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**Department of International Graduate Studies in
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Editorial

Human Resource Development has played important roles in developing countries. Human resources have a significant impact on profitability, efficiency and overall effectiveness of the country. The greatest and the most precious asset of a country is its human resource as it is they who exploit all natural resources and potentials of a country. These human resources form the wealth of a nation. It is on the quality of citizens that the prosperity of a nation depends.

The confluence of rapid technical change, technology advancement, globalization and economic liberalization in recent years has prompted governments in developed and developing countries alike to prioritize skills development of human resources as a key strategy for economic competitiveness and growth. Advance in technology make human resource more challenging. Technology has changed the business world many times over. In the Information Age, the advent of technology has increased that impact significantly. Many businesses cannot even function without the use of technology. This impact is seen in nearly all areas of business, including human resources, where technology continues to have a significant impact on human resources all over the world. The future of human resources is being connected to technological development and challenging it offers rooms for innovators inside and outside the industry to adapt new developments to create and redesign the business experiences with innovation.

HRD Journal welcomes the academic or research paper from those researchers to share ideas about human resource development in different countries.

Editor in Chief



Paratchanun Charoenarpornwattana, Ph.D.

Preservice Teacher's Pedagogical Content Knowledge in Lesson Study

Sudatip Hancherngchai, Rajabhat Phuket University, Thailand
Julaluk Jai-On
Wipaporn Suttiamporn

Abstract: *Pedagogical content knowledge (PCK) forms a knowledge base for teachers, guiding their decisions and actions in classrooms (Ball et al., 2008). Lesson study is processes for teacher professional development including collaboratively planning, doing and seeing (Inprasitha, 2010). This study was analysed preservice teacher's PCK in lesson study context. Data were collected by recording video tape and audio tape in classroom and were analysed by protocol analysis. The result revealed that; the first phase, preservice teacher and lesson study team created mathematics problem situations, flow of lessons, materials and anticipated students' ideas and difficulties. The second phase, preservice teacher collected, ordered and discussed students' ideas in classroom and then summarized the lesson through these ideas. Moreover, she decided to paused some ideas that quite difficult for others. And the third phase, preservice reflected to students' ideas and difficulties, sequences of lessons, materials and so on.*

Keywords: Pedagogical content knowledge, Lesson Study, Preservice teacher

Introduction

Most research supports the idea that teacher preparation is important, and that knowledge and skills are built over time in a coherent program of study. The National Council for Accreditation of Teacher Education suggests that a high quality of teacher preparation makes a difference in students' learning and helps preservice teachers acquire essential knowledge and skills (Inprasitha, 2015). Over the past several decades, teacher's knowledge has become a major topic of interest to teacher educators, researchers, and policy makers around the world (Shulman, 1986, 1987, Grossman, 1990; Fennema & Franke, 1992; Ball et al, 2008). The notion of pedagogical content knowledge (PCK) was proposed by Shulman (1986, 1987) as a new domain of teacher knowledge, and it has been a useful framework for exploring what teachers need to know and the development of content. Shulman conceptualized PCK as an integration of both the content and pedagogical knowledge.

All countries have faced the challenge of preparing teachers for the task of teaching mathematics (ICMI, 2004), and they have relied on their teacher education programs to ensure that preservice teachers gain the necessary knowledge and skills to be successful (National Council for Accreditation of Teacher Education cited in Inprasitha, 2006). Teacher educators should explore and survey the activities, tasks, and contexts in which the preservice teachers acquired their experience and their perceptions of teaching mathematics (Fernandez, 2005).

Some researchers have found that when lesson study was introduced as part of the teacher education program, preservice teachers were able to reflect and revise lessons by themselves (Hiebert & Stigler, 1999; Hiebert et al., 2007). One of the more recent developments of the teacher education program has been lesson study. Lesson study is a process used in Japan to develop the teaching profession and lessons within the context of students' learning and thinking by teacher-led instructional improvement cycle in which teachers work collaboratively to: formulate goals for student learning, plan a lesson, teach and/or observe the lesson, reflect on the gathered evidence, revise the lesson for improvement, and reteach the revised lesson (Inprasitha, 2015; Lewis, 2002; Fernandez & Yoshida, 2004). The integration of Lesson Study into the classroom also had an impact on preservice teachers' experiences as they participated in the research process which included such elements as the students' ideas, instructional materials, lessons, and reflection to improve teaching practice (Isoda, 2007). It has also shown benefits when used appropriately by preservice teachers (Chassels & Melville, 2009; Sims & Walsh, 2008).

Even though the 1999 Educational Act of Thailand called for educational reform, the mathematics teacher education programs of most universities in Thailand have not been able to

respond to this demand. Most school teachers still use a traditional teaching method that not only focused on content, to the detriment of students' learning processes, but also failed to realize that they are still trapped in a traditional paradigm (Inprasitha, 2015).

However, there is an initiative to use Lesson Study to improve the teacher education program in Thailand being implemented by the Faculty of Education, Khon Kaen University. This began as a project to investigate how preservice teachers develop their view of teaching, and to think critically about their role in the classroom, by using Lesson Study and understanding the impact it had on their learning experiences (Inprasitha, 2015). The underlying premise was that this study would provide opportunities for preservice teachers to improve their knowledge of teaching mathematics by examining their pedagogical content knowledge in a Lesson Study context.

Literature Reviews

Pedagogical Content Knowledge

Content knowledge is a necessary but not the only condition for good teaching. Mathematics teaching needs more than knowledge of content (Ball et al., 2005; Mewborn, 2001; Shulman, 1986). This is because teachers not only need to recognize that an answer is incorrect, analyses the source of any errors, and then work with the student to improve the mathematics, but they also need to choose appropriate examples and exercises in the correct sequence so that students are guided in their learning (Fennema & Franke, 1992).

Shulman (1986) defined the knowledge needed to cope with challenge of teaching into three categories: subject matter content knowledge, pedagogical knowledge and pedagogical content knowledge.

Franke & Fennema (1992) referred to PCK as teachers' knowledge of teaching procedures such as effective strategies for planning, classroom routines, behavior management techniques, classroom organization procedure, and motivation techniques.

An, Kulm & Wu (2004) point out the importance of pedagogical content knowledge has three components including knowledge of content, curriculum and teaching.

According to Shulman (1986), mathematical content knowledge and pedagogical content knowledge are integrated parts of effective mathematics instruction. In order to construct mathematical concepts in students' mind, pedagogical content knowledge as well as mathematical content knowledge is needed. The manner in which teacher relate their subject matter (what they know about what they teach) to their pedagogical knowledge (what they know about teaching) and how subject matter knowledge is a part of the process of pedagogical reasoning are seen as integrant of pedagogical content knowledge (Cochran, DeRuiter & King, 1993).

Ball, Thames, & Phelps (2008) broaden the Shulman definitions by proposing a model of mathematical knowledge for teaching by further dividing PCK into knowledge of curriculum, knowledge of content and students (KCS), and knowledge of content and teaching (KCT). KCS is knowledge that combines knowing about student and mathematics. This means that teachers must be able to anticipate students' difficulties and obstacles, hear and respond approach to students' thinking, and choose appropriate examples and representations while teaching. KCT is knowledge that combines knowing about mathematics and teaching. It refers to teachers' decisions on the sequencing of activities and exercises, their awareness of the possible their decisions to pause a classroom discussion for more clarification or to use student's opinion to make a mathematical remark.

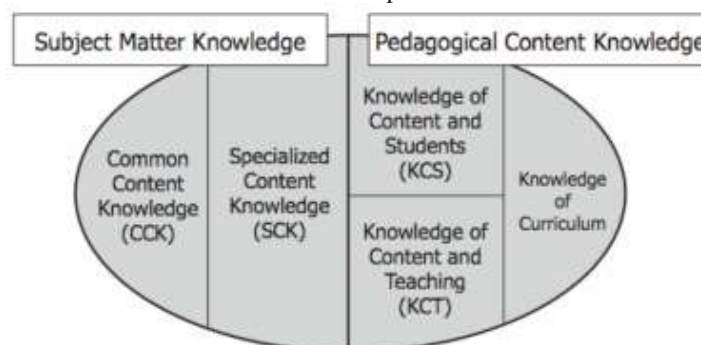


Figure 1 Mathematical knowledge for teaching (Ball et al., 2008)

Lesson Study

Lesson study is a set of comprehensive and well-articulated processes for examining the practices in which many Japanese teachers are engaged (Fernandez, Cannon & Chokshi, 2003 cited in Inprasitha, 2010). A teacher-led instructional improvement cycle in which teachers work collaboratively to: formulate goals for students' learning, plan a lesson, observe the lesson, reflect on the gathered evidence, revise the lesson for improvement, and reteach the revised lesson (Lewis, 2002; Fernandez, 2002).

Lesson Study consists of preparation, actual class and class review sessions in Japanese "kyozai kenkyu", "kougai/kenkyu jyugyo" and "jyugyo kentoukai" (Baba, 2007). Fernandez & Yoshida (2004) stated that Lesson Study processes including collaboratively planning, seeing the lesson, discussing the lesson, revising the lesson, teaching the new version of lesson and sharing reflection about the new version of the lesson.

However, in Thailand, it is not easy to implement Lesson Study in the school. Thus, instead of implementing Lesson Study directly it into three phases: collaborative design of a research lesson (Plan), the collaborative observation of the research lesson (Do) and collaborative discussion and reflection on the research lesson (See) (Inprasitha, 2010).

The "Plan" phase. This phase involved the researchers, school coordinator, co-researchers, participant teacher, preservice teacher, and the Lesson Study team, collaboratively designing a research lesson. During this phase, they chose mathematical activities using open-ended problems based on a Japanese mathematics textbook. The materials to be used in the classroom were also designed.

The "Do" phase. In this phase the Lesson Study team collaboratively observed the research lesson and implemented the lesson plan in the classroom with the teacher or preservice teacher as the teaching agent. Moreover, the classroom was observed by the researcher, co-researcher and school coordinator. They focused on not only the students' ideas, difficulties but also materials, flow of research lesson. They weren't focused on the teacher's competencies.

The "See" phase. Finally, the team collaboratively discussed and reflected on the research lesson then examined the findings of the teaching observation to improve the research lesson.

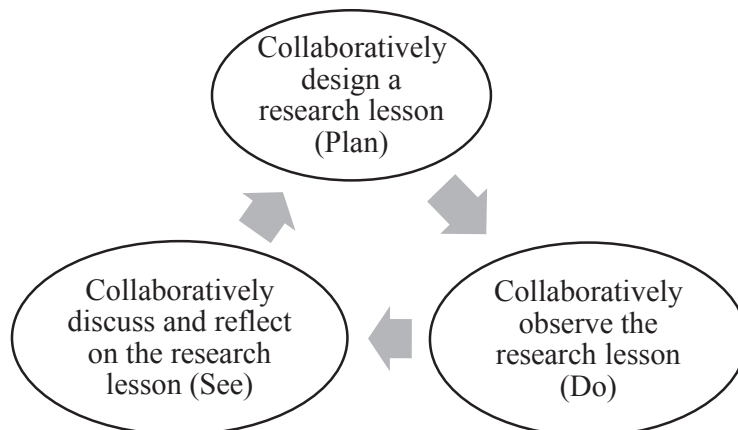


Figure 2 Adaptive Lesson Study in Thailand (Inprasitha, 2010)

Methodology

Research Design

In this study, which uses a qualitative research design, classroom action research, was undertaken to determine the pedagogical content knowledge of preservice teachers. Preservice teachers were observed, and at times worked with the author, for a period of six months using the lesson study processes as classroom action research: collaborative planning, doing and seeing, we work together more than six months

Target group

The target of this study was selected from preservice teachers who were enrolled in a fifth-year mathematics teacher preparation program in Mathematics Education, Faculty of Education, Khon Kaen University, Thailand. She not only learned about school mathematics courses, such as number and

operation in school mathematics, and algebra in school mathematics, but also learned mathematical learning processes courses, such as problem solving in school mathematics, communication in school mathematics and so on. Moreover, she participated in extra activities, such as the APEC-Lesson Study international conference, workshops on how to use mathematical problem solving textbooks, and a teaching approach which focused on problem solving.

During this time, she undertook her practicum I and II courses at a research project school, Kookum Pittayasan, which has been using lesson study since 2006. This school participated in the “Project of Research and Development for Teacher Mathematics through Lesson Study and Open Approach” launched by the Center for Research in Mathematics Education, Khon Kaen University, Thailand.

Data Collection

The data of this study was collected during the preservice teacher's ‘School Practicum I’ course. Following the lesson study processes, the first phase being collaboratively plan, the lesson study team designed the lessons and materials. For the second phase, collaboratively do, the preservice teacher as the teaching agent, taught the students and others observed and collected the students’ ideas, difficulties, sequence of lesson, and so on. Finally, for the third phase, collaboratively see, the lesson study team reflected and discussed the events in the classroom. During every phase, the lesson study processes and the interviews that followed, were recorded on video and audio.

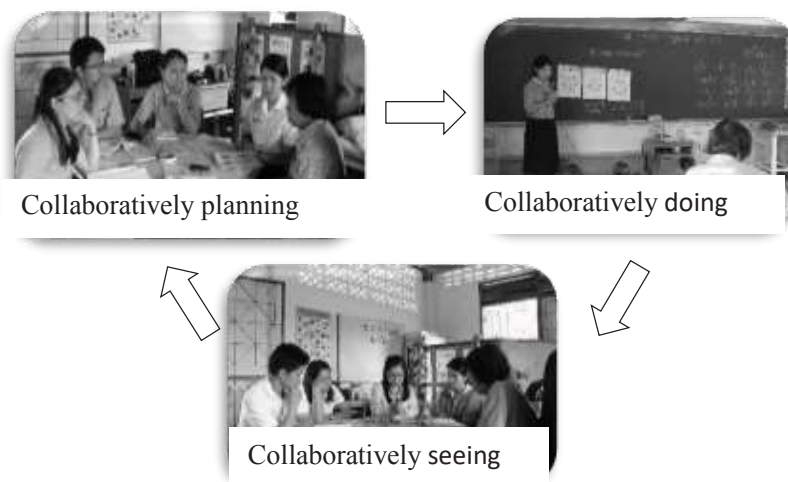


Figure 3 Data collection following Lesson Study processes (Inprasitha, 2010).

Data Analysis

The data from the following sources including (a) transcripts from video- and audio-recorded planning sessions, (b) lesson plans, (c) transcripts from video- and audio-record observing sessions, and (d) transcript from video- and audio-recorded reflecting session. The data were analysed by means protocol analysis and analytic description for examine preservice teacher's PCK in Lesson Study context through three stages consisting of transcribing and verifying all records collected during planning, observing and reflecting sessions and explaining by analytical descriptive based on Ball et al.'s ideas (2008).

Results

This example showed PCK in lesson study processes. The lesson is videotaped and analyzed using the video recording and the transcript according to Lesson Study processes.

PCK in Collaboratively planning

The goal of the lessons was students to be able to understand a subtraction in sense take away. The first task (figure 3) required students to describe the stories.



Figure 3 Task 1 Let's talk about this picture.

The second task, "How many remains?" (figure 4) was designed for students to be able to write a mathematical sentence and solve problem.



Figure 5 Task 2 "How many remains?"

The lesson plan designed by the lesson study team; preservice teacher (PT), in-service teacher (T), researcher (R) and co-researchers (CR1, CR2). During initial planning the lesson, the first task (Figures 3), they discussed about flow of lesson and design materials for this lesson.

Item65 (R1): What are the steps in this lesson?

Item66 (T): Tomorrow, will we use paper as materials?

Item67 (PT): Yes.

Item68 (T): Um. Use paper.

Item69 (PT): I think that I will present these pictures. (point the pictures in textbook)

Item70 (T): Step by step.

Item71 (PT): Yes, and then I will present these pictures.

Item72 (T): What do you see? Tell story. How many?

Item73 (PT): OK.

From Item 65-73 the preservice teacher presented the flow of the lesson, Firstly, show the pictures (Item 69) and then asked the students to tell stories of subtraction (Item 71). Meanwhile, the in-service teacher suggested questions to ask the student (Item 72). From the viewpoint of PCK, knowledge of teaching and mathematics, this dialog demonstrated the preservice teacher's decision about the sequence of teaching and that she accepted the in-service teacher's suggestion.

For the second task, they anticipated students' responses from figure 4 (see following dialog).

Item93 (CR2): They may don't know that how many cakes in a dish.

Item94 (T): Yes.

Item95 (CR2): Eat all or...

Item96 (PT): But...

Item97 (CR1): It's look like...

Item98 (PT): Maybe eat two pieces of cakes.

Item99 (T): But it is full dish so it has four pieces certainly because it is full. Look at the dish it's impossible that seen cake have five pieces.

Item100 (CR2): It's quite big cake.

Item101 (T): If we haven't story. Oh?

Item102 (PT): The pupils may think that child eat all.

Item103(T): If he eats all. He may have a stomachache. (laugh)

From Item93-103 lesson study team anticipated students' response to the second task.

Preservice teacher tried to anticipated of students' response to problem situation (Figures 4) (e.g. Item 98 and 102). From the viewpoint of PCK, knowledge of students and mathematics, this dialogues showed that preservice teacher's anticipated student's ideas.

Moreover, preservice teacher tried to anticipated students' difficulty to this problem situation follow these dialogs.

Item122 (T): But...when students read this text...and then...they may agree with.

Item123 (Others): Yes.

Item124 (T): Students can write mathematics sentence because today they learned it already.

Item125 (PT): Yes. They may think that subtract or add but they eat...eat...it's look like take away.

Item126 (T): I agree with you. Students may tell us that it's similarly take away.

Item127 (Others): Yes.

Item128 (T): Eat is look like take away, right?

Item129 (Others): Yes. It's similarity.

From this conversation, they discussed about students' obstacles. They talked about how the students could write mathematical sentences in subtraction or addition. Because the students had learned addition but this was the first time they had learned subtraction, they might be confused between the two. Furthermore, Item 122-130 showed that the preservice teacher and team had anticipated the students' obstacles from the lesson. From the viewpoint of PCK, this dialog showed knowledge about students and mathematics.

After that, they talked about what materials to design and employ that would help to promote discussion as well as extend and summarize students' ideas. In task 2 they chose blocks to extend the students' ideas about subtraction in the sense of 'take away'.

Item718 (R): Do students write blocks?

Item719 (PT): Yes.

Item720 (R): Last time we used block on blackboard. Now we shall design worksheet about block's action.

Item721 (CR1): Um. Do students present their ideas?

Item722 (CR2): I agree with you.

Item723 (PT): Um. I think that I would like to use blocks in first steps (introduction) and review learning how to learn of students.

Item724 (R): Um.

Item725 (PT): And then I will use work sheet and blocks for discuss and extend students' ideas on the blackboard.

Item726 (Others): OK.

For Items 718-726, the Lesson Study team designed worksheets and materials to use in the lesson. The student worksheets were for writing and describing their ideas, and the blocks were used for extending and summarizing students' ideas on the blackboard, as proposed by the preservice teacher in items 723 and 725. Thus, from the viewpoint of PCK, it demonstrates material design as knowledge of curriculum.

PCK in Collaboratively Doing

In this phase, the Lesson Study team implemented the lesson in the classroom. The preservice teacher was the teaching agent and others observed the lesson. The preservice teacher followed the Open Approach and included the four steps; posing open-ended problem, students' self-learning, discussion and comparison students' ideas and summarizing through connection students' ideas (Inprasitha, 2010).

In the second task, the preservice teacher presented the pictures on the blackboard and asked students to guess. As follows:

Item53 (PT): Do you see this pictures? What is this?

Item54 (St3): Wow. It's interesting!

Item55 (PT): What do you see?



Item56 (St): Cakes, 4 pieces.
Item57 (PT): What?
Item58 (St): Cakes and 4 pieces.
Item59 (St3): And a dish.
Item60 (PT): Really?
Item61 (St): Yes.
Item62 (St4): A box...and cakes.
Item63 (PT): OK, and then? What does he do?
Item64 (St): He ladle cake into a dish.
Item65 (PT): Um. How many?
Item66 (St3): One.
Item64 (ST): Two.

From Item 53-64 demonstrates that the preservice teacher asked students as per her questions “What do you see?” (Item55) “Really?” (Item60) and “What does he do?” (Item63). For creating the problem solving classroom, she tried to maintain the students’ curiosity so that they accept the problem as their problem. In this situation, we call students’ problematic. From the viewpoint of PCK, this shows knowledge of teaching and mathematics.

After they talked about the pictures. The preservice teacher posed an open-ended problem to keep the students curious. Following these dialogs:

Item 103 (PT): Please tell me about this pictures. How many pieces of cake that he has?
Item 104 (Sts): 4 pieces
Item 105 (PT): And what does he do?
Item 106 (Sts): He eats a piece of cake.
Item 107 (PT): What do you think that I will ask you?
Item 108 (St1): I don’t know.
Item 109 (PT): What do you think that I will ask you? He has some cakes and eats a piece of

cake.

Item 110 (St2): How many some cakes remains?
Item 111 (PT): Ah. How many remains? How do you write mathematics sentence?
Item 112 (St1): Me.
Item 113 (St2): Me.

Item 114 (PT): Oh, next time. I would like to ask you find how many some cakes remains and then write mathematics sentence.

These conversations that preservice teacher kept students’ curiosity all time. Students’ curiosities were key points for problem solving classroom as item 107 and 111. Therefore, from viewpoint of PCK, that is knowledge of teaching and students.

After the preservice teacher posed the problem, the students solved the problem by themselves and then they presented their ideas to peers and teacher.

Item403 (PT): Who have difference ideas?
Item404 (St): Me.
Item405 (PT): OK. What do you want to increase describe?
Item406 (St): I think its look like addition.
Item407 (PT): Um. What?
Item408 (St): It’s one, is four, and three added. Um three add one ($3+1$) and four minus one ($4-1$) is three.
Item409 (PT): Three plus one and minus...
Item410 (St): It’s three plus one and four minus one.
Item411 (PT): Do you understand? (Asked all students.)
Item412 (St): (Quiet)
Item413 (PT): Oh, Thank you for your idea. We can talk next time.

This episode showed that the preservice teacher decided to pause this idea because many students were unable to understood. Thus, this dialog reflects the idea of knowledge about students, teaching and mathematics.

PCK in Collaboratively Seeing

In this phase, the Lesson Study team reflected about the events in the classroom. They collected data such as students' ideas and difficulties, materials, and student responses to task and teaching sequences. The order of reflection was preservice teacher, teacher, co-researchers, researcher and preservice teacher again, respectively.

Item 1 (PT): For second task, I tried to invited Poogun to present her ideas. She presented $5-3=2$ similar $3+2=5$ so I asked her to described it. She explained that it looked like the movement such as $5-3=2$ and $3+2=5$. She adhered to using the arrows to represented the narrow of addition and subtraction. So, she saw the relationship between addition and subtraction.

From her reflection, it revealed that she observed students' ideas, especially Poogun's, and she was aware that this this idea could be extended to others. From the viewpoint of PCK, this showed the knowledge of teaching and mathematics.

Item 1 (PT): For the second task the students were confused when they saw figure 4. They could not realize the problem because they misunderstood and thought that it was addition.

This reflection shows that she realized the problems with the materials and the connection to students' difficulties. From the viewpoint of PCK, she could demonstrate her knowledge of both the curriculum and the students understanding of the mathematics involved.

What followed was the teacher and researchers gave their feedback and opinions then finally the preservice teacher responded to their input as follows;

Item 8 (PT): From others' opinions made me realized about my teaching. When I more followed Poogun's ideas and unattended other students it looks like I abandoned these students although the final of teaching episodes I have turned to my goal in this lesson. I will have noted this phenomenon in the lesson plan. I hoped that it helped other people learned this issue and had the way solved this problem.

From her reflection, it can be seen that she understood the problems that related to her teaching sequence and vowed to revise her teaching for the next time. From the viewpoint of PCK, that is knowledge of teaching and students.

Conclusion and Discussion

Conclusion

This study focused on preservice teachers' PCK in lesson study context in 3 phases. The first phase, collaboratively plan, preservice teacher's PCK including knowledge of students and mathematics, knowledge of teaching and mathematics and knowledge of curriculum. The second phase, collaboratively do, preservice teacher's PCK including, knowledge of students and mathematics, knowledge of teaching and mathematics. And the third phase, collaboratively see, preservice teacher's PCK including knowledge of students and mathematics, knowledge of teaching and mathematics and knowledge of curriculum.

Discussion

The results of this study indicated that the Lesson Study context created more opportunity among preservice teachers to improve, by taking active part in observation, and using data (students' works and observations) to make informed choices about how to create improved learning for their pupils, as Munthe, Bjuland & Helgevold (2016) revealed that lesson study informs about how to improve students' learning for preservice teachers. Moreover, the results showed an increase in pedagogical content knowledge with the lesson task by making mathematical and real world connections in addition to promoting students' interest. For instance, preservice teacher chose real world object such as instructional material, mathematical tasks, sequences of lesson and anticipated student's responses.

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A Study of e-Learning, Blended learning, and Traditional Teaching Methods to Enhance English Reading Comprehension Ability of Thai Learners

Pornpimon Saeheng, Faculty of Education, Burapha University, Thailand
Patchara Varasarin
Noppadol Prammanee

Abstract: *The purposes of this study was to compare the student's reading comprehension ability using e-Learning, blended learning and traditional teaching methods for Tourism Hospitality students. The informants were 90, second year students majoring in the Tourism and Hospitality Industry which were divided by using the purposive sampling method into three groups of 30 learners, Group A received the e-Learning method, Group B received the Blended Learning method, and Group C received the Traditional teaching style. The research instruments used for data collection were the lesson plans, the e-Learning program, and the English Reading Comprehension test (Pretest and Posttest). Quantitative data were collected and analyzed by mean, standard deviation, and t-test with SPSS.*

The results of this study indicated that the teaching delivery method using e-Learning assisted students to significantly improve their English reading comprehension. The relationship among groups of students and the different levels of the pre-test and post-test scores showed that the students in each group (A, B, C) had higher posttest scores after they studied with the teaching delivery method that they received. The English reading ability of the students through each teaching delivery method after the experiment was significantly higher at the .001 level.

Keywords: e-Learning, Blended Learning, Traditional Teaching, English Reading Comprehension Ability

Introduction

In a global communicative world, studying English is more important for all learners. English is one of the most important languages in the world today in terms of international communication. Thailand, as a part of the modern world, has an authentic need to assimilate English into the daily lives of ordinary Thai people, through both the spoken and written word. Because of this, English has a profound impact on the Thai educational system, economics, business, political situation, and many other aspects of life (Genc & Bada, 2005). With regard to this, the Ministry of Education of Thailand is attempting to raise the priority of English studies among public and private institutions in order to emphasize the significance and value of English in education. It should also be noted that English is also the official language of the AEC.

Many educational institutions offer a variety of program for learners to study English and are taught by both Thai teachers and teachers who are native English-speaking instructors (Baker, 2008; Kilickaya, 2009; Dueraman, 2013). In the Thai educational system, English is one of the dominant languages and it has become almost a necessity for learners to study because people all over the world use English as a common language and can bind the region together (Nagi, 2012). It is very clear that the English language is playing a major role in the process of globalization. Therefore, teachers should provide an effective method to teach English language for the students in Thailand. However, one of the important changes in the area of learning during the past decade is the paradigm for teacher - centered to learner - centered learning by using digital and electronic tools (Tsai, 2009). The appearance of using e-learning has gone beyond supporting learner - centered and the learners are becoming more autonomous learners (Lee, Cheung & Chen, 2005).

At the present time, the innovations produced in the Thailand education 4.0 with the new age technology for education learning is produced with virtual reality technology. The challenge is a new

concept for online teaching with individual and team- driven methods. Simulating the learning environments leads to realization of everything looking almost alike the students actually participating in the laboratory experiments as a real experiences. The development concept is to close the gap between traditional teaching and online learning. Moreover, technology also provides the support and conditions by increasing freedom of choice, flexibility in scheduling, authentic materials and electronic communication. In English as a second language (ESL) and English as foreign language (EFL) students, it is necessary that teachers have access to a variety of methods which give opportunities for learners to practice and develop their English skills.

The Thai educational system tends to focus on the “four skills” of English: speaking, writing, listening, and reading. However, it is found that among these skills, reading is quite often either overlooked or under-valued by teachers (Baker, 2008). In fact, reading is crucial for Thai people in a variety of careers. Reading is also very essential for students studying English as a foreign language (EFL) because most textbooks and the information are published in English. As a consequence, reading is the foundation of advanced studies which require reading abilities to access both textbooks and other reading sources. Thai university EFL students need to read textbooks, articles, or magazines written in English to acquire knowledge and gather information for both their careers and their academic studies. Consequently, the ability to comprehend expository texts of foreign reading material is very important for them.

English as a second language (ESL) and English as a foreign language (EFL) students have problems in reading English texts. For instance, word difficulty, limited knowledge of lexical, complex sentence structure, topic, and complex noun groups are also the main causes of the problem in reading comprehension (Egbert and Ernst-Slavit, 2010). It is shown that word difficulty, topic, and complex structures of the language create reading problems for ESL/EFL students. In addition, the students lack of ability to guess meaning from the context are exhibited as problems in skimming for main ideas, scanning for details, making inferences, and finding the topics. Topic and content are also the problems for the students to inspire them to practice reading because of their needs. Thai students have the problems with many aspects while reading the text. All of these problems are the main causes of difficulties in reading comprehension. The students also are not able to comprehend what they have read, the contents or topics that they aren’t interested in, and lack of reading comprehension ability.

However, Albalawi (2015) mentions that there are many teaching delivery methods such as virtual classes and blended as well as traditional face-to-face classes. Teachers should select an effective teaching delivery method to teach the students as Gregoriades, Pampaka & Michail (2009) indicated that understanding students learning style assists teachers to adapt their teaching method to better support the students’ learning and using suitable teaching delivery method lead to meaningful learning. At the present, technology and learning have become important roles in professional lives. They have also been playing powerful roles in the classroom teaching and learning. Blended Learning is a combination of different learning methods, techniques and resources and applying them in an interactively meaningful learning environment (Sharma & Barrett, 2007). The blended application is a learning application that integrates technology and traditional classroom teaching. It is constructed for classroom teaching and learning to enhance traditional teaching methodologies that include face-to-face activities in the regular classroom. The key to a successful blended course is planning and good design. The significance of element in blended learning is a suitable balance of traditional teaching methods and technology usage. The technology applications are supplements to teacher-developed teaching plans, and technologies are able to provide numerous benefits, including the development of independent learners, a source of instant feedback, and students’ motivation (Macdonald, 2008).

To address this problem, there are many teaching delivery methods such as e-Learning, blended as well as traditional face-to-face classes which will be useful for teachers to prepare and provide lessons for the students. Hence, an effective reading strategy instruction must be hastily carried out to promote Thai university EFL students’ reading ability. In this study, the researcher tries to help the students who enroll English Specific Purpose course majoring in Tourism (TR) and Hospitality Industry (HI) have better skill especially in English reading comprehension because the students who study in the field of tourism in education are now quite important to promote tourism and economy of the country after their graduation.

Purpose of the study

This study aimed to isolate methods which could help to improve learners' reading comprehension skills through the use of e-Learning program, blended learning, and traditional teaching method. Therefore, the following objective was set:

To compare the student's reading comprehension ability using e-Learning, blended learning and traditional teaching methods for TR and HI students.

Research Question

The central research question for this study was:

Are there any differences in student's reading comprehension ability using e-Learning, blended learning and traditional teaching methods?

Literature Review

1. e-Learning Strategies Instruction and English Language Learning

Firstly, e-Learning has become a widely accepted method of learning and teaching in educational institutions and organizations all over the world. The e-Learning as a strategy to teach English model is developed to assist Thai students in addressing the many obstacles that challenge them. The e-Learning, as a strategy to teach English model additionally is proven to be effective, because it is perceived as being useful and addressed the authentic needs of learners, student-centered, and allows students to read their own interested materials (Quigley, 2011). Moreover, e-Learning is playing its effective role in learning a language by providing activities in each language skill in an innovative and motivating manner. It has been observed that language acquisition through e-Learning is better than traditional classroom in the era of technology (Farooq, Umar, Javid, and Zahid, 2012). Recent advances in Internet and Web-based technologies have redefined the boundaries and pedagogies of distance learning by stretching its scope and deepening its interconnectedness. New learning interactions that are not perceived possible before can now be facilitated, such as the coupling of experts from around the world with novices, the instantaneous access to global resources (Dabbagh & Bannan-Ritland, 2005).

In addition, e-Learning, like all instructional technology delivery environments must be rooted in frameworks to be effective for teaching and learning. e-Learning offers many advantages compared to conventional learning. One of its advantages is the learning method which can be more adaptive than conventional learning (Budi Santoso, 2007). In the digital world, e-Learning is becoming increasingly popular among students. The issue of learning in e-Learning environments must be given a thorough attention. Moreover, e-Learning is also an innovative approach for delivering electronically mediated, well-designed, learner-centered and interactive learning environment to anyone, anytime and anyplace by utilizing the internet and digital technologies in concern with instructional design principles (Hedge & Haward, 2004). Similar to above, Nwokike (2010) mentions that e-Learning as the use of computer as a key component of the education environment.

According to Ngwoke and Numonde (2011) e-Learning have the following worth:

1. It enables you to learn when and where you want at your own pace
2. If you have commitments which make it harder for you to attend a regular course: e-Learning provides learning opportunities;
3. When you live a long way from a training area, and work irregular hours or shift, e-Learning provides learning opportunities.

Therefore, e-Learning offers a great valuable in learning process. Electronic learning is both convenient to the teacher and the learner. Learning can take place anywhere and anytime. e-Learning is a learning tool to motivate the students to study by themselves. Learners also enjoy having the opportunity to learn at their own pace and their own time.

Moreover, it helps students to develop knowledge of internet. All these show that e-Learning has advantages for corporation, education, teachers and learners.

2. Motivation for Reading Comprehension

Motivation and learning attitude were important predictors of achievement (Nunan, 2003). In relation with that statement, Slavin (2009) says that students who were highly motivated to learn something were more likely than others to consciously plan their learning, to carry out a learning plan, and to retain the information they obtain. Motivation contributes to reading comprehension. It was evident that the acquisition of reading strategies and reading comprehension skills demands an enormous amount of effort and motivation and that outstanding teacher invest substantial time and energy in supporting students' motivation and in their reading. Moreover, motivation might influence the development of reading comprehension was that motivated students usually want to understand text content fully. Consequently, the process information which they read frequently with these cognitive purposes, motivated students increased their reading comprehension proficiency (Guthrie & Humenick, 2004).

Many researchers became increasingly concerned with the ability to meet student's individual reading objectives. Many educators found that the foundation to enhance reading comprehension skills was increasing their students' motivation to read. As Williams, Hendrick, and Tuschinski (2008) pointed out that increasing motivation to read in students would result in improved reading comprehension skills. Several factors could be considered when reviewing techniques for the increase of motivation. Wigfield, Guthrie, and Perencevich (2004) supports the increase in intrinsic motivation proves to be the most effective form of motivation. Increasing intrinsic motivation requires the educator to focus on the child's needs and interests versus external rewards for improvements (Williams, Hedrick, & Tuschinski, 2008).

