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Editorial

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Editorial

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

In this issue, we have 9 research articles in the scope of Dictionary Applications on Smartphones as a Tool to Enhance English Vocabulary Learning Skills, Intercultural Competence, Fostering Learner Autonomy in an English Classroom, Problems of Policy Implementation at Thai Border Schools in the ASEAN Community Context, Motivation Theory to Build Team Dynamics, Lean Manufacturing, Workplace Flexibility as an Engagement Strategy, Career Development, and Coaching.

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

Editor in Chief

Paratchanun Charoenarpornwattana, Ph.D.

The Use of Dictionary Applications on Smartphones as a Tool to Enhance English Vocabulary Learning Skills

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Abstract: *This study aimed at investigating the effectiveness of some dictionary applications on smartphones and exploring students' opinions toward their use in enhancing English vocabulary learning skills: meaning in Thai, word function, synonym, pronunciation, and meaning in context. A mixed method research design, quantitative followed by qualitative, was employed to elicit information and evidence for the outcomes. The instruments used in the quantitative phase were the pretest and posttest to identify the students' improvement of their vocabulary learning skills. For the qualitative phase, observations together with the researcher's reflections, and semi-structured interview data were collected. Thirty Matthayomsuksa 3 (Grade 9) students volunteered to be participants in this study conducted during the extra-curricular time allotment. After the intervention, it was found that the dictionary applications on smartphones were a helpful tool in facilitating vocabulary learning skills and other language skills, in particular, pronunciation. The learners' autonomous learning also started to prosper as in transferring the skills to learn English used in other subjects or environments. The learners' initial feeling of confusion in handling the dictionary applications turned positive and motivated toward the later part of the intervention. Thus, teachers wanting to implement an online dictionary are encouraged to establish criteria for appropriate applications selection so that learners can maximize the use of the device for educational purposes. The results of this study also point to the need for further research on the use of dictionary applications in enhancing pronunciation competence and fluency. Finally, a wider group of samples with a longer period of intervention may lead to interesting research findings.*

Keywords: Smartphones, dictionary applications, English vocabulary learning, vocabulary learning skills

Introduction

"Without grammar, very little can be conveyed; without vocabulary, nothing can be conveyed" (Wilkins, 1972, as cited in Thornbury, 2008, p. 13). Thus, in order to learn to communicate in English language, the most basic skill to start mastering is vocabulary.

As a result, how to best teach learners of how to learn vocabulary is of interest to all. Wu (2014) underscored the importance of learning English words that many researchers frequently focused on is investigating for ways to effectively help the learners learn new words, so teachers can best guide students in the process of learning English vocabulary.

In recent years, it has been shown that technology is drastically being integrated into our lives. The widespread use of mobile devices, especially smartphones, significantly changes the ways of learning in many contexts including language learning (Kukulska-Hulme, 2009). Numerous mobile applications have also been developed to support different aspects of foreign language learning including listening, speaking, reading, writing, grammar, and vocabulary. Therefore, teachers and learners can integrate mobile devices to facilitate both of teaching and learning methods.

One shortcoming that many Thai students have when learning English, is their limited English vocabulary inventory (Anongchanya and Boonmoh, 2015). Most learners also lack motivation in learning English since they feel that consulting with a traditional printed dictionary is not convenient. They are often required to memorize the meanings of words, but find selecting appropriate words to fill in the given context very difficult. Realizing that many students struggle with this vocabulary learning issue, teachers and educators have tried to find a useful tool in helping learners effectively learn vocabulary and language.

Nowadays, the use of electronic technology such as smartphones for learning has become more common and is widely adopted in various contexts. It is because technology now makes it more convenient to find information on different subject matters. With various special features, the easy and rapid accessibility to the meaning including the correct pronunciation of a word should make dictionary applications much more useful for language learning as well. However, in practice, it appears that most learners cannot use their smartphones for language education effectively since they often get distracted by entertainment and social media services offered in this tool and are not being properly trained of the ways they can benefit from its use. Therefore, it is interesting to adopt the use of dictionary applications on smartphones to enhance English vocabulary learning effectively for educational purposes.

The objectives of this study were aimed at investigating the effectiveness of some applications on smartphones as a tool to enhance English vocabulary learning skills, and to explore students' opinions on the use of dictionary applications on smartphones toward English vocabulary learning. Therefore, the research questions derived from the objectives of this study were first, "To what extent does the use of dictionary applications on smartphones affect English vocabulary learning skills?", and second, "What are the students' opinions on the use of dictionary applications on smartphones in enhancing their English vocabulary learning skills?"

This study is an opportunity to find and adopt an appropriate approach for helping students learn English vocabulary better. The research findings from Anongchanya and Boonmoh (2015) indicated that the use of dictionary applications in smartphones played an important role in helping the participants to complete translating tasks. From this outcome, the idea of using mobile assisted language learning (MALL) can be adopted as the main concept of doing this research as Miangah and Nezarat (2012) stated that mobile devices are increasingly becoming tools for education and language learning, and all its users from teachers to students are getting used to this environment to make education as pervasive as possible. In this study, it could be concluded that the use of dictionary applications on smartphones may have some effects on vocabulary learning skills and students' opinions.

Theoretically, it will become an empirical study in motivating students to learn in the language field by the use of technology, especially smartphones. It will reveal a new approach for enriching students' English language competence. It will also exemplify a model of learning on their own with ease but more systematically. In practice, the findings from this study will be useful for any teachers who are interested in adopting the use of smartphones in developing students' English proficiency or searching for information of other subjects according to their educational purposes. More importantly, it will reveal more educational benefits of the use of appropriate applications on smartphones in other aspects of language learning such as pronunciation, reading, and writing, etc.

Scope of the study

This study was conducted in the context of Matthayomsuksa 3 level. A vocabulary list of 90 words focused in this study was chosen from the words used in *New World Student Book 3*, a textbook listed by the Ministry of Education (MOE) for Matthayomsuksa 3 level curriculum. Moreover, dictionary applications used in this intervention were limited to the general use of dictionary applications that have already been installed in the students' smartphones: they are THAI DICT, CM Thai Dict, and Longdo Dict.

Limitations of the study

A big gap in English language competence among Matthayomsuksa 3 students is a limitation of this study. Their affordance of smartphones with personal internet accessibility is also another limitation for the researcher. More importantly, since this study could not be conducted during regular class time due to the required courses of the school teaching-learning schedule, the researcher had to conduct the research during the extra-curricular classes with only one sample group volunteered for the intervention. Moreover, the range of vocabulary according to the Matthayomsuksa 3 level textbook was also limited by the school curriculum. Therefore, the findings are relevant within the setting and the data taken cannot be generalized outside the study.

Research design

The mixed methods research design was used to provide informative data and evidence for the research outcomes. The quantitative research phase started and was followed by the qualitative research phase. The purpose of employing this research design, which was modified from Creswell and Plano Clark (2011, p. 23), was that quantitative and qualitative data help each other in explaining the research result.

Population, participants, and informants

Thirty out of ninety-nine Matthayomsuksa 3 students at a government secondary school in Chachoengsao province during academic year 2017 volunteered as samples to participate in the intervention based on four criteria, i.e., own a smartphone, be able to afford for an internet accessibility, already had installed a dictionary application on his or her smartphone, and was willing to participate in this intervention program of an extra-curricular activity.

Based on their posttests scores, they were divided into two groups: high achievers and mid-range achievers (there was no low achievers). Three students from each group were randomly selected as informants.

Research instruments

To gather the necessary data both quantitatively and qualitatively, the following instruments were used.

English vocabulary learning skills tests (pretest and posttest)

The pretest and posttest were the same in terms of objectives, vocabulary list of new words not covered in the lesson plans, number of test items (35 items), and weight of the test scores (65 points). The tests were constructed to measure English vocabulary learning in two aspects: First, they aimed to measure students' achievement through the skills that students have already learned (identifying parts of speech and correct meanings) and second, they aimed to measure the skills that students have not learned (identifying synonyms, words with similar pronunciation or rhyme, and correct meanings in context). Then, the tests were sent to three experts to find the validity by using the Index of Item Objective Congruence or IOC index and piloted with Matthayomsuksa 3 students, who were not engaged in this study in order to explore the reliability.

The tests were also physically divided into two parts to measure. First, they used to measure students' direct transferred knowledge in exploring parts of speech, correct meanings in Thai, and synonyms (15 filling in the blank items, 45 points). Second, they used to measure applied knowledge in areas of selecting words with similar pronunciations or rhyme (10 multiple choice items, 10 points) and correct meanings in context (10 multiple choice items, 10 points). Additionally, smartphones were allowed during the tests and the time for assessment was 30 minutes.

Lesson plans

The content of the lesson plans for ten hours which consists of seven instructional sessions including introductory and wrap-up sessions, was based on the vocabulary lists taken from *New World Student Book 3* and Matthayomsuksa 3 level in MOE curriculum (6 sublists with 15 words each). The focus of each lesson was on the skills used in learning various linguistic features of the words beyond finding the meanings, for example, phonological, morphological, and contextual aspects. In each lesson, other visual aids, games, and worksheets were supplemented for learners to gain more skills. The overall instruction format also followed the Presentation-Practice-Production (PPP) sequence (Lamarca, 2015).

In addition, worksheets were created as exercises for the participants to practice the skills to search for new knowledge both the already acquired skills (finding parts of speech and meanings in Thai) and the newly introduced skills (exploring synonyms, identifying words with similar pronunciation or rhyme, and selecting the appropriate word in context). Then, the lesson plans and worksheets were validated by the three experts in the field of English as a foreign language (EFL).

The content of the worksheet for each vocabulary lesson was physically divided into three main parts and one additional part: 1.) Finding parts of speech and meanings in Thai, 2.) Finding synonyms and sentence examples, 3.) Filling in the blanks with the appropriate word from the list, and 4.) Writing a story by using the words from the list. The three dictionary applications in smartphones most commonly used were allowed (THAI DICT, Longdo Dict, and CM Thai Dict). The characteristics of these dictionary applications were similar in many aspects: they were bilingual dictionaries, provided pronunciation models, gave parts of speech and synonyms, and provided sentence examples. However, two of them could be used only with internet accessibility except CM Thai Dict, which could be used without any internet connection.

Observation notes

The researcher played the role of teacher and observer during the intervention. The class was observed in order to detect student behavior and reaction reflecting their participation, interaction, involvement, and understanding during the instructions.

Journal entries

Journal entries were made by the researcher to reflect on the teaching-learning process and the teacher's reflection throughout all teaching sessions. The journal was divided into two parts, the first part was for the learning process and the second part was for the researcher's own reflection of the intervention.

Semi-structured interviews

The interview questions were carried out in Thai to ensure the interviewees understood and to prevent misunderstandings in order to explore the informants' opinions towards the use of dictionary applications on smartphones. The information derived from the observations and journal helped in setting up more in-depth questions for the interviews. The data of the interviews were also used to triangulate the data from other sources.

The data of qualitative instruments were used to triangulate the data from quantitative sources in order to increase the trustworthiness of the study.

Data collection and data analysis

Data collection

Before the intervention, students did a pretest. Then, they participated in vocabulary instruction. Finally, they did the posttest. The pretest and posttest were the same format and conducted within time limit of 30 minutes in order to explore the progress of students' vocabulary learning skills. In every instructional session, the observation notes were jotted down soon after the class while the journal entries were completed at the end of the day. The researcher also asked for informants' permission to make audio recording before the semi-structured interviews to ensure the correctness of the information expressed by the interviewees. The interviews were held in the office of the English Department after the posttest session during lunch time.

Data analysis

The pretest and posttest scores were analyzed to find the mean, standard deviation, and t-test by a statistical computer package software in order to discover the development of the students' English vocabulary learning skills and compared the scores of the vocabulary pretest and posttest for their progress. Then, the observation notes and journal entries were transcribed, translated, and coded for group student behavior and reaction during the intervention. The data from the interviews were also sequentially processed in the same manner with the observation records and categorized. Finally, all results of this study were put in categories and interpreted for them to be triangulated and support each other in answering what were the students' opinions on the use of dictionary applications on smartphones.

Ethical considerations

A letter seeking permission to conduct the study was sent to the school and the researcher informed in detail the purpose of the study to the students and others involved. The interviewees' prior permission was sought for audio recordings. Moreover, each participant's right to privacy and confidentiality of their personal information was protected to the utmost.

Results and findings

Results of the quantitative research phase

It was noted that the nature of the pretest and posttest is measuring improvement in skills. The table below illustrates the raw scores of the pretest and posttest including the gained scores of each participant.

Table 1 Pretest and posttest scores of the intervention

Code Number	Pretest Scores (Out of 65)	Posttest Scores (Out of 65)	Gained Scores
1	31	53	+22
2	27	51	+24
3	15	48	+33
4	28	56	+28
5	11	61	+50
6	24	49	+25
7	36	55	+19
8	35	50	+15
9	25	51	+26
10	32	54	+22
11	46	53	+7
12	46	60	+14
13	46	59	+13
14	28	52	+24
15	46	56	+10
16	35	56	+21
17	45	54	+9
18	20	53	+33
19	13	56	+43
20	32	52	+20
21	46	56	+10
22	46	59	+13
23	22	51	+29
24	46	58	+12
25	46	60	+14
26	43	52	+9
27	43	55	+12
28	47	59	+12

Code Number	Pretest Scores (Out of 65)	Posttest Scores (Out of 65)	Gained Scores
29	14	49	+35
30	16	50	+34

It should be noted that all participants' posttest scores were higher than their pretests. Next, Table 2 shows the descriptive statistics for the results of the pretest and posttest, as well as the gained scores.

Table 2 Descriptive statistics of pretest and posttest scores after learning English vocabulary with the use of dictionary applications on smartphones

	N	Minimum	Maximum	Mean	Std. Deviation
Pretest	30	11.00	47.00	33.00	12.17
Posttest	30	48.00	61.00	54.27	3.68
Gained Scores	30	7.00	50.00	21.27	

According to the descriptive statistics, the mean of the posttest scores (*M* = 54.27, *SD* = 3.68) of the participants was higher than that of the pretest scores (*M* = 33.00, *SD* = 12.17). Moreover, the mean of the gained scores (*M* = 21.27) shows the progress of the participants' skills. This can be inferred that the use of dictionary applications on smartphones enhance the participants' skills in vocabulary learning.

Table 3 Paired samples statistics of pretest and posttest scores

	Mean	N	Std. Deviation	Std. Error Mean	t	df	p
Pretest	33.00	30	12.17	2.22163			
Posttest	54.27	30	3.68	0.67113			
Posttest - Pretest	21.27	30	10.81	1.97276	10.780	29	.000*

*$p < 0.05$

A paired samples t-test was conducted to compare the mean scores of the participants before and after learning by using dictionary applications. The scores were significantly higher for the posttest (*M* = 54.27, *SD* = 3.68) than for the pretest (*M* = 33.00, *SD* = 12.17), $t(29) = 10.780$, $p = .000$). Thus, the paired samples t-test indicated that there was a significant difference between the pretest and posttest at 0.05.

However, it should be interesting to learn which skills from the five sections of the test items showed more progress. The five skills are two previously learned skills: finding parts of speech and meanings in Thai; and three newly introduced skills in this intervention: exploring synonyms, selecting word with similar pronunciation or rhyme, and choosing the appropriate word for the context.

Previously learned skills (parts of speech and meanings in Thai)

Most of the students got higher scores in their posttests for these two sections. This could be inferred that the use of dictionary applications on smartphones improved the participants' skills in these areas. It should be noted that some students got the same scores when compared with those of their pretests. However, their pretest scores were already perfect. This implies that the students who volunteered for this study were already good at learning English vocabulary through memorization or other traditional methods. However, the students who might not be good at memorization could also improve their posttest scores after they have gained skills in dictionary applications.

Newly learned skills (synonyms, pronunciation, and meanings in context)

For this section, it should be noted that most participants' posttest scores were higher than their pretests although the progress is not as high as in the previously learned skill sections. Among the three sections, the most improved score is with the exploring synonyms. This is understandable as identifying synonyms is more explicit than what is required in the other two parts: selecting words with similar pronunciation and the appropriate word in context.

Results of the qualitative research phase

This part of the data includes analyses of notes from the researcher's observations accompanied with the reflective journal writing, and responses from the semi-structured interviews.

Answer to research question 1

Since the nature of the tests is an integration of language achievement and successful use of language skills, the response to the first research question, "To what extent does the use of dictionary applications on smartphones affect vocabulary learning skills?", could be grouped into the following areas.

The improvement of translation skills and comprehension

As students are conscious that meanings are the most important area of vocabulary learning and doing well in this area of learning is very much independent of memorization, having a tool to help their accuracy without reciting really relieved them from stress especially among those who not like to memorize. After the interviews, the students agreed that dictionary applications on smartphones explicitly provided meanings for each word, so it facilitated them in translating English to Thai. The students also agreed that after they found the correct meanings of the words they encountered, they better comprehended the lessons and exercises.

The development of pronunciation and listening skills

Since dictionary applications on smartphones provide pronunciation models of native speakers, this helps students to listen, practice pronouncing, and improve their pronunciation skills. It was observed that the students practiced listening and imitating or mimicking the pronunciation sound of the target words many times until they became more familiar. Moreover, they tried to imitate the accent and intonation of the words they heard.

During the interviews, the students also revealed that they had better listening skills and good examples to compare with when they practiced speaking or pronouncing the words. Then, they could better recognize, understand, or identify those words when they heard them in other classes. All seemed to agree that they were more confident in speaking English since knowing the actual pronunciation of words enabled them to pronounce the words clearly and correctly.

This evidence was clear during the presentation stage of the intervention when the students started to be sufficiently confident and volunteered to pronounce the words in front of the class. Some students also stated that they tried to speak English in class instead of Thai.

The fostering of learners' independence

The gathered information pointed to the fact that the use of dictionary applications on smartphones could foster students' learning and increase their applications of language ability in other aspects.

First, dictionary applications on smartphones motivated them to read English on their own, for example, other English books or novels, English subtitles of movies or shows, and billboards or advertisements in English outside school, so they felt that they had better reading skills. They also used dictionary applications to translate unknown words, thus they felt strongly that they better understood and comprehended the content of what they read.

Second, the students started to write more after finishing the required exercises in each worksheet. Since dictionary applications provided sentence examples for each word, this encouraged students to practice writing and making English sentences by themselves. They also started to practice their writing by adapting or changing some words from the sentence examples given in the applications.

Next, the students agreed that dictionary applications on smartphones helped them transfer their skills to other subjects (science and social sciences) and interests (Korean language). They adopted the use of dictionary applications on smartphones for translating new or unknown words in those subjects. They also transferred the use of dictionary applications to understand and comprehend their favorite hobby or interest like Korean drama or entertainment, which have English subtitles.

Moreover, the qualitative data gathered during the intervention demonstrated that the students developed not only their individual linguistic skills, but also life skills of working with others as they were put to work in groups and had to develop and exercise their leadership and willingness to share or suggest the use of dictionary applications to their friends who did not participate in the intervention.

Answer to research question 2

The second research question, "What are the students' opinions on the use of dictionary applications on smartphones in enhancing their vocabulary learning skills?", was answered with the interpretation of the qualitative analysis as follows.

Initial confusion and dissatisfaction

At the beginning, some students seemed to get confused and feel troubled by the process of using dictionary applications in finding parts of speech, synonyms, and sentence examples of the target words since they were previously trained to use a paper dictionary for finding the meanings and parts of speech. Some students preferred to use the paper dictionary because they felt more familiar with it. This might imply that students felt a bit uneasy on the use of online dictionary at the early stages of the instruction.

During the intervention, some students frequently asked the instructor and friends on how to do the exercises, especially in the part of filling in the blanks with the appropriate words for each sentence. The fact that a number of the participants took time to complete their exercises and could not finish all parts of their worksheets was a clear evidence that they were not used to the process and not yet skilled. They even asked to work in groups or pairs instead of alone in order to consult with their friends.

Moreover, a few students were observed to display dissatisfaction with the dictionary applications since they could not find synonyms and sentence examples of some words. They even decided to change from one dictionary application to another or use a paper dictionary instead. However, this only happened for a short time at the beginning.

Satisfaction

As the session progressed, it was observed that the students started to feel more at ease and expressed more positive view towards the online dictionaries. They seemed to better understand how to use the dictionary applications and got familiar with the process. The participants finished all parts of the worksheets on time and got the right answers. They gradually participated in all activities with facial expressions of satisfaction and enthusiasm: smiling, laughing, answering questions by using English words, pronouncing the words along with the video, and helping their friends to finish all exercises from worksheets. When asked what prompted them to express such behavior, the following reasons were mentioned: easy to use, portability, convenience, time saving, free of charge and being easily updated.

Motivation and interest

After each session, it was noticed that the students became more motivated when compared to the earlier one. During the later session of the intervention, the students appeared to have more motivation; they invested greater effort to do all activities and exercises. Their learning curiosity seemed to appear in the areas of linguistics (translation and pronunciation) and language skills (listening, speaking, reading, and writing). They even mentioned that they have adopted the use of dictionary applications in their daily lives and with other subjects or languages. In fact, they actively paid attention to every step of the instructions. Specifically, in the pronunciation part, it was observed that some students started to pronounce the words along with the videos. They also tried to learn on their own and practiced pronouncing the words while listening to the pronunciation models from dictionary applications.

Having more confidence

The students started to develop their autonomous learning along with the use of dictionary applications. During the intervention, most students displayed their confidence while participating in the activities, for example, they volunteered to pronounce the words in front of the class after listening to the pronunciation models from the applications as they had never done this before. The students' confidence was also clearly seen from their leadership when they became the representative of their group to participate in activities and answer the teacher's questions in English. Moreover, some students expressed that they felt more confident to recommend and teach their friends to use dictionary applications and completing their English assignments.

Discussion and conclusions

On the research findings

First, regarding the statistical results from comparing the gained scores of all five sections, the sections that most of the students could greatly improve are the sections on previously learned skills: finding parts of speech and meanings in Thai, which they are having familiar from practice with the traditional approach of using a printed dictionary. The big gain might be because the dictionary application is a tool in helping them find the right answers without memorization. Moreover, knowledge of meaning or translation is the most important area of vocabulary learning for students, thus they paid a lot of attention to this part.

However, some participants made no progress in their posttests in both sections. This is because they had already received high scores or full marks on the pretests. Thus, this might mean that they were already good students at memorization or vocabulary learning, so they could sustain their tests scores at the same level.

Second, the statistical results demonstrated that most of the participants' posttest scores in exploring synonyms, a newly learned skill with the information being explicitly displayed, also increased. This implies that although this skill is newly introduced, the students did not have to do anything else apart from copying the answer down. However, the exception was with some students not making any progress at all because they have already got full marks on the pretest. This implies that many students might already be knowledgeable in synonyms and pay attention in English classes.

Third, it is quite interesting that the scores of identifying a word with similar pronunciation of the target words checking, a newly learned skill, are not congruent with the informants' responses from the interviews. In fact, the students' posttest scores in the pronunciation section did not much increase, but the informants expressed positive view that the dictionary applications were really helpful in pronunciation practice and speaking. A few participants got higher scores while one of them made no progress compared with the pretests. This might happen because they lacked of practice in pronunciation skills including phonetics and listening skills, especially with native speakers. Hence, they could not recognize and understand what they heard from the models. Another reason is that the classroom might not be an appropriate environment for doing this kind of test since there were some noisy interference.

Fourth, the research findings in the part of selecting words filling in context, another newly learned skill, also illustrated an increase in the students' posttest scores. Among all three newly learned skills, this is the least familiar before the intervention. That is why the participants could not finish this section during the pretests and got very low scores or even zero. Later, they could achieved higher scores in the posttests. This happened because the students rarely had the opportunity to practice vocabulary learning in terms of meaning in context.

In relation to other related research

1.) The increase in the test scores

With regards to the statistical results comparing the pretests and posttests, it was found that the participants significantly improved their scores of English vocabulary learning skills in the posttests. This might imply that dictionary applications on smartphones had some effects on students' English vocabulary learning skills. This finding is in congruent with that the previous study by Fageeh (2013) who investigated effects of MALL applications on vocabulary acquisition. His research results demonstrated a significant increase in the posttest scores of the experimental group indicating the benefits of mobile phone applications with regard to their potential for improving vocabulary learning.

However, it should be noted that the students' progress scores in this study might have been increased partially because all participants in this study were students in the Matthayomsuksa 3/1, Science-Math program, who were known to be attentive on their study. Some of them were also already good at English and motivated to learn something new. Thus, their motivation to learn was high.

2.) The improvement of translation skills

The findings of this research revealed that students improved their linguistic skills, specifically in translation skills, one of the most important parts of language learning. Dictionary applications on smartphones could help the students to gain more vocabulary inventory knowledge and then they were able to understand and comprehend the content. This is similar to previous study of Basal, Yilmaz, Tanriverdi, and Sari (2016) who investigated the effectiveness of mobile application on teaching 40 figurative idioms. The application contained the meaning of the idioms, so the participants performed significantly better in the posttest demonstrating the effectiveness of the mobile application used in this study on learning idioms.

3.) The development of pronunciation skills

The findings revealed that students could improve their pronunciation skills during the intervention with the use of dictionary applications. Then, they could develop their own listening and speaking skills. This research finding is congruent with González (2012) who conducted research on examining some of the most popular iPhone apps designed to learn English pronunciation. It was concluded that iPhone apps have a great potential to practice and improve certain aspects of English pronunciation such as sound discrimination, phonemes, or the pronunciation of individual words.

