreneurs through training and producing qualified graduates in the field of gems and jewelry in order to conserve and develop the local wisdom. Since Educational institutes are now expected to be pro-active in engaging in activities that make significant contributions to regional development (OECD, 2010b). Therefore, the collaboration between local educational institutes and the private sectors need implantation. Chanthaburi's four educational institutes, the main authority in response to the provincial and the national policies are faculty of Gems at Burapha University, Faculty of Gems at Rajabhat Rambhaibarni University, Chanthaburi Technical College and Chanthaburi Poly Technique.

Literature Review

The collaboration to reach the Gems center establishment in Chanthaburi policy is a must. Specifically the collaboration with the educational institute since collaborative learning takes place when students work together to "achieve shared learning goals" (Barkley, Cross & Major, 2005, p.4). The gems human resource in Chanthaburi needs to be a competent professional. The effective professionals require combination of functioning and relevant theoretical knowledge, skills, workforce development via training (Biggs; 2003, Tallantyre; 2008). Collaborations could take from internships, technology transferring, publications of research results, joint industry projects and research consultancies (Gulbrandsen and Slipersæter, 2007, Markman et al., 2008, Perkmann and Walsh, 2009, Nilsson et al., 2010)

In collaboration with government, industry and community leaders, educational institutes – have the potentials to being a vital part of domestic growth and development (Bergman, 2014) Recently, collaboration improvement in gems and jewelry business via transferring knowledge and skills related to gemstones were success in China (Bao, Wei and Chen, 2015; Lucas, Chapin, Lin and Jia, 2015). Many leading universities and art academies have formed their own jewelry design and manufacturing departments to serve an expanding market. Some also stated that the rapid increasing in jewelry and jewelry design for intermediate staff, and these staff is not trained sufficiently (Onder, 2012).

The purposes of the study

This research was aimed to support and develop Chanthaburi province business for better competition global markets in the future via collaboration of educational institutions, private party, and government to cover the whole of the industry and set up Gems and Jewelry Model Center. With the above purpose, the researcher has set three research objectives as follows:

1. To explore the characteristics and the needs of gems and jewelry business in Chanthaburi province.

2. To explore the contributions of Chanthaburi Educational Institutions to gems and jewelry business center development.

3. To develop a model for Chanthaburi Gems City.

The researcher has posted the following four research questions: 1. what are the characteristics of gems and jewelry business in Chanthaburi. 2. what are the needs of gems and jewelry business activity of Chanthaburi to get from Chanthaburi Education Institutions. 3. how can the four educational institutions namely; Faculty of Gems Burapha University, Faculty of Gems Rajabhat Rambhaibarni University, Chanthaburi Technical College and Chanthaburi Polytechnic College contribute to Chanthaburi gems and jewelry center development, and 4. how does the Chanthaburi Gems City Model look like.

Research Method

A qualitative research method was used in this study. The research paradigm for the study was social construction. The tool for the qualitative study was conducted utilizing in-depth interview. The participants for these studied were located in Chanthaburi province from three sectors: government sector, gem and jewelry business sector and higher education institution sector. Most of participants have work experience over 20 years. The researcher has collected the data by an in-dept interview with 16 participants. The interview questions involved characteristics of the gems business in Chanthaburi, the collaborative requirements from educational institutions, the collaboration strategy model. The interview data then were managed and analyzed qualitatively, through coding categorizing and theming to answer the research questions.

Data Analysis

The data analysis was undertaken by a manual coding technique and transcribed to analyzed using computer software ATLAS.ti version 7.5 and report the research result. Both data analysis and interpretation, validity and reliability are based on applying the ethics of qualitative research methodology and usage. As the results of the data analysis according to the research questions. It was that for the research question one, the research have found three categories and twenty four codes, research question number two having five categories and twenty four codes, research question number three having seven categories and thirty two codes and research question number four with one category and twelve codes.

The Trustworthiness and Rigor

The trustworthiness and rigor of this study involved three parts: Credibility, Audit trail and Triangulation.

Credibility refers to the honesty of the findings. According to Patton (1990), a credible qualitative research should leave the reviewer with assurance that the findings have value to those with a shared interest in the research. The researcher must show that the results are credible by having them approved by “a disinterested peer in a manner paralleling an analytic session and for the purpose of exploring aspects of the inquiry that might remain only implicit within the inquirer’s mind” (Lincoln 98& Guba, 1985). In this study, the researcher has shared the collected data and the preliminary interpretations with peer debriefing.

Audit trail from Lincoln and Guba’s (1985) conclusion, a research audit trail consists of six categories of information: 1. Raw data from written field notes and audio recordings, 2. Summary and theme identification of data reduction and analysis product, Data reconstruction

and synthesis items (e.g., categorizing of themes, interpretations, and final reports Process notes of methodology and trustworthiness, 4. Information about intentions and disposition (i.e., research proposal and personal notes), and 5. Instrument development of questionnaire design and interview questions.

For this research study, concerning audit trail, the researcher has employed the following practices: 1) keeping all information and data collection as soft folders saved on computer and external unit. 2) a sound recordings software from the interviews were logged on both computer and external device for the future usage and review, and 3) writing flexible notes for gathering both information working process, check, and recheck the researcher's emotions, thoughts, and comment in order to update and upgrade the research progress.

Triangulation from Lincoln & Guba's statements of "improving the probability that finding and interpretations will be found creditable" (Lincoln & Guba, 1985). There are four kinds of triangulation techniques: First, method triangulation, this technique is to check out the consistency of findings generate by different data collection methods, Secondly, Triangulation of source, this technique is done by checking out the consistency of different data sources with the same methods, Thirdly, Analysis triangulation, this technique is done by setting multiple analysis to review findings, and lastly, Theory/ Perspective triangulation, this technique means using multiple perspectives of theories to interpret data (Patton, 2002).

In this study, the researcher used the following triangulation technique:

1. The researcher used the document review, interview, and participant observational method and also strengthened both reliability and internal validity by using triangulation of multiple methods of data collection procedures in order to benefit from different perspectives of the creativity practices. For the accuracy of the analysis process, the key participants would secure and ensure reliability of the specific outcomes and valid interpretation by the interviewees themselves for further comments or suggestions after presenting them with their asking transcribed interviews.

2. Clarification of researcher bias would be described in the study for the further study of the same or related research topics.

Both data analysis and interpretation, validity and reliability are based on applying the ethics of qualitative research methodology and usage. The researcher has paid serious attention to this matter.

Findings and Discussion

In this study the researcher conducted an in-depth interview with 16 selected participants from gems and jewelry businesses in Chanthaburi province using purposive sampling and snowball technique. The profile of the participants included their gender, age, education, year of experience and type of business. The results showed that the most common demographic characteristics of the 16 participants composed of 3 females and 13 males, age between 30 to over 50 years, 8 under bachelor, 6 bachelor and 2 master graduate degrees. Most of participant age were over 50 years old, under graduate degrees and worked for over 20 years in gems section.

1. Characteristics of gems and jewelry business in Chanthaburi.

The results revealed that the characteristics of gems and jewelry business in Chanthaburi Province comprised to two characteristics which were: 1). Evolution of gems and jewelry business entrepreneurs in Chanthaburi province comprised of two tracts. The first was those who developed themselves from self-learning in gems development process after gaining the

expertise they became the entrepreneur. The second tract was that the young generations continue their family business, getting successful then became the owner. The two distinctive characteristics have helped Chanthaburi become well known in gems and jewelry business. This notion is supported by the report from the Customs Facilitation Office (2006) that wrote Chanthaburi exporting the gems and jewelry to the world market as a results of qualified the gems treatment and cutting skills. This achievement has made Chanthaburi become famous and the leading center for the gems treatment and production. 2). Skill and attitude development toward the business, the self- learning entrepreneur had the attitude that they do not want to share their knowledge and skill to other just to prevent the others to compete with them, while family business grown entrepreneur had the opposite attitude.

2. The contribution of Chanthaburi educational institutions to the gems and jewelry business.

The participants commented that the educational institutes in Chanthaburi should develop their students by focusing in student skills that meet the market requirement, learning by doing, participating the real gems processing and designing. The educational Education institute should emphasis on developing ethics and the foreign language. Though, the available programs at the educational institutes cover the subjects that are essential in gems and jewelry business, but the students could not implement or apply that knowledge to the job. They are also lacking of basic skills. They should concentrate in business sectors collaboration for training and practice as well as technology knowledge transfer. This greatly benefits both students and businesses. In addition, educational institutes should change student's attitude towards gems and jewelry business including enhancing their ability in thinking, responsibility. The educational institute should also motivate and urge agency to develop more program either short course or full time programs specially for Chanthaburi's origin that settle there. The fact was that the educational institution in Chanthaburi comprised of different levels of education ranging from vocational certificate, higher certificate and bachelor degree. The collaboration among the local educational institution came in a form of networking. This could be done in collaboration with private sector that has skillful worker as the trainer or coach for their students. This finding was supported by the Ministry of Education policy (2014) that wrote the three level of education should collaborate through network as well as cooperating with different organization at both national level and local level. Skill is the essential tool for this handcraft business. Both educational institutes and the gems association must support the business. From the participant responses can conclude that students relate to gems business are not Chanthaburi origins but from other provinces. Then they did not have enough motivation and moved out after graduate. Educational institute should provide students motivation, knowledge and skills as the learning resource. Other related requirement that most of the participant agreed in the similar opinion were marketing knowledge and analysis, new market high quality products trends, production cost and sustainable public relation as the tourist destination. Gems and jewelry business owners need new generation workers to have enough knowledge, skills to create value added to traditional business. In addition, entrepreneurs need to take course to learn about details of gems business. The institutes and gems and jewelry association must provide courses to support as required. Even bachelor graduate need regular practice to gain better skill as professional. Therefore, academic could provide training programs and certify the attendants. Meanwhile government sectors should provide funding for the programs. Thus, knowledge, technology and marketing should be work on in the same time with collaboration form educational institutions, private sector and government in all aspects. One interesting point is Chanthaburi province is one of the well-

known gems market tourist destination, so educational institutes would have some leader role in this issue. The other importance replies were about Chanthaburi gems and jewelry center set up model. The educational institutes need to be the leaders to push Chanthaburi as the center of gems and jewelry business and government need to support funding. However, the obstacles are individual organization policy and regulation that need discussion.

3. The collaborative model for educational institutes.

From these all research questions and responses from participant involved in 3 sectors, Chanthaburi province has potential to become Gems City. Many respondents would like to see a Chanthaburi gems and jewelry center model. Since Chanthaburi has her own resources i.g. gemstone, craftsman, knowledge, technology including natural resources on hands already. Moreover, Chanthaburi province located not far from the Bangkok, own gems resources and existing well-known gems trading as tourist destination.

When the second generation begins to participate in the family business, several factors changed. These include material supplies that has higher costs and hard to find in the local areas, skilled labor, trend of products, economic crisis and more competitors. These business inherits possessed the right idiosyncratic knowledge for running the family firm in the most profitable way. They were seeking for new market, new design and technology as well as new affordable supplies. New graduate with theoretical knowledge could not effectively work in gems and jewelry business as they had inadequate skills and good attitude of this business. The educational institutes had to find ways to adequately prepare students so that they could successfully enter gems and jewelry industry after graduate. However, despite technology, the craftsmen should maintain a traditional style by simply maintaining their existing skills and integrate new technology to the works.

Development of soft skills needed to be integrated into curricula more explicitly. All the programs need to be updated regularly according to the market trends and demands. Education institutional could support this business by not only provide theoretical knowledge but skills and new innovative technology that applicable and benefit the business. The education institutes have to incorporate the requirements of gems and jewelry industry in their curriculum while developing a holistic graduate.

At present, this industry is facing labor shortage, un-skilled labor, lack of marketing knowledge and analysis. A significant number of skillful workers are older workers who have few (or no) academic but high work experiences. Research analyzed that complex skill shortages are longer-lasting and associated with graduated migrate out of Chanthaburi. For example, in sales and marketing, customer primary expects about product knowledge and service ability of sales personnel. These skills require lengthy period to be trained not only acquired through coursework that provide few benefits to job performance. Thus, professional knowledge in gemology is extremely critical for jewelry boutique personnel and thus its acquisition should be considered a necessity (CP Bao *et al.*, 2015). However, the main reasons were graduate were not Chanthaburi origin and want to work in big city for better job opportunities, higher incomes and living standards. Massey *et al.* (1998) argues that migration conceptualize causal processes on very different levels of analysis such as individual, family and national that they are not compatible. This similar to Leporte and Lu (2013) reported that almost 60% increasing in inter-provincial migrants from 2004 to 2009 to growing economic activity to bigger provinces which paid higher rate. Expected income is an important determinant of cross-province and interstate migration in the U.S. and Thailand (Yang; 2004, Kennan and Walker; 2011). For Chanthaburi graduated, the single most important cause of skill shortages, however, is a requirement for

specialized skilled. Graduates in the future will need to be highly technical, adaptable, good communicators and lifelong learners. It is vitally important for Educational institutes to support both local and nation by introducing training into curricula to support industry and supply graduates with the required knowledge and skills. Similar concepts was mentioned about industry oriented training in New Zealand that has been successfully applied to Bachelor of Applied Technology in New Zealand (Qi, 2012). Intelligent or good skills workers should be provided with adding-on of specific technical skills and business passion to lure in more students. Graduate students were from the other province not Chanthaburi citizen then, after graduate they migrate back to their hometown or other locations not staying in Chanthaburi resulting in the shortage of the gems and jewelry skill worker shortage. This finding is similar to other studies that indicated when student graduated they have tendency to go back to their home oorigin (Gierzynski; 2015, Lehner; 2016)

Then, educators and industry need to motivate graduate student who ready have knowledge to live and work at Chanthaburi to support local business that also benefit local social and economic. To retain knowledge and skilled labors, sectors should cooperate promote relevant short training program, job-match, provide more job opportunities, wage and welfare benefits. Another priority job that educational institute could provide in collaboration.

In this research, collaboration implies a partnership which refers to educational institutions combining their expertise, affordable resources in the delivery skilled graduate student to support industry. Meanwhile, the GIT strategy plan for year 2016-2020 in collaborate and coordinate center for all the Thailand ministries and international shows important issues for gems and jewelry industry. For example, increase efficacy towards to entrepreneur requirements, establish specialist incubation center and promote research to cover industrial demands at international level. The results of this study provided information to development of a model of collaboration between educational institutes and industry. Collaboration between autonomous institutions within a region should: 1) improve responsiveness to local economic and social needs; 2) encourage progression pathways for students; and 3) facilitate academic interchange and exchange of ideas. 3) create gems world center for gems production, exchange and production center.

