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Editorial

The HRD Journal has expected to published the articles both academic and research articles those reflect the implementation of the philosophy or the practice of the communities in different demographical location in the world, specifically the differences of the western and the eastern hemisphere. The journal has repeatedly encouraged authors to consider investigating or exploring the philosophy and practice of the two worlds. The concept of sustainable development is one of the most concerns for the wellbeing of our world. Sustainable development has been viewed differently from different disciplines. For the capitalism economics perspective it means sustaining the profit of the enterprises or the organization while others, such as UNESCO views it as the development activities that will not harm or exploit the resources necessary for living of the future young generation. This issue contains wide range of research articles from human communication tool, specifically the English language. We still do not have adequate research article that reflect the concept of sustainable development in different perspective. It is still hoped that we will get articles with different perspectives from both western and eastern hemisphere.

Editor in Chief

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Corporate Social Responsibility Manangement of the Selected Industries in Maptaphut Area, Rayong province

■ **Patarachai Chariyawetwatana**
■ **Chalong Tubsree**
■ **Chalermsri Chantarathong**

Abstract: *Maptaphut, Rayong province is the prime area of industries and tourism, before the industrial era, the local people had lived peacefully and happily, the industries had seriously affected the lives and living. However the industries has helped created the wealth of the country. Providing the alternative for better living for the local people should be the right direction. This qualitative research are to explore the CSR activities done in the selected industries in Maptaphut in the past 20 years as well as the current practices of the CSR activities, reasons for setting up the CSR policies, outcomes of the CSR practices performed by the industrial companies, and proposing guidelines for CSR practices for the industrials that benefit all parties. Constructivism (interpretivist) is the research paradigm in this study. The research participants were 21 people who were top management steering committees and operational personnel of industries with the total of seven persons, seven heads and the operational officers of the provincial units in Rayong, and seven of the community representatives comprising community leaders and community committee members with at least 5 years of work experience in CSR practices. Interview data and document reviews were integrated as data collection instruments to answer the research questions. Data was collected using both in-depth and semi –structured interview techniques. The result of manual coding reported 4 main themes and 16 sub-categories. This paper revealed past CSR practices, current CSR practices, and future CSR practice. The current practices of the CSR activities included: Health activities, Education activities, Socio-Economic activities, Community activities, and Environmental activities. The reasons selected industries set up the CSR policies were to comply with government policies and to support the communities who were environmentally affected by the operation of the industries. The study also proposed CSR management guidelines for Maptaphut in Rayong Province.*

Keywords: Corporate Social Responsibility Management, Maptaphut, Rayong, CSR, CSR practices, CSR activities

Introduction

Thai Society organizations are expected to start all businesses with environmental awareness and focus more on good governance and social assistance, even more so various sectors have raised the matter in accordance with social and environmental responsibility in a variety of formats. In the business sector, many organizations have adopted environmental and social issues, integrated with core business operations this creates a positive difference to

the business, - increased sales, greater commitment to customers, the strength of the brand including the image of the organization and the trust of customers. While the government did not accept and deploy this concept readily some caring managers in developing countries accepted the concept of CSR must be the primary function of government and this is already resulting in the concept of good governance, getting more attention again, putting the CSR concept into practice in the public sector, including the Ministry of Industry. The Ministry of Industry has taken it upon themselves to promote the industrial implementation of the CSR concept to the growth and sustainable development of both companies and the Nation.

The researcher reviewed the literature and research that related to the study regarding the meaning of CSR and the concept of CSR. The researcher found it is essential to adopt CSR because today CSR is an important part of many business organizations. It is concerned with how a company tries to benefit all its stakeholder groups. Many companies today run businesses with CSR, especially big companies. They try to involve themselves in activities that will keep both the business and social environment sound.

Statement of the problem

The Maptaphut area is a prime location in Rayong for a contractor in the implementation of industrial projects in connection with the use of natural gas as a raw material and other downstream industries as well as the countries heavy industry. When those plants were built and operated the people nearby were affected by air pollution (toxic smell) and various harmful heavy metals. The industries in the area responded to the problem with the provision of CSR activities. To make CSR answer to the needs and problems of the people in the area, there should be a comprehensive study on the CSR practices of the industries in the area. The researcher, as a local people, has been interested in resolving the problems of the people in the area by the CSR practices of those industries in the area to find the solution to the problem of development, specifically through CSR

Research objectives

The objectives of this research are to explore what the selected industries in Maptaphut have done in the past years in terms of CSR activities, what are the current practices of the CSR activities performed by the selected industries, what are the reasons that selected industries set up the CSR policy, how effective are the outcomes of the CSR practices performed by the selected industries and what could be guidelines for CSR practices for the industries that will benefit all parties.

Research questions
    1. What have the selected industries done in the past years in terms of CSR activities?
    2. What are the current practices of the CSR activities performed by the selected industries?
    3. What are the reasons that selected industries set up the CSR policy?
    4. How effective are the outcomes of the CSR practices performed by the selected industries?
    5. What could be the guidelines for CSR practices for the industries that will benefit all parties?

Literature Review

CSR definitions and its history

The World Bank Council for Sustainable Development (1999) defined that "Corporate Social Responsibility is the continuing commitment by business to contribute to economic development while improving the quality of life of the workforce and their families as well as of the community and society at large".

Thaipat Institute (2015) provided the meaning of CSR that it is the activities inside and outside of the organization, taking into account the impact on society, both near and far with the use of existing resources in the enterprise or from external resources in order to make all people live together in a peaceful society.

Viriyasiri (2012) provides the meaning of CSR that it means thinking, speaking and acting which covers planning, decision making, communication, public relations, Management and operation of the organization

The European Commission has put forward a simpler definition of CSR as "the responsibility of enterprises for their impacts on society" and outlines what an enterprise should do to meet that responsibility (European Commission, 2011).