4.) The fostering of autonomous learning

The findings from the study could indicate that the students developed autonomous learning through the intervention of mobile dictionaries. They used the applications to facilitate their reading skills, so that they had better comprehension and understand English versions of books, novels, or even announcements. The use of dictionary applications also fostered them to practice their own writing by adapting from the sentence examples and then trying to write by themselves. This is in line with the study conducted by Anongchanya and Boonmoh (2015) who investigated the effectiveness of the use of dictionary applications in smartphones in reading an English-language passage and writing a summary in Thai. Their research illustrated that dictionary applications played an important role in helping the participants to complete the tasks.

Moreover, the students transferred the use of dictionary applications on smartphones to other languages and subjects in order to help them find the meaning of specific or new words. This is in agreement with Sedighi and Soyoof (2013) who conducted a research on smartphone applications to uncover the effectiveness in teaching a new language to Iranian EFL learners. The results indicated that mobile applications have a considerable impact upon learning a new language both in terms of language sub-skills (vocabulary, grammar, and pronunciation) and skills (listening, speaking, reading and writing).

5.) Students' opinions towards the use of dictionary applications on smartphones

The majority of the students tended to have more positive attitudes than the negative aspects. Although they perceived the dictionary applications as confusing and an unsatisfactory tool to use at the early stages, they started to express their satisfaction, motivation, interest, and confidence towards the use of mobile dictionaries after the intervention advanced. Similarly, the research findings of Suwantarathip and Orawiwatnakul (2015) revealed that using mobile phones as a learning tool contributed to the success of students and increased their learning motivation.

Furthermore, this research discovered an increase in students' confidence and learner autonomy regarding the development of knowledge and skills of English vocabulary learning. Students' enthusiasm to learn language was also found when they were aware of the importance of English for their education and daily lives. This parallels with the research findings of Rezaei, Mai, and Pesaranghader (2014) which revealed positive change in learners' performance and indicated that using mobile applications helped enhance learning of vocabulary, confidence, class participation, and students had a positive tendency towards the use of multimedia in education.

Recommendations

Based on the conduct of the study, the following recommendations are formulated based on some interesting points found or unfortunately missed in this study.

Recommendations for teachers

Teachers who are interested in training their learners to use dictionary applications on smartphones should be prepared to select the applications based on their advantages and disadvantages before using them in class. This may help the students to use smartphones in school responsibly and educationally in order to have better vocabulary learning and develop other related skills. The teachers are also recommended to prepare the lessons and exercises so that the appropriate skills are used to enhance students' language abilities. Moreover, teachers should encourage the use of monolingual dictionary applications (English to English) for the students in higher levels. Furthermore, the teachers should provide the opportunity for the students to express what they have learned in order to foster their autonomy.

Recommendations for administrators

The administrators are recommended to increase the emphasis on promoting skills along with achievement in order to help students develop their learning in various aspects. With the school administrators' involvement, using smartphones inside the school or even language class should be possible. Moreover, the administrators should be recommended to provide a supportive school facility such as stable internet accessibility for the class activities or even extra-curricular activities.

Recommendations for further research

The use of dictionary applications on smartphones are recommended for further studies in other areas of language learning. The creation of a similarly designed study with focus on pronunciation with regards to phonetics instruction may improve students' speaking skills or enhance students' communicative competences. Other suggestions may include a similar study which employs a longer time frame or longitudinal study of English vocabulary learning skills in order to increase students' vocabulary inventory knowledge. Another interesting avenue of further research would be the comparison of dictionary applications used for translating English sentences. A wider scope of sample or population in different levels may be also examined in order to reach more generalized findings. Finally, a similar study done in a common class with both control and experimental groups to compare the learners' specific skill competencies may be another area of research in this vocabulary learning field.

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Enhancing Intercultural Competence by Using Video-Based Instruction

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Abstract: *Intercultural competence is the ability to understand cultures, including your own, and use the understanding to communicate appropriately with people from other cultures. Even though intercultural competence is indicated as an expected learner's learning competence in the official curriculum, in English language class teachers rarely put emphasis on intercultural competence. The purpose of this study was to investigate learner's intercultural competence; awareness, skills, attitudes and knowledge after implementing video-based instruction. The participants were thirty-seven learners in grade 10 which were purposively selected. A set of self-assessment questionnaires was used as a tool to investigate the learners' intercultural competence before and after ten-periods of video-based instruction. The data revealed that the video-based instruction raised the learners' awareness of intercultural competence, followed by skill, attitude, and knowledge. The lessons they had learned develop their intercultural competence. This instruction helped learners to see the real context of western cultures which did not show much in the textbooks. Videos were one potential factor enhancing learners' intercultural competence and getting the target information easily and having a better understanding than the traditional instruction.*

Keywords: Intercultural competence, intercultural competence by using video-based instruction, video-based instruction, developing intercultural competence

Background of the study

Intercultural competence is the ability to understand cultures, including your own, and use the understanding to communicate appropriately with people from other cultures. This competence is very important in English Language Teaching (ELT) because, nowadays, English is the international language used globally to convey national and international perceptions of reality which may be different from those of English speaking culture (Alptekin, 2002). It adds positive feelings among people in different cultures, enhances positive feelings about our culture, helps complete the responsibilities of international job, decreases culture-contact stress-related ailments, helps people adjust to live in different cultures, increases interaction internationally, reduces disparities between dominant and non-dominant cultures, and improves community relations in multinational environments (Hammer, 1998). The goal of foreign language teaching is not only to help learners acquire communicative competence, but it also endorses intercultural competence of learners. Non-native English teachers could be able to potentially share not only pronunciation, correct language use, but also culture points clearer than the native ones because of the culture differences between learners and teachers (Walkinshaw & Duong, 2014). Several previous studies have shown that language teachers generally focus on equipping learners with linguistic competence rather than focusing on other aspects of language teaching such as intercultural competence. Linguistic competence is a small part of communicative competence. Communicative competence is consisted of grammatical (or linguistic), sociolinguistic, and strategic competences (Canale & Swain, 1980, 1981). That is the reason why teaching only linguistic competence to learners are not sufficient for them to be good language users.

For a long time, the traditional teaching method (or conventional education), students would sit in silence, had been used to enhance the international knowledge to the learners by using only textbooks to foster intercultural competence which were very boring because it does not have any interesting use of any media supporting the learners' needs. It is important that teachers should integrate other teaching methods in order to be effective and appeal to various learning styles of learners (Baker, 2008; Richardson, 2012).

Baker (2008) and Garza (2010) stated that video-based instruction provides a unique chance to present, teach, and internalize the target linguistic, cultural, and visual knowledge. It is an excellent setting for concentrating learners' attention on specific details and for creating exercise materials based on the videos; furthermore, videos can give learners opportunities to learn linguistic, spatial, and rhythmic intelligence. This instruction is used as the stimulus lesson in class with external exercises.

Based on our teaching experiences, as high school English teachers, it is observed that learners lack of knowledge on how to use English appropriately with people from various backgrounds. The learners also lack of understanding and recognizing how communication should be affected by cultures of communicators. Moreover, they lack of having good attitude with foreign languages and cultures. At the time of learning new cultures, the learners usually laugh when they feel that the cultural ideas are odd. Some of them usually look down on other differences. Nowadays, Thai schools really concern about national admission examination. Because of these results, teachers have to teach learners to reach the grammar and lexical proficiency to get a high score for admission (Suwannasom, 2015).

Using video-based instruction describing different ways of living in language class could help learners to comprehend real language using situations or how people behave in real life situations. In order to enhance learners' intercultural competence, this study attempts to investigate learner's intercultural competence after implementing video-based instruction.

Background Literature

Intercultural competence

Intercultural competence is the ability to understand cultures, including your own, and use the understanding to communicate successfully with people from other cultures. The most important point is that learners have to use their own cultural awareness by acquiring a broad knowledge of values and beliefs of other cultures rather than looking at them as the stereotypes of each culture (Williams, 1994). Byram (1997) described that the components of intercultural communication, composed of knowledge, skills of interpreting and relating, skills of discovery and interaction, attitudes, and critical cultural awareness/political education. The learners who attend to the intercultural communication course should acquire some culture specific and culture general knowledge, knowledge of self and others, knowledge of interaction, awareness of the ways in which culture affects communication, education, and religion affects values, knowledge of living conditions in different societies, skills to interpret, relate, discover and/or interact with other cultures, attitude to relativize self and value others, positive disposition towards learning intercultural competence, and general disposition characterized by a critical engagement with the foreign culture under consideration and one's own. Byram and Fleming (1998: p.9) advocated the intercultural speaker as a norm for intercultural communication. An intercultural speaker should have a capacity to discover and relate to new people from other contexts for which they have not been prepared directly. To enhance learners' intercultural competence, Deardorff

(2006) illustrated how to improve intercultural competence in pyramid model of intercultural competence in Figure 1.

DESIRED EXTERNAL OUTCOME:
Behaving and communicating effectively and appropriately (based on one's intercultural knowledge, skills, and attitudes) to achieve one's goals to some degree appropriately (based on one's intercultural knowledge, skills, and attitudes) to achieve one's goals to some degree

DESIRED INTERNAL OUTCOME:
Informed frame of reference/filter shift:
Adaptability (to different communication styles & behaviors; adjustment to new cultural environments);
Flexibility (selecting and using appropriate communication styles and behaviors; cognitive flexibility);
Ethnorelative view; Empathy

Knowledge & Comprehension:
Cultural self-awareness;
Deep understanding and knowledge of culture (including contexts, role and impact of culture & others' worldviews);
Culture-specific information;
Sociolinguistic awareness

Skills:
To listen, observe, and interpret
To analyze, evaluate, and relate

Requisite Attitudes:
Respect (valuing other cultures, cultural diversity)
Openness (to intercultural learning and to people from other cultures, withholding judgment)
Curiosity and discovery (tolerating ambiguity and uncertainty)

Figure 1 Pyramid Model of Intercultural Competence (Deardorff, 2006).

According to Figure 1, learners who need to achieve a goal of intercultural competence, they should have their own requisite attitudes. Then, they have to practice on cultural knowledge and comprehension, together with some important skills. After that, they would have internal outcome, followed by external outcomes. To support learners reaching the goal of intercultural competence, teachers must consider that they play the important role of selecting material which is comprehensible and suitable with the curriculum. Moreover, the material should be allowed to formulate the evolution for learners to let learners be accustomed to the inside and outside of the target language and cultural data (Kewara, 2012).

Video-based instruction for intercultural competence

To implement video-based instruction in the classroom really supports the learners because this instruction served them as multimodality (e.g., visual, auditory, text, acting, and etc.). Concurrently presented both visual and auditory modalities, they supported learners to get information easier both in text and narration (Anderson & Bower, 1974, 2013; Baddeley, 2003; Jackson, 2012; Kress, 2000; Kress, 2010; Lee & Young, 1974; Low & Sweller, 2005; Paivio, 1991; Zacchi, 2012).

We were really interested in video-based instruction enhancing intercultural competence. I used Berk's (2009) video-based instruction as the instructional framework. The video-based instruction was conducted into 10 lesson plans. There were seven steps implementing for all 10 lesson plans. First, the teacher had to pick a clip to provide the content or illustrate a concept or principle. Second, the teacher introduced the video briefly to strengthen the purpose of the clip. Next, the clip was played. Learners assimilated target culture. Then, the learners discussed about what they had seen in the picked scene with a set of time. After that, they checked their understanding by watching the important parts one more time. Next, learners compared and contrasted own with target culture. Lastly, the learners made a small group or a large group format for structuring a discussion about the questions given.

Research Questions

Does video-based instruction enhance learners' intercultural competence?

Methods

This study employed a quasi-experimental research design. This study was a one-group pre-instructional questionnaire-post-instructional questionnaire design using video-based instruction as the intervention to effectively enhance learners' intercultural competence.

Participants

The population in this study were 160 Grade-10 (Mattayomsuksa 4) Thai learners, studying Language and Western Culture at a secondary school in the eastern part of Thailand. They were about 15-16 years old. One from the four classes was purposively selected as the participants. Those participants were majoring in English-Japanese which are foreign languages for those classes majoring in different subjects. In addition, all participants had at least 10 years of exposure to learning English. All of them also had never taken any classes that aim to develop intercultural competence. There were thirty-seven learners in this class, including seven males and thirty females.

The Content of Videos in Classes

The selected videos were about interactions between people from different cultures, extracted from ads, films, and movies. The criteria of the video selection were adopted from the rubric by Smaldino, Lowther, and Russell (2012). There was no evidence of objectionable bias or advertising. The contents were shown in Table 1.

Table 1 The content of each video

Unit	Objective	Name of video	Contents
1	Social greetings	• Outsourced (2006)	• Cultural misunderstandings between American customers call center and Indian call center workers.
2	Table manners	• Dining Etiquette with Sybil Davis (2010)	• How to eat, place, and use utensils on a western table with proper table manners.
3	Idioms and proverbs	• Symphony in Slang (1951)	• Some interesting idioms and proverbs.
4	Greek mythology	• Greek Gods Overview (2013)	• Interesting facts about Greek gods and goddesses.
5	Easter Sunday	• Son of God (2006)	• History of Jesus Christ from Christmas to Easter Sunday.

Research Instrument

The 6 Likert scale questionnaire used in this study was adapted from Fantini's the Assessment of Intercultural Competence (2006) (0 means strongly disagree; 1 means disagree; 2 means somewhat disagree; 3 means somewhat agree; 4 means agree; 5 means strongly agree). This adapted questionnaire was used twice before and after implementing the video-based instruction. There were forty-two statements separated into four major aspects of intercultural competence which are knowledge (items 1-7), attitudes (items 8-16), skills (items 17-27), and awareness (items 28-42). The questionnaire was translated into Thai for facilitating students' understanding. The reliability analysis was performed, and it was found that the questionnaire had the reliability of Cronbach's alpha at the .86 level.

Data collection

We started with the pre-instruction questionnaire with thirty-seven learners from one class. The questionnaire was used for inspecting the learners' four aspects of intercultural competence. Then, the video-based instruction was implemented in this selected classroom. The framework of every class was adapted from Berk (2009) as follows, 1) Activating cultural schema, 2) Posing guided questions, 3) Exposing the target culture, 4) Discussing in small groups, 5) Replaying the video, 6) Comparing and contrasting cultures, and 7) Summarizing culture. After that, the learners took the post-instruction questionnaire.

Data analysis

This article reports only quantitative data. The questionnaire data were analyzed by using descriptive statistics with the purpose to compare the learner's intercultural competence before and after implementing video-based instruction. We performed a paired-sample t-test to compare intercultural competence before and after implementing video-based instruction.

Ethical considerations

The scores of the pre-instruction and post-instruction of all participants are confidentially kept myself to avoid hurting the participants' feeling of their scores. The questionnaire data, both before and after classes, were used for research purposes only, they did not affect class performance. The information of using video-based instruction was explained to all learners that I wanted to try the video-based instruction to the group.

Findings

The questionnaire was used to elicit learners' intercultural competence, consisting of four aspects: knowledge, attitudes, skills, and awareness. The results of questionnaires, pre-instruction and post-instruction, were shown in the Table 2 below.

Table 2 The results of the questionnaire used before and after the intercultural classes

Aspects of Intercultural Competence	**Pre-instruction**		**Post-instruction**		*t*	*Sig**
	M	***SD***	***M***	***SD***		
Awareness	2.14	0.72	3.36	0.57	7.500	0.000
Skills	2.11	0.60	3.31	0.60	7.846	0.000
Attitudes	2.59	0.82	3.45	0.58	5.277	0.000
Knowledge	2.52	0.90	3.28	0.58	4.491	0.000
Overall	2.34	0.60	3.35	0.53	7.276	0.000

*$p < .05$

As shown in Table 2, a paired-samples t-test was conducted to determine the differences between the pre-instructional and post-instructional questionnaire conditions. There was a significant difference in the scores for the pre-instructional questionnaire of the overall aspects (M = 2.34, SD = 0.60) and the post-instructional questionnaire of the overall aspects (M = 3.35, SD = 0.53); t(36) = 7.276, p = 0.000. The category that has increased the most from the intercultural classes is the category of awareness. There was a significant difference in the scores for the pre-instructional questionnaire (M = 2.14, SD = 0.72) and the post-instructional questionnaire (M = 3.36, SD = 0.57); t(36) = 7.500, p = 0.000. According to the results, the step of exposing the culture was very effective. The objective of this step was to raise learners' awareness of the target culture. The videos used in class were related to the lesson and raised learner's awareness effectively. The videos presented the real context of the target cultures to learners.

In this questionnaire, there were 42 items which were divided into four groups. In this report, I would like to focus merely on the aspect of intercultural knowledge since the intercultural knowledge was the one essential key that led learners to have intercultural understanding of all intercultural aspects. Table 3 presents the details of intercultural knowledge.

Table 3 Intercultural knowledge before and after using video-based instruction

Statement	**Pre-instruction**		**Post-instruction**		***t***	***Sig***
	M	***SD***	***M***	***SD***		
1 .I could cite a definition of culture and describe its components and complexities.	2.43	1.09	3.38	0.79	4.388	.000
2 .I knew the essential norms and taboos of western culture (e.g., greetings, dress, behaviors, and etc.).	2.95	1.43	3.46	1.04	1.941	.060
3 .I could contrast important aspects of western languages and culture with my own.	3.05	1.20	3.30	0.85	0.953	.347
4 .I recognized signs of culture stress and some strategies for overcoming it.	2.27	1.31	3.08	0.86	3.125	.004
5 .I knew some techniques to aid my learning of western languages and culture.	2.35	1.16	3.14	1.03	3.462	.001
6 .I could contrast my own behavior with those of westerners in important areas)e.g., social interactions, basic routines, time orientation, and etc.(.	2.38	1.36	3.46	0.99	4.142	.000

Statement	Pre-instruction		Post-instruction		t	*Sig*
	M	*SD*	*M*	*SD*		
7 .I could discuss and contrast various behavioral patterns in my own culture with westerners.	2.22	1.42	3.16	0.83	3.815	.001

$*p < .05$

Generally, it was found that learners increased intercultural knowledge after attending video-based instruction. When analyzing each statement carefully, it was found that two statements increased the most (statements 1 and 6). For statement 1, there was a significant difference in the scores between before (M = 2.43, SD = 1.09) and after implementing video-based instruction (M = 3.38, SD = 0.79); $t(36)$ = 4.388, p = 0.000. From statement 6, “I could contrast my own behavior with those of westerners in important areas (e.g., social interactions, basic routines, time orientation, etc.),” there was a significant difference in the scores between before (M = 2.38, SD = 1.36) and after implementing video-based instruction (M = 3.46, SD = 0.99); $t(36)$ = 4.142, p = 0.000. These two statements indicate that learners possessed more knowledge in terms of definition of culture and the differences between one’s own culture and western culture. To illustrate, according to the western table manners lesson (unit 2), the video presented how to use the kitchenware and utensils on the table and how to eat in western table manners properly. After implementing the video-based instruction, in the step of discussing in small groups, learners tried to express the idea they acquired comparing with their family table manner. It showed that learners could not only mock the manners and behavior, but also compare and contrast their own and western culture. According to the videos, the lessons of social greeting and table manner (unit 1) enhanced learner’s definition of culture, and helped learners be able to contrast important behaviors of the learners’ culture and western culture. Both videos showed good examples of the target cultures. Learners watched the videos. After that, they were able to know the definition of cultures, and they also contrasted some important aspects of behavior with their own. They understood how westerners worked in daily life, behaved in business, and proper table manners. That is the reason why the results of statement 1 and 6 were raised.

It appears that learners’ intercultural knowledge increased in many items; however, there were differences in statement 3, “I could contrast important aspects of western languages and culture with my own.” According to the findings, it was shown through statement 3 that the scores between before (M = 3.30, SD = 1.20) and after implementing video-based instruction (M = 3.30, SD = 0.85, conditions; $t(36)$ = 0.953, p = 0.347) were different. They did not change their minds to be higher or lower than before. The result of this statement was unclear that I could not translate whether the video-based instruction could help learners enhance skills of contrasting between western and Thai languages and cultures. For unit 3, the lesson of idioms and proverbs did not enhance learners’ skill of contrasting important aspects of western language. The result might infer that the videos used in class was not appropriate to all learners because of the result of statement 3.

Each of the videos improved learners’ intercultural knowledge as shown in Table 3. In the lesson of social greeting, the video itself activated not only learners’ knowledge of definitions, complexities, and important aspects of behavior, but also learners' essential norms, taboos, and various patterns of behavior Furthermore, it also augmented learners' about how to recognize signs of cultural stress and overcome strategies. The lesson of Easter day (unit 5) really expressed all aspects of intercultural knowledge as being the easy-understanding-to-religious-complexity movie. It showed the real norms and taboos of Jewish people, or Christians, and some interesting history of Jesus Christ from birth until the time of crucifixion and resurrection which was really different from the history of Lord Buddha. Moreover, the lesson of table manner showed how to eat, sit, and use utensils of western table manner properly. The video enhanced learners' knowledge about discussing and contrasting own cultures and western essential norms and cultures. Hence, those used-in-class videos enhanced learners' intercultural knowledge from somewhat disagree to somewhat agree.

Discussion

According to the findings of the research question, the learners mostly agree that the intercultural competence class via using video-based instruction could enhance their intercultural competence. In this study, the learners somewhat agreed that this class mostly raise their awareness of intercultural, followed by skills, attitudes, and knowledge. It could be considered that the designed lessons with the selected video clips presented the culture underneath of what learners cannot see in the textbook, such as values, behaviors, and beliefs (Edgar, 1992), and the class makes learners understand about intercultural communication by using video-based instruction as the intervention. Even though the learners of the study are just the 15-to-16-year-old learners, the findings are consistent with the former studies which were conducted with undergraduates and working adults in specific contexts (Pandey, 2011; Roell, 2010; Yalcin, 2013). Hence, video-based instruction enhances leaners' intercultural competence no matter how old learners are. This instruction helps learners to see the real views and cores of western cultures which are not shown in textbooks and allow learners be accustomed to the inside and outside of western languages and cultures (Kewara, 2012; Williams, 1994) by giving both visual and auditory modalities at the same time. Both modalities can help learners get the target information easily and have a better understanding from traditional instruction (Anderson & Bower, 1974, 2013; Baddeley, 2003; Jackson, 2012; Kress, 2000; Kress, 2010; Lee & Young, 1974; Low & Sweller, 2005; Paivio, 1991; Zacchi, 2012).

All lesson plans of video-based instruction were implemented to learners whose overall results showed that their intercultural competence, especially the intercultural knowledge was increased. Focusing on each item of intercultural knowledge, the results show that they learn definitions, components, and complexities of culture. They also learned about norms, taboos, signs, and behaviors of target culture. Because of the contents of the videos, learners assimilated some target cultural knowledge from the videos shown in class. The learners understood the knowledge of each class, contrasted with their own cultural knowledge, and adapted it into their real life. Then, learners' intercultural attitude also improved. The intercultural attitude reflects the learners' willingness to learn, understand, and interact with target culture. To have intercultural attitude, learners have to discuss and present their thoughts with people. After they improve their attitudes, their intercultural skills have increased. Learners understand how to compare and contrast own cultures and target cultures. They also learned to be adaptive and flexible with people from different cultures from examples of videos. Finally, learners gradually acquired intercultural awareness.

Implications

Teaching intercultural competence with video-based instruction

Based on the study, this study is considered to be an example for teaching the topic of intercultural competence to young adult learners. With the video-based instruction, this class gives both learners and teachers various interesting pros, including western cultures, behaviors, norms, taboos, beliefs, and values. For the teachers, this style of teaching is very famous and popular in training undergraduates and adults, but not for high school learners, so it is a good opportunity to adapt this class into practice in every school. Teachers shouldn't teach the learners only in the traditional way. We, as the teachers, should give learners several interesting ways of learning to create the best chances for them to be good citizens not only the language but also the intercultural competence. According to the various steps of the instructional framework of video-based instruction, both learners and teachers will improve their intercultural competence altogether interestingly

Limitations

There are some limitations found after conducting the study. One thing that we, as the teachers, should concern the different backgrounds of the learners. Some of them do not think about how important intercultural competence is, so we should be encouraging and supporting the importance to the learners to make them accept this idea. Moreover, learners' background knowledge about the language is extremely crucial for the class. We have to present some vocabulary related to the lessons; besides, adding some subtitles in the video is required for some learners who are not familiar with the language. Arranging video-based instruction classes are still an issue. The videos should be divided into parts which are associated with each lesson.

Future research

For the teachers, video-based instruction should be promoted in teaching intercultural competence in high school because this instruction framework enhances teachers' skills of acceptance, classroom environments and tasks. Also, the lesson plans of video-based instruction should be investigated more in other schools and learners of different contexts to get more reliable results.

Longitudinal research on the video-based instruction can be interesting in foreign language class for learners to attain and develop their intercultural competence. In addition, the lesson plans of video-based instruction should be examined with different contexts because this study was implemented with only high school learners, and the results will vary from this study. Also, intercultural classroom management should be examined in future studies as factors may affect learners' intercultural competence assimilation. Besides, more concern should be focused on the contents of the lesson of the target culture

For the educational leaders, they should enhance the educational system to improve learners' and teachers' intercultural skills. At least, everyone should be treated equitably without any bias or differences.