The Chanthaburi Gems City Model is shown in figure 1



This showed that although the association is a major element of the cluster, it extends to many other organizations and agencies that do not produce gems, but which are important to the success of the gem industry and set up center model and sustained gems and jewelry industrial growth. These should be influenced in a pro-active way by either local or national governors. The study also recommends that academic programs should focus on preparing students for knowledge and skills according to industry requirements. Moreover, university level program for product design and gems knowledge should be revised to meet the requirement of Chanthaburi gems and jewelry business. Meanwhile, vocational level should add more gems and jewelry knowledge in addition of skill training. In addition, program need to provide language communication skill, attitude and responsibility to their student. This will improve employability for their graduate students. Besides, the academic should motivate Chanthaburi local to study these gems and jewelry program. Unfortunately, after graduate non local student will migrate out of Chanthaburi. Furthermore, all these sectors need to enhance Chanthaburi's competitiveness, expressing their commitment to collaborate and share resources to undertake agreed upon activities.

There are potential mutual benefits of university-industry collaboration. This collaboration provides the opportunity to access specialized expertise, the latest knowledge in relevant disciplines, and potential future employees (students). Universities might benefit from additional funding for research, graduate training and facilities. Their students also benefit from the opportunity to work on real-world problems faced by industry, presenting ideas that may stimulate their study agendas, and students with valuable experience. Moreover, students gain experience and build contacts that can be valuable upon graduation. Industry and the association sectors also should consider ways in which the new generation or newly graduate can contribute to skill development through increased opportunities in workplace learning and professional learning activities or internship with earning in return to motivate them. Firms also benefit from the outputs of such partnerships, in the form of additional knowledge that feeds into their own innovative processes, improved products and processes, and from technical solutions for their problems. For Government sector, they need to create flexible policy that allow more trading accessible, world market information and sustainable public relation as the tourist destination. This might use Bangkok jewelry center as a model. Since Bangkok Gems is now becoming a world exhibition event was organized by the government and passed over to the Thai Gems & Jewelry Traders Association to manage for many years since then.

Implementation

This research could be used as information for collaborative strategy between Chanthaburi educational institutions and industry sector under government support. As Chanthaburi is significant contributor to the national economy. The research conducted with 16 selected respondents in 3 sectors as educational institutions, industry and government. The results revealed that each party gained new knowledge from their participation in collaborative ventures and transferred that knowledge into their organizations for its benefit. The most important step for this collaboration strategy is preparation human capital who has knowledge, skillful in all requirement to become craftsman, designer, self-employ trader, new business entrepreneurs or business successor. In recent times, the major problems faced by gems and jewelry are unskilled labor, modern technology marketing knowledge and regulation support. Such collaboration can occur with government, customers, suppliers and competitors. Academics supported the model as it bridged the theory–practice gap while meeting compliance standards.

Industry welcomed the model as it provided opportunities for recruitment and meeting national skills imperatives. If skillfully handled with motivation and according to gems and jewelry demand, the model seem to be possible. However, this collaboration model need government support in many way such as policy, fund and tax assumption. Addition advantage is the community that will transform from traditional way to be competitive trading. The gems and jewelry center collaboration model will support a constant dynamic interaction with larger external environment such as the social, political, economic system of the culture. The elite of this research demonstrated that the key strategic benefits of the increasing collaboration are business growth, enabling inadequate skill graduate, ways of doing business, build up gems and jewelry center, Central Factory and Chanthaburi Gems City. The latter is seen as both being vital and an opportunity, adding quality of life to all involved and creating mutual benefits. The positive strategic benefits of collaborating contribute to the high levels of collaboration amongst the sample's stakeholders. The key enablers are relationship building, interpersonal skills and business facilitation. These encompass commitment, reciprocation, trust and communication in addition to aligned values and common goals. Not far from dream that Chanthaburi will become Gems City. From these point of view not only Chanthaburi that gain economic benefit but the nation as well.

Recommendation for further study

The authors believe that there are several significant opportunities for future research based upon this study. Among the most pressing and promising are the developing questions from another methodological perspective or adopting a different interview style may have yielded contrasting responses. More, in-depth collaborative strategy of the Chanthaburi gems and jewelry industry would benefit both academics and entrepreneurs alike. Further collection of data on the age and size of the enterprise may provide insights into the specific issue or skills requires. Beside, utilizing different research approaches, such as a case study to obtain rich data on the collaborative venture might urge the government and more party. This exploratory study limitations arise from the research method and the process of collection of the primary data, including the choice of selected respondent. The research is limited to a small sample of respondents when compared to the population in the Chanthaburi gems and jewelry industry. Being an elite sample that has been assured of confidentiality, this risk may be reduced. The future study need more sample such as educational institutions lecturer or management levels and graduate student to share their opinion of the collaboration strategy.

References

- Barkley, E. F., Cross, K. P., & Major, C. H. (2005). *Collaborative learning techniques: A Handbook for College Faculty*. San Francisco: Jossey-Bass.
- Biggs, J. (2003), *Teaching for Quality Learning at University* (2nd ed.), Society for Research into Higher Education and Open University Press, Maidenhead.
- Chiao-Ping, B., Nai-Chieh, W., & Shu-Chuan, C. (2015). Elevating the quality of staffs at jewelry boutique stores: Implementing chinkless teaching concept for course training and planning. *International Journal of Organizational Innovation*, 8(1), 186-205.
- Gulbrandsen, M., & Slipersæter, S. (2007). The third mission and the entrepreneurial university model. In Bonaccorsi, A., & Daraio, C. (Eds.), *Universities and Strategic Knowledge Creation: Specialization and Performance in Europe*. Edward Elgar, Cheltenham, pp. 112–143.

- Gierzynski, J. A. (2015). *Migration patterns of college students and recent college graduates*. Retrieved from <https://www.uvm.edu/~vlrs/EconomicIssues/College%20Migration.pdf>
- GIT Trade Review. (2016). Thailand's gems and jewelry Import-Export Performance in 2016. *GIT Trade Review*, 1-12. Retrieved from https://www.git.or.th/thai/info_center/trade_review/2017/GIT_TRADE_REVIEW_2016_en.pdf
- Lehner, J. (2016). *Young college graduate migration by state oregon office of economic analysis: Oregon economic news, analysis and outlook*. Retrieved from <https://oregoneconomicanalysis.com/2016/02/02/young-college-graduate-migration-by-state/>
- Kennan, J., & Walker, J. R. (2011). The Effect of Expected Income on Individual Migration Decisions. *Econometrica*, 79(1), 211–251.
- Laporte, C., & Lu, Y. (2013). Inter-provincial Employees in Canada. *Economic Insights*, no. 29. Statistics Canada Catalogue no. 11-626-X. Ottawa: Statistics Canada.
- Lincoln, Y. S., & Guba, E. G. (1985). *Naturalistic inquiry*. Newbury Park, California: Sage.
- Lucas, A., Chapin, M., Lin, M., & Jia, X. (2015). The chinese soul in contemporary jewelry design. *Gems & Gemology*, 51(1), 18-30.
- Markman, G., Siegel, D., & Wright, M. (2008). *Research and technology commercialization*. *Journal of Management Studies*, 45, 1401-1423.
- Massey, D. S., Arango, J., Hugo, G., Kouaouci, A., Pellegrino, A., & Taylor, J. E. (1998). *Worlds in motion: International migration at the end of the millennium*. Oxford: Oxford University Press.
- Ministry of Industry. (2011). *National industrial development master plan in 2012-2031*. Retrieved from http://www.oie.go.th/sites/default/files/attachments/industry_plan/National_Industrial_Development_Master_Plan.pdf
- Nilsson, A. S., Rickne, A., & Bengtsson, L. (2010). Transfer of academic research: Uncovering the grey zone. *Journal of Technology Transfer*, 35, 617-636.
- OECD. (2010b). *Higher Education in Regional and City Development: Berlin, Germany*. OECD, 2010.
- Onder, Y. (2012). Dual Training Model in Higher Education. (A work-experience on cooperation between school & business for education of designing jewelry and jewelry in the programmes). *Electronic Journal of Vocational Colleges*, 61-71.
- Patton, M. Q. (2002). *Qualitative research and evaluation methods* (3rd ed.). Thousand Oaks, California: Sage.
- Perkmann, M., & Walsh, K. (2009). The two faces of collaboration: impacts of university-industry relations on public research. *Industrial and Corporate Change*, 18, 1033-1065.
- Zimming, Q. T. (2012). *Industry oriented teaching and learning strategies applied to the course within traditional engineering technology undergraduate programme*. Retrieved from <http://fie2012.fie-conference.org/sites/fie2012.fieconference.org/history/fie2008/papers/1094.pdf>
- Bergman, R. (2014). *Towards more effective collaboration by higher education institutions for greater regional development in the Gauteng City-Region*. Retrieved from http://www.gcro.ac.za/media/reports/gcro_occasional_paper_8_bergman_higher_education_on_november_2014.pdf
- Tallantyre, F. (2008). *Foreword in workforce development: Connections, frameworks and processes*. Retrieved from http://www.heacademy.ac.uk/assets/York/documents/workforce_development.pdf



- Yang, D. (2004). *International migration, human capital, and entrepreneurship: Evidence from Philippine migrants' exchange rate shocks*. Ford School of Public Policy Working Paper Series, no. 02-011. University of Michigan, Ann Arbor.
- Yolanda, K. K. (2001). *Migration of recent college graduates: Evidence from the National Longitudinal Survey of Youth*. Retrieved from <https://www.bostonfed.org/economic/neer/neer2001/neer101b.pdf>

Opinion of Employees towards KPIs of a Selected Real Estate Company in Chonburi

Ornkamon Lantao, Burapha University, Thailand

Chalerm Sri Chantarathong, Retired professor, Chonburi, Thailand

Noppadol Prammanee, Rajamangala University of Technology Thanyaburi, Thailand

Abstract: *The researcher conducted to examine employee's opinions toward Key Performance Indicator (KPI) of staff evaluation systems used by a real estate company in Chonburi, Thailand, applying the Balanced Scorecard (BSC) as a theoretical framework for assessing KPI outcomes. Staff, managers, and board members were surveyed (n = 115) and descriptive and inferential analyses were conducted to determine whether impressions of the KPI systems' effectiveness for achieving various organizational objectives differed by genders, departments, years of experience, and job classification. Gender differences were assessed with an independent samples t-test and job-related differences with one-way analysis of variance (ANOVA). A Pearson correlation test was also conducted to determine whether there were relationships among the four BSC perspectives, financial, customer, internal, and learning and growth. The analysis showed that opinions of the KPI system varied by gender and all three job-related variables, and that the four BSC perspectives were intercorrelated.*

Keywords: Human Resource Development, Key Performance Indicators, Evaluation Method, Employee Performance

Introduction

Resource-based theories of business management place the employees of a company at the very center of the firm (Montgomery, 2011; Newbert, 2007). This view is based on the observation that employees essentially run the daily operations of the organization. Without them, business would halt to a stop. In addition, employees have the ability to contribute to the organization by creating innovation (Wallace, Butts, Johnson, Stevens, & Smith, 2016) and by continuously improving the processes and customer service of the business (Jung & Wang, 2006; Fryer, Antony, & Douglas, 2007) in a way that no other resource can replicate. However, it should be noted that employees are able to contribute to creating competitive advantage in these ways only if they are properly motivated and the climate of the organization fosters and nurtures them.

Moreover, theory and experimental research have agreed that the performance of business organizations is directly dependent on the job satisfaction and morale of the employees because these factors influence the on-the-job level of performance (Wright, Cropanzano, & Bonett, 2007; Sy, Tram, & O'Hara, 2006). In this way, there are multiple synergies between the individual performance of employees and the financial bottom line of the business. Since it is evident that employees contribute to the competitive advantage of companies in numerous ways and their work is a critical success factor, it follows that it is critical to measure their on-the-job performance and their well-being through a well-designed key performance indicator system, typically called a performance dashboard (Eckerson, 2009; Parmenter, 2015).

Key performance indicators (KPI) are performance measurements that can be applied at various hierarchical levels in organizations (Maté, Trujillo, & Mylopoulos, 2012). The assessment based on KPI helps managers identify the weak performance areas, which leads to potential improvement initiatives. KPI can be chosen based on the specific of the business by

applying an existing management framework, such as for example the balanced scorecard (Kaplan& Norton, 2007).

This study is aiming to investigate the opinion of employees of a selected real estate company in Chonburi toward KPI. This specific real estate company has been selected because it is an industry leader in its geographical area for more than 30 years. Since the study aims to understand the opinion of employees about introducing and using KPI, it was necessary to select a company where employees can be inferred to be subject matter experts based on the status of the company. Thus, the existing theory suggests that since the company was able to maintain a high performance, its employees are highly skilled in their jobs and equally motivated to succeed. However, the usage of KPI may negatively affect their performance if employees have a negative perception of the idea of having their individual and team performance measured quantitatively (Collier& Esteban, 2007; Flynn, 2011). Conversely, employees may consider KPI a valuable tool for understanding their strong and weak points. Based on an evaluation of their performance, they may be able to streamline some processes and workflows that would reduce their workload and improve performance. Since the employee opinion of KPI is currently unclear, it is necessary to measure it with the help of theory.

To date, there have been many theoretical articles and experiments aiming to find ways to measure on-the-job employee performance, aiming to find ways to improve it, or proposing to create better theoretical management frameworks for KPI development. However, such papers are rarely, if ever, adapted to the realities in Southeast Asia or based on data gathered from this region. Moreover, none of the theoretical and empirical studies to date have proposed to actually understand the perception of employees and if the usage of KPI helps or demotivates them. This is what the present study aims to determine. The knowledge will be applied by practitioners in the region in the discipline of business management.

Research Questions

What are employees' opinions of the KPI evaluation system used by a selected real estate company in Chonburi?

Limitations of the Study

The scope of the study was focused on the opinions of the employees in the selected real estate company in Chonburi province towards a KPIs evaluation system.

Literature Review

The Concept of Key Performance Indicators (KPIs)

This research examines key performance indicators or KPIs in the organization. A key performance indicator can be defined as a standardized value that can be measured and monitored to show the company's performance on specific business objectives (Parmenter, 2015). However, there are some areas where it is common for organizations to track their performance using KPIs, and some standard measures for KPIs that can be used in any organization (Marr, 2014; Parmenter, 2015). Some common areas where organizations may track firm performance include the firm's objective financial performance and productivity (work efficiency), as well as measures such as work quality and customer satisfaction or service quality measures (Parmenter, 2015).

The Balanced Scorecard (BSC)

The BSC is a model of organization-wide performance measurement and evaluation proposed by Norton and Kaplan (1993) as a tool to align the organization's activities and its strategic goals. The BSC drew on a long history of research into appropriate KPIs for measuring performance, which began in the 1950s, along with a long-running research project in large organizations (Kaplan, 2009). The BSC was widely adopted by organizations between 1992 and 2009, offering an opportunity to evaluate the performance of the model in real-world environments (Kaplan, 2009). For example, The BSC specifies four perspectives, financial, customer, internal, and learning and growth (Kaplan and Norton, 1996).