CSR definition by ISO 26000 The responsibility of an organization for the impacts of its decision and activities on society and the environment, through transparency and ethical behavior that: • Contributes to sustainable development ,including health and welfare of society • Takes into account the expectations of stakeholders • Is in compliance with applicable law and consistent with international norms of behavior • Is integrated throughout the organization and practices in its relationships (ISO 26000, 2012)

The importance of CSR

In Thailand the concept of CSR has emerged with the establishment of businesses in Thailand for a long time. In the form of philanthropic donations to charity or voluntary collective work which called the guest as the most important person. At that time, Thailand didn't realize such kind actions for the community constituted CSR. However, CSR in Thailand was sparked by a solid year in 2006 and was adopted as a practice that is integrated into the business. Whilst, in addition, carrying out its social responsibility in a way that is outside of business processes, such as donations or volunteering, just as in the past.

When considering the relationship of the growth and sustainability of the organization with skilled Human Resources being created, we can see that CSR painlessly became the norm for many companies and organizations. Businesses grew. From the development organization to a "modest" one which in a while grew to develop a good organization grasping the cause of sustainability of the business (Narin, 2009).

The benefits of CSR: The ability to have positive impact in the community. It supports public value outcomes, public value is about the value that an organization contributes to society. It supports being an employer of choice. It encourages both professional and personal development, providing employees with the opportunity to be involved in a company's socially responsible activities. It enhances relationships with clients (Muir, 2015).

Ochieng (2016) suggested that CSR can benefit an organization in many ways, such as; Triple bottom line, "People, planet and profit". Human resources**,** a well thought through CSR program can be an aid to recruitment and retention particularly within the competitive graduate student market. Potential recruits often consider a firm's CSR policy. CSR can also help improve the perception of a company among its staff, particularly when staff can

become involved through payroll giving, fundraising activities or community volunteering; The ability to have a positive impact in the community; Media interest/coverage and good reputation; Enhancing your influence in the industry; Enhanced relationship with stakeholders.

The concept of CSR management

CSR is a general management concern; that is, it is important to all aspects of the business, and it is integrated into a corporation's operations through its values, culture, decision making, strategy, and reporting mechanisms. CSR is to fulfill the promise of the company's ongoing business operations using the basic ethical considerations as a tool for economic development coupled together with improving the quality of work life and the quality of the local communities including society as a whole. CSR is the continuing commitment by business to behave ethically and contribute to economic development while improving the quality of life of the workforce and their families as well as the local community and society at large (WBCSD, 1999). Ochieng (2016) whilst mentioning CSR benefits that CSR is also referred to as corporate conscience, corporate citizenship, corporate governance or responsible business.

The management of CSR issues greatly challenges firms' traditional shareholder-focused, profit-centric philosophy, and drives them to pursue new principles and strategies for long-term sustainable development (Bansal, 2005).

Research Method and Data Collection

The research paradigm is a constructivist that leads to the use of a qualitative research design. The researcher has used phenomenology as a research strategy, the reason to use the phenomenology strategy is that the context in the study is about the experiences of individuals about a phenomenon as described by participants. This description culminates in the essence of the experiences for several individuals who have all experienced in the phenomenon -- the CSR. The research instrument is the in-depth interview and document analysis the researcher has collected the data through the series of in-depth interview plus some part of document analysis to answer all the research questions. The document analysis was done to answer research question number one and two in the part of policy, objectives and practice of the CSR the companies have done.

Research Participants

The participant's selection was based on the following criteria 1) He or she should be leadership or practitioners and had minimum five years' experience in the field of CSR activities. 2) They have been still working in local government or industries or still living in communities around Mapthaphut area. 3) They should be willing to be the researcher's participants. The selected industries referred to petro-chemical industry, chemical industry and electrical industry.

The researcher had interviewed 21 people who were: 7 Top management, steering committee members and operational personnel of the industries, 7 heads and the operational officers of the provincial office in Rayong, and 7 of the community representatives comprising community leaders and community committee members.

Data collection

The researcher has collected the data mainly with the in-depth interview with 18 participants with the following steps: 1. **Gaining access to the participants**, the researcher

had got permission from the selected companies to interview the participants and made sure of the understanding of the participant in the topic to be interviewed: 2. **Conducting interview**, the researcher had prepared himself and the interview site. Most of the interview sites were the office of the participants. During the interview, audio recording was made with the permission of the interviewees, together with researcher short memos. The recording took around 90 minutes for each interview: **3**. **Closing the interview**, at the end of the interview the researcher allowed the interviewees to express their feeling toward the topic to see any more information on the topic and also to resolve any conflicting argument possibly arise from the interview.

Data analysis

The qualitative data analysis was conducted to analyze the collected data. The process of the data analysis started from data management. The researcher has managed the data by transcribing the recorded audio data to a written transcription. The researcher transferred raw data from field notes, all field notes were typed, taped interviews were transcribed into Thai language and all documents and data that were hand written and were prepared for analysis and interpretation, the researcher had conducted the data cleaning before doing the data analysis. The data analysis consisted of 4 steps as follows: step1 data preparation, the researcher had made the transcription in to a line by line typing 2.data exploration, the researcher had read the transcription several time to get the assent of the transcription then make initial coding out of the line by line transcription, the total of the initial codes were 520 codes 3 data reduction, the researcher had merged the several codes in to the new code names, the 160 new codes emerged. The researcher had categorized those codes in to 16 categories to answer the four research they were: Past CSR practices, Current CSR practices, Future CSR practices, Health activities, Education activities, Socio Economic activities, Community activities, Environmental activities, Health activities, Education activities, Socio Economic activities, Community activities, Environmental activities, Individual outcomes, Company outcomes, Community outcomes. The fourth step is the interpretation of the analysis.

Rigor, trustworthiness and ethical issues

To assure the rigor and trustworthiness, the researcher had done the following activities: 1. Writing a reflexive journal during data collection and consult the note during the data analysis. 2. Making an audit trail, the researcher had check with the interviewees concerning the results of the data analysis to make sure that the data analysis and the interpretation were true according to them. 3 The triangulation, the researcher had collected the data from different sources, the company's representatives, the local people and the government offices at the research site.