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Fostering Learner Autonomy in an English Classroom by Using Project-Based Learning

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Abstract: *This study aimed at investigating the effects of project-based learning on fostering learner autonomy in an English classroom and to explore learners' opinions toward project-based learning. A mix methods transformative research design was used to elicit data and outcomes. The quantitative phase employed the questionnaire before and after learning through project-based learning in order to examine the enhancement of learner autonomy. In the qualitative phase, VDO records, researcher's reflection, and focus group interview were employed to collect the data. Thirty grade 11 learners in a public secondary school in the eastern part of Thailand were purposefully selected as participants. This study conducted during the club which was an alternative class from the school curriculum that they could select based on their interests. This class called "Junior Guide Club" and project-based learning was used as the approach for teaching. The analysis of data revealed that project-based learning had effects on fostering learner autonomy in English class and learners also had positive opinions through this approach. They can work in team and also have more responsible individual to finish their work on time. Furthermore, learners had a space to show their competence. The results of this study also point to the need for further research on fostering learner autonomy through project-based learning. Finally, in the recommendation also suggested that more projects and more activities with longer period of intervention may lead to different research findings.*

Keywords: Fostering, project-based learning, learner autonomy, learners

Background of the study

English has been increasingly important since its status became a global language; the language of communication throughout the world in many sectors including, but not limited to economics, technology, politics, and education (Crystal, 2003). Apart from its global status, English is regarded as a tool for seeking knowledge. With the increasing importance of English, individuals can use English to access to a repertoire of knowledge in public resources. In other words, the role of English as a tool for seeking knowledge can be regarded as a tool for human resource development.

Thai learners have learned English for many years; however, they are not successful in learning English. Thai learners' English language performance has been quite unsatisfactory (Kanoksilapatham, 2016). When compared to other countries, Thai English proficiency is relatively low. According to Dhanasobhon (2006), pointed to a few factors contributing to the failure of English language teaching and learning: learners of mixed abilities in overly large classes and rare opportunities to use English outside of class time. Additionally, the teachers in Thailand in general have been regarded as traditionally teacher-centered and they were regarded as the authority of knowledge (Wongsothorn, Hiranburana & Chinnawongs, 2002). Therefore, it seemed that Thai learners do not have independence in learning.

For these reasons, learner autonomy is important for English language learning. According to Littlejohn (1985), learner autonomy is based on idea that if students are involved in decision making processes regarding their own language, they are likely to be more enthusiastic about learning and learning can be more focused and purposeful for them. In addition, Benson

(2001) stated that learner autonomy is a precondition for effective language learning; learners succeed in developing autonomy, they not only become better language learners but they also develop into more responsible and critical members of the communities in which they live. Moreover, learner autonomy has played an important role for lifelong language learning, especially in the EFL context where the learners do not have much opportunities to have contact with native speakers and have limited opportunities to use English language. Therefore, promoting learner autonomy in English as a foreign language classroom should be established in order to enhance our learners to have more independence and enthusiasiasm in language learning.

Statement of the problem

Learning English in Thailand is mainly in-class and the learners largely depends on the teachers. Teachers were seen as the authority of knowledge. This is problematic because with the accessibility of knowledge nowadays, learners cannot be passive about their learning otherwise they will not be able to compete with others. However, international corporations also increase while Thai learners have become kind of passive learners. In contrast, learning English really requires active learners who brave enough to communicate with others. Thus, to learn English, learners need to be more independent, especially when they have to use English as a medium to access to that knowledge.

Littlejohn (1985b) discussed the importance of responsibility which helps students be successful in learning English and improving English proficiency. The traditional approach implemented in Thai classrooms have involved teacher working at the center of the classroom and students are merely passive. On the other hand, a trend in teaching English called learner – centered approach encourages the emphasis of having a learner centric approach instead of a teacher centric approach in order to establish a more autonomous learning environment.

Additionally, the intent of project-based learning is to help students become self-directed learners who can apply higher-order thinking skills in their learning process. Moreover, project-based learning is a key strategy for creating independent thinking learners. Children solve real-world problems by designing their own inquiries, planning their learning, organizing their research, and implementing a multitude of learning strategies (Bas, 2011)

From the above, benefits of project-based learning are various. Therefore, project-based learning will be an alternative approach to instruct our learners which can be foster learner autonomy in language learning.

Significance of the study and contribution to knowledge

This study provides empirical evidence of how project-based learning foster learner autonomy in an English classroom. It will reveal the effectiveness of project-based learning approach to enhancing learner autonomy in learning English. Also, the result of this research will be useful for those who are interested in using project-based learning as the best approach in teaching English. Learners gain many benefits from the project-based learning environment such as critical thinking, problem solving, communication, and collaboration. The learners in the secondary level understand how to work in team, solving their problem and also learning English in the same time. In addition, the role of both teachers and learners were changed. Learners need to solve problems by their own and teachers just guide and facilitate them in order to get them through their project. Therefore, teachers should be open-minded and promote project-based learning as one of an alternative approach in teaching English for our students and opening a new door in the Thai educational system.

Research questions

1. Does project-based learning foster learner autonomy?
2. What are the learners' opinion toward project-based learning in an English classroom?

Conceptual framework

The studied was guided by the ideas of Dewy (1938), who theorized the concept of "learning by doing." It is the learning idea that is most effective when learners put theory into practice and learning should be relevant to practice. Additionally, Benson (2011) subsumed that learner-based approach connects learner training with greater learner autonomy by incorporating learners in decision-making processes concerning their everyday learning content and procedures. Besides, project-based learning is a model that organizes learning around a project. They are complex task, based on challenging questions or problems that involve students in design, problem-solving, decision making, or investigate actvities; give students the opportunity to work relatively autonomously over extended period of time; and culminate realistic product or presentation (Jones, Rassmuseen & Morfitt, 1997). In addition, learners typically have more autonomy over what they learn, maintaining interest, and motivating learners to take more responsibility for their learning (Tassinari,1996; Wolk, 1994; Worthy, 2000)

Scope of the study

The population in this study consisted of 252 learners in Grade 11 (11^{th} grade) at a public secondary school in the eastern part of Thailand. The participants were 30 learners, purposefully selected, Grade 11 and willing to join in the "Junior Guide Club". This club was an alternative class for learners which they could select based on their interests. The maximum number for this club was thirty. There were fifty minutes for each session. There was no any grade and score for this club only class requirements from the school curriculum. This class was held at the lower secondary school in the eastern part of Thailand.

Research design

The mixed methods, transformative research design was used to provide informative data and evidence for the research. The quantitative research phase started and was followed by the qualitative research phase. The purpose of employing this research design, which was modified from Creswell Clark (2011), was that quantitative and qualitative approach, in combination, in order to provide a better understanding of research problem than either approach alone.

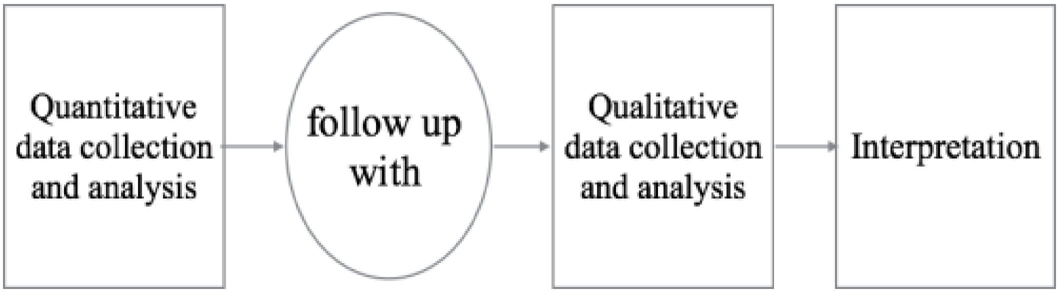

Figure 1 The diagram transformative mixed-method design
Source: Cresswell (2009, p.541)

Participants

Thirty learners out of two-hundred fifty-two, Grade 11 (11th grade) were selected by using the purposive sampling technique. These learners attended the “Junior Guide Club” which were opened for students at a secondary school during academic year 2017, in the eastern part of Thailand. The purposes of this club were as follows: 1.) Learners will be able to communicate through English for tourism, 2.) Learners will be able to introduce the tourist attractions in their province to tourists, 3.) Learners will be able to create and present the identities of their province. All of them needed to accomplish projects under the themes “Traveling in Trat.” They created how to present tourist attraction which they were interested and presented again in class after they completed their project.

Research instruments

To gather the necessary data both quantitatively and qualitatively, the following instruments were used.

Questionnaire

A questionnaire was chosen as the instrument to collect the data because it can yield a large amount of data when time and resources are limited (Dörnyei, 2009). Questionnaire used in this study was used to measure learner autonomy before and after learning in the project-based learning classroom which was adapted from William and Deci (1996). There were 37 items with five Likert-scales (strongly disagree, disagree, neutral, agree and strongly agree) in the questionnaire. This questionnaire was divided into five part which used to measure learner autonomy in five aspects as follows: determining objective, setting their plan, selecting methods, and techniques, reflect on learning, and assessing and evaluate on their own. The questionnaire was translated into the Thai version in order to avoid misunderstanding from the participants.

Lesson Plan

The lesson plan was used to conduct the project-based learning class. Six lesson plans were designed and used to conduct class systematically. The lesson plans were divided into six sessions as the teaching steps which was set as the instructional framework.

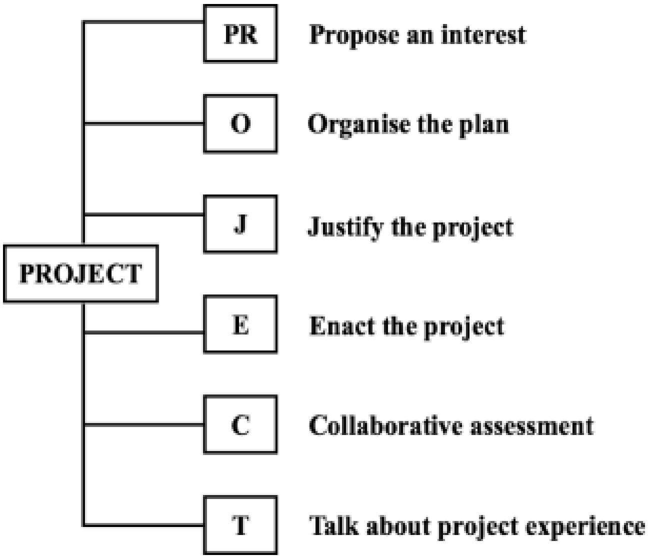

Figure 2 Teaching Steps : Adapted from Stoller (2002)

These are six steps, PR-O-J-E-C-T which adapted from Stoller (2002) in order to make it appropriate with my context and implemented in to classroom for six sessions as the following.

1. ***PRopose an interest***. In this step, the learners brainstormed ideas to do an English project by using guided questions from the teacher to encourage them to think about their problem. The guided questions were: What do they know about tourist attraction in the province? What are they interested? What will they do for the project under the scope of traveling in Trat province?

2. ***Organize the plan***. In this step, the learners planned their project by selecting appropriate activities to carry out their English project. They designed their plan timeline and chose appropriate methods to carry out the English project that they proposed in the first step. In this step, teacher also facilitated in the planning process.

3. ***Justify the project***. In this step, the learners presented their timeline and how to do their project in the class in English language. The teacher and the classmates helped them to scope down and give comments to group presentation in order to handle their work systematically before doing in the project.

4. ***Enact the project***. In this step, the learners executed the English project. They carried out the project as they planned and helped one another in order to accomplish their project. During activity, the teacher facilitated the process and inculcated the love for learning.

5. ***Collaborative assessment***. In this step, the learners assessed their learning performance by using a peer assessment method. All learners and teacher helped one another to assess the outcome and set the criteria to assess outcomes of the project.

6. ***Talk about project experiences***. In this step learners shared their experiences of doing English projects, including strength, weakness, and English language skills. The learners also discussed whether they could achieve the goal of the project.

The activities in all six steps were also encouraged learners to determining the objective, evaluate on their own. Lesson plans were checked and validated by experts. Then, the lesson plans were implemented in class.

VDO record

VDO recording was chosen for the reasons given by Smith (1981), namely that the use of mechanical recording devices usually gives greater flexibility than observation done by hand (as cited from Bowman, 1994). In every session, VDO record was recording in class activities in order to see the transformation of learners' behavior.

Researcher's reflection

Researcher's reflection was kept by the researcher to reflect on the teaching learning process and the teacher's reflection throughout all teaching sessions. During intervention, researcher reflected all behaviors of the learners in class. The way they acted and did

Focus group interview

Focus group interview was selected to explore questions about opinions and experiences after learning with the project-based approach. Questions were structured and validated by experts. There were five questions for the interview, for example "What was it like in the club?" and "How does the club help you to improve your English? Can you give example?" Most of questions required learners to give the example of evidence in order to elicit the depth data from informants.

Data collection and data analysis

Data collection

Before the intervention, learners completed a questionnaire to measure learner autonomy prior to learning with project-based learning. Then, they learned through project-based learning for seven sessions. Finally, they completed the questionnaire again. The questionnaire before and questionnaire after results were compared to investigate the improvement of learner autonomy. In every session, the VDO record was used during the class in order to see their behavior during activities and researcher's reflection were completed at the end of the day. The researcher also makes audio recording during the focus group interviews and also jotted down some information from informants. The participants were divided into four groups for interview which were interviewed in Thai.

Data analysis

The questionnaire scores before and after learners learned through project-based learning were analyzed to find the Mean, Standard Deviation and t-test by a statistical computer package software in order to find the development of learner autonomy. Then, the VDO record and researcher's reflection were transcribed, translated, and coded in order to support the questionnaire results. The data from the interviews were also categorized and interpreted for answering the learners' opinion after learning toward project-based learning.

Ethical considerations

The researchers treated the data confidentially with the protection of the participants' name of learners, learners' code and English grade. All of the before and after questionnaire passed the ethic boards before implemented in class. The results of questionnaire before and after did not affect in-class scores. The results are secretly kept by the researchers to avoid hurting the participants' feelings. Besides, I asked permission from school to collect data before intervention.

Findings

The development of learner autonomy

To answer the first question, whether project-based learning foster learner autonomy, quantitative and qualitative data were used. In this section, quantitative data obtained from the questionnaire first, followed by qualitative data obtained from researcher's reflection and VDO record. Questionnaire were used to measure learner autonomy of learners before and after they learned with project-based learning. There are 37 items and divided into five aspects: determining objective, setting their plan, selecting methods and techniques, reflecting on learning and assessing, and evaluating by their own in order to measure learner autonomy. There are five Likert-scales questionnaire: 1 means strongly disagree, 2 means disagree, 3 means neutral, 4 means agree and 5 means strongly agree. The result after calculated were shown in the Table as the following;

Table 1 Comparison of Questionnaire Results

Aspects of learner autonomy	**Before**		**After**		***t***	***P***
	M	***SD***	***M***	***SD***		
1. Determining objective	2.72	0.53	3.35	0.32	5.171	.000
2. Setting their plan	2.83	0.59	3.33	0.39	3.374	.002
3. Selecting methods and techniques	2.81	0.37	3.32	0.36	5.278	.000
4. Reflect on learning	2.63	0.42	3.30	0.40	6.551	.000
5.Assessing and evaluating on their own	2.48	0.40	3.38	0.32	9.954	.000
Overall	2.69	0.36	3.34	0.24	7.343	.000

* $p < .05$

A paired-sample t-test was conducted to compare the mean scores of learner autonomy questionnaire before and after learning with project-based learning approach. Overall, it was found that there was significant difference in the scores for questionnaire before learning with the project-based learning (M = 2.69, SD = 0.36) and questionnaire after learning with the project-based learning (M = 3.34, SD = 0.24) conditions; t (29) = 7.34, p = 0.00. Specifically, aspect 5 (assessing and evaluating) is most increasing. In aspect five, there was a significance difference in scores for questionnaire before (M = 2.48, SD = 0.40) and questionnaire after (M = 3.38, SD = 0.32) conditions t (29) = 9.95 p = 0.00. Therefore, aspect 5 (assessing and evaluating on their own) is the most improved after comparison with questionnaire before and after learning through project-based learning. The second was aspect 4 (reflect on learning), aspect 3 (selecting methods and techniques), aspect 1 (determining objective), and aspect 2 (setting their plan).

With regards to the results of the statistical comparison within each aspect, the questionnaire after results of the participants were statistically significantly higher than their questionnaire before. Nevertheless, to check in detail in every aspect, there was no significant difference in some statements which indicated that activities in class or lesson plan have an effect on fostering their autonomy for some situations.

Apart from quantitative data, the data from VDO records and interviews will be presented in the following aspects: *determining objectives, setting their plan, selecting methods and techniques, reflect on learning, and assessing and evaluating*. These are five aspects which set in the questionnaire as the indicators for examine their learner autonomy before and after they learn through project-based learning. Besides, all of five aspects were relevant with the steps that the learners learned in the classroom.

Determining objectives

Before learning in the project-based learning class, the data from the questionnaire revealed that the learners possessed the ability to determine objective for learning English language at the average of 2.72, out of the five Likert's scale. After implementing the project, the questionnaire showed an increased score from 2.72 to 3.35, out of the five Likert's scale. During the instruction, there were activities to help learners determine objectives such as propose an interest session and organize the plan session, these activities provide opportunities for learners to practice how to determine their objective in learning.

Setting their plan

In this aspect, before learning with the project-based learning, the data from the questionnaire presented that the learners possessed the ability to set their plan in learning English in the average of 2.83 out of the five Likert's scale. During the instruction, there were activities to help learners setting their plan. For example, at the third week, *Organize the plan*, the learners need to plan how to execute their English project and also create their timeline in order to accomplish their work. Also, in the justify the project session, the learners had an opportunity to present their plan in class and their classmate also gave comment and scope their work. Therefore, it was evident that in these sessions, they learned how to write their timeline and appropriate method or process which they used in their project. They learned how to set their plan and shared their plan to class.

Selecting methods and techniques

Before learners learned with project-based learning in class, the data from questionnaire showed that they possessed the ability to selecting methods and techniques for learning English in this club at the average of 2.81, out of the five Likert's scale. During the class, there were activities to help and encourage learners select appropriate methods and techniques for their work in the session one propose an interest and justify the project session, learners presented their timeline, methods, and techniques to class. Teacher and classmates attempt to give comment at this stage in order to scope their English project.

Reflect on learning

Before learners learned with project–based learning in class. The data from questionnaire revealed that learners possessed the ability to reflect on learning for their English class at the average of 2.63, out of the five Likert's scale. During the instruction, there were activities to help learners improved the ability to help them reflect their learning. For example, last step, talk about experience. Learners were encouraged to share their experiences after they done their work to class, they shared strength and weakness in this stage about what they have learned English through project-based learning approach.

Assessing and evaluating by their own

Before learners learned with project-based learning in class, data from questionnaire revealed that the learners possessed the ability to assessing and evaluating by their own for learning English at the average of 2.48, out of the five Likert's scale. During the instruction, there were activities to help learners assess and evaluate their learning. For example, in the collaborative assessment session. Learners were encouraged to set the criteria for evaluate their work, and also evaluate their friends work after they finish presented their English project.

In summary, the data from questionnaire in all aspects presented that scored are increased especially, in the aspect 5 (assessing and evaluating by their own). The data from the VDO records and the interviews also revealed consistent results, showing the after learning with the project-based learning, learner autonomy increased in all aspects. Their behaviors, which indicated the degree of learner autonomy, changed after learning with the project-based learning.

Opinion towards project-based learning

This section aims to answer the second research question, "What are learners' opinion toward project-based learning?" which explores the learners' opinion after they learned with project-based learning approach.

Benefits of working collaboratively

The first opinion from the learners after they studied using project-based learning is that they recognized the benefits of working collaboratively with their group members. The benefits included the enjoyment of learning and collaboration with their classmates. This theme is supported by the focus group interviews and researcher's reflections. During the first session of intervention, the learners reported that the teacher allowed learners to choose the group members according to their preferences and they felt comfortable to do their work in groups. For the next session, it was observed that, they shared their knowledge during a class activity, they discussed in their group when they got the assignment. Moreover, learners expressed some feedback about working collaboratively as;

> *"I can learn something more interesting than grammar. Moreover, I didn't work individually. I can work with my friends; we helped each other until we finish task."*
>
> (Interview, March 5)
>
> *"I learn many things from this club such as I can work with my friends because actually I don't like to work with others. I prefer to work individually but after finish this class, I think that working with others it's not that bad"*
>
> (Interview, March 5)

From the interviews, it was evident that the learners prefer to work in groups. Some of them changed their mind to like working in groups after they realized the benefits of working collaboratively. They helped their group until they had finished all their work. They felt more comfortable and confident about learning English.

Project as a space to show competence

Based on the researcher's reflections and focus group interviews, it was noticed that learners can use their particular abilities that they are good at. During sessions learners used various materials for their work. They used computer programs for editing their clips, they used publisher programs for their brochure, they took pictures and added filters for their works and they did the video by themselves. Moreover, the Ban Nam Cheaw group demonstrated how to do "Ngob" for their class in the presentation session. This theme was also supported by the data from focus group interviews.

"I liked to help my friends editing the video clip because it is only one thing where I can show my competence in using computer program for editing. Moreover, I liked to take pictures and put various filters in my work and I'm so proud when my friends give me complement for last sessions."

(Interview, March 5)

"I used a computer program for my work. I try to use photoshop for the first time and also used an application in my mobile phone for editing my work."

(Interview, March 5)

These are the examples of opinions that learners gave to the teacher after they learned through a project-based learning approach. They have applied other skills and they have opportunities to show other competences in the English class.

Project for reflection and feedback

For the last session after learners finished their presentation, they got comments and feedback from the teacher and their friends. At the beginning, they seemed that they didn't want to hear or give comments to their friends. Then, the teacher clarified the purpose of feedback, they understood and dared to comment on friends' work. Every group got feedback from the teacher and their friends. They had a better realization about the strong or weak points of their work.

"I think that it was good to hear the weak points of work without any bias. We never have opportunities to comment on other's work before. Even we learnt for many years. We just do the task and submit to the teacher, we never know the results, we only know the scores furthermore, we never know whether our work is good or bad. But now we know that we have many things to learn and improve."

(Interview, March 5)

"In another class, we just learn and then test, we never know what is strengths and weaknesses but in this class, teacher will give me comment and friends also suggest us how to do in a better way."

(Interview, March 5)

Learning to be a responsible individual

After learners learned through project-based learning for 1-2 sessions, they asked the teacher to extend the class since they wanted to finish their work on time even learners who didn't usually participate in class activities, they required more time to finish their class as well. They asked permission to do their work in period nine of every day. Every group brought their laptop to do their work.

These are the evidence from researcher's reflections and focus group interviews. Besides, learners submitted their work on time and they came to class on time after they attended "Junior Guide Club" for 2 sessions.

"If someone in my group cannot finish his/her duty on time, our plan will change. Our group won't have the project to present in class."

(Interview, March 5)

"I need to finish my responsibilities on time because I don't want to be a problem of my group."
(Interview, March 5)

Very tight schedule

During class, the teacher gave a deadline for their timeline, some learners complained that they have not much time for their work and they tried to explain to the teacher about their class load and also the homework from other subjects.

"I don't like time limited because we didn't have much time to finish my work. I need to finish everything on time to follow the schedule that we plan in class."
(Interview, March 5)

"I have a lot of home work and at the same time I needed to finish the project as the timeline."
(Interview, March 5)

Therefore, the negative opinions from learning with project-based learning is very tight schedule, since it was in the second semester, the learners needed to attend school-fixed activities such as sports day and field trip. Moreover, they have homework from other subjects so more work from this club have made them have negative opinions about project-based learning.

Discussion and conclusion

On the research findings

To answer the first question, "Does project-based learning foster learner autonomy?" the quantitative results were conducted and also supported with the data from qualitative results. The results showed that the questionnaire after results were significantly higher than questionnaire before in all aspects. The most increased aspect was aspect five assessing and evaluating by their own. Then, reflect on learning, selecting methods and techniques, determining objective and setting their plan respectively.

To answer the second question, "What are learners' opinion toward the project-based learning?" the qualitative results were conducted, the focus group interview with four group of participants from class. All of them were asked five questions about their opinions after they learned through project-based learning. Based on the findings, there were five themes from the interview were found as follows: benefit of working collaboratively, project as a space to show competence, project for reflection and feedback, learning to be a responsible individual, and very tight schedule.

The overall results revealed that the learners had positive and negative opinions towards project-based learning. Surprisingly, with some opinions from learners, the project-based learning made them more interested in learning English not only grammar, they prefer to learn other content that is more purposeful for them.

Similarly, with the research findings of McCarthy (2010) and Ikonen (2013), who reported that project-based learning helped improve learner autonomy. The increased in learner autonomy might have resulted from the fact that the learners were engaged in the process of "learning by doing" (Dewy (1983). Furthermore, Benson (2011) argued that learner autonomy could be improved by using training. In this study, project-based learning could be regarded as a type of training to help learners take responsibility for their own learning. According to Blank

(1997), the learners were exposed to many skills and competencies such as collaboration, project planning, decision making, and time management throughout the project.

For learners' opinion toward the project-based learning, most of them had a positive attitude to learning, they had improved attitudes toward learning, project-based learning involved learners having greater responsibility for their own learning than traditional classroom activities. The findings were consistent with Boaler (1997). It was evident that the learners' opinions about project-based learning was not directly related to the English language. They did not see that project-based learning helped them improve language skills, but the opinions were about life skills that they acquired after finishing the project. Therefore, these opinions indicated that project-based learning improved affective aspect of language learning.