Evaluation Practice Theories

The practice of performance evaluation is typically embedded in the organization's human resource management (HRM) systems, as these evaluations form an important part of the organization's performance management systems (Schemmerhorn et al., 2011). Performance evaluation is therefore explicitly tied to the selection of KPIs, since the KPIs are intended to measure the organization's performance (Schemmerhorn et al., 2011). The initial statement of evaluation theory argued that organizational interventions must be considered as changes which produce results in the organization based on specific goals and activities, known as the program logic of the change (Chen, 1990).

Research Design

This is a quantitative research using a descriptive survey to collect data using questionnaire and the participants of this study were employees in a selected real estate company in Chonburi. Krejcie and Morgan (1970) came up with a Table for determining sample size for a given population for easy reference.

Data Collection

Data and data sources used in the study consisted of two parts, Primary data obtained from the data collected from questionnaires. The Group employs a real estate company in Chonburi, Secondary data obtained from studying the relevant documents from various sources such as journals, research reports, and internet resources for independent research.

Data Analysis

For the 1st phase in-depth interview, Content Analysis was used, as suggested by Creswell (2014). For the 2nd phase, the data of completed quantitative self-completion questionnaires were analyzed using descriptive statistics to describe the main features of the data in order to summarize the data in the form of mean and standard deviation. An Anova F-Test was used to determine the statistical significance of differences between generations and type of companies. SPSS software was used for analyzing the frequencies, descriptive and cross-tabulations. Exploratory Factor Analysis (EFA) was used to reduce number of variables for ease of analysis and used as the framework for Structural Equation Modeling (SEM) which was used to identify the level of relationship among variables. The final phase of group discussion adopted ATLAS.ti software which was useful for analysis with the visual presentation of the data. Krippendorff (2013, p. 356) noted the advantage of using the software was that the text explorations were systematic "countering the natural tendency of humans to read and recall selectively".

Data Analysis

The researcher began the data analysis after gathering the entire queries by Monitoring Information, the researchers examined the integrity of the respondents who were not completely isolated and excluded. And the questionnaire must be completed by using the code for processing by a computer program.

Rigor or Trustworthiness

The statistics used to analyze data in this study include descriptive statistics (percentage, frequency, mean and standard deviation) and inferential statistics. The analysis was conducted using Statistical Package for the Social Sciences (SPSS) software to ensure accurate calculations. Inferential statistical tests that were used to confirm the hypotheses included Pearson correlation, independent samples t-test, and one-way analysis of variance (ANOVA). Therefore, the readers are able to determine the applicability of the research findings.

Participant Profile

The participants of this study were employees in a selected real estate company in Chonburi (n=115). There are 61 males and 54 females.

Research Findings

The researcher presented the findings related to the research questions that guided the study. Data was analyzed to identify the opinion of employees towards KPIs of the selected real estate company in Chonburi.

Table 1 Means and standard deviations for employee opinions of the KPI system

Items	Mean	S.D.	Interpretation
1. Financial Perspective (company growth)	3.78	.52211	Agree
1.1 Key performance indicator system (KPIs) affects company cost.	3.80	.76319	Agree
1.2 Key performance indicator system (KPIs) affects organization management.	3.99	.65555	Agree
1.3 Key performance indicator system (KPIs) affects reward and incentive system.	4.08	.75100	Agree
1.4 Key performance indicator system (KPIs) affects job assignment (select people for a job)	3.98	.74907	Agree
1.5 You clearly understand the current key performance indicator system (KPIs) used, for example main criteria.	3.30	.90780	Neutral
1.6 Your supervisor discusses about key performance indicator system (KPIs) with you.	3.54	.92988	Agree
2. Internal Perspective	3.75	.54962	Agree
2.1 Key performance indicator system (KPIs) enhances work quality in the company.	3.95	.75908	Agree
2.2 Key performance indicator system (KPIs) helps you to work effectively.	3.91	.76737	Agree

Items	Mean	S.D.	Interpretation
2.3 You think there is a better tool for evaluate work performance than the current KPIs.	3.56	.76309	Agree
2.4 You clearly understand the current key performance indicator system (KPIs)	3.57	.79539	Agree
3. Customer (Internal and External) Service Quality	3.58	.59039	Agree
3.1 Key performance indicator system (KPIs) affects your work with colleagues within the company.	3.75	.61905	Agree
3.2 Key performance indicator system (KPIs) makes internal operation easier.	3.52	.70522	Agree
3.3 Key performance indicator system (KPIs) enhances organization commitment.	3.41	.80454	Neutral
3.4 Key performance indicator system (KPIs) helps increasing customer satisfaction.	3.66	.79347	Agree
4. Learning and Growth (Operational Efficiency) Perspective	3.59	.56676	Agree
4.1 Key performance indicator system (KPIs) enhances your work performance.	3.67	.76916	Agree
4.2 Key performance indicator system (KPIs) is suitable for you.	3.49	.78778	Neutral
4.3 Your supervisor informs you about KPIs result.	3.39	.97058	Neutral
4.4 Your supervisor evaluates your work performance based on his/her feeling.	3.13	.99580	Neutral
4.5 Your supervisor evaluates your work performance based on your actual performance.	3.84	.85421	Agree
4.6 Key performance indicator system (KPIs) affects your work development.	3.80	.63798	Agree
4.7 Key performance indicator system (KPIs) is appropriate for human resource development.	3.79	.71935	Agree

Employee perceptions of the KPIs were largely positive, though there was significant variation in their views. They agreed, on average, that the KPIs are somewhat effective in enhancing financial, customer, internal, and learning and growth outcomes. However, most scores were < 4 out of 5, indicating that the system could be improved. Areas of strength included KPI effects on work effectiveness and quality, whereas areas of weakness included staff understanding of the KPI system and the ability of the KPIs to promote employee satisfaction and organizational commitment.

All five hypotheses were confirmed, as the hypotheses tests identified interrelationships among the four BSC perspectives and differences in perceptions of KPI system effects based on gender, department, years of experience with the company, and work position. However, differences were not found for all of the BSC outcome perspectives in each case. There were gender differences in perceptions of KPI effects on the financial and learning and growth perspectives, with female employees tending to have more positive impressions of KPIs than

their male counterparts. Also, departmental differences in KPI opinions were found for the financial, customer, and internal perspectives but not for learning and growth. On the other hand, differences based on years of experience were found only for the learning and growth perspective, with newer employees tending to give the KPI system higher scores than those provided by more experienced employees. Differences in opinions of the KPI system based on job position were found only for the financial perspective, with board members and managers tending to give the KPI system lower scores than regular staff.

Discussion

The measurement and assessment of performance, supported by incentives or disciplinary actions, can contribute to employee management strategies that help organizations meet their objectives (Eisenhardt, 1985). KPIs are used to evaluate employee performance, and the development of KPI assessment systems is often guided by theoretical models such as the BSC, which provides a framework for measuring performance and assessing progress toward corporate goals (Kaplan, 2009; Norton and Kaplan, 1993; Schemmerhorn et al., 2011). For this research, the BSC was used to assess KPI system effects on various aspects of corporate performance, as perceived by employees at a Chonburi-based real estate company. The results provide evidence that the BSC is a useful framework for assessing KPI effectiveness.

The BSC framework comprises four dimensions: financial, customer, internal, and learning and growth. The financial dimension is concerned with monetary effects as well as the factors that contribute to them; the customer perspective focuses on outcomes such as satisfaction and retention (which can be assessed for both external customers and employees as internal customers of the organization); the internal dimension encompasses operational issues, innovation, and other factors related to processes and practices; and the learning and growth dimension includes skills training and professional development (Kaplan and Norton, 1996). This research found statistically significant relationships among all four of the BSC perspectives, in accordance with prior studies showing the interrelatedness of BSC factors (Berková et al., 2017; García-Valderrama et al., 2009; Ittner & Larcker, Lee, 2015; 1998; Nørreklit, 2000; Perlman, 2003; Zahoor & Sahaf, 2018). The findings support Nørreklit's (2000) assertion that BSC perspectives have complex multidirectional interrelationships rather than simple one-way linear relationships.

There is evidence that the use of a KPI system can contribute to overall corporate performance through its effects on employee performance (Ferreira & Otley, 2009), and the employees surveyed for this research agreed, on average, that the KPI system affects various aspects of their own performance as well as the company's strategies and outcomes. They believe that the KPI system has major impacts on the financial dimension of the BSC. However, staff gave the KPIs higher average scores for financial effects than managers or board members did, and the latter are likely to have a better sense of the KPI system's impacts on high-level financial management strategies. The employees also agreed, on average, that the current KPI system improved their overall work quality and effectiveness. However, despite these strengths, they also identified some areas of weakness.

Research has shown that employees do not always perceive evaluation systems as fair or accurate, and that these perceptions are influenced by beliefs about whether corporate policies and procedures are equitable and employees are treated fairly by management (Latham, 2007). Although the employees who participated in the current study tended to view the KPI system as providing an objective assessment of actual performance, some felt that it was also subjectively

guided by supervisors' feelings. This latter belief could be problematic because employee opinions of evaluation systems are influenced by the perceived objectivity of the performance measures used (Parmenter, 2015). Employees also judge evaluation systems based on their perceived validity (Gabris & Ihrke, 2001), the assessment criteria used (Narcisse & Harcourt, 2008), and supervisor knowledge (Landy et al., 1978). Scores tended to be lower for questions related to communication and understanding of the KPI system, which indicates that employees may not know whether the measures and evaluation criteria used to assess their performance are valid, or their supervisors are sufficiently knowledgeable to make good performance assessments. However, despite these weaknesses, they did agree, on average, that the KPI system had a number of positive effects for all four of the BSC outcome dimensions.

Although they gave the company's KPI system largely positive reviews, the employees identified KPI effects on staff satisfaction and organizational commitment as areas of relative weakness. This could have negative impacts on the company over the long term because a performance evaluation system that is perceived as unjust may reduce motivation and lead to increased attrition (Lathan, 2007). Low scores for the KPI system's ability to promote organizational commitment suggest that the system does not encourage motivation and loyalty. It is also worth noting that the employees agreed, on average, that there are better options than the current KPI system used by company, which indicates that the system could be improved. However, they did tend to agree that the current system is suitable for human resources development, though scores averaged on the low end of the agreement range for the personal suitability of the system. In other words, employees considered the system to be generally adequate for promoting learning and growth, but only somewhat suitable to their own professional development needs.

This research found that employee perceptions of KPI system outcomes varied based on employee and job-related characteristics. Gender predicted differences in opinions of the KPI system, which accords with research showing gender differences in the perceived effects of procedural justice on organizational commitment (Choi and Rainey, 2010). Differences in opinions of the KPI system also varied based on department and job classification, in line with the findings of prior research showing that perceptions of procedural justice for incentive-based play plans vary based on job classification (Dulbohn & Martocchio, 1998). Years of experience was a predictor of KPI opinions as well, in accordance with the findings of other research demonstrating that tenure is a factor in perceptions of procedural justice (Dulbohn & Martocchio, 1998) and that trust in a performance evaluation system varies based on years of experience (Mayer & Davis, 1999). However, in many cases the differences based on gender and job-related characteristics have been relatively small, and although these factors influenced opinions of KPI effects in the current study, none contributed to differing perceptions in all four BSC outcome dimensions.

Conclusions

Based on the findings, it can be concluded that the current KPI system is somewhat successful in helping the company achieve its goals. However, there is a need to improve the system so that it does a better job of promoting staff satisfaction and organizational commitment, provide more learning and growth opportunities for employees who have been with the company for 3 years or more, and clarify the KPI system to staff so that they understand it. Changes would be particularly beneficial for those working in departments such as marketing where employees tend to have a more negative view of the KPI system's effectiveness.

Implications and Contribution from the Research Findings

This research has a number of implications for the Chonburi real estate company featured in the case study. First, communication of the KPI system's objectives and assessment measures should be improved to make them clearer to staff. Second, employees could be surveyed to determine why the system does not contribute substantially to internal customer objectives such as staff satisfaction and organizational commitment and how the system could be adapted to improve its performance in these areas. Third, it would also be useful to determine why the KPI system contributes less to the development and growth of employees who have been with the company for 3 years or longer. This could also be achieved by surveying employees or conducting focus groups to determine which learning and professional development options they require. Fourth, employee opinions of the KPI system's effectiveness for achieving BSC objectives tend to be more negative among employees in certain departments, so it would be beneficial to determine why employees working in particular fields believe that the current KPI system is ineffective and how the system could be adapted to produce better outcomes for them.

Recommendations for Future Research

There are several possibilities for future research to build upon the findings of this study. First, this research focused on a single real estate company in Thailand, so the findings may not be generalizable to other industries, cultural contexts, or even other real estate firms in Thailand. Therefore, it would be useful to conduct a study that incorporates multiple real estate firms or companies representing different industries, and (if resources for a larger-scale study were available) incorporate cross-national surveys to determine whether perceptions of KPI outcomes differ by culture as well as demographic and job-related factors. Second, this research was based on employee perceptions of KPI outcomes rather than objective indicators, so it would be informative to conduct a study that incorporates both employee perspectives and objective measures such as revenue growth and customer retention statistics. Third, this research examined the customer dimension of the BSC only from the perspective of employees, so it would be useful to conduct a study that incorporates both employee and customer surveys to get a more holistic perspective of KPI effects on internal and external customers.

References

- Berkova, I., Adamova, M., & Nyvltova, K. (2017). Relationships between financial and learning and growth perspectives in BSC. *Acta Universitatis Agriculturae et Silviculturae Mendelianae Brunensis*, 65(6), 1841-1850.
- Chen, H. T. (1990). *Theory-driven evaluations*. Newbury Park, CA: Sage.
- Choi, S., & Rainey, H. G. (2010). Managing diversity in US federal agencies: Effects of diversity and diversity management on employee perceptions of organizational performance. *Public Administration Review*, 70(1), 109-121.
- Collier, J., & Esteban, R. (2007). Corporate social responsibility and employee commitment. *Business ethics: A European Review*, 16(1), 19-33.
- Dulebohn, J. H., & Martocchio, J. J. (1998). Employee perceptions of the fairness of work group incentive pay plans. *Journal of Management*, 24(4), 469-488.
- Eckerson, W.W. (2009). Performance management strategies. *Business Intelligence Journal*, 14(1), 24-27.