To assist the students improve their reading comprehension skill, Pardo (2004) agreed that the student should have a chance to select choices in their reading and educators, in turn, should select themes and texts based on interests of the students. Furthermore, a selection of material encourages the use of authentic literacy. In the same way, Ivey and Broaddus (2001) promoted the same study results as Pardo (2004) in term of conducting a student survey regarding the interest of the process of personal reading for a student body from a school group. They would like to know what the students' needs and interests. They focus on how to select material suitably for the students. According to many researchers, increasing reading skill was related to increasing motivation to read. Students with high motivation to learn English would better prepare themselves to engage the process of teaching and learning in the classroom. They would prefer to read more books, ask many questions to teachers, produce the exercises, expose themselves to English language using, trying to use their English skill to communicate with others, or happily engage in the process of teaching and learning English.

3. Blended Learning Context

Technology and learning have become important roles in professional lives. They have also been playing powerful roles in the classroom teaching and learning. Blended Learning was a combination of different learning methods, techniques and resources and applying them in an interactively meaningful learning environment (Sharma & Barrett, 2007). The blended application was a learning application that integrates technology such as e-Learning and traditional classroom teaching. It was constructed for classroom teaching and learning to enhance traditional teaching methodologies that include face-to-face activities in the regular classroom. The figure below was presented as blended learning.



Figure 3.1: Blended Learning (Sharma & Barrett, 2007)

The key to a successful blended course was planning and good design. The significance of element in blended learning was a suitable balance of traditional teaching methods and technology usage. There were many ways to design a blended learning course. Firstly, the blended learning model by Khan (Khan, 2005) pointed out that the institutional policies about the curriculum, technology, pedagogical components, interface design, and management were the main consideration when teachers plan to design both the offline and online activities. Secondly, Dudeney and Hockly (2007) mentioned that it was important to keep in mind some considerations regarding the pedagogical implementation when designing the course with blended approach, such as the delivery mode, task design, materials, learners' and teachers' roles, tutors, assessment and evaluation. Stein & Graham's (2014) designed for a single lesson. It was based on a "backward" design approach, which aligns course goals and objectives with course assessments and activities.

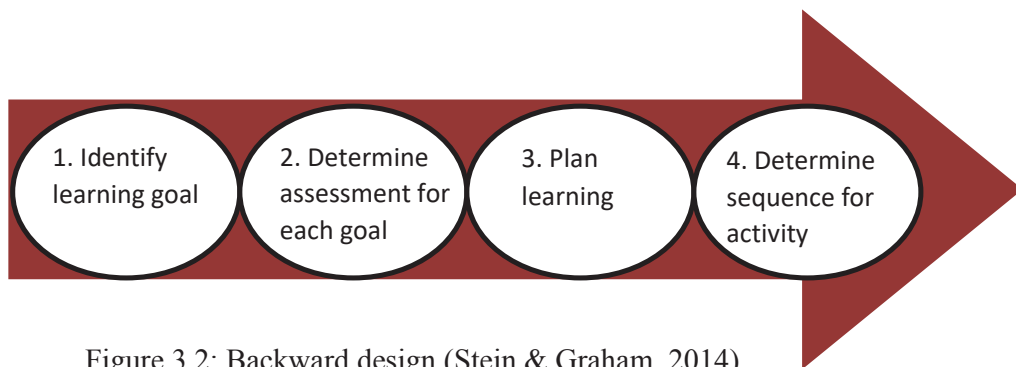


Figure 3.2: Backward design (Stein & Graham, 2014)

Consequently, in this study, blended learning is learning that combined the best of online learning and face-to-face instruction for the purpose of enhancing learning and the researcher designs this approach for classroom teaching and learning as the following.

1. Combination of Technology (e-Learning) and Textbook: selecting the best combination of teaching materials for students was an increasingly important part of the teacher's role because it used to enhance instructors' lesson plans and create interactive and motivating lessons for students. e-Learning was selected as a technology to support in the learning process.

2. Using Computer-Mediated Communication: computer-mediated communication refers to some older teaching tools that most learners were now familiar with such as e-mail, audio, e-Learning, and so forth.

3. Using Portable Devices: a portable device was anything which students and teachers can carry including mobile phone, digital devices, laptop, and so on. Sharma & Barret (2007) mentions that using portable devices could get students engaged in the classroom but probably not a concrete example of how the technology could be useful in language instruction.

As EFL or ESL teachers have used the technological tools to help students expand their dedication to the lessons and explore different resources to learn a foreign language. However, it was important to highlight how the traditional teaching classes and the virtual environment interact. In the studies presented, EFL or ESL teachers emphasize that why

blended learning was able to use as a pedagogical model in the EFL or ESL classroom context because it could also be implemented through several perspectives and with different learning goal. Consequently, blended learning could be models from teachers that can make a difference and assist students during their learning process. In this study, the researcher use e-Learning as a blended learning combined with traditional teaching method to teach the students in classroom. One of the most highlighted aspects was the fact that students could enhance towards the English reading learning process.

4. Traditional Teaching Method

Traditional teaching was concerned with the teacher being the controller of the learning environment. The teachers illustrated the concept to the students with the help of chalks and blackboard. Every important thing regarding the topic is written on the blackboard and students make important notes from the blackboard. The instructor dictates the structure of the lesson and the division of time, also. The components of traditional learning include blackboard, books, instructor and students in a classroom. Traditional learning also as a single path helps learners identify a clear direction and goal, thus a learner has a lower chance of getting lost or having trouble (Martin, 2008). In addition, traditional approach is mostly teacher centered, occurs frequently with the whole class, teacher talk exceeds student talk, and use of class time is largely determined by the teacher.

Research Methodology

This study was taught and conducted by the researcher for 15 weeks with a total of 15 sessions. The participants in this study were the sophomore students majoring in Tourism and Hospitality Industry and they were divided by purposive sampling method into three groups of 30 learners for each group as a total 90 students, the experimental group A received e-Learning, group B received Blended Learning, and group C received Traditional Teaching Method.

The first session, the students of each group (A, B, C) produced the pre-test. Next, each group of students studied with their teaching delivery methods which they received. After that the students of each group (A, B, C) produced the post-test. The statistics used for interpretation of the scores and the scores of pre and posttest were analyzed by t-test into mean (\bar{X}) and standard deviation (S.D.).

Data Collection

In the 1st session, the students of each group (A, B, C) produced the pre-test. The scores were recorded. The pretest was reading comprehension test which came from reading section of the TOEFL test. Next, in the 2nd session, the students of experimental group A started to learn the lesson on reading comprehension strategies and reading passages with e-Learning instructional design program, the students of experimental group B started to learn the lesson on reading comprehension strategies and produce reading passages with teacher for five weeks after that studied with e-Learning program for five weeks, and the students of the control group started the lesson on worksheet. Then the 3rd - 12th session, the students of experimental group A started to learn the reading passage e-Learning program with exercises (1 exercise for 1 session). The students of experimental group B started to learn reading comprehension and produce reading passages with teacher for six weeks after that they studied with e-Learning program for five weeks. At the same time, the students of the control group started the reading passages with exercises on worksheet. The participants produced the exercises by themselves with the teacher as a facilitator. In the 13th session, students in each group produced the post-test. (the same tests as the pre-test). The data were analyzed with the mean (\bar{X}), and standard deviation (SD).

Data Analysis

The data obtained and were analyzed and interpreted in quantitative data analysis. The score on the pretest and posttest were computed and converted by f-test into mean scores and standard deviation. The steps of the data analysis process involved determining the mean and standard deviation of each group to check whether or not the mean scores of pre and posttest were significantly different.

Results

In this study, the results would be presented as quantitative data report. Therefore, the student achievement in reading comprehension using e-Learning, blended learning and traditional teaching method including comparison of pre-test of each group (A, B, C), and comparison of post-test of each group (A, B, C) would be presented as follows:

1. The pretest scores and posttest scores of group A were analyzed using F-test and the findings have been presented as the following table.

Table 1-1 Comparison of pretest and posttest scores of group A (n = 30)

Test	N	\bar{x}	S.D.	t	df	Sig
Pretest	30	12.47	2.529	-5.281	29	.000
Posttest	30	14.13	1.795			

According to statistical information from table 1-1, the comparison of differences within groups of students with Pre-test scores (20 points) in this study was analyzed using the test statistics for the F-test. Therefore, the result has showed that the group of students and Pre-test scores (20 points) had statistical significance at the 0.001 level. The posttest scores of the students after receiving their teaching delivery method were higher than the pretest scores. The mean scores of pretest of Group A (e-Learning) were at 12.47 and standard deviation was at 2.529. Whereas, the mean scores of pretest of Group A (e-Learning) were at 14.13 and standard deviation was at 1.795.

2. The pretest scores and posttest scores of group B were analyzed using F-test and the findings have been presented as the following table.

Table 2-1 Comparison of pretest and posttest scores of group B (n = 30)

Test	N	\bar{x}	S.D.	t	df	Sig
Pretest	30	4.00	0.695	-14.087	29	.000
Posttest	30	8.47	1.383			

According to statistical information from table 2-1, the comparison of within groups of students with Pre-test scores (20 points) in this study was analyzed using the test statistics for the F-test. Therefore, the result has showed that the group of students and Pre-test scores (20 points) had statistical significance at the 0.001 level. The posttest scores of the students after receiving their teaching delivery method were higher than the pretest scores. The mean scores of pretest of Group B (e-Learning) were at 4.00 and standard deviation was at 0.695. Whereas, the mean scores of posttest of Group B (Blended Learning) were at 8.47 and standard deviation was at 1.383.

3. The pretest scores and posttest scores of group C were analyzed using F-test and the findings have been presented as the following table.

Table 3-1 Comparison of pretest and posttest scores of group C (n = 30)

Test	N	\bar{x}	S.D.	t	df	Sig
Pretest	30	6.70	0.952	-6.934	29	.000
Posttest	30	8.40	1.102			

According to statistical information from table 3-1, the comparison of within groups of students with Pre-test scores (20 points) in this study was analyzed using the test statistics for the F-test. Therefore, the result has showed that the group of students and Pre-test scores (20 points) had statistical significance at the 0.001 level. The posttest scores of the students after receiving their teaching delivery method were higher than the pretest scores. The mean scores of pretest of Group C (Traditional Teaching Method) were at 6.70 and standard deviation was at 0.952. Whereas, the mean scores of posttest of Group C (Blended Learning) were at 8.40 and standard deviation was at 1.102.

4. The relationship among groups of students and the different levels of the pre-test and post-test scores were analyzed using Chi-square and the result would be presented in the following table.

Table 4-1 The relationship among groups of students and the different levels of the pre-test and post-test

Group	Different Level Scores of Pre-test and Post-test			Total
	Increase	Be the Same	Decrease	
A (e-Learning)	3.3 (1)	30.0 (9)	66.7 (20)	100.0 (30)
B (Blended Learning)	0.00 (0)	0.00 (0)	100.0 (30)	100.0 (30)
C (Traditional Teaching)	6.7 (2)	6.7 (2)	86.6 (26)	100.0 (30)
Total	3.3 (3)	12.2 (11)	84.5 (76)	100.0 (90)
$\chi^2 = 16.182$ $df = 4$ $Sig. = .003^{**}$				

** Level of statistical significance .01

* Level of statistical significance .05

Table 4-1 found that the posttest scores of students in group B (Blended Learning) were higher than the pretest scores from 30 students at 100 %. Then, the posttest scores of students in group C (Traditional Teaching) were higher than the pretest scores from 26 students at 86.6 %. Finally, the posttest scores of students in group A (e-Learning) were higher than the pretest scores from 20 students at 66.7% respectively.

Discussion

According to the research question 1, the three delivery methods of teaching (e-Learning, Blended Learning and Traditional Teaching) influenced students' academic achievement. Comparing the three methods of delivery, the results show that there was difference among the three delivery methods regarding students' achievement. According to this finding of the study, the mean score of achievement test of students who received e-Learning was the highest, followed by blended learning, and traditional teaching respectively. The results of each group would be presented and discussed.

First, the teaching delivery method in Group A (e-Learning) was effective for students to study. The reading achievement level of the students in Group A before and after receiving the treatment (Lessons on reading strategies) and the exercises were significantly different at .001. After the researcher taught the lessons on reading strategies to participants and the participants produced the exercises using e-Learning program. The mean scores of the posttest in the Group A increased from 12.47 in the pretest to 14.13 in the posttest. This also meant that the participants in the Group A were able to produce higher scores of the posttest after receiving the treatment.

The result was congruence with the studied of Muangpruan (2011) who has studied the development of an autonomous model in English reading using metacognitive activities for Industrial Diploma students. The findings of the study revealed the developed model. The student's reading ability is improved and reading comprehension scores were higher than the first one. This delivery method of teaching (e-Learning) could assist the students to progress their learning especially their English reading skill and it was important teaching method to promote autonomous learning. Similarly, Nielsen (2012) discussed in his study that using of e-learning tools will be necessary if all students are to participate, and the students benefit most from using e-learning tools to promote learner autonomy the students practiced their lessons.

Moreover, Madineh, Jahandar, and Khodabandehlou (2013) tried to study the effect of e-Learning task on Iranian EFL learner's reading comprehension ability. The results revealed that the posttest scores of the experiment group were higher than the posttest scores of the control group. There was a difference between two groups. It meant that there was significance difference between experimental and control group. Therefore, it could be concluded that e-Learning has an effect on students reading comprehension ability.

Second, the teaching delivery method in Group B (Blended learning) was effective for the students as well. However, the average scores of students in Group A (e-Learning) was higher than the average scorers of students in Group B (Blended Learning) and Group C (Traditional Teaching). The mean scores of pretest of Group B (Blended Learning) were at 8.47 and standard deviation was at 1.383. The results from students in Group B revealed that the posttest scores were higher than the pretest score. This meant that the blended learning affected on the students learning achievement. This was congruent with the study of Al-Jarf (2007) and the result was assertive that using blended learning would rise the good and average student's reading performance and the performance of the lowest-performing students. Likewise Liang & Bonk (2009) agreed that the implementation of a website as supplementary readings and writing helped the students to improve their academic reading, writing and communication.

Similarly, Kongpet Dennis, (2011) studied the teaching delivery method with blended online learning approach model for English for careers in Technology. The findings supported that students' proficiency post-test scores were significantly higher than the pre-test. The teaching delivery method with blended learning could assist the students to progress in their learning skill especially English reading skill. The students were able to study with traditional teaching and online learning (e-Learning program) which enhance their motivation and comprehension during their learning. Brudermann (2010) also supported that his study, the students had posttest scores higher than the pretest scores and the students improved their skills in English for Specific Purposes (ESP), recognize their mistakes and revise them by using the online pedagogical assistant.

In addition, Khan (2015) pointed out that blended learning was an integrating of different learning methods, techniques and resources and applying them in an interactively meaningful learning situation. Whereas, Banditvilai (2016) presented a case study of using blended learning to enhance students' language skills and learner autonomy, the findings showed that the achievements and attitudes of students in the experimental group were higher than the students in the control group and enhanced the four language learning skills as well as autonomous learning and learner motivation.

Finally, the teaching delivery method in Group C (Traditional Teaching), found that the mean scores of pretest of Group C (Traditional Teaching) were at 6.70, and the mean scores of posttest of Group C (Traditional Teaching) were at 8.40. Hence, the posttest scores of students in group C (Traditional Teaching) were higher than the pretest scores. This showed that the English reading ability of the students improved a bit after the course.

However, traditional teaching method did not motivate every learning style and the right fit for every subject. According to Lui & Long (2014), the problems of traditional teaching method happened when it put teachers as the center all the time, mainly depending on class knowledge, which emphasizes the role of teachers too much. In addition, McKay (2002) claimed that some of the problems of traditional teaching method during classroom as a single path and often limited by frameworks such as a teacher's professional background and material design. Therefore, the teaching delivery method with traditional teaching was concerned with the teacher being the controller of the learning environment.

In conclusion, the three delivery methods of teaching (e-Learning, Blended Learning, and Traditional Teaching) positively impacted students' academic achievement. Comparing the three methods of delivery, results showed that there was difference between the three delivery methods. These research findings led to conclude that the e-Learning was the most useful and effective in EFL / ESL classroom since the students' achievement scores were the highest, followed by Blended learning, and Traditional Teaching respectively.

Recommendations

On the basis of the research results, recommendations on teaching and learning and further research recommendations were made. The researcher hoped the recommendations for future practice would assist instructors to teach and design the learning media effectively. Also, the researcher hoped that the category of research recommendations would encourage other researchers to continue to study this field in order to design the learning media more effective. The following practical recommendations were provided for instructors who were designing or who were planning to teach with an interactive learning program:

1. *Identify learners' background*; e-Learning program was very useful and helpful for students to improve their reading ability. Therefore, this program could be used or modified by the instructors who would like to improve students' reading ability. Instructors should provide and design the appropriate program for students in each educational level in order to get more effectiveness.

2. *Provide course orientation as early as possible*; instructors should give students a course introduction before the class begins. After that, the instructors should demonstrate how to access the program and show students step-by-step procedures on how to use it.

3. *If the instructor assigns tasks, plan ahead early*; instructors should design the various lesson activities in the program in order to motivate and support students' understanding while they were reading.

4. *Provide assistance, and require students to participate as much as possible*; the instructor should provide assistance, and gave consistent and timely feedback. The researcher observed that students were more satisfied with e -Learning program when instructors provided timely feedback during their learning.

5. *Train each Department appropriately with technological skills*; to benefiting the instructors, this study could further assist educational institutions that are considering providing the e-Learning program. Additionally, the outcomes of this study can also assist educational institutions to sufficiently motivate and support instructors to teach the students with this program.

6. *Provide adequate Interactive Learning Program teaching strategies*; the instructors who taught the program, the institutions might need to train the instructors how to design and use technology to handle with the courses. Moreover, e-Learning program institution might need to have experienced interactive learning program instructors train the new instructors.

Conclusion

Education is becoming more accessible and more learner-driven through technology. Information technology has also made a dramatic change in education in terms of creating a new method for teaching/learning and reaching out to students by using new methodology. Therefore, in this study, the student's achievement in reading comprehension using e-Learning, blended learning, and traditional teaching method were different. According to the achievement results, the pretest scores and the posttest scores of group each group (A, B, C) were different. Whereas, the posttest scores of students in each group were not similar. The posttest scores of group A (e-Learning) were higher than the pretest scores. The posttest scores of group B (Blended Learning) were higher than the pretest scores, and the posttest scores of group C (Traditional Teaching Method) were higher than the pretest scores respectively. This showed that the teaching delivery method using e-Learning assisted students to significantly improve their English reading comprehension. However, when the relationship among groups of students and the different levels of the pre-test and post-test scores were analyzed, the finding showed that the students in each group (A, B, C) had higher posttest scores after they studied with the teaching delivery method that they received.

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Praxial Interlanguage Experience: Developing Communicative Intentionality through Experiential and Contemplative Inquiry in International Education

Charlton Bruton, Faculty of Education, Burapha University, Thailand
Anong Wisessuwan
Chalong Tubsree

Abstract: *The following paper reports on a research and development dissertation into the language learning experiences of Education students as they use English as a Medium of Instruction (EMI) at an International College in Thailand. The purpose of the research is to improve classroom practice by contextualizing language activities in accordance with students' language learning experiences and reflexivity. Eight "glocal" students from the Faculty of Education, Burapha University, following a double degree program with an American university, explored their language learning experiences during three terms; Summer Intensive English, Fall English for Academic Purposes, and Spring Contemplative Education. In addition, the "insider" teacher-practitioner inquiry was conducted from an HRD perspective by combining various qualitative methods, gathering data from Experiential and Contemplative classroom activities. The data was analyzed and categorized into three perspectives; first-person subjective, second-person intersubjective, and third-person objective. Learning a second language (L2) as a young adult can be fraught with anxiety and trepidation, nothing like the natural experiences of a child learning their native language (van Lier, 2014). Using open, axial, and theoretical coding, the data shows that students' fears and anxieties hindered their language development. In addition, the results indicated that contemplative practice, compassionate support, and contingent perspectives helped students replace their anxiety with communicative intentionality to become active classroom learners and participants in the International campus community.*

Keywords: Axial, Contemplative Education, Communicative Intentionality, Contingencies, Interlanguage, Praxis, Praxial

Introduction

Non-English speaking college students using English as a Medium of Instruction (EMI), like all college students, have "limited and fallible cognitive and emotional capacities", and experience the world as subjective autonomous agents effected by their socio-cultural context (Johnson, 2015, p. 1: Thompson, 2007). As subjective agents, their perceptions and beliefs vary according to their experiences, effecting their beliefs, predispositions, and dispositions which are directly connected to the immediate language and culture (Peirce, 2012: Bacon, 2012: Hayes, 2005). Moreover, local language learners' dispositions are experienced intersubjectively along with their community's normative and objective frameworks which influence their intentionality (Bacon, 2012). Subsequently, as local students enter international or global colleges they acquire a new glocal identity and interlanguage, and must adapt to their new community (Illeris, 2013: Norton, 2013: Peirce, 2012: Wenger, 1998). In an international college these glocal students typically group with likeminded individuals interlinked with the majority community which has its own normative ground and community of inquiry that has become the dominant socio-culture (Peirce, 2012: Lewin, 2010: Wenger, 1998).

Glocal L2 learners are limited in three crucial language learning areas; Basic Interpersonal Communication Skills (BICS), Cognitive Academic Language Proficiency (CALP), and Common Underlying Proficiency (CUP) (Cummins, 2000). Moreover, due to their decontextualized language learning experiences, lack communicative intentionality, as suggested in the Shared Intentionality Hypothesis (SIH) (Tomasello, 2014). Subsequently, learning everyday and scientific concepts while using a second language is problematic, making it essential for glocal students to learn contextually

and experientially (Vygotsky, 1978; Cummins, 2000). Moreover, there is a contingency and interdependence they must become aware of that enfold with language, based on self-organization and autonomy (autopoiesis) (Bohm, 2013; Thompson, 2007; Introna, 1998) which makes language experiences a crucial determinant in how students acquire, learn, and develop knowledge in a second language (van Lier, 2014). Therefore, within students' past and present language experiences are contingency, autonomy, and solidarity that make understanding experiences critical in how students respond and relate to the world, while at the same time being contingent on their subjective experiences (Rorty, 1989, 1986; Csikszentmihalyi, 2002). After all, humans are hardwired for cooperation, interdependence, and compassion (Tomasello, 2014; Hanson, 2009). Therefore, it is through cooperation, experience, and compassion that global L2 learners develop communicative intentionality which eventually leads to adequate BISC, CALP, and CUP, as argued in Jim Cummins' Interdependence Hypothesis (Cummins, 2000, 1979). Nevertheless, developing these areas are contingent on students' experiences which experientially includes their intentionality, awareness, and the classroom activities planned for them (Kolb & Kolb, 2017).

Statement of the Problem

Global students typically have limited *communicative intentionality*, along with low *Basic Interpersonal Communication Skills* (BICS) in the target language, but are expected to demonstrate Cognitive Academic Language Proficiency (CALP) which requires years of academic practice (Cummins, 2000). Additionally, teachers must engage students in a way that allows for language development and academic learning, which according to Vygotsky can be accomplished by discovering a students' *zone of proximal development* (ZPD) (Vygotsky, 1978). Subsequently, teaching should be dialogic and experiential, which allows students to learn both language and academic content through natural inquiry (van Lier, 2014; Johnson, 2008). Therefore, the main problems associated with the EMI context are students' lack of language awareness and communicative intentionality, decontextualized classroom practice, and inappropriate research methodology. This suggests that teachers develop dialogical relationships with students that are supportive and conducive to language development (Freire, 2011). By better understanding students' prior experiences, and their learning context, problems in EMI classrooms can be overcome. This would include interdisciplinary approaches from the fields of Education, HRD, and cognitive science which consider language acquisition, learning, and development (Kolb & Kolb, 2017; McLean, 2005; McGoldrick, et al., 2003; Swanson & Holton, 2001).

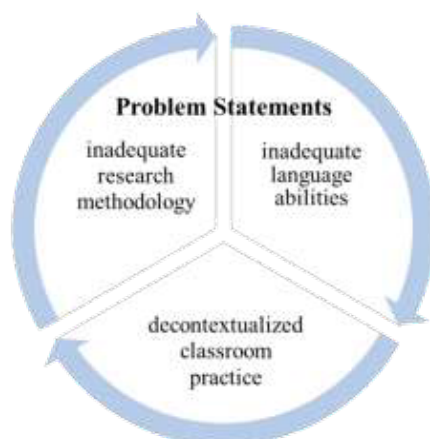


Figure 1: Problem Statements

Research Objectives & Questions

The purpose of this Actionable Research was to explore, better understand, and delineate some of the essential qualities of global students' experiences while they use *English as a Medium of Instruction* (EMI). Moreover, as a practitioner research the objective was to utilize an *insider* perspective that would help cut across language and cultural barriers which conceal finer details in the

students' experiences. In addition, I wanted knowledge-gain to be easily applicable to both HRD & Education by merging the two fields' emphasis on learning and development. In addition, the knowledge gained would be beneficial for the global students learning a second language in educational institutes, and for colleagues, while at the same time the knowledge could be used in training programs where employees were trying to learn a second language. Not only did I want a better understanding of the students' lived experiences, I wanted them to have a better understanding of their own experiences, through a self-reflective process that would lead to self-awareness and transformation. Eventually I settled on three forms of knowing; subjective, intersubjective, and objective which I believed would triangulate the qualitative data. Therefore, the purpose of this study is threefold:

1. To gain a better understanding of the English as a Medium of Instruction (EMI) context by exploring global students' intentionality through their language learning experiences;
2. To improve classroom practice based on the students' experiences in the areas of language acquisition, learning, and development while they use EMI;
3. To develop a praxis-based, *insider* classroom research model that can be used for teachers to; explore and improve their teaching practice during regular classroom activities that result in student language learning & development.

Literature Review

From the beginning of this research the main focus is on improving the classroom experience for global students using English as a Medium of Instruction (EMI). Subsequently, my first topical searches were in the field of Second Language Acquisition (SLA), a field that has merged from linguistics and cognitive science (Johnson, 2008). Traditional SLA research is typically based on the individual learner, and the computational model inherited from the early days of cognitive science (Johnson, 2008). I used five main sources to initiate a review of research involving Second Language Education & Pedagogy; M. Johnson's *Philosophy of Second Language Acquisition* (2008), Schlepppegrell's *The Language of Schooling* (2004), Atkinson's *Alternative Approaches to SLA* (2011), Lantolf & Poehner's *Sociocultural Theory and the Pedagogical Imperative in L2 Education* (2014), and Leo van Lier's *Interaction in the language curriculum* (2014). All five emphasized the importance of Vygotsky's socio-cultural theories which combine theory, practice, learning, and development.

After this initial review, I determined that traditional SLA research did not adequately explore the scope of the classroom, so I broadened the search to include interaction and relational theories, which I organized as L2 & Education. In addition, I believed it was crucial for this study to use a developmental perspective from the field of Human Resource Development (HRD), with an emphasis on adult language learning, development, and change. This topic search is labeled L2 & HRD. Within this search I included adult learning theories, change initiatives, and institutional learning communities. Swanson's *The Foundations of Human Resource Development* (2001), Knowles' *The Adult Learner* (2014), and McGoldrick, Stewart, and Watson's *Understanding Human Resource Development* (2003) were used as guides for better understanding the interdependent relationships involved between theory and practice which I believe have been underexplored in HRD. Most of these sources have a foundation in the works of Lewin (2010), whose Field Theory, Action Research, and Group Dynamics, have informed HRD for decades. Lewin's influence has been seen in Argyris (2008), Schon (1987), Knowles (2014), and Kolb (2017), all significant contributors to HRD theory and practice.

In a third focus area, I believed it was important to search topics related to research methodology in general, especially in educational settings. van Manen's *Researching lived experiences* (1997), became a clear and distinct voice, along with another dominant voices from van Lier (2014), and others who have influenced pedagogy, and the importance of classroom experience (van Manen, 1997; van Lier, 2014). Moreover, I began to recognize the significance of second and third generation cognitive science, and their reconceptualization of the cognitive-computational model as connective, and embodied (Varela et al., 1991). Embodied & Enacted theorists have given voices to situated cognition, the evolutionary processes of variation, adaptation, and change. I labeled this search as L2 & Inquiry. Within this search, relationships are seen as holistic & dynamic, in which

there exists an interdependence between subject, object, the environment, and language (Tomasello, 2014). I believe these three areas; L2 & Education, HRD, and Inquiry can be used to inform classroom research, that is fluid, practical, and designed to solve real issues and problems associated with the EMI context.

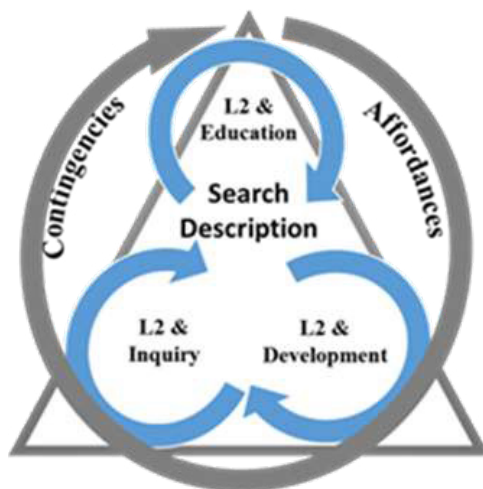


Figure 2: Search Description

Solving problems associated with global students using EMI have been a concern in the Thai educational system for decades. While there has been some success in international programs, this can be associated with affluent programs where students have outside support, and begin their international process at an early age. Nonetheless, according to the Thai National Qualification Framework English language education for the less affluent is a key component for success in ASEAN. Moreover, if Thailand is to progress in this area, they must identify the root issues which will require an interdisciplinary approach that is supported philosophically, and scientifically, based on contextual classroom research, and student experience.

Research Methodology

The direction and motivation for this research was due in part to my experiences teaching English as a Second Language (ESL) in Thailand for over twenty years. Those experiences had convinced me that teachers should research their own classes in order to overcome three major concerns related to *English as a Medium of Instruction* (EMI); students' lack of communicative intentionality, inappropriate curriculum, and legitimizing *insider* inquiry. All three areas can be traced back to SLA's divide between theory and practice (Johnson, 2008; Atkinson, 2011; Lantolf, & Poehner, 2014). With this in mind I wanted to improve the students' *communicative intentionality* through their classroom experiences by using a *praxis* based approach to improvement, learning, and development (Carr & Kemmis, 2003). The type of *praxis* I had in mind would involve teachers' and students' conscientious self-reflection as posited by Dewey (Dewey, 1998; Kolb & Kolb, 2017).

In other words, I believe there is a clear link between reflexivity, our intentions, attentions, and actions that cannot be overlooked in the process of learning a second language. From my own reflection on the issues surrounding global students in the EMI context, I was concerned with the following questions:

1. What are the language learning experiences of global students in an EMI program?
2. To what extent can teacher actions improve classroom practice that positively affects the global students' language acquisition, learning, and development while they use EMI?
3. To what extent can a praxis-based, insider classroom research model be designed for teachers to; explore and improve their teaching practice during regular classroom activities that result in student language learning & development?

To answer these questions, I combined the fields of Human Resource Development (HRD) and Second Language Education (SLE). For the HRD component I used the traditions of Lewin's action research, and Revans' Action Learning (Lewin, 2010; Revans, 2011).

Furthermore, for the SLE component I explored Freire's Participatory Action Research (PAR) which combines critical pedagogy and conscientiousness (Freire, 2011). For the SLA component I explored Tomasello's usage-based language theory that is conceptualized in the Shared Intentionality Hypothesis (Tomasello, 2014). Ultimately, the research focused on exploring three different voices: first-person subjective found in individual intentionality, second-person subjective found in joint intentionality, and third-person objective found in collective intentionality (Reason & Bradbury, 2001).

Data Collection

The data was collected during three distinct time periods that coincided with the students' courses. The first course was a non-credit Intensive English program that lasted 8 weeks, and 4 hours a week of class time per session. The second course, English for Academic Purposes (EAP) came during the first term that lasted for 16 weeks, with 3 hours a week class time. The third course, Contemplative Education came during the second term that also lasted for 16 weeks, with 3 hours a week in which students were asked to maintain weekly contemplative practices that focused on contemplation and compassion (Figure 7).

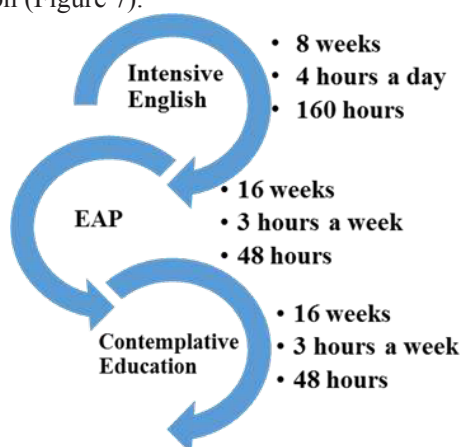


Figure 3: Data Collection Stages

Following the actionable research guide, I collected data during the three terms of regular classroom activities which were typically in the form of writing assignments and interviews that addressed the students' language learning experiences, and could be categorized and analyzed as three triangulating voices (Reason & Bradbury, 2001). This included the students' subjective inquiry into their prior language learning experiences, beginning with a time line, including a mind map, and first-person writing assignments throughout the year. Based on embodied phenomenology, students explored their language learning experiences using the five Buddhist aggregates (Varela et al., 1991). For the second-person intersubjective, students used Paulo Freire's problem-posing, and action learning to engage each other and the academic content. In addition, third-person objective data was collected during dynamic assessment, and my own personal observation.

Data Analysis

For the qualitative data analysis, I used *open*, *axial*, and *theoretical* coding to interpret the student experiences, and was able to identify patterns and themes that could be used to answer my research questions while following basic guidelines of qualitative analysis:

1. I was not guided by universal rules;
2. The process was fluid and it was dependent on the experiences of the students who participated, and the context in which their experiences were situated;
3. The analysis changed and adapted as the study evolved and emerged (Frechtling, 1997).

To maintain these three guidelines, I processed and recorded the data immediately, and I began the analysis as soon as the data was collected while following the guide I established (Figure, 4). The analysis for the data began by first categorizing the data according to first-person subjective, second-person intersubjective, and third-person objective (Figure 5).

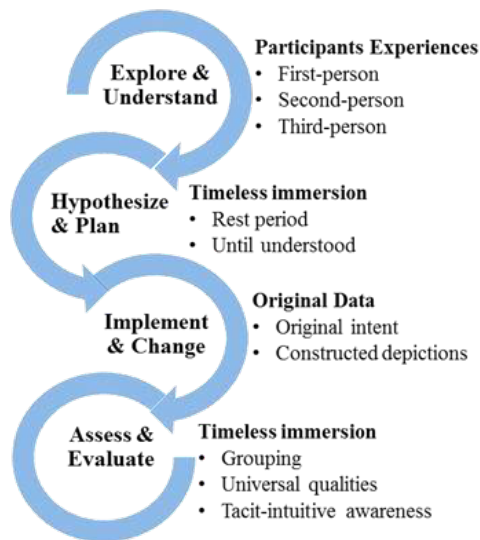


Figure 4: Collection & Analysis

Following the collection & analysis guide (figure 4), I included principles from Moustakas to analyze the heuristic data (Moustakas, 1990). As I followed the guide (figure 4) I began a "timeless immersion" until I understood the data by analyzing data from each individual which included interviews, writing samples, mind maps and timelines. This was followed by a rest period during the hypothesis and planning stage. Following this, during the implement and change stage I began to construct a depiction of the experiences that I first encountered during the explore and understand stage. Towards the end of the study, during the assess and evaluate stage, I was able to notice common qualities and themes which exemplified the experiences as a whole which led to a tacit-intuitive awareness (Moustakas, 1990).