For the ethical issues the researcher has informed the interviewees that they can refuse to answer any question and is free to leave the interview at any time. They were also inform that the name of the interviewees and the data would be kept secret. The data will be used for the research purpose only.

Research Results and Discussions

Response to research question one
"What have the selected industries done in the past years in terms of CSR activities?"

The study shows that the first stage of CSR aggregation is a general CSR based on four human basic factors: health, education, society, and economy.

The operation of CSR in the past was quite proactive, and it was more like learning about CSR.

Despite working with CSR covered in several areas, the number of operators to work it were insufficient. Therefore, CSR was not fully covered in some communities.

"CSR in the past was more like providing or donating. In other words, there would be a company giving support when the community is in a trouble. It was not a proactive CSR." (P2)

The operation of CSR in the past was more like granting or donating. It means that when communities were encountering any problems, there would be some organizations granting some immediate help. Later on, the operation was more improved, focusing on strategic operations to be beneficial for both sides. Communities were able to be more independent, and meanwhile organizations were able to exceed their abilities. However, cooperating in CSR these days might be called a trend. Some industries that need to enhance themselves to be Green Operations must operate their strategies and goals which are the cores of CSR. The next key is to create Beyond CSR which means to cooperate in CSR by enhancing the living and life quality in communities with the development of health, education, and society (communities' economy and building trust). Next, it is to apply knowledge, technology, and environmental management from the industrial sector by transferring it to communities including developing and promoting communities to be a role model of eco – communities in their own area. Coordinating and promoting developing the potential of communities to be stronger and also communication means the way of communication between communities and factories to become an eco – industries city. Creating certain activities and inviting everyone to be part of these will be more remembered. Creating the understanding of living together among communities and industries will be another part of communication through organizations' activities to take responsibility for the image of industrial factories as a part of being environmental, healthy, and social issues.

"Nowadays, the industrial industry has paid more importance about hygiene, environmental safety, and health security." (P1).

CSR in the future will still be based on basic human factors. It will be looked at in a dimension of creative development in the positive tripod: environment, society, and economy. These have been partially done, and will be extended more in the future. With integration of all divisions, it will be developed and also learned to strengthen good communities and economies, within good surroundings.

"In the future, what we think would benefit CSR in other activities in Rayong might be happening soon. What we are discussing and concluding is creative development of the tripod role which aims at the environment, social and economy. We are developing them to be more sustainable by driving creative development through Company P". (P10)

The result of this study is congruent with Shanmugam (2013) who suggested that CSR is a company's commitment to operating in an economically, socially and environmentally sustainable manner whilst balancing the interests of diverse stakeholders.

Responses to research question two

"What are the current practices of the CSR activities performed by the selected industries?"

The study shows that CSR activities are divided into five activities including Health activities, Education activities, Socio Economic activities, Community activities, and Environmental activities.

For Health Activities, CSR Activities have covered all four dimensions: health promotion, protection, medication, and recovery by focusing on being a proactive operation for the good health of people through different activities. In the aspect of Health Promotion, for example, the Safe Food Project. It will be promoted by holding a campaign and imposed as a policy. Also, the activities for developing young children will be promoted.

In the aspect of educational activities, there are both short – term and long – term activities. Short – term activities, for example, granting a scholarship to people in the community to further their education in both general and vocational education as well as in bachelor degree to work in Rayong, and holding an education fair or activity. Long – term activities, for example, developing students, teachers, parents, and communities getting funding from both the government and private sectors.

"We, Company C, conducts an activity about Executive Function from the community, parents and child developing teachers. In Maptaphut and Ban Chang, Executive Function is an activity that is about education. From the training, we started from small children by having a systemic studying method, modern medium, for children to think and plan as well as have fun with games." (P8)

In the economic aspect, it focuses on the communities' incomes. They are supposed to be independent by learning more and producing products in their communities. There are groups of batik, tie –dyed fabric and community enterprises supported by several organizations. They give a package of support including patterns, and the appearance of products which is important to add more product value. Moreover, there is a Green Market inside industries where communities are able to bring their products to sell. By doing so, the customers and communities will be both gainful and profitable.

In the CSR operation, there are operators joining the activities in communities by building a relationship with the community. They are divided into two groups: Community Relations Team and Communication Team. They must perform their duties: creating recognition and how to make communities get certain information as fast as possible. In addition, there is an information job that provides news and information people need to know, by focusing on the social dimension. The organization's activity that makes community, government and private sectors live happily and sustainably will be promoted as Beyond CSR.

The environmental activities are the main concern of the companies, particularly the activities that eliminate the environmental affect to the community. This result is consistent with (Pirsch et al., 2007), who stated that the conceptual scope of CSR could be elaborated as follows: environmental protection, community involvement, business standards, and health promotion.

Responses to research question three

"What are the reasons for the selected industries setting up a CSR policy?"

Companies have a variety of reasons for being attentive to CSR. Most business decisions involve social and environmental issues. Increasing interest in CSR has arisen from both within and outside the corporate sector. Companies have faced external pressures from non-governmental organizations to provide greater transparency and accountability, especially in the areas of environmental impact and human rights. Alongside these movements,

governments have proposed changes to the means of support for the provision of social services including an emphasis on increased collaboration with the corporate sector through alliances and partnerships.

The result of this study is consistent with the assertion of Carroll and Buchholz (2011) who stated that CSR includes economic, legal, ethical, and philanthropic expectations placed on businesses by society. Other scholars argue that business has some obligations and responsibilities towards society; hence, they should do something for the benefit and welfare of society (Gifford & Kestler, 2008).

Responses to research question four

"How effective are the outcomes of the CSR practices performed by the selected industries?"