- Ferreira, A., & Otley, D. (2009). The design and use of performance measurement systems: An extended framework for analysis. *Management Accounting Research*, 20(4), 263-282.
- Flynn, S. (2011). Can you directly motivate employees? Exploding the myth. *Development and Learning in Organizations: An International Journal*, 25(1), 11-15.
- Fryer, K. J., Antony, J., & Douglas, A. (2007). Critical success factors of continuous improvement in the public sector: A literature review and some key findings. *The TQM Magazine*, 19(5), 497-517.
- Gabris, G. T., & Ihrke, D. M. (2001). Does performance appraisal contribute to heightened levels of employee burnout? The results of one study. *Public Personnel Management*, 30(2), 157-172.
- García-Valderrama, T., Mulero-Mendigorry, E., & Revuelta-Bordoy, D. (2009). Relating the perspectives of the balanced scorecard for R&D by means of DEA. *European Journal of Operational Research*, 196(3), 1177-1189.
- Ittner, C. D., & Larcker, D. F. (1998). Are nonfinancial measures leading indicators of financial performance? An analysis of customer satisfaction. *Journal of Accounting Research*, 36, 1-35.
- Jung, J. Y., & Wang, Y. J. (2006). Relationship between total quality management (TQM) and continuous improvement of international project management (CIIPM). *Technovation*, 26(5-6), 716-722.
- Kaplan, R. S. (2009). Conceptual foundations of the balanced scorecard. In C. Chapman, A. Hopwood, & M. Shields (Eds.), *Handbooks of management accounting research* (Vol. 3, pp. 1253-1269). New York: Elsevier.
- Kaplan, R. S., & Norton, D. P. (1996). *The balanced scorecard: Translating strategy into action*. Boston, MA: Harvard Business Press.
- Kaplan, R. S., & Norton, D. P. (2007). Using the balanced scorecard as a strategic management system. *Harvard business review*, 85(7-8), 150-161.
- Landy, F. J., Barnes, J. L., & Murphy, K. R. (1978). Correlates of perceived fairness and accuracy of performance evaluation. *Journal of Applied Psychology*, 63(6), 752-754.
- Latham, G. P. (2007). *Work motivation: History, theory, research and practice*. Thousand Oaks, CA: Sage.
- Marr, B. (2014). *25 need-to-know key performance indicators*. Philadelphia, PA: FT Publishing.
- Mate, A., Trujillo, J., & Mylopoulos, J. (2012). *Conceptualizing and specifying key performance indicators in business strategy models*. Retrieved from <https://pdfs.semanticscholar.org/f954/914fd2af61f842e244067f7253fc48a65931.pdf>
- Mayer, R. C., & Davis, J. H. (1999). The effect of the performance appraisal system on trust for management: A field quasi-experiment. *Journal of Applied Psychology*, 84(1), 123-136.
- Montgomery, C.A. (2011). *Resource-based and evolutionary theories of the firm: Towards a synthesis*. Norwell, MA: Kluwer.
- Narcisse, S., & Harcourt, M. (2008). Employee fairness perceptions of performance appraisal: A Saint Lucian case study. *The International Journal of Human Resource Management*, 19(6), 1152-1169.
- Newbert, S.L. (2007). Empirical research on the resource-based view of the firm: an assessment and suggestions for future research. *Strategic Management Journal*, 28(2), 121-146.
- Nørreklit, H., 2000. The balance on the balanced scorecard a critical analysis of some of its assumptions. *Management Accounting Research*, 11(1), pp.65-88.

- Norton, D., & Kaplan, R. (1993). Putting the balanced scorecard to work. *Harvard Business Review*, 71(5), 134-140.
- Parmenter, D. (2015). *Key performance indicators: Developing, implementing and using winning KPIs*. Hoboken, NJ: John Wiley and Sons.
- Perlman, Y. (2013). Causal relationships in the balanced scorecard: A path analysis approach. *Journal of Management and Strategy*, 4(1), 70-79.
- Schemmerhorn, J. R., Osborn, R. N., Uhl-Bien, M., & Hunt, J. G. (2011). *Organizational behavior*. Hoboken, NJ: John Wiley and Sons.
- Sy, T., Tram, S., & O'Hara, L. A. (2006). Relation of employee and manager emotional intelligence to job satisfaction and performance. *Journal of Vocational Behavior*, 68(3), 461-473.
- Wallace, J. C., Butts, M. M., Johnson, P. D., Stevens, F. G., & Smith, M. B. (2016). A multilevel model of employee innovation: Understanding the effects of regulatory focus, thriving, and employee involvement climate. *Journal of Management*, 42(4), 982-1004.
- Zahoor, A., & Sahaf, M. A. (2018). Investigating causal linkages in the balanced scorecard: an Indian perspective. *International Journal of Bank Marketing*, 36(1), 184-207.

Exploring Career Development of Chinese Farmer Born Country Hotel Owners in Yangshuo County, Guangxi Province, China

Suan Ding, Burapha University, Thailand

Chalong Tubsree, Retired professor, Chonburi, Thailand

Saratid Sakulkoo, Independent researcher, Nongkhai, Thailand

Abstract: *This study applied a qualitative research aiming at exploring how farmer born Chinese accomplished career development to become country hotel owners and managing their own business. The research objectives were to study the career development of Chinese farmer born hotel business owners, and to study their perspective towards career development on hotel business. This study was designed and conducted to response three research questions: (1) What career development has been implemented in managing the hotel business? (2) Why are the Chinese farmer born willing to become hotel business owners? (3) How have the Chinese farmer born developed themselves to become hotel business owners? Social constructivism was employed as the research paradigm and multiple cases study as research strategy. The data were collected in multiple country hotels. The participants were selected by three criteria. First, participants were farmer born in Yangshuo County, Guangxi Province, China. Second, they ran their own country hotel in Yangshuo County, Guangxi Province, China. Third, they were experience in managing their own hotel at least five years. The researchers selected two country hotel owners for multiple cases study. This study found that the influential factors laid to the benefit of compulsory education in China and rural tourism development in Yangshuo County. Culture selling points were the characteristics of their country hotels and e-tourism marketing was the way that they do business with their customs. Knowledge and skills were significant for becoming country hotel owners. Inclusion, the research made a significant contribution to the knowledge of the career development for Chinese farmer born business people in country hotel industry.*

Keywords: career development, Chinese farmer born, country hotels

Introduction

Since the beginning of reform and opening policy in the late 1970s, Chinese rural society had changed rapidly (Perkins & Rawski, 2008). In a transitional society, Chinese farmer born had an opportunity to select their means of making a living, whose occupation had been developed from traditional agriculture to commerce. Among them, an increasing number of Chinese farmer born people who lived around scenic spots had engaged in tourism. With the development of rural tourism, country hotels emerged as the times require. In the countryside of Yangshuo, Guangxi Province, China, many pioneer farmer born Chinese had succeeded.

Guangxi Province is a Chinese autonomous region in south central China, bordering by Yunnan to the west, Guangdong to the east and southeast, Guizhou to the north and Hunan to the northeast. It is also bordered by Vietnam in the southwest and the Gulf of Tonkin in the south. The major tourist attraction of Guangxi is Guilin, a city famed across China and the world its spectacular scenery. South of Guilin locates the county of Yangshuo, which has become a favorite destination for foreign tourists. Country hotels in Yangshuo County had hosted a large number of western tourists.

At present, Yangshuo country hotels were all grassroots. Chinese old saying went “no small flow, no big river”, the Chinese country hotel owners had accumulated a wealth of

experience in the way to school, work, business process, and ultimately opened their own country hotels.

The researchers had conducted a pilot study. The pilot study aimed at looking for possibility for conducting this research. The preliminary finding in pilot study was divided into five categories: (1) make a clear picture of location of Yangshuo, Guangxi, China, (2) touching the natural scenery in Yangshuo, (3) development of rural tourism, (4) the country hotel business in Yangshuo, Guangxi, China, and (5) career change: farmer become country hotel owner. In the pilot study, the researcher s found important data. While this region was known for being a popular tourist destination for travelers from around the world, it was also well-known for the agriculture of the region. There were a number of tour companies that offered the chance to experience, what life was like in this for area farmers who made up the rich and diverse culture of this vibrant province. The researcher wrote an article “When Chinese farmer become hotel business owner: A study of career change in Yangshuo, Guangxi, China” (Ding, Tubsree, & Sakulkoo, 2018).

The pilot study provided an assurance to the researcher to conduct the study. The pilot study found that the country hotel owners could have opportunities to change their career and also could be the pillars of the country’s economy. Furthermore, based on the researcher’s previous study that suggested the Chinese local farmer born chose their own career in country hotel business and expressed Chinese culture in their own country hotel inherited cultural background with hotel business experience (Ding, 2015).

Based on the pilot study, the researcher was keen to explore what career development had been implemented in managing the hotel business, why they were willing to become a hotel business owner, how did they developed themselves from farmer born people to hotel business owner.

Research Questions

1. Why are the Chinese farmer born willing to become hotel business owners?
2. How have the Chinese farmer born developed themselves to become hotel business owners?
3. What career development has been implemented in managing the hotel business?

Research Objectives

There were two research objectives in this research. First, the researcher aimed at studying the career development of Chinese farmer born hotel business owners. It consisted of the exploration of their experience in transforming their professional status from being a farmer born to be a hotel business owner, as well as their utilization of culture and customs as selling points for their hotel business

Second, this study explored the country hotel owners’ perspective towards career development on hotel business. This research objective contained to explore both their decision towards choosing hotel business as a career and their expectation in doing hotel business and the impact of their career change on young hotel business generations.

Literature Review

The researcher had reviewed literatures involved as follows.

Hotel business in China Along with the rising number of tourists, the hotel industry in China has also experienced various stages of development since the country open door policy was introduced in 1978 (Guillet, Zhang & Gao, 2011).

Country hotels A country hotel is the hotel located in rural area. Although the appellations are different and defined differently, the accommodation facilities referred to by scholars are built in the rural environment. In terms of hospitality facilities, the country hotel provides visitors with a certain number of rooms or beds with basic facilities, rural environment and the inn grade consistent services. From the localization point of view, it is the traditional style of rural architecture, rich and colorful folk life and warm and comfortable modern living space and other multicultural factors combination.

Career development in hotel industry Career development is the process that forms a person's work identity. The level of information, together with the extent to which allow external cultural or peer pressure to intervene, all impacted upon the robustness and appropriateness of their final career developments (Greenhaus, Callanan & Godshalk, 2009).

Human Capital in this study refers to individual employees' knowledge, skills, and abilities (Youndt et al., 2004). It constituted a source for new ideas in an organization because it is in these individuals that organizations find the greatest diversity of skills, the most flexibility to acquire new knowledge, and enhanced ability to question the prevailing norms and create new ways of thinking (Subramaniam & Youndt, 2005).

Research Methodology

The researcher used the social constructivism as the research paradigm in this study. Qualitative approach was chosen as the research design, and the researcher would employ multiple cases study as the research strategy. The objectives of this study were to study the career change of Chinese farmer born hotel business owners and to their perspective towards career development on hotel business. In order to achieve these objectives, it was necessary to explore their experience of transforming their professional status, their attitude towards choosing hotel business as a career, and their expectation in doing hotel business and the impact of their career change on young hotel business generations.

Participants selection

The key participants for this multiple cases study were these hotel owners in Yangshuo County, Guangxi Province, China. In order to narrow down, these key participants were all farmer born, they had grown up here and their hotels were located in Yangshuo County. Because this study was aiming at exploring hotel business owners, the researcher selected experienced farmer born hotel business owners as the participants. They ran their own hotel business and already had work on hotel management for at least five years.

Data Analysis

Quantitative data analysis was carried out by coding and entering datasets using SPSS software, and generating outputs that included frequencies, percentage, means, correlations and regressions. Thus, descriptive and inferential statistics were used in this study.

Data collection

In this study, the researchers spent a month for data collection, from January 11th, 2018 to February 10th, 2018. This study adopted interview as the main data collection technique. Because the objective of this study was to study the career development of Chinese farmer born hotel business owners, as well as to study their perspective towards knowledge management on hotel business, the in-depth interview and semi-structure interview were used in this study. The researcher used an in-depth interview for gathering data by listening intently to what the participants had to talk about their experience of transforming their professional status. Also, the semi-structure interview was employed that the participants to describe their utilization for culture and customs as selling points, and their expectation in doing hotel business and the impact of their career change on young hotel business generations. Before interviewing, an interview guide was developed.

Ethic, validity and trustworthiness

In this study, the researcher had done with the ethical issues as follows. The participants are assured before they give permission to conduct the interview. Their responses to interview questions was confidential, and they were not identified by name or company in the subsequent publications. When researchers finish interviews with the participants at a site, the final report of research was not be able to identify the participants who provide information.

Also, the researchers ensured the validity and trustworthiness by applying triangulation, thick description, writing reflective notes, and member checking. For triangulation, the research data was collected through multiple sources, including in-depth interview, semi-structure interview, observation, audio visual, and document analysis. For thick description, the researcher used it as a method to convey the findings, in order to provide detailed descriptions of the settings and offer many perspectives about the topic, so that the results can become more realistic and richer. For the reflexive notes, the researcher kept writing them during the fieldwork. These reflexive notes helped the research to check the information in the data management and data analysis process. For member checking, the participant was served as a check throughout the data analysis process. An ongoing dialogue regarding the researcher's interpretations of the participants' reality and meanings ensured the truth value of the data.

Data Analysis

The data were analyzed in the strategy of qualitative research, starting from manual coding, categorizing, grouping, and theming. The researcher presented the data from the research question posted. First, the research showed data analysis processes, by table display of coding, categorizing, and theming for each case. Then, the researcher expressed cross-case study by explaining data in detail. There were two cases in this study.

1. Data analysis of Case1

Theme	Main category	Sub-category
T1: Ways for career development	MainC1: Career process	SubC1: Becoming a teacher
		SubC2: Career path in government
		SubC3: Starting of country hotel career
		SubC4: Self-managing experience

		SubC5: Cooperate managing experience
		SubC6: Difficulties
	MainC2: Culture selling points	SubC7: Culture expression
		SubC8: Propaganda
		SubC9: Sing <i>Shan'ge</i>
		SubC10: Perform <i>Qi'pao</i>
T2: Reasons for career development	MainC3: Family back ground	SubC11: Family of origin
	MainC4: Quality of owners	SubC12: Willing
		SubC13: Education background
		SubC14: English improving
		SubC15: Expectations
		SubC16: Support family
		SubC17: Ability of owners
	MainC5: Influential environment	SubC18: Influential environment
TOTAL 2 Themes 5 Groups		22 Categories

2. Data analysis of Case 2

Theme	Main category	Sub-category
T1: Ways for career development	MainC1: Career process	SubC1: Work in hotel
		SubC2: Work on tour cruise
		SubC3: Work in country hotel
		SubC4: Years of working
		SubC5: Reasons to run own country hotel
		SubC6: Difficulty in running country hotel
	MainC2: Culture selling points	SubC7: Customer groups in country hotel
		SubC8: Cooking course
		SubC9: Propaganda
		SubC10: Employ locals
T2: Reasons for career development	MainC3: Family back ground	SubC11: Employees' welfare
	MainC4: Quality of owners	SubC12: Expectations on employees
		SubC13: Employee development
		SubC14: Family of origin
		SubC15: Education background
		SubC16: English improving
		SubC17: Willing
	MainC5: Influential environment	SubC18: Influential environment
TOTAL 2 Themes 5 Main categories		22 Sub-categories

3. Cross case data analysis

Based on data analysis of Case 1 and Case 2, the two cases were organized into figures below. The researcher analyzed data in detail according to the two themes of “ways for career development” and “reasons for career development”. First one referred to career development progress of the farmer born country hotel owners. Second was explained the reasons of their career development. The first theme was expressed in two main categories and the second theme was illustrated into three main categories, following by different sub-categories of the two cases. The research presented for career development as the figure below.