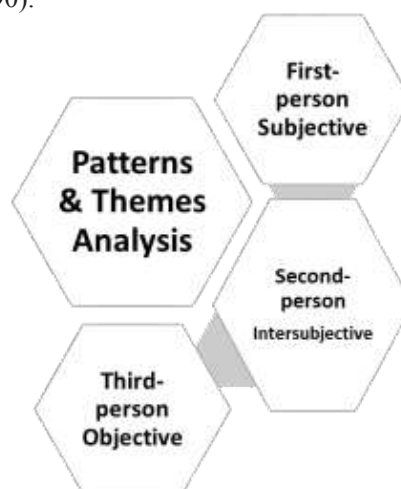


Figure 5: Data Analysis

The data was analyzed in accordance with a qualitative pragmatic approach that looked for *patterns and themes* that emerged from the data (figure 5). Throughout this process, I was constantly reminded of Dewey's advice: Reflection is a meaning-making process; Reflection is systematic and rigorous with roots in scientific inquiry; Reflection must be done in community; Reflection requires compassionate attitudes (Rodgers, 2002).

Findings and Discussion

Using embodied phenomenology, students explored their individual capacity for self-discovery, language awareness, and communicative intentionality. What I was hoping to see was a

progression from their own *individual intentionality* to *shared intentionality* in group work, to *collective intentionality* in a community of English language speakers (Tomasello, 2014). Subsequently, students began by exploring and describing their language learning experiences beginning with primary school, to include middle, and high school. The purpose was to initiate a critical exploration of their experiences with the intent of gaining more in-depth language awareness, self-knowledge, and self-awareness that are pertinent to language usage, learning, and development.

While exploring and better understanding the context through students' language learning experiences, I used *open* coding to discover that students' fears of making speaking mistakes kept them from wanting to use English. In Addition, using *axial* coding I categorized their experiences into first, second, and third-person voices, and discovered that their fears affected their relationships in the classroom which affected their learning, and how they participated in the community. Moreover, using *theoretical* coding, in reference to the *Shared Intentionality Hypothesis* (Tomasello, 2014), I discovered that students lacked individual, joint, and collective intentionality which contributed to their lack of wanting to participate, and directly affected their language development.

Improving Classroom Practice

To improve my classroom practice, and answer question 2, I followed the PIE four step actionable guide: 1) *explore & understand*; 2) *decide & plan*; 3) *implement & activate*; 4) *assess & evaluate*. After phase one was completed, and I had a better understanding of my students' language learning experiences, I decided that activities should be *goal oriented*, *contextual*, and *socially supportive* (Kolb & Kolb, 2017). In addition, two aspects were added; first, for students to make their external conditions match their goals, and second, for students to change how they experience their external conditions (Csikszentmihalyi, 2002; Cummins, 2000). Subsequently, an emphasis was placed on emotional well-being which I believed was essential if they were to overcome their lack of BICS and CALP. In any event, most of their classroom learning was decontextualized, and was focused on grammar and vocabulary. Language educators understand that vocabulary learned out of context lacks sustainability, and comprehension must go through a process of contextualization if the learner is to consider the vocabulary their own (van Lier, 2014). Language educationalists also know that concepts need to be learned socially, typically through a scaffolding process, and because of global students' limited BICS, they struggle with CALP (Cummins, 2000).

In the second stage (*decide & plan*), I determined that student development was as significant as learning academic content, as suggested by the Thai National Qualification Framework. Moreover, student development would involve change and transformation that is self-driven or self-directed, making students responsible for their own learning (Swanson & Holton, 2001; Knowles, et al., 2014). Furthermore, it was decided that classroom activities would be designed to resemble Freire's problem-posing, and Revan's action learning, viewing both of these approaches as constructive, in which learning and meaning-making are the result of interaction. Nevertheless, it wasn't until students were well into their contemplative exercises focused on compassion that students began to engage others.

Insider Practitioner Research

Insider research evidently begins with the researcher, and their positioning within the context where the researching professional or the professional researcher is conducting the research (Atkins, & Wallace, 2012). In addition, an extra purpose of insider research is to make positive changes in a practitioner's own practice which causes a researcher to consider methodological as well as ethical considerations. However, a researcher's objectivity may come into question due to the researcher's subjectivity, which requires an extra emphasis on settling issues that are "systematic, credible, verifiable, justifiable, useful, valuable and trustworthy" (Ibid, 2012, p. 53). As has been indicated before, this research began as an exploration into the EMI context, but evolved into *insider* classroom research, which allowed me to overcome the gap between theory and practice which are associated with classroom research. This Actionable research followed feedback steps that included planning, action and fact-finding about the planned activities (Lewin, 2010). For organizing and coding the data I followed Figure 1, which included the literature review around EMI, BICS/CALP, and adult learning theories. I essentially categorized the student experiences as (a) first-person subjective; (b) second-person intersubjective; and (c) third-person objective (Figure 8) (Reason & Bradbury, 2001).

In order to properly utilize their experiences, I decided that students must participate as authentic communicators with both interlocutor support, and group support. Based on the *decide & plan* stage, I planned classroom activities that would both improve the classroom activities, and the

students' well-being. This consideration was the result of the *Timeless immersion and rest period* that allowed me to better understand the context (Moustakas, 1990). This was followed by a period of implementing the classroom activities with the intent of change. Participation as an outcome became more important than academic outcomes. This change can also be precipitated by the research methodology (Anderson & Braud, 2011). Through the research process, participants can experience change attitudes about oneself, and the world in general, as long as the research is inquiry based (Ibid, 2011).

Conclusion

In International Higher Education, the growing use of *English as the medium of instruction* (EMI) has major implications for learning and development, especially for students in countries from the *expanding circle*, where English is seldom used culturally but learned as a foreign language in classrooms (Kachru, 1992). Nevertheless, international colleges proceed with EMI even though the implications have not been adequately explored. When using EMI, a student can expect three types of teaching approaches: *imposing, enabling, or permissive* (Guilar, 2006). Nevertheless, each approach has significant consequences for the students' language acquisition, learning, and development. For this reason, it is crucial that instructors in an EMI context have the best teacher-training available, and are proactive in their own classroom inquiry (Cochran-Smith & Lytle, 2009). While some believe EMI is a passport to English acquisition, learning, and development, major issues and concerns must be considered, including students' *communicative intentionality*, their Basic Interpersonal Communication Skills (BICS), and their Cognitive Academic Language Proficiency (CALP) (Cummins, 2000).

However, most stakeholders agree that in the area of EMI, something must change. Deciding what to change, and how to cultivate transformations are difficult undertakings. In life, *driving* forces and *restraining* forces are always in play, and change managers must first be aware of these dialectical forces that either promote change or maintain the status quo in relations to our students' intentions, and their social groups (Lewin, 2010). As a starting point, determining the campus atmosphere can be recognized and conceptualized using learning metaphors, specifically the acquisition metaphor (AM), and the Participation metaphor (PM) (Sfard, 1998). Simply put, under the AM, the student's mind is a container filled with knowledge by a teacher, or what Freire referred to as *banking education* (Freire, 2011). On the other hand, the PM suggests a process of participation which begins by experiencing parts of the whole (Sfard, 1998). Thus, by examining experiences, teachers can explore their teaching practice and determine if their teaching activities encourage AM or PM, while students can explore their experiences to determine if they are using the AM or PM.

To discover or uncover the structure of these experiences, and what needs to be changed, both students and teachers are encouraged to become phenomenologists (Bentz & Shapiro, 1998). Herein lies the foundation of this research, that the instructor explores his teaching experiences, while teaching and guiding the students to explore their own learning experiences. With phenomenology at the heart, foundation or umbrella of this research, experiences can be discovered, and the proper steps can be taken to transform these experiences to improve student *communicative intentionality* which is a catalyst for language acquisition, learning, and development.

Researching lived experiences can be performed using *Contemplative* or *Mindful* Inquiry, in which the researcher as "scholar-practitioner" is encouraged to be the center of the research process as both *applied philosopher* and *knowledge broker* (Bentz & Shapiro, 1998). Thus, social contemplative research, or mindful inquiry begins a process of inquiry with the researcher as participant-observer who not only views his own experiences and practices, but the participants' within the classroom environment, and the affects related to their interactions. According to Varela, et al., "the new sciences of mind need to enlarge their horizon to encompass both lived human experience and the possibilities for transformation inherent in human experience" (1991, kl. 1026). Nevertheless, it is the lived experiences that are explored by the participants themselves along with the researcher that makes this research unique. In this sense the phenomenology overlaps with ethnography, or what has been called ethnomethodology in which participants navigate the everyday world in which they live (van Manen, 1997, 2014; Bentz & Shapiro, 1998).

Throughout ASEAN, students attending international colleges are tasked with learning academic content in a second language while having limited BICS and lacking *communicative*

intentionality. This is highly problematic, and raises concerns for all stakeholders. For the past seven years, I have helped prepare education students for a double degree program with a university in the United States. These science students from the Faculty of Education join us at the International College to use *English as a Medium of Instruction* (EMI). Having the privilege to teach these students, who I affectionately refer to as *glocal*, have had limited or no experiences using English authentically outside the classroom. For these reasons, they collectively exhibited the same shyness and reluctance to speak English, followed the same learning path, and inevitably struggled with EMI. In the past two years, due to a forward thinking member of the Education Faculty, Contemplative Education was added to their required courses, and I was chosen to teach the course. Preparing to teach this course has changed my life, and the direction of this dissertation.

These eight students' limited English abilities, led to what typically takes place in most EMI classrooms, an unstated arrangement in which *glocal* students use their native language to understand the content, and then use rote memorization in English for test taking. While there is nothing essentially wrong with learning content in the native language, it is not the purpose of EMI, and limits second language acquisition, learning, and development. However, this arrangement can be transformed when instructors contextualize the academic content by socializing the learning activities. Subsequently, students' communicative intentionality is improved which eventually leads to student learning and development. However, developing communicative intentionality takes time, and typically falls outside curriculum and learning outcomes. While instructors can improve classroom practice, the students must essentially transform their intentions, attention, and actions. This requires a change in individual, shared, and collective intentionality which was accomplished using problem-posing, action learning, and introspection through contemplation while others were supportive through compassion.

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The English Usage of Employees in Selected Chinese Logistics Companies in China

Ma Yu, Faculty of Education, Burapha University, Thailand
Paratchanun Charoenarpornwattana
Chalong Tubsree

Abstract: *The purpose of this study was to study (1) the importance of English usage to employees in selected Chinese logistics companies concerning the four skills: listening, speaking, reading, and writing; (2) to study the frequency of the English usage in the different logistic job functions namely: transportation, warehousing, packaging, distribution, and information in the selected Chinese logistics companies concerning the four skills: listening, speaking, reading, and writing; and (3) to study the English proficiency of the current logistics employees in selected Chinese logistics companies concerning the four skills: listening, speaking, reading, and writing. These were studied in selected Chinese logistics companies for current employees concerning the four skills: listening, speaking, reading and writing. A quantitative approach was applied to answer the research questions proposed for this study. The respondents were only employees who worked with logistics functions, which did not include the positions of cleaner, security, and other positions not related to the logistics functions. This study used a questionnaire to collect purposively from a sample of 700 of the population of 965 employees in two selected Chinese logistics companies in China. The statistics used in the data analysis were percentage, mean, standard deviation, t-test, and F-test. From the results of this study, the employees think English usage in the company is important, but they still need a higher awareness of English skills. Employees in the two selected companies used English at least one time during the month, the level of professional English proficiency was average, and the higher the position, the better the English skills.*

Keywords: English Usage, Employees, Logistics, China

Introduction

English language, as we know it, is an international language. From the calculation of Ethnologue: Language of the World in 2015, the data gave the number of first-language speakers in the millions, the number of native English speakers is the third largest in the world, less than only Chinese and Spanish (Fenning, Paul & Simons, 2015). English is a global language (Crystal, 1997, p. 1), it is the first language for many countries around the planet from UK and Ireland to the USA, from Canada to Australia and New Zealand, from Guyana to Jamaica plus others. As a second language, it is also widespread in countries like Central and Eastern European, and English is taught as a part of multilingual education in India, South Africa, Singapore and others (Hingne, 2013, p. 319 - 321). With the accelerating process of globalization, countries are linked more closely, English as a global language plays an essential role under the wave of globalization (Shen, 2013, p. 105). Yoneda (n.d.) added that the use of English is especially widespread in the international business world, so that English has become the standard language of world business. It means that the English language appears almost every place, people could use it anytime and anywhere in the any field.

According to Tu (2016, p. 39), "After 15 years 'accession to the WTO, China's position in the world economy and trade has changed greatly, and the ability and demand in global trade governance influence have been enhanced, meanwhile other countries have also had a higher expectation of China's role in global trade governance." According to WTO statistics, the total amount of import and export trade (Ma & Shen, 2015), China is No. 1 in the world. According to the official website of the WTO (World Trade Organization, 2015), English, French and Spanish are the official languages of the WTO, and staff are expected to be able to work in at least two of these (World Trade Organization, 2015). English has a decisive role in world trade activities. Chinese logistics companies want to go far in WTO activities, and language skills of their employees are important, especially English language skills.

The Association of South East Asian Nations (ASEAN), as the biggest union of Southeast Asia, has an important role in the Asian economy. It is comprised of ten countries with ten different languages, therefore, it is difficult to select any language from the members of ASEAN. As a result, ASEAN must conduct its meetings, formulate its correspondence, record its proceedings and decisions, issue its statements, and undertake its other interactions in English (Chadchaidee, 2013, p. 10). According to statistics from the General Administration of Customs of China (ASEAN-China Centre, 2015), China is ASEAN's largest trade partner, and ASEAN is China's 3rd largest trade partner. As the growth of the trade, the role of logistics will be more important, especially international logistics. In the scope of ASEAN, Chinese logistics companies should follow the language policy of ASEAN to accelerate the cooperation between China and ASEAN. So, English skills in international logistics companies should have the main role.

At present, there are more than 60 countries and international organizations in response to the B & R (the Belt and Road) total population of these countries are around 4.4 billion, and the economy was valued at about \$ 21 trillion, respectively 63% and 29% all over the world (Wikipedia, 2015). As a new strategic method of China's opening policies, the B & R (the Belt and Road) policy is now playing a very important role in promoting the development of logistics (Lin et al., 2015, p. 3), communication and cooperation in this strategy, language has a significant role. Because there are lots of different kinds of languages that these countries and international organizations are using, and the English language is a global language, it will be the basic negotiating language in the B & R (the Belt and Road) strategy. Li (2012, p. 127) explained that if the employee management of international logistics in China, improve their ability to use English in the situation of international workplace will to a large extent determine the strategic development and the success or failure of developing overseas markets.

Ballou (1997, p. 117-129) reported that "Logistics is important because it creates value – value for customers and suppliers of the firm, and value for the firm's stakeholders. To many firms throughout the world, logistics has become an increasingly important value-added process for a number of reasons." So, English usage of the employees will be important for the Chinese logistics companies in China. Four English skills – listening, speaking, reading and writing – will be the communication tools that Chinese logistics companies negotiate with other international companies.

Employee development is one of the human resource developments. Holton III and Swanson (2001, p. 3) explained that the two core threads of HRD are (1) individual and organizational learning and (2) individual and organization performance. In the different logistics job functions – transportation, warehousing, packaging, distribution, and information – the frequency of the English language used may differ. Whatever job position the employees are working in, more or less, they should have Basic English language skills when they are cooperating with foreign companies. Berger et al. (2004, p. 102) said "learning some basic language skills can demonstrate your interest in the culture and help you feel less dependent on others. Almost everyone appreciates attempts by a nonnative speaker to communicate in his or her local language, and this show of good will is usually more important than the speaker's degree of proficiency."

Under the background of economic globalization and under the support of advanced science and technology, the development of international economy and trade has been developing rapidly, cooperation increasing more every day, the frequency of the English used also increases. English is a skill that senior talent must possess in today's society, especially the professional logistics companies. Different English levels that employees have, will determine the development of employees in the company, and are the main factors influencing the development of the company. Li (2012, p. 127) stated that "English proficiency in the workplace as an important quality of international logistics employees to promote the logistics company to be international, and to be an intangible asset to strengthen the anti-risk ability and profitability."

Purposes of the Study

1. To study the importance of English usage to employees in selected Chinese logistics companies concerning the four skills: listening, speaking, reading, and writing.
2. To study the frequency of the English usage in the different logistic job functions namely: transportation, warehousing, packaging, distribution, and information in the

selected Chinese logistics companies concerning the four skills: listening, speaking, reading, and writing.

3. To study the English proficiency of the current logistics employees in selected Chinese logistics companies concerning the four skills: listening, speaking, reading, and writing.

Research Questions

1. What is the importance of English usage to employees in selected Chinese logistics companies concerning the four skills: listening, speaking, reading, and writing?
2. How frequent is the English usage in the different logistic job functions: transportation, warehousing, packaging, distribution, and information in the selected Chinese logistics companies concerning the four skills: listening, speaking, reading, and writing?
3. What is the English proficiency of the current logistics employees in selected Chinese logistics companies concerning the four skills: listening, speaking, reading, and writing?

Literature Review

Hunt (1988:14, cited in Chetsadanuwat, 2012, p. 45) mentioned that “in 70% of working hours, listening compared to speaking tends to be the most used modality when people want to communicate.” Oxford (1993: 206, cited in Chetsadanuwat, 2012, p. 45) added that among the four skills in English, listening is more essential and plays more vital roles in communication than the other three skills.

There are four basic kinds of skills of English language—speaking, reading, listening and writing. Jones (1996), Burns (1998), and Richards (2008) divided “speaking into three functions—interaction, transactional, and performance (cited in Kongsontana, 2014, p. 9-12). 1) Interaction refers to the normal conversation like greeting, having a brief talk, or describing experiences which are considered as fundamental social aspects. 2) Transactional is the things said or done become the central focus in the situation. 3) Performance refers to public speaking which involves the transmission of information to an audience or peers.” “Reading is fundamentally important for success. It opens the door to personal freedom or shuts the door to opportunity” (DeMoulin and Loye, 1999, p. 43, cited in Rebecca, 2005, p.8). “The ability to read allows us to feel successful, access information, and orient ourselves in the world among competing paradigms.” It also facilitates the exercise of power in North American mainstream society (Pressley, 2002b, cited in Yee, 2010, p. 1), allowing readers to see how others have transformed the world through the written word (Freire and Macedo, 1987, cited in Yee, 2010, p. 1). William (1966, p. 2) explained that “the importance of writing: 1) Names the object, procedure, or knowledge preserved through writing. 2) Reveals how that object, procedure, or knowledge influences life today.”

Bowersox et al. (2013 p. 29) explained that “Logistics is the leadership responsibility to design and administer systems to control movement and geographical positioning of raw materials, work-in-process, and finished inventories at the lowest total cost. The functions of logistics included transportation, warehousing, packaging, distribution and information.” Anthony et al. (2002, p. 49) also explained that “Development of a global logistics strategy to align all logistics initiatives on a global basis is essential . . . [and provides] the framework to move to the “best in class” level. The approach should understand that no two locations would have the same needs or be at the same level in their logistics development. Local conditions, needs, and customer expectations will make the requirements of each market very different. The global logistics strategy must take these differences into account and create tactics that are appropriate for each region to achieve significant benefits in changing the logistics paradigm.”

According to Bowersox et al. (2013, p. 191-193), “There are five basic transportation modes—rail, truck (also referred to as motor carrier or highway), water, pipeline, and air”. Bowersox, Closs and Cooper (2007, p. 168-169) stated that “Transportation decisions are influenced by six parties: (1) shipper, sometimes referred to as the consignor; (2) destination party, traditionally called the consignee; (3) carriers and agent; (4) government; (5) internet; and (6) the public”. Figure 1 shows the relationship among transportation participants.

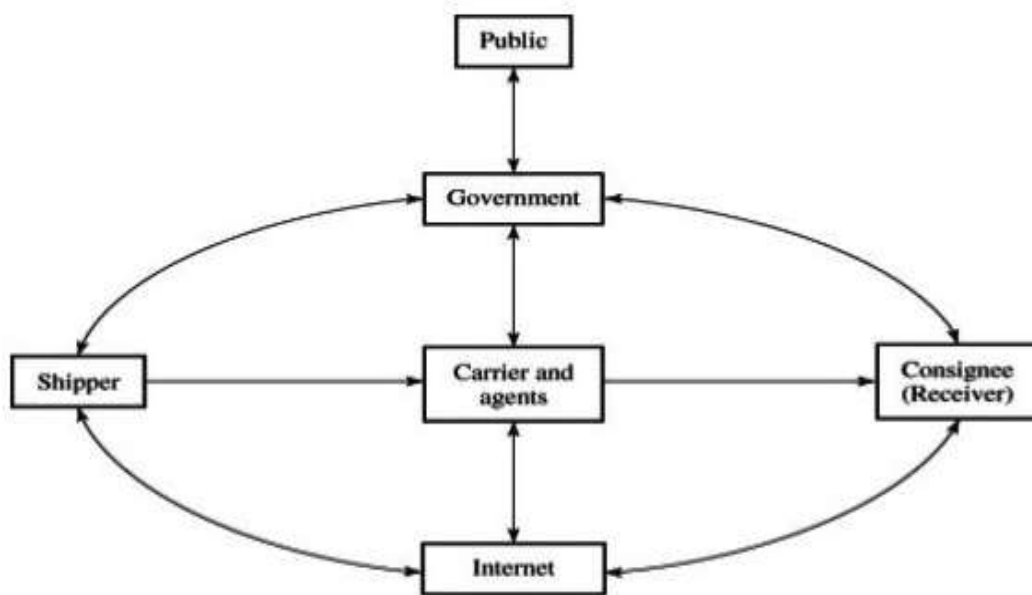


Figure 1 Relationship among Transportation Participants

Source: Bowersox et al. (2007, p. 169)

“Warehousing is one of the important auxiliaries to trade. It creates time utility by bridging the time gap between production and consumption of goods. The effective and efficient management of any organization requires that all its constituent elements operate effectively and efficiently as individual SBUs (strategic business units) / facilities and together as an integrated whole corporate. A good warehouse management can improve the efficiency for the company” (Tungsub, 1995, cited in Charojrochkul, 1999, p. 17). Stevenson (1996, cited in Charojrochkul, 1999, p. 18) emphasized the importance of warehousing as follows:

- To accomplish the production and transportation economy.
- To achieve the quantity purchase discount.
- To absorb the effect of changing market conditions.
- To achieve the least-total cost.

Bowersox et al. (2013, p. 248) explained that packaging is typically viewed as being either consumer, focused primarily on marketing, or industrial, focused on logistics. Anthony et al. (2002, p. 249) stated that three purposes are served by packaging: identifying the product, protecting it, and aiding in handling. “Identification serves a variety of purposes, from automated recognition of the product through bar coding to promotional purposes: packages make the product stand out on a store shelf and say, “take me home” to the customer. The protective function is to protect the product and, in some instances, to keep the product from damaging surrounding items. Packaging also makes handling the product in distribution a much simpler task. The choice of packaging materials is influenced by concerns for environmental protection.”

Kasiphongphaisan and Supasansanee (2009, p. 11) said that “a channel that has only a producer and final customer, with no middlemen providing assistance is called “direct distribution”, whereas a channel of producer, final customer, and at least one level of middlemen represents an “indirect channel”.” The most common distribution channels for consumer goods is shown in Figure 2 which illustrates the major channels of distribution.

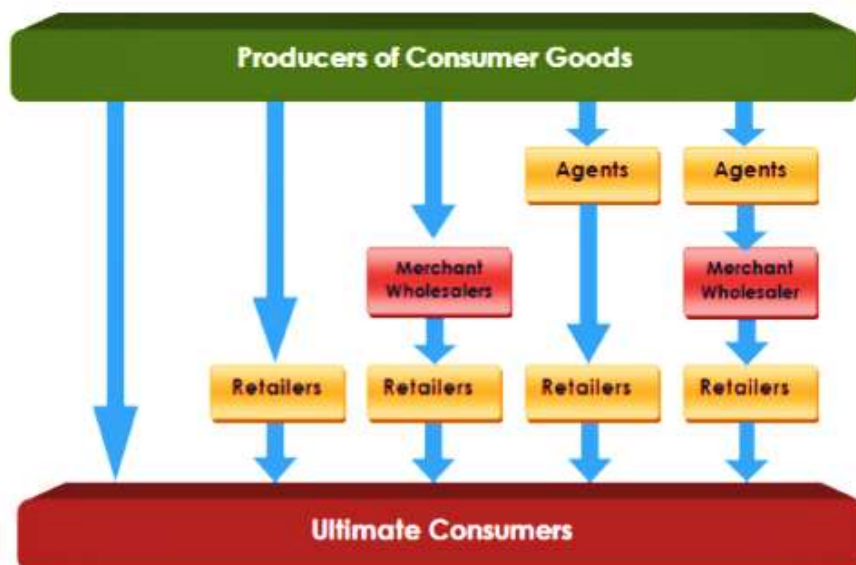


Figure 2: Major Channels of Distribution

Source: Kasiphongphaisan and Supasansanee (2009, p. 12)

"A logistics management information system is necessary in order to provide management with the knowledge to exploit new markets; to make changes in packaging design; to choose between common, contract, or private carriage; to increase or decrease inventories; to determine the profitability of customers, to establish profitable customer service levels; to choose between public and private warehousing; and to determine the number of field warehouses and the extent to which the order processing system should be automated" (Lambert & Stock, 2001, p. 166).

Research Methodology

A quantitative research approach was applied to this study. The population in this study were employees who work in two selected Chinese Logistics Companies, and these employees are Chinese. The total number of the population from the two companies was 965 employees. To make sure all the respondents working in logistics positions, the sample was employees and managers selected purposively from the population of two companies. The respondents were only employees who worked with logistics functions, which did not include the positions of cleaner, security, and other positions not related to the logistics functions. The number of participants was 700 employees from the population.

Data Collection

The researcher contacted the two selected Chinese logistics companies in China. The questionnaire was translated to Chinese and the questionnaires were distributed by the Internet to all respondents who were in the sample group. The questionnaire system was closed in 3 months.

Results

The researcher collected 592 questionnaires from a total sample of 700 questionnaires, and 514 questionnaires were valid. The quantitative data was analyzed in terms of percentage, mean, standard deviation, t-test, and F-test. The researcher analyzed the data collected from the questionnaires by using the SPSS program.

Table 1 Means and Standard Deviations of three purposes which include six aspects

Six Aspects in Three Purposes	\bar{x}	<i>SD</i>	Level
• The Importance of English Usage in General Life	3.08	1.13	Average
• The Importance of English Usage in the Company	3.38	1.12	Average
• Frequency of English Used in General Life	2.65	1.24	Monthly
• Frequency of English Used at Work	2.76	1.30	Monthly
• Level of General English Proficiency	2.71	1.12	Average
• Level of Professional English Proficiency	2.68	1.14	Average

Table 1 shows the Means and Standard Deviations of three purposes which include six aspects. For purpose 1, the respondents were at an “Average” level in both aspects. For purpose 2, the respondents were at a “Monthly” level in both aspects. For purpose 3, the respondents were at an “Average” level in both aspects.

Table 2 Comparison of Six Aspects in Three Purposes between Males and Females

Six Aspects in Three Purposes	t value	Sig.
• The Importance of English Usage in General Life	-3.789	0.000
• The Importance of English Usage in the Company	-1.712	0.088
• Frequency of English Used in General Life	-3.235	0.001
• Frequency of English Used at Work	-2.092	0.037
• Level of General English Proficiency	-1.921	0.055
• Level of Professional English Proficiency	-2.119	0.035

*The mean difference is significant at the 0.05 level.

Table 2 shows Comparison of Six Aspects in Three Purposes between Males and Females. There were no significant differences in “The Importance of English Usage in the Company” and “Level of General English Proficiency”. There were significant differences in “The Importance of English Usage in General Life”, “Frequency of English used in General Life”, “Frequency of English Used at Work”, and “Level of Professional English Proficiency”.

Table 3 Comparison of Six Aspects in Three Purposes among Different Age Level which are 18-22 years old, 23-27 years old, 28-32 years old, 33-37 years old, 38-42 years old, 43-47 years old, and 48 years old and above

Six Aspects in Three Purposes	F	Sig.
• The Importance of English Usage in General Life	0.827	0.550
• The Importance of English Usage in the Company	3.728	0.001
• Frequency of English Used in General Life	1.685	0.123
• Frequency of English Used at Work	4.293	0.000
• Level of General English Proficiency	4.411	0.000
• Level of Professional English Proficiency	4.110	0.000

*The mean difference is significant at the 0.05 level.

Table 3 shows Comparison of Six Aspects in Three Purposes among Different Age Level which are 18-22 years old, 23-27 years old, 28-32 years old, 33-37 years old, 38-42 years old, 43-47 years old, and 48 years old and above. There were no significant differences in “The Importance of English Usage in General Life” and “Frequency of English Used in General Life”; There were significant differences in “The Importance of English Usage in the Company”, “Frequency of English Used at Work”, “Level of General English Proficiency” and “Level of Professional English Proficiency”.

Table 4 Comparison of Six Aspects in Three Purposes among Different Working Experience which are 0-3 years, 4-6 years, 7-9 years, 10-12 years, 13-15 years, 16-18 years, 19-21 years, and 22 years and up

Six Aspects in Three Purposes	F	Sig.
• The Importance of English Usage in General Life	0.499	0.835
• The Importance of English Usage in the Company	3.276	0.002
• Frequency of English Used in General Life	1.968	0.058
• Frequency of English Used at Work	2.525	0.015
• Level of General English Proficiency	2.023	0.051
• Level of Professional English Proficiency	1.547	0.149

*The mean difference is significant at the 0.05 level.

Table 4 shows Comparison of Six Aspects in Three Purposes among Different Working Experience which are 0-3 years, 4-6 years, 7-9 years, 10-12 years, 13-15 years, 16-18 years, 19-21 years, and 22 years and up. There were no significant differences in “The Importance of English Usage in General Life”, “Frequency of English Used in General Life”, “Level of General English Proficiency” and “Level of Professional English Proficiency”. There were significant differences in “The Importance of English Usage in the Company” and “Frequency of English Used at Work”.

Table 5 Comparison of Six Aspects in Three Purposes among Different Education Background which are Lower than High School, High School, Bachelor Degree/College Degree, and Master Degree and up

Six Aspects in Three Purposes	F	Sig.
• The Importance of English Usage in General Life	14.117	0.000
• The Importance of English Usage in the Company	24.840	0.000
• Frequency of English Used in General Life	24.157	0.000
• Frequency of English Used at Work	33.019	0.000
• Level of General English Proficiency	63.137	0.000
• Level of Professional English Proficiency	64.036	0.000

*The mean difference is significant at the 0.05 level.

Table 5 shows Comparison of Six Aspects in Three Purposes among Different Education Background which are Lower than High School, High School, Bachelor Degree/College Degree, and Master Degree and up. There were significant differences in “The Importance of English Usage in General Life”, “The Importance of English Usage in the Company”, “Frequency of English Used in General Life”, “Frequency of English Used at Work”, “Level of General English Proficiency” and “Level of Professional English Proficiency”.

Table 6 Comparison of Six Aspects in Three Purposes among Different Job Functions which are Transportation, Warehousing, Packaging, Distribution, and Information

Six Aspects in Three Purposes	F	Sig.
• The Importance of English Usage in General Life	3.569	0.007
• The Importance of English Usage in the Company	4.408	0.002
• Frequency of English Used in General Life	3.398	0.009
• Frequency of English Used at Work	2.332	0.055
• Level of General English Proficiency	0.689	0.600
• Level of Professional English Proficiency	2.302	0.058

*The mean difference is significant at the 0.05 level.

Table 6 shows Comparison of Six Aspects in Three Purposes among Different Job Functions which are Transportation, Warehousing, Packaging, Distribution, and Information. There were no significant differences in “Frequency of English Used at Work”, “Level of General English Proficiency” and “Level of Professional English Proficiency”. There were significant differences in “The Importance of English Usage in General Life”, “The Importance of English Usage in the Company” and “Frequency of English Used in General Life”.

Table 7 Comparison of Six Aspects in Three Purposes among Different Level in the Company which are Operator, Supervisor, and Manager

Six Aspects in Three Purposes	F	Sig.
• The Importance of English Usage in General Life	5.345	0.005
• The Importance of English Usage in the Company	4.267	0.015
• Frequency of English Used in General Life	2.433	0.089
• Frequency of English Used at Work	6.906	0.001
• Level of General English Proficiency	6.419	0.002
• Level of Professional English Proficiency	7.079	0.001

*The mean difference is significant at the 0.05 level.

Table 7 shows Comparison of Six Aspects in Three Purposes among Different Level in the Company which are Operator, Supervisor, and Manager. There were no significant differences in “Frequency of English Used in General Life”. There were significant differences in “The Importance of English Usage in General Life”, “The Importance of English Usage in the Company”, “Frequency of English Used at Work”, “Level of General English Proficiency” and “Level of Professional English Proficiency”.

Discussion

(1) The Importance of English Usage in General Life. The results show the respondents had an “Average” level in the aspect of “The Importance of English Usage in General Life”. It means that the respondents think the importance of English usage in General Life is at an average level. This result may show some of the employees in the companies do not have enough awareness that English is becoming more and more important today. The researcher considered that the reasons might include living environment, education background, life career plan and so on. With the development of China in recent years, many foreigners have come to China, in order to make it more convenient for these foreigners to travel and live, many cities are beginning to use English in public places. English usage in today's life in China has a significant role.

(2) The Importance of English Usage in the Company. The results show the respondents had an “Average” level in the aspect of “The Importance of English Usage in the Company”. It means that the respondents think the importance of English usage in the company is at an average level, compared with the aspect of “The Importance of English Usage in General Life”, it had a higher score even they both at the same level. The result may show some of the employees in the companies do not have enough awareness of the importance of English usage in their companies – international logistics companies. The researcher considered that the reasons might include the work environment, education background, personal needs in the company, role in the company and so forth. The Educational Testing Service Test of English for International Communication (ETS TOEIC, 2016) and Ipsos public affairs team conducted a survey, to understand the well-known multinational enterprise staff English level and usage situation. The research examines the Brazil, China, Colombia, France, Germany, Japan and others totaling 13 countries and regions of 749 large multinational companies' human resources managers. Overall, the importance of English skills is widely agreed by the companies surveyed. 87% of the companies surveyed think English skills are crucial. Research results show that, in China, 75% of companies encourage employees to improve their English ability, it shows that at present most Chinese enterprise value employees' English skill levels. According to statistics, China's enterprises generally are aware of the demand for English skills of employees, 88% of respondents thought English skills are crucial.