Limitation of the study

There are some limitations found after doing the study and limitation is time because of school activities that all learners need to attend. Initially, the lessons were planned for six sessions, but with the school-fixed activities, so the lessons were extended for more sessions.

Recommendations

For those interested in teaching by using project-based learning, to apply the mini project in class in order to make learners familiar with this learning approach and extended more time to learners to finish their project. However, this study using project-based learning to foster Learner Autonomy but learner autonomy has become new things in Thai education system. Teacher did not realize about the benefits and important of learner autonomy because autonomy was seen in western context than Thailand, therefore with more purposeful in this area teacher should promote the ideas of learner autonomy in your context gradually.

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Problems of Policy Implementation at Thai Border Schools in the ASEAN Community Context: Reflections from Teachers as Practitioners

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Abstract: *The Thai government launched an emerging border school policy in 2010 concomitant with the inception of the ASEAN Community. The policy considered national and international circumstances and aimed particularly at establishing close cooperation among neighboring countries. This paper aims to investigate the problems of border school policy implementation in regards to the dimensions of personnel recruitment and preparation at pilot schools situated along border areas between Thailand and Cambodia in order to understand the actual conditions based on local implementers perceptions. The research applied a descriptive mixed-method strategy that employed both qualitative and quantitative research design. The methodology, therefore, included documentary analyses, interviews, observation, and a questionnaire survey. The findings revealed that there were problematic issues in terms of implementer preparation and practice at both the central and local level. The major issues were a shortage of personnel assigned to run the program at both levels, a lack of personnel capacity at the local level, and a coordination gap between state officers, supervisors, and teachers. Another important outcome was developing an initiative to expand the cooperation between Thai and Cambodian schools and clarifying border school policy requirements.*

Keywords: Problems, Policy implementation, Thai border school, ASEAN Community, Teacher as a practitioner

Introduction

Thailand introduced the first border school in 1956, known as the Border Patrol Police (BPP) School. Initially, the school was intended to educate children in the remote areas while improving their quality of their life and enhancing their well-being (Border Patrol Police Bureau, 2007). A major turning point for the development of Thai border schools was in late 2008, after the ASEAN Charter was drafted and Thailand launched various programs to promote educational cooperation, including the establishment of Buffer Schools. The Buffer School initiative focused on educational cooperation between schools that shared boundaries with neighboring countries in line with the goal of integration of ASEAN Community countries to better handle the challenges of globalization (Bureau of Academic Affairs and Educational Standards, 2012).

The ASEAN Community went into effect in 2015 with the main purpose of achieving regional harmony and stability. Importantly, developing human capital has been a major focus of achieving ASEAN's expected goals. Furthermore, advancing educational cooperation is embedded in the blueprint for the ASEAN Socio-Cultural Community (ASCC). The ASEAN Work-plan on Education established in 2012 addressed certain themes related improving the quality of life of under-served populations, marginalized people in remote areas, and minority groups (ASEAN Secretariat, 2012). Developing education at border areas is considered in line with this as well as the global commitment under the concept of "Education for All: EFA" that seeks quality basic education for children (Mundy and Murphy, 2001).

In Thailand, border development was specifically addressed in the 11th National Economic and Social Development Plan (2012-2016), which emphasized a strategy to create regional connectivity for greater social and economic stability. This goal was pursued through the development of sustainable partnerships that nurtured mutual benefits among ASEAN member countries. Strategy design and implementation of education development plans were executed at local levels so as to assure the connectivity between neighboring countries, promoting and expanding Thailand's academic development and institutional networks. In addition, it was considered necessary to use native dialects while also promoting the use of English and the languages neighboring countries simultaneously to better understand the different cultures and ways of living of people residing in ASEAN, which is considered a crucial preparatory process for future ASCC integration.

Despite Thailand's numerous initiatives regarding cross-border education cooperation, its attempts to pursue cooperation with Cambodia in this regard have to date not been as fruitful as hoped. The two nations have signed a number of multilateral cooperation agreements in relation to human resource development, such as GMS in 1992 and ACMECS in 2001. Also, in 2003, the two governments signed an MOU to provide bilateral cooperation in education development. Despite these efforts, at the local level, the two nations still lack effective cooperation, which inevitably has resulted in redundancy. The majority of cooperative projects that have been efficiently conducted were those implemented at the national level with emphasis on short-term goals (Kaewkumkong, 2012). Therefore, it is important for Thailand to review its cooperation in previously conducted educational projects. Specifically, more attention needs to be paid to the border areas shared between Thai and Cambodian people who have similar ways of living and who could work together for their mutual benefit. Recommendations from relevant studies have pointed out that Thailand should analyze cooperation between local Thai and Cambodian educational institutions situated along the border in order to create better mutual understanding (Institute of Asian Studies, 2009; Office of the Education Council, 2010; Kaewkumkong, 2015). Clearly, more research studies need to be carried out on Thai-Cambodian educational conditions at the institutional level. The Buffer School initiative, which seeks to improve understanding between Thais and their neighbors at the local level, is one important program which would benefit from this.

To date, few studies have been conducted concerning policy implementation in the ASEAN Community era, including policies such the Spirit of ASEAN strategy, in relation to Buffer Schools. Some studies have, however, investigated these schools within the larger dimension of school development and educational cooperation along the border between Thailand and neighbor countries. The relevant previous studies found several problems in the process of implementing policies required for preparing to enter the ASEAN Community, such as fundamental tensions in border areas and insufficient and overloaded policy implementers (Somphong, 2013; Wongboonsin et al., 2013; Chinsettawong, 2014; Chaisorn and Viseshsiri, 2014; Siangwan, Saikaew & Poonsawat, 2015). Moreover, one pilot school in the Buffer School program had to be terminated from the program as it was not properly equipped and ready to operate at a level in line with the policy goals.

Based on the literature review, it is clear that there is a crucial lack of knowledge on emerging border school policy and the educational relationship between Thailand and Cambodia at border areas. Although a few studies concerning border school issues were found, there had been no adequate research studies on the Buffer School scheme. Therefore, this research aims to address the key question: What problems do teachers face in implementing the policy of Buffer

Schools at the Thailand-Cambodia border? The study further seeks to examine the circumstances that have become obstacles to policy implementation. Analysis of problems in this research focus on personnel recruitment and preparation and covers operational problems faced by 1) state officers and supervisors; and 2) teachers as practitioners. It also addresses coordination between the two levels of policy implementers.

The significance of this study is amplified by conducting an analysis of Thai border schools within the context of the ASEAN Community. Studying the pilot program of Buffer Schools is expected to reveal vital insights into the process of going from policy to practice. Policy implementation models are used help to dissect the process of operation for understanding the relationship between policy and practice (Chunnu-Brayda, 2012). In regards to studying education policy, Rui (2007) noted that a quote from Pan Maoyuan (1999), a Chinese scholar, is particularly relevant:

> "Attention should be paid to comparing the actual practice in different countries, rather than only the analysis of their policy documents. Policy documents are an important source, but not the only one. What is written in policy documents manifests the intention of the governments, and is usually far from the reality."

The Buffer School policy was launched in an era of regional integration. Therefore, this study can contribute to a new perspective on the problems and tensions of education policy implementation at the border areas of Thailand and Cambodia. The results from the study are also expected to yield useful information for interested academicians in the realm of education development in the border areas of other ASEAN countries.

Literature review

This part of the research contains a review of: 1) educational development and policy at border areas; 2) empirical findings of recent relevant research studies; and 3) the theory used in the study and the related conceptual framework. The primary purpose of the review is to understand the meaning and the concepts of education at borders and the application of analytical paradigms. The review also discusses certain research studies related to border schools in the ASEAN Community context. The theoretical framework demonstrates how to analyze policy and assess its implementation.

Educational development and policy at border areas: There is only slight variation in the definition of 'border school' among various scholars. Generally, the term border school refers to schools located at the periphery of a country adjacent to a neighboring country. In terms of education, Nishimura (1999) analyzed education at the border area between Malaysia and Indonesia and discovered features of nationalization, localization and internationalization in academic activity and educational management. Meanwhile, Cashman and McDermott (2013) examined the challenges of crossing the US-Mexico border where students travelled back and forth between the two neighboring countries on a daily basis. Cline, Reyes and Necochea (2005) looked at how young school-age children must choose whether to assimilate into the world of mainstream institutions or maintain their close ties with their home and community, which could have disastrous consequences for their identity formation.

In Thailand, education management in border areas is different from other areas in the country. The Office of the Education Council (2010) notes that the southern border employs diverse forms consistent with Islamic education, while the Thai-Cambodian border presents a diversity of multiracial and ethnic students. The Office of the Higher Education Commission

(2008) likewise recognizes the importance of diversity in education management at border areas, noting that it requires a clear and concrete strategy and must recognize the context of each border area, which is very diverse in terms of society, culture, and politics.

One important aspect of border education in relation to the context of the ASEAN Community is Buffer Schools- a program initiated and operated under the concept of promoting educational cooperation between schools on the borders of Thailand and its four neighboring ASEAN countries. Each school participating in this scheme has a different role and duty due to its unique situation and location. At present, there are 24 schools participating in the Buffer School program. Buffer Schools have a specific label in regards to the Thai policy concerning border schools. It is the official denotation specified by policy makers to guide implementation of the education policy of the schools. It defines the schools as "schools that have teaching and learning about knowledge of the ASEAN Community, running the ASEAN Study Center, learning together in a multicultural society, using ICT to support learning, and the distinction of the scheme pays attention to learning the ASEAN language of the country adjacent to the school; Cambodia, Laos, Myanmar and Malaysia" (Bureau of Academic Affairs and Educational Standards, 2012).

Considering the profound importance of educational development at border areas, a detailed analysis of Buffer School policy implementation could effectively serve as development guidelines for future educational cooperation. In the long run, this will create deeper understanding between Thais and the people of their neighbor countries, which in turn will benefit the ASEAN Community as a whole.

Previous works regarding border school policy implementation and policy implementers in the ASEAN Community context: As revealed in the work of Chaisorn and Viseshsiri (2014), preparing people for the ASEAN Community is a new endeavor involving many agencies and divisions. However, the number of policy implementers are scant and number of teachers in these schools are very limited. The teachers have to carry a great burden and often manage multiple grades at the same time. Furthermore, an overall teacher shortage is worse in small schools, which are often located in rough and remote areas. Siangwan, Saikaew & Poonsawat (2015) also noted that the shortage problem leads to teachers being overloaded with duties, resulting in insufficient lesson preparation and ineffective teaching. The teachers also are denied the opportunity to develop and improve their abilities because of the difficulties in increasing their knowledge. Somphong (2013) adds that it is vital for teachers to personally prepare lessons, content, and courses as further research is necessary if textbook is not adequate.

Moreover, bureaucratic organizational structures strictly based on rules and regulations can bring about refusals to cooperate between the relevant agencies if the new tasks are not considered their regular duties. Keawsomnuk (2017) states that a major obstacle to providing education in highlands and remote areas as well as along the borders comes from the schools themselves. These schools tend to have little understanding of integrating local society, culture, and ways of life into their curriculum. In a study of Kaewurai and Wattanatorn (2013), it was found that poor conditions of border schools in Cambodia have serious limitations on budget and cause inadequacies of personnel, learning, buildings, educational materials, and facilities.

Policy design is also often ambiguous. Jinerawat, Nirantawee, Sompasong & Wattanarong (2017) noted that in Thailand that small schools in remote areas are faced with challenges in the policy system involving the Ministry of Education, Office of Basic Education Commission (OBEC), Office of Educational Service Areas (OESA), and the schools themselves, when adopting a new policy. Boonped and Kosaiyawat (2012) argue that schools located along the borders between Thailand-Laos and Thailand-Cambodia fail to establish networks, agreements, and academic cooperation with their neighboring counterparts because they lack budget support for education management, scholarships for students in the neighboring countries, and special staffs and agencies to look after them. Border schools in these areas are also obstructed by a regulations regarding recruiting teachers from neighboring countries and cooperation agreements between institutes.

Funding is also typically a problem. Somphong (2013) noted that funding for the fifteen secondary schools in the Spirit of ASEAN program were under the auspices of the OBEC along with more than five hundred nationwide network schools, limiting the funding available to the schools. Wongboonsin et al. (2013) also noted that allocating budget for promoting the ASEAN Community policy had several problems and limitations, with most schools having a tight budget for implementing the policy, forcing them to become self-reliant and reallocate money from other areas. Chinsettawong (2014) further describes how allocating funding under current political policies results in an inability to meet the needs of each locality, leading to a failure to achieve the expected goals.

As described above, the major issues hindering effective policy implementation at border schools are the lack of capable personnel and number of staff, insufficient funding, and unpreparedness of schools to follow policies. Still, border schools have to face the challenges posed by the policy's existence while trying to expand cooperation with neighbouring countries as a part of the ASEAN Community.

Policy implementation and policy implementers: Policy implementation is principally the stage that occurs between policy formulation and policy evaluation. Numerous variations on the typology of policy have been put forward, usually offering differentiations of sub-stages (Jann and Wegrich, 2007). In recent years, analysis of the implementation process in policy studies has shifted towards the international level. This shift has been concurrent with the trend towards globalization and regionalization. A vital example is the integration of the European Union (EU) (Pulzl and Treib, 2007). Rui (2007) also addresses the shift towards international policy, noting that one important change is that boundaries between states have become blurred.

In doing policy research, a policy model should be employed as a framework of study. The model for policy implementation study includes works such as "The Policy Implementation Process" by Van Miter and Van Horn (1975), "Interactions between Factors Model" by George C. Edwards (1980), "A model of decentralization program implementation process in Asia" by Cheema and Rondinelli (1983), "An ideal process of policy implementation" by Jann and Wegrich (2007), and for education, "Dimensions of contemporary education policy implementation in practice and research" by Meredith I. Honig (2006). Honig concludes that education policy faces substantial complexities in practice, stating that to get implemented and be successful, education policy is produced by interaction amongst policy, people, and places.

The 'people' dimension of Honig's model is categorized into policy targets, policy implementers, policy participants and supportive providers. In conducting research, the researchers need to examine how all of those involved respond to policy demands. However, this paper focuses specifically on implementers such teachers and central officers, who confront diverse demands, opportunities and constraints in implementation. Moreover, as Honig notes the importance of policy makers and implementers learning about policy problems, policy design, and implementation progress, the implementers can be seen as the significant drivers of policy.

Methodology

There are many approaches to educational research methodology. In the broadest sense, these can be classified into quantitative and qualitative methods. Both research methods have their own advantages and disadvantages. Fairbrother (2007) has argued that the goal of both methods is to seek answers to the same fundamental questions through different approaches. In quantitative research, data is gathered from a large number of participants by survey in order to illustrate a broad picture. At the same time, qualitative research focuses on events, processes and behaviors in the micro context. It is conducted through case studies with various techniques such as observation, interviews and documentary analysis to assure completeness of the research. Therefore, this research has applied a mixed-method strategy for understanding the situation more profoundly. It was designed with descriptive mixed-methods that employ the survey research as well as descriptive case study research. The data was gathered between May and September 2017.

Quantitative approach: A new questionnaire was developed to determine the actual problems faced in the Buffer Schools regarding policy implementation. The questionnaire was originally created following the process of research instrument development with a set of response categories containing questions for the respondents to complete. The content included problems of policy implementation based on its conceptual framework applied from Honig (2006)'s deliberation.

Teachers were asked to rate their opinions regarding the level of severity of a problem on a five-point Likert scale. Responses ranged from "slightest problem" (1) to "heaviest problem" (5). Validity and reliability were significant criteria of quality for the survey. Validity was ensured by asking three experts: a public policy administration scholar, an education professor, and a professional officer at the Thai Ministry of Education. The questionnaire then was pilot-tested among 30 people. Overall, reliability of the questionnaire was found to be satisfactory, with a Cronbach's alpha coefficient of 0.939. Multi-stage sampling was applied for gathering data and stratified sampling was used in the first step to separate groups of the operating committee and general teachers. Simple random sampling was then employed. The sample size was established at 106 teachers from six pilot Buffer Schools.

To collect the data, after a questionnaire passed questionnaire validity and reliability, it was distributed to teachers. Distribution was coordinated with one teacher at each pilot school. One teacher in the school network at a Buffer school and several volunteers also helped the researcher with distribution of the questionnaires. The data was analyzed by descriptive statistics using the SPSS program. Descriptive statistics such as frequency, percentage, mean, and standard deviation were manipulated to analyze the problems during policy implementation. Scoring and interpreting were analyzed and grouped into five levels.

Qualitative approach: As the research focuses on examining the situational context of policy implementation, the case study adopted a variety of approaches to collecting data. The researcher organized fieldwork through visiting six pilot schools of the Buffer School program, making observations, taking notes, conducting interviews, taking pictures, making voice recordings, and conducting certain other activities such as examining documents. Gathering evidence from fieldwork was mainly based on discussions, with the policy text from the national and regional government (ASEAN) being included in the analysis. This was accomplished through surveys aimed at concrete policy outcomes and feedback. Semi-structured interviews were conducted in order to better understand the context of the cases and to gather data from the questionnaire.

In public policy analysis, Dunn (2004) suggested that the sample size of policy Delphi might range from 10 to 30 people depending on the complexity of policy problems and the nature of the issue. In this research, 22 teachers including a Cambodian teacher who teaches Khmer language at a Buffer school were interviewed. Interviewees were selected by purposive sampling and interviews were arranged face-to-face for both individuals and groups, depending on the situation at each site. Data gained from the interviews was used for descriptive analysis, which was organized according to intensive descriptions by analyzing Buffer School policy delivery and its change in each contextual area. The process began with transcribing from written notes and audio-recordings. Data was then classified through manual coding based on the conceptual framework of the research. It was necessary to employ the depth of analysis in this stage that refers to detail, completeness, and wholeness. This process was completed including explanation and criticism. Reliability testing was employed to cross-check the qualitative data. These multiple sources of evidence were triangulated with each other to assure the accuracy of data.

Ethical Concerns

The current research gave priority to ethical considerations. Ethical consent forms were created in both formal and informal patterns for the research participants. Ethical consent designs were located on the first page of the questionnaire survey, recorded for interviews and on letters of permission for study visits. Ethical considerations were based on the guidelines of the Central Research Ethics Committee under the National Research Council of Thailand. Domestic as well as international practices regarding ethical concerns were applied during the research process.

Findings and discussion

The results of information obtained from the actual sites found that teachers faced a number of problems and tensions regarding their preparation and development for emerging border school policy implementation. Data from the survey is shown in Table 1 and Figure 1, which indicates teachers' perceptions toward the problems by rating them on a five-point scale from slightest to heaviest problem. Table 1 presents the percentage of frequency of rating problem degrees. There were seven problems in the 'people' dimension in policy implementation. Overall, the majority of teachers considered problems of border school policy implementation as being moderate with an average at 37.3 percent. Observations from these results shows that item (2) was rated from heavy to heaviest problem while item (7) was a slight to slightest problem. Asked about the other five items, teachers all rated these as being moderate to heavy problems.

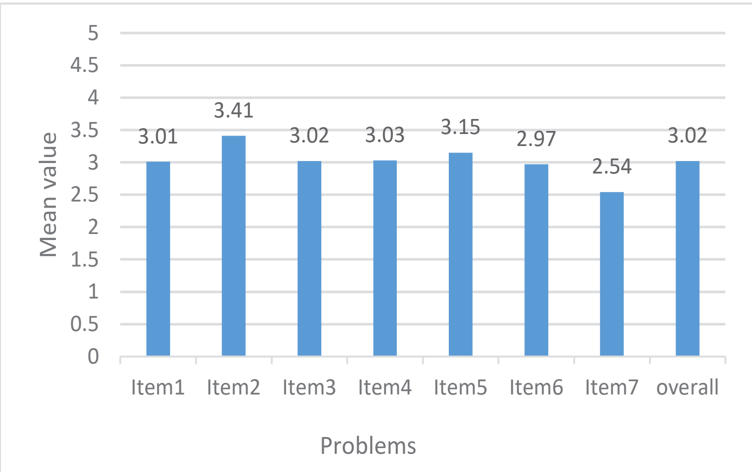
Table 1. Degree of problems in Buffer School implementation from teachers' perception

Situation		heaviest problem	heavy problem	moderate problem	slight problem	slightest problem
1. Implementers fail in ASEAN vision or international cooperation viewpoint	n	7	30	35	25	9
	%	6.6	28.3	33.0	23.6	8.5
2. Implementer shortage and work overload	n	17	34	36	13	6
	%	16.0	32.1	34.0	12.3	5.7
3. Officers pay less attention to policy implementation and neglect monitoring	n	9	26	40	18	12
	%	8.6	24.8	38.1	17.1	11.4

Situation		heaviest problem	heavy problem	moderate problem	slight problem	slightest problem
4. Officers have insufficient understanding about policy implementation	n	6	28	43	19	9
	%	5.7	26.7	41.0	18.1	8.6
5. Lack of communication and coordination between officers and practitioners	n	9	31	42	15	9
	%	8.5	29.2	39.6	14.2	8.5
6. Practitioners have inadequate understanding and lack of skill in program management	n	6	26	42	23	9
	%	5.7	24.5	39.6	21.7	8.5
7. Non-cooperation and participation of teachers and personnel in schools	n	5	13	37	26	22
	%	4.9	12.6	35.9	25.2	21.4
Overall	%	8.0	25.5	37.3	18.9	10.4

Note. 'Implementers' refers to state officers, supervisors, and practitioners or teachers

Considering the mean score, Figure 1 shows that teachers overall yielded a degree of problems with a mean total score of 3.02. This score indicates that they considered the problems of policy implementation to be at a moderate level. When compared across items, teachers expressed item (2) as having the highest mean score, which is at the level of "heavy problem". The other items did not show much difference in the mean scores. They were evaluated from 2.54-3.15; these values were interpreted as being at a moderate level. This reflection is further clarified by the qualitative data.



Valued score classification and interpretation	
Valued level	Problem level
4.21-5.00	heaviest problem
3.41-4.20	heavy problem
2.61-3.40	moderate problem
1.81-2.60	slight problem
1.00-1.80	slightest problem

Figure 1. Teachers' perceptions toward problems in implementing policy at border schools

Data obtained from the qualitative approach reveals that border schools face serious difficulties in policy implementation. In the dimension of personnel recruitment and preparation, teachers as a practitioner were found to have faced several problems and tensions. Problems of central implementers and other circumstances were also found to have affected practitioners.

Teachers expressed feelings of deep hardship in implementing the policy: The practitioners were teachers working in the pilot schools which were small primary schools that usually faced a critical problem of working staff shortages, placing a heavy burden on them. Most teachers also had to teach students in multiple grades. Some of the teachers explained that:

> "We don't have enough teachers. We feel so exhausted because we have to perform several different duties."
>
> "Adopting this policy has increased our workload. We attempt to highlight this policy but schools are poor and underequipped. The families of the children are not equal. Those who have money can afford to study in the city."
>
> "Teachers here are so limited. A teacher needs to teach two grades in the same classroom. The conditions are becoming worse. We have to work hard to implement this policy. Therefore, we cannot do activities effectively."

The conditions described are similar to those found in other works such as Chaisri and Wisetsiri (2014). They found personnel preparation for entering the ASEAN Community to be a new issue for the schools to deal with which required associating with numerous agencies. The central administration was revealed to have a lack of officers who are responsible for the task of policy implementation and the number of working staff at schools was insufficient. Teachers were found to be overloaded with work and often needed to manage multiple grades at the same time. The Office of the Education Council (2010) also pointed out the major problems on Thai-Cambodian border including teacher-related problems.

Importantly, teachers reflected on the struggle of needing to increase knowledge, ability and skills concerning the ASEAN Community. This was quite new for them at the beginning. None of the practitioners could imagine how the activities would run. The central officers organized a workshop to train teachers in doing activities only once a year and the teachers had few opportunities to exchange and gain knowledge from experts and specialists. This problem was compounded by the limited communication skill of English teachers in some schools and the hiring of foreign teachers was limited due to budget restrictions. Feedback from the teachers included:

> "Teachers have poor skill in integrating ASEAN content into classrooms. This task requires knowledge, ability, creativity, and essential skill. If not, it will damage the main course."
>
> "This policy is new. Promoting ASEAN matters through teaching materials remains limited. Talking about ASEAN in public is rare. Therefore, practitioners have a narrow concept of how to work. For integrating the ASEAN course in the school curriculum, I still do not know in which part of the curriculum we can integrate ASEAN content. We have to improve and expand our knowledge through materials that we create by ourselves. We must keep updating matters from meetings."

These conditions are in line with the study by Somphong (2013), who found that teachers in schools under the Spirit of ASEAN program have obstacles in terms of readiness preparation for policy implementation, and knowledge, ability and skills concerning ASEAN. Most teachers sought to expand their knowledge. Likewise, Thamrongthanyawong, Thaijongrak, and Kobjaiklang (2016) found maximizing knowledge and understanding about ASEAN, including communication and public relations, to be problems in schools under the Spirit of ASEAN. Similar conditions were found to exist on the border between Thailand and Myanmar. Funkhiaw, Chaowakeeratiphong, and Polprasert (2014) found that the region faced various problems including a limitation of personnel capacity. Kwon (2017) found that Thai teachers still struggle to raise their students' communicative English competency and do not feel adequately trained to implement Communicative Language Teaching successfully. Furthermore, Shin, Brudhiprabha, and Surasin (2014) noted that Thailand is clearly not ready to use English as a lingua franca in 2015 as a part of the ASEAN Community goals. They found that the Thai National Foreign Curriculum did not integrate communication skills on macro and micro levels.