At the individual level, the study shows that people get health benefits through some health activities. They are serviced and receive medication at an early stage much faster including health screening. When some diseases are found, people will be suddenly cured by healthcare volunteers in communities as a core mechanism to drive. Also, in the aspect of education, people are more educated, trained by skilled and experienced people. They have gained more incomes by developing community's products that they have learned from each of the activities. That has created a better potential and awareness in people. Most importantly, people are allowed to help others by utilizing their advice. At the community level, there is a gathering of community enterprises which leads to standardized products to be authorized by OTOP supported by government, private, and educational sectors. In the aspect of public health, it has been involved in community health services, and also developed everybody to be self – care, self - aware and health conscious. In addition, there is a learning center to share information to other sectors or people who are interested in exchanging their ideas, and it might be beneficial to other communities to further the knowledge they have already learned. In the aspect of granting scholarships, it finds that students who have been granted nursing scholarship, some will go back to their hometown to refund, and some might want to go to another area.

What organizations have been given is cooperation in CSR these days, supported by government, private and citizen sectors which leads to several networks arising nowadays. It is much different from the past when CSR was being operated based on basic human factors. Therefore, the form of cooperating in CSR now and in the future must be given importance about integration in order to be more sustainable. At the same time, organizations could get themselves standardized and step up to become another ECO – INDUSTRY.

The result of this study is consistent with Hawkins (2006) who viewed the benefits outside profitability are good health and safety supporting efficiency, environmental consideration supporting community commitment, and responsible management providing investor confidence. Altogether CSR fulfils all three bottom lines of business; people, planet and profit. This report documents some of the potential bottom line benefits: reducing cost and risk, gaining competitive advantage, developing and maintaining legitimacy and reputational capital, and achieving win-win outcomes through synergistic value creation (Carroll & Shabana, 2010).

Acts of CSR should, for example, increase identification and commitment to the organization, organizational citizenship behaviors, and meaningfulness of work (Ellemers, Kingma, van de Burgt, & Barreto, 2011; Rodrigo & Arenas, 2008). CSR should also enhance a firms' ability to attract and keep top talent (Albinger & Freeman, 2000). The body of

empirical evidence indicates that CSR is positively associated with a firm's reputation and financial performance (e.g.; Peloza, 2009; Chernev & Blair, 2015), which has led many in the field to endorse the notion that CSR benefits firms.

5.2.5 Responses to research question five *"What could be the guidelines for CSR practices for the selected industries that can benefit all parties?"*

The proposed CSR model
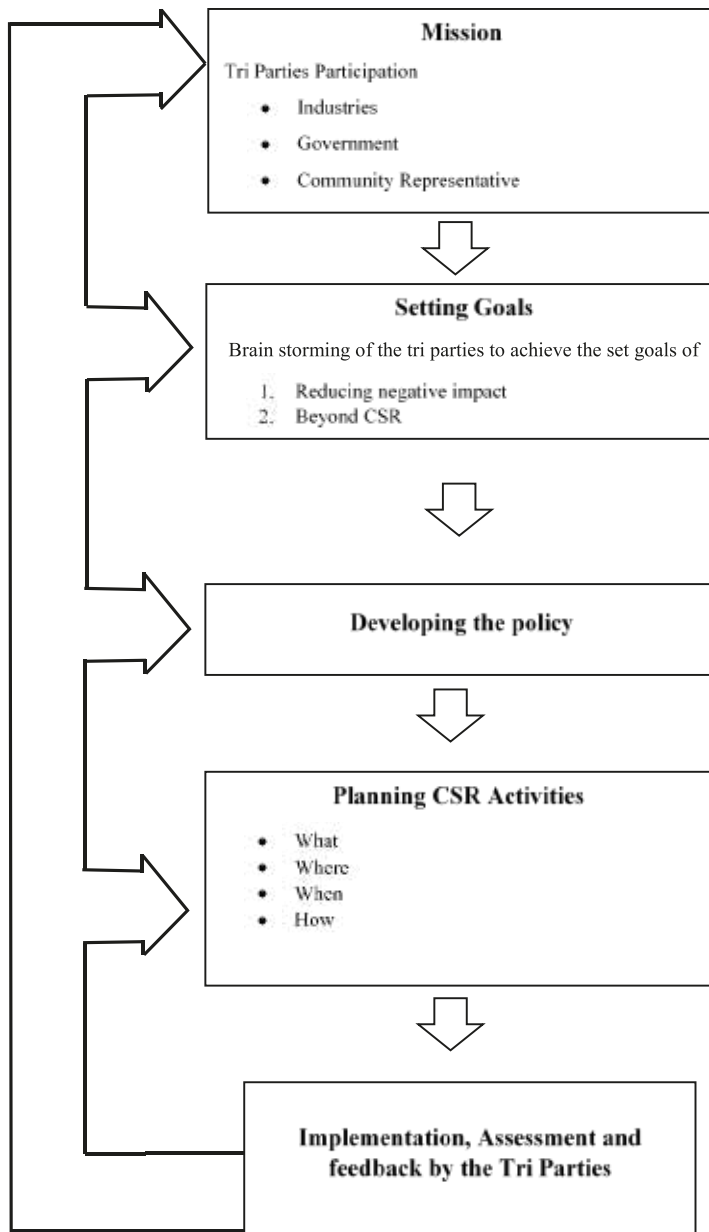
Implication of CSR practice for company

Conducting the CSR which can be beneficial to the companies in terms of gaining competitive advantage. It is the advantage of differentiating products and services by designing products and services to be environmentally friendly. By doing so, the organization needs to strengthen their products and cheapen the cost of maintenance. In addition sending employees to join the activities in communities has revealed the problems and knowing the needs of people in communities which can be used as an approach to set a strategy and improve the direction of setting a target which is right for the community. It can also make more opportunity for the community to accept the organization's products and services.

Implication of CSR for the community.

The advantage of CSR in building careers to increase more incomes of people in the community by coordinating with industrial factory, local sector, and community has enabled the community to be more independent. For example, the professionals and local enterprises development project lets the community have an opportunity to see other successful local enterprises as a role model. Moreover, the community will be trained on how to manage, calculate, package, and develop their products to be promoted as an OTOP at provincial and national levels, including doing marketing and public relations.