Response to research questions

Research question 1: *Why are the Chinese farmer born willing to become hotel business owners?*

This research focused on the specific area of Yangshuo County in China, where the rural tourism become a popular industry throughout the whole country. Thus, this research question concerned about the reasons that farmer born owners in this particular area wanted to conduct their own country hotel business. It laid in family background, competency and ability, and influential environment. To response this research question, the major point are as follows: (1) compulsory education, (2) rural tourism development of Yangshuo, and (3) English competency.

1. Compulsory education

Both country hotel owners in this research experienced compulsory schooling and was well performed, which led them had chance to enter college and received further education.

Both owner in Case 1 and Case 2 was benefit from compulsory education policy. For one thing, they had a chance to attend schooling for nine years, from primary school to junior high school. Another, because their well performance in studying during nine years' compulsory education, they could pass the senior high school entrance exam and went to schooling from mountainous village to Yangshuo County downtown. Compulsory education laid the foundation for them to participate in further education of the college entrance examination.

2. Rural tourism development

Yangshuo rural tourism development was the major influential environment for country hotel industry. Yangshuo County became a tourism destination in 1980s, because the foreign backpackers brought travel trends. At that period, foreign tourists were more than Chinese tourists in Yangshuo County.

The development of rural tourism led to the rise of country hotels. Yangshuo country hotel was founded in the early 1990s and was one of the earliest areas for country hotel in China. Since 2000, country hotel has entered a stage of rapid development. According to rough statistics from Yangshuo government website, the number of country hotel in Yangshuo County was only over 90 in 2002. By 2007, the number of country hotel in the county had grown to more than 260, an increase of 190% in five years. In the past ten years, Yangshuo County had actively transformed its ecological advantages and tourism advantages into economic advantages and development advantages, and constantly optimized the business environment. The property cluster industry has developed rapidly. Overall, Yangshuo had the conditions and opportunities to develop country hotels.

3. English Competency

English acquaintance was one significant ability and competency for country hotel owners in Yangshuo, as they did business with foreign tourists. Unlike other parts of the country, country hotel in Yangshuo County was full of international flair from its inception. The country

hotel industry involved communication between people in all aspects, and was different from other fields in customer service, so English ability was given unique competency.

From the findings, both owners in this study had experience training in English major. The owner in Case 1 was an English major undergraduate in 1980s and was an English teacher after graduate. In Case 2, the owner trained by tourism English major in college and continued practicing and utilizing English during work. Because of their English ability, they also obtained one of a great competency position in operating a country hotel in Yangshuo County.

Research question 2: *How have they develop themselves to become hotel business owners?*

This research question referred to the career development after they set up their own business. To response this question, the major findings were in two sections as follows (1) culture selling point and (2) e-tourism marketing.

1. Culture selling point

Culture selling point referred to utilize cultural creative projects or activities as a vehicle to introduce local customs, folk culture, featured activities, or cuisines to target customers. In this research, both country hotel conveyed culture as a selling point while operating in different ways.

In Case 1, culture selling point was organized in a flow marketing model. It meant through expanding the owner's reputation and popularity, led the tourism consumers be much more familiar with the owner's country hotels, therefore attracting more tourists to the country hotel. The owner of Case 1 believed that culture should be shared. In her perspective, cultural tourism becomes more and more important. Because everyone can build their own houses for accommodation, but to operate a branded and connotational country hotel, it must be full of culture. She took sing *Shan 'ge* and performed *Qi 'pao* show to the cheongsam show as a cultural selling point, by means participating in public welfare activities in Guilin district including Yangshuo County.

For Case 2, the cultural selling point model was to create a cultural product and conduct in a long term. The cultural product was Chinese cooking schooling, aiming at letting the foreign customs experienced about how to cook Chinese food. The owner settled a cooking school in her country hotel started from 2011 until now. The owner in Case 1 constantly improve and development the cooking school menu, according to the different flavor requirement of foreign guests.

2. E-tourism marketing

Since most of their target customer groups were foreign tourists, the two country hotels tended to promote marketing through the Internet.

For Case 1, the country hotel had created its own website (<http://www.riversideretreatyangshuo.com>). On the website, it provided basic information of the country hotel, such as overview pictures, contact methods, brief introduction, room types, and Internet visitors could directly book the accommodation in this Website. Besides the private Website, the owner also cooperated with these well-known tourism Internet Website, majoring *Agoda*, *Booking.com* and *TripAdvisor*.

The owner of Case 2 also posted booking information about her hotels to these Internet platforms mentioned above, though her country hotel did not run a private Website currently. Through the statistics collection of the reservation amount, the owner could clearly know the period of off-season and the peak season, and price the rooms relatively. The chart below was the guest flow timeline of Case 2 from 2008 to 2017.

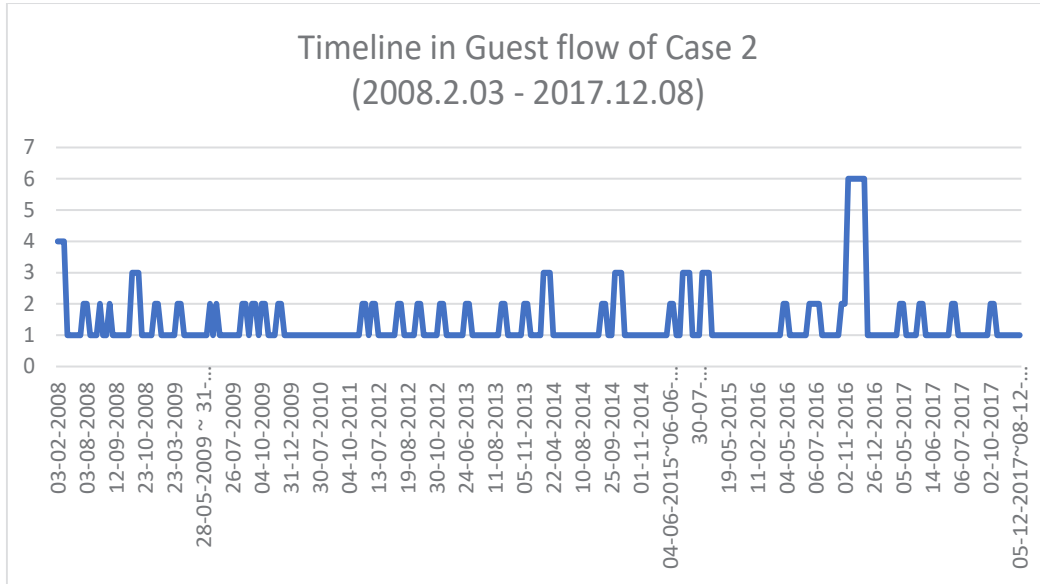


Figure 4.4 Guest flow timeline of Case 2 from 2008 to 2017.

To highlight the information about the month, the chart showed different guests distribution.

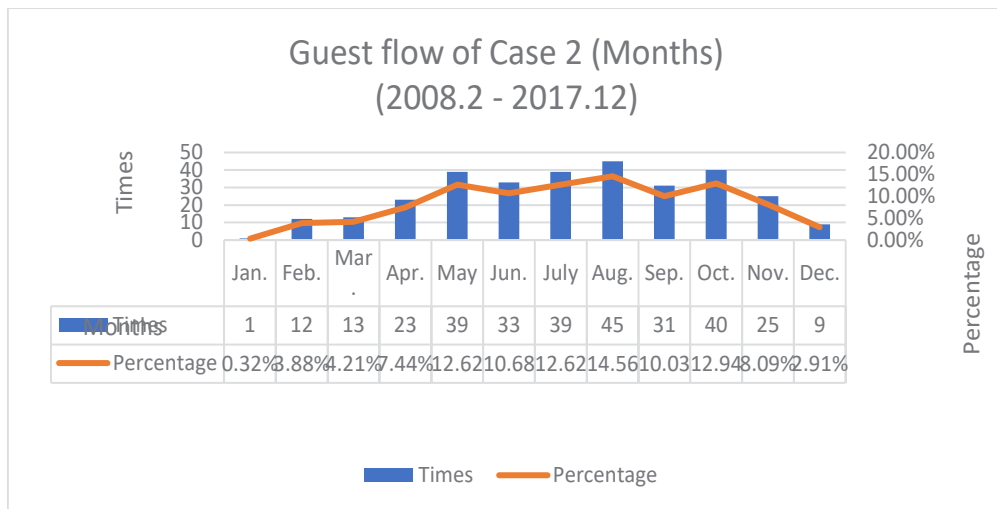


Figure 4.5 Month chart for Guest flow timeline of Case 2 from 2008 to 2017.

In the month chart, the peak season laid from April to November and the off-season was December to March. The owner of Case 2 settled their room prices for 2018 majoring followed by the peak season and off-season mentioned above, adding with vacation period such as Easter and Christmas for foreigner vacation times and tomb-weeping, mid-autumn, Labor Day vacation as well as the golden week for domestic holidays.

Research question 3: *What career process has been implemented in managing the hotel business?*

This research question related to country hotel owners' career process before they managed their own hotel. In research findings, the researcher presented the career progress of the country hotel owners separately.

The research had presented cross case finding of career progress in the two cases. Before being country hotel owners, owners' career progress in each case was related to tourism industry, especially hotel industry. Explanations of linkage analysis of the findings implemented career development in these two cases could be divided into three terms, for there were similarities in operation by overviewing the career process of the two cases. First was obtaining knowledge about country hotel industry. This part related to the concept of hotel industry that the owners gained during schooling and work experience. It also contained to the concept about conduct hotel industry in the specific area matching the feature of Yangshuo County. Second was skills for country hotel industry. The owners in the two cases experienced and acquired every step of country hotel service and management. Third, career change is a part of career development. In this research, both of the country hotel owners experienced changes in work role.

1. Knowledge obtaining

The obtaining implementation of Case 1 began with teaching experience. The owner gained hotel knowledge from work, when she was doing her first job as a teacher for tourism vocational classes. General concept of hotel industry was obtained through the methods of conference attendance, vocational education teacher training, learning from experienced persons and practical conduction.

For Case 2, knowledge about hotel industry was obtained during vocational college study. Different from Case 1 that learning knowledge through work, the owner in Case 2 had received a systematic education about tourism before she entered hotel industry. It meant that she was trained to grasp the specific concepts and principles of tourism from a monolithic way, thus the concepts and principles learned could be utilized to the proper position in the knowledge management system during practicing.

2. Skills for country hotel industry

In Case 1, when the owner was working as a teacher, she gained the hotel service skills, such as room service, dining, politeness, etiquette, and tourism psychology. These skills were obtained in a practical way for trying every step by herself. The findings provided that through mastering these skills, the owner had a systematic understanding of the basic services provided in hotel industry. Also, during her career progress of a teacher, the owner organized a folk custom show performance team and recognition and praise. This laid a foundation for the culture selling of her own country hotel in the future.

In the career progress of working in the county government, the owner gained the skill of tourism planning by participating and accomplishing tourism projects. Through interviews with foreigners in Yangshuo West Street, she knew about the needs and preferences of foreign tourists. Through participation in network construction, she had mastered how to develop human resource to work in areas that she was not good at.

Things went different in Case 2. The country hotel owner in Case 2 started her hotel career as an internship in a city hotel. There she worked shift in every department as miscellaneous, housekeeping, luggage, registration, consulting, dining, and receptionist. It proved that she mastered the basic skills of every department in a hotel. Also, the owner obtained how to run a hotel systematically when she worked as the boss's secretary of a French hotel. The

implementation of this skill was on the part of experiencing from preparing hotel decoration to managing the business. The managing skill was developed during her work in an unopened country hotel, from building construction, interior decoration to hotel business management. Also, different from working in a city hotel, she improved the skill of dealing with the relationship between the country hotel and the villagers around. Last but not least, The owner of Case 2 obtained skills of restaurant service during being a waiter on Yangshuo tour cruise. This laid the foundation for her later running a restaurant and settled a cafeteria in her own country hotel.

3. The issue of career change

Career development included career change. Before data collection, the research designed career change as transforming country hotel owner's professional status. For responding this question, the finding showed that in Case 1 career change should be defined as major changes in work role requirements. The owner experienced as becoming a teacher and then work for the government before running her own country hotel.

During the career change as a teacher, the owner in Case 1 implemented her concepts of hotel industry professionalism, theoretical accumulation and professional skills. It met the work role requirements of a tourism vocational teacher, for providing her students with a complete knowledge and ability framework to provide students with the necessary learning resources and guide the learning direction. Furthermore, the concepts and skills could be utilized in running her own country hotel lately.

Working in the government, the owner's work role had undergone major changes, as well as the requirement. Because of the accumulation of experience, she was entrusted with more important work as tourism planning. When the owner regarded management as a process of pursuing a harmonious match between government goals and individual realization, career change became an integral part of human resources development for the government. In essence, this career change had finally accomplished, in the process of mutual interaction and role between the government and civil servants, and in the process of interacting, adapting and cooperating with other colleagues of diverse majors.

Career development in Case 2 should be referred to the owner's orientation to work when continuing the same job. Although the owner in Case 2 changed her job context such as shifting from city hotel to country hotel, she continued working in hotel industry.

In summary, the implementation of career development was on the part of knowledge obtaining from college education. The skill gained mainly from working experience. Moreover, the skills were developed systematically for the owner experienced every step of how to run a country hotel.

Discussion

1. Point on career development preparing for own business

In research question 1, the responding result showed the career development that the farmer born Chinese experienced to prepare for their own business. The findings laid to obtained knowledge and skills, and gain working experience in career change. Similarities could be found for career development as a hotel managers or hotel owners in other countries. Thus, knowledge and skills in the findings were the utilization of human capital in career development.

Obtaining knowledge and skills, as well as gaining experience in previous career process related to the concept of hotel industry. The finding in this study showed that the way of career change varied.

However, career development in Case 1 went in a unique way different from any other career progress in hotel industry. While it suited to the business rush trend of China in the end of last century. This business rush was once the iconic social phenomenon in China during the 1980s and 1990s (Jiang, 2008). In the early days of China's reform and opening policy conducting period, with the prosperity of the market economy, many people were dissatisfied with the status quo and turned to business. This phenomenon was called "business rush in China", which meant giving up the various guarantees in the traditional system and going to the new economic and social space to engage in commercial activities with very high risks and returns. After the publication of Comrade Deng Xiaoping's southern tour in 1992, "business rush in China" became a boom. At that time, plenty of officers, intellectuals, and state-owned enterprises had followed the trend heading to business. The owner in Case 2 started her own business in the year of 1999. Before that, the career development way were similarly as those following business rush trend for being a teacher and working for the government.

2. Influential factors of career development for Yangshuo Country hotel

The first factor referred to the implication of compulsory education in China. The Chinese National Congress promulgated the *Compulsory Education Law of the People's Republic of China* in 1986. From this time on, Compulsory education became the basic national policy of China. Chinese Compulsory Education consisted for nine years' education, normally from age 6 to age 14. It included six years' primary school education and three years senior school education.