Frequently replacing and shifting teachers at border schools is another problem in regards to implementing policy. This interrupts program implementation and stops it from advancing as it should, especially as newcomers do not understand the policy well and have to constantly be trained on its basic principles. Often they think that they are just expected to resume the tasks of previous staff and do not devote themselves to taking on new responsibilities. This is in line with findings regarding the context of schools under the Spirit of ASEAN studied by Thamrongthanyawong, Thaijongrak, and Kobjaiklang (2016). Their study identified several problems including lack of teaching continuity because teachers often move outside the area. In the interviews, teachers noted that:

> "Teachers in the border schools are often replaced and moved around. They may work for two years and then move on. Working staff are not consistent. New teachers do not understand the principles and true objective of this policy."

> "In six years, the school director has been replaced three times. Policy implementation has been interrupted. If the former director was still here, it would be easier to continue because they knew the system well. Newcomers need to learn this project all over from the beginning."

Teachers need to deal with network building and cooperation with Cambodian schools: Working to build international cooperation is one of the newer goals of basic education in Thailand. Therefore, implementers who have just begun their task do not completely understand the concept of international cooperation. Fortunately, they generally have a positive attitude towards it and see themselves as ready for policy implementation. According to the teachers interviewed:

> "It is a new idea. It is a new matter. Practitioners need to keep improving their knowledge. We are ready for new things. I think this is an opportunity within the crisis."

> "Building international cooperation at the school level is a great idea. It further deepens the development process. But, it is very tough. This is different from higher education, where progress is more likely."

The conditions of international cooperation in border schools is directly related to the study by Boonped and Kosaiyawat (2012). They found that most schools along border were not strong and ready for educational management to respond to ASEAN framework, particularly in network building and academic cooperation with neighboring countries. However, this trend is also found in other border areas around the globe. In Europe, the topic of cross border cooperation has been given special emphasis. The work conducted by Dołzbłasz (2013) and Więckowski (2002) shows a variety of instances of border cooperation at the local level along border areas, projects being initiated for promoting cooperation between border regions and consequent assistance provided for overcoming problems. Likewise, Čok and Pertot (2010) also studied educational integration on the border and analyzed the conditions related to the European integration processes.

The limited number of state officers has negatively affected policy implementation: The policy implementers at OBEC consisted of only one officer who was responsible for several different programs. She was responsible for the Spirit of ASEAN initiative, and had to manage 54 schools divided into 30 Sister Schools and 24 Buffer Schools, including three additional proceeding projects. As a result, she was not able to follow up and monitor the policy implementation consistently, closely, and inclusively. Meanwhile, supervisors under the OESA were assigned to supervise and run several programs, including promoting and expanding ASEAN working plans to cover all affiliated schools. Supervisors responsible for this policy have been replaced several times and the projects that they were implementing have not been followed through as many only work on them for very brief periods. As a result, the promoting, advising, and resolving of issues regarding this policy have not matched the reality of what needs to be done. This dilemma was studied by Jinerawat et al (2017), who noted that when schools try to adopt the policy, most of them struggle due to their small-size, remote location and central administration, such as the bureaucratic system of the Ministry of Education and OBEC, which put pressure on the schools.

Gaps in coordination between state officers, supervisors, and teachers is a serious problem: Teachers noted that communication between state officers and teachers is usually conducted through official letters. Therefore, annual performance reporting, supervising and monitoring are inconsistent and practitioners may feel that they are ignored and not enough given importance. Although teachers and supervisors have close consultation with each other, decision making power mostly rests with state officers. The problem of the frequent shifting of supervisors also interferes with the building of relationships. After exploring the relationships between supervisors and state officers, the current study found poor communication between them. It also revealed a lack of decision making power in certain important areas. Overall, this study has observed a problem of an overly complex coordination mechanism of the central administration. It involves provincial representatives at several levels who do coordinate plans in advance. This condition puts schools into a subordinate role where they must carry the heaviest burden since they have to follow orders from several different agencies. One school deputy director noted:

> "In the bureaucratic system, all things must follow rules and process. It begins with OBEC, then OESA, and eventually at the school. Sometimes, it has to go through the Regional Education Office beforehand, which sometimes assigns tasks directly to the school. Central administration employs very complex coordination. The regional office is very poor at communicating. For example, when we are called to join a meeting we must travel very far but the meeting lasts for only a half of day. It is a difficult journey for us. We return home without any benefit. It is not worth the effort. Forwarding relevant information is often delayed and is not inclusive. It makes the school miss opportunities. We receive official letters occasionally. Sometimes they are not on time."

The study by Boonped and Kosaiyawat (2012) supports this. They found that schools along the border have faced a major problem in coordinating with agencies, with agencies each formulating their own policy which is not designed to work in conjunction with those of other organizations. A survey study conducted by Somphong (2013) revealed a similar lack of coordination between schools and central units for policy monitoring and evaluation.

Conclusion

Evidence obtained from examination the actual conditions of Thai border school operations indicates that teachers as a practitioners of emerging policy implementation experience numerous problems. The recruiting and preparing of personnel for policy implementation face a serious problem with working staff shortages and work overload both at central and local levels. The supervisors who supervise and support teachers in running projects and activities are often shifted to other posts and work is interrupted. Importantly, teachers face a serious problem of developing the necessary skills and knowledge concerning ASEAN at the beginning of policy implementation. Furthermore, teachers in Thai border schools have to try to obtain cooperation from their Cambodian counterparts, who generally have a more limited basic education system. Also, this study has revealed a coordination gap between state officers, supervisors, and teachers.

In addition, implementing emerging Thai border school policy is also problematic in other dimensions. In the policy design, for example, schools face a variety of budgetary problems and schools have to deal with standardization as specified in the policy goals. In terms of operating units, for example, schools face the problem of readiness for implementing the policy. The work of the central implementing units also often overlap with other efforts of the schools, leading to confusion. When faced with these difficulties, teachers often develop negative attitudes towards policies.

Based on the current research, it should be recognized that although border schools share various common characteristics, each border school has its own distinct conditions and issues. As in most aspects of modern society, border schools are facing issues related to globalization with which they much deal or be left behind. Education management has made some progress while concurrently facing complicated conditions. In addition to working towards effective and sustainable policy implementation, maintaining a positive attitude among all stakeholders is essential for ultimately achieving policy goals.

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Application of Motivation Theory to Build Team Dynamics: The Selection of the Need-to-Achieve Theory

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Abstract: *Motivating members in the team is a challenging task for the organization because the motivation can affect an overall organization's productivity. However, the performance of motivating members in the team will be either effective or ineffective depends upon an implementation of appropriate strategy and motivation process. The organization should always recognize that all team members have different needs according to their individual characteristics, needs, experiences, financial situations, family backgrounds and others. Therefore, in the same organization, same department or same position there will be differences. Consequently, the organization must pay attention and study how each member in the team is motivated to perform his or her job efficiently. Also, the organization should now change their critical role from being only controller or commander to advisor or consultant so that everyone in the team and organization can fully perform their task with their highest potentials. The need-to-achieve theory was selected in this article since it can explain the need of all human. As a result, the organization will have a good team dynamic and generate the effectiveness to the organization and, at the end, can gain competitive advantage.*

Keywords: Motivation, Need-to-Achieve Theory, Team Dynamics Building, Teamwork

Introduction

Organizations around the world now have encountered with the fierce business competition and fast evolution in the design of work, business consolidation, and innovation perspectives which it creates the needs for skill diversity, high level of expertise, rapidity the response and adaptability for the changing organizations in order to obtain competitive advantages (Ilgen & Pulakos, 1999). Being competitive, it is extremely essential for many organizations to have clearly defined strategies and policies directing the members of the organizations with the right paths to meet the goals and to respond the constant changes in market (Siriwan, Ramabut, Thitikalaya & Pongwiritthon, 2013). Consequently, the organizations attempt to improve the organization operation by considering using teamwork (to work as a team) rather than just one person. Working as a team can help create synergy and uniqueness which finally can positively affect organization. By working as a team, the team members must work together. Everyone in the team has to think and combine individual resources, coordinating knowledge, skill and effort in order to resolve the task demand and gain the success of the job (Kozlowski & Ilgen, 2006). Working in team is not just to consider to work only for their own, but to work for the entire team. Being a good team, the members in the team should create a trust working atmosphere, relying and engaging each other. When the team is efficient, the benefits will be for the team and the organization, these include reducing the cost of work, creating more quality work, organizational commitment and organizational performance (Hackman, 1987). A good teamwork often requires the purpose of working together, management system, quality members with ability to work with responsibilities, powerful team leader, good leadership (Keawchaoon & Chuntuk, 2017) and good followers. The team will be effective when there is a good motivation to work. In order to propel the team, the motivation in the organization is crucial and accounted as a challenging tasks which require high effort and ability of the managerial holders. The key to succeed in motivating people properly and appropriately, therefore, is to gain the interactive attention to motivation by the organization executives who are able to know and understand well on their employees or team members. The questions the organizations should keep recognizing include “What are the motivations to make their workforce to utilize the full of talent and behave as desired by the organization?”, “What influences or motivates employees to make that decision properly?” and “Why is it important for human resources to continue to show desirable behavior toward the organization?” (Chienwattanasook, 2013).

Robbin and Judge (2007) described the definition of motivation as a process that causes a person to use his or her own efforts, to be patience and to have an aim at setting the goals and obtain what they want. Generally, Robbin and Judge (2007) stated that motivation is the use of existing efforts to achieve particular goals or needs. The needs typically have been theoretically studied and defined by many academicians including Maslow who has defined the needs in level consisting of physical needs, safety and security needs, social acceptance needs, praisal needs and self-actualization needs. These needs by Maslow must be accomplished in certain degree before moving to another level. For example, people perhaps need to fulfill the living factors (physical need) before moving to seek out for friends or social acceptance. Another academicians who proposed the “need” definition can be Lepper, Greene and Nisbett (1973) who advocated about the four motivation theory derived from instinct and extinct sources. Also, Schneider and Alderfer (1973) had proposed three needs including existence need, relatedness need and growth need. Moreover, the need-to-achieve theory by McClelland and Atkinson (1953) was revealed and it advocates that human has three aspects of needs including need for achievement, need for power and need for affiliation. These needs are driven by motivation and combined with motivation, influencing people in a group to behave as one behavior. To meet these needs, it is important to note that the executives should be aware of difference in all personnel’s characteristics, personality, basic habits, childhood experience, and their economic status. In the same organization, personnel who work in the same position may have different motives. Therefore, the executives must pay attention to how each person is motivated and then apply the knowledge about the motivation theory to their employees appropriately, effectively and ethically.

From the aforementioned phenomenon, this article has objectives to provide an introduction to the application of motivation theory in building team dynamics as well as concepts and theories related to motivation and teamwork. The knowledge gained from this article can help organizations to increase efficiency in teamwork as well as to develop people in organizations so that they can work together effectively.

Concepts and theories about motivation

Motivation means the power to push people to behave in a way to response the temptation and set the direction and goal of such a behavior. Highly motivated people will attempt to work towards the goal without relinquishment. But, people with low motivation will not express their behavior in keeping up with goals or even discontinue his/her performance to reach the goals. In addition, motivation may also mean the desires to do something. Motivation can be divided into two parts including positive motivation and negative motivation (Robbins & Everitt, 1996). In the meantime, Robbin and Judge (2007) also described the definition of motivation as a process that can help person to utilize their own efforts, patience and intention to achieve the goals that they want. In science, motivation refers to the "desired behavior" that may be triggered by dopamine and diphtheria injected into the central nervous system (Berridge & Kringelbach, 2013). Commonly, there are several theories attempting to explain about the motivation through studying motivation for over a century. In this study. They have been compiled and presented as follows.

Maslow's hierarchical need theory

Maslow (1943) discovered the theory of human motivation which it is called the hierarchical needs. Maslow believes that everyone has needs and their needs must be fulfilled. By designing a hierarchy of need, there are five levels of need including physical need, safety and security need, social acceptance need, appraisal need and life accomplishment need. The need under Maslow's theory must be fulfilled level by level. The first level is the physical need. This need requires the basic survival fulfillment such as medicine, food, water, clothing, relaxation and housing. The second level is safety and security need. This need requires person's environment is safe, not harmful to oneself, family and friends with either life, property or mind. In addition, the security under this need can also include stability in life both financial security and work security. In this level, people will keep doing everything to avoid future uncertainty. These securities can be planned and predicted in advance, for example, people who are working in the organizations needs to find out the sources financial benefits by working harder. The third level is the social acceptance need. In this need, people will desire of being a part of the society as well as working socialized environment context. People demand to be recognized by others, especially those around them. The fourth level is the praisal need. This need will exist when the need of social acceptance is achieved. People will have the feeling of being praised or respected by others from what they have done or accomplished. In this level, the need can be considered into two aspects including self-reliance and social-reliance. The last level is self-actualization need or life accomplishment. This level of need is accounted as the most crucial and difficult to reach. Being in life accomplishment can generate the feeling of success in life and it seems that the life is perfect. Maslow believes that no one can achieve this level and that is rationale the people are attempting to improve and utilize their abilities with the aim to each it. Based on these needs, this is important to explain the concept of motivation. (Baldoni, 2005).

The four motivation theory

The four motivation theory is one of theories that can be used to explain about the motivation. This theory consists of external motivation, internal motivation, introjected motivation and identified motivation. Internal motivation means the internal motives arise from the inner-self. This is an incentive for seeking to do for self-satisfaction, not for fear of it. It can be rewarded from what has been actioned or done and there is no need for external factors to control behavior. In the meantime, the external motivation refers to external factors consisting of provocative or inspirational aspects. Align with this, the reward will be bestowed when there is an action on it. Meanwhile, the introjected motivation means similar to the internal motivation which refers to the temptation from oneself. However, it behaves differently in the point that the introjected motivation is the motivation that behaves in certain way in contradiction of negative result, perhaps generating negative emotion or guilty. Lastly, the identified motivation is the motivation to express self-importance. These four-factor motivation theory can help understand more about the motivation of people. By definition, these four factor motivation is complex. When the external motivation increases, the internal motivations reduces. For instance, when the organization will offer more rewards to the team members who can produce more works, the team members may not work harder as they are expected because the rewards may not be the desired consequence. In fact, there should be a combination of both internal and external motivation (Lepper, Greene & Nisbett, 1973).

ERG theory

Schneider and Alderfer (1973) expanded the ERG theory from Maslow's hierarchical needs theory. The ERG theory is based on the assumption that there are three main types of needs: existence need (E), relatedness need (R) and growth need (G). The existence need (E) is the essential need for survival such as demanding food, water, housing, clothing, a good working environment, compensation and benefits. This need is comparable to the physical need and safety and security need of the Maslow's hierarchical need. The relatedness need (R) is a desire to have relationship with society around them, such as companionship, supervisory work, subordinate recognition, leadership and etc. It is comparable to the social acceptance need and praisal need of Maslow's hierarchical need theory. Lastly, the growth need (G) is the need to be self-evolving, progressive, innovative, and achievable. This is the highest need and this type of need is similar to the need of achievement of Maslow's hierarchical need theory. However, the ERG theory has three key assumptions. Firstly, every need must be fulfilled. For example, when employee is paid less, their needs towards the higher paid is more. Secondly, the need is expanded when existing need is fulfilled sufficiently. For instance, when the employee is paid much enough, they will desire the other things new such as respect from others. Thirdly, the new need happens when the highly expected need is not fulfilled. For example, when the employee desires to have growth in higher position, but she/he still cannot achieve that. They perhaps turn to need the love and good relationship from their friends and society.

The need to achieve theory

The need to achieve theory proposed by Mcclelland and Atkinson (1953) is also important to explain the motivation. This theory consists of threefold encompassing need for achievement, need for power, and need for affiliation. With this theory, Mcclelland and Atkinson (1953) usually believes that the human has two main types of needs: the need for happiness and the need for pain avoidance. The rest of needs will occur when they have the learning experiences. The different learning experience can generate the different need to response. However, when considering closely, it is found that all human being will have the similar needs (achievement, power and affiliation). Firstly, the need for achievement means the need to do things better or more effectively for success. Individuals who desire the success will approach competition, challenge, work evaluation and feedback, and planning in order that they can improve themselves at all time. Secondly, the need for power is the need to influence others such as being a leader having the position to make a decision. Thirdly, need for affiliation means the needs to be accepted into a group or society and to have a relationship and bond with other members in the group.

Concept of teamwork

Teamwork means working together with more than one member in order to reach the same goals and direction. For teamwork, it is accounted as a very important tool in every organization, it plays an important role in the success of the work, which requires the cooperation of the members (Parker, 2011). Teamwork profoundly focuses on everyone's participation contributed to the group or team such as be involved in solving problems and expressing useful opinions to the organization. As a result, teamwork is considered as a crucial technique used widely for organization development (Onputtha, 2016). Hereinafter, the teamwork can be characterized into four main characteristics. The first characteristic is the social interaction among the team member. It means that two or more members are associated with the affairs of the team, recognizing each other's importance, value and honor. For large groups, they often interact more as networks than one to one. The second characteristic is the mutual goal and direction among the group member. The goal and the direction of the team can encourage and stimulate the team members to participate in group activities. Often, it brings the success of the work easily. The third characteristic is the structure of a team. This means that team members certainly have a behavioral system that can reflect the team characteristics. The team members must follow the rules of the group. The team structure can be either formal or informal, leaded by directional regulation or driving socialization. The last characteristic is the mutual role and responsibility or the uniqueness (Liu & Wohlsdorf, 2016). All team members definitely have a mutual role and should feel in the team together. The workload will be allocated appropriately according to members' ability, knowledge, competency and characteristics.

Teamwork is an important tool of motivating and creating a good leader and follower. One is a good leader leading the team to achieve the goal and the others perform the task to drive the goal (Onputtha, 2016). Nevertheless, being a successful team, accordingly, it is important to recognize the different characteristics of the team members who are under the same goal and direction (Dobre, 2013). Herewith, there are various strategies to create a successful team encompassing team uniqueness building, self-management, self-reliance, and team size appropriateness. Firstly, the team must build up the uniqueness of the team which it can infer the understanding of the goal, direction, vision, plan, strategy, commitment, role and responsibility. Everyone in the team can generally have different opinion, responsibility, characteristic, method and others, but they have to perform under the mutual understandings and in the same direction. More importantly, all members must feel in the team. Thereafter, the team can gain effectiveness. Secondly, the team needs to build self-management. The self-management refers to way the members in the team can work on their own ability, knowledge, competence and preference upon the ethical work assignments. In this way, the team needs to create a good structure and systems in order to respond the fairness of team management. When the members in the team work smoothly, efficiently and effectively according to the team structure and system, the team can finally obtain effectiveness. Thirdly, the team needs to create the self-reliance. It means that successful team members must make a goal inevitably or work together with another (Svastdi-Xuto, Smith & Joungtrakul, 2014). If there is a problem, the members must ask for each other's opinion and advice and solve the problem together. Lastly, the team size should be appropriate (Hoegl, 2005). The size should not be too large or small. The larger size the team has, the appropriate team management is needed to take into account because every member must be treated with fairness in all aspects including workload assignment, opinion contribution, competence utilization and so forth. For the larger size, the team is perhaps uncontrollable. For the smaller size, the team perhaps lack the sufficient talent. Herein, the size is important. Some study mentions that the odd number of member is more appropriate because it will be advantageous to judge some decision (Suff & Reilly, 2006).

Furthermore, knowing team members about their diversity is also taken into account (Dobre, 2013). The team must perceive that members have different personality, idea, attitude and background. Herewith, the team member's characteristics can be described into six aspects; namely, thinker, organizer, operator, team member, investigator and evaluator. Firstly, the thinker refers to a member of the team that is creative and has a thinking characteristic expressing the idea, opinion and advice. In this type of member, she/he must be treated with respect, pride and encouragement in order to retain in the team. In terms of organizer, secondly, this type of member has behavior to manage the team. She/he is principled, disciplined, inflexible and directional. Working with this type of member, the clearly manipulated plan and process design is necessarily. Thirdly, the operator refers to the member who perform the task, intentionally to achieve the assignment goal. However, this type of person is impatient, disclosed and delayed in decision-making as well as disappointed when the work is incomplete. With this point, the team need to closely control and approach the direction. Fourthly, team member refers to the member who contributes and supports the team, she/he is active, team-oriented, problem avoidance and inoffensive. Often, this type of team member perhaps perceives themselves as unimportant and less valued and fades themselves from the team. Therefore, the team needs to encourage them to display idea and opinion as well as also assign equal assignment. Fifthly, investigator refers to the person who always monitors, investigate and seek the progress and mistake. She/he often thinks of themselves as fair, delicate, and meticulous, but others may view them as authoritative and tyrant. For investigator, the role is related to advisory or consultancy, giving comments and suggestions to better the performance. This type of team member must be treated by using coordination or compromise. Lastly, evaluator refers to a person who establishes the great balance between the thinker and operator. The evaluator will cautiously and carefully assess or analyze data or situations. Although the evaluator is not desired in the team member, their views were respected by the members. In conclusion, understanding the different personality is very crucial (Saengchot et al., 2016).

Strategies in building teamwork

Team building refers to the process of the team member participating into the activities, starting from collecting and analyzing the data, attempting to make the team to learn, and improving the work relationship both in terms of quantity and quality (Dyer Jr, 2015). In order to achieve the team effectiveness, teamwork requires good leadership and followership as well as a good strategy. There are strategies shortly introduced in this article. The first is about building a good team by combining the appropriate numbers of team members. Some study recommends the number of members should be approximately 6-15 persons, this can help create multiple skills and personalities in the group (Suff & Reilly, 2006).Additionally, the smaller teams can give the better teamwork (Hoegl, 2005). However, a group should comprise with thinker, organizer, operator, investigator and evaluator. The second is about ensuring that the team know their task, role, vision, goal and requirements (Puree, Wisessuwan & Tubsree, 2018). The team members need to participate and contribute to the team activities in order to gain mutual understanding and direction. Participation to the team can provide the clarification on their own and member’s work and create the linkage, coordination and harmonization of the work among the members (Svastdi-Xuto, Smith & Joungtrakul, 2014). Finally, the team will derive the effectiveness. The third is about understanding and knowing the member individually. It is clear that the team needs to know each member as much as possible in order to potentially identify each member’s significant characteristic, strengths and weaknesses (Svalestuen et. al., 2015). The different members’ characteristics requires different approaches to coach, motivate and build. The last is about maintaining the good communication. Communication among the team is necessary. Everyone in the team must speak and share information and knowledge to each other either in formal or informal styles (Svastdi-Xuto, Smith & Joungtrakul, 2014). To step forward to the goal attainment, the team needs to accept suggestions, listen and exchange ideas. Therefore, successful team building requires leadership skills, team building strategies and difference understanding (Dobre, 2013). Once the team is effective, the consequence will turn out in good way driving the organization to reach the performance.

Guidelines for applying motivation theory to team dynamics

Based on theories and concepts, motivation and teamwork are associated. Therefore, the organization must pay close attention on how each person's motivation works effectively. The application of motivation theory to the dynamics of the team management is very important. The right and proper motivation for the organization's circumstances will enable the personnel in the organization to willingly devote their energies, knowledge, skills and ability to fully benefit the organization (Dobre, 2013). In addition, they will retain in the organization (Trisakorn & Onputtha, 2015). Therefore, motivation is one of the main tasks that the organization must perform and apply with morality in order to create team dynamics. In the line with the aforementioned theories and concepts, this article selected three needs to achieve theory by McClelland and Atkinson (1953) consisting of need for achievement, need for power, and need for affiliation because this theory can explain the need of all human believed by McClelland and Atkinson that everyone has two main needs: need for happiness and avoidance of pain

For the team member with high need for achievement, she/he is active and requires highly motivated. They are excel (Chan et. al., 2010) and perform the work with the focus on success rather than on reward. The book by Saridvanich (2009) states that the organization with the team members who have a high demand-for-success characteristic must focus more on offering the appropriate job, the chance to succeed, and the higher payment in order to retain the talented members. The right job characteristic can be including the challenging works that significantly affect the organization outcomes (Chan et al., 2010). The example of the suitable jobs for this type of person can be the marketing executives, project manager or project consultants. With this kind of job characteristic, she/he will perceive and perform the work with happiness and contribute greatly potentials to the organization.

For the team member with high need for power, it is important to recognize that this type of member will need the power for themselves. They are deranged in power that they are assigned by the organization. Perhaps, they will use his or her own power for self-interest. However, if they avail the power for the team, it can hugely benefit the organizations (Donkauser, Rösch & Schultheiss, 2015). The personality of this type of team member is competitive, challenging, directional and authoritarian (Saengchot et al., 2016). Therefore, the organization should place them at the point where they can express their opinions, control and potentials, especially in the activities or projects with time constraints or for urgent task that requires immediate action. Concrete examples can include the works in intensely competing organizations, works with huge need of problem solving, work with needs of urgent decision, work with time constraints or works with need of well planning and control.

For the team member with high need for affiliation, the organization should understand that this type of member and should place an importance on people’s value. This type of member will prefer to work collaboratively with other team members. The study by Schüler et al. (2008) revealed that the team member with higher explicit and implicit affiliation showed a large amount of affiliation behavior and higher life satisfaction. However, the organization should not place them in the team with highly intense competition because they will feel pressure and unconformable to work with. If this is the case, they perhaps become a person who does not desire to work at all or may leave the organization. The suitable work for this type of person can be working as administrative, supportive or service staff in such as human resources development, customer relation service department, or the work that needs the highly coordination with either internal or external parties.