(3) Frequency of English Used in General Life. The results show the respondents had a “Monthly” level in the aspect of “Frequency of English Used in General Life”. It means that the respondents use English skills in general life at an average level. This result may show some of the employees in the companies do not use English or use less in their general life. The researcher considered that the reasons might include living environment, education background, family situation, and other personal reasons. Lu (2012, p. 473) mentioned some examples of English used in general life in China, and almost all cities have street signs in Chinese and English. When a bus arrives, the name of the station is automatically reported in Chinese and English. All these are convenient for foreign visitors. In addition, people in all fields are beginning to learn and use English. Taxi drivers can communicate with foreign passengers in daily English. Even retired workers have started to learn English, they think that there are a lot of foreign tourists coming to China to travel these years, if

some visitors ask the way to them, they can speak English and show foreign tourists in the right direction.

(4) Frequency of English Used at Work. The results show the respondents had a “Monthly” level in the aspect of “Frequency of English Used at Work”. It means that the respondents used English skills at work at an average level, compared with the aspect of “Frequency of English Used in General Life”, they got a very close score but “Frequency of English Used at Work” is higher, and they both are at the same level. The result may show some of the employees in the companies do not use English or use less at work. The researcher considered that the reasons might include education background, English level, job function, level in company and other personal reasons. Feng (2015, P. 142) researched English usage for Logistics work, one of the results is “frequency of Logistics English usage at work” is in real Logistics works, two of the options “Often Use” and “Average” got a score of 77%, so the frequency of Logistics English usage is high.

(5) Level of General English Proficiency. The results show the respondents had a “Average” level in the aspect of “Level of General English Proficiency”. It means that the respondents’ general English proficiency is at the general level. This result may show some of the employees in the companies are very poor or poor in general English skills. The researcher considered that the reasons might include education background, awareness of general English importance, and other personal reasons. EF English Proficiency Index (EF EPI, 2016, p. 1) tested people who were 18-50 years old in 72 countries, and Chinese adults’ English level ranked 39th in the world, at the lowest level. The EF English Proficiency Index (EF EPI) attempts to rank countries by the average level of English language skills amongst those adults who took the EF test.

(6) Level of Professional English Proficiency. The results show the respondents had an “Average” level in the aspect of “Level of Professional English Proficiency”. It means that the respondents’ professional English proficiency is at an average level, compared with the aspect of “Level of General English Proficiency”, they got a very close score but the aspect of “Level of Professional English Proficiency” is lower, and they both are at the same level. This result may show some of the employees in the companies are very poor or poor in professional English skills. The researcher considered that the reasons might include education background, awareness of professional English importance, job position, level in company and other personal reasons. The results show a higher position level with a higher level of professional English proficiency. The Educational Testing Service Test of English for International Communication (ETS TOEIC, 2016) and Ipsos public affairs team conducted a survey of more than 50% of Chinese enterprises staff. It promoted more opportunity to employees who have good English skills; at the same time, the higher position levels required better English skills. The survey showed that the level of executives with English skills was as high as 80%, more than the global average (73%).

Recommendations

Based on the results in the conclusions part of this research, there are some recommendations as below.

1. Recommendations for Implications. Employers should encourage employees to learn more English. Also, the companies may need to give more chances to employees who have less working experience or lower education backgrounds, to help them improve their English proficiency rapidly, in order for them to have more proficiency in English skills to work better in their international logistics positions.

2. Recommendations for Future Research. The focus on ASEAN and China may require future research in the usage of other languages such as Lao, Thai, and Burmese, or other ASEAN member countries’ languages. Because of emphasis on the WTO and China, future research can be done in French usage, Spanish usage, and Portuguese usage, or other WTO member countries languages can be used in future research. Future research can be done from other aspects of employees, such as translation skills, business writing skills, or employees’ mentality. These aspects can be used in logistics companies, or in any other kind of company.

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Communication System in an Organization: A Case Study at Banglamung Drinking Water Co., Ltd.

Vorawut Patanasin, Faculty of Education, Burapha University, Thailand
Anong Wisessuwan
Chalong Tubsree

Abstract: *This study was focus on exploring the effectiveness of communication approach between the employees and employers at Banglamung Drinking Water Co. Ltd. Furthermore, this study also discovered the consequence on result of miscommunication, obstacle, and solution of the communication between the employees and employers at BDW. The samples of this study were 80 employees of BDW, consisted of 80 samples who were participants of survey and seven interviewees. Both survey and interviewing were applied for exploring effective of communication on employee's performance. The finding indicated that the communication approach at BDW was mostly done in face to face communication, which sometime they applied instant message application to assist communication activities. According to Pearson correlation coefficient test, it found upward to downward communication is the strongest positive correlated with performance, followed by quality of media and communication utility, downward to upward communication, subordinate communication and cooperate communication. The major findings explained consequence of miscommunication was reduction of work productivity, errors, and stressful employees. The problem is mostly come from downward site that employees quite ignore news or policies from upwards which is return to waste in production or activities. So it should improve communication in BDW start from downward to upward level by pushing employee to do more participate in the meeting or activities.*

Keywords: communication, effectiveness, employer, employee, organization, obstacle

Introduction

Banglamung Drinking Water Co. Ltd. is the company that produce bottle and turned into package of water. This company was founded in 1995. Currently, the organizational structure of BDW, contained seven departments which are human resource, sales, delivery, purchasing, accounting & financial, manufacture and technician department.

There are over 80 employees hence this requires a good communication skill in order to get work done efficiently. To ensure the upward and downward communication, the weekly manager meeting is held to report the work done and discuss the issue from each department. Each manager will take care of the basic problem according to the policy that has been discussed during manager meeting. If the issue is something new, the manager will bring the issue up in the weekly meeting to find the best solution out. If anyone has a new idea, he or she will bring it up for discussion as well. After the manager meeting, each manager will pass on the policies to their department members. The members will follow the policy that has been told by the managers. If there are any problems with the issue, the members will gather the issues and discuss them during the monthly department meeting. It is a requirement that each department to hold once a month meeting among the members of the department. Then, the managers will bring the issues to the manager meeting. At the end of the month, CEO will hold end of the month meeting with all the employees to show the progress of that particular month to the employees. This is the meeting that will share the good news, bad news and new rules of the company.

In term of manufacturing, the work process requires the movement of the products from one machine to the others hence BDW need quite a huge number of employees in order to complete the production line. Moreover, a good communication skill is required in order to maintain a good standard of the productions. It means communication skill is one of those factors that will lead to the effective in manufacturing and organizational management. When the problem occurs in any part of the process in production line, the managers need to give a clear and quick instruction of when and

where to stop the machines. If employees are unable to follow the instruction, it can lead into the unexpected lose, for instance, increase the waste from production line, production is below expectation and spend too much time for each work that has been assigned. In the end, both managers and subordinates are not satisfied and unhappy, which caused subordinates request the change in work position, or even in the worst case is leaving the company.

This study is based on the concept of improving effective communication skill in an organization by Holt (2015). He mentioned in his work that there are several facts that effective communication can bring to the workplace such as increase productivity decreases employee turnover and improve office atmosphere (Holt, 2015). This is because better communication can bring a better working relationship between supervisors, managers and employees. In this study, the researcher have focused on communication skill within BDW, which can help the management further understand the work process and the communication issue among BDW employees. More specificity, the objectives of the study were to evaluate the communication approach at BDW and its effectiveness. Also, the objectives of the study were to find and resolve the obstacles of the communication between the employees and employers.

Literature Reviews

Organizational communication

Communication is due with transmitting the message one way or the other. More importantly, it has to be vertical and horizontal communication. Kreps (1990) defined organizational communication as the process whereby members gather relevant information about their organization and the changes occurring within it. Organization communication is a form of both downward to upward and upward to downward communication in order to receive the same information throughout the whole organization. It is also an essential skill that require by many organizations. Many people often think that communication is regarding solely on speaking clearly and ensuring that the message is sent to the listeners. But that is the wrong idea. Rothwell and Sredl (1992) explained that communication has to do with the exchange of meaning, through symbols is the basic process underlying all management and learning functions. Communication theory has contributed to the study of human interaction and learning. In term of organizational communication, it learned on the process and how it is applied in organizational settings is influenced by communication within and between groups and individuals (Rothwell and Sredl, 1992). As noted by Heath (1994), an understanding of communication can help managers and their personnel coordinate efforts needed to achieve their company's mission. According to Heath (1994), the purposes of communication in an organization are two perspectives, which are focusing on make organizations effective and increase people's happiness in organizations.

Organization can keep manufacturing the products or providing the services, but it may not last long or get any further without a good effective communication skill. Robinson (2015) stated on effective communication consists of three major keys, i.e., listening, nonverbal communication, and meeting the stress. These keys need a good amount of practice in order to create a perfect effect communication. Listening is one of the most important parts of effective communication. Successful listening does not means just understanding the words or the information being communicated, but the listeners also need to understand how the speaker feels about what they're communicating (Robinson, 2015). Good listener should fully focus on the speaker and avoid seeming judgmental. Furthermore, listener should show their interest on the speaker to reduce a stress in communication (Holt, 2015). Lawrance (2015) stated that body language can make sure to relax oneself during the conversation. Besides, managing the stress wisely can help a person through the pressure (Robinson, 2015). It can help avoiding the unnecessary actions which later on the person will regret of doing them.

Furthermore, effective communications are explained as being productive and of high quality. As Heath (1994) mentioned on the purpose of pointing out the importance of communication is not to in any way show disregard for the basic functions of the organization, in other words, the company can keep manufacture goods, provide the service. Conrad (1990) stated that employees need to understand the relationship between effective communication and the successful operation of the organization. Further, all types of communication in the organizational context affect the relationships and even the productivity of an organization (Galvin & Cooper, 1996). Holt (2015) stated that

effective communication can bring a better working relationship between supervisors, managers and employees by increase productivity, decreases employee turnover and improve office atmosphere.

Interpersonal and Organizational Barriers

In order to achieve the effective communication skill, one has to consider the interpersonal and organizational barriers. Dawn (2000) has explained in his work that both barriers can be overcome with vision of the leader (supervisors, managers, CEO). In management terms, the word vision is used to describe an agreement among directors about the future of their organization. It requires access to all relevant information, such as the present state of the company and its values (Kakabadse, 2001). Vision also can provides leaders and their companies a sense of direction and purpose, enabling them to deal with resource (employees, materials, etc.) well, to develop and grow. For a vision to work, leader is needed to inspire other people. Leader must create a visioning culture that inspires people to work towards the same goals (Kakabadse, 2001). Vision can help company overcome interpersonal barriers which include perception and perceptual selection processes, semantics, channel selection and inconsistent verbal and nonverbal communication. The process of communicating vision can raise awareness of important organizational goals and can inform people about the appropriate means to attain the goals (Bass, 1990). In term of semantic, leaders are advised to be very expressive, to use vivid language to connote enthusiasm, positive energy, confidence and personal conviction (Kouzes and Posner, 1995). In this way, semantics is viewed as a tool available to a leader, instead of a problem to minimize. Furthermore, selecting a channel that does not fit the message can lead to a breakdown in communication. To date, research has shown that matching characteristics of the message to the channel can improve the effectiveness of communication.

Furthermore, task and organization structure requirements can provide barriers to effective communication. The tasks people perform will affect who talks to whom, the urgency and speed of messages, and what information people need to share. "As a direct consequence of hierarchy, we can find filtering (intentionally or unintentionally leaving out parts of a message) distortion (to serve individual goals), and refusal to communicate (either because of oversight or deliberately not sharing information)" (Dawn, 2000). To overwhelming the tendency to filter, distort, and refuse to communicate, leaders are advised to increase trust and encourage co-operation over competition by framing issues in terms of what the parties will gain from settling their differences. A focus on teamwork and gains should be reinforced by the measurement of results and the reward system (Kouzes and Posner, 1995).

When there is an absence of formal communication channels. It is difficult to get information from employee to manager, from manager to employee, from subunit to subunit, and from customer to supplier. In organizations we need channels to transmit information about performance, goals and goal achievement, procedures and practices, and to foster coordination and problem solving across the organizational boundaries. Interpersonal and organizational barrier is tough to overcome but with good vision from the leader as guideline for the followers (employees or members of each department), make it easier.

Methodology

The research method applied in this study was the mix method research, which collecting and analyze both qualitative and quantitative at the same time (Creswell, 2009). The quantitative method was selected for identifying the effectiveness of the communication at BDW; which was the research question two. The qualitative method was used for finding out the obstacle that possibly affects the communication. The sample size of quantitative part was 80 employees who worked within the system and work process of BDW. For qualitative part, 7 interviewees who had been working at BDW for at least 3 years were selected from each department. Survey technique was applied for collecting data. The questionnaire distribution was done within October 2015.

The questionnaire was used as a tool to collect information from those respondents. For quantitative, the researcher developed evaluation of employee communication questionnaires to evaluate the effectiveness of the communication between employees and employers at BDW. The questionnaire was divided into 3 parts. The first section showed the demographic factors of participants such as gender, age, working experience, and job positioning. Second section explained the perception of employee toward communication in the organization. It consisted of five

perspectives of organizational communication, which were subordinate communication, upward to downward communication, downward to upward communication, cooperate communication, and quality of media and communication utility. And the last section was measuring the employee performance. Likert 5-point scale questions were applied in section 2 and 3. For qualitative method, the instrument for the qualitative method was included semi-structure interview, observation, and document review. Both the qualitative and quantitative instrument was consulted with the three experts to measure the ambiguous and consistency of questionnaire. The content validity of instruments was tested by using IOC (Index of item – objective congruence). After validated by experts, in return of the positive and negative comments from the experts helped researcher to correct the questionnaire became more valid and consistent. For testing reliability, Cronbach's alpha test was conducted for testing consistency of question in each factor, including five communication factors and performance of employee (Table 1). The result showed all of variables had alpha coefficient are greater than threshold level or 0.70 (Zikmund, 2012). It indicated the questionnaire use in this study is reliable.

Table 1 Reliability of the questionnaire

n = 80	Cronbach's Alpha	N
Subordinate communication	.708	3
Upward to downward communication	.913	5
Downward to upward communication	.917	4
Cooperate communication	.771	4
Quality of media and communication utility	.885	4
Performance	.899	8

Data analysis

For the quantitative data, the statistical analyses were conducted using the SPSS software (Statistical Package for Social Sciences) version 21. Descriptive analysis includes mean, frequency, and percentage selected for summarizing collected data. Furthermore, the researcher selected Pearson correlation coefficient test for identify the relationship between communication approaches and performance of employee of BDW.

Quantitative Results

Table 2 Descriptive analysis of demographic factors

n = 80		Frequency	Percent
Gender	Male	37	46.3
	Female	43	53.8
Age	21-30	46	57.4
	31-40	13	16.3
	41-50	17	21.3
	More than 50	4	5
Highest education	High school	63	78.8
	Diploma	17	21.2
Marital status	Single	41	51.2
	Married	39	48.8

n = 80		Frequency	Percent
Work experience in the current position	A year or below	17	21.3
	2 - 3 years	16	20
	4 - 5 years	22	27.4
	5 - 10 years	13	16.3
	More than 10 years	12	15
Salary	Below 15,000 Baht	63	78.8
	15,000 - 20,000 Baht	13	16.3
	Over 20,000 Baht	4	5
Position	Front line employee	40	50
	Driver	5	6.3
	Office	14	17.5
	Technician	8	10
	Supervisor	9	11.3
	Manager	4	5

The table shows the demographic data of the employees of BDW include 43 female and 37 male, both single (51.2%) and married (48.8%). Majority of employee aged between 21 – 30 years (57.4%) and have average age of 31.5 years. In term of education, they have highest education level at high school (78.8%). They have monthly salary below 15,000 Baht (78.8%). Half of participants are worked as front line employee (50%) and officer (17.5%). Most of them worked in current position for six years.

Table 3 Descriptive analysis of the effectiveness of communication approach at BDW

	Mean	S.D	Level
Subordinate communication	3.91	0.55	Agree
Upward to downward communication	3.83	0.73	Agree
Downward to upward communication	4.05	0.76	Agree
Cooperate communication	3.88	0.52	Agree
Quality of media and communication utility	3.79	0.69	Agree
Performance	4.11	0.56	Agree

From the average mean score, it describes the BDW employee has high work performance ($\bar{x} = 4.11$). According to the different communication approaches, it found all of average means are high, as it explained respondents agreed with the statements. Furthermore, the average score shows downward to upward communication has highest score ($\bar{x} = 4.05$), followed by subordinate communication ($\bar{x} = 3.91$), cooperate communication ($\bar{x} = 3.88$), upward to downward communication ($\bar{x} = 3.83$), and quality of media and communication utility ($\bar{x} = 3.79$), respectively.

Table 4 Pearson correlation coefficient analysis

	Correlation coefficient	p-value	Interpretation
Subordinate communication	.753**	.000	High
Upward to downward communication	.774**	.000	High
Downward to upward communication	.755**	.000	High
Cooperate communication	.661**	.000	High
Quality of media and communication utility	.757**	.000	High

In term of inferential analysis, the researcher applied Pearson correlation coefficient statistic to explain the relationship between five communication approaches and work performance of BDW's employee. The strength of relationship can be explained by using interpretation from Hinkle et al. (1988). It found all of five factors have positive high relationship with work performance at significant level of 0.05 ($p\text{-value} < 0.01$). From the coefficient value (r-value), it has found that upward to downward communication is the strongest correlated with performance ($r = 0.774$), followed by quality of media and communication utility ($r\text{-value} = 0.757$), downward to upward communication ($r\text{-value} = 0.755$), subordinate communication ($r\text{-value} = 0.753$), and cooperate communication ($r\text{-value} = 0.661$), respectively. These findings are consistent with Holt (2015) that mentioned the association between communication and productivity. The effectiveness of communication in organization can improve the work atmosphere, relief employee stress, and it returned into better productivity. This study finds supervisor is the most effective on subordinate's performance. From the interviewing, the effectiveness of communication also enhance by using technology like peer to peer communication, for example, LINE application, e-mails, or even social networking platform like Facebook.

Qualitative Results

In case of qualitative, interviewing were conducted to seven participants who were employee of BDW. Four questions were ask about the communication approach between employees and employers at BDW, as well as the effectiveness of communication in their organization, the consequence of the miscommunication and the obstacles during participations.

The communication approach between the employees and employers at BDW

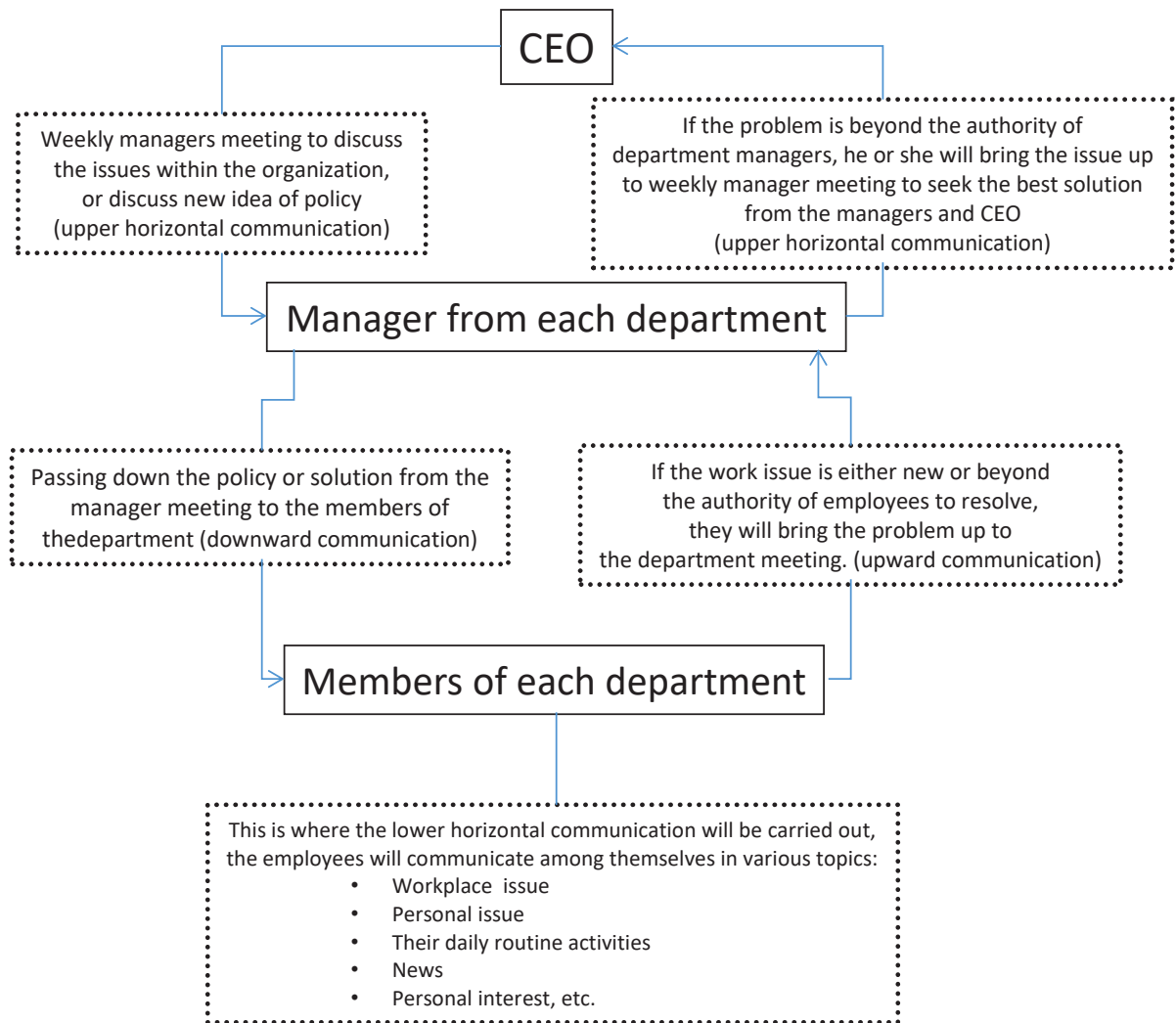


Figure 1: Communication approach at BDW

Since the company currently handle over 80 employees, the communication approach is very significant. Face to face communication is mostly done in this organization. Besides, instant message application such as LINE application is used for various purposes, such as texting message to their boss or sending information like photo. Inside BDW Company, the characteristic of organization communication can occur in many situations. Firstly, the subordinate communication is discussed in topic include workplace issues, news, personal issues, and any routine activities. However, when they cannot solve the problem, the communication from downward to upward is take care by department manager who take responsibility to discuss issues from their department, which mostly pass from their subordinate to them. The corporate communication occurs when they discuss those problems with other managers in the manager meeting which is done every week. Then upward to downward communication occurs by passing the results to their subordinates. In the end of month, CEO will share information or news to every employee.

The effectiveness of the communication between the employees and employers of BDW

In term of effectiveness of communication process in BDW, it can be considered that quickness of conversation, flexibility, and intimacy are strong points of communication in BDW Company. Managers allow their employee to use personal communication application such as LINE or social media like Facebook to report issues to them directly. The use of information technology for communication can enhance the effectiveness of communication. It can possibly trace the information on chat logs or sending many type of information like image or video. It means using these tools can reduce the noise occur in communication process. For term of intimacy, the gap between subordinator and their boss is reducing due to flexibility in communication through the use of personal communication application. Furthermore, they still leave the message to secretary or make an appoint to manager directly.

The consequence as the result of miscommunication/ lack of communication at BDW

However, it found all of communication approaches were linked to the performance of workers. It shows upward to downward communication is the most affected performance, followed by quality of media and utility, downward to upward communication, subordinate communication, and cooperate communication. It means the smoothness of communication can improve the workplace environment and productivity of work. In contrast, the miscommunication at the organization leads to many consequences to overall performance of company. It means this problem might affect the work productivity and also make employee feels stressful, which increase turnover rate of employee in an organization.

The obstacles of the communication between the employees and employers at BDW

According to the communication issues at BDW, most of problem appeared from downward to upward communication. From the quantitative analysis of the study, it shows upward to downward communication is strongest positive correlated with performance. Many employees quite ignore news or policies from upwards which is return to waste in production or activities done by them. Even front line manager shows the way of intimate communication, but most of front line employees choose to leave the problem behind rather than tells it to their boss. According to the interviewing result, it found the major communication obstacles at BDW comes from the employee. The problem of interpersonal communication is generally occurred between employee and their boss, especially in downside. Some staffs may not feel an appropriate to contact their supervisors, which causes they hide a problem and it returned into the waste in production. It can make the manager dissatisfies with worker's performance, which make more pressure on employee and it causes them quit the job. Furthermore, the most of the cases in this company generally rely on reporting to their boss. If the staffs or employees cannot contact their boss, the problem or issues will be on pending stage. Additionally, those staffs do not much pay attention and participate on reporting problem or discussion on meeting room, which returned no productivity occurs after meeting.

The solution to resolve the communication obstacles at BDW

To improve the overall performance of communication, it should start from downward to upward level. The best way is meeting in person by person. The suggestion for solving these issues is pushing employee to do more participate in the meeting or activities. The manager should directly ask feedback from employee directly to understand how they perceive well in communication. Furthermore, department manager should allow them to debate some ideas or discussion. Sometime, manager should reduce the use of third party source or application when communicate something important to employee. It helps them to understand specific direction and know which action can make them complete their job

without any problem. Furthermore, repeating the policy or summarize the meeting's result will help them understand more. To make important messages more repetitive can improve the organizational communication. From upward to downward communication, manager should be trained to handle communication problems, including conflicts or misunderstanding in communication process. Manager should always recognize that employee has different in cultural background. They should act straightforward and speak openly to employee for ensure their message has been received correctly.

Conclusion and Discussion

The research gives significant finding to show the association between communication issue and productivity of employees at BDW. It shows positive upward to downward communication affected performance, as well as quality of media, downward to upward communication, subordinate communication, and cooperate communication. The key finding was supported by Grill (2009) stated on the significant of communication from upward to downward on performance of employee as well as environment in organization. Furthermore, it is consistent to Kouzes and Posner (1995) that explained appropriate advices from boss can improve the power of teamwork that lead to better performance. Besides, Seaman (1997) and Aviles (2012) stated on the effective of technology in term of improving of performance in organization. The advantages of implementing technology in communication can reduce noise in communication and provide the better understanding toward dialog of communication. The result shows main barrier of communication at BDW is mostly came from subordinates, which is mean two-way communication should be improve in employee side. The obstacle of communication caused trouble to the organization, for example, increases the waste in the production, as well as lack of efficiency in work output and creates an unhappy working situation. In return, the stressed employee will leave if the workplace have inappropriate environment. This finding shows the effectiveness communication makes fewer mistakes in the workplace. By giving clearer instruction and communication can reduce waste from making certain mistake in production. Improving the quality of communication will make both subordinators and leaders become more satisfy with their job. In order to improve the way to communicate in BDW Company, enforcing strategy is suggested. Pushing distracted employee to participate more in the meeting room can help them understand more. However, creating an environment where employees feel an appropriate to make discussion in the workplace, as well as make them would like to share opinion to their boss. In order to improve the quality of communication, it should allow employee selects their best choice of communication tool to make a contact with their boss. It can help to reduce a distance between subordinate and their leader. Furthermore, utilizing focus group is recommended to increase a level of employee's participation by allowing them to share a thing or subjects that they feel uncomfortable to say in general.

This research solved all of the objectives of the study, however it still have major limitations. The researcher considered time constraint and budget as major problem of the study. So the topic was limited only studying the relationship between some communication approaches in the organization and work performance. Furthermore, the sample size of 80 may affect the quality of output. It will make the result become less accurate. Since this research is a case study of BDW Company, so the result may not apply to other companies because the organization size and culture might be different. In order to make the result more reliable, the researcher have to do comparative research by select another company to compare the difference between two companies in term of effectiveness of communication approaches on employee's performance.

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The Journey of Building Human Capital among Financially Disadvantaged Local Thai People: a Sequential Transformative Mixed Method Case Study

Sherri Tabaka-Morrissey, Faculty of Education, Burapha University, Thailand
Anong Wisessuwan
Chalong Tubsree

Abstract: *This mixed methods case study, with an emphasis on qualitative inquiry, explored four questions through a 15-week savings group training process: (1) what is a process for building human capital among financially disadvantaged local Thai people using Christian faith-based savings group training? (2) What are the effects of implementing this process? (3) How do participants perceive their Christian faith-based savings group financial training program? (4) Does the participants' spirituality have any relationship with their group training experience? At four training locations, quantitative background data was gathered, identifying: participants' education levels, access to financial training, sources of financial advice, income, savings, and debt load. A pre- and post-training Spiritual Resiliency Assessment was also administered. Additionally, at two locations, in-depth qualitative data was collected through participatory observation of training sessions and group meetings, providing a chronological narrative of the 15-week process. There, post-training, open-ended interviews were carried out, with responses coded for themes using NVivo11Pro. Findings: Setting aside a portion of money for saving before spending was described as a new pattern by participants. Most reported experiencing greater peace due to participation and greater savings success. Spiritual practices within the group strengthened members; group participation provided encouragement, hope, and enhanced learning. Financial findings are provided: savings, withdrawal, and roll-over totals of members transitioning into the second cycle of savings are included. Recommendations: Participation strengthened 'saving muscle', but this is only a first step. Additional training and adaptation of materials to fit the Thai context are essential to building financial well-being.*

Keywords: Building Human Capital; Chalmers Center; Savings Group; Isan; Local Thai People; Spirituality and Resilience, Financial Literacy, Financial Skills and Knowledge

Introduction

Many tools and approaches are used throughout the world to address the problem of poverty - particularly among disadvantaged women. Good HRD practices require seeking information which identifies factors that are contributing to problems and then identifying, modifying, or developing, tools which effectively target leverage points for change.

With a goal of effectively assisting local Thai people to improve their financial well-being, the researcher explored many available tools and options. One stood out: The Chalmers Center Savings Group Handbook: A Church-Centered Approach to Savings Groups (2012). This resource had been used in numerous countries, and has been found to be useful in assisting disadvantaged women seeking to build their financial well-being. The question was, could the material 'fit' the Thai Christian context and effectively communicates to culturally Isan-Thai participants? Would it be useful? Would modifications be required? Would additional tools be needed to effectively target leverage points for real change?

Problem Statement

Opportunities for developing financial literacy are essential for building human capital. Local Thai people need access to financial training opportunities to help themselves break free from poverty. This sequential transformative mixed methods case study explored the process of building human capital

among local Thai people with the use of an internationally tested Christian faith-based program designed for training low income women with low levels of educations, with particular attention being given to discern issues that would require future modifications of the program to bring greatest benefit, and which would be most appropriate to the Thai context.

Review of Literature

Two aspects of building human capital among financially disadvantaged people are common themes within the literature reviewed: building financial knowledge, and developing financial skills. In attempting to define poverty, poor Thais focus on three areas: (1) poverty as hardship (in earning a living); (2) insufficiency (of resources, such as capital and equipment), and (3) inferiority (due to less capabilities, skills, and opportunities (Taneerananon, 2005).

Debt is a serious problem among Thais. Households with debt levels of 40% are labeled as having become vulnerable, with the highest percentage of vulnerable Thai (54%) found in the Isan region (Muthitachareon, Nuntramas, and Chotewattanakul, 2014). "Vulnerable households are households with low income because they have low financial literacy, limited financial access, and heavy debt service burden" (Muthitachareon, et al, 2014). Highly fluctuating income (particularly for the rural poor) is also a major factor (Chichaibelu & Waibel, 2015).

Mullainathan and Shafir identify factors which contribute to the difficulty of making good financial choices during times of scarcity which include: (1) 'Tunneling Focus' (being so intent on a problem that the 'big picture' and possibly solutions to a problem is lost) (Mullainathan & Shafir, 2013); and (2) 'Low Bandwidth' (reduced cognitive capacity due to scarcity or need) (Mullainathan & Shafir, 2013). With such challenges, simplified interventions (and training programs) are recommended as essential to increasing, rather than taxing the 'bandwidth' of the poor (Mullainathan & Shafir, 2013).

NGOs are identified as having unique flexibility to enter financial capacity-building partnerships within local communities (Karlan, 2014). By teaching how to set up savings groups, NGOs can empower individuals who come together to provide among themselves, a "'communal commitment device,' in which individuals effectively make pledges to save, and then have their peers there, every week, monitoring them to help make sure they do. This commitment may help overcome personal temptation – and money management issues, or may help someone keep a commitment to save against pressure from spouses or family" (Karlan, 2014).

The impact of saving should not be minimized. Three views of savings include: (1) savings as asset creation; (2) savings for cash-flow management; (3) savings as risk management, and are identified as having the potential to bring to successful savers 'an increase in social stature, credibility, independence, or confidence' (Martin, Myhre, & Singh, 2013). In a study of Thai households that worked their way out of poverty and lower wealth over a seven-year period, implementing a savings for growth strategy was identified as essential, with persistence viewed as the major key to successful building of wealth through savings (Pawasutipaisit & Townsend, 2010).

Savings group participation by women may impact more than personal finances; some studies point to less days off of work and higher school attendance by their children (Kesanta & Andre, 2015); higher religious participation and giving (Kesanta & Andre, 2015) and improved relations at home (for example, reduced rates of domestic violence) (Kesanta & Andre, 2015).

In a study of lending groups in Northeast Thailand, Coleman identified cultural challenges which can impact group establishment and success within local communities. Member selection and leadership determination may favor already established community leaders and wealthier people within the community (Coleman, 2002) and rules may be unevenly applied based on status (Coleman, 2002).

Fikkert and Mask, in their 'Financial Systems Design Principle', state that to be successful, a financial system must maintain all of these features: (1) trust; (2) discipline (keeping established policies); (3) financial sustainability; (4) leadership, management, and governance; (5) transparency, and (6) fit the target population (Fikkert & Mask, 2015).

Research Design and Methods

A conceptual framework (Figure 1 - Concept Map) gives an overview of the research design. The selection of a tree represents the organic nature of this sequential mixed methods strategy; that it was rooted in local community and immersed in its culture aligns with basic beliefs of the transformative paradigm. The apple, falling from the tree suggests that findings from this research are meant to provide seeds for future development and advocacy of financially disadvantaged local Thai people.

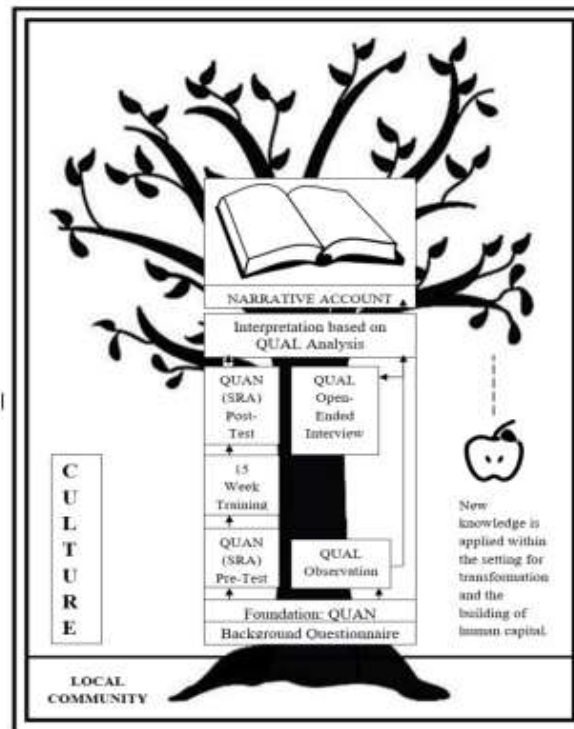


Figure 1. Concept Map - A Sequential Transformative Mixed Methods Case Study

Purposive sampling was selected for this research, as it is appropriate for mixed method case studies focusing on in-depth insights (Teddle & Yu, 2007). As the study was being carried out, the participant pool expanded through ‘opportunistic/emergent sampling (Cohen & Crabtree, 2006).