From the finding of this research, Yangshuo County followed the policy to schooling farmer born Chinese for nine-year compulsory education. Those among them who had achieved outstanding results have stood out in the nine-year compulsory education and had opportunity for higher education.

Second influent environment was, Yangshuo County started its rural tourism development in the direction of leisure tour, which match the trend of international tourism. It led to a significant influence for local people that the farmer born locals could have the chance to participate in eco-leisure tourism.

As time went by, there were increasing number of tourists from all over the world, and country hotels were gradually booming. This was the significant background of the rise and development of country hotels. The rural tourism of Yangshuo County stood out from the crowd because of being in line with the trend of leisure tourism. In the early 1970s, Yangshuo County officially opened to the whole world. Until the 1980s, self-service tourism flourished, following by western backpackers arrived. Leisure was often seen as a time scale, usually referring to work, sleep, and the rest of the time outside of personal affairs and housework. Recreation usually referred to a variety of activities carried out during leisure time. Vacation tourism referred to the use of holidays for relatively restless movements for recreation and recreation. After the economic level reached a certain level, long-distance, long-term holiday tourism will gradually mature.

3. Trends of country hotel management

According to the Annual Report of World Tourism Organization (UNWTO) in 2017, one of the Asia tourism trends highlighted in influence of technological developments. The tourism digitalization was one impact of the technological revolution on tourism, which emphasized that utilization of information and communication technologies has revolutionized travel.

Internet was widely use in the development of tourism, and the rapid development of electronic information technology had been widely used in tourism, causing tourism.

In a revolution, Yangshuo government also stated in the 13th Five-Year Plan Document that the implementation of the “Tourism plus”, “Internet plus” and “Ecological plus” strategies would create a new situation in the economic and social development of Yangshuo County tourism. “Internet plus” is a major development strategy implemented by the state, promoting new industrial technologies, promoting industrial transformation and upgrading, and building economic development. The upgraded version has a leading role in development. “Ecology+” is not only the urgent need to build beautiful towns and beautiful villages, but also a realistic choice for building a modern eco-industrial system. It is also a major measure to build a beautiful ecological impotence. Current, most of the hotels in Yangshuo, including the country hotels in this research do business on the Internet. They normally corporate with internet booking planform such as Agoda, Booking.com or TripAdvisor.

Recommendation for Future study

In addition to the drawing of general conclusion and identification of specific applications of the study, there are several recommendations for future research.

First, this study was conducted by collecting data specifically of two country hotels in Yangshuo County, China. Thus, there is an opportunity to be arranged for more research on the other country hotels of other regions in China. For example, in other tourism ancient towns as Lijiang City in Yunnan Province, Xitang Town and Nanxun District in Zhejiang Province.

Second, the results of the research focused on the perspectives of the country hotel owners. In further studies, the employees and guests could be taken into account, for studying implications of country hotel in that region.

Third, this research focused on exploring the process of how the farmer born Chinese become hotel owner along with the influencing factors and how they managed their own business. Therefore, the results came out only in the advancing of career development, while there were also other issues that shown, such as the role of the government, the family kin linkage, and also other relevant factors of localization. There were perspectives that recommended for further research.

References

- Ding, S., Tubsree, C, & Sakulkoo, S. (2018). When Chinese farmer became hotel business owner: A study of career change in Yangshuo, Guangxi, China. *iCUTK Management Journal*, 1, 6-21.
- Greenhaus, J., Callanan, G., & Godshalk, V. (2009). *Career management*. Beverly Hills, CA: Sage.
- Guillet, B. D., Zhang, H .Q., & Gao, B. W. (2011). Interpreting the mind of multinational hotel investors. *International Journal of Hospitality Management*, 30, 222-232.
- Liao, S. H., & Wu, C. C. (2010). System perspective of knowledge management, organizational learning, and organizational innovation. *Expert Systems with Applications*, 37, 1096-1103.
- Perkins, D. (2008). *Forecasting China's growth to 2025*. Cambridge: Cambridge University.
- Subramaniam, M., & Youndt, M. A. (2005). The influence of intellectual capital on the types of innovative capabilities. *Academy of Management journal*, 48(3), 450-463.
- Jiang, M. A. (2008). *Comment on Government officials turning to “Business Rush”*. Legal Daily.

Work Motivation of Registered Nurses in Generation Z in a Private Hospital in Chonburi Province

Khemmaya Kiniman, Burapha University, Thailand

Napitchya Cherdchom, Rajamangala University of Technology Srivijaya, Thailand

Abstract: *This study is aimed at 1. studying the work motivation of registered nurses in Generation Z in a private hospital in Chonburi province; 2. studying guidelines to build work motivation of registered nurses in Generation Z in a private hospital in Chonburi province. The research was conducted through qualitative method with in-depth interviews with informants composed of 17 registered nurses in Generation Z working in a private hospital in Chonburi province. The data was analyzed through content analysis method. The researcher concluded that, according to the 1st objective of this study, registered nurses in Generation Z defined work motivation as stimulant, push factor, and what encouraged registered nurses to come to work, and improve their work performance. The researcher found that 9 aspects affecting work motivation of registered nurses in Generation Z were as follows: 1) Working team; 2) Family; 3) Remuneration and Benefits; 4) Nature of job; 5) Recognition; 6) Work-life balance; 7) Career advancement; 8) Rewards and 9) Work environment. The aspects affecting work motivation of registered nurses in Generation Z the most were working team, family, remuneration and benefits. Furthermore, according to 2nd objective of this study, the researcher found 5 guidelines to build work motivation of registered nurses in Generation Z were: 1. Attaching importance to the employees and building sense of ownership; 2. Reduction of workload and increase of number of registered nurses; 3. Provision of support and training for registered nurses; 4. Organizing activities to strengthen positive relationship between the employees in the same and different departments; 5. Adjustment of assessment criteria for newly hired registered nurses.*

Keywords: work motivation; registered nurses; Generation Z; Hospital

Introduction

Thailand 4.0 policy is an Economic Development Model of the Government with the vision “Stability, Prosperity and Sustainability”. Its major mission is to improve economic structure to a “value-based economy”. With its aim to change the key sector that drives the nation from industry to technology, creativity and innovations. The government has cooperated with its business alliance for research and development with national and international experts. The Ministry of Health has supported Thailand 4.0 policy by establishing strategic health plans to prepare for changes in the next 20 years which include urbanization, population structure change, aging society, digital economy, new emerging or re-emerging infectious diseases, reduction of inequality in access to healthcare. Its aim is to create “Healthy People, Happy Staff, and Sustainable Health System”. The plan has divided into 4 phases (2017-2036); 1st Phase: healthcare system reform, 2nd Phase: system strengthening, 3rd Phase: system sustainability creation, and 4th Phase: becoming 1 of top 3 best countries in Asia. Strategic focus is divided into 4 aspects: 1. Prevention & Promotion Excellence, 2. Service Excellence, 3. People Excellence, and 4. Governance Excellence (Phatthanarueanglai, 2017; Ministry of Health, 2019).

People excellence is one of 20-year national strategies as prioritized by Ministry of Health. The 1st Phase (2017- 2021) focuses on building moral, valuable and happy healthcare personnel. The plan comprises 4 driving strategies which are 1. Development of workforce

system and dynamics with unity and efficiency (HRH Strategy and Organization), 2. Supply and development of good quality and efficient workforce (HRH Development), 3. Workforce management to acquire maximum benefit, attract and maintain quality workforce (HRH Management), 4. Creation and strengthening of healthcare personnel network for sustainability (HRH Network). Therefore, Human Resource for Health is a factor leading to success or failure of strategic implementation as healthcare personnel are those applying health technologies at work and managing healthcare service to create a healthy community (Ministry of Health, 2017).

Nurses have important roles to raise value in the healthcare service system as nursing professionals are expected by society to provide good service and they need to work with diverse groups of people, including colleagues and patients (Onsri, 2017). One essential matter of registered nurses is work motivation. It is necessary for hospital executives to understand the work motivation of registered nurses because, work motivation is the willingness of each individual nurse to work and put their effort to achieve an organizations goal (Dobre, 2013). As stated by Jex & Britt (2008), understanding employee work motivation helps to understand the dynamics behind some specific behaviors such as performance, absence, resignation, anti-organizational behavior, etc. It also increases an ability to predict future behavior of employees. The understanding of work motivation to employees will help leaders provide a working environment that promotes effective work performance and avoid anti-organizational behavior of employees.

Due to population structure change, organizations are now driven by people of different generations: Baby Boomer Generation, Generation X, Generation Y and Generation Z. Each generation has different characteristics and values (Srinont, 2018). This is the challenge of employers and organizations to create work motivations which accommodates all generations, particularly those in Generation Z who have just entered to labor market (Pimpaporn & Sriwong, 2016). This generation can be defined as the population aged between 10-24 (born during 1995-2009). It is predicted that, within 2020, Gen Z will take a major part of national labor market (more than 20%). In addition, based on information from reputable recruitment websites found that people in Gen Z are likely to change their job within 1-3 months which is the shortest period, equating to 31.82%.

For the reasons above, if hospital executives fail to understand the work motivation of registered nurses in Generation Z, there may be obstacles and problems in hospital management. Therefore, the researcher would like to study work motivation of registered nurses in Generation Z in a private hospital in Chonburi province to find aspects motivating the registered nurses in Generation Z to work and establish guidelines for executives of a private hospital in Chonburi province to provide a work motivation for registered nurses in Generation Z accordingly.

Research questions

1. What is work motivation of registered nurses in Generation Z of a private hospital in Chonburi province?
2. What should guidelines to create work motivation for registered nurses in Generation Z in a private hospital in Chonburi province be?

Objectives

1. To study work motivation of registered nurses in Generation Z in a private hospital in Chonburi province;

2. To study guidelines to create work motivation for registered nurses in Generation Z in a private hospital in Chonburi province

Literature review

Motivation theories

In this study, many theories related to motivation were applied. The theories reviewed by the researcher can be classified into 3 major groups: 1. Need-based theories, 2. Cognitive process theories, and 3. Job-based theories. The details are as follows:

1. Need-based theories: they were used to describe work motivation in terms of job satisfaction of the employees as their important needs are fulfilled at the workplace.

1.1 Maslow's hierarchy of needs: Maslow (1943) stated that every individual always has needs and the needs were changed every time. When a specified need is fulfilled, another need occurs. The effective motivation should be the need that has never been fulfilled; otherwise the motivation would not be effective. The needs are called hierarchy of needs. It can be divided into 5 levels: Level 1- Physiological Needs; the basic needs of humans to survive. The needs in this level are related to direct physiological requirements. Level 2 – Safety Needs: Referred to the needs to be protected and secured in terms of life and owned property; Level 3 – Love Needs: they are related to friendship and relationship with others, the need to be a part of society; Level 4 – Esteem Needs: they are referred to the needs to be accepted, admired and honored by others; and Level 5 – Self-actualization Needs: they can be defined as the needs to acquire highest success as each individual has aimed.

1.2 ERG Theory of Clayton P. Alderfer: This is a motivation theory in terms of need fulfillment. It categorizes the needs of human into 3 groups as follows: 1. Existence Needs (E): they can be referred to the physical needs, the needs to be safe; 2. Relatedness Needs (R): this can be described as social needs; the needs to have a relationship with others, friends, society, to be loved, and accepted; and 3. Growth Needs (G): these needs can be referred to as a career growth; people put their effort and use their knowledge to acquire professional advancement. The proposed categories of ERG theory are similar with Maslow's hierarchy of needs but ERG theory does not assume lower-level satisfaction as a prerequisite for the emergence of higher-order needs (Alderfer, 1969).

2. Cognitive process theories: these theories focus on decision-making and behavioral selection of the employees when they are putting their effort into their work.

2.1 Equity theory: the motivation based on equity theory of Adams (1963) is defined as the fact that all employees having the same job are treated equally, and equally receive their rewards. Considering equality in organization, the employees will use their inputs such as effort, sacrifice, determination, dedication, use of knowledge, capability, skills, experience, etc., their outcomes such as salary, fringe benefits, bonus, support, promotion, respect and acceptance. When an individual compare themselves with another person, they look at their own inputs and outcomes in relation to those of the other person. The employees expect to acquire outcomes as equal as others. If they feel that their wage or rewards are equal to those given to others, they are likely to dedicate themselves to their job as previously did. However, if they feel that the outcomes are not equal, they tend to reduce their input or leave the organization.

2.2 Expectancy theory: The theory was invented by Vroom (1964, cited in Lunenburg, 2011) who stated that to motivate the employees to work more, it was necessary to understand their thinking and cognition processes. Usually, when an employee was expected to

work more than usual, they will expect an additional outcome from such additional task. They will put more effort if they are certain that such job will lead to a result they are satisfied with. The expectancy theory is related to 3 key elements; 1. Expectancy: it means the relationship between the effort for a specific job and the output they expected after making their effort; 2. Instrumentality: it can be defined as the relationship between the work and the reward they expected to receive if they are successful; 3. Valence: this means the relationship between the financial or individual value from the reward provided by the organization and the expectation of the employee; if it is as valuable as they expected, it is sufficient to motivate the employees.

3. Job-based theories: these theories focus on how the nature of job can motivate the employees to perform as expected.

3.1 Two-factor theory as invented by Herzberg (1966, cited in Alshmemri, Shahwan-Akl, & Maude, 2017) comprises 2 major aspects; 1. Hygiene factors: They prevent or reduce job dissatisfaction of the employees; if the organization fails provide these factors to the employees, it would increase their job dissatisfaction; these factors include interpersonal relationship, salary, policies and administration, supervision, and working conditions; 2. Motivation factors: They are used to stimulate the employees to dedicate themselves to make their best efforts into their work; these factors increase job satisfaction of the employee and lead to success in their career; these factors include advancement, work itself, possibility of growth, responsibility, recognition, and achievement.

Concept of Generation

The concept of generation is a sociological concept which merely categorizes the group of people based on the year where they were born. It defines common thoughts, beliefs and behaviors of each Generation which are different from other groups as they are influenced by different social, economic and cultural matters that occur during the time they grew up (Tawannachote, 2019). Some scholars classified the people into 4, 5 or 6 generations. In this study, the researcher will classify the people into 4 groups, namely, 1. Baby Boomer Generation: it defines the people born during 1946- 1964, a period after 2nd world war where social and economic states were recovered; as these people experienced difficult situation of their parents and economic recession, they are likely to be patient, work hard, respect hierarchy at work and orders from supervisors, and avoid changes; 2. Generation X: it defines the people born during 1965- 1976, a period where the economic situation was better and modern technologies played an important role, the people in this generation tend to work alone, be more flexible and able to adapt themselves to changes, do not strictly respect hierarchical system, prefer freedom and choose the job they like, be more creative and attach importance to balance between family, personal life and career; 3. Generation Y: it defines the people born during 1977- 1994, a period of fast growing technologies and significant world economic growth, the people in this generation are open to new ideas, focus on their goals and success, need an acceptance, prefer fast process and teamwork, be able to use IT tools and handle multi tasks, be less patients, anti-hierarchy, and tend to change their job often; 4. Generation Z: it defines the people born from 1995 onwards, a period of modern technologies, unstable economics, terrorism and environmental changes, the people in this generation are familiar with modern technologies and plenty of information sources, attach importance to safety, convenience, informality, tend to be highly imaginative, self-confident, and able to handle multi tasks (Srinont, 2018; Tawannachote, 2019; Williams & Page, 2011).