Applying motivation theory to the management of dynamic team is very imperative. The right and proper motivation for the organization's circumstances will make the personnel in the organization happy and willing to devote themselves to benefit the organization.

Conclusion

In conclusion, the organization which aims at creating a team, that is dynamic, needs to understand not only the context of the organization, but also the needs of different team members with different characteristics and background so that they can be appropriately motivated and assigned duties or position. Herewith, the need-to-achieve theory by Mcclelland and Atkinson is useful to this article because it can allow the manager to truly understand and lead their team members to fully express their abilities according to their assigned tasks. Nevertheless, the role of current management should be changed from the controller to the consultant or advisor. They should not function as a controller, but should advise or direct their members so that everyone in the team and organization can contribute their potential. The good management to build the team can lead to achieve the goals of the organization efficiently and all team members will then satisfy with their work which finally it can create competitive advantage to the organizations.

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East –West Philosophical Integration: The Practice of Lean Manufacturing in Thailand

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Abstract: *A constructivist paradigm was applied to find meaning for theory generation and to understand how to integrate East and West philosophy for Lean Manufacturing in Thailand with the collaboration of five participants who had experience implementing Lean Manufacturing. A qualitative case study research methodology was employed to answer the research questions. The researcher selected the qualitative approach and purposive sampling, in order to value the diverse approaches to understand how the approaches are adapted. Data were collected from five executives who has had experiences in American, European and Asian organizations. The researcher used manual coding and interpreted the data. The major findings of this study were constructed by providing a comprehensive description as follows: (1) What is the lean manufacturing practices in the view of a Western organization? (2) What is the lean manufacturing practices in the view of an Eastern organization? (3) What are the differences in the approaches between the West and the East? (4) What are the selected approach to be used for Thailand? (5) Why are those approaches selected? (6) How are the approaches adapted? In conclusion, the research reported in this dissertation has presented the "LEAN MANUFACTURING IMPLEMENTATION MODEL" which can be used as a guide to start or improve Lean Manufacturing execution in Thailand.*

Keywords: Lean Manufacturing, East, West, Integration

Introduction

A lean organization understands customer value and focuses its key processes to continuously increase it. The ultimate goal is to provide perfect value to the customer through a perfect value creation process that has zero waste (Wilson, 2010).

The emerging of the Chinese economy, becoming the second largest economy in the world. Within a decade from now the Chinese economy will become the biggest in the world. Combining with the current third biggest economy of Japan, Korea and the strong Indian economy. The Asian economies will be the core of the world economy.

The business paradigm will certainly shift from Western dominance to Eastern dominance. The researcher is keen to explore the possibility of the present time integration of the East and West philosophy concerning the practice of the lean manufacting and further explore the similarities and differences of the East and the West including the Eastern world practices, and the Thai lean manufacturing practices.

To achieve such goals, many companies provide training, such as problem solving courses, technical courses or others strategies. Each strategy includes tools, working processes, and resources to support each objective. When this model is deployed it identifies practices for employees of different functions and roles. Lean Enterprises can be successful when organizations provide a suitable environment, sufficient resources, fit learning process, and so on.

Japanese, American, and European companies, all of such experiences did not matter when starting to work for a new company. Trial and Error are always needed to be performed .The objective of this paper was aimed to be practical and to find out about what it was like in

Western or Eastern companies, the types of people and concepts, how to behave, and the model to be used for the use of the Lean Manufacturing.

Purpose of the Study

To explore the integration of the concept of lean manufacturing in Thailand regarding Western and Eastern organizational practices.

Research Questions

From the purpose above, the researcher has set six research questions to answer my inquiry as follows.

1.4.1 What is the lean manufacturing practice in the view of a Western organization?
1.4.2 What is the lean manufacturing practice in the view of an Eastern organization?
1.4.3 What are the differences in the approaches between the West and the East?
1.4.4 What is the selected approach to be used for Thailand?
1.4.5 Why are those approaches selected?
1.4.6 How are the approaches adapted?

Literature Review

The literature reviewed in this chapter is a means of demonstrating the researcher's knowledge about a particular field of study. The definition of the word 'lean' and the history of it were firstly considered to be studied in order to understand the meaning of the lean manufacturing concept, specifically how it was to be used, the purposes of it, and which group of people would use it. With this process, the concept of lean manufacturing was easy to digest and became practical.

History of Lean Manufacturing, What is Lean?

Womack and Jones (2003) explained that Lean is the core idea to maximize customer value while minimizing waste. Simply, lean means creating more value for customers with fewer resources. To accomplish this, lean thinking changes the focus of management from optimizing separate technologies, assets, and vertical departments to optimizing the flow of products and services through entire value streams that flow horizontally across technologies, assets, and departments to customers. Eliminating waste along entire value streams, instead of at isolated points, creates processes that need less human effort, less space, less capital, and less time to make products and services at far less costs and with much fewer defects, compared with traditional business systems. Companies are able to respond to changing customer desires with high variety, high quality, low cost, and with very fast throughput times. Also, information management becomes much simpler and more accurate.

Toyota Motor Company was established shortly after Japan's involvement in World War II . The Japanese economy was in a depression and people were not buying cars, so Toyota had to extend itself financially to fund the company. The banks said to cut costs by laying off employees or they would shut them down. Kiichiro Toyoda, the founder of the company, handled the situation in the Toyota Way. The reaction to this crisis was to begin to formally articulate the Toyota Way and Toyota Culture.

Lean Thinking or Lean Vision

It's been more than 10 years since Womack and Jones (2003) wrote Lean Thinking.

The three-step thought process for guiding the implementation of lean techniques is easy to remember, but not always easy to achieve:

1) Specify value from the standpoint of the end customer by the product family.
2) Identify all the steps in the value stream for each product family, eliminating whenever possible those steps that do not create value.
3) Make the value-creating steps occur in tight sequence so the product will flow smoothly toward the customer.

Human Resource Management: Eastern School of Thoughts

Wejyanon (2002) explained that the trend of business competition in the international realm requires constant strategic updates within management to sustain survival. Japan is a country with high principles on the formation of a management system that's different from the Western world. In 1984-1985, the USA and many leading European countries had lost a significant share of their economy to Japan, coupled with the hazardous economic downturn in 1980-1989, these events became the trigger points for theorists around the world to turn their attention to the human resource management methods utilized in Japan which were considered as unique traits developed over experience and the long history ingrained with the distinctive culture of Japan.

These values to be versatile with changes; welcome to hard work; accepting of group responsibility; adhering to age-hierarchical systems; having high loyalty to companies; and having high teamwork ability heavily ingrained within Japanese companies are the driving forces behind Japan's outstanding economic growth in the past (Wejyanon, 2002).

Change Management

Change Management is a structured approach to lead individuals, teams and organizations from a current to a desired future state while also ensuring the fulfillment of company objectives in a sustainable way (Kotter & Cohen, 2002).

Change management is a structured approach to shift/transition individuals, teams, and organizations from a current state to a desired future state. It is an organizational process aimed at helping employees to accept and embrace changes in their current business environment. In project management, change management refers to a project management process where changes to a project are formally introduced and approved (Fullan, 2008).

Change is unavoidable if you want to survive. At the company level, to stay competitive in the marketplace equals a need for continuous change. Change can be uncomfortable and may not always bring about the initially-desired "future state" (Henderson & Larco, 2003).

Methodology

The qualitative research method was employed for this study. In this studies presented the Constructivism paradigm. The strategy was guided by the research design, case study, which was used in the study and includes case selection. The interview method with the interview process and research process are detailed below.

The research design and method for the proposed study were derived from the research objectives and research questions. The proposed research uses qualitative techniques as described below.

The constructivism paradigm led the researcher to investigate the various and multiple complexities of meanings and views from their experiences. The objective of research relied on the participants' opinions and comments from the open-ended questions in order to let researcher construct and analyze the meanings of the situation. Out of the broad open ended questions, The researcher was able to carefully observe those participants' interactions and faces within their individual backgrounds, perceptions, interpretations, and perspectives (historically, culturally, and socially) and their beliefs.

In conclusion, based on the comparison and discussion of both tables of the four worldviews and the five research strategies (Creswell, 2007), as well as the characteristics overview of the research topic and objectives, The researcher selected the case study strategy to enhance the ability of selecting and exploring through information and data for the study in order to direct the roadmap to a systematic process for the research. Yin (2003) explained that a case study has been a common research strategy in psychology, sociology, political science, and social work. In this research, Industrial plants in Thailand were selected for study. A case study is a suitable research strategy for this research. Also, a case study is employed in order to maximize the benefits of an empirical inquiry that investigated a phenomenon within its real-life context (Rossman & Rallis, 2003) and a well-executed case study makes sense of events, Processes or perspectives, which also builds an explanation for those events or outcomes.

Data Collection Tool

The in-depth interviews were the main technique that the researcher selected to implement the case study to adopt the information of the findings in order to apply the in-depth interview, informal interview, observation, and workplace reviews to explore in this case study strictly and tightly, because of the dynamic work with time pressure and limits as a nature in the manufacturing process. The researcher informally observed, reviewed, interacted, and interviewed the participants.

Selection of Participants

Finally, after reviewing the suggestions from Dawson et al. (1993) the participants for this study were selected by Purposeful selection .Purposeful selection selects those most likely to know about different aspects of the Policy Deployment method in each factory. Lastly, the interviewees were considered to be suitable for the interview session based on the researcher's work experience as mentioned. Finally, data were collected from five executives: (1) A senior manager who has had experience in American, European and Asian organizations, (2) A senior consultant who has had experience in various cultures, (3) A senior manager who has had experience in American and Asian organizations, (4) A senior Lean Manager who has had experience in Asian and American Organizations, (5) A senior Lean Implementer who has had experience in American, European and Asian organizations.

Data Collection Tools and Methods

Following Creswell's (2003) recommendation, the data collection tools in this qualitative research study were observation, interview, and document analysis, together with audio and visual record instruments. Certainly, the medium of in-depth and informal interviews were the primary resource of data collection and a review of related documents and instruments was the secondary source of information for this case study approach.

Prior to the qualitative research interview, the researcher as the interviewer recognizes that he is the primary data collection instrument to identify individual and personal abilities, values, assumptions, and biases at the beginning of the study. It reminds the researcher to be careful and use discretion for the entire research process (Miller, 1992 cited in Creswell, 2003). The researcher would use discrete questions in order to make a friendly conversation to engage the executives, the key participants enthusiasm to the data collection. The interviewer also asked a set of prepared questions and additional questions depending upon the interviewee's answers to the set questions.

Finally, the researcher conducted both informal and formal interviews depending on the participants behavior and characteristics. The interviewer also focused on remarks about their personality and companionship. However, researcher would beforehand ask for the permission and approval of all interviewees to use either the formal or informal interview.

Data Analysis and Interpretation

The methodology of qualitative research generally generates a great deal of data including documentation, interviews, and observations that researcher analyzes with data analysis and then interprets after data have been collected (Creswell, 2003).

After listening carefully through the data recordings, the information were Transcribed from recorder to computer files. And after reading carefully through the soft files the information was analyzed and transformed from Thai to English. When repeated all readings for analyzing, transforming, and reducing the whole information findings in order to confirm the real meanings of data collection. Then began to categorize by coding the information to the model used for the next step of data analysis. Organize an appropriate design of the clear code identification to be undertaken. Then the researcher started coding all data descriptions for analysis. Generate data clearly and categorize with themes, then manual re-code from the first codes to convey findings of analysis. In this step sometimes, researcher have to do more literature review for efficient information. Map and interpret the meaning of all information into a context to explain the findings.

Findings from Interviewing

What is the selected approach to be used for Thailand?

Balance is the Key

Balance is the key in implementing lean manufacturing practices in an organization. Although the result-oriented approach is clear and transparent, it is not sustainable. Meanwhile, the process-oriented approach alone cannot lead an organization to achieve its objectives. Accordingly, balance should be emphasized and adopted. In addition, a clear objective with an appropriate performance indicator will facilitate the follow-up process and development, as well as enhance the efficiency. The development of process or the process-oriented approach enables a sustainable development. The establishment of standards to support such development is therefore a key element.

Recommendations for Application and Implementation

Upon the evaluation of results obtained from the research, the researcher would like to propose a model that integrates the eastern and western principles, in order to implement lean manufacturing in Thailand, as follows:

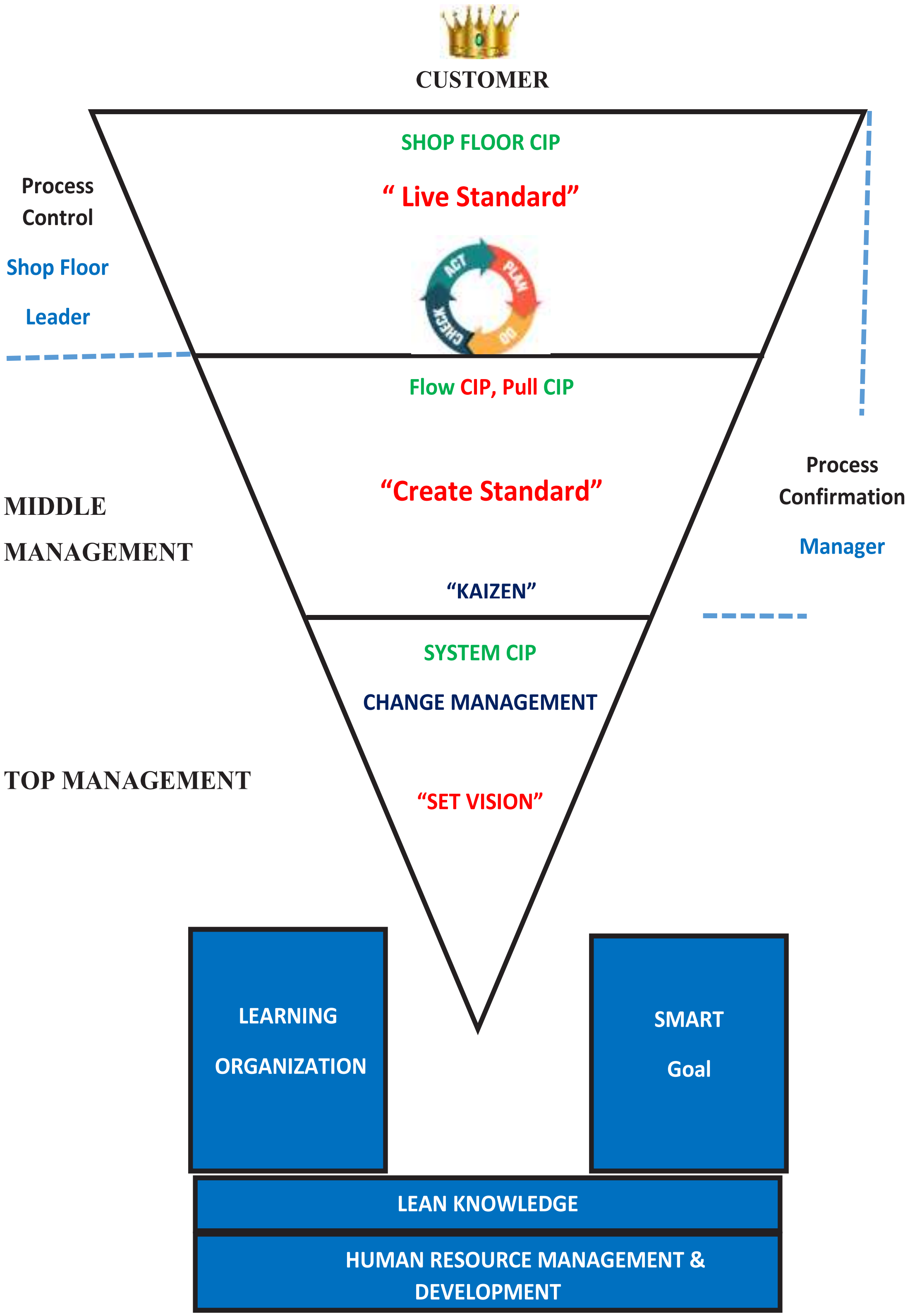

Figure Lean Manufacturing Implementation Model

Top Management

According to the TQM model, it can be inferred that top management should not be the sole decision maker or give orders to lower management. In other words, the organization should no longer adopt the top down management approach. Rather, the top management or senior-level executives should act as supporters. Indeed, the most important role of top management is to set a vision and determine the direction of the organization. With such an approach, lower management will be able to work with greater confidence and efficiency. Another role that should be subsequently performed by top management is to emphasize on change management.

Undoubtedly, the majority of people do not want to change. However, it is likely impossible to enhance performance or productivity without any changes. Therefore, in the initial stage of change, top management should have high stability in their own principles or vision, as well as provide the appropriate support that corresponds to the rising change of the organization.

Middle Management

Middle management refers to managers in a middle level, such as general managers, department managers, or heads of various divisions. The important role of middle management is to create a standard. In other words, if a particular activity is found to provide benefits to the organization, such activity should have an established standard in order to be adopted by employees. Regardless of the time, these standards must be able to be implemented in the organization with efficiency and sustainability.

The establishment of standards may emerge from the tacit knowledge of employees that are conveyed in the form of a report, work instruction, or manual. It may also result from the experience of learning from mistakes, which is recorded in a lesson learned report to prevent the recurrence of such mistakes.

Once the standard has been established, another important role of middle management is to engage in continuous development (Kaizen). Middle management must consistently examine whether the processes under their own responsibility are smoothly operated or not. If there are any obstacles in the process, middle management should correct and modify them to ensure that such process flows smoothly. In addition, one of the most significant roles of middle management is to consistently examine and observe whether the processes under their responsibility is a pull or push system; whereby, they should try to adopt the pull system as much as possible.

After various systems have been established and developed, middle management must inspect and monitor the employees, whether they are in compliance with the standard or not. Likewise, middle management must also monitor other related units to ensure that they conform to the specified standards in order to collaboratively develop the organization.

Shop Floor Management

Shop floor management includes employees all the way to supervisors, foreman, and shift leaders, which must be in a number appropriate to the number of subordinates to ensure thorough and efficient supervision. The leader should be responsible for monitoring the process to be in accordance with the standard stipulated by middle management. In other words, the leader must maintain the standard and ensure that such standard is implemented. One of the important roles of a leader is to motivate or promote team members to continuously develop various systems (shop floor CIP), with the means to correspond to consumer demand and make customers satisfied with the products and services of the organization.

Supporting Factors for the Development of Lean Organization

Smart goal originates from the western principle, which is implemented in an organization to ensure that employees or members of the organization have clear goals. In addition, KPI is used to evaluate the performance, which enables employees to acknowledge their own roles or responsibilities. Thus, the strengths or weaknesses of a team can be easily evaluated.

Learning organization is an organization that creates a channel for the transfer of knowledge between employees, as well as for receiving knowledge from the outside. The primary objective is to facilitate the process of identifying the best practice, leading to the development and establishment of core competence of the organization. Such approach will enable the organization to adapt to the consistent changes in the global society. In order to develop the organization into a learning organization, the following principles should and must be incorporated:

Management should promote experimentation, examination, and constructive feedback, as well as accept mistakes and identify solutions.

Employees should collect information and use such information to provide constructive feedback.

Customers are part of the relationships in educating/learning through the use of open and continuous conversations.

These changes will become part of the processes of examining, identifying hypotheses, experimenting, and creating experiences for the organization. Once the organization has identified its own problems or flaws in any aspect, it would want to seek additional knowledge regarding such aspect and transfer the acquired knowledge to all levels of personnel through training.

Lean Knowledge

The lean management system refers to the addition of values for customers while reducing waste. To put simply, the lean system means adding value for customers with less resources. The ultimate goal of lean management is to provide value for customers using a perfect method that eliminates waste throughout the value chain, instead of doing it separately. Such approach requires less effort, labor, space, capital, and time in manufacturing products and services, with lower costs and wastes as compared to the traditional management system.

Human Resource Management & Human Resource Development

Knowledge regarding human resource management must be utilized appropriately, from recruitment, development, retention, utilization, management, and development. Indeed, human resource development will enable the organization to develop and improve with stability and efficiency.

Recommendations for Further Study

This study on the identification of methods of integrating western and eastern (specifically Japan) management yielded satisfactory and highly beneficial results, which can be used as a guideline to develop, implement or improve the lean manufacturing system, or as a practice guideline for the executives or management to implement various modern practices as deemed appropriate to the organization.The research findings were obtained from the interview, study, and collection of actual data from specialists who were in a top management with experience in implementing and managing a lean manufacturing system in organizations that had already adopted the system. In addition, some of these specialists have experience in implementing lean manufacturing in organizations that never adopted the system before. All of the obtained data were systematically filtered and analyzed according to the research methodology.

Although there are various strengths, there are also some weaknesses in the study. Considering the fact that there were five interviewees, and as mentioned above, these interviewees were from middle to top management, it is undoubted that their perspectives were considerably broad and acute, with a somewhat systematic reference to the theories. Indeed, broad perspectives from senior-level management may result in a lack of in-depth information and suavity, as compared to perspectives from blue-collar employees who actually executed the system. The research accepted the fact that the findings may in fact lack that kind of information. Furthermore, the study did not emphasize on the perspectives of the owner of the organization regarding their intended direction for implementing the lean manufacturing system.

The research findings can be used as a guideline for managing the organization in the future, not solely limited to organizations that intend to implement lean manufacturing. Rather, any other theories or beliefs can be applied into the organization. Regardless of the changes or improvements in any work process, the most important and difficult element is changing people.

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Workplace Flexibility as an Engagement Strategy for the Multigenerational Workplace in the Thai Marketing Research Industry

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Abstract: *This study was performed to determine the impact of workplace flexibility on employee engagement in the Thai marketing research industry, especially among the multi-generational environment. The study involved a mixed-methods methodology, consisting of a qualitative in-depth interview among the top management persons to assess their views on flexibility policy and its effect on employee engagement, a quantitative online self-completion questionnaire among marketing research employees to assess their needs on flexibility policy and a qualitative group discussion to elaborate the quantitative findings in terms of meaning and expectation of employees on flexibility policy. The statistical results indicated that flexibility did not have a direct impact on engagement nor job satisfaction, but on the relationship with supervisors and co-workers. From the qualitative investigation, flexibility was described as the understanding of a person's requirement and situation rather than a policy. This situational understanding helps others which is highlighted as one of the key drivers to satisfaction and engagement respectively. The findings reported in this article make a significant contribution to various organizations of the Thai marketing research industry as a practical and strategic guideline to engagement strategy construction.*

Keywords: Multigenerational Workforce, Workplace Flexibility, Engagement, Continuous Development of Marketing Research Industry, Thailand

Introduction

Generational differences have become popular and discussed widely in business and society. Diversity in organizations has been growing with the three generations: namely Baby Boomers who were born in the period of 1945-1964, Generation X who were born in 1965-1981 and Generation Y or Millennials who were born in 1982-2000 (Wong, Gardiner, Lang & Coulon, 2008). Given the current population scenario in Thailand, Baby Boomers are gradually leaving the workforce, while the new generation has become the main group of the workforce (National Economic and Social Development Board, 2012).

Employee engagement has become an important issue in many organizations. Employee engagement is noted to have a direct contribution to organizational success and financial performance (ArunKumar & Renugadevi, 2013). Several studies have highlighted the relationship between engaged employees and positive business performance. Employee engagement is a win-win situation for both employees and organizations, as the engaged employees are healthier and have a better lifestyle than their disengaged counterparts. The engaged workers also show a more positive workplace experience which leads to a positive impact on the organization. They appear to be more productive and customer-centric and this translates into healthy business performance of their organization (Gallup Organization, 2015, para 8).

Various studies have indicated that there are many factors driving engagement, including policies and programs offered by the employers to fit with the employees' needs. Recently, there is an ample evidence that flexibility leads to the positive outcomes within the organization including positive feelings towards work-life balance. Pitt-Catsouphes, Matz-Costa, and Besen (2009) cited research conducted by National Study of the Changing Workforce that two-thirds of employees felt that there was a high likelihood that they would stay with the organization for the next year, while another one-third mentioned that they were willing to work harder than required to help their employers succeed under the high availability of flexible work.

Although employee engagement and flexibility are not new dimensions in HRD, there has been no or little empirical research addressing its relationship with job performance, especially across different generations in Thailand. With the growth of emerging technologies and the increase of the generation Y workforce in the organization, this study put the focus on exploring the impact of flexibility on enhancing engagement among different generations, younger generation in particular. The study provides the practical and essential guideline to increase multigenerational employee engagement for the continuous development of the Thai marketing research industry.

Research Objectives

The main objective of the study was to formulate the practical and effective engagement strategies/practices that fit with the needs of employees in the marketing research industry in Thailand by deep understanding of key relevant drivers, flexibility policy or practice in focus.

Research Questions

The study's research questions were:

1. What are the significant engagement drivers in Thai marketing research industry?
2. How significant is having access to workplace flexibility affecting employee engagement, especially among the younger generation?
3. What are the meaning and dimensions of flexibility in the views of different generations?
4. What strategies/practices can be constructed from this research in relation to workplace flexibility and employee engagement?