Using a mixed-methods case-study approach provided deep, rich qualitative information, gathered through weekly participatory observation of group meetings, one-on-one interviews with study participants, as well as from open-ended (O/E) interviews at the end of the 15-week training program, (conducted with 27 of 28 participants at two Blessing Home locations). The (O/E) interview included twelve questions which were developed to explore spiritual resilience factors, as well as to learn whether the savings group experience impacted participants’ financial knowledge and practices - particularly in the area of savings habits. (See Figure 2).

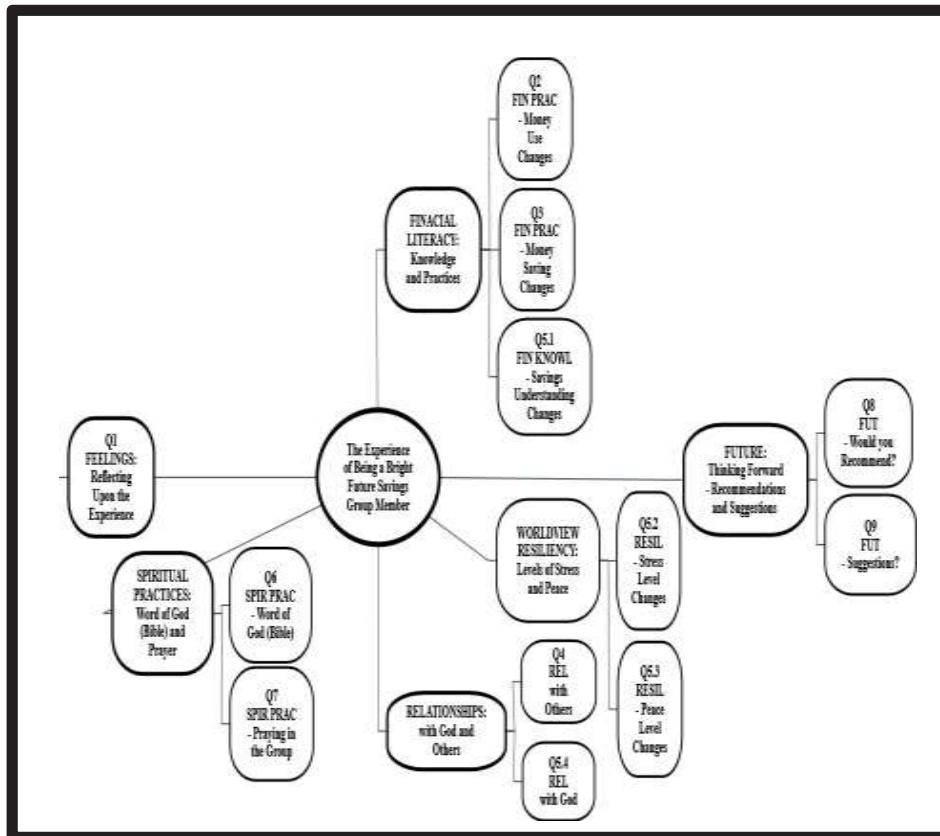


Figure 2: Open-ended Interviews: Mind Map of Inquiry and Questions by Area

Two test instruments were used for the gathering of quantitative data: (1) the background questionnaire (administered among 72 participants at all four locations), which provided information about participants' family, educational background, employment, financial skills, knowledge, and money habits; and (2) the pre-test/post-test SRA - Spiritual Resiliency Assessment, (administered to 53 participants at three locations), which provided insights into the effects of participation in the savings group training upon personal well-being (in areas such as peace and stress).

Trustworthiness/Validity/Ethical Considerations

A total of three test instruments were utilized. The pre-training questionnaire was developed with attention to other available resources and augmented with questions relevant to the Thai context; the post-training open-ended survey was pre-tested and adjusted for clarity; while permission was received for using the pre- and post-training Spiritual Resiliency Assessment (SRA). The Thai Co-Trainer received significant training prior to implementing the training program, and focused training prior to each training session.

While participatory observation by the researcher was carried out every week of the training at two locations, additional observers received training and carried out weekly data collection at these sites as well, with peer observer discussion being carried out following each training session as part of the validation process. Proper procedures were used in the gathering and management of all data. The NVivo11Pro textual data analysis program was used for coding, textual analysis, and theme development of the qualitative data gathered through the post-training open-ended interviews.

Post-training open-ended interview planning was significant; a team of bi-lingual Christians was trained and utilized, as transcribers and translators needed to be fluent in Thai, English, and in the 'language of the church'. Ethical protocols were carefully implemented. While the materials used were Christian faith-based, participants were welcome to attend regardless of religious affiliation, and with no pressure to change.

Results and Conclusions

Financial Findings

Financial findings were gathered at four locations, from 72 participants in the savings group training program. ‘How much participants saved’ was one of the financial markers explored. Within a fourteen-week cycle, here is the average number of baht saved, per week, per member, by location (in descending order):

Table 1: Average Baht Saved Per Week, Per Member, by Location

Location	Average baht saved per week, per member
Pattaya (Blessing Home)	187
NonSombun (Blessing Home)	145
Nakhom Phatom (Promise Church)	135
Nonthaburi (Fire of Glory Church)	78

While one might expect Pattaya members to out-perform other groups (due to closer proximity to greater money-earning opportunities), that the NonSombun group still out-paced the other two locations was surprising. (NonSombun is a small, quiet, rural community; Phanat Nikhom and Nonthaburi are ‘bustling’ in comparison.) That the initial two locations (with ‘outside intervention’) saved more than the groups launched under fully Thai leadership may be a coincidence; follow-up study would be required to determine if this is the case, and if not, to identify what factors are influential.

The following table provides a snapshot of weekly group deposits and accumulating savings totals at two of the four locations:

Table 2. Savings Accumulation: Weekly Group Deposits and Cumulative Weekly Totals at Pattaya and NonSombun During Savings Group Training Sessions

PATTAYA		WEEK NUMBER	NONSOMBUN	
Weekly Deposit	Cumulative Weekly Total		Weekly Deposit	Cumulative Weekly Total
฿1,600	฿1,600	1	฿2,050	฿2,050
฿2,100	฿3,700	2	฿2,000	฿4,050
฿2,450	฿6,150	3	฿1,550	฿5,600
฿2,450	฿8,600	4	฿2,950	฿8,550
฿2,600	฿11,200	5	฿3,500	฿12,050
฿2,850	฿14,050	6	฿4,950	฿17,000
฿1,700	฿15,750	7	฿3,000	฿20,000
฿1,000	฿16,750	8	฿2,800	฿22,800
฿600	฿17,350	9	฿1,650	฿24,450
฿1,750	฿19,100	10	฿2,050	฿26,500
฿1,700	฿20,800	11	฿1,350	฿27,850
฿1,600	฿22,400	12	฿1,600	฿29,450
฿1,200	฿23,600	13	฿3,550	฿33,000
฿2,300	฿25,900	14	฿1,100	฿34,100
฿25,900		TOTALS	฿34,100	

Collectively, members of the Pattaya group saved 809 USD (at a 34TB/1USD conversion rate); members of the NonSombun group saved 1,002 USD. Besides each individual taking pride in his or her saving accomplishment, the *group totals* gave encouragement to members as well.

Findings Related to the Four Research Questions

Question (1): What is a process for building human capital among financially disadvantaged local Thai people using Christian faith-based savings group training?

The act of ‘saving’ was a new experience to many participants; most had been living ‘day-to-day.’ Through discussions, it was clear the majority were living on the hope that they’d have enough money to cover expenses as needs arose - rather than knowing they would have enough money to cover needs, or have funds available should emergencies occur. Most had no financial plan that allowed for income smoothing during times of greater need (for example, when children need uniforms for school) - it was simply day-to-day, hoping for the best. There were good reasons participants had adopted this as a pattern of life. Many participants did not know how to estimate their monthly income, and while some participants had experience recording their expenditures, none had the ability to ‘track’ their spending – to know where their money went. Without these skills, establishing a budget is impossible. (This is one of the reasons some programs go with a ‘Rule of Thumb’ approach [Drexler, Fischer, and Schoar, 2010, p. 2] when developing financial literacy among people with lower levels of education).

While participants were pleased with their training experience, as well as with what they’d accomplished by saving together, it was evident through observation that many of the participants had the desire and capability to learn and achieve more.

From the data collected through this research project, the researcher believes savings group training is just a ‘first step’ in building human capital among financially disadvantaged local Thai people; a fuller process would ideally include: (1) Training of savings group leaders in the establishment and operations of a savings group; (2) training of savings group members in the principles that undergird healthy savings groups as well as training members in how to (3) track income; (4) track spending, (5) establish an emergency fund, (6) portion income, (‘saving first, before spending’); (7) calculate debt; (8) set a budget, (9) work from a simplified envelope system for managing spending, and (10) prioritize and carry out debt elimination.

To effectively develop the financial skills of local Thai people may require sharing new financial skills and knowledge at a pace learners can absorb, introducing concepts in small, concrete, practicable steps. So, for example, participants learn in the saving group meeting to record their daily income, and practice this for a month. This activity is then repeated in month two, strengthening the skill, and helping participants identify their income-generating patterns. Progress would be visible and may encourage others. Beginning to record expenditures would be a separate financial skill to master. The same incremental steps can be taken for learning this new practice. Having participants face a form on which they should ‘fill it all in’ (income and expenses) and immediately ‘keep up with it’ would be too much to tackle all at one time. By providing step-by-step opportunities for active learning, sharing abstract concepts can be avoided, and information overload prevented.

Question (2): What are the effects of implementing this process?

Participants were excited and proud of their saving accomplishments, and at the end of the first training cycle, expressed eagerness to ‘learn more’. Re-enrollment rates at each location for the second savings cycle were high, with additional ‘new members’ joining as well. Most participants showed an increased ability to save more money than before. This was confirmed through the open-ended interview responses, as well as in comparing savings amounts from questionnaire data to savings group totals.

Through open-ended interview responses, the majority of participants: (1) described having learned new skills and knowledge concerning family finances; (2) learned to ‘portion’ their income - setting aside some for saving before spending (which resulted in money being saved, rather than ‘running out’ before saving could take place); (3) recognized the importance of saving a portion of each day’s income (rather than ‘hoping’ they’d have some left later); (4) acknowledge they felt more peace having participated in the saving group; and (5) believed the savings group was an effective new resource for financial education and developing the lives of members. Some participants also gave examples of better emotional management through reduced stress levels; additionally, leadership was developed through new skill learning (accounting, carrying out meetings, recording of minutes, teaching of lessons).

Question (3): How do participants perceive their Christian faith-based savings group financial training program?

Participants gave high marks for the materials used, the training process, and their personal experience in the program. Members identified ‘new ways of thinking’, and changes they were making in financial practices that were leading to better planning, and peace of mind in their everyday lives. Improvement in family relations and happiness was frequently cited - a welcome outcome. Within the group, members learned Biblical principles for loving, supportive relationships, and had opportunities to ‘put them into practice’ with one another. This generated a stronger sense of unity and cooperation.

Question (4): Does the participants’ spirituality have any relationship with their group training experience.

Spiritual practices, such as use of the Bible and praying in the group were both considered spiritually impactful by most participants. Additionally, for many, aspects of ‘spiritual resilience’ (such as levels of peace, and levels of stress) were impacted by changes made by members in their saving and spending habits.

Recommendations Regarding Curriculum/Training Materials:

Two changes in the Chalmers Center materials are recommended for the Thai context: (1) Because debt is a significant issue, leaders recommended that training manuals remove all references to ROSCAs (Rotating Savings and Credit Association) and S&L (Savings and Loan). This would mean all future groups will not choose whether to incorporate a loan option, but all would automatically be ‘Straight Savings’ groups (groups which only save together, but never loan or borrow). This will protect relationships (avoiding problems which could arise from lack of repayment); eliminate the accumulation of more debt due to easy access to money; and help participants strengthen their ‘savings muscle.’ (2) The original Chalmers Center materials are in English, and have illustrations of African women. The materials were translated into Thai for the savings group training; illustrations needed to be ‘made Thai’ as well. (This has now been accomplished).

Recommendations for Savings Group Policy Changes:

(1) Adjusting the group formation process. The original Chalmers Center material utilizes a western-based model of decision-making to establish policies and membership covenant development. The model, while aiming for great participation and involvement (for ‘ownership’ purposes, etc...) instead created stress, and used a great deal of participants’ time and energy. This can be particularly difficult for officers of a new group, as a Thai leader is expected to ‘know’ or be the expert in any given situation. Asking members to contribute to the design of something they’d never seen or experienced can lead to discomfort; efforts must be made to ‘save face’ of the leader who doesn’t know the clear path to accomplish the goal. It is recommended that a more culturally appropriate method of establishing the policies and membership covenant would instead introduce a structured membership covenant with two sections: ‘negotiables’ and ‘non-negotiables’. By doing so, the essential elements of successful groups are clear, while there is freedom and choice for members to determine their groups’ negotiable factors. (2) To support transparency and safety, one of the ‘non-negotiables’ should include: ‘No officer will accept deposit money from a person other than the person whose account it is deposited into’. (3) Receipts should be issued for every member for every deposit made. This provides a ‘back-up’ proof of savings, and is simply appropriate for a situation in which someone is handing money to another person. Both the depositor and the treasurer are protected through good record-keeping. (4) For the Thai-Isan context, simplified forms for recording deposits are in order. (Checking off boxes is time-consuming; writing a numerical total on a blank and having the depositor ‘sign’ their agreement to the deposited amount was viewed as clearer and easier to understand. (Adjusted forms [in Thai] are now available; contact the author for further information). (5) Groups must determine how they will cover their operational costs. One suggestion, implemented by the Promise Church in Phanat Nikhom involved the treasurer keeping a jar on the table at each meeting, to which members can walk up and drop in a set or variable amount. Each week the treasurer adds a brief statement to the financial report, stating, ‘Last week we had...baht in our jar;’

we spent...baht; now we have...baht'. The monies collected can be used for supplies, paper, coffee or treats. (6) Promise Church also made a change to the covenant in having each new member designate (in writing) the exact person to receive their monies in the event of a member dying. This practice can eliminate the effects of confusion or controversy during what would be a sensitive time. (7) It is recommended that savings groups select four officers rather than three. All meetings require the presence/signatures of three leaders. By having four identified officers, a group can practice better accountability. (8) The use of social media and connective tools (like 'Line', for example) can be used to increase trust and group cohesion. Groups should be encouraged to utilize such tools, to post bank deposit records and share within their dedicated group forum information that will support transparency, accountability, and encouragement.

Recommendations for Further Research

Expanding the sampling population in subsequent studies may generate additional insights. The strengthening of financial training programs could be assisted through tracking the life-span of savings groups and identifying factors which impact group longevity within the Thai context. Identify factors which motivate increased rates of saving among Thai people could yield valuable insights for building assets among participants, while further studies in how faith based savings groups could best assist local Thai people to eliminate debt through disciplined saving and targeted debt repayment would be invaluable. Isolating and exploring the learning of specific financial skills (such as tracking income or spending) among savings group participants could assist program development and enhance the building of human capital among financially disadvantaged Thai/Isan people. Identifying cultural barriers to members implementing new practices could assist program developers and participants.

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Human Capital Investment for Labor Free Flow: Lao Skill Workers Development for Thailand and Lao PDR Labor Market

Khwankanlaya Poonna, Faculty of Education, Burapha University, Thailand
Chalong Tubsree
Saratid Sakulkoo

Abstract: *This study applied a qualitative research design by using multiple case studies as a research strategy to investigate the process of how to develop unskilled Lao workers in Lao PDR and to explore the benefits on the human capital investment on Laotian workers of Thailand and Lao PDR. There were five originations, two private sector TACDO Consulting Center and Lao Labor Promotion Limited and three organizations in government sector: (1) Lao-German Technical College (LGTC), Lao-Korea Skills Development Institute (LK) and Lao-Japan Human Resource Development Institute (LJ). The setting involved purposive sampling that was used to identify 37 participants who had experience involved with training program of Lao skills workers. Data were collected from in-depth interviews, focus groups, photos, video clips, and, telephone interviewing. All data methods were integrated to answer research questions. Classified and grouping over 400 photos and 20 clips VDOs to link with manual coding for data analysis. It is very useful to deep understanding. It can be one of triangulation from the difference sources of data. Finally, there were 5 main categories with about 70 sub categories. Base on the manual coding the findings were explained at this state of the research. The components of the main categories include: (1) General Process Way (2) Cooperative Way (3) Obstacles/ Problems Way (4) Development Way (5) Other Way. The researcher reported in this dissertation made a significant contribution to our knowledge of the important human capital investment for Lao skills development in Lao and Thai labor markets.*

Keywords: Lao Skill Workers, Human Capital, Human Capital Investment, Multiple Cases Studies

Introduction

Thailand and Laos had agreed to the workers free flow of the two countries that Lao authorities to check and proof of citizenship to the Laotians by the mobile establishment of a comprehensive registration services for migrant workers (One Stop Service) at Bangkok and Laos will be issued temporary passports while Thailand will issue a license to work. The registered migrants amount 158,125 peoples, the total of 151,521 were labor and 7,004 were their family members. The two countries will jointly provide Laos workers benefits under Thailand law and agreed that workers can go to work in Thailand and go back home in bordering provinces (Nation news, 2014) The main reason for getting migrant workers to work in Thailand because the shortage of labor and the mostly of migrant workers who work in Employment in Micro and Small Enterprises in the north east in Thailand. Currently, migrants working in Thailand have increased to around 4 million (Sakulkoo, Dullayaphut and Poonna, 2014). The Thai government policy change towards migrant workers by the National Peace Keeping Council under martial law in June 2014 and the rumor about the clearance of foreign workers had made workers fled Thailand nearly 200,000 people. (<http://www.manager.co.th>). So it has a serious impact on the manufacturing sector of Thailand. The National Peace Keeping Council (announced no. 117/2014) established a comprehensive registration services for migrant workers (One Stop Service) and extend the registration period as a temporary measure to solve migrant workers and human trafficking.

While Lao have a limited human resources, weak capacity, and skill shortages represent critical binding constraints for the country. The Technical and Vocational Education and Training (TVET) sector is still not adequate but become important role in training skilled workers for industry and in meeting labor market needs (Asian Development Bank, 2010). However, the skills problem in Lao PDR is even deeper and more severe than is generally recognized, being a problem not simply of vocational skills but of even basic reading and numeracy skills (World Bank Group, 2014). It is

limited by the lack of alignment between the required skills in the labor market and those produced by the TVET sector, the poor quality of training, shortages trainer teachers, the absence of teaching aids, and limited practical skills among teaching staff. Many TVET institutions lack modern facilities and equipment. Much of the trainings offered in the TVET sector are not relevant to labor market needs.

Lao PDR economy has grown strongly in recent years. From 2011-2015, GDP has grown at 7.8%. The government is seeking to sustain strong economic growth (ADB, 2010). While the economy is growing fast but growth is mainly driven by the hydro and mining sectors where very few jobs are created: only 22,000 people work in these sectors and this number is unlikely to increase much, given how capital intensive those sectors are. Currently, most of the jobs that are available in Lao PDR are not very attractive: productivity and growth remains very low, and this implies relatively low wages, and relatively slow growth in those wages (World Bank, 2014).

Today, Lao labor shortage and most of Laos's labor are unskilled labor so the Lao government and other partners have responded by channeling more resources to skills development. At the same time Thai labor market is still short of skill workers. The labor supply in Thailand still does not meet demand. It therefore became necessary to employ skill migrant workers. Skills are a derived demand and that demand depends on policies for growth and employment creation. It is challenge to investigate skill worker process as they are one of the components of Human capital investment for this study. In addition, from the measuring human capital of World Economic Forum (2015) reviewed that there are three guiding concepts underlying the second edition of the Human Capital Index. The first is a focus on learning and employment outcomes. The second is a focus on demographics and the third is distance to the ideal. In the business world, human capital is the economic value of an employee's set of skills. To a policy maker, human capital is the capacity of the population to drive economic growth. To others it may include tacit knowledge acquired informally through experience, non-cognitive skills, such as inter-personal skills and the physical, emotional and mental health of individuals.

Research Questions

1. What was the process of developing unskilled Lao workers in Lao PDR?
2. What are the experiences of the trained Lao workers toward the training programs?
3. What are the perspectives of the owners of the training centers, trainers in Laos who involve with training program?
4. What are the opinions of owners, managers of Thai companies toward the benefits of the human capital investment?
5. What are the benefits of Thailand and Lao PDR on the human capital investment on the Laotian skills workers development?

Literature Review

Lao Labor Market

Many countries are skill labor shortage and look for these labors for alleviating this situation. Laos PDR is a sending country for labors to any countries such as to Thailand, Singapore and keen to develop their technical and vocational education training systems and skills recognition arrangements quickly, and possibly in cooperation with others countries in ASEAN (Thailand and Vietnam). Thus their systems are on the verge of significant structural reform.

The situation in Lao PDR at the start of the ASEAN *Enhancing Skills Recognition* project in 2004, the technical training, skills accreditation, training institutions accreditation, and business have been involved. There is a legal provision that employers pay a training levy, however, this has never been implemented. There are eight training 'centers of excellence': Lao Skills Development Centre, Vientiane Skills Development Centre (private), Pakpasak, Lao German, Technical College, Lao Korea Vocational Training Centre, Vocational Education Teacher development, Lao Union Training Centre, and Centre for Product Promotion. The part of skills accreditation, Laos had no national system of skills standard testing and certification. Standards for certificates were set by formal curricula and monitored by the Ministry of Education. The part of training institutions accreditation, There was no accreditation system for VTE institutions but there was official recognition of the need for such a system.

There was a serious shortage of trained VET trainers and no system for accrediting trainers. And the part of business involvement, on the whole, there was little awareness by industry of competency standards and the advantages of certifying workers under some national system. Many Lao workers fill low skill level positions in plantations, agriculture and fishing enterprises but at the same time Laos keen to try to catch up as well as to ensure that its workers are hired and paid at levels commensurate with their skills. The pace of change has been rapid (Iredale, Turpin, Grannall, Brimble, Iem, Souvannacak, Souphanthong, 2007).

Thai Labor Market

Thailand has the core responsibility for labor is Ministry of labor. Ministry has 10 offices all share responsibility include Thai workers and migrant workers. Thailand is a developing country and one of the 10 member countries of ASEAN. The policy development in human resources in education to enter the labor market with quality that is the policy on ASEAN Socio-Cultural Community (ASCC) thus, the demand for labor in developing countries has much but Thailand is facing a shortage of workers. It relies on foreign labor. National Statistical Office survey the Labor Force for the third quarter of 2015, to better understand the condition and unemployment which can be summarized as follows: The number of people aged 15 years and over were 55.3 million people. The 38.8 million people in the labor force (including those employed 38.3 million people unemployed 360,000 people, 80,000 people who wait for the season) and those outside the labor force of 16.5 million people (The people consists of 4.8 million people in household, were educated 4.4 million and others such as the elderly and people with disabilities to work 7.3 million or decrease of 1.0 million people when compare with in 2015 by workers in agriculture sector were decrease around 500,000 people while workers were in hotel and service in restaurant sector increase around 400,000 people and 100,000 people in construction sector. The unemployment rate is 0.9% of total labor force or 360,000 people (National Statistical Office, 2015).

Moreover, the migrant workers effect to Thai labor market especially for migrant nationalities of Myanmar, Laos, Cambodia, there were a total of 2,344,308 people. Migrant workers were brought in to replace workers with primary education or lower. Thailand is currently a shortage of workers is continuing. In addition, the potential labors of Thai labor increase and expand from 89.26 % of last year to 100.47%. It shows that Thailand Overview workers in the labor market have been developed to increase. The welfare, the rate of compliance is not legally protected labor welfare workers very low. At 0.99 percent, which reflects that workers continue to receive welfare, labor laws protecting workers' welfare in addition to the appropriate legal protection of workers is something that needs to be promoted more widely and evenly. Data shows that the establishment of only 0.94 per cent and 4.50 per cent of employees who have been promoting labor welfare than labor law.

In summary of Thai labor market, although the employed in Thai labor market and unemployment rate is low but Thai labor market face to labor shortage and relies on migrant workers to develop economic especially Myanmar, Lao, and Cambodia thus how to manage these migrant to work for Thai labor market in high benefit.

Research Design

The researcher has decided to use a qualitative research method with Multiple Case Study Analysis strategy. Case study strategy is a study which has specific scope for a case to be studied in a very thorough manner, as a case study (Creswell, 2007). In addition, it can be used for development of a theory. Case study research is not sampling research (Stake, 1995 p. 4). The researcher had to define the boundary of the study and choose the case that was manageable and accessible while at the same time appropriate to achieve the objectives of the investigation.

Data Collection and Data Analysis

The participants were from 5 organizations in Lao PDR with the total of 37 participants. The setting involved purposive sampling that was used to identify 37 participants who had experience or involved with training program of Lao skills workers. The background of participants in this study is shown in table 1 below.

Table 1 The participants were data collected in 5 popular organizations in Lao PDR total 37 participants

No.	Code	Gender	Position	Education	Name of organization
1	TDP1	Female	HR Manager	Bachelor 'degree	TACDO HR Consulting Center
2	TDP2	Male	Trainee	High school	TACDO HR Consulting Center
3	TDP3	Male	Trainer	Bachelor 'degree	TACDO HR Consulting Center
4	TDP4	Male	Trainer	Vocational Certificate	TACDO HR Consulting Center
5	TDP5	Male	CEO	Master degree	TACDO HR Consulting Center
6	LGP1	Male	Director	Ph.D. Candidate of Engineering in Germany	Lao-German Technical College
7	LGP2	Male	Deputy Director	Master Degree of Engineer	Lao-German Technical College
8	LGP3	Male	Trainer Co-ordinator	Master Degree of Engineer	Lao-German Technical College
9	LGP4	Male	Trainer	Bachelor 'degree	Lao-German Technical College
10	LGP5	Male	Trainer	Master Degree of Engineer	Lao-German Technical College
11	LGP6	Male	Trainer & Co-ordinator	Bachelor 'degree	Lao-German Technical College
12	LGP7	Male	TOYOTA Staff	Bachelor 'degree	TOYOTA Lao Thani
13	LGP8	Male	TOYOTA Staff	TOYOTA Staff	TOYOTA Lao Vientiane
14	LGP9	Male	Trainee	Diploma	Lao-German Technical College
15	LGP10	Male	Trainee	Diploma	Lao-German Technical College
16	LGP11	Male	Current Trainee	N/A	Lao-German Technical College
17	LGP12	Male	Current Trainee	N/A	Lao-German Technical College
18	LGP13	Male	Current Trainee	N/A	Lao-German Technical College
19	LGP14	Male	Current Trainee	N/A	Lao-German Technical College
20	LGP15	Male	Current Trainee	N/A	Lao-German Technical College
21	LGP16	Male	Current Trainee	N/A	Lao-German Technical College
22	LGP17	Male	Current Trainee	N/A	Lao-German Technical College
23	LGP18	Female	Current Trainee	N/A	Lao-German Technical College
24	LLP1	Male	CEO	Bachelor 'degree	Lao Labour Promomtion CO.LTD.
25	LLP2	Female	Deputy Director	Bachelor 'degree	Lao Labour Promomtion CO.LTD.

No.	Code	Gender	Position	Education	Name of organization
26	LKP1	Male	-Trainer -Head of administrative	Bachelor 'degree	Lao-Korea Skills Development Institute
27	LKP2	Male	-Trainer -Head of academic	Bachelor 'degree	Lao-Korea Skills Development Institute
28	LKP3	Male	-Trainer	Diploma	Lao-Korea Skills Development Institute
29	LKP4	Male	Current Trainee	N/A	Lao-Korea Skills Development Institute
30	LKP5	Male	Current Trainee	N/A	Lao-Korea Skills Development Institute
31	LKP6	Male	Current Trainee	N/A	Lao-Korea Skills Development Institute
32	LKP7	Male	Current Trainee	N/A	Lao-Korea Skills Development Institute
33	LKP8	Male	Current Trainee	N/A	Lao-Korea Skills Development Institute
34	LKP9	Male	Current Trainee	N/A	Lao-Korea Skills Development Institute
35	LKP10	Male	Current Trainee	N/A	Lao-Korea Skills Development Institute
36	LKP11	Male	Current Trainee	N/A	Lao-Korea Skills Development Institute
37	LJP1	Male	Director	Ph.D. (Economic Development)	Lao-Japan Human Resource Development Institute

For data analysis in this study applied interview data, photo, audio-visual data, observation and document review were integrated to answer the five research questions. Data were collected from in-depth interview by face to face, focus groups, photo, video clip, sound record, telephone interviewing. Base on the manual coding into categories, the findings were 5 main categories: (1) General Characteristics of the organization (2) Organization support by outsiders (3) Organization Obstacles and Problems (4) Organization Development Plan (5) Other Findings including over 70 sub-categories.

In summary, there were five popular organizations with private and government sectors of Lao PDR, (1) TACDO HR Consulting Center, (2) Lao Labor Promotion Limited (3) Lao-German Technical College (LGTC), (4) Lao-Korea Skills Development Institute (LK) and (5) Lao-Japan Human Resource Development Institute (LJ). The setting involved purposive sampling that was used to identify 37 participants who had experience involved with the process of skill development training programs and Lao labor market. We also classified and grouping over 400 photos and clips VDOs to link with manual coding for data analysis in this study. It is very useful to deep understanding. It can be one of triangulation from the difference sources of data.

Trustworthiness and Ethical Protocol

The validity and reliability of qualitative research is established by its trustworthiness (Lincoln & Guba, 1985). Lincoln and Guba suggested four aspects of trustworthiness: it is about (1) credibility, (2) transferability, (3) dependability, and (4) confirmability. They also confirmed that reflexive notes can cover all four aspects. Thus, to assure four aspects of trustworthiness the researcher kept detailed reflexive notes throughout the study. This study employed method triangulation such as individual interviews, focus groups, photos and VD clips to assure another tool for the credibility of the method as suggested by Lincoln and Guba. In the final report of the study, the

researcher also provided the information stated by the participants to ensure that the findings of the study are determined by the participants and not by the researcher's own bias or perspective. The researcher kept a personal log throughout the study. The researcher also documents fully the processes of the study to ensure the trustworthiness of the findings.

Responses to Research Question One: *"What was the process of developing unskilled Lao workers in Lao PDR?"*

From the finding of skill development in Lao PDR can be divided two forms: the public sector and the private sector.

The public sector, which has been supported by the Lao-German Technical College (LGTC), Lao-Korea Skills Development Institute (LKI) and Lao-Japan Human Resources Development Institute (LJI); and The private sector which consists of TACDO Consulting Center and Lao labor promotion. In the public sector, there are findings from the three institutions, as mentioned previously. The LGTC and The LJI are directly under the response of Ministry of Education and The LKI is directly under the response of the Ministry of Labor. There are four issues to involve the process of skill development; (1) The Preparation; they prepare about trainers, tools, location, budget, and curriculum (2) The issue of skill development courses at prominent institutions; the course in LGTC is the dominant program in the agriculture industry with its support for Siam Kubota engine heavy machinery and mechanical thread Mechanic and a Toyota for their support. Particularly interesting are the findings of teacher training to enhance their knowledge and expertise in advanced Toyota engine at the College of Technology Toyota Chachoengsao, Thailand. The finding of such a system about Dual Cooperative Training (DCT) is a bilateral education system and is equipped with modern tools of the Toyota Group of Thailand. The courses of LKI, there are three courses as long course. Its takes about three years, short course which focuses on sending workers into the industry and skill standard test. The LJI is part of the National University of Laos offers courses for a master degree, business training program, and Japanese language which emphasizes skill development courses. This course specializes in business to entrepreneurs. (3) The issue of getting the training/guidance to develop a skilled workforce in the future. The LGTC is an institution of professional skills development in the country and are concentrated in a limited number each year. The training or learning is a competitive examination. Each year there are many 5,000 applicants, but the Institute can only accept 500 people per year due to obstacles of staff and coaches, the budget and equipment. The Institute is a private enterprise, both domestic and international support as well. The LJI provides business training courses for entrepreneurs in order to gain more skill and knowledge. The apparent success has expanded the business to grow. The SME business case has become a big company. The case of LKI is different from the two institutions as it provides opportunities for poor families, especially the disadvantaged tribal groups that live far away. So, the Institute gives special opportunities for free admission without taking any examination. (4) The findings interesting in the workforce development training courses. The TOYOTA Training Education Program (T-TEP) is a project between the Toyota Motor Thailand and the LGTC. The Toyota Motor Thailand has expanded its business across the country and students who complete the course can receive direct support through the training of Toyota in the Institute. The LKI is important to train skilled workers to enter the race in the region which is the only institution in Laos and has become site of skill standard test in Laos. For the LJI which is an interesting business training program for only those entrepreneurs to apply their business. It has expanded its business to grow from SME's to expand as the bigger company.

For the private sector, an overview of the process of two skill development institutions, TACDO Consulting Center and Lao Labor Promotion, TACDO Consulting Center to conduct training skilled workers with support from international aid organizations through the government's approval such as ADB or UN. The short training course featured at TACDO Consulting Center is on engineering and heavy machinery. It creates opportunities for those who are unemployed or illiterate to help the unemployed with jobs and make a better living. This center plans to send workers into the labor market in the future. Part of Lao Labor Promotion is the practice of labor skills before sending workers abroad, but faced with failure, because of many issues such as the costs of the training. The trainer is responsible for paying it. The family must be far away. When training and development are completed and then skilled workers are trained in Thailand. The workers also have to take these new training tools from the industrial sector as Thailand plants are using more modern equipment. Therefore, Lao Labor Promotion is canceled and switched to coaching skill workers who are not

trained for the labor market in Thailand. After that, the industrial sector in Thailand trains skilled labor to meet the needs of the industry itself.

Reponses to Research Question Two: *“What are the experiences of the trained Lao workers toward the training programs?”*

The responses to this research question, the major findings are four sections to this study as follows (1) Decision Making to Join the Training (2) Career (3) The View Point of Skilled Trainees toward Training Courses (4) The Special Courses of Skill Training.

Decision making to join the training courses

From the findings in this study, the reason for deciding to train skilled workers are the same for all institutions. When training is complete, they can put that knowledge to work such as self-employed, then there is employment which can support the economic development of the country. The difference is that the Lao- German technical college will be modern since most training institutions train skilled workers for the Laos labor market. The Institute for Skill Development in the Lao- Korea Skills Development Institute is a place that provides opportunities to people who have less opportunity.

Career opportunity

On completion of training courses, some get the chance to work with the institutions that train skilled workers. By the end of the course the Institute was joined in training skilled workers that include TACDO Consulting Center, Lao-German Technical College and Lao-Korea Skills development Institute. In addition, the Lao-Korea Skills development Institute also provides opportunities for training skilled workers who have a high score and remained high skilled with more opportunity to join a competition of the labor standards in national and ASEAN. And get a better chance to work abroad. Most of which are needed to work in the country because it is close to home or family, but if the opportunity to work abroad, most want to work in Thailand as it is a similar language, the same culture and convenient for travelling. There are few who want to work in the United States, Singapore, Germany, China, Vietnam and other ASEAN countries.