Recommendations for future research

First, since this research had studied with 21 participants from selected industries local government and community in Maptaphut only. The researcher recommends further study to do quantitative research, or mixed-methods research to confirm the real beneficial practice of CSR to all other companies operating in Rayong. Also, this result takes place only in Maptaphut, it is opened up for researchers to study in other areas of Thailand.

Second, the researcher has proposed the guideline for CSR practice that hopefully can be implement elsewhere, the researcher suggested that there should be a study to implement the suggested guideline so see the possibility and the effectiveness of the guideline model

Third, this research was conducted in Rayong, Thailand, where the results were the viewpoints and experiences from Thai people. So, the researcher recommends further study in different contexts to compare with different cultures and norms.

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Perspectives of HR Managers Concerning HRD Professional Practices in Thai Large Private Hospitals in Bangkok for the AEC

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■ **Watunyoo Suwannaset**
■ **Paratchanun Charoenarpornwattana**

Abstract: This research aims at understanding perspectives of HR managers in Thai large private hospitals concerning HRD current situations, trends, and roles of the HR departments in ensuring the readiness for the ASEAN Economic Community. The research design is qualitative research. About 12 HR managers having at least 5 years of work experiences in Thai large private hospitals accredited the Certificate of Hospital Accreditation standards for hospitals in Bangkok were participants. Purposive sampling and snowball technique were used to identify the participants. The data collection methods were the combination of semi-structured interviews with audio-recording and documents reviews. To code and categorize the obtained data systematically, ATLAS.ti 6.2 which is the qualitative software for data analysis was executed. This study revealed at least four direct areas the HR departments need focusing. These include, 1) strengthening effective training areas/programs, 2) organizing effective HR activities/interventions, 3) developing organization capacities and 4) carefully identifying groups of Trainees. Five HRD trends were shared--1) introducing new learning channels, 2) analyzing groups of trainees, 3) producing new training programs, 4) managing employees' performance and 5) Organization Development. This study, also found that the HR departments need to perform the roles of HRD practitioner include, 1) Ensuring the existence of employees' good quality of work life balance, 2) HRD specialist and 3) Organizational developer.

Keywords: Human Resource Development, HRD professional practices, Thai large private hospitals, ASEAN Economic Community.

Introduction

In 2015, the economies of 10 ASEAN member countries, including Indonesia, Malaysia, Philippines, Singapore, Thailand, Brunei, Myanmar, Cambodia, Laos, and Vietnam has been integrated and made stronger due to the ASEAN Economic Community (AEC) agreements, promoting free-trade and single markets among ASEAN member countries. According to AEC Mutual Recognition Arrangements (MRAs), the first 8 professional services will be allowed to move effortlessly. These professional services are engineering, nursing, architectural, surveying and accounting services, tourism professionals, medical practitioners and dental practitioners. It is interesting that in a large hospital nursing, medicine, and dentistry are three of the eight areas identified for service liberalization under the AEC. Thailand Human Development Report (2014, p.37) highlighted that "As these plans are

shaping up, there is a strong possibility that liberalization will mean an inflow of patients and an outflow of medical personnel".

Medical services are one of the areas slated for liberalization under the AEC. Although the details are not yet worked out, it is possible that Thailand will experience an inflow of patients from neighboring countries and a leakage of medical personnel to other countries within ASEAN (Thailand Human Development Report, 2014). According to National Statistical Office, it is estimated that Thailand's population will increase to 70 million by 2019. The change in population structure will increase demand for medical devices and healthcare products. Along with government policies to promote the growth of the sector, and for the country to become the premier medical hub of Asia by 2020, the Thai medical industry is definitely bright with high growth potential (Thailand Board of Investment, 2014). Therefore, hospitals become one of the business sectors employing large numbers of medical practitioners. While medical practitioners can be employed and traveled freely from one country to another country, due to the AEC new free trade agreement.

Likewise in most organizations, the Human resource development department in a hospital is one of the departments which is responsible for addressing most concerns involving workforce ranging from planning, retaining and development. Metcalfe and Rees (2005) in addition, supported that HRD professionals have their jobs beyond training and development. Almost every function they are carrying must have a direct connection to corporate strategies. These for example include staff and team learning, career development, internal consultancy, organizational learning, knowledge management and manage the intellectual capital of their enterprise. They should understand and possess certain business and global knowledge, skills and perspective so that they can assist and provide executives with data, business viewpoints company's goals, workforce situations, trends, current workforce's competence, and the needs of HRD interventions or programs. This study is beneficial to investigate how HR managers in Thai large private hospitals which have already been International accredited such as the Joint Commission International Accreditation (JCIA) or the Hospital Accreditation (HA) view the impact of AEC and how they are preparing their organizations to face up to, facilitate and ensure the readiness of their organizations.

Research Questions

1) How do HR managers of Thai large private hospitals view current HRD situations for the AEC?

2) What are the perspectives of HR managers of Thai large private hospitals concerning HRD trends in the hospital sector?

3) What are the roles of HRD practitioners in Thai large private hospitals in Bangkok to ensure their competitive workforce for the AEC?

Limitations of the Study

Since this study mainly applies a qualitative approach, the generalizability of this study is limited. In other words, the research findings in this study can be different in medium or small size, private or public hospitals in Bangkok, or elsewhere.

Definition of term

Purposive sampling refer to the researcher selecting participants by choosing only those who met the following criteria: the appropriate participants are HR managers working at the large hospitals which have already been accredited the HA or the JCIA standards for

hospitals and the participants must be HR managers working in the hospital for at least five years experiences.

Snowball technique refer to the sampling criteria technique that assist researcher to identify participants, providing rich information to assist researcher's understanding of phenomenon being studied (Flick, 2007).

Review of Literature

The concept of HRD

ESC Toulouse (2002, cited in McGuire, 2011) expressed that HRD encompasses adult learning at the workplace, training, and development, organizational development and change, organizational learning, knowledge management, management development, coaching, performance improvement, competence development and strategic human resource development. The purposes of HRD could be said to be changing and evolving in accordance with Organizational strategies and goals. Moreover, the concepts and purposes of HRD are suggested to be in consonance with the individual country's requirements and structure (McLean and McLean, 2001).