Literature Review

Importance of Employee Engagement

Employee engagement has become one of the key topics in HRD. The use of the term 'employee engagement' goes far beyond satisfaction. It has become one of the key business indicators as it is believed that engaged employees drive positive business outcomes. As ADP Research Institute (2012, p. 3) asserts, "while the exact definitions of employee satisfaction and employee engagement may differ from organization to organization, HR professionals would generally agree that satisfaction refers to how employees feel-their "happiness"-about their job and conditions, such as compensation, benefits, work environment, and career development opportunities. Engagement, on the other hand, refers to employees' commitment and connection to work as measured by the amount of discretionary effort they are willing to expend on behalf of their employer. Highly engaged employees go above and beyond the core responsibilities outlined in their job descriptions, innovating and thinking outside the box to move their organizations forward-much like volunteers are willing to give their time and energy to support a cause about which they are truly passionate."

The study of Aon Hewitt (2015) indicates the financial implication of an engaged workforce. The study found that a 5% increase in employee engagement leads to a 3% increase in financial performance in the following year.

According to Deloitte Insights (Deloitte, 2016, para 30) “Engagement is not reactive but proactive. Efforts to build engagement should be ‘always on’ through extensive data use and analysis by business leaders. HR, too, must be proactive in engagement efforts. Leading companies have made this their goal and are reaping the benefits; all organizations that want a passionate workforce should follow suit.”

Why Generations Matter

The Millennial generation will shape the world of work for the coming years. Their career aspirations and attitudes about work differ from those of the older generations, especially the soon-to-retire Baby Boomer generation. According to PricewaterhouseCoopers (PwC) (2016), Millennials will form 50% of the global workforce by 2020. However, they are also seen as one of the biggest challenges the organization will face. Not only motivated by the creative reward package, they may require a different way of work – how and where they work.

Understanding the differences in generations is vital to meet diverse employees’ needs for higher engagement respectively. The study of PwC (2016) indicates that the majority of the Millennials prefers electronic communication to face-to-face communication or even over the telephone. Another study, The NextGen, conducted by PwC in 2013 among one in four of the 180,000 employees of PwC firms globally pinpoints that Generation Y tends to look for the flexibility option in the workplace. A total of 64% prefers to occasionally work from home, while 66% would like to shift their work hours.

The researcher found that the majority of the literature reviewed for this study discusses the key characteristics, values and behaviors of different generations, and that there is a lack of empirical studies proposing practical engagement strategies/ practices to companies in Thailand, particularly for the marketing research industry.

Engagement Drivers

It is believed that engagement drivers drive the engaged feeling which consequently leads to the engaging behavior. Robinson, Perryman, & Hayday (2004) described the key behaviors associated with employee engagement including belief in the organization, desire to work to make things better, understanding of the business context and the bigger picture, being respectful of and helpful to colleagues, willingness to go the extra mile and keeping up to date with development in the field.

Robinson, Perryman and Hayday (2004) concluded that the strongest driver of engagement was a sense of feeling valued and involved which was linked to various factors including training & development, immediate management, performance & appraisal, communication and equal opportunities & fair treatment. Institue for Employment Studies (2003) included the other drivers including job satisfaction, feeling valued and involved, equal opportunity, health and safety, length of service, communication and coperation (as cited in Robinson, 2007, p. 3).

On the other hand, Aon Hewitt’s 6 Engagement Drivers have been much refered to in the commercial segment. Their drivers include Brand, Leadership, Performance, Work, Basics and Company Practices while Say, Stay and Strive are the Engagement Outcomes.

Workplace Flexibility

There are many factors that drive employee engagement, including workplace flexibility options which allow employees to have job characteristics which fit their needs. A flexible work environment is one of the five key elements driving engagement of a simply irresistible organization according to the Deloitte Review (2015, p. 150).

There are different types of workplace flexibility. The key categories of work options defined by the Sloan Center on Aging & Work (Pitt-Catsouphes, Matz-Costa & Besen, 2009) included flexibiliy in the number of hours worked, flexible schedule, flexible work place, and options for time-off. The flexibility in the number of hours worked consisted of work part-year or work part-time, input into the amount of overtime hours and phased retirement. The flexible schedule included work-shift choices and compressed work week. The flexible place included remote work location and worksite choices. The options for time-off consisted of taking paid time-off to volunteer in the community, taking sabbaticals or career breaks, taking paid or unpaid time for education, taking extra unpaid vacation days and taking paid leave for personal or family responsibilities.

Research Design

The study consisted of a three-phase sequential transformative mixed-methods research design. The first phase was a qualitative exploration, gathering points of view of key marketing research companies' top management personnel on what they perceived to be the critical factors driving engagement and disengagement in their organizations and how they saw flexibility-at-workplace as one of the key drivers to improve engagement. The in-depth interviews were conducted at the organization's facility, each interview taking approximately 90 minutes. The findings were translated and used as input in the following phase of a quantitative study among the employees in marketing research organizations.

Attributes in relation to engagement were developed to assess employees' expectations and attitudes towards their workplace. The existing literature review threw light on various drivers to engagement and how employee engagement can be measured. The findings from the in-depth interviews among management personnel were analyzed and applied to the final attribute list in order to make it relevant to the Thai marketing research context. The content validity was tested using the index of item-objective congruence (IOC) by the four top members of management who joined the in-depth interview. The rater reviewed and rated the engagement drivers attributes by giving the item a rating of 1 (for clearly measuring), 0 (unclear) and -1 (clearly not measuring). The IOC score for each attribute was acceptable, none got score lower than 0.5. Additionally, the Cronbach's alpha based on standardized items was .92, which was accepted in terms of reliability statistics test.

The third, and final, phase was designed to deep dive into the meaning of workplace flexibility and its roles in driving employee engagement. This phase was conducted in the qualitative manner, with a group discussion among employees of mixed generations.

Data Collection

Data collection consisted of three various types according to each phase's objectives. The 1st phase method was an in-depth interview among top management persons of the top marketing research organizations. The selection criteria of participating organizations included the size of the organizations and the country of origin of the organizations. The organization size was defined by the organization's annual revenue reported to the Ministry of Commerce, the top

10 organizations were asked to join the study as their revenue's size correlated with the size of employee numbers. From the list of the top 10, 4 organizations agreed to participate in the study. The 4 participating organizations consisted of 2 international organizations and 2 local organizations to cover the diverse views about how flexibility was seen between the international management persons and the Thai management persons. The 2nd phase method was the online self-completion questionnaire. To be consistent with the first phase in terms of the type of organization composition, the second phase was conducted among employees of those four organizations whose management persons agreed to participate in the 1st phase. There were 336 employees in the four marketing research organizations, 2 international and 2 local organizations, who volutarily joined the study and completed the questionnaire. The final stage was conducted in the form of a qualitative group discussion among 8 participants consisting of 3 Gen Y employees, 3 Gen X employees and 2 Baby Boomer employees to understand the dimensions, expectations and scope of 'needed' flexibility options among different generations, and the underlying reasons of the requested options.

Data Analysis

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

Ethics Consideration

Participants joined the study on the basis of informed consent and voluntary participation. They were informed that they had rights to withdraw from the study at any stage they felt uncomfortable. All obtained information was confidentiality and anonymity protected. For quantitative part, the data was aggregated into groups of generations and types of organization.

Results and Discussion

This section will be structured by answering the four research questions.

Response to research question one: *"what are significant engagement drivers in the Thai marketing research industry?"* In responding to this question, it was found that there were four key areas of engagement driver which can be named as the 4Cs drivers. They are characteristics of job and work-life quality, corporate equity, capability and relationship with immediate boss and career development opportunity, respectively.

Response to research question two: *"how significant is having access to workplace flexibility affecting employee engagement, especially among the younger generation?"* The findings clearly indicated that workplace flexibility policy/practice was not relevant to Thai marketing researchers' needs.

Looking into influencing factors of employees' intention-to-stay, compensation ranked top almost in all generations as illustrated in Table 1. There was not much difference among generations in most attributes. The significant differences included job characteristics which was of more concern to Gen X than Gen Y, contribution to organization's success which was more important to Baby Boomers than Gen Y, while job rotation opportunity was more relevant to Gen Y than the older generation of Gen X and Baby Boomers.

Table 1. Importance-to-Stay Attribute Rating

	Total	Gen Y	Gen X	Gen BB
Compensation	4.40	4.37	4.43	4.50
Capability of top management	4.30	4.26	4.33	4.67
Relationship with co-worker	4.28	4.31	4.23	4.17
Organization financial stability	4.27	4.21	4.35	4.67
Career advancement	4.23	4.29	4.14	4.08
Job characteristics	4.22	4.14	**4.34**Y	4.50
Capability of supervisor	4.22	4.21	4.21	4.42
Involvement of top management	4.21	4.15	4.27	4.58
Technical/ job-related training	4.19	4.22	4.15	4.08
Work-life balance/ workload	4.17	4.14	4.20	4.50
Organization culture	4.01	4.01	4.03	3.92
Work time flexibility	4.01	4.02	3.97	4.17
Contribution to organization's success	3.95	3.89	4.00	**4.42** Y
Soft skill training	3.85	3.88	3.81	3.75
Work location flexibility	3.84	3.84	3.84	3.83
Organization reputation	3.67	3.62	3.68	4.00
Job rotation opportunity	3.47	**3.58**X	3.29	3.08

To statistically verify the result that flexibility had less impact on both satisfaction and employee engagement, Structural Equation Modeling (SEM) was adopted to test the level of relationship among variables. Exploratory Factor Analysis (EFA) was used to simplify the data by reducing the number of variables from 18 attributes into 5 factors; namely Corporate Equity, Career Development Opportunity, Relationship with Others, Job Characteristics and Flexibility Practice. The common variables were grouped together under the common factor.

Factor 1 (FF1): Corporate Equity consisted of 6 loading attributes including organization reputation, organization financial stability, involvement of top management, capability of top management, organization culture and compensation. Clearly this group factor did not involve any personal relationships, nor employee related attribute. The members of this factor were related to the organization's broad picture.

Factor 2 (FF2): Career Development Opportunity consisted of 4 loading attributes, including soft skill training, technical skill training, career advancement opportunity and job ratation opportunity. This group was more directly related to an employee's development.

Factor 3 (FF3): Relationship with Others consisted of relationship with supervisor, supervisor's capability and relationship with co-worker. Clearly, this group factor was heavily involved with people in the organization.

Factor 4 (FF4): Job Characteristics consisted of 3 loading members namely job characteristics, work-life balance/workload and contribution to the company's success.

Factor 5 (FF5): Flexibility Practice consisted of 2 unique members namely work place flexibility and work time flexibility.

The 5 factors were used as the framework in the SEM analysis. From the SEM analysis as illustrated in Figure 1, it was clear that workplace flexibility was not yet the main driver to either engagement or job satisfaction. However, it affected the quality of relationship with others, including both boss and colleagues. Between work time flexibility and place flexibility, the former appeared to be more compatible to Thai marketing researchers. Place flexibility was less relevant, with employees still wanting to come to the office where they have interaction with other people. The office is seen as being like a community, not only a workplace.

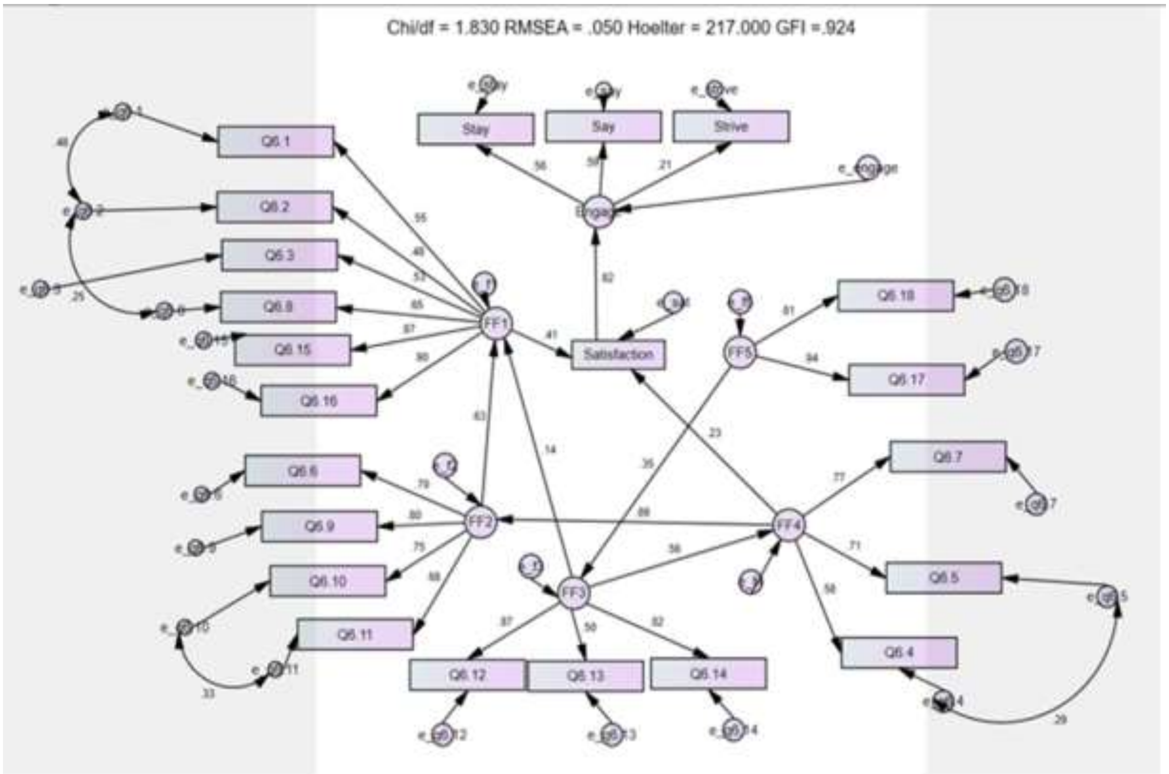

Figure 1 SEM Analysis of five group factors of employee engagement.

Response to research question three: *"what are the meaning and dimension of flexibility in the views of different generations?"* From the qualitative in-depth interviews with top management persons, as well as the group discussion among marketing research employees, flexibility was not about the standard policy, but more about the understanding of each employee's situation which could be defined as 'situational flexibility'. This understanding enriched the relationship with others in the workplace which was identified as one of the key drivers to satisfaction and engagement, respectively. Figure 2 illustrated the relationship with other people.

Figure 2 Word Cloud Generated from atlas.ti
(This figure illustrates that the relationship with other people was more relevant to Thai marketing researchers than the flexibility policy.)

Response to research question four: *"what strategies/ practices can be constructed from this research in relation to workplace flexibility and employee engagement?"* The study highlighted the difference of values among different generations. While Gen Y employees focused on themselves, including how much they could earn or how they could grow, the Baby Boomers placed more importance on the organization's stability and top management's capability. As a result, different expectations led to different degrees of fulfilment. Additionally, life stage also influenced the expectation of employees. Work-life balance was more important to those with a family than to the single employees; therefore, good career advancement or higher compensation were less impactful to them than the manageable workload or the quality of life. Flexibility was not yet relevant to any generations' needs. The study highlighted the 4Cs Drivers as key drivers to improve employees' satisfaction and consequently the engaged-behaviors among Thai marketing research industry employees. The 4Cs Drivers included Characteristics of Job and Workplace-Life Quality, Corporate Equity, Capability and Relationship with Direct Report and Career Development Opportunity**.**

1. Characteristics of Job and Workplace-Life Quality: Work-life balance had become one of the key words in the organization, especially among gen X and workers with a family. It was not about the quantity of work they have to do, but more about the quality of workplace-life perceived by the employees. Thai marketing research employees accepted that they spent long hours in the workplace. Therefore, it was important they had to enjoy both the work they did as well as the working relationship and work environment.

2. Corporate Equity: External brand building was as important as the internal brand building. Top management persons played a crucial role in building the corporate equity. Their visions and actions were critical in driving, not only the business success, but also driving trust among employees.

3. Capability and Relationship with Immediate Boss: The importance of the relationship with their immediate boss appeared to be part of the hierarchical culture. Unlike the non-hierarchical culture where all people were equal and had the same rights, Thai marketing research employees felt that their supervisor or immediate boss had a certain level of power which could influence their career path. The healthy relationship impacted career advancement opportunity.

4. Career Development Opportunity: Soft skill training was as important as technical skill training. It gave employees updated skills that responded to the changing needs of customers, as well as the business context. One of the essential soft skills in this multigenerational-organization era was empathic communication.

Recommendations for Future Research

As marketing research relies heavily on the expertise of analytical and consulting skills, the knowledge and experience of senior research consultants are essential. This may be one of the reasons why flexibility policy is not yet compatible with the marketing researchers' needs, as they need to discuss with senior research consultants in performing a piece of good work. Therefore, face-to-face communication is essential. Future research in other non-marketing research organizations would help elaborate how an organization can use flexibility policy as one of the engagement strategies.

Conclusions

The results of the 3 stages of this study are quite consistent that flexibility policy/practice is not yet the key driver in enriching engagement among marketing researchers in Thailand. It may work well in a more individualistic culture and more stand-alone type of work where team discussion is not necessary.

The study also highlights that Thai marketing researchers define flexibility as 'understanding' among people rather than a policy. They do not yet need a workplace flexibility policy as the office is defined as a 'community' where friends are located and supported. They feel that face-to-face discussion is helpful with the work itself and lessens the degree of problems. Time flexibility is more compatible with employees' needs. Again, it is about the understanding of a person's situation rather than a policy.

Although flexibility is not clearly stated as an important engagement driver among Thai marketing researchers, it is seen as one of the 'latent needs' among employees in this digital-driven era. The emerging digital lifestyle has affected how people do things in the workplace. Therefore, the flexibility option should be available and clearly stated for employees' choices in the future.

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An Investigation of the Preference towards Career Development of Taiwanese and Non-Taiwanese Flight Attendants in the Selected Aviation Companies in Taiwan

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Abstract: *This study seeks to investigate the preference of setting the basic salary and promotion of Taiwanese and Non-Taiwanese flight attendant; to investigate whether the preference had any effects on the staff salary and promotion both Taiwanese and Non-Taiwanese flight attendant; and, to investigate the effect of preference on the Taiwanese and Non-Taiwanese flight attendant's morale. Using a quantitative research design, data was collected using questionnaires from 489 cabin crew of Taiwanese, Japanese and Thai nationality at China Airlines, and of Taiwanese at EVA Air. The data was analysed by mean standard deviation, and regression analysis. The empirical study established that the relationship between the employee's selection and the employee morale (job involvement and organisational identification) are positively associated. The personnel system has a moderating effect on the relationship between employees' training & selection and employee morale. The Taiwan nationality also contributes to the differential benefit. Therefore, it leads to lower job involvement and organisational identification for expatriate cabin crew. This paper recommends that airlines should maintain management philosophy of peace culture for their operation when managing cross-nationality employees. By using cross-culture devotion, fostering international cooperation the airline companies can benefit from better understanding of their employees, and this will contribute to an increase in their morale.*

Keywords: employee's selection, employee morale, personnel system, flight attendant, career development, flight attendant career development

Introduction

The centrality of human resources in the development of economies had attracted widespread attention from research and practice, and in particular, labour, which is an essential part of economic development (Liao and Yang, 2007). Labour provides a crucial resource for operating and developing businesses (Bewley, 1995; Bell & Raj, 2016). Human resources perform critical roles in ensuring customer satisfaction (Chan, 2006; Franco, 2009; Rotwerescu, 2010). Passengers using airlines purchase transport services (Ostrowski et al., 1993). Thus, the fundamental determinant of customer satisfaction is the personnel involved in providing services that contribute to a wholesome travel experience. This is why Hochschild (1983) links flight attendants' competencies to the quality of service provided by airlines and eventual satisfaction of customers.

The flight attendants need to be motivated for them to facilitate satisfactory services to customers (Chen, 2014; Ilkhanizadeh & Karatepe, 2017). Abbot (2003) argues that increased morale enhances flight attendants' job satisfaction and work engagement and they pass it to the customers, who get to experience exceptional service quality; this influences their decision making processes and increases their chances of being loyal. This notwithstanding, it is important to note that provision of constant services that ensure high satisfaction for customers is entirely pegged on availability of highly motivated employees (Makawatsakul & Kleiner, 2003).

Highly motivated employees are eager and passionate to constantly ensure customers are satisfied, and their expectations are exceeded. Gaining insight into the motivation of employees is examined from the selection and recruitment exercises (Ostrowski, O'Brien & Gordon, 1993; Wen, 2009).

The purpose of this research is to analyse how employees from different nationalities view development in human resource management. The study also seeks to determine the influence of education level, abilities to use language, and new employees' appearance on the morale of airline staff; as well as, identify ways of enhancing the morale of airline staff to motivate them more. It also investigates the flight attendants' self –perception on their career development. Given that organisations strive to boost morale in their employees during their induction, this study recognises the significance of establishing the possibility of using pre-employment training to create ambassadors to boost the companies' image.

Research Questions and Objectives

The study seeks to achieve three specific objectives:

- To investigate the preference of setting the basic salary and promotion of Taiwanese and Non-Taiwanese flight attendants
- To investigate the influence of education level, abilities to use language, and new employees' appearance on the morale of airline staff
- To investigate the effect of preference on the Taiwanese and Non-Taiwanese flight attendant's morale.

Emanating from the foregoing objectives are the questions below.

- What is the preference of setting the basic salary and promotion of Taiwanese and non-Taiwanese flight attendants?
- How does the influence of education level, abilities to use language, and new employees' appearance affect the morale of airline staff?
- What is the effect of the preference on the Taiwanese and non-Taiwanese morale?

Literature Review

Carlisle (1976) describes morale as what employees reflect when working with other members in the organisation. Organisational members include managers, employees and other stakeholders who have direct contact with its daily operations. Staff morale is therefore evaluated based on how an employee relates with their immediate superiors, and a feeling of satisfaction (Carlisle, 1976). According to Jucius (1976), employee morale relates to the state of emotions and psychology, which influence the extent to which employees are willing to work, and their output levels. Staff morale inspires job engagement and organisational identity.

Enterprise administration is vital to an efficient personnel management system (David, 2004), which establishes comprehensive rules and regulations, salary clusters, training and assessment programs, job promotion protocols, reward and punishment procedures, injury pension, retirement placement, and health insurance. All these should be detailed, but McDuffie (1995) established that salaries and promotional opportunities are the greatest concerns for employees (MacDuffie 1995).

Achieving improved productivity by airline companies requires employees to be highly motivated (Wang and Seifert, 2017). This is because motivation enables employees to improve and exceed expectations of their job requirements. Although the best way of retaining employees is still debatable, researchers such as Bell and Raj (2016) and Harvey and Turnbull (2016) identify that the most popular strategies used in motivating staff are financial compensation, and related perks. However, Karatepe (2016) and Ilkhanizadeh and Karatepe (2017) contend that the most important factors that motivate employees are psychological benefits. For instance, the feeling of being a valued member of an organisation, tends to make employees loyal, and they reciprocate this by ensuring customers are satisfied with the service offerings. Financial and psychological inputs are factual; hence, their effectiveness depends on other organisational factors such as the culture. The foregoing extant literature analysed reveals a central underpinning that employees should constantly be motivated if organisations desire for their employees' input to translate into increased productivity and improved.

Hypotheses

H1 : Rigorous flight attendant training positively affects staff selection and morale

H2 : The personnel system negatively affects staff selection, training and morale

H3 : Unfair salary allocation negatively affects staff selection and morale

H4 : Unfair promotion negatively affects staff selection and morale

Research Methods

The target population comprised flight attendants from China Airlines and Eva Airlines. At the time of undertaking this research, the information from the two airlines revealed that they had a total workforce of 7, 140 flight attendants. Owing to the resources, effort and time available to the researcher, the non-probability technique of convenience sampling was used to identify and recruit relevant participants. It is easy to use, and direct in its application was appropriate in targeting 600 respondents.

The research tool and data collection

Questionnaires were constructed using the research purpose, aim and objectives as the premise. It was imperative that responses obtained directly contributed to achieving what the research set out to do. Questionnaires were distributed by email and line group. Time and location of the flight attendants tended to interfere with the streamlined nature of data collection. Validity of the questionnaire was established using content validity, which is concerned with the extent to which the data collection tool fully measures or evaluates the area of interest. To ensure that the questionnaire is a valid instrument, rational analysis was employed by the researcher to ensure it was readable, clear, and comprehensive enough to satisfy the purpose of the study. Further, the coefficient of correlations between the outcome variables and questions were computed to reinforce the validity. Reliability of the questionnaire was established through statistical calculation, where the questionnaire was administered on a sample on 2 separate occasions. Then Pearson correlation coefficient formula was used to compare the scores, where the scores were between +/-0.7 to 1.0 to establish a strong relationship, which underpinned the reliability of the questionnaire.

In collecting the data, the researcher adopted a networking to distribute the questionnaires simultaneously. A network comprised of the Taiwanese staff and a questionnaire was for Japanese and Thai flight attendants. Data was collected between the 1st of March and 15th of June 2018. However, from the 600 distributed questionnaires, only 489 were returned, which translated to an 81.50% response rate; an acceptable rate in obtaining credible and reliable data (Saunders, 2012).

Data Analysis

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

Ethical consideration

Personal information that can be traced back to the participants was not collected or included in the data collection and presentation process as a way of ensuring confidentiality of the information generated. Further, appropriate safeguards were put in place to ensure that no harm was visited on the participants. To ensure privacy, the data collected was stored in a password protected folder in the researcher's personal computer, and backed up in a similarly protected cloud drive. The data was to be destroyed 14 days after finalising the study as a measure to further ensure confidentiality and privacy.