It should be noted here that the findings are mainly for males. Currently, there are more and more women being trained in the motor mechanic field, especially when trained skilled workers and the mechanics will have knowledge of the engine parts. Women work at the customer service desk smoother than males. They can reduce the problems; take good care and make the service flow well because the majority of customers are men.

The view point of skilled trainees toward training courses

The findings of the research show that skilled trainees, mainly on the process of training a skilled workforce were met with some problems during their practice such as in the Lao-German technical college in the training department of Agriculture, Engineering and Machinery. Kubota provided advanced tools with new machines, but the old tools and machines are still all over the country. The skilled trainees do not have the skills in these kinds of old machines. It will be one of the main problems for the skilled trainee as they have trained only on new tools and machines. There is also limited space and they have little clinical practice. The Lao-Korea skills development institute found that there is a trainer shortage. Skilled trainees have little practice, not enough to meet demand.

The special courses of skill training

The experience of the skilled workforce training is practical, rather than theoretical. The majority, about 70 percent, will be in the hands of TACDO Consulting Center which is providing a short course on the budget allocated to international organizations, ADB Bank. However, the Lao-German technical college and the Lao-Korea skills development institute provide two year and three year training courses after completing the course they will have the skilled middle class level. Indeed, there are three levels, beginning level, middle level, and high level.

Reponses to Research Question Three: *“What are the perspectives of the owners of the training centers and trainers in Laos who are involved with the training programs?”*

To respond to this research question, the major findings are two sections to this study as follows (1) The Perspective of administrators and trainers in the public sectors (2) The Perspective of Business Owners.

The Perspective of administrators and trainers in the public sectors

Laos has become a country which has continued to develop and the opening of Laos is a country involved in the ASEAN Economy Community (AEC) and this makes a high demand for

labor. The demand is for skilled labor in the manufacturing sector, both in construction and industry. The delays in producing skilled labor could produce a demand caused by insufficient budget. Space is limited. It needs to be expanded for skill training must be more responsive to government policy. Barriers are the Lao-German Technical College is only able to accept 500 people a year for training skilled workers, but the demand for labor is over it several times. The Lao-Korea Skills Development Institute has forsaken the opportunity people and tribes. Many tribes are living in the country. The opportunity to train skilled workers and agents who are trained skilled labor institutions have participated in the National Skills Competition. It has represented the country to compete in the ASEAN Skill Standards but it still suffers from a lack of funding.

The government has a limited budget on the training course programs and the Institutions must manage to survive on their own to train more skilled workers. This result impacts in terms of decreased quality for trained skilled workers. The Lao-Japan Human Resource Development Institute has organized training courses for business entrepreneurs to expand their businesses, from small businesses to medium-sized businesses or larger. On this point, the demand for labor, especially skilled labor from Thailand at the executive level, are flowing into mission work related to investment, especially Japanese companies in Laos. Japan companies are trying to create success and opportunities for skilled workers in Laos to flow into Thailand, but it has little for Lao workers in Thailand to legally have more. To meet the demand for labor in the state's policy is to promote more vocational learning, but on the contrary. There was not much attention to vocational education. As there are those who are interested to study more general educational system of vocational education in Laos is not conducive to a higher level.

The perspective of business owners

The TACDO Consulting Center is a training center for skilled workers, the largest private sector in the country. The perspective of the owner and his management teams mainly comment on the Lao labor market shortage, HR management and development issues including training course programs. The country's growing construction is making a labor shortage from importing workers from Vietnam, China, and Thailand. Many unskilled Lao workers along the Mekong River cross the border to work in Thailand. It makes oppressed workers a blasphemous insult to the country's labor and Laos must find a strategy to maintain a good outcome. The Lao government currently is discussing to bring workers back, the government acknowledges that went awry because of a policy to promote education about a common line. Making career has not been as popular as it should. So, the government has created a new policy on vocational education system by funding from foreign organizations. In addition, there are measures to create a skilled workforce and institutions.

In the past, Lao Labor Promotion Centre used to provide many training courses, but the failures were due to problems with the cost of the training. The changing role of the training is delivered by workers trained to Thailand according to the operator. Although trained in the craft of Lao PDR but still need to train again when they come to work in Thailand because of new modern instruments. From the researcher's view point, this is an important issue for skill development in the Thai labor market that needs to find the improper way to manage such as save cost, save time, and get skill workers as it needed.

The findings can be summarized as that the Laos government is continuing to develop the county with several projects especially building infrastructure. So, the shortage of skilled workers in Laos is still in crisis. Because there is so much demand, but production is not enough, as pointed out at the pyramids stand which is tipped workers with fewer administrators. As a result, the economy will collapse if they run out of skilled labors so that the Lao government's policy is to decide to import foreign workers in the ratio of 20 percent, which would be the high skill labors including the executive level. An import of Thai skilled workers and Thai managers are involved in foreign investment by Japanese manufacturing divisions in the special economic zone of Laos. It's required by the business Laos as Thailand and Lao are similar cultures and language and it is easy to communicate with each other. On this point, the Thai Labor Market is less likely to have skilled workers from Laos, most will be unskilled Laos workers instead. There is no skilled labor of Laos; Thailand's labor market has been attracting skilled labor from Laos to Thailand.

Reponses to Research Question Four: *"What are the opinions of owners and managers of Thai companies toward the benefits of the human capital investment?"*

To responses to this research question, from the findings and literature review are that Thailand is currently facing a shortage of workers. Limited is the human capital is vital. The knowledge is useful. It can produce a quality product that responds to customer demand and benefits the country of export. If products meet the quality standards, resulting in the export of goods has grown. Moreover, when an employee has knowledge and skills she or he can go to work for another because a certificate and the right staff in bringing this knowledge to use. It's worth the investment, but the investment is limited, it is human. Labor shortages come into the training system. The effort is to recruit workers from Myanmar, Cambodia and Laos.

In the case of Laos in terms of recruited skilled workers from Lao-German technical college, which is a place to train skilled workers in the Laos PDR. There are several candidates, but the fact that no Laos skilled workers want to work in Thailand. This is one of the serious concerns of the opinions of owners, managers of Thai companies toward the benefits of the human capital investment. The knowledge, skills and abilities are what they can carry throughout their lives, and can create jobs and income for themselves.

Reponses to Research Question five: *“What are the benefits of Thailand and Lao PDR on the human capital investment on the Laotian skills workers development?”*

To response to this research question, from the findings in this study, Thailand can benefit from Lao Skill workers for a short period of time while they work in Thailand. These workers will return to their home country as the way they are. So, on this point Thailand will continue to have a lack of skilled labor. The recruitment of new workers coming into the workforce investment system and put on a new man that have to bear the cost of human capital increase, but on the other hand the Lao PDR has benefited greatly from the investment. Furthermore, in the case of human capital investment Loa PDR has support from several international organizations, which are ADB, UN, international institutions, including German, Japanese, Korean, Chinese and Vietnamese companies.

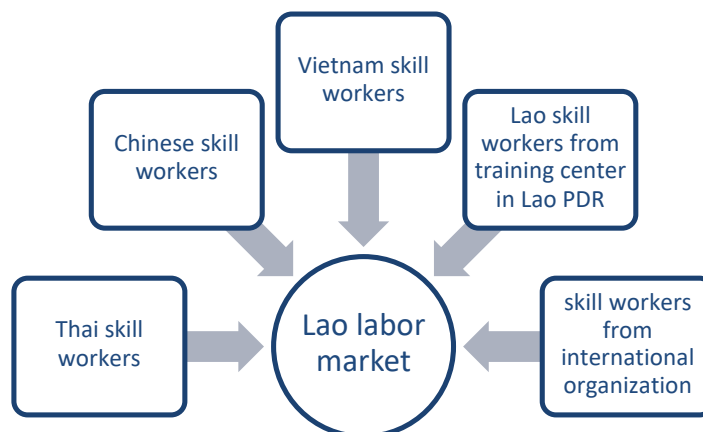


Figure 1 Human capital investment in Loa PDR has support from several International organizations For the private sector, the TACDO Consulting Center has a budget from the ADB, UN practice is that the human capital Human capital investment, but the demand is still insufficient.

Discussions

This section present the discussion of specific issues includes the following topics: (1) Point of view about human capital investment in Lao PDR; (2) Obstacles of national development toward human resource.

Point of view about human capital investment in Lao PDR

From the findings in this study, Lao-German Technical College is an institution of vocational education. The Lao government has a policy to train more skilled workers to meet the needs of the labor market sector. Scholarships are available for free to students studying for women's line. Budget aid is not enough. It depends on the cooperation and support of the private network, but it also found many problems of institutional limited congestion, inadequate for use in training, both theoretical and practical. The numbers of candidates are numerous. Many applicants apply but only

500 are accepted, which meet only a small number of government policies and inadequate to the needs of the labor market. In short, with the expansion of the economy, investment, and industry, especially the special economic zone, building infrastructure is increasing. But there is a shortage of skilled workers

From the measuring of human capital of World Economic Forum (2015), there are very important guiding concepts underlying the second edition of the Human Capital Index. The first is a focus on learning and employment outcomes. The second is a focus on demographics and the third is distance to the ideal. In the business world, human capital is the economic value of an employee's set of skills. To a policymaker, human capital is the capacity of the population to drive economic growth. To others it may include tacit knowledge acquired informally through experience, non-cognitive skills, such as inter-personal skills and the physical, emotional and mental health of individuals. The Human Capital Index aims to accommodate this conceptual diversity and takes a holistic approach, while keeping an overall focus on maximizing a nation's human potential.

However, as the World Bank (2014, p. 10) stated, "Training does not create jobs. Skills are a derived demand and that demand depends on policies for growth and employment creation." The population of Lao is projected to increase by 38 percent from 6.4 million in 2010 to 8.8 million in 2030. Expansion of the labor force and a decrease in the number of dependents present an opportunity for growth, particularly if Lao PDR can tap the potential of young workers through productive employment opportunities (World Bank, 2014). Indeed, the Lao-German Technical College has a network with private sectors in many countries to support employment opportunity especially Toyota Motor Thailand which supports the TOYOTA Training Education Program (T-TEP) to develop standards and curriculums. Technical equipment and teacher training Teacher certification to be a trainer of Toyota Motor Thailand. And students are trained on some graduate work with Toyota. Siam Kubota is the same way. There were also teachers from different countries to help in the training of teachers from the Philippines, Thailand, Indonesia, Cambodia, Malaysia, Papua New Guinea, Africa and Australia.

One very crucial process in human capital investment from the findings in this study can be seen at the Lao-German Technical College upon graduation training. They become skill workers and are employed by private companies to support recruitment directly to the institution on graduation day. One of the outstanding is the Toyota Company. So, at the end of training skilled workers do not have any employment. Our students are able to create jobs and income for themselves and for their families. One of participants said, "... *Toyota must train our teachers here before. To know the technology to teach students, so we updated the outside. This makes the study realistic with more students; we can say that 100% of the students have a job as our network private companies are already booked. This is what one key participant expressed...*" LGP3 (L256-262).

In summary, Laos's effort to develop skilled workers and have funding from international organizations such as ILO gives funds to support the goals of the Lao People's Democratic Republic to develop a modern, transparent and credible labor inspection system (ILO, 2014). Skill workers are very crucial for the Lao PDR. Kim (2006) and (Schuller, 2001) summarized that human capital refers to the knowledge, skills, and abilities (KSA) that exist within individuals. They can be one of the main concerns for human capital investment. Human capital enables individuals to increase productivity and earnings, which in turn improves the productivity of the organizations in which they work and the societies in which they live.

In 2012, approximately 200,000 Lao workers migrated to ASEAN countries; of which 190,000 went to Thailand, equivalent to 95% of Lao workers in ASEAN and 94% of total Lao workers working in foreign countries. In the same year, 110,000 workers from ASEAN countries migrated to Laos; 100,000 were from Vietnam, 5,000 were from Thailand, and around 5,000 were from other ASEAN countries. The estimated remittance was about US\$50 million. Most of the workers were employed in construction, industry, agriculture, trade and wholesale-retail sectors (Leebouapao, 2014).

Currently, most of the jobs that are available in Lao PDR are not very attractive; productivity and growth remains very low, and this implies relatively low wages, and relatively slow growth in those wages (World Bank, 2014). Lao PDR government announces and receives support investment from the other countries. The demand is for skilled labor in the manufacturing sector, both in construction and industry. Because of delays in producing the skilled labor could produce

demand caused by insufficient budget. Space is limited. It needs to be expanded to get skill training which must be more responsive to government policy. Barriers of Lao-German Technical College are able to receive the training of skilled workers for up to 500 people a year, but the demand for labor is over that every year.

In summary, the Lao labor shortage and most Laos labor are unskilled labor. The important problem of labor is the skills problem and Laos spurred an intense focus on skills development initiatives. Moreover, the problem about wages and a shortage of skilled workers has risen. The government and other partners have responded by channeling more resources to skills development, for example with investments in vocational training facilities to train more workers. Lao PDR faces problems in the education sector and only looks to skills development as a solution which does not address the fundamental problems constraining economic growth, employment creation, and poverty reduction. Creating an environment conducive for farm and non-farm businesses to make investments and grow remains an essential first step for skills development.

Obstacles of national development toward human resource

The skills problem in Lao PDR is even deeper and more severe than is generally recognized, being a problem not simply of vocational skills but of even basic reading and numeracy skills (World Bank, 2014). It is limited by the lack of alignment between the required skills in the labor market and those produced by the TVET sector, the poor quality of training, shortages of trainer teachers, the absence of teaching aids, and limited practical skills among teaching staff. Many TVET institutions lack modern facilities and equipment. Much of the training offered in the TVET sector is not relevant to labor market needs. The linkages between the public and private sectors are weak.

Private sector involvement in TVET, including finance, strategy and curriculum development, and delivery of training, can be increased and refocused on traditional trades. Many Laotian workers fill low skill level positions in plantations, agriculture and fishing enterprise but at the same time Lao PDR is keen to try to catch up as well as to ensure that its workers are hired and paid at levels commensurate with their skills. The Laos Government supports a regional qualification framework for development competency standards to be put in place and accredit skill workers. These mechanisms are for developed workers who go outside of the country for work to be hired and paid appropriately (ADB, 2010). Swanson and Holton (2009) stated that training and development have constituted the largest realm of Human Resource Development (HRD) activity. HRD is the integrated use of training and development, organization development, and career development to improve individual, group, and organizational effectiveness. They also defined training and development as the process of systematically developing work-related knowledge and expertise in people for improving performance. One of the main concentrations of HRD is the training and development focus on changing or improving the knowledge, skills, and attitudes of individuals. Some of the benefits of training such as the unemployed, displaced and economically advantages in the USA have long been supported in the Job Training and Partnership Act (JTPA) by the government, the JTPA was the largest federal skills training program and provides training opportunity to them. These activities help to permanently reduce unemployment (Desimone & Werner, 2012, pp. 261-263).

Implications

This section presents the implications for practice suggested by the researcher. The implications have been drawn from the findings of the research. The implications were divided into two aspects.

Implication for practice #1: For the Human Resource (HR) Professionals/ Trainers and Skill Worker Development Training Institutes

Developing from unskilled to skills workers has led to the development of human capital which gives individuals the knowledge, skills, and ability to work. The individual is a part of the organization. When the organization knows that the individual has more skills, more experience, and more expertise, this gives good opportunity for organizational development. If the organization lacks skilled worker problems, such as broken equipment, then the organization cannot management because the individual in organization does not have the knowledge, skills, and ability, so the skilled worker is important to all organizations and for their self-employed.

LGTC provides learning programs for individuals as follows: (1) Skill Worker Level (9+2); (2) Technician Level (9+3); (3) Technician Level (12+2); (4) Higher Technician Level (9+3+1) or

(12+2+1) and (5) Short Courses Regarding to industries need (see Figure 2).

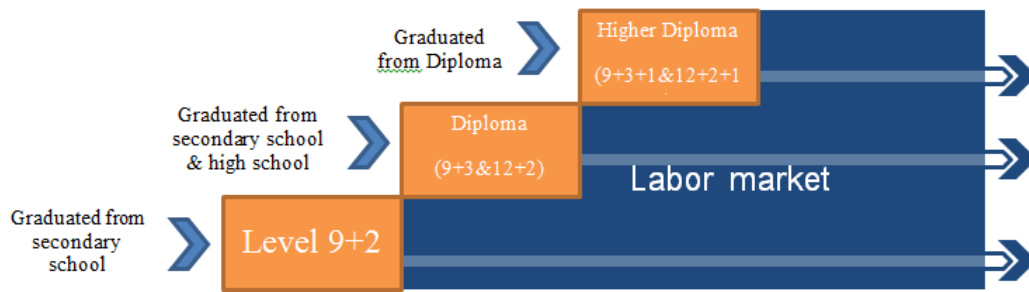


Figure 2 : LGTC learning programs

However, as from the findings, this institution needs to expand and have more teacher training and include financial support for the near future to have more sites for admission. In addition, LK also provides more training programs for less opportunity people and tribes who live far from Vientiane, the capital of Loa PDR. LK is still having the same problems as LGTC. So, the stake holder, especially government, may need to take a serious look at this matter. The next implication provides more detail about the policymaker.

Implication for practice #2: For the policy makers

The findings of this study found that the strategy of the Los government tried to move the country to be a “Battery of Asia”. The second implication is a need for increased accountability of government sectors including, private sectors and any other organizations in human capital investment. Based on the findings, most of the participants involved in skill worker development shared their experiences indicated that in order to invest in human capital, especially in skill worker development, all policy makers are required to become involved in the effort. All policymakers at every level should provide the means to promote motivation. For instance, providing some skill training program with the budget to support the unskilled to become skilled workers as Lao labor shortage as most Laos workers are unskilled labor. Furthermore, all sources of obstacle/ problems that are avoidable such as the teacher training shortage, financial support obstacle, and complicated managerial system aspects should be eliminated.

Imagine if all unskilled people in the Loa PDR were convinced and become skilled workers, offering help to the nation. The whole country will not only gain benefits but also the quality of life. If the country has a lot of skill workers, productivity has increased and the country’s income increases and is followed by the quality of life for Lao people. They also can pay more tax which means more revenue for the government. When skilled workers are high quality, the exportation will follow increasing and the economics of the nation will expand. The country’s GDP will increase. It is therefore necessary to all policy makers to seriously be aware and concerned. It may help and sharing to the Thai labor market there still is a shortage skill workers. Skills are a derived demand and that demand depends on policies for growth and employment creation. This study provides the challenge to investigate the skill worker process as they are one of the components of Human capital investment.

In short, as mentioned above, all sources of obstacles/ problems that are found in this study can be useful information for the policy makers to look for how to solve the problems or look for possibilities to move further ahead.

Recommendations for Future Research

First, this research was conducted by collecting data which was specific only to the five organizations in Vientiane, the capital of Loa PDR. Therefore, an opportunity is opened for more research on other organizations’ stakeholders in another area, such as in the big city like Leuang Bhabang in the North or Savannaket and Jumpasak in the South of Loa PDR especially rural area to looking for possibility to conduct research for further in the view of how to delivery skill development training program to the rural area instead of just only provide in the big city. *Second*, the results of this research were focused on the perspectives of a specific group of the government sector and private

sector, which they have the specific condition that is related the skill worker development. Thus, the research can conduct in other conditions such as financial issues, trainer's shortage issues, and develop a new system to link between entrepreneurs and the skill worker development training program like TOYOTA linkage from the finding in this study. *Third*, from the finding emerged in this study several people still cannot get a job fit after finished skill training programs due to lack of information or coordination with government agencies and enterprises that shortage labor. So this issue may be very interesting for further research, what is happen? And why is happen in Loa PDR labor market?

Limitations of the Study

All the transcriptions were translated into three languages. At the beginning, it was Lao. Then the transcriptions were translated into Thai as the researcher in a Thai native. Finally all the transcriptions were translated into English. The researcher realized such a difficulty is that often there is no equivalent word in English capable of capturing the subtle nuances of the world in the original language. This may be one of the main concerns in this study. Another concern should be noted here that if there is to be transferability, the burden of proof lies less with the original investigator than with the person seeking to make an application elsewhere. The original inquiry cannot know the sites to which transferability might be sought, but the appliers can and do.

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Cable TV Employee Motivation Approach: A Case Study at Bowin Cable TV

Soraya Puree, Faculty of Education, Burapha University, Thailand
Anong Wisessuwan
Chalong Tubsree

Abstract: *The purposes of the study were emphasized to study the current employees motivational approaches employed at Bowin Cable city Co., Ltd (CVTV) and how those motivational factors affect performance employees at CVTV. Furthermore, this study also contributes the new motivational approaches to be carried CVTV. For developing research instrument, the researcher collected the quantitative data by interviewing then classified and summarized the motivational factors found in CVTV into ten characteristics of motivational factors. The population for this study is 35 employees at Bowin Cable city Co., Ltd. The finding investigated that CVTV mainly implemented commission and bonus as the motivation method. There are five of ten motivational characteristic that affect employee's performance. It has found salary had the strongest positive relationship with job performance of CVTV's employee, followed work itself, growth and advancement, recognition, and supervision. From the results, the company should focus on the improving of commission system and job responsibilities of sale teams.*

Keywords: motivation, approach, effectiveness, reward, salesperson, cable TV

Introduction

In business world, motivation refers to the amount of effort the person desires to expend on an activity associated with the job (Churchill, Ford, and Walker 1979). Thus, an understanding of the sources of employees' motivation will aid managers in determining the effort a particular employee is willing to expend on a specific job task. Bowin Cable city Co., Ltd. (CVTV) is the local cable TV for a city in Chonburi. CVTV will cover the news from Bowin up to Siracha. Bowin is a huge city that full of factory workers. CVTV hold most of the information and situations that have been going on in the area. CVTV want to keep everyone in the area update with the information that CVTV has.

There are currently 35 employees at CVTV. Regarding to the organizational structure of CVTV, there are three departments include human resource, technician, and sales department. Human resource is in charge of searching for the new member for other teams, taking care of the employees, listen to employees problems and make suggestion to the board member. If any employees have any problem while they are working at CVTV, human resource will be the one they turn to. Sometimes the problems can be beyond the authority of human resource, they will bring the problem up to the managers meeting, which will be held once a week. Together with other managers and CEO, they will brainstorm the issue and come up with new policy to ensure the win-win situation. For sales team, the sales team is divided into two groups. Firstly, on-the-field team is focuses mainly on searching for a new customer. Each one of them is given a map that highlighted with amount of user and non-users of CVTV services. On-the-field team focuses mainly on persuade that particular household to use CVTV service. The second team is the hotline service. This sales team sits in front of the phone and have duties to answer the phone to any customers, whether those are complains, consult, start a service or discontinue the service. They are the one that provide the answers. They also gather the information and pass them to the managers. The last department is the technician support. This team helps out setting up the service for the customers. If the hotline service cannot resolve the issue for the customers, the technician support team is the one who visit the customers and provide the on-field service. The job of support team is based on the sales team.

Currently, the employees at Bowin Cable city Co., Ltd. do not feel motivated because of its current rewarding system. The old system is to divide the commission equally base on the total amount of customers it has. From the observation and interview with sales department manager, there are some salesmen start to get lazy once they hit their target for the month they do not want to work more; this

has caused the other salesmen to lose their passion in the job. This has also led into their loss of interest in taking care of the customers. Once the customers do not feel like they are getting the service that they deserve, they will discontinue the service with CVTV. Even though the number of customers has remained the same but the company does not have loyal customers. There is a high turnover rate of customers; this is not a good thing for cable TV business. The company wants to have loyal customers rather than new customers. The sales team will want to give their best effort to take care of the current customers and at the same time kept finding the new one. Hence, the company wants to find a new system to help improving in this area, it wants to make sure that the customers get the service that they deserve.

This study concept is based on the valence-instrumentality-expectancy model by Churchill (1979). He mentioned in his work that the relationship between personal factors and reward valences among salespeople has proposed that valences of salespeople may change as they pass through different stages in their career (Churchill, Ford, & Walker 1979; Ford, Walker, & Churchill 1985). In certain stage, they may cherish monetary rewards more than others (Cron, 1984). Base on the problems, the objectives of the study was defined as below:

1. To study the current employees motivational approaches employed at Bowin Cable city Co., Ltd.
2. To study the effectiveness of the current motivational approaches of the employees at Bowin Cable city Co., Ltd.
3. To recommend the new motivational approaches to be carried at Bowin Cable city Co., Ltd.

Literature Reviews

Motivation

Motivation is a general concept that moves an individual to action (Bandura, 1990). More specifically, motivation concerns the conditions responsible for variations in intensity, quality, and direction of ongoing behavior (Vinacke, 1962). Motivation has been defined as the amount of effort the salesperson desires to expend on each activity or task associated with the job (Churchill, Ford, & Walker, 1979). This is because motivation is not directly observable; it is typically explained in terms of the choices of action an individual makes and the intensity and determination of effort in pursuing the chosen courses of action (Kanfer, 1990). In result, theories of motivation generally attempt to answer the question, such to understand individuals want, need, and value (Dweck, 1990). Understanding motivation requires an understanding of the sources of motivation and any factors that may come in between the relationship of motivation and action (Bandura, 1990). The object of motivation research, in fact, is to understand how the individual determines their choice, initiation, and kept themselves on track toward certain goals (Bandura, 1990).

Motivation lies at the core of psychology (Dweck, 1990). Furthermore, motivation has been the central concept of a number of theoretical models in the psychology literature that seek to explain and project why people behave as they do. In this study the researcher applied Herzberg's Motivational Theory and Vroom's Expectancy Model for linking the relationship between motivational factors such as motivators and hygiene factors towards employee's performance.

Vroom's Expectancy Theory

Expectancy theory is the dominant theory of motivation in the sales literature. One of the major areas in motivational research is expectancy theory, also known as expectancy-value theory (Vroom, 1964). There are a number of variations of expectancy theory exist, two concepts form its theoretical foundation. For first concept, it explains that certain behaviors will lead to certain outcomes. The second concept says that a person's desire or effort to achieve an outcome is based on the value that the person places on the outcome. The researcher has explained the relationship between expectancy theory and a person's value of an outcome is based on the background or the past of a person that determine the value of outcomes (Bandura, 1990). Atkinson (1964) states that a person's need for achievement influences expectancy and outcome values. Rotter (1966) suggests that there is a behavior-effort relationship; where the individual believes that action can control outcomes and determines expectancy based on the amount of effort that put on a task.

The most widely used model of expectancy theory in the sales literature incorporates Vroom's (1964) valence, instrumentality, and expectancy (VIE) model (Ingram, Lee, and Skinner 1989). The foundation of this model is that the salesperson recognizes a connection between effort and reward.

The amount of effort that the salesperson will spend on a particular task is determined by three sets of perceptions. The first perception is expectancy which is the perceived linkages between expending more effort on a particular task and achieving improved performance. The second perception is instrumentality; it refers to the perceived relationship between improved performance and the attainment of increased rewards. The third perception is valence for rewards which due with the perceived attractiveness of the various rewards the salesperson might receive (Churchill 1979). The source of a reward contributes to its valence (Leonard, Beauvais, and Scholl 1999). Money, as well as other external rewards such as exclusive treatment is considered to be an extrinsic reward. In contrast, rewards that increase an employee's interest in sales, for example, are considered to be intrinsic rewards. This increased interest in sales develops from the salesperson's perceived ability to master his or her environment (Deci and Ryan 1980). In the past, sales managers and sales researcher believed that money is the primary reward that motivates all salespeople in nearly all situations. Nevertheless, early in the research on salesperson motivation, there exist nonmonetary rewards that salespersons value (Walker, Churchill, & Ford 1977).

One of the first empirical studies to investigate salesperson motivation and expectancy found that the extrinsic motivation can help predicting the performance of salesperson (Oliver 1974). On the other hand, when management placed the value on activities or behavior, sales performance was not affected. A later study supported the opposite conclusion that intrinsic motivators were more influential in sales performance than extrinsic motivators (Tyagi 1985). Another early study of sales force motivation and external rewards found that money reward may not be the only incentive that motivates salespeople (Darmon 1974). This study examined changes in reward and the impact of these changes on the time salespeople spent selling. The results supported the proposition that not all salespeople are motivated in the same manner. A more recent study of compensation plans and salesperson motivation found that different compensation plans affected intrinsic and extrinsic motivation differently. Salaries were more effective in motivating intrinsically motivated salespeople while commission compensation plans were more effective in motivating salespeople who focused on extrinsic motivator (Lee 1998). In conclusion, expectancy theory believes that people engage in work to obtain the best outcomes (Bandura 1990). In order for people to obtain the best outcomes, they must be aware of all of the possible alternative courses of action. Then, they compare these alternative courses of action against the possible outcomes, in order to proceed toward the outcome that grants them with the most value.

Performance and Behavior Outcomes

Performance outcomes, such as the number of sales made by a salesperson, are the central focus of goal-setting. (Kanfer, 1990) In other words, the dependent variable in goal setting research is the evaluation of an individual's behavior. This is in contrast to expectancy theories that focus solely on the behavior of an individual (Kanfer 1990).

Goal-setting and expectancy theory focus on different but related motivational processes (Kanfer 1990). They focus on the same psychological variable, such as self-efficacy, is explained differently in the two theories. For example, in expectancy theory, there is evidence that an individual with high self-efficacy will have higher expectation of success (Bandura 1990). Thus, the goal choice of an individual is the motivating factor.

On the other hand, goal setting theory suggests that a person with high self-efficacy may experience reduced motivation in task performance. The reason for reduced motivation among highly self-confident people is because highly self-confident people exhibit a lack of attention to the task and to the strategies employed in attempting to accomplish the task. While strong effort on a task indicates motivation, which also indicates the lack of confidence in the person's ability to accomplish the task successfully (Kanfer 1990).

Another difference between goal setting theory and expectancy theory is that goal setting theory focuses on the accomplished goals which are the consequences of the behavior. This means that the behaviors which involved in reaching the goal are not generally considered. Goals are considered distinct accomplishments. In goal setting theory, goals can be easily measured; therefore, goal accomplishment often offers immediate reward (Kanfer 1990).

On the other hand, expectancy theory is concerned with the process of goal choice and intended effort (Kanfer 1990). In expectancy theory, goal choice or intended effort are the dependent

variables. Goal in expectancy theory are more complex and take longer to accomplish. Expectancy theory suggests that it is possible to run a number of separate goals together in order to obtain a more complex goal; however, in this case, goal often set by the external factor such as sales manager. As a result, the sales manager may have combined different goals to achieve a more complex goal; however, the goal most likely has nothing to do with the individual's goal choice. Therefore, the goals do not motivate behavior and may block the accomplishment of the more complex goals.

Herzberg's Motivational Theory

Herzberg (1959) proposed that an employee's motivation to work is best understood when the attitude of that employee is understood. This means that the internal concept of attitude should reveal the most rational information for managers with regard to the motivation of workers. Herzberg (1959) developed two distinct lists of factors. One set of factors is the factor which caused happy feelings or a good attitude within the worker; Herzberg named this group of factors as motivator. While, the other set of factors is the one that causes feelings of unhappiness or bad attitude, and these factors; Herzberg claimed that this group of factors were not directly related to the job itself, but somehow they can affect that job. This group of factors called hygiene factors. The two groups of factors can be categorized as shown in Table 1 below.

Table 1: Herzberg's Motivator vs. Hygiene Factors

Motivator Factors	Hygiene Factors
<ul style="list-style-type: none"> -recognition - achievement - possibility of growth - advancement - responsibility - work itself 	<ul style="list-style-type: none"> - salary - interpersonal relations - supervisor - interpersonal relations - subordinates - interpersonal relations - peers - supervision - technical - company policy and administration - working conditions - factors in personal life - status - job security

Motivators refer to factors deep-down within the work itself, for example the recognition of a task completed. On the other hand, hygiene factors tend to include external elements such as relations with co-workers, which do not relate to the worker's actual job. If motivation includes only those things which promote action over time, then motivators are the factors that promote long-running attitudes and satisfaction. According to Herzberg (1959), motivators cause positive job attitudes because they satisfy the worker's need. The presence of these motivators has the potential to create great job satisfaction; however, in the absence of motivators, Herzberg mentioned that dissatisfaction does not occur. Similarly, hygiene factors have the potential to cause great dissatisfaction. Also, their absence does not create a high level of satisfaction.

According to Herzberg (1968), the opposite of job satisfaction is not dissatisfaction; lack of satisfaction is the opposite of job satisfaction. Likewise, the opposite of job dissatisfaction is not satisfaction; opposite of dissatisfaction is "no dissatisfaction". For example, consider work condition which is the hygiene factor. If the air conditioner breaks in the middle of a hot summer day, workers will be dissatisfied with that particular day. However, if the air-conditioner works throughout the day as usual, this does not mean that the workers will be satisfied with his job and being grateful.

Methodology

In this study the researcher employed a quantitative research method on effectiveness of the motivation method employed at CVTV. For the qualitative, it has design aimed to study the current employees motivational approaches employed. Besides, it helped to develop the questionnaire for exploring the effectiveness of the current motivational approaches of the employees. The population for the quantitative study is the whole employees at CVTV with 35 employees. The interviewees were

comprised of one CVTV director and other three administrators of the CVTV who are responsible for the employee motivation or promotion. Data collection was completed during 1st – 14th October 2015. The researcher applied Herzberg's Motivational Theory and Vroom's Expectancy Model for linking the relationship between motivational factors such as motivators and hygiene factors towards employee's performance. However, the researcher assesses the motivational factors of CVTV employee by interviewing. Semi-structured interviews were selected to explore employee's experience through the motivation that enhances their working performance. Firstly, the researcher had developed an interview guide for collecting qualitative data by consulting the current employees for motivational approaches employed at Bowin Cable city Co., Ltd. The result received the opinion towards motivational factors from the directors and administrator of company. After completing this approach, there are 10 motivational factors consists of achievement, recognition, the work itself, responsibility, growth and advancement, company policies, supervision, relationship with peers, work condition, and salary.

The research instrument for the quantitative study is questionnaire, which employed for gathering participants opinions. Hence, the researcher developed questionnaire from the result of qualitative data analysis following the guide line for questionnaire as followed. The first section referred to demographic information of respondents, contained with socio-demographic characteristic includes gender, age, and employment status. For second section explained the opinion of employee towards 10 motivational factors. The last section aimed on investigating the employee performance. Likert 5-point scales were applied for identifying employee's attitude towards different motivators in both section 2 and 3.

For validating the instrument, the researcher has asked three experts to validate the developed questionnaire using the IOC method. The positive and negative feedback with some comments from the expert helped researcher find the ambiguous of questions in the research instruments. All of questions gained IOC score higher than 0.50 (See appendix), which appropriate for data collection. The researcher revised the questionnaire accordingly to the expert's recommendation. After checked by expertise, the reliability analysis was applied to find out the consistency of question's statements by conducting Cronbach's alpha test. According to the rule of thumb, the alpha score should higher than 0.70 (Zikmund, Babin, Carr, and Griffin, 2012). This test applied to for checking internal consistency of ten motivation factors and job performance Likert 5-points questions that contained four questions for each variable. According to the table, the result shows all of variables have alpha coefficient value more than 0.70. This result indicated the research instrument that applied to 35 respondents are reliable and provide accurate outcome.