In this study, HRD is the integrated use of Individual Development (Training and Development), Career Planning and Development, Organizational Development (Change Management) and Performance improvement to improve individual and organizational effectiveness.

The Importance of the Health Care within ASEAN

The health care sector in the ASEAN region provides a picture of contrasts among countries, and often between urban and rural regions within individual countries. There is already a significant cross-border movement of workers taking place in the region, both among ASEAN countries and between ASEAN countries and countries outside the region (Thailand Human Development Report, 2014). "Some ASEAN members boast world-class medical facilities and run aggressive health tourism promotion campaigns. Singapore and Thailand have been among the frontrunners in this respect. Both have undertaken significant investment in hospital infrastructure, and both are facing a potential medical and nursing staff shortage crisis. At the other extreme, Cambodia and Laos are battling to strengthen their health care systems and to provide their citizens with access to the most basic care. In between are Indonesia and the Philippines, the latter being one of the world's leading exporters of nurses. In the case of outflows from ASEAN countries, the proficiency of Filipinos in the English language is an important element in the movement of nursing professionals, considering that communication is vital in patient care" (ASEAN – ANU Migration Research Team, 2005, p.11). In Thailand, one critical factor contributing to a sharp increase in the employment of doctors is the government policy to promote the country as a medical hub of Asia (Chalamwong and Tansaewee, 2005). The reason that Thai hospitals could grow and attract many foreign customers when the country enters the AEC can also be seen when Amornvivat (2015) highlighted that the 32 hospitals in Thailand have received the international standard certificate called JCIA is the highest number of hospitals in Asia, and also that the medical cost is also considerably cheaper than in many countries (Sathapongpakdee, 2016).

Readiness of HRD for the AEC in Thai large private hospitals

Now Thai private hospitals are gearing up to take advantage of the ASEAN Economic Community (AEC), which begins at the end of 2015. With the most competitive healthcare industry in Southeast Asia, Thailand is positioned to expand its role as a medical hub. For the Thai healthcare system, there is much to gain from the upcoming integration (Amornvivat, 2015). As health systems grow in response to increasing need and demand it will become increasingly important to conduct research in the area of human resource development for the healthcare sector. In words, Minister of Public Health Thailand regarding the approach Thailand is adopting "*I think we have stabilised the problem of our health workforce … if we set up and follow the western standard and apply it to Thailand we will have a human capital shortage forever*" (Sintavanarong, 2014, p.11). To adapt to the coming of the AEC in Thailand, based on these trends, Tuekla (2011) further proposed that HR staff should consider some new strategic ways of doing their jobs. These include: 1) setting up new criteria for recruiting new employees; 2) developing and preparing new training programs; 3) creating new policies about work in abroad; 4) revising promotion criteria for abroad experienced workers; and 5) sharing useful information about the characteristics that the organization needs from new graduates.

In conclusion, reviewing the above literature indicated that the healthcare sector, especially in private hospitals, will be one of the most challenging business sectors influenced by the possible movement of medical staff. Therefore, The key questions for HR Executives are how to manage the flow of people and how to adapt people development practices to cope with the changing workforce.

Research Methodology

Research Design

A qualitative approach was chosen as the research design and takes the view of the constructivist paradigm, in order to explore the perspectives of HR managers concerning current HRD situations, HRD trends and HRD roles for the AEC in Thai large private hospitals in Bangkok, Thailand. To ensure the richness of obtaining data which could be used to address research questions, purposive sampling and snowball sampling techniques all together were applied to identify suitable HR managers to be sampled in this study.

Data collection

The semi-structured in-depth interview was the main data collection technique. An in-depth interview was employed to gather the participants' perspectives. The researcher constructed the research instrument, which was an interview guide. An interview guide was developed based on steps and suggestions guided by Jougtrakul (2010) and Patton (2002). This interview guide was validated by experts to ensure that the questions were valid and reliable forgoing to the data collection process. During an interviews process, an interview guide and an audio-recorder were used to assist at the interview. The data is recorded approximately 60-90 minutes of interviews with each participants.

Data Analysis

The researcher began the data analysis after the first data collection was finished, transcribed into the word documents and using coding technique – to reduce the data and propose key concepts or themes. The findings by using ATLAS.ti 6.2, the qualitative

software for data analysis to organize, code, and categorize the data, and the results were presented through description. All data in Thai was translated into English by the researcher. The translation was reviewed and revised by the specialist native English speaker, who is familiar with the Thai context to minimize the loss of meaning in translation.

Rigor or Trustworthiness

The researcher used triangulation techniques and peer debriefing to establish credibility, using an audit trail, which is a recording of activities over time together with the reflexive notes for dependability and confirmation criteria. The researcher selected the informants according to inclusion criteria for gaining rich, in-depth data about their perceptions of HRD professionals in Thai large private hospitals for transferability, therefore, the readers are able to determine the applicability of the research findings.

Participant Profile

This study collected data by conducting in-depth interviews with 12 HR executives in Thai large private hospitals. The hospital they were working at the time this study was conducted were hospitals containing 100-400 beds. About seven hospitals in Bangkok where the participants were working in had had HA and five of them had had JCIA. The participants' ages are between 34-70 years. There are 7 females and 5 males. The participants' work experience are between 5-20 years.

Research Findings

The major findings of the study. While examples of data analysis processes were included, only themes, some direct quotations and researcher's descriptive accounts of the structures drawn from the data were reported. The assigned HR 1, HR 2, HR 3,…HR 12 were used instead of their real identifying information to connect back to the participants.