Findings

The quantitative data analysis revealed the following results.

Regression Analysis and Hypothesis Testing

Regression analysis showed the relationship between the dependent and independent variables.

The Relationship between Employee Selection and Staff Morale

Table 1 below established that there is a statistically significant relationship between staff training, selection and morale and demographic characteristics including age, education, seniority and rank. This establishes that there is a positive correlation between the staff morale, their selection and demographic traits. The selection method can significantly explain the changes in an organisation identity. Thus, the hypothesis rigorous flight attendant training positively affects staff selection and morale was not rejected.

The Impact of Personnel System on the Relationship between Staff Selection & Staff Morale

Table 1 Hierarchical regression analysis among staff selection & training, personnel system and staff morale

	Beta	T	R^2	$\triangle R^2$	F
Age	.372***	3.084			
Education	.129***	2.515			
Seniority	-.485***	-3.985			
Rank	.270***	2.589			
Step 1			.088		6.705*
(Control variable)					

	Beta	T	R^2	$\triangle R^2$	F
Staff's selection training & morale	&.405	8.444***			
Step 2 (Independent variable)			.243	.155	71.305***
Personnel system	.481	10.560***			
Step 3 (Interference variable)			.427	.184	111.521***

Note: 1. Dependent variable: staff morale.
***, $P<0.001$. *, $p<0.05$.
Number of observations: 489.

Step 1 of Table 2 shows the control variables (such as age, education, seniority and rank) significantly influence staff morale, R^2 was 0.088, F was 6.705, which was statistically significant ($P < 0.005$). Step 2 showed that after adding staff selection and training to the independent variable, R^2 was 0. 243, R^2 increases to 0.155, the change of $P<0.001$ reaches a significant level. This indicates that staff selection and training have a positive influence on staff morale. After adding the personnel system as disturbance variable in step 3, R^2 becomes 0.427, R^2 increases to 0.184. This change $P<0.001$ reaches a significant level, which indicates that the personnel system significantly impacts change in staff morale. Thus, the second hypothesis: The personnel system negatively affects staff selection, training and morale, was not rejected.

Table 2 Hierarchical regression analysis among staff selection & salary and staff morale

	Beta	T	R^2	$\triangle R^2$	F
Age	.372***	3.084			
Education	.129***	2.515			
Seniority	-.485***	-3.985			
Rank	.270***	2.589			
Step 1 (Control variable)			.088		6.705*
Staff's selection & training	.078	1.613			
Step 2 (Independent variable)			.085	-.003	7.649***

	Beta	T	R^2	$\triangle R^2$	F
Salary	.318	6.453***			
Step3 (interference variables)			.265	.180	41.647***
Selection method *Salary	-2.868	-5.637***			
Step 4 (Interaction)			.327	.062	31.779***

Note: 1. Dependent variable: staff morale.
***, P<0.001. *, p<0.05.

Number of observations: 489.According to the results from Table 3, there was a statistically significant relationship between the employee selection method, and their work involvement and organisational identity. Next, unfair salary and promotion were added as interference variables to analyse the hierarchical regression in order to illustrate their impact on staff morale. From Table 4-21, it is evident that the selection method has a direct and positive impact on staff morale. R^2, the coefficient was 0.078, and was significant given that P<0.001. The effect of the selection method on staff morale increased after adding the unfair salary allocation as the interference variable and the Beta coefficient becomes 2.868, which is significant (P<0.001). This shows the far-reaching impact of salary, irrespective of whether it is unfair or not, on the morale of employees. This shows that salaries are essential in incentivising employees and boosting their morale. The variants increase by 0.062, revealing a negative correlation between the selection method and unfair salary allocation that would produce a negative interference effect. Therefore, the third hypothesis: Unfair salary allocation negatively affects staff selection and morale was not rejected.

Table 3 Hierarchical regression analysis among selection method, promotion and staff morale

	Beta	T	R^2	$\triangle R^2$	F
Age	.372***	3.084			
Education	.129***	2.515			
Seniority	-.485***	-3.985			
Rank	.270***	2.589			
Step 1 (Control variable)			.088		6.705*

	Beta	T	R^2	$\triangle R^2$	F
Selection method	.078	1.613			
Step 2 (Independent variable)			.085	-.003	7.649***
Promotion	.543	12.295***			
Step3 (interference variables)			.427	.340	151.162***
Selection method*Promotion	-2.309	-7.483***			
Step 4 (Interaction)			.506	.079	55.997***

Note: 1. Dependent variable: staff morale.
***, P<0.001. *, p<0.05.
Number of observations: 489.

The results of the analysis of the disturbance from unfair promotion illustrated in table 3 indicate that the R^2 has increased its effect on staff selection method and staff morale, with a coefficient 0.078 and a significance of P<0.001. After adding unfair promotion as an interference variable, the effect of the staff selection method on staff morale increased, the Beta coefficient was -2.309, the significance was (P <0.001), and the variance had increased by 0.079, which represents a negative correlation between staff selection methods, unfair promotion and staff morale. Hence, the fourth hypothesis: Unfair promotion negatively correlates to staff selection and morale was not rejected.

Conclusion

In relation to the preference of setting the basic salary and promotion of Taiwanese and Non-Taiwanese flight attendant, the discussion finds that a system of meritorious remuneration guided by the employee position and role is essential to boosting morale. Additionally, preferences have negative effects on the staff salary and promotion for both Taiwanese and Non-Taiwanese flight attendants. More so, education level, abilities to use local language and new employees' appearance positively affect employee morale. The study revealed that employee training is positively correlated to employee morale. It follows that the more rigorous the selection process of the flight attendants, the higher the staff's input to work and the higher the level of employee recognition of the organisation. Personnel system interferes in the relationship between the staff training and morale. Employee morale can be negatively affected by unfair salary allocation and promotion. Therefore, the study recommends that:

1. Airlines should execute near perfect staff selection and training in order to accelerate staff morale.

2. Pre-service training should be implemented to improve the airline staff's familiarity with their work, and their work willingness. Therefore, the companies should arrange pre-service training for new staff that includes general training and inner incentive effect training courses to enhance work efficiency and work engagement (Chen 2014).

3. There should be adequate salary distribution because it has a significant impact on employee's satisfaction, morale and job performance. It improves staff efficiency and enhances the competitiveness of enterprises (Williams and Brower, 2008).

4. Employers should not treat employees differently based on their nationalities. They should ensure all exercises and measures adopted apply across the board, in a fair and equitable manner. This will improve the staff satisfaction levels, and stimulate morale, as well as make them loyal and committed.

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Coaching with Passion

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Abstract: *Passion is a keyword of my coaching profession and also the key word of my study. My coaching experience has evolved around this term. My research started from exploring and investigating the meaning of the term "passion" in the view of successful coach as the first research objective. The second research objective was to develop a model for coaching with passion and the last research objective was to explore the effectiveness of the developed coaching with passion model. The researcher applied pragmatism paradigm as the philosophical guideline to the study. The phenomenological strategy integrated with the Five-Phase T&D process was used. The researcher collected the qualitative data to find the meaning of "passion" by interviewing 5 notable coaches in Thailand then developed a coaching model that was embodied with passion which is called Coaching with passion through a five-phase T&D process. The model development was achieved through the ongoing field-coaching practice with 5 coachees. The researcher has applied various aspects of coaching integrating with the concept of passion in order to develop a prototype model. The prototype was put into the practice and was repeatedly revised; finally the model of coaching with passion was confirmed. The final part of the research was to assure the effectiveness of the model. The research results were as follows:*

1. The "passion" meant to do something with a strong desire, love and happiness. Other definition was that "passion" is fear that drives a person to do thing. It started at the beginning stage of thought and continuing to other steps until achieves a success. Moreover, it was a willing to develop the outcome for a better in the future with more creativity. The result of doing thing that could support other people to establish a feeling of happiness.

2. The coaching with passion approach consisted of four components which work interactively together, they were: 1) current: the coach must find the current aspect of a person. 2) Outcome: the coach must initiate a person's dream and ways to achieve it.
3) Motivation: the coach must stimulate, motivate and induce the energy of the person, and 4) Energy: the coach must create alternatives, inspiration and energy to achieve the set goal.

3. The coaching with passion effectiveness after the implementation was that the model could generate different desirable characteristics of the coachees namely: self-knowledge, self-confidence, courage to design his/her own life, happiness, decision making, self-caring, being patient, discovering new chance, power and creativity, and being a giver.

The researcher has suggested that coaching with passion of the "COME model" can be used by many different professions in order to help individuals to be successful in what they have failed before.

Keywords: Coaching, Passion, Coaching with Passion, Coaching Model, COME Model, Coaching with Passion with the COME Model

Introduction

Coaching is one of the training approaches that have been practicing in most business for training key persons to perform their jobs to the maximum competence. It is important for the coach to do all everything to maximize the coaching outcome. Willingness and passion is the psychological factor that will motivate people to work.

The researcher, as a professional trainer, specifically coaching believed that coaching with willingness and passion will result in the success of coach find some theories or researches, there for the researcher has intended to develop a new approach for coaching to support strong belief extracting the full potential of all who will be trained with the developed "Model". This leads to the need to develop and implement a training model called "Coaching with Passion" attendants' competencies to the quality of service provided by airlines and eventual satisfaction of customers.

Coaching with passion focused on "Passion" and "Performance" in mind of people however it is interesting in Vroom's expectancy theory assumes that behavior results from conscious choices among alternatives whose purpose it is to maximize pleasure and to minimize pain. Vroom realized that an employee's performance is based on individual factors such as personality, skills, knowledge, experience and abilities.

Purpose of the Study

The researcher proposed three research objectives, there were: 1) to investigate the meaning of passion in the view of successful coach, 2) to develop a passion coaching approach and its activities, and 3) to evaluate the effectiveness of the passion coaching approach.

Research Questions

To guide the investigation, the following research questions were postulated: 1) How would the term "Passion" be described in the view of successful coach? 2) What are the approach and activities of the passion coaching? 3) How effective is the developed passion coaching approach?

Significance of the Study

This study entitled "Coaching with Passion" could contribute direct and indirectly to the field of Human Resource Development (HRD). The direct contributions is that the new coaching approach was developed, adding the body of knowledge in the field of HRD. The indirect significance was that parent, teacher or counselor can use the developed approach in nurturing their children.

Literature Review

Coaching could be seen as partnering with clients in a thought-provoking and creative process that inspires them to maximize their personal and professional potential. (Spencer & Spencer,1993, p.5). To be a coach a person needs to have certain ability that is called competency, the competency consists of different abilities such as knowledge, self-concept, attitude, believe, skill, and traits (Lucia, & Lepsinger, 1999). There are many definitions for coaching such as the term 'coach' is most typically used in a sports context. In this context it refers to an individual who is hired to encourage individuals or teams to improve their performance.

Coaching is partnering with clients in a thought-provoking and creative process that inspires them to maximize their personal and professional potential. (Coaching Definition Ref. ICF International Coach Federation)

A number of different coaching definitions have been proposed. For instance, Grant (2001) defined coaching as a solution-focused, result-oriented systematic process in which the coach facilitates the enhancement of work performance and the self-directed learning and personal growth of the coachee. In addition, Parsloe (1999) introduced that to be a successful coach requires knowledge and understanding of process as well as the variety of styles, skills and techniques that are appropriate to the context in which the coaching takes place. The effectiveness of a coach is usually measurable in the short or medium term by these concrete results - improved times, more wins, fewer losses and so on. (Lawson, 2009).

Neuro Leadership Group defined coaching as, "Facilitating positive change by improving thinking." The coach's role is to facilitate or to "enable." The focus is on a certain type of change – positive-focused change, as opposed to deficit-focused change. This definition allows for the idea of understanding the brain in order to improve one's own and other people's thinking. The role of the coach is to help people think better, not to tell them what to do. (Rock & Ringleb, 2013).

Coaching is a useful way of developing people's skills and abilities and of boosting performance. It can also deal with issues and challenges before they become major problems.

Research Design and Strategy

This research is a qualitative study using the pragmatism paradigm as the philosophical guideline to the study. The phenomenological strategy integrated with the Five-Phase T&D process was used. The researcher started with semi structured interview with five Thai successful coaches in order to answer the research question "The meaning of passion". Then, using the Five-Phase of Training and Development: Analysis, Design, Development, Implementation and Evaluation to answer the research question number two and three.

The Setting

The setting of this qualitative method was done at the researcher's office for developing the coaching with passion approach. The participants for this phase were 5 Thai coaches and 8 coachees. The Thai coaches were the same participants previously provided the data on the meaning of "passion". The coachees were those who volunteer to participate in the coaching research.

Data collection

The semi-structured interview concerning two aspects, the needs for passion of the coachees in coaching, the need for "passion" of the coach, and the contents analysis was used for data analysis. The designing of the passion coaching activities and the coaching process started from the first phase, the analysis. The researcher analyzed the elements that related to passion coaching those included topics in the Psychological field. The researcher then designed the workable coaching with passion approach; the researcher has developed the prototype coaching with passion approach by putting in the method and materials needed for the approach. At this stage the researcher has tried out and did the revision continuously until it was a working model. After having a prototype model of the Passion Coaching, the researcher developed more details on the elements, process and activities of the prototype model. This development phase included: identifying the contents, the media, the activities, the evaluation and finally the coaching plan. After that to develop coaching activities, coaching process, coaching materials and media, and evaluation, the researcher try out and revise them until they are most satisfied. The final revised version was done for the field implementation.

Ethical consideration and trustworthiness

The researcher has considered the ethical issues in conducting the study as follow: 1) asking permission before interview and video recording during the coaching activities, 2) promising to keep confidential story between coach and coachee.

To assure the trustworthiness of this study, the researcher has done the followings; preparing video recording for all activities by lecture, the researcher has recorded all the coaching activities and process during the development of coaching with passion in order to capture all the data to be analyzed.

Research Results

The data were analysed and concluded as follows:

1. The Meaning of Passion

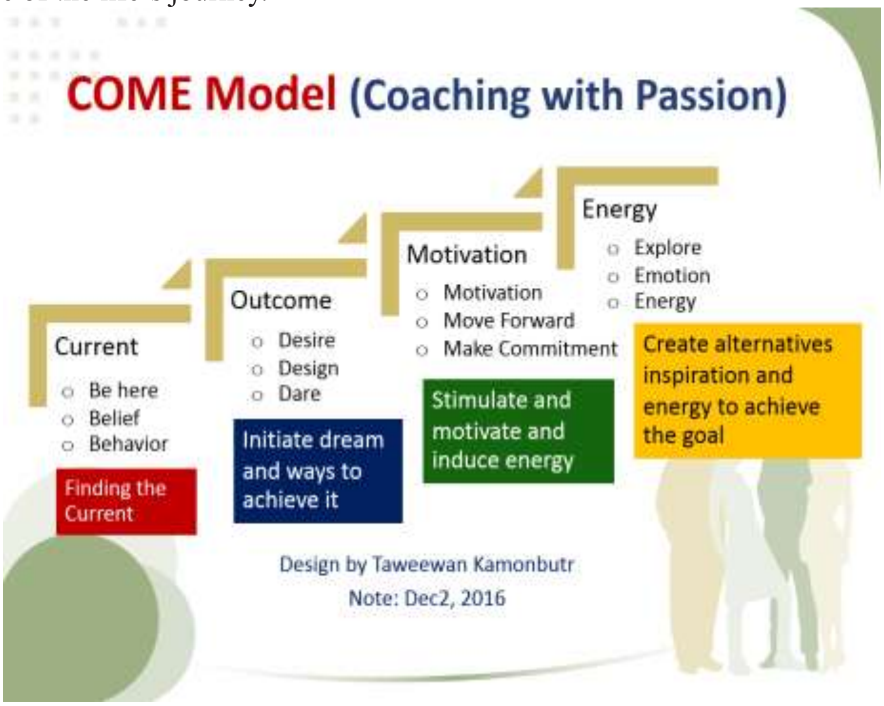
The data analysis from the interview suggested that "passion" meant to do something with a strong desire, love and happiness. Other definition was that "passion" is fear that drives a person to do thing. It started at the beginning stage of thought and continuing to other steps until achieves a success. Moreover, it was a willing to develop the outcome for a better in the future with more creativity. The result of doing could support other people to establish a feeling of happiness. It could be illustrated as the equation below:

Positive Passion = Thinking + Action + Happiness

Passion is a power of willing to do something with love and its result is happiness. It is exciting and enjoying energy to drive for a better future.

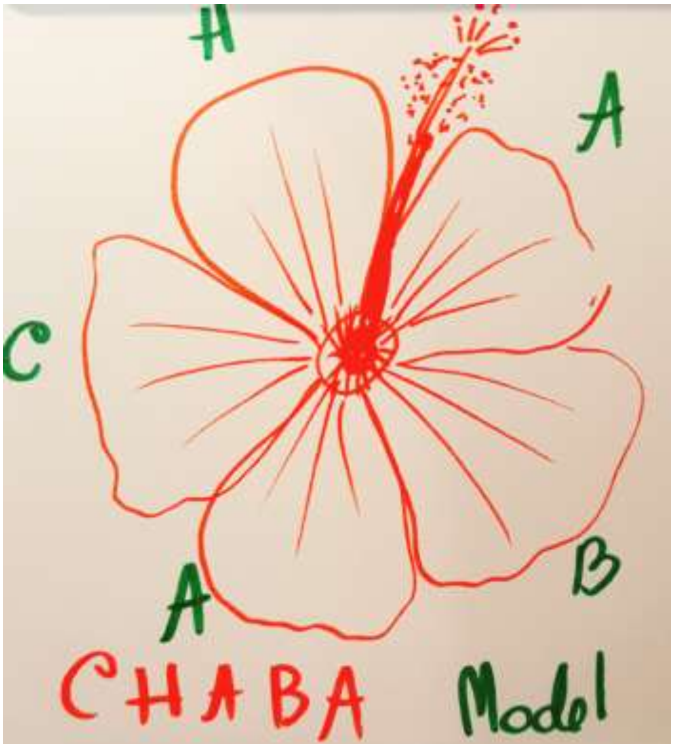
2. The COME Model

The COME model is the result of the development for coaching with passion. It is always believed that understanding today's life is necessary. Current questions are important for coacher to know how to help their coachees along the way, and to encourage coachees to grow and move in the path of goals with confidence and energy. Therefore, the design of the COME Model, one of the coaching activities to support coaches is to begin at the current position which is the essence of the life's journey.



Additional Findings

Despite the purpose of the study was to develop the model of coaching with passion while the researcher was experimenting with different approaches of coaching process those fit the best with the developing “Coaching with Passion”, the researcher has also found other valuable approaches for the coaching with passion, the CHABA model and the G Coach Me model.



The CHABA Model

The CHABA model was developed during the design and development of the Coaching with Passion. The CHABA Model was utilized during the process of coaching. It was the mechanism that helped coaching flow during the interactive conversation. It created the room of energy, helping balancing the thinking between the coach and the coaches. It created the trust and worthiness and supporting the growth development of the coachee. The five anchoring letters stand for:

C = Coach
H = Habit + Happiness
A = Attitude
B = Balance
A = Action

Coach referred to the preparation of the readiness of both the coach and the coachee. It was the preparation prior to the coaching. The preparation covered adjusting the thinking, the feeling, the trust and worthiness, the physical comfort between the coach and the coachee through the deep inhale and deep releasing of the air breath. This practice helped energizing the interactive conversation this helped create the habit of sharing the feeling as well as happiness. The coach needed to build the right attitude of the coachee that thing could be changed if the person is willing to change. The coach needed to balance his or her action when interact with the coachee not to be forcing not to be too loosing that would lead to dissatisfaction. The action was the final part of the coaching process that the coachee needed to act in some way during the course of the coaching. The action is important to the coaching process, the action is the behavior that the coachee exhibited. Conversation alone with- out action seemed to be passive and tended to be negative to the change. These were the prerequisite to the coaching. They were the requirements for the coaching. Followings are the process of the preparation under the "coach": Prepare - Belief - Breath - Build.

The G COACH ME Model

The CHABA Model was about the process of coaching activities during the coaching with Passion, however the researcher has designed and utilized the G Coach ME Model for the general steps of coaching. The G Coach ME steps were as follows:

The G COACH ME Model

G = Goal: referred to creating a goal. The coach need to enable the coachee to think about what they want by describing the goals or dreams they want to achieve in life.

C = Current is what the coachee telling about their current situations such as the things they are doing, other obstacles, or needing help.

O = Outcome refers to the imagination of the future success. It is the thinking about how the coachees feel when they have achieved a goal.

A = Attitude: it is the attitude of the coaches, the attitude towards themselves, people, the situations, and the world.

C = Compass: a plan or a direction to keep going on in order to reach a desired goal.

H = Habit: a habit that supports the goal of success. It could be a conceptual framework that supports the achievement of the intended purpose.

M = Motivate refers to the impulse to help coachees receive an inner energy in order to achieve the results as planned. It also creates power to face problems that might be challenging along the way. It could reduce stress and worry at the same time, it increases strength and strong belief. It helps coaches to go through many different scenarios and being more creative, motivate, or self-promotion. It could be a good supporter for coaches.

E = Energy is the power of life. It is a strong power of the mind which could overcome any problems or obstacles. It is a powerful energy that control emotions and feelings.

Discussion

The study found that passion has the power to drive a human life to face problem with strong patient. Passion gives a high level power of happiness in order to do things with love and enjoyment even though its result could not be found. However, a touched of happiness happened at the beginning of thinking, it might be the small success that we possible achieve in the future. Unfortunately, this research has found that some people know their passions but some people still cannot find out and did not know how to find out what are the real passions of their life.

The Definition of Passion

The term “passion” was seen differently in the view of the successful coaches in Thailand, those varieties are as follows

Meaning1: Passion is like a desire or strongly desire in what the person wants to do and do it with love with a fascinating feeling. Love to do it and not feeling it is a working but it is enjoying it is done without thinking. The person feels happy while doing it and does it without any expectations. The passion in this meaning is supported by Vallerand, (2008) that stated that people engage in various activities throughout their life in hope of satisfying their basic psychological needs such as a desire to feel a sense of personal initiative, a competence: a desire to interact effectively with the environment, or relatedness, a desire to feel connected to significant others.

Meaning 2: Passion is the desire and fear enough to drive the person to go ahead or move back or move left or right side depend on the direction of each person. It is both push and pull to make the person get out of the standing point. If the person has a push but no desire it means the person does not want to do it. In the same time it is like a fear, less push means less fear. From this definition it implies that the person does thing because of fear. The fear can be changed in to power. This second meaning seems to deviate from the first meaning in the sense that the passion dose not to be a positive feeling such as love or fascination but the negative side like fear could also count as a passion as well. This finding is supported by the meaning of the passion in general that refers passion to a strong emotion, usually related to love or anger. (Vocabulary.com, 2017)**.**

The Effectiveness of the COME Model

The study result of Coaching with Passion related to a Brain-based Coaching concept of David Rock and The Four Faces of Insight. (MARC JUNG-BEEMAN ET AL, 2004). Passion and Insight are close however it shared some differences. The similar was passion and insight help to find a path and create the power to drive and move forward. The difference was passion could be found at the first stage of coaching and might be found after at the end of coaching while insight could be found during and at the end of a coach after reviewing and analyzing steps. The COME model has helped the coachee to be:

1. Self-knowledge developer and self-confident development because the Model encompassed the activities that help coachees know themselves; what were their values and believes. They believed in what they were doing or thinking. This is supported by The Eureka of Coaching – Principle of Life Coaching Version 5, Thailand Coaching Academy by Jimi The Coach, Results Coaching System Powered by the Neuro Leadership Group and Coaching for Transformation by Martha Lasley, Virginia Kellogg, Richard michaels, Sharon Brown

2. Enabling the courage to design because the COME Model could help coachees to design their own life and dare to do in what they used to be afraid of or frustrated with. The notion is supported by This is supported by Thailand Coaching Academy in Life Coaching Practitioner Course, Practitioner of Neuro-Linguistic Programming by Jimi The Coach (Thailand Coaching Academy by Jimi The Coach, 2015), Results Coaching System Powered by the Neuro Leadership Group (Rock & Ringleb, 2013), Coaching for Transformation by Lasley, Kellogg, Michaels, and Brown (2011) and The Right-Brain Business Plan by Lee (2011).

3. Induce happiness, the COME Model helped coachees to think and induced happiness at the beginning of their thoughts. They are happy during their thinking, doing and achieving. Moreover it helped people to overcome the obstacles and being patient as well. This finding is supported by The Eureka of Coaching – Principle of Life Coaching Version 5, Thailand Coaching Academy by Jimi the Coach, Designing and Facilitating Workshops with the LEGO, The Right-Brain Business Plan Book by Jennifer Lee, (2011) The Right-Brain Business Plan. Canada: Library of Congress Cataloging-in-Publication Data.

4. Help making decision; take care of them-selves

COME Model could help coachees to make their own decision to choose their own life because they understand what they want to have or to be. A freedom to decide encouraged a power of confident. Using COME Model helps the persons understand them-selves. This finding is supported by Life Coaching Practitioner Course, Practitioner of Neuro-Linguistic Programming by Jimi The Coach, Thailand Coaching Academy by Jimi The Coach, Life Coaching Master Practitioner Course, on the 11th July 2015 Thailand Coaching Academy by Jimi The Coach, Practitioner of Neuro-Linguistic Programming Course, on the 13th November 2015, Results Coaching System Powered by the Neuro Leadership Group
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Editorial

Articles