Table 2 Reliability analysis

	Cronbach's Alpha	N of Items
Achievement	.714	4
Recognition	.716	4
The work itself	.725	4
Responsibility	.706	4
Growth and Advancement	.727	4
Company policies	.776	4
Supervision	.708	4
Relationship with peers	.723	4
Work condition	.760	4
Salary	.706	4
Job performance	.707	4

Data analysis

The qualitative data were analyzed by using coding and categorizing, while quantitative analyses were completed by using the SPSS software (Statistical Package for Social Sciences) version 21 using percentage, mean and standard deviation. Descriptive statistic and inferential statistics were used in this study. The author has chosen mean and percentage to explain the characteristics of participants and their criterion used for the level of agreement towards each motivational factor. Furthermore, Pearson correlation coefficient analysis was done for finding the relationship between the motivational factors and performance of CVTV's employee.

Table 3 Descriptive analysis of demographic characteristics

Demographic profile (n = 35)		Frequency	Percent
Gender	Male	19	54.3
	Female	16	45.7
Age <i>Range = 23 - 38</i> $\bar{x} = 28.9$	21 - 30	26	74.3
	31 - 40	9	25.7
Education background	Diploma	33	94.3
	Bachelor Degree	2	5.7
Marital status	Single	19	54.3
	Married	16	45.7
Working experience <i>Range = 1 - 5</i> $\bar{x} = 2.4$	1	12	34.3
	2	7	20.0
	3	10	28.6
	4	3	8.6
	5	3	8.6
Salary <i>Range = 10,000 - 18,000</i> $\bar{x} = 13,085$	Below 15,000 Baht	27	77.1
	15,001 - 20,000 Baht	8	22.9
Position	Salesperson	22	62.9
	Technician	6	17.1
	Manager	2	5.7
	Operator	2	5.7
	Human resource	3	8.6

This research study both male and female employees who worked in CVTV, aged between 23 and 38 years. Most of them have highest educational background as diploma (94.3%). They have working experience at least a year (34.3%) and have salary between 10,000 and 18,000 Baht per month. Most of participants are salesperson (62.9%) and technician of CVTV (17.1%).

According to the average mean score, it shows the high level of agreement towards job performance ($\bar{x} = 4.11$). In detail of motivational factors and, it has found employees have highest agreement level towards relationship with peer ($\bar{x} = 4.24$), then followed by supervision ($\bar{x} = 4.19$), achievement ($\bar{x} = 4.18$), work condition ($\bar{x} = 4.16$), company policies ($\bar{x} = 4.16$), growth and advancement ($\bar{x} = 4.14$), salary ($\bar{x} = 4.13$), responsibility ($\bar{x} = 4.13$), recognition ($\bar{x} = 4.10$), and the work itself ($\bar{x} = 4.09$), respectively.

Table 4 Interpretation of relationship (Hinkle et al., 1988)

Correlation (<i>r</i>)	Level of Correlation
0.00 – 0.20	Very weak / negligible correlation.
0.21 – 0.40	Weak / low degree of correlation.
0.41 – 0.60	Moderate / moderate degree of correlation.
0.61 – 0.80	High / marked degree of correlation.
0.81 – 1.00	Very high / indicating high correlation.

Table 5 Pearson correlation coefficient analysis

	r-value	Sig.	Relationship
Achievement	.255	.139	Weak
Recognition	.403*	.016	Moderate
The work itself	.488**	.003	Moderate
Responsibility	.261	.130	Weak
Growth and Advancement	.410*	.014	Moderate
Company policies	.294	.087	Weak
Supervision	.340*	.045	Weak
Relationship with peers	.311	.069	Weak
Work condition	-.054	.758	Very weak
Salary	.604**	.000	Strong

According to the inferential analysis, the use of Pearson correlation coefficient test explained five motivational factors have positive relationship with job performance. It has found salary is the mostly correlated with job performance of CVTV's employee ($r = 0.604$) with strong relationship, followed motivational factors that have moderate relationship such as the work itself ($r = 0.488$), growth and advancement ($r = 0.410$), recognition ($r = 0.403$), and supervision ($r = 0.340$), respectively. This finding has confirmed the linkage between motivators and performance that introduced by Vroom (1983), and Kiruja and Elegwa (2013). Furthermore, the main finding from the interviewing part from admin explained the monetary intrinsic such as commission and salary is being the most motivational factors on increasing employee's performance. As we can see the pressure from teammate can affect the lazy employee to perform better performance. According to the Herzburg's motivator, it can be seen factors such as the work itself, growth, advancement, and recognition linked to the job performance of CVTV, while hygiene factors like supervision and salary have positive correlated with job performance. If there are no existence with both hygiene factors and other motivators, it can lead employee are dissatisfied with their job and it will be returned into low productivity or high turnover jobs. If they perceived more positive towards these motivators, the employee might increase their performance. In order to create conditions for job satisfaction of the front line employee, wages and salary is the most important thing that needs to be considered by leaders. However, the result shows achievement, responsibility, company policies, relationship with peers, and work condition have no relationship with job performance at 0.05 significant level. According to follow results, the researcher solved the objectives of research as followed.

The outcome of qualitative analysis represented the motivating system for the employees of CVTV, as well as how effective of the system and the future implementation of new motivation. The researcher started an interviewing with CVTV director and other three administrators of the CVTV who are responsible for the employee motivation or promotion within September 2015.

In the company, it can classify the role of staff into four segmentations, including the human resource (HR), on-the-field team, the hotline service, and technician support. Households or customer were accessed by on-the-field team, while the hotline team had cooperated with on-the-field team through the map of service area. At the end of each week, the hotline service team will summarize the result of work progress of sales team and pass them to the manager for data analysis and improvement of the sales team. It can summarize that CVTV mainly implemented commission and bonus as the motivation method. The commission and salaries of the sale team was calculated by HR team, while HR team and technician support team got higher salary but exclude commission. The commission of sale team was divided equally.

According to the relationship between key motivating factors and performance of CVTV employee, it shows salary is the most significantly affected employee's performance, followed by challenge of work itself, growth and advancement, and supervision of their boss. However, the dividing of commission equally is not work as a plan, as the company want the hardworking employee motivates another one to work more. It caused hardworking push less effort on their customer as they know at last they will receive the same amount of commission. As they retrieved commission as not much as they expect, it make them slack off. It can make current customers dissatisfy to the service of both frontline sale team and hotline service.

As we known the problem was occurred due to inequality of job responsibilities and intrinsic of employees. The researcher focused on the improving of commission system and job responsibilities of sale teams. For implementation, each sales member will be team up in pair, where one of the members is from on-the field team and the other one is from hotline team. Each pair will be responsible for their customers. They have to ensure that their customers receive the service that CVTV promise to provide. Each pair of salespeople will have to give their sales code and their hotline partner's number to the customers. This way when the customers can call directly to the hotline that paired up with the on-field-team who introduces the customer to CVTV.

So, the commission will be dividing among the pair of salespeople. It will no longer be divided among the whole team. Hence, the one who work more will earn more, on the other hand, the one who laid-back will not get the commission that he or she did not work for. The work process will be summarized by the hotline team and has to submit the result to the manager weekly. The report has to provide the detail of the amount of new customers, current customers and customers who chose to discontinue the service. At the end of each month, the sales manager will have to check that the number of customers submitted from the sales team members matches the amount of customers who are using the services. The sales manager will pass on the report of the customers to HR team for the commission calculation. This method should provide a better view of sales team members. Hence, the manager can evaluate which team is being ineffective and the weakest pair. The sales manager can evaluate the issue much easier and provide the help to the particular team that is ineffective.

Recommendation

The main finding of this research clearly explained how motivation is very important to the organization. The researcher found the relationship between motivators and job performance of the employee. It has found salary were intrinsic to motivate performance of CVTV's employee. This finding was supported by the study of Meudell (1998) and Churchill et al. (1979) that explained workers intent to work harder if they strongly expected for higher salary, bonus, promotion, and fringe benefits. Furthermore, Perveen (2015) also confirmed on that fairness of reward system can positively motivated productivity of employee. Besides, it has found the significant on growth and advancement and recognition were related to performance of employee. It was supported by Kopelman (2011) who stated on the recognition and reward intervention influenced on service quality of employee inside the organization. Furthermore, Locke et al (1988) also mentioned on trustworthiness on leader can affected worker's commitment on their goal. It can be explained that both intrinsic and extrinsic rewards had high effective on performance of employee (Oliver, 1974). But this study found extrinsic factors were affected performance of workers better than intrinsic reward. Workers expected on what they got it in return.

Understanding factors that influences employee's performance is the key to make the company being more success in the long-term plan. Since CVTV is the company that offers cable TV service, it should maintain the relationship with the consumers to make them remain the loyal with the company.

In order to make consumers satisfied with the company service, it should improve the performance of employee to have willingness for providing better service to their clients. The result of this study shows how employees of CVTV were motivated by monetary intrinsic like commission and salary. Furthermore, the supportive supervisor can help them relief their stress and can do better performance. Besides hygiene factors, the work itself, as well as growth and advancement, and recognition is also important as well to make employee tried the best for their careers. This study also found the current motivation system is failed to motivate the laid-back employee to perform better productivity of their duty. It seems strategy or the approach that related to the monetary issue might help HR team and director to solve this problem.

Base on the major findings, there are the new motivation to be carried out at CVTV. It seems new motivating system that should implement to the firm is related to monetary intrinsic. Using sharing commission might help each employee push another employee to help each other for serving current clients, but this approach has limitation to some employee who already satisfied with their current income. It may cause them laid back on working, as well as it returned to lower performance and make customer being dissatisfied with the service quality. Then separate commission will be planned for implementation in the future. This system will share commission among each individual pair of sale team (hotline and on-the-field sales). The one who are not get well deserve will not get the commission, while the one who make clients satisfied will get more rewards. It can push the employees developed themselves to perform better performance for getting their commission in complete amount.

However, this study has contained many limitations that found during research process. The result may not be generalized to the field of motivation research since this study focuses only the cases from one company in Thailand. Furthermore, the sample size is limited to only 35 company employees. The lower sample size may cause the output become less accurate. The researcher suggested doing comparative research by comparing the cases from more than one company to study how they were motivated by various factors.

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Human Resource Development's Role in Sufficiency Economy Philosophy to be Professional

Khewika Sukiam, Kasetsart University Kampeangsean Campus 1, Thailand

Abstract: *This paper discusses the concept of His Majesty King Bhumibol Adulyadej, the King of Thailand, acting in the role of Human Resource Development (HRD) based on his well known sufficiency economy philosophy for community development. Qualitative research was used in this paper. The benefits of an HRD role in a Sufficiency Economy of Community Development will focus on strength and opportunity. Nothing is stable but only the Sufficiency Economy is sustainable because at present, the world is always changing rapidly. However, sustainability is the most solid point because its success can be demonstrated everywhere and all the time. The strength and opportunity of the HRD role is portrayed by His Majesty, who is the head of state and the head of the armed forces as well as being the upholder of all that is religious, sacred and inviolable in oneself. His Majesty the King's sovereign power emanates from the people and is exercised in three ways—namely, legislative power through the National Assembly, executive power through the cabinet and judicial power through the law courts. Combine HRD's role and sufficiency economy will be HRD professional in an organization.*

Keywords: HRD's role, Sufficiency Economic Philosophy, Professional

Introduction

Nowadays, economic, social and environmental problems stem from misunderstanding of roles and functions themselves. (Office of the National Economic and Social Development, 2015) Human resource developer is a person who can make everyone understand about their functions. When everyone understands all duties and functions under the guidelines of human resource development (HRD), the benefits will lead economics, society and environment to becoming sustainable (Sriporn Somboontham, 1993). The sustainable can explore HRD's professional. To ensure maximum benefits and values, the development for sustainability should look at these three factors: stable economy, well-being society, and management. If the resource is not exhausted, it should have sufficient resource allocations and sustainable resources that are used in the development of economic, social and environmental sustainability, which is composed of three parts: economic development which requires a stable development, well-being of society, and non-polluted environment (Bayley, 2008).

"The Sufficiency Economy" is a new philosophy that was introduced by His Majesty King Bhumibol Adulyadej of Thailand who can be considered to act as a source of human resource development (HRD) for all Thai people. The Sufficiency Economy can be used everywhere and all the time. Dr. Jamnean Joungrakul claimed "Nothing can be developed sustainably like human resource development". This is one of the parts of HRD's role that must be used for developing the people and organizations and the community. Human resource development is represented as one approach to strategic planning, which has an effect on the organization. Every meaning depends upon others. This study focused on HRD's role and the sufficiency economy philosophy being adapted to an organization. Qualitative techniques were used in this study by comparing HRD's role and sufficiency economy philosophy and applying the outcome of this study to HRD's role in developing human resource development in the near future.

Imagine Thailand as a big organization where His Majesty King Bhumibol Adulyadej is the head of HRD. The main role of HRD is human development in the organization. People can develop themselves with will bring success to the organization, because once individuals find success in their jobs and life, this flows on to the organization as well. The Sufficiency Economy can be described as a philosophical approach of His Majesty. His Majesty tries to apply the sufficiency economy

philosophy to make Thai people (especially farmers) self sufficient. This theory can also help to develop the community to which they belong.

His Majesty is the developer who applies the sufficiency economy philosophy which is accepted not only by the Thai people but also by foreigners. Under the UNDP (United Nations Development Program), on 26 May 2006 at the Krai Kangwon palace, Bangkok, Thailand, Kofi Annan, the UN Secretary General, presented a Human Development Lifetime Achievement Award to King Bhumibol, stating: *"His Majesty's 'sufficiency economy' philosophy...is of great relevant to communities everywhere during these times of rapid globalization. The philosophy's 'middle way' approach strongly reinforces the United Nations' own advocacy of people-centre and sustainable path toward human development. His Majesty's development agenda and visionary thinking are inspirations to his subjects and to people everywhere."*

This speech acknowledges the visionary and courageous leadership of a scientist, philosopher, advocate and exemplar. His Majesty is the head of HRD also. He offers an example of outstanding leadership that provides unique inspiration from which the world can learn. To date, he has launched more than 3,000 Royal Projects (Royal Development Projects Board, 1997), mostly designed to focus more on self-reliance and broader opportunities for farmers who are usually the victim of unbalanced development. UNDP accepts this philosophy as a United Nation Development project.

The Sufficiency Economy projects a new trend in HRD. Why is this? Because this project has no limitations of time and place to which it can be applied. That means we can use it in every era. Unlimited places mean we can use it in every situation. The slogan "Any time, any place" is appropriate. All His Majesty's Royal Projects use the Self-Reliance Theory of Development as the Royal Initiatives enable the farmers to become self-sufficient. His Majesty's demonstration of social and community development are like footprints in which the people can follow assuredly. A part of His Majesty's principles in community development is to "help develop rural self-sufficiency"

The methodology of self-reliance is as follows:

1. Do not tell the people how to do things because it may not help them to retain self-reliance; instead, present the theory with the activity for people to hear and consider.
2. Stress self-reliance and self-sufficiency. His Majesty firstly acts to motivate the people and then to see the way to solve their own problems.
3. Set people's participation. This is an important principle for community development.
4. Use democratic principles. This involves listening impartially.
5. Act in an appropriate way. The project should be very helpful—environmentally, geographically, and culturally—for all regions, because all of them are very sensitive.
6. Revitalize the community by building a structure based on essential production principles which lead to long term self-sufficiency.
7. Provide the means to obtain and create information for rural people to have "examples of success" in self-sufficiency.
8. Introduce and suggest appropriate agricultural technology for rural people to use it systematically. This technology can be adopted and used effectively.

The Human Development Lifetime Achievement Award by UND can confirm that the sufficiency economy philosophy is an important factor to the development of human resources. The human resource development roles and the philosophy of economy sufficiency are closely related to its functions. Human resource developers who integrate its roles and its king's philosophy will soon be expert in the field of human resource development.

Statement of the Problem

This paper focuses on HRD's roles in community development in general and specifically, in the development of Thailand. The specific questions addressed in this paper emphasize problems in Thailand such as acquiring basic data such as household socioeconomic, gross domestic product and per capital income by region, province and national accounts divisions; information from the National Economic and Social Development Board; information on the health of the people, policies and strategies, including maternal, welfare, cigarette smoking and alcohol drinking behavior and disability; And education of the labor force and basic education. Employment continues from the problem of education. Income has changed, but not in accordance with the inflation rate. Housing and the Living Environment is defined as living in one's own house and on one's own land. The Elderly in Thailand

who is the family leader still have to work so that they can earn money to spend for a living. Elderly people are defined as aged 60 and over, while a single head of the household means that the status of the household head is either a male whose wife has died is widowed, divorced or separated. Transport and Communication covers land transport, disaster prevention and mitigation, international cooperation and information and communication technology (ICT). Participation means people are entitled to participate in elections, community business and occupation and to promote cultural/local wisdom and to be accorded basic minimum needs (BMN) also.

The problem of HRD's role in The Sufficiency Economy of community development will focus on weaknesses and threats. The basic problems that Thailand faces are associated with health, education, employment income, housing and living, environment, family and community, transport and communication. Each one of these problems makes it difficult for the HRD professionals to manage community development. How can they find way to solve these many problems? The Sufficiency Economy is a new theory for the Thai people to embrace—it is how His Majesty runs in his Royal Projects. The Sufficiency Economy when used over a long period will result in great achievements. The people need to apply and implement this theory in each community, so that in the near future, the Thai people will live happily and stably.

HRD professionals are like managers who manage to keep their employees in control at their organizations, in order to understand its roles and functions. Every problem stemmed from economics, society and environment can be resolved by HRD, in order to understand every duty and function. To make everyone aware of its problems, it first starts with having a deep insight into basic problems. Sufficiency Economy Philosophy was practiced by His Majesty King Bhumibol, who used it for his own projects – more than 4,000 projects that proved very successful (Royal Development Projects Board, 1997).

Purpose and Significance

The method of this research included analysis and synthesis through its related literature. The literature was in the field of economy sufficiency philosophy and human resource development. The researcher used the qualitative technique to get this study done by collecting data on the economy sufficiency philosophy and HRD professionals. The purpose of this paper is to explore how His Majesty King Bhumibol became an HRD professional who played a strategic role in promoting the Sufficiency Economy philosophy in Thailand and in Thai communities for more than 30 years. This paper is to study and explore the King's actions as a HRD professional and use the Sufficiency Economy for its community development. How does a human resource developer apply the sufficiency economy to HRD's roles? The significance of this study is divided into 3 sections.

1. "What is HRD's role?" In this paper, it means what the King played his role as a HRD professional.
2. What is the definition of "Sufficiency Economy"? It means the King's philosophy that he used in Thailand, whether it is successful or not, and how to apply for HRD's role to being a professional
3. "Community Development". In this paper, examples are given where the Sufficiency Economy has been used in communities for better development to show the practice of the sufficiency economy that lied in HRD's role.

Session One: (What is the role of HRD?)

According to the background and problem statements, His Majesty acts as the HRD professional for Thailand's communities. The function of HRD from HR express online retrieved on 21/07/07, identified four parts.

Part one is to be a change agent: Human resource (HR) must play a proactive role in shaping the workforce's attitude and focus in alignment with the company's business objectives. One of HR functions is to be a leader in developing initiatives that can improve workforce performance. (Desinone, and Werner, 2006). His Majesty plays that leadership role. He leads the Thai farmers in developing work by aiming at improving the people's lives and enabling them to have enough materials to live, and enough food to eat. He establishes the demonstration centers for interested farmers to come and learn.

Part two is to be an administrative expert: HR's duty is to perform its basic functions, and as needs keep evolving to develop a new range of emerging tools and techniques, plus innovative organizational approaches to improve the way in which traditional roles are performed. (McLean, 2001). His Majesty has selected many different technological methods to achieve his goals, such as organizing groups to take care of and solve problems in rural communities and that is an important basis for the development of self-reliance. There are also ways of exchanging ideas between technical experts, field workers, and ordinary people.

Part three is to be a strategic partner: HR must be an active participant in strategic decision-making. Learning in the HR role can help provide advice and to guide and educate senior executives on how workforce issues can affect the overall performance of the business, and offer solutions that can support the business plans. (Smith, 1992) His Majesty uses the new philosophy. One of the strategic partners is to encourage the people to participate and use his theory for each of their projects.

Part four is to be an employee champion: HR should maintain a well-knit bond with the employees and develop their trust and confidence in the organization's objectives. (Swanson, and Holton III, 2001) This also implies that HR plays a critical 'career planning' function providing for each employee's growth and development. Many Royal Projects enable the people to receive efficient service where they seek to gain the most advantage from the information they consume.

His Majesty who acts as the HRD professional for Thailand plays a vital role in human resource development indeed.

The role of the HRD expert is an integral element in the successful implementation of organizational strategy. Human resource development is emerging from its early roots in training and development, and becoming a sophisticated academic discipline and field of practice focusing on learning and performance in the organizations. (Yorks, 2005, pp.4-5)

McLagan (2001) and Desinone and Werner (2006) explained that HRD's role can be divided into at least nine distinctive roles. (1) The HR Strategic Advisor deals with the strategic decision makers on HRD issues that directly affect the articulation of the organization's strategies and performance goals. The outputs include HR strategic plans, and strategic planning of education and training programs. This term see HR taking the role of a strategic partner. (2) The HR Systems Designer and Developer assists HR management in the design and development of the HR systems that affect the organization's performance. The outputs include: HR program designs, intervention strategies, and implementation of HR programs. (3) The Organization Change Agent advises management on the design and the implementation of changed strategies being used to transform the organization. The outputs include more efficient work teams, quality management, intervention strategies, implementation, and reports of emplacement. These roles are considered change agents. (4) The Organization Design Consultant advises management on work system design and the efficiency of human resources. The outputs include intervention strategies, alternative work designs, and implementation. (5) The Learning Program Specialist (or instructional designer) identifies the needs of the learner, develops and designs the appropriate learning programs and prepares materials and sources other learning aids. The outputs include program objectives, lesson plans, and intervention strategies. (6) The Instructor/Facilitator presents materials and leads and facilitates the structured learning experiences. The outputs include the selection of appropriate instructional methods and techniques and the actual HRD program itself. (7) The Individual Development and Career Counselor assists individual employees to assess their competencies and goals in order to develop a realistic career plan. The outputs include the individual assessment session, workshop facilitations, and career guidance. (8) The Performance Consultant (or coach) advises line management on appropriate interventions designed to improve individual and group performance. The outputs include intervention strategies, coaching design, and implementation. (9) The Researcher assesses the HRD practices and programs using the appropriate statistical procedures to determine their overall effectiveness and communicates the results to the organization. The outputs include research designs, research finding and recommendations, and reports.

Human Resource Development covers any process or activity that, either initially or over the long term, has a potential to develop work-based knowledge, expertise, productivity, and satisfaction, whether for the sake of personal or group/team gain, or for the benefit of an organization, community, nation, or ultimately, the whole of humanity (McLean, 2001).

Human Resource Development is a process of developing and unleashing human expertise through organization development (OD) personnel training, and development (T&D) for the purpose of improving performance (Swanson &, Holton III 2001).

Like Human Development, the Sufficiency Economy places humanity at the centre, focuses on well-being rather than wealth, makes sustainability the very core of the thinking, understands the need for human security, and concentrates on building people's capabilities to development their potential. (UNDP, 2007)

How to measure well-being?

We can measure well-being using the Millennium Development Goal in Thailand.

Millennium Development Goal (MDG) Target	Scorecard
1. Halve, between 1990 and 2015, the proportion of people living in extreme poverty	Already achieved
2. Halve, between 1990 and 2015, the proportion of people who suffer from hunger	Already achieved
3. Ensure that by 2015, boys and girls alike, will be able to complete a full course of primary schooling	Highly likely
4. Eliminate gender disparity in primary and secondary education, preferably by 2005, and in all levels of education no later than 2015	Already achieved
5. Reduce by two thirds, between 1990 and 2015, the under-five mortality rate	Not applicable
6. Reduce by three quarters, between 1990 and 2015, the maternal mortality ratio	Not applicable
7. Have halted by 2015 and begun to reverse the spread of HIV/AIDS	Already achieved, but with warning signs of resurgence
8. Have halted by 2015 and begun to reverse the incidence of malaria, tuberculosis, and other major diseases	Already achieved for malaria; potentially for tuberculosis
9. Integrate the principles of sustainable development into country policies and programs and reverse the losses of environmental resources	Achieved
10. Halve by 2015 the proportion of people without sustainable access to safe drinking water and basic sanitation	Already achieved
11. By 2020 to have achieved a significant improvement in the lives of slum dwellers	Likely

Figure 1 Millennium Development Goal in Thailand (Source, UNDP, 2007)

Session Two: The meaning of “Sufficiency Economy”

What is “Sufficiency Economy”? The Sufficiency Economy is a philosophy that stresses the middle path as an overriding principle for appropriate conduct by the populace at all levels. It can start from the level of families or communities, as well as at the level of nation for development and administration so as to modernize in line with the forces of globalization. “Sufficiency” means moderation, reasonableness, and the need for self-immunity for sufficient protection from the impacts arising from both internal and external changes. (National Economic and Social Development Board, 2005). To achieve this, an application of knowledge with due consideration and prudence is essential. In particular, great care is needed in the utilization of those theories and methodologies in planning and implementation at every step. At the same time, it is essential to strengthen the morality of the nation, so that everyone, particularly public officials, academics, and businessmen at all levels, adheres first and foremost to the principles of honesty and integrity. In addition, a way of life based on patience, perseverance, diligence, wisdom, and prudence is indispensable to create balance and to be able to cope appropriately with critical challenges arising from extensive and rapid socio-

economic, environmental, and cultural change in the world. (Unofficial translation of a working definition compiled from remarks delivered by His Majesty the King on various occasions.)

Sufficiency is going forward and its objective is to change the direction of thought and practice on development. Sustainable development is a gradual process, which proceeds by stages and is driven largely, but not exclusively, by an internal dynamic. (Royal Development Projects Board, 1997). There are three main principles in assessing opportunities and making decisions. The Sufficiency Economy is an approach to life and conduct which is applicable economists believe that change in the institutional structure will solve the problems occurring when working with the people, from the families to the communities.

The Sufficiency Economy uses a middle path, especially in developing the economy. It has 3 important contents: moderation, reasonableness, and self-immunity. Beside these three contents, two other conditions are: the principle of knowledge and of integrity. What do these 3 contents and 2 conditions mean?

Moderation is nearly linked to the idea of sufficiency. (UNDP, 2007) Reasonableness means both evaluating the reasons for any action, and understanding its full consequences not only on oneself, but on others, the society, and the environment; and not only in the short term, but the long term also. (UNDP, 2007) Self-immunity means having built-in resilience and the ability to withstand shocks, to adjust for external change, and to cope with events that are unpredictable or uncontrollable. (UNDP, 2007) Besides these 3 components, it has 2 conditions; Knowledge means something close to wisdom or being wise, and integrity means merit, ethical behavior, honesty, and straight-forwardness, that also endures. (UNDP, 2007)

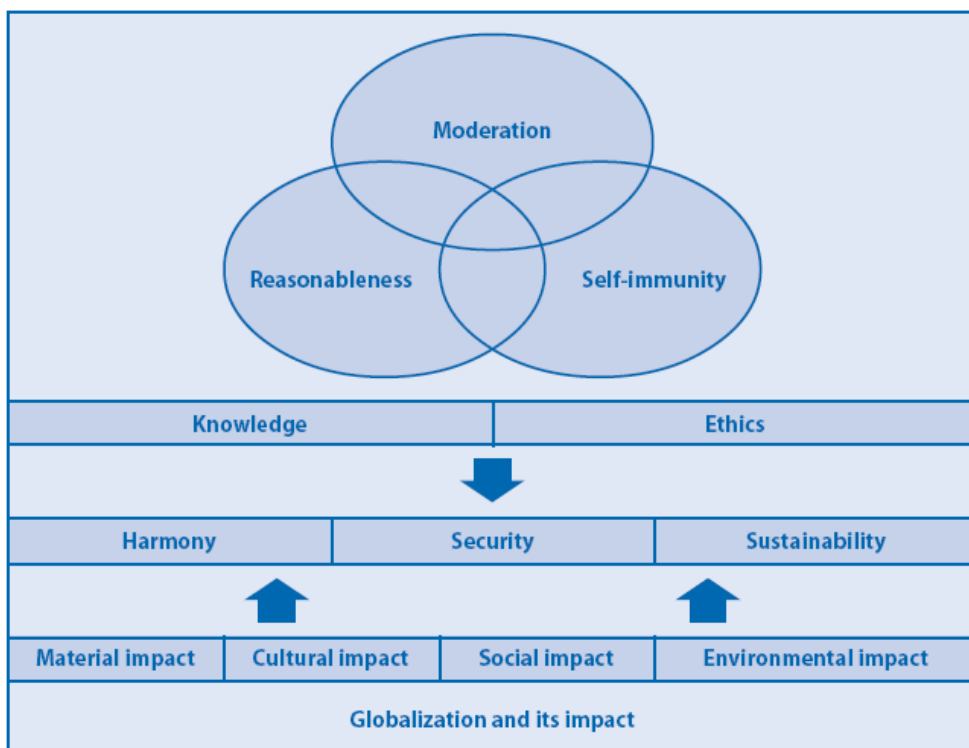


Figure 2 The principle of Sufficiency Economy (Resource: UNDP, 2007)

Session Three: Community Development which King Bhumibol has launched in His Royal Projects

Community is the heart, the soul, the nervous system, and the lifeblood of human society. For example; on one family's agricultural land, which in Thailand averages 10-15 rai per household, His Majesty has suggested managing the land as follows:

Step one: Use 30% of land, for keeping water. This reservoir should be dug to a depth of four meters, and keep fish in it. Step two: Use 60% for agriculture, 30% for rice cultivation and 30% for planting field crops, depending on local conditions and markets. Step three: Use 10% for living and building a house. All three steps are part of the new philosophy under the Sufficiency Economy of His Majesty as an has initiative for agriculture.

This new philosophy that can be used in each individual family is applied in every community because when farmers can help themselves, then they will be able to help and develop their community also.

Inpaeng is an example of the Sufficiency Economy that has been used in the community. This place has produced many products and the people there work closely and systematically together on the same networking system. They can grow what they want to eat and eat what they grow. Moreover, they will provide the lead for other communities. The network of Inpaeng has tapped help from government agencies, foundations, and private corporations, and runs a community radio station as a means of communicating with all members and outsiders.

Outcome

The benefits of HRD's role in the Sufficiency Economy of Community Development will focus on strength and opportunity. Nothing is stable but only the Sufficiency Economy is sustainable because; at present the world is always changing rapidly. However, sustainability is the most solid point because it has been shown to be successful every time and in every place. The strength and opportunity of HRD's role displayed by King Bhumibol Adulyadej, who is the head of state and the head of the armed forces as well as being the upholder of all that is religious, sacred and inviolable in oneself. His Majesty the King's sovereign power emanates from the people and is exercised in three ways—namely, legislative power through the National Assembly, executive power through the cabinet and judicial power through the law courts.

Recommendations

Everything has two sides, so when we would like to do anything we must consider it carefully from opposite sides of the coin—positive and negative, benefit and problem—and which one has more impact. As the Sufficiency Economy is a new theory, no one has yet tried using it, so how can His Majesty introduce it his subjects? This issue is the same as in an organization, for if an HRD professional has a new process to apply with materials or a new person in the organization, how can it be explained?

Everything we do should be evaluated because we can evaluate from past to present. If something should be revised and resolved, we can develop a good and appropriate plan for the period and the situation. Using the same evaluation, we can help organizations to increase their value: such as via the Millennium Development Goal (MDG), which is a measurement of the well being of the people in Thailand. This well being measurement will lead Thais in the right direction and to develop themselves. Human beings are the most important asset and can be improved to a high level of competence. In a tough and competitive society, managerial strength is needed to support well being. The quality of people should be uniquely emphasized to help the community and the organization which should respond to the challenges with the assured professionalism and efficiency of a fast-growing business as well as globalization.

The evaluation and the effective utilization of well being are among the main elements addressed in the strategic plans of many organizations and communities around the world. In this regard, MDG measures show achievement scores of well being. The aim of MDG is to support the sufficiency economy philosophy where people can readily adapt to dynamic change.

Conclusions

The ways that human resources can develop in an organization or community is not only up to the HRD professional or those who take action. However, we must think of various factors. In their book "Organization Development", Maclean (2001) used the acronym PEST to describe political (P), environmental or economic and educational (E), social (S), and technological (T) factors. These four factors provide one approach to strategic planning which can have an effect on the organization. Every meaning depends upon the others. We cannot pay attention to one single factor but must address two or three factors together. The strategic plan which is set by the HRD professional to develop the organization and community should be aware of SWOT (strengths, weaknesses, threats, and opportunities). The HRD professional must know what the strengths and weaknesses are in organization. During a crisis how can the HRD professional be capable of facing that crisis as an opportunity? Furthermore, the HRD professional should have vision, talent, and be smart, and friendly in order to solve problems.

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The Development and Sustainability of the Automotive Parts Business in Thailand

Cholayuth Yomdoy, Faculty of Education, Burapha University, Thailand
Chalong Tubsree
Anong Wisessuwan

Abstract: *This qualitative study explored the development, the trends of automotive parts, the people development and the sustainability of the automotive parts business in Thailand. The participants all had experience of more than 20 years as Managing Directors, General Managers, Engineering Managers, and Human Resources Managers with companies or organizations which have been in operation for more than 20 years. It was a qualitative research design. The phenomenological research strategy was selected to conduct this study by using an in-depth interview method with 19 participants. A tape recorder was used, and the researcher transcribed and analyzed the data by applying manual coding. The major findings of the study according to four research questions about the development of the automotive parts business in Thailand were: The first discovery is the framework for the development of the automotive parts business which began from the beginning and expansion stage, later on the businesses were supported by government, customers, Thailand's infrastructure and Thailand's economy, while automotive parts operation had to develop by managed 4Ms, improved continuously, trained and developed, the study found that the networks or connection between supporter and operation made the development of the automotive parts business. The second discovery is a framework for human resources development in the automotive parts business, people began by to recruit and select the right people, train and develop people, do organization management, working in the same culture and values, do continuous improvement, finally evaluations and awards need to be provided for the motivation. The third discovery is a figure of the trends of the automotive parts business in Thailand, participants agreed that future will be EV, also raw material, automotive parts, energy, technology, environment and safety need to change to be aligned with the new EV trends. The last discovery is a figure of the sustainable development of the automotive parts business in Thailand, the things that should be done for the sustainability are for instance need to prepare human resources, policy from government, continuous improvement, evaluations and awards system and raw material etc. In conclusion, this study has contributed important new knowledge that benefits the current investments, new investors, CEOs or upper management, general managers, HR managers, engineering managers, academics and future research.*

Keywords: Qualitative, Phenomenology, Automotive parts development, Human Resource Development, automotive parts trends and sustainability of automotive parts.