In responding to the first question, it has been found that the HR managers recognized that HR managers offered training courses specially designed for healthcare professionals such as English conversation for servicing foreign patients, IT internal customer service, legal and international health insurance. These included: 1) strengthening effective training areas/programs, 2) organizing effective HR activities/interventions, 3) developing organization capacities and 4) being more specific when identifying groups of trainees. The following are some interesting direct quotations://… *The main activities of development in the private hospital have performed continues in the past to present are training in excellent service (HR 1) …//… Our IT staff can train to the user about new medical technology. We introduce new technology or new modern devices, we need to plan some HRD training programs to make sure that our staff knows how to use them for their patients (HR 3) …//… We developing the front line team to improve a communication skill that is not only welcome, but the Frontline team must to advice and describe process implement to patients (HR4)…//*

Findings of the second question concerned HR managers describing their perspectives of HRD trends in the future for preparing and developing the medical staff and the organization these include:1) introducing new learning channels, 2) analyzing groups of trainees, 3) producing new training programs, 4) managing employees' performance and 5) Organization development. The following are some interesting direct quotations://… *In the future self-learning and E- learning are tools in the hospital because it is easy to access, such as a web page or training program online (HR10) …//… My point of view in the future we must to training about Basic Life Support and Advance Cardiovascular-life Support to ER team (HR8) …//… In the future trend of business, health will focus on a new disease, we need*

to send staff to training with new diseases and focus on quality assurance with new trends (HR5) ...//... We will develop and implement evaluation plans because all employees are committed to fostering high performance (HR6) ...//... We lookforward to making CSR and Branding to strong and success in health care business and organizations focused on Health is wealth (HR9) ...//

In answering the final research question about the roles of HRD practitioners in Thai large private hospitals, it found that the new HR practitioners must change management strategies and processes to support the hospital's goals and all medical staff perform at high-performance levels. Furthermore, to ensure that advising on job design and continuous improvement, implementation of new competencies, effective communication and consultation processes to build staff engagement these include: 1) Ensuring the existing employees' enjoy a good quality of work life balance. 2) HRD specialist and 3) Organizational developer. The following are some interesting direct quotations:*//... HRD practitioners must be a good at consulting when employees have a problem, they will come to us to ask us to help them (HR7) ...//... I think HR must be an advocate and drive the organization to the hospital's goals. The hospital aimed to encourage employees' happiness in the workplace (HR 9) ...//.... HR must be a good partner. We need to make themselves as acceptable hospital administrators expert (HR10) ...//*

Discussion

Addressing to the first research question for this study is: *"How do HR managers of Thai large private hospitals view current HRD situations for AEC?"*

In responding to this research question, it was found that the current HRD situation in hospitals has an emphasis on training programs. Continuous medical training is given to doctors and nurses. The medical staff is well trained about patient satisfaction. Service and behavioral training are given to the front-office staff, telephone operators as well as nurses. While the former ensures that services are as per the quality standards set, the latter is essential for the positive mindset of the employees who will deliver the service. It is similar to the description of Debnath (2015) who found that the frequent training of doctors and nurses and other officials, so, they can increase their skills and efficiency to make the hospital an integral part of human resource development. The main highlights of these research findings are training programs and training activities for improving language and communication skills, service skills and cross-cultural knowledge. If the staff are not well trained to handle the customer tactfully, it can backfire on the image of the hospital. Furthermore, this study found that there is no shortage of hospital training programs for doctors. They are already skilled enough. Therefore, it is the second level staff in hospitals such as nurses, receptionists, staff and other people which require proper training programs to be carried out. The different professional groups had a specific training course for them on the topic such as medical professionals' training in new diseases, while staff training emphasized excellence in service and English communication.

The need for improving staff English found in this study matches with the work of Pandey and Sinhaneti (2013) claiming that the English speaking and listening skills were the two most important skills especially needed for healthcare personnel in their workplace. It is also confirmed by the study of Suwannaset (2013, p.58) finding that "HR executive officers in private hospitals in Chon Buri believed that medical practitioners need to improve their English communication skills and knowledge about cross-cultural issues". Culture training and patient's rights are two of the most concerning areas which hospitals must ensure their

healthcare staff is aware of so that they can communicate with patients coming from different cultures (Koh-Shun, 2004).

In summary,the HR managers in private hospitals are challenged to design new training curricula and coursesfor their staff and prepare new management systems in the organization to support foreign patients and prepare all staff to work with foreign colleagues from AEC countries.

Addressing to the second research question for this study is: *"What are the perspectives of HR managers of Thai large private hospitals concerning HRD trends in the hospital sector?".* In responding to this research question, It was found that HRD trends are changing the way firms are managed today; organizations in such an environment become competitive high performers. HRD is moving beyond a role that is exclusively supportive of business strategy. The hospitals are now in the marketplace by targeting foreign customers and need to prepare for this change. They should provide new knowledge for employees and prepare a quality reputation for taking care of customers from the AEC countries. The findings of this study were in line with other studies such as Wongprasit (2012) that the HR executives are planning a training program for tackling the language skills of medical staff and prepare English language courses for employees working with foreigners to understand communication and prevent errors. The HR managers are always creating excellent services to address customer needs, they will set up a high empathy standard of service to create acompetitive advantage for the organization (Kasper, Helsdingen and Gabbott, 2006). Some hospitals have started the excellence service program (ESB) for developing a service and satisfying the customers and fulfilling expectations. It was found that some hospitals have linked reward to employees' performance evaluation and try to link the merit increase bonus with performance and set up the KPIs and targets at the beginning of a performance management plan (Akaraborworn, 2014).

In summary, HRD trends in the hospital sector are necessary to develop the system and preparing healthcare staff in hospitals for the AEC has an importance to play, addressing the challenges of designing the HRD activity for their staff in private hospitals in the future.

Addressing to the third research question for this study is: *"What are the roles of HRD practitioners in Thai large private hospitals in Bangkok to ensure their competitive workforce for the AEC?".* In responding to this research question, It was found that the role of HRD practitioners is very important to the number of useful HRD activities they are able to organize. Anderson (2007) also emphasing that HRD practitioners were primarily responsible for direct employee development through fostering learning in individuals, groups or the organization. They develop training plans with employees to ensure employees have the necessary expertise to carry out their jobs. They are in a unique position to give ongoing advice to the employee about career counseling, as well, to help employees' enjoy a good quality of work life balance and develop their careers (Wongprasit, 2012).