Research methodology

This study is a qualitative research. The methodology can be described as follows: 1. The Informants are 17 registered nurses working in a private hospital in Chonburi province, selected by researcher through purposive sampling; these nurses are in Generation Z, born after 1995 onwards. 2. The period of data collection is October 29th 2019 to November 11th 2019; 3. Research tool used in this study is semi-structured interview; 4. The creation and examination of research tool quality, the researcher proposed an interview form to 3 experts for verify content appropriateness and item-objective congruence; 5. The Data were collected through in-depth interviews which approximately took 30-45 minute for each session; during the interview, the researcher also asked the interviewees to help review content validity and ensured that the interviewees had the same understanding by using reverse questions and summarized all study topics during the conversion; 6. The data was analyzed through content analysis method which is an inductive approach to code, then sorted into categories based on how different codes are related and linked. These emergent categories are used to organize and group codes into meaningful clusters, then interpreting and representing.

Trustworthiness

The trustworthiness of this research is consisted of 1. Credibility : by ensuring informants willingness to be a part of study, acknowledging their right to withdraw from the study, and getting them to verify the accuracy of the information they gave. 2. Transferability : by providing detailed information explaining how the study was conducted, and presenting findings revealing similar outcomes shown in previous related studies. 3. Consistency : by using different kinds of questions to assure the accuracy of answers given by informants. 4. Conformability : by including verbatim to present the voices of informants.

Ethical consideration

Before the interview, the researcher explained to all informants that the research information will be gathered, analyzed and reported anonymously. When writing the results, the researcher keep the acquired information confidential by using codes Z1-Z17, which defines the number of informant, for example, Z1 defines the first informant.

Research findings

General information of informants

The group of informants in this study was composed of 17 registered nurses in Generation Z working in a private hospital in Chonburi province. All of informants are female, aged between 22-24 years, whose employment period is between 3 months – 1 year and 4 months. 1 informant works in a cardiac critical care section; 1 works in a critical care section; 1 works in new born care and delivery room section; 3 work in pediatric care section; 1 works in ear nose and throat department; 1 works in orthopedic surgery department; 1 work in heart and chest department; and 7 work in inpatient department.

The findings of the 1st objective: to study on work motivation of registered nurses in Generation Z in a private hospital in Chonburi province.

1. Definition of “Work Motivation”: most of informants defined work motivation as stimulant push factor and factors attracting and encouraging registered nurses to work and handle additional tasks. The data from the interviews are as follows:

“Work motivation is what makes us want to come to work every day” (Z1)

“This is what encourages me to work” (Z8)

2. Aspects motivating registered nurses in Generation Z in private hospital in Chonburi province: Based on information acquired from the informant, there are 9 aspects motivating registered nurses in Generation Z, namely, working team, family, wage and benefits, nature of jobs, recognition, work-life balance, career advancement, rewarding and working environment. The details are as follows:

2.1 Working team: the informants informed that working in hospital needed teamwork. Therefore, the colleagues are an essential aspect compelling the performance of registered nurses in Generation Z. The working team includes head of department, nurses and practical nurses (PN) and nurse assistants (NA) and other personnel involved in their work. As the age range of colleagues is different, there may be different opinion during working together. For example, when senior and new registered nurses worked together, there may be different opinions and misunderstandings. Fortunately, the problem can be solved if they respect others, adapt themselves to different ideas, are open to new knowledge and share it to the team members. The nurses must work in shifts (Shift work), the registered nurses must adapt themselves to changing work schedules; morning shift, afternoon shift and night shift. The informant informed that the colleagues in the shift are important aspect that affects their work motivation each day; i.e., if they work with good colleagues in the same shift (the colleagues that train, help, respect the team members and are responsible for their task), the nurses would feel at ease when working and are motivated. On the other hand, if they are scheduled to work with bad colleagues (the colleagues who are not responsible for their task and do not help or support the team member during the work), they would feel demotivated at work and do not want to come to work. The details of the interview are as follows:

“About knowledge sharing, the senior nurses can train us and they are more patient. In my opinion, Gen-Z type people like me are not very patient. It is different from older nurses that are very patient and have a wider vision. They train us very well. However, our Generation is quite familiar with computer and social media. They can ask us about this as well. This is a knowledge sharing in my opinion” (Z16)

“If I have good colleagues to discuss at work and have the same understanding, I would feel good all the day. However, working with bad colleagues that always take advantage over the other team members as they could not finish their work which interrupted entire work process and forced the rest to help them after finishing our task makes me not want to work.” (Z5)

2.2 Family: the informants informed that the family was a aspect motivating the registered nurses in Generation Z to work. This aspect can be divided into 2 following points; 1. Encouragement from family members: the registered nurses are encouraged when they are stressful or feel demotivated; and 2. Family burden: several registered nurses in Generation Z in the sample group of this study are a tower of strength for their family. The family is their main circumstance of work motivation, as shown in following statements:

“... When I am stressed and cannot tell anyone, I can talk with family members. The family is a great source of encouragement ...” (Z5)

“... As the tower of strength for my family, the family is the factors that motivates me to work” (Z9)

2.3 Wages and benefits: the informants informed that nursing profession negatively affects mental and physical health. Therefore, one of the component that motivate the registered nurses to work is wages and benefits from work. It could be in form of salary, bonus,

fringe benefits, and other allowances in form of either monetary or non-monetary form. The statements acquired from interviews are as follows:

“...Nursing is a hard job and we have to meet many kinds of people each day. Our work may not be categorized as a routine job; some days we are extremely busy, some other days we are not very busy. The job caused physical and mental exhaustions. If there must be one thing making us want to come to work, that would be the wage. Another reason is that we have studied very hard. We would like to use our knowledge to work and receive a higher wage than other people of the same generation. That would make us proud ... it is like we are successful in life”. (Z10)

“Salary, bonus, fringe benefits allow us to have what we want and it makes our family members’ life more convenient”. (Z5)

2.4 Nature of Job: the informants informed that the nature of job which includes job suitability, challenge, responsibility and obligations were elements in motivating the registered nurses in Generation Z. They will feel motivated if they have a career they loved or they are knowledgeable and well experienced in. In addition, the challenging jobs for example in ICU or OR departments has provided the registered nurses more opportunities to update their knowledge and learn new things as most of the cases are serious. This makes registered nurses have more fun at work. Nursing job is quite difficult. The difficulty and importance of work are what motivates the registered nurses to work. The statements acquired from interviews are as follows:

“Having a job that we are able to do and love and being assigned to do the work according to our professional expertise and our preference and ability are what motivates us.”

“...I have to be responsible for the entire ward alone. I am the only one who gives medicines and saline to patients. If there are new cases, senior nurses will help me. There are a lot of things to do and learn”. (Z9)

“...We take care of their life and everything about the patients. Since they were admitted, we have known about their sickness and previous treatments as they are under my responsibility. When they have fever or any pain, we must give the medicines and always ask whether they are getting better or not”. (Z9)

2.5 Recognition: the informants informed that the recognition from colleagues in terms of the ability of new registered nurses or from patients such as admiration or compliments motivated the registered nurses in Generation Z. The statements related to this topic are as follows:

“...As a new graduate, the pressure is high as we have never worked in a real situation. Senior nurses sometimes put pressure on us. They compared our performance with theirs when they were newly graduated and asked us why we could not do some specific tasks. To me, just colleagues in our department accept our ability. They do not have to admire us, just accept that we can do the job. That would be enough.” (Z11)

“... I am proud when the patients said that I gently injected the medicine and thanked us. I feel that I have provided a good service.”

2.6 Work-life balance: this can be divided into 2 points as follows; 1. Workload: the informants informed that they felt demotivated and did not want to come to work if a workload each day is very high; and 2. Days-off: the informants informed that long days-off motivates the registered nurses to work. As they worked very hard for all month, they need time to rest. The statements regarding this point are as follows:

“... It depends on the workload each day. On a busy day, I feel that I do not want to work anymore. Some days, I was assigned to take care of 5 or 7 patients. Some other day, I have to take care of a lot of patients. Life of a nurse is just this. I may not have any days-off if there are many patients in the month.” (Z10)

“... We deserve to have 4 consecutive days-off. We can request for consecutive days-off in each month. When I work, I expect to have a long holiday. That motivates us to work ... As we work hard, we need a break. If working environment is stressful, we will not be happy with work.” (Z3)

2.7 Career advancement: the informants informed that setting a goal and planning for career advancement were what motivates the registered nurses in Generation Z to work and achieve the goals. The statements related to this topic are as follows:

“... My goal is to become a nurse in kidney treatment center. So, I plan to work in general departments for two years to learn general knowledge. Then, I wish to work in ICU to improve my specific knowledge. When I am knowledgeable and able to observe patients' symptoms, I planned to have a job in kidney treatment center.” (Z8)

2.8 Rewarding: The informant informed that rewarding motivated the registered nurses in Generation Z to work and put their effort for better outcomes. The statement related to this topic is as follows:

“Giving rewards and benefits when our performance is good motivates us. It encourages us to put more effort to have better work performance. If we do a good job, we deserve to have additional remuneration.” (Z5)

2.9 Working environment: the informants informed that convenience and facilities at workplace motivates the registered nurses in Generation Z in private hospital. The statement regarding this topic is as follows:

“... Life is better when working in a private hospital. Most of public hospitals do not have air-conditioners. I have to work in hot weather. In private hospital, the restrooms, accommodation for nurses, and workplace are more convenient”. (Z16)

3. Aspects motivating registered nurses in Generation Z to put the effort the most in private hospital in Chonburi province: most of informants informed that the circumstances motivating registered nurses in Generation Z to put the effort the most in private hospital were working team, family, remuneration. The statements regarding this topic are as follows:

“Good teamwork is what motivates me the most. When I work with someone who understands us, I will feel that I work with sisters or friends in the Department. I will be happy at work and will not feel tired. However, if there is someone taking advantage from me, I will feel demotivated. Regardless of remunerations, I may leave the organization if I do not feel comfortable”. (Z5)

“Family... I earn money for family. We want to be successful in professional life we chose. I want to make my family proud and be able to earn money for living.” (Z1)

“I think that is the wage as we work for the money.” (Z12)

4. Motivation and work performance of registered nurses in Generation Z: the informants informed that work motivation altered the performance of registered nurses in Generation Z. It is divided into 2 points as follows: 1. Work with heart: the informants informed that if registered nurses were motivated to work and put efforts wholeheartedly, it would lead to positive performance; and 2. Teamwork: in this point, the informants informed that the work would be more fun and it would be easier to achieve success. The statements related to this topic are as follows:

“It affects the performance a lot. If we have work motivation, we will work with heart, not only work because we have to do and the performance will be better without doubt. If we have to take care of patients because we are assigned to do, we will follow the usual step without considering other jobs that may be related to the care but, if we work with heart, the care will be smoother....” (Z1)

“It somehow affects the performance, good teamwork leads to fast and complete process. The patients will be quickly safe. For example, in case of critical patients that need intubation, a good team will know what they need to do such as preparing tools, calling a doctor, preparing the patient, position confirmation for intubation process, giving saline injection, etc. When each member of the team knows what to do, it will be fun because the work process is smooth, and, more importantly, the patients will be helped in a timely manner. If we work with a bad team, the work process will be very slow as each member does not know what they need to do or work slowly. If the tool and patient preparations are slow and no one calls a doctor, I will have to prepare the patient by myself while the doctor is not called for intubation. The patients have to wait for examination which makes the process much slower.” (Z2)

The findings based on 2nd objective: study on guidelines to create work motivation for registered nurses in Generation Z in a private hospital in Chonburi province: According to study on policy and supporting measures of hospitals to motivate the registered nurses in Generation Z to put more effort into their work, the informants informed that the hospital should have following policy and supporting measures.

1. Attaching importance to employees and building sense of ownership: this could be profit sharing or salary increase in the month where there are many patients or the profit exceeds the expected rate. Monthly meetings should be organized to inform the employees of hospital operations. The statements related to this topic are as follows:

“... It is good to make employees feel that they are a part of the organization and building sense of ownership by implementing profit sharing policy in a month where there are many patients or much profit. The profit was given in the beginning of morning shift if the profit target has been reached. This is separated from the bonus. It makes me want to come to work and provide a good service and care for the patients” (Z1)

“I like here as they have a meeting once month. The employees at every level must attend the meeting to be informed of operating result and profit. I felt that it is ok as it is like they attach importance to all employees ...” (Z4)

2. Reduction of workload of registered nurses and increase the number of registered nurses: the statements regarding this topic are as follows:

“The first thing to motivate us is to reduce the workload....” (Z10)

“Increase the employees, now there are only three nurses in the section. Our shift schedule is very tight.” (Z11)

3. Supporting measures and trainings for registered nurses: this should be provided knowledge on new diseases found in the workplace to newly hired registered nurses to build work motivation. This hospital should support the nurses to proceed further education and do more research from problem often found to create proper corrective measures. This is to reduce the problems and encourage the nurses to acquire additional knowledge. The statements related to this topic are as follows:

“If the hospital is about to provide more training opportunities for newly hired employees, it should be about the disease often found in the related department” (Z16)

“... The hospital should encourage the nurses to conduct a research on problems frequently found. It is like when we studied, the problems we experienced were used of topic of the research to find a solution. This will reduce problems as most of them are ones frequently found. It does not mean that we do not have the solution for now but it is still not the best one.” (Z8)

4. Organizing activities to promote positive relationship between employees in the same department and other departments of the hospital: this is to strengthen the positive relationship between employees, leading to efficient and effective work process. The statements related to this point are as follows:

“I wish that all nurses have opportunities to participate in an activity every year. This will allow us to know the other employees not only in our department but other departments as well. This could be an outing. This will make us know the other employees and work process will be much easier.” (Z5)

5. Improvement of assessment method for newly hired registered nurses: the hospital should pay attention to assessment method. It should be based on performance rather than employment period. The assessment criteria of newly hired registered nurses should be different from those who have worked for a long time.

“About assessment, I think it should be based on performance rather than employment period. As a newly hired employee, it is not possible that I will get Grades A or B. To me, the assessment criteria should be different. As a newcomer, I am not familiar with work process here, so this is not possible to work as efficient as those working here for a long time. The criteria for newly hired nurses should be clearly determined as we will know what the performance target of a newly hired nurse is in order to obtain Grade A. If the same assessment is still used and the nurses working here for a long time receive Grade B, there is no doubt that I will get Grade C. I would like to propose that the assessment standard of newly hired nurses should be different so as to motivate them to work more.” (Z1)

Discussion

Registered nurses in Generation Z defined work motivation as stimulant, push factor and factors attracting and encouraging registered nurses to work and handle additional tasks. This is consistent with the study of Patimeteeporn (2013) who defined work motivation as factors stimulating or pushing the employees based on their needs or expectations and making them willing to work and satisfied with their job and the study of Dobre (2013) who defined work motivation as a willing of each individual to work and put their effort to achieve organizational goal. For registered nurses in Generation Z, a work motivation is only what encourages them to work or put more efforts into their work but it does not include the willing to achieve the goal as stated by the studies of Patimeteeporn (2013) and Dobre (2013).