Introduction

Since the 1990s, Thailand has become an attractive location for automotive investors. Thailand's automotive car export amount reached one million cars and the production rose to 2.4 million cars in 2012 (Limpapaitoon, 2013). In 2015, automobiles and automotive parts have been exported abroad as the number one Thai export product (Bank of Thailand, 2015: online). World Motor Production International Organization of Motor Vehicle Manufacturer OICA (2016) reported that in 2015 Thailand produced 1.9 million vehicles to domestic and world markets, which ranked number twelve (12) worldwide, and in ASEAN, Thailand ranked number one (1) with the highest production followed by Indonesia, Malaysia, Philippine and Vietnam. As the automotive parts business has become highly important for Thailand's economy, this research would like to see the development of the automotive parts business from the past and moving forward to see the sustainability for the future of this business in Thailand. The achievements in the past resulted from government policies, strong automotive and automotive parts manufacturers, and new technology

transferred to production (Chaithirapinyo, 2005). Furthermore, with high competition, dynamic changes and challenges of the global context in the automotive business, the future trends of automotive parts in Thailand need to be studied in order to prepare strategies for human resources for Thailand to continue growing and survive in the future. For the automotive parts business to be sustainable in Thailand, the key factor that continuously supports business growth is labor cost, at the beginning, Thailand's labor cost was less than some others countries in this region. However, some other countries in ASEAN regional have lower labor cost & had this even at the beginning so labor cost was only one factor.

Objectives of the study

There were various practices in the automotive parts business regarding its development such as government policies, specific industrial zones, local content policies, zero custom tax for machine or high technology, technical transfers, technology transfers, people development, and process development. For these reasons, the primary purpose of this study was to explore and understand the development of Thai automotive parts business from the past, what are the automotive parts future trends? and what was the human resources development? The secondary purpose was to study the possibility of changes which are occurring for the sustainability of the automotive parts business in Thailand from the viewpoint of the 19 participants who were the MD (Managing Directors) or plant managers, engineering managers, and HR managers in the Thai automotive parts organizations. In addition, one director of AHRDA (Automotive Human Resource Development Academy) was selected to present the activities of human resources development in the automotive parts business in Thailand

Literature Review

Thailand's Economic Outlook

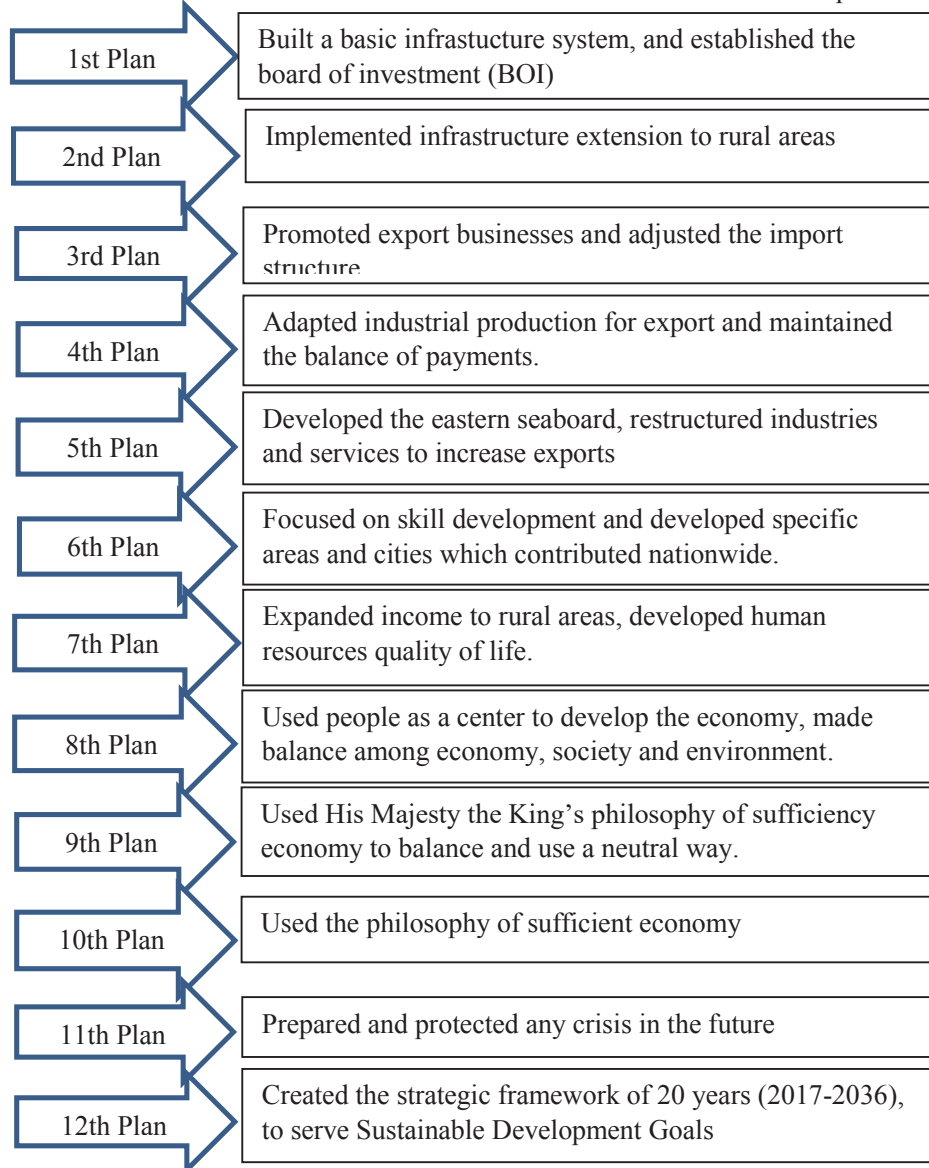
Key indicators, a press release from the Bank of Thailand 2016 has indicated that Thailand's economic growth depends on various factors such as public spending, private consumption spending and export values. For example, the data in Table 1, Export Product Value by Segment, found that the automotive was the main product in Thailand and the export product reached a ranking as the number one product to the global market.

Table 1 Export Product Value by segment from 2011 to 2015

Product type (Billions of USD)	2011	2012	2013	2014	2015
Electronic	32.7	33	32.7	33.3	32
Automotive	23.2	29.3	31.5	31.6	32.4
Agro Manu-product	27.4	28.5	27.8	27.1	25.6
Apparel & Textile	8.3	7.3	7.5	7.5	6.9
Machinery & Equipment	16.7	17.0	17.7	19.2	19.2
Electrical appliance	11.2	11.5	11.8	12.3	12.0
Metal & Steel	9.4	11.2	10.7	9.6	9.2

Source: Summarized yearly data from Bank of Thailand (2015)

National economic and social development plan (NESDB, 2017), the first plan was established in 1961, each plan mostly supported businesses in Thailand, the automotive and autopmotive parts were the key businesses that were mentioned. The implementation of each plan was related to infrastructure, transportation, industrial zones, people development and future plans. A summary of the first to twelfth plans are shown in Figure 1.

Figure 1. Summarizes the 1st to 12th Plans of National Economic and Social Development

Source: Comparing all plans of NESD by the researcher (2017)

The Automotive business in Thailand, Thailand's automotive industry began in the 1960s, when the government had a policy to build automobiles internally to replace the number of imported automotive products from abroad. The Board of Investment (BOI) has been established since 1962 under the support of the government industrial department to support and promote investors. The role of the government to promote investment, began in 1960 by the act of promote industrial investment, which created a policy of custom tax to protect the internal automotive industry and created the export automotive product policy (Jongtanasarnsombat et al., 1986). The Thailand Automotive Institute (TAI) was established in 1998 to develop automotive industries for competitiveness in the world market, the name of Detroit of Asia was set up in Thailand in the Automotive Master plan from 2002-2006 and the Eco car was created and began to invest in 2007.

The Automotive parts business in Thailand, the automotive industry was divided into an assembly plant which designed and assembled cars. The automotive parts industry was called tier 1 which supplies parts direct to the assembly plant, for example, fuel pump parts, tier 2 supply parts to tier 1 to assemble, for example, housing of fuel pumps, tier 3 and 4 supply raw material to tier 2, for example, 100

nuts or screws. Generally, it found that tiers 1, 2, 3 and 4 mostly supply parts to assembly plants so that in Thailand it should be divided into three groups, component part industry, supporting industry and raw material industry (Thanapatarakultorn, 2011). The components of a car can be classified into two groups, the first one is called internal elements which is comprised of the engine system, transmission system, suspension system, engine power and body electric and external components include the body tank and tires.

Global context, the automotive market size has been increasing every decade, in 2020 the market size might increase to 205 million units. The majority of the market will be Asia (65%) while the market size of passenger, commercial and two-wheeler vehicles was 102 million units in 2009 (Sehgal, 2011). ASEAN, comprised of 10 countries, became third of the investment amount from China when China invested in the big projects behind Hong Kong and Australia. China has the largest population in the world, consumption demand of energy and resources is higher continuously so that China needs to search and utilize resources from other countries. ASEAN has a population of 600 million, a lot of resources and lower labor cost than other region. ASEAN is located in Southeast Asia but the culture and behavior are totally different within each country. The automotive demand and supply of each country also varies depending on the infrastructure, economy, income and production. India reported the production of significant automotive growth behind only China, USA, Japan and Germany (International Organization of Auto Vehicle Manufacturers, 2016). In 2030, India will be a global BIG3 (Sehgal, 2011, p. 16)

Sustainability, a new high-level awareness of sustainability is a three-legged stool: (1) the environment; (2) economic development; and (3) social equity (Newport, Chesnes, & Lindner, 2003). Sustainability is now the Key Driver of Innovation (Nidumolu, Prahalad, & Rangaswami, 2009). Smart companies now treat sustainability as innovation's new frontier. Companies are becoming environment-friendly, lowering costs, and end up reducing the inputs they use.

Future trends, FIA (Fédération Internationale de l'Automobile) forecasts vehicle growth in 2020 of more than 1000 million units and will reach 2,200 million units in 2050 (Billingsley, Silverman, Adhikari, Clarke, and Cutler, 2015). Energy consumption usage of the car in the world are from many sources, the major sources were from oil and coal. Natural gas will be depleted in 20-30 years, petroleum oil will be depleted in 30-40 years, and coal will be depleted in 80-100 years (Lekpat & Theekasub, 2013). The electric vehicle (EV) is one answer as a possible alternative. The electric motor and a source of electric power will replace the internal combustion engine. The electric motor will provide power to drive the wheels, and will deliver electricity to drive the motor. EVs have zero exhaust gas emissions and require no fossil fuels. Using an EV will decrease the economics by reducing the production of oil, and could help us provide cleaner air. The sales of electric vehicles will hit 410 million by 2040, this would be almost 90 times the equivalent of 2015 (Randall, 2016, p. 3). Thailand mainly uses hybrids. It appears that the US uses a lot of EVs. The Tesla electric car runs by 100% electricity that replace the internal combustion engine which use conventional oil.

Research Methodology

This study used qualitative research with a paradigm of constructivism in order to provide the most insightful understanding of the research problem. Constructivism looks for a complexity of views rather than a narrow meaning into a few categories or ideas, also the questions are broad and general so that the participants can construct the meaning of a situation (Creswell, 2009). The research strategy employed phenomenology, in order to find the development and sustainability of the automotive parts business. Phenomenology offers the meaning, structure, and importance of the lived experience of a phenomenon for an individual or group of people (Patton, 2002). Phenomenology was used to describe, understand and interpret the experiences of people in a particular event or situation (Bloor & Wood, 2006). An in-depth interview has been employed to gather the participants' perspectives. It is a way of gaining information and understanding from an individual on a focused topic (Hesse-Biber & Leavy, 2006) and "moves beyond surface talk to a rich discussion of thought and feeling" (Maykut & Morehouse, 1994, p. 80). The data analysis coding technique was used to

reduce the data and propose key concepts or categories. This benefited more understanding of accumulating data (Maykut and Morehouse, 1994).

Findings and Discussion

In this study, the researcher conducted in-depth interviews with 19 participants who were heads of organizations, or plant managers, HR Managers, engineering managers and one director of a public department. They were selected by using criteria of more than 20 years of experience in the automotive parts field in Thailand. The details of the participants appear in Table 2.

Table 2 Overview of demographic characteristics of the participant

No	Age	Education	Last/current Position	Type of Business	No. of Employees	Automotive Experience (Years)
P1	54	Bachelor	HR Manger	Thai Company	750	30
P2	50	Master	HR Manager	Multi-National	1500	27
P3	50	Master	Senior HR Manager	Multi-National	2500	30
P4	49	Master	General Manager	Multi-National	3000	25
P5	55	Master	General Manager	Multi-National	2500	20
P6	56	Master	Assistant VP	Multi-National	800	30
P7	54	Master	Senior GM	Multi-National	650	20
P8	37	Bachelor	Engineer Manager	Multi-National	450	12
P9	52	Bachelor	Engineer Manager	Multi-National	450	20
P10	50	Master	General Manager	Multi-National	270	25
P11	52	Master	General Manager	Multi-National	650	30
P12	44	Bachelor	Senior Manager	Multi-National	550	23
P13	51	Master	Director	Multi-National	Na	20
P14	48	Master	Executive Director	Thai Company	Na	20
P15	56	Doctoral	Vice President	Thai Company	1800	18
P16	50	Bachelor	General Manager	Thai Company	NA	28
P17	60	Master	Managing Director	Thai Company	300	30
P18	56	Master	Director	Public organization	NA	NA
P19	48	Master	Deputy MD	Thai Company	320	20

The researcher concluded the categories as below.

(1) The development of the automotive parts business

There were 23 categories of development from a total of 308 initial codes. The details of each category and samples of quotation perceived by participants as follows.

1 Beginning of the automotive parts business.

".....at the first stage we studied the drawings which were offered by customers and began business from motorcycles." [P2]//, "The owners began the auto parts business from small shops or row houses." [P1]//

2 Expansion of the automotive parts business.

"After orders increased the company expanded to Bangna district, Samutprakarn Province, later on expanded to Leamchabang and now expanding to abroad." [P1]//"

3 Government support to automotive parts.

"Local content limited policy made car makers ask suppliers in Japan to invest more in Thailand." [P10]//

4 Thailand's economic drive of automotive parts.

"Consumption was increased continuously." [P3]// "Low cost countries attracted automotive companies to move in." [P4]//

5 Customer support and demand in automotive parts.

"Customers ordered to control defects less than 1 ppm." [P19]// "customers requested cost down every year by 5% during the car period 7-12 years contracted." [P19]//, "Production and productivity are accepted as required from customers." [P4]//."

6 Thailand's automotive parts supply chain.

"...Partners abroad moved in to support the assembly plant in Thailand." [P8]//

7 Thailand's infrastructure.

"....infrastructure in the industrial estate has been prepared." [P4]// "The environment in Thailand was ready for investors to invest for financial, safety, security, communication, travelling and laws did not discourage." [P7]//

8 Operation development in manufacturing.

"We need to develop QCD every year to reduce the cost." [P19]//, "...Initiative to use robots to replace manpower due to the manpower shortage." [P5]//

9 Continuous improvement of activities.

"We use many tools to manage the plants such as LEAN to have zero defects and low cost." [P10]//, "Japanese always use 5S and Kaizen to make Thais follow and develop." [P12]

10 Manage 4 M's (man, method, material, machine)

"..... manage 4M. "QCD and 4 M if we can maintain quality, customers will trust and will not be lost." [P17]//

11 Management strategy.

"Manage cost to be lower, increase efficiency." [P10]// "Strategic planning has been done every year." [P15]//

12 Evaluations and incentives system.

"...Evaluation of employees and supervisors are a must measurable method to measure people after working every 6 months or one year before considering to pay bonuses and salary adjustments." [P1]//

13 International standards.

"It is a must to have TS 16949 or QS 9000 in the company which supply parts to OEM before accepted for production." [P3]//

14 Ability of people in the automotive parts business.

"Thais learn fast, can speak Japanese, after getting trained are capable to handle product instead of them." [P17]//

15 Training and development.

"Human Resources development continuously is one key factor that has built automotive parts development." [P4]//, "Toyota sent retired people to teach TPS (Toyota Production System)." [P11]//

16 Research and development.

"...Work together with the car maker to do R&D to develop product." [P14]//."

17 Thai culture support of the automotive parts

"Thai culture smile, easy, friendly both formal and informal, good relationships and understand each other." [P17]

18 Competition in automotive parts

"Competitors are increased in the Thai market." [P3]// "Competition makes the company develop to survive." [P6]//

19 Sales and Marketing activities.

"Dealer is one chain that makes auto parts grow." [P19]//

20 Demand from end users

"Car maker of auto parts need to develop and create new innovative parts to answer the demand of humans." [P6]//

21 Relationships

"Good relationships with customers make satisfaction scores higher." [P8]//

22 Third party Advice.

"During TA agreements we get knowledge, can operate, capable to control production, can do jigs and tools." [P5]

23 Support by associations and institutes.

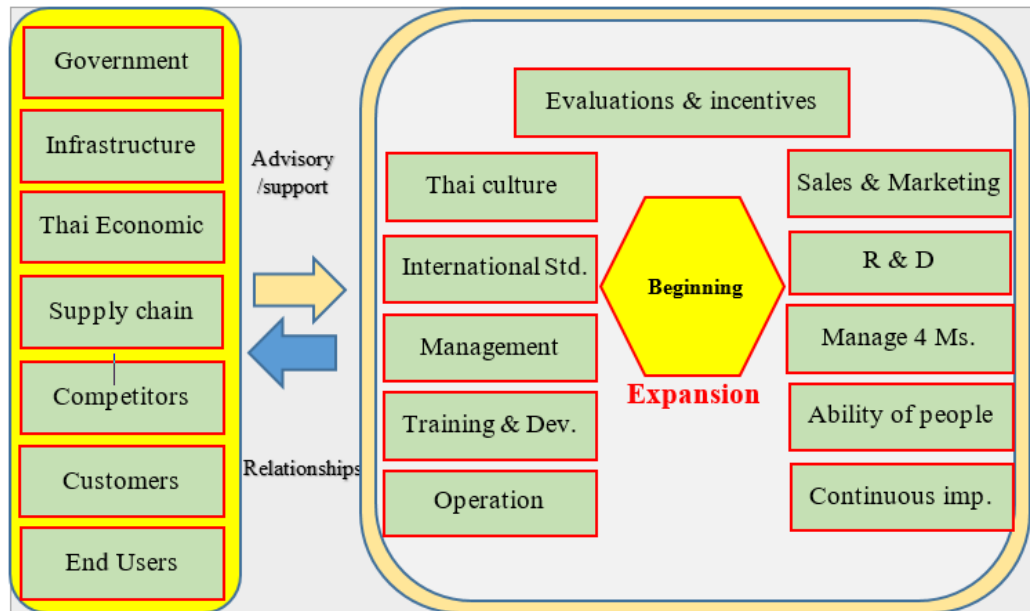
"National Productivity Institute supports to train people and the Thai Japan Association provided scholars to Japan under the AOTS program." [P10]//"

According to the 23 categories, the study found that the development of the auto parts business began from the start of the business and later the demand was growing, then the business needed to expand. So, the first group which was discussed relating to the beginning of the automotive parts business expanded after that. The second group in the study was a group of supporters composed of 7 categories, which were (1) government support to automotive parts, (2) Thailand's infrastructure, (3) Thailand's economy drive of the automotive parts, (4) Thailand automotive supply chain, (5) customer support and demand in automotive parts, (6) demand from end users and (7) competitors. The third group was comprised of 11 categories that related directly to operations. It is the operational side, there were (1) Sales and marketing activities, (2) Research and development, (3) Training and development, (4) ability of people in automotive parts business, (5) International standards, (6) Operational development in manufacturing, (7) CI (continuous improvement) activities, (8) Manage 4 M's management strategy, (9) Evaluations and Incentives system, (10) Management and (11) Thai culture support of the automotive parts. The last group which was discussed related to the connections, which were composed of 3 categories (1) Relationships, (2) Third party advice and (3) support by associations and institutes. The researcher divided the findings in this section into 4 parts:

- 1) Beginning and expansion of the automotive parts business in Thailand
- 2) Supporters to the automotive parts business in Thailand
- 3) Operations of the automotive parts business in Thailand
- 4) Connections to the automotive parts business in Thailand

The researcher concluded the automotive parts development, then formed a framework that emerged from the study, as illustrated in Figure 2.

Figure 2 the discovery framework of the development of automotive parts business in Thailand, generated by the researcher



(2) The trends of automotive parts business in Thailand

There were 13 categories of automotive parts trends from a total of 234 initial codes. The details of each category and samples of quotations perceived by participants are below.

1 Automotive Trends.

"In 10 year will use EV, EV from Solar will be same as a moving laptop" [P3]// "future will be small electric vehicle cars." [P4]//

2 Raw Material Trends.

"Plastics and Fiber will replace steel, polymer will replace steel, currently new luxury car bodies are made from fiber glass." [P1]//

3 Energy Trends.

"Energy may be solar cell or hydrogen still not clear." [P8]// "Energy will be from Solar cell, Tesla EV launched Power wall, it seems like power bank, where use solar cell from the roof and storage power at the wall, every day customer can charge electric at home." [P10]//

4 Automotive parts Trends

"EV use at least 10 modules, no engine parts, no pistons, no central shaft, no rear axle, use motor." [P10]//

5. Strategy Trends.

"Join government programs by invested solar cell" [P1]//, "Invest in a Low cost country." [P2]//

6. Technology Trends.

"Future from manual to controllable car included IT." [P11]//

7 Environment Trends

"Environmentally friendly cars, polluting cars will be abolished." [P8]//.

8 Safety Trends

"Future cars will be driven with fun, extremely safe, energy saving, answer lifestyle and friendly with the environment." [P19]

9. Improvement Trends.

"Develop R&D, follow the trend of technology, prepare yourselves and ready to compete in ASEAN." [P4]//, "Clear government policy, human resources have to prepare for future change, enforce to transfer technology of design for automotive or parts." [P10]//

10 Eco Car trend

"Big size will be changed to small size, lower CC and use in the city same as Japan." [P11]//

11 ASEAN Trend

“Investor may expand to invest in ASEAN to reduce the risks.” [P5]// “Duty tax is zero, if automotive parts companies maintain good quality, it will be a chance to expand to ASEAN country.” [P6]

12. China Trend.

“China has the potential to produce batteries to use in cars, I though China is a threaten to Thailand, development very fast.” [P6]// “Chinese cars and automotive parts will increase; many Chinese investors will do joint venture in Thailand.” [P7]//

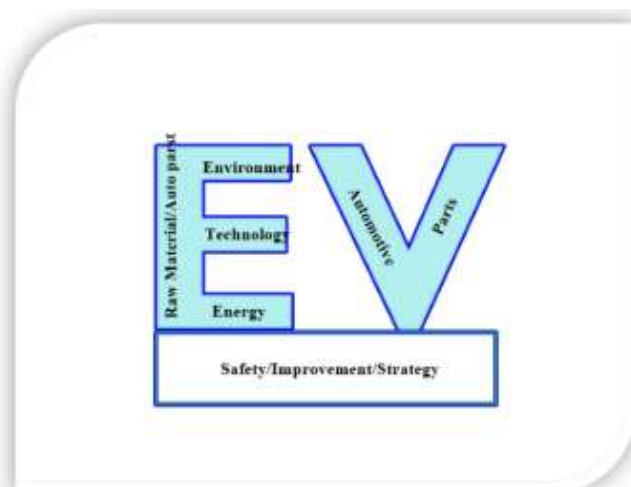
13. India Trend.

“India’s and China’s quality are not bad, but our price is higher than India’s and China’s, we always say that our quality is equivalent to Japan.” [P8]//

The studied found 9 categories related to the trends of automotive parts in Thailand, they are (1) automotive trends “90% of the participants agreed that the future will be EV in Thailand only the time table is different.”, (2) raw material trends “Previously the main material to produce the cars or materials for spare parts was from steel, but the economy and requirements by customer have changed, it needs to be a stronger, lighter car, the material has been changed from steel to plastic, fiber, polymer, aluminum alloy, glass utilization, or carbon Nano fiber glass, and the windshield is as strong as steel but lighter than steel.”, (3) energy trends “Energy is developing to reduce Fossil fuel. It can be fuel cells, H2, Electric or plug-in hybrids.”, (4) automotive parts trends “The automotive parts in Thailand have to be adapted to produce part high technology, new innovations, to be in line with the new car trend of EV or small car, engine parts will be reduced, overall total parts will be reduced significantly.”, (5) strategy trends “Organization is needed to do strategic planning, plan strategy year by year, and a 5 year plan to make sure they are in trend.”, (6) technology trends “High technology is not only equipment but machines will be modified to be autonomous, robots will replace manual machines, and replace people that do not have consistent quality.”, (7) environment trends “people understand and are willing to change and protect the environment to save the earth.”, (8) safety trends “New car vehicles ordered to install equipment or meet at least minimum international standards to protect people and decrease the number of deaths.” and (9) improvement trends “Improvement is a must to be prepared for Thailand auto parts to be ready for big changes in the near future, continuous improvement, innovative new products, and new technology are required to be studied.” The other 4 categories were a general information trend that asked from the researcher, there were the Eco car trend, ASEAN trend, China trend, and India trend.

The researcher concluded the finding of the automotive parts business trends, then formed a figure that emerged from the study, as illustrated in Figure 3.

Figure 3 the discovery figure of the automotive parts business trends in Thailand, generated by the researcher.



(3) The human resources development in automotive parts business

There were 7 categories of human resources development in automotive parts from a total of 120 initial codes. The details of each category and samples of quotations perceived by participants are below.

1. Training and development.

"Send Thais to train abroad, training in class." [P5]//, *"Thai labor has developed skills, engineering field, management skills, finally reach to top management which authorizes decisions."* [P5]//

2 Recruitment and selection.

"We recruit engineers and electronic engineers, I want students who think out of the box, the country will grow with innovation." [P14]//

3 Organization management.

"Management needs to do continuous improvement or do strategic planning." [P15]//, *"Production effectiveness per head per unit must be higher than nowadays, and organize to develop people better, it can continue."* [P4]//

4 Continuous improvement.

"Continuous improvement by using CI, QCC, 5S, Engineering day, etc." [P1]// *"Need to use Lean, 6 Sigma to improve operations."* [P4]."

5 Culture and Values.

"Create employees to act as business partners." [P6]//, *"Make them be proud, love and loyal to the organization, build a good environment that makes them want to stay and work until retirement, make them feel a part of the organization, people in the organization are brothers, do as duty but treat as family."* [P11]//

6 Network sharing.

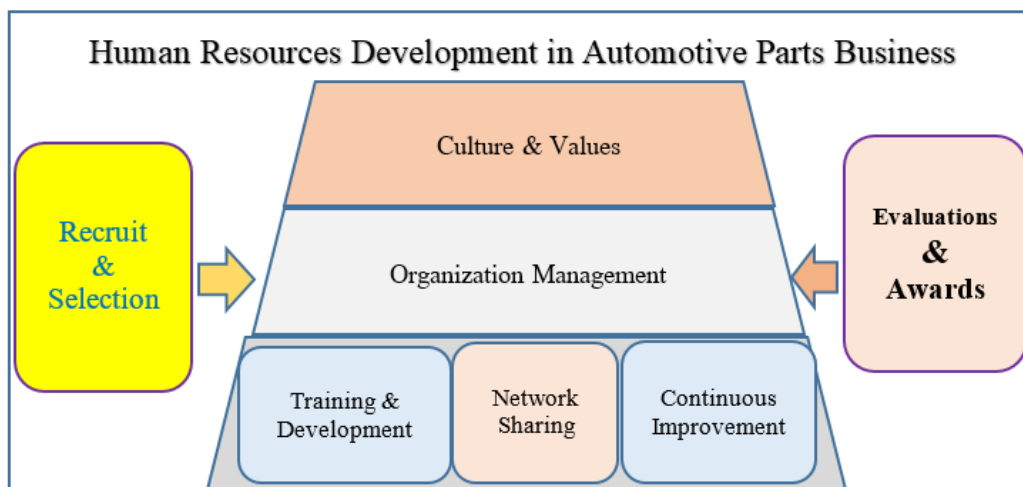
"Partners between private and public is the right way." [P19]//, *"I suggest to establish a council which is comprised of private and public organizations to create curriculum in the education department."* [P19]

7 Evaluations and Awards.

"KPI needs to be used in the organization to be competitive in the market." [P4]//, *"Evaluation system is one key of success."* [P17]//

The researcher concluded the discussion of human resources development in the automotive parts business, then formed a framework that emerged from the study, as illustrated in Figure 4.

Figure 4 the discovery framework of the human resources development in the automotive parts business in Thailand, generated by the researcher



(4) The sustainable development of the automotive parts business in Thailand.

There were 10 categories of the sustainable development of the automotive parts business in Thailand from a total of 148 initial codes. The details of each category and samples of quotations as perceived by participants are below.

1 Human Resources.

"Employees need to have competence in their job or in their function." [P1]//, "Manpower is a key of sustainability, we need to consider elderly people, new born is less, Thai workers also are less, labor cost should not be changed frequently." [P5]//, "Thais have to adapt and study how to develop products to be in line with the changes, retain and develop excellence, and good employees also create ethical, potential of production owners, qualified employees." [P6]//

2 Continuous development.

"Increase productivity to cover wage increases, "[P10]//, "Study the trend, change, adapt and develop to catch up with the changes, develop technology, and create innovative products." [P6]//

3 Raw Materials

"Raw materials are exported from abroad, before we start the production, the raw materials must be accepted from customers." [P17]//, "Direct cost, raw materials need to be competitive due to being imported from abroad." [P11]//

4 Evaluations and awards.

"KPI needs to be set up for everyone." [P1]//, "Pay by performance, pay technical higher, and incentive benefits should be provided to qualified workers." [P3]//

5 Sales and Marketing.

"Customers trust in quality, analyze customers need since assembly plant to end users, maintain quality standards as required by consumers, develop parts response to market request." [P6]//, "Costs must be competitive." [P7]//

6 Management.

"Do road maps to analyze risk factors, study the automobiles and automotive parts in-depth, what are the risks? What technology should be done for the future?" [P4]//, "Analyze themselves to make sure we are in the new trends." [P5]//, "Should have short term and long term plans." [P13]//, "Strategic planning or strategy for all concerned human, networks, and technical." [P15]

7 Government.

"Government policies are very important, must be protected and give benefits to Thai SMEs, rules and regulations need to support Thai SMEs, give them a chance." [P16]//, "The government makes it convenient to investors and organizations." [P12]//

8 Culture.

"Thai habits are good." [P5]//, "Adapt to fit with the changes." [P9]//

9 Environment.

"Safe for investment and security." [P5]//, "Need a secure political system." [P9]//

10 Networks.
"join networks both private and public organizations." [P15]//, "join society and respond to social needs." [P6]

The researcher concluded the discussion of the sustainability of the automotive parts business, people should be in the plane that is ready to take off, management acts as the captain who leads the organization and stays on top. The sales and marketing team are always in the first row and lead the organization to make good relationships with customers, raw materials, culture, environment and networks acting as the supporter and backup team, government are supporters and stay at the helm to guide this plane, CI is the propeller that always rotates and makes the plane move forward, and evaluations and awards must be done by the crew and flight attendants whose duty is service per standard.

The researcher, then formed a figure that emerged from the study, as illustrated in Figure 5. Figure 5, the discovery figure of the sustainable development in the automotive parts business in Thailand, generated by the researcher.



Implications

For leaders, entrepreneurs and policy makers

This research study may help guide the leaders, entrepreneurs and those who make policies about projecting the automotive parts development, human resources development, the trends and the sustainability of the automotive parts business in Thailand. These were from the proposed framework of the automotive parts development concept and the human resources development framework as illustrated by the general information of evolution from the beginning of the automotive parts business to the expansion and growing process. On the other hand, the automotive parts future trend figure and the sustainable development figure are the process figures of bridging the business strategies into practice.

For HR professionals, OD professionals, and people who are in positions of strategic HRM, strategic HRD, and OD

The second practical implication is for HR professionals and OD professionals involved in planning and designing the organization and people aligned to the business direction and strategy. The discovery framework of human resources development of the automotive parts business in Thailand, the proposed framework demonstrates the flow from selection followed by organization management, develop people with the CI, the networks, the training and build the same culture and values and ending by the evaluations, awards or incentives to motivate people. It can help the HR profession to understand the gap between what an organization projects for the future development versus what the organization has on hand.

For individuals

The results of the studied can open up the view of the individual who works in any organization that can use this framework or figure to develop their own business or apply for their own interest. Additionally, they are aware and understand the rationale behind what the development of automotive parts business is, what the trend is, how automotive parts develop people, and what should be done to be sustainable.

Limitations of this study

This study employed a qualitative design, so that the findings may not be generalized to the whole population of the automotive parts business in Thailand as the selective sampling may not be representative of all participants. However, the value of qualitative research lies in the particular

description and themes developed in the context of a specific site (Creswell, 2009). The researcher hopes that these results may be used as a basis for the future study of development, the future trends of the automotive parts, Human Resources development and sustainability of the automotive parts business in Thailand and other countries.

Recommendations for future research

The researcher proposed four major recommendations for future research, **First**, in order to generalize the concept of the automotive parts development that emerged from the in-depth interviews with the 19 participants of the automotive parts business in Thailand, the researcher recommends that further quantitative research should be conducted with focus on the CEO or owner who is number one in the organization in order to confirm the framework conceptualization that was found. The study may be designed to survey the CEOs of the automotive parts companies, the perceptions of the proposed figure of future trends of the automotive parts business to confirm the figure that was found. It should statistically test each description of future trends of the automotive parts in a quantitative research design. **Second**, in general, the future trends consists of energy, environment, technology, raw materials, safety, improvement, strategy and the automotive parts, thereby it creates a general concept of future trends. However, Raymond (2003) argued that the future world is about profiting from knowledge and the power of interconnectivity— where enabling and personal empowerment is a key to all business-to-customer transactions. Additionally, in this study it was found that the new trends of energy was not clear whether to be fuel cell, battery, water or others which might be used in EVs (electric vehicles) or the internal combustion engine car. Therefore, the researcher recommends a qualitative methods research study of the future trend for energy of automobiles in automotive assembly plants. The participants should be leaders of product design who are responsible for designing and proposing the new energy to support a new challenging trend. The results of this study may benefit the automotive parts business to understand the new trends or new innovation implications for their business, whereby it also creates a competitive advantage. **Third**, this study found that the people development concept was how to develop people but the major one should be focus and study, it is how to develop the designer or to develop R&D for new products for the automotive parts business. It found that local and international companies in Thailand lacked of designer and knowledge of R&D to develop products. It affected the sustainability of the automotive parts in the long term because Thais do not have the knowledge, skill in design and R & D for the new automotive parts, it was common to make a product that received the drawing from the assembly plant. the researcher recommends conducting qualitative research to create a model to develop the designer and R&D in the automotive parts business by inviting companies which have their own design to explore the development of designer and R&D in the organization. This research will help HR or OD professionals to understand and build the development of the people in the organization to be competent in design and R&D. **Finally**, the sustainability of the automotive parts business consists of management, human resources or people, sales and marketing, raw materials, culture, environment, network, continuous improvement, government, and an evaluation and award system, thereby creating a general concept of sustainability of automotive parts business. Therefore, the researcher recommends a mixed methods research study of the sustainability of automobiles in diverse automotive parts organizations. The research may investigate the factors that influence the sustainability from the sampling. Then, qualitative research is employed to explore the details of each factor, which will supplement the quantitative research. The results of this study may benefit the organization with practical implications for their business, whereby it also creates a competitive advantage.

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