The aspects significantly affecting work motivation of registered nurses in Generation Z are team, family, remuneration, benefits and particularly working team as it is the key aspect of hospital operations. Only one individual cannot offer comprehensive care for patients. The allocation of responsibility and cooperation of personnel in different departments are essential to ensure efficiency and effectiveness of patient care (Phaowattana, 2006). Therefore, working team and colleagues are important elements motivating employees in the hospital to work and strengthening positive relationship within the department and the entire organization. This is consistent with the study of Holopainen & Suslova (2019) suggesting that good colleagues are an important influence of work motivation of people in Generation Z and 3rd level of need

mentioned in Maslow's hierarchy of needs (Love needs) stating that each individual wants to be recognized as a part of society, make friends and have relationship with others. Besides, the finding is also consistent with 2nd need mentioned in ERG theory (Relatedness Needs = R) and two-factor theory stating that positive relationship with colleagues is one of hygiene factors. If an individual fails to build positive relationship with colleagues, that would lead to job dissatisfaction.

The family is also an important element that alters work motivation of registered nurses in Generation Z as this is a compelling source of encouragement. This aspect also includes family burdens due to the fact that, according to nature of Thai family, the relationship between family members and the idea of blood relation are quite strong. The parents have a strong bond with their children and the children are taught to express their gratitude to the parents throughout their life, particularly when their parents become old (Krueakaew Na Lampoon, cited in Pauudomcharean, 2013). This is also consistent with the study of Srisatidnarakul (2007) stating that the nurses have to take care of their parents and relatives, and the study of Seema, Intaraprasong, & Pattara-achachai (2015) stating that most of registered nurses in Medical Service Department, Bangkok, have family burdens. As the remuneration is an essential key to make a living, all nurses need to have financial benefits in order to survive (Sreecharit, 2011). Furthermore, as nursing profession is quite difficult, the registered nurses expect to have an appropriate remuneration for hard work that they have done. A good remuneration motivates them to work. This is also consistent with the study of Intajai (2009) stating that hospital employees who receives good wage and benefit are able to financially support their family and reduce stress in their life and this leads to efficient performance. Besides, the study conducted by Grujičić, Jovičić-Bata, Rađen, Novakovic, & Šipetić-Grujičić (2016) suggesting that the income is the aspect motivating medical professionals to work. This is consistent with the 1st level of Maslow's hierarchy of needs (Physiological needs) and the 1st need mentioned in ERG Theory (Existence Needs = E). The study explains that, as the newly hired nurses start making a living with their monthly salary, they are likely to attach importance to remuneration and benefits as they are important for financial situation of themselves and their family.

Other aspects altering work motivation of registered nurses in Generation Z are nature of job, recognition, work-life balance, career advancement, rewarding, and work environment. Regarding nature of job, it is consistent with two-factor theory of Herzberg stating that the nature of work (work itself), responsibility are circumstances motivating the employees to put more efforts into their work to be willing to reach their best performance. Therefore, the hospital should establish a strategic plan to promote the employees to have an opportunity to handle significant work in order to motivate them (Nithinankullaphat & Wonglorsaichon, 2018). Regarding recognition, it is consistent with the 4th level of Maslow's hierarchy of needs (Esteem needs) stating that the individual needs to be recognized and wish the society to accept their ability and expertise; this will strengthen individual pride as he/she is respected by the society. This is also consistent with two-factor theory of Herzberg suggesting that the recognition is a motivation aspect leading to job satisfaction and achievement. Therefore, if the executives trust in ability of the employees, respect and listen to their opinion, and accept that they are important and valuable for the organization, it will lead to job satisfaction (Srisatidnarakul, 2007). Concerning work-life balance, it is consistent with the 1st level of Maslow's hierarchy of needs (Physiological needs) as every individual needs to have a break after a hard work. Nursing profession is quite difficult; it causes physical frustration, cumulative stress, may affect their work-life balance and ultimately lead to job and life dissatisfaction (Intulak & Oumtane, 2014).

Therefore, workload, work schedule and holiday are aspects motivating the registered nurses in Generation Z to work and maintain work-life balance.

Concerning career advancement, it is consistent with the 3rd aspect of ERG theory of Alderfer (Growth Needs = G) stating that the individual will put their effort into work and use their knowledge to work for career advancement. Furthermore, it is also consistent with two-factor theory of Herzberg suggesting that the career advancement and growth are causes motivating the employees to put their effort into their job. Regarding rewarding, it is consistent with expectancy theory explaining that the employees will put more efforts into their work if they expect that the work they have done will lead to satisfactory result. The study of Grujičić, Jovičić-Bata, Rađen, Novakovic, & Šipetić-Grujičić (2016) revealed that rewarding was a aspect motivating healthcare personnel to work. Concerning work environment, it is consistent with the 1st level of Maslow's hierarchy of needs (Physiological needs) related to appropriate work environment such as sufficient cleanliness and lighting and the 2nd level of the same theory which is safety needs as the nurses expect to work in a safe and positive work environment. Furthermore, it corresponds with two-theory of Herzberg stating that physical conditions and environment (Work conditions) are hygiene factors that reduce employees' job dissatisfaction; all individuals wish to work in an organization that provides positive physical conditions at a work place, helping them to be able to concentrate in their work and leading to efficient performance (Phanurat & Srisathitnarakoon, 2013).

Motivation is the source of behavioral selection. In this study, it is found that work motivation influenced the performance of registered nurses in Generation Z. This is consistent with the study of Jex & Britt (2008) stating that work motivation has an influence on employee behavior, employees' effort, employee retention and their performance. Furthermore, this is consistent with the study of Bhatnagar, Gupta, Alonge, & George (2017) revealing that work motivation is important for work performance of healthcare personnel. Regarding guidelines to build work motivation of registered nurses in Generation Z in a private hospital, there are 5 aspects as follows: 1. Attaching importance to employees and building sense of ownership; 2. Reduction of workload and increase of the number of registered nurses; 3. Provision of support and training for registered nurses; 4. Organizing activities to strengthen positive relationship between the employees in the same and different departments; and 5. Adjustment of assessment criteria for newly hired registered nurses. However, the guidelines to motivate registered nurses in Generation Z as proposed above does not include all aspects that affect work motivation of registered nurses in Generation Z in all aspects. It is probably because the current administration in the hospital is good; i.e. the current management policy of the hospital builds work motivation of registered nurses in Generation at a certain level. Therefore, only 5 aspects were proposed by registered nurses in this study.

Suggestions

1. Based on findings, working team, family, and remuneration and benefits are key aspects motivating registered nurses in Generation Z. The researcher would suggest that 1. the hospital should provide opportunities for registered nurses in Generation Z to participate in activities with colleagues to build share value and promote them to respect other colleagues and establish proper communication and cooperation measures to ensure positive cooperation between employees; 2. The hospital should provide fringe benefits for family members of registered nurses in Generation Z to build morale and motivate them to work; and 3. The hospital

should always improve and develop fair remuneration and benefit provision system for registered nurses in Generation Z which is appropriate with current economic situation.

2. Based on findings, registered nurses in Generation Z working in private hospital have proposed 5 aspects of work motivation. Therefore, the researcher proposed these guidelines for the hospital to increase work motivation of registered nurses in Generation Z.

Suggestions for Future research

1. Based on findings, there are 9 aspects that affect work motivation of registered nurses in Generation Z. For future research, the findings from this qualitative research should be used in quantitative research to prove the findings in a wider study group.

2. Based on findings, working team and colleagues are important component affecting work motivation of registered nurses in Generation Z and some of these nurses are experiencing a problem when working with people of different generation. Therefore, for future research, there should be in-depth study on this problem to create guidelines for nurses of different generations to improve cooperation of nurses of different generations in private hospitals accordingly.

References

- Adams, J. S. (1963). Wage inequities, productivity and work quality. *Industrial Relations: A Journal of Economy and Society*, 3(1), 9-16.
- Alderfer, C. P. (1969). An empirical test of a new theory of human needs. *Organizational behavior and human performance*, 4(2), 142-175.
- Alshmemri, M., Shahwan-Akl, L., & Maude, P. (2017). Herzberg's two-factor theory. *Life Science Journal*, 14(5), 12-16.
- Bhatnagar, A., Gupta, S., Alonge, O., & George, A. S. (2017). Primary health care workers' views of motivating factors at individual, community and organizational levels: A qualitative study from Nasarawa and Ondo states, Nigeria. *The International journal of health planning and management*, 32(2), 217-233.
- Chaimongkol T. (2019). *Understanding the Generation Z Issue*. Retrieved from <https://www.prachachat.net/csr-hr/news-382415>
- Dobre, O. I. (2013). Employee motivation and organizational performance. *Review of applied socio-economic research*, 5(1), 53-60.
- Grujičić, M., Jovičić-Bata, J., Rađen, S., Novakovic, B., & Šipetić-Grujičić, S. (2016). Work motivation and job satisfaction of health workers in urban and rural areas. *Vojnosanitetski pregled*, 73(8), 735-743.
- Holopainen, L., & Suslova, A. (2019). *Job Satisfaction and Employee Motivation: Case Generation Z* (Research Report). Finland: KAMK University.
- Jex, S.M. & Britt, T.W. (2008). *Organizational Psychology*. Hoboken, New Jersey: John Wiley & Sons, Inc.
- Intajai R. (2009). *Work Motivation of Employees of Piyavate Hospital Public Company Limited* (Master's Thesis). Bangkok: National Institute of Development Administration.
- Intulak K., & Oumtane A. (2014). Building work-life balance of professional nurses in a private hospital. *Journal of The Royal Thai Army Nurses*, 15(3), 382-389.
- Lunenburg, F. C. (2011). Expectancy theory of motivation: Motivating by altering expectations. *International journal of management, business, and administration*, 15(1), 1-6.
- Maslow, A. H. (1943). A theory of human motivation. *Psychological review*, 50(4), 370-396.

- Ministry of Health. (2019). *Strategic planning of Ministry of Health 2019*. Retrieved from https://www.skto.moph.go.th/document_file/yudtasad20y.pdf
- Ministry of Health. (2017). *People Excellence Strategy*. Retrieved from https://hr.moph.go.th/site/hr_moph/wpcontent/uploads/2019/05/1.1-People Excellence-Strategy.pdf
- Nithinankullaphat R., & Wonglorsaichon P. (2018). The relationship between work motivation and organization commitment of employees at Kasemrad Sriburin Hospital. In Sooksatra V. (Ed.), *Proceeding of the 13th RSU National Graduate Research Conference* (pp. 127-137). Pathum Thani: Rangsit University.
- Onsri P. (2017). The attitude toward nursing profession among the generation Z population: The secondary school case study. *Journal of The Royal Thai Army Nurses*, 18(3), 170-179.
- Patimeteeporn D. (2013). *Work motivation related to job performance efficiency of employees in a private air cargo company in Bangkok metropolis* (Master Project). Bangkok: Srinakharinwirot University.
- Pauudomcharean K. (2013). *Thai Family*. Retrieved from <https://goodluck123foryou.wordpress.com/2013/09/17/>
- Phanurat P., & Srisathitnarakoon B. (2013). Motivation factors in job satisfaction of professional nurses in private hospital. *Songklanagarind Journal of Nursing*, 33(1), 29-41.
- Phaowatthana A. (2006). *Teambuilding and network in the nursing service system*. Nonthaburi: Sukhothai Thammathirat Open University.
- Phatthanarueanglai A. (2017). Thailand Health 4.0. *Journal of the Department of Medical Services*, 42(2), 128.
- Pimpaporn T., & Sriwong P. (2016). The social construction meaning, source of meaning and work happiness components of university lecturers in generation Y: Research to create grounded theory. *Journal of Liberal Arts Ubon Ratchathani University*, 12(1), 109-144.
- Seema K., Intaraprasong B., & Pattara-achachai J. (2015). Registered Nurse's Intention to leave the Profession in Bangkok Metropolitan Administration hospitals. *Journal of Nursing Division*, 42(3), 142-158.
- Sreecharit J. (2011). *Factors relating to quality of work life of nurses in Haad Yai regional medical center* (Master's thesis). Phatthalung: Thaksin University.
- Srinont M. (2018). Theory of generation and cognitive framework. *MBU Education Journal: Faculty of Education Mahamakut Buddhist University*, 6(1), 364-373.
- Srisatidnarakul B. (2007). *Leadership and Strategic Management of Nursing Organizations in the 21st Century*. Bangkok: Chulalongkorn University.
- Tawannachote N. (2019). Please mind the gap between "Generation". *Creative Thailand*, 101(12), 18-19.
- Williams, K. C., & Page, R. A. (2011). Marketing to the generations. *Journal of Behavioral Studies in Business*, 3(1), 37-53.

HRD JOURNAL

Volume 10, Number 2, December 2019

Editorial

Paratchanun Charoenarpornwattana

Articles

English Language Teaching and English Language Development of Teachers in One Excellent Private Vocational Institution in Chonburi Province, Thailand

Nitchanun Robroo, Watunyoo Suwannaset, Paratchanun Charoenarpornwattana

Comparing Teacher Cognition for L2 Grammar in a Thai Tertiary Context Focusing on a Single Eastern Province in Thailand

Justin Pulleyblank, Denchai Prabjandee, Chalong Tubsree

In-Class Motivation of Individual Language Learners in Thailand: An Exploration of Change, Stability and Context in a Dynamic System

Timothy Walker, Janpanit Surasin, Denchai Prabjandee

The Relationship between the Motivation and Teacher Performance at the International Primary School in Rayong Province

Nataporn Teawcharoen, Paratchanun Charoenarpornwattana, Chalong Tubsree

The Management of University of Third Age Driven by the Elderly: A Case Study of the Third Age University in Chiang Rai Province

Atcharaphat Khem-akrajat, Karuna Seechompoo, Benchawan Benchakorn

Collaborative Strategy Development between Chanthaburi Education Institutions and Chanthaburi Gems and Jewelry Center

Ramida Karnchanawong, Chalong Tubsree, Surin Intayot

Opinion of Employees towards KPIs of a Selected Real Estate Company in Chonburi

Ornkamon Lantao, Chalerm Sri Chantarathong, Noppadol Prammanee

Exploring Career Development of Chinese Farmer Born Country Hotel Owners in Yangshuo County, Guangxi Province, China

Suan Ding, Chalong Tubsree, Saratid Sakulkoo

Work Motivation of Registered Nurses in Generation Z in a Private Hospital in Chonburi Province

Khemmaya Kiniman, Napitchya Cherdchom