The main highlights of these research findings are HRD specialist and HR developer, this study found that HR managers will be experts, bringing deep knowledge from another part of an organization to create training courses according to needs and the quality of the hospital can lead to qualification and certification in accordance with the standards such as those set by the HA or the JCIA standards. This perspective matches with Suwannaset (2013, p.58) finding that "the role of the HR department in preparing their staff towards the AEC, the researcher found that the HR department needs to perform the roles of effective corporate ambassador, CEO strategic partner, administrative expert, employee champion and change agent".

In summary, the HR Manager normally assumed that the roles of HRD practitioners as a good model for all staff and have the capability of excellent communication, have a good consulting background, have a relationship with the employee enabling them to motivate staff to work to achieve the hospitals' goals. Moreover, HRD practitioners responsibilities as a strategic partner and need to be prepared with development tools and always dedicated to a deeper understanding of the laws to ensure their competitive workforce for the AEC (Tuekla, 2011).

Conclusion

The results supported the relevance of important concepts which include individual development, organizational development, career development and performance development being the four main functions of HRD and can be described as interrelated functions within HRD. Moreover, this study contributed important new knowledge in the areas of HRD trends in the future for preparing and developing medical staff and organizations. HR Executives are necessary to integrate the different methods of administration and initiate new solutions through their HRD trends among different contexts of each private hospital to move the hospitals forward towards excellence at an international standard. The new roles of HR practitioners must involve changing management strategies and processes to support the hospitals' goals and all medical staff must achieve high performance.The implications and conclusions of this study can be used to create a competitive advantage and HR development for future studies about the HRD professionals in Thai large private hospitals within the AEC.

Implications and Contribution from the research findings

The implications are drawn from the findings and proposed suggestions to three related parties.:1) In Thai large private hospitals HRD professionals should create an emphasis on organizational development, counseling and works more in the area of organization development. For example, in this study, it was found that private hospitals in Thailand should prepare for a shortage of nurses who are fluent in English. Many hospitals try to motivate these professions if he or she passes the international examination, an additional salary will be paid. 2) HR Executives, HRD professionals provide benefit to the person who wishes to prepare themselves, and new knowledge and tools in order to develop itself in order to cope with the change. 3) For the trainers in hospitals: They can use these results as guidelines and contribute to training activities, planning, implementation, and evaluation, which are appropriate to the individual level of employees.

Recommendations for future research

Firstly, the future research may explore how the HR department in public hospitals are regulate their HR roles to ensure high competitiveness and their workforce readiness for the AEC. Secondly, the future study should investigate new forms of HRD activities and practices which have been exercised in first-grade public and private hospitals in Thailand to ensure the development of workforce service quality, cross-culture, medical technology and ethical awareness. Thirdly, the future study should also focus on more specific development in the new technological innovations to offer in-house staff training as well as comforting foreign patients in private hospitals.

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Need for English Communication Skills of Thai Senior Employees in a Multinational Company in Thailand

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***Abstract*:** *This research aims to study the needs of English communication skills of senior Thai employees in a multinational company. In general, it is found that Thai senior employees have insufficient English communication skills. This affects significantly on working performance of the individual senior employees, teamwork and the company in overall. Thus, it is desirable from a management point of view to improve English communication skills of senior Thai employees for both employees and the company's benefit. This research applies statistical approach to analyze the needs of English communication skills of senior Thai employees in a multinational company according to several factors. The researcher uses several tools to collect data, e.g. interviewing the management level employees and questionnaire for the sample group of supervisory Thai employees in a multinational company. It is found that senior Thai employees in a multinational company are aware of importance of English communication skills. However, the needs of each English communication skills, i.e. listening, speaking, reading, and writing, are found to be varied depending on the studying factors, e.g. working experiences, education level, and job description. The results show that senior Thai employees with different characteristics need different English communication skills at different levels.*

Keywords: needs of English communication skills, senior Thai employees, multinational company

Introduction

Globalization allows the companies to extend their business to overseas and leads to the establishment of multinational companies around the world. A multinational company is a company consists of two or more nationalities of employees (Swift and Wallace, 2011), i.e. the employees of the investor's nationality and the local employees' nationality. In this situation, the company shall define the common language to be used as the company's communication language. It is found that the common language for business is English, even in the case where both the investor and local employees do not use English as their mother language. For this reason, it is unavoidable for the employees to be fluent in English in order to work efficiently in the multinational company.

The multinational company, which was chosen for this study, is one of many multinational companies located in Laem Chabang Industrial Park, Chon Buri, Thailand. The company was established since 1989 and has business in compressor manufacturing for residential air conditioners. Its products have been sold to both domestic and overseas

residential air conditioner manufacturers. The company's business has expanded continuously. In 2014, it was reported that the company has a sales amount over 260 million USD and had more than 2,500 employees. The products were sold to more than 140 customers in 40 countries worldwide, according to the company's report as of October 2014.

    Although, the company is located in Thailand, its headquarters is, however, located in Japan. Thus, the company is said to be a multinational company consisting of both local Thai and Japanese staff. Normally, the headquarters usually dispatches the top management level staff as expatriates to Thailand to run the business. It also dispatches skilled technicians to train and transfer its knowhow and technology to the local production and related staff. Note that it is not only the local technical staff but also the support staff who have contact at some levels with the foreigners. For example, employees in the Procurement division have to contact the foreigners in terms of ordering raw materials and parts from raw materials producers, suppliers, and machine makers from time to time. Employees in the Marketing division often have to communicate with foreign customers for product exports and sales. Engineers usually have to contact the foreigners either during the knowhow transferring process with the foreign experts and skilled technicians, or services provided in product development, specifications, and technical manuals to the foreign customers. In addition, even the employee in the Human Resource division sometimes has to communicate to the company's branches in foreign countries in order to dispatch local employees to work as expatriates or in issuing an agreement. Thus, all of these previously mentioned jobs or positions strongly require good language communication skills. Since English is the business lingua franca, it implies that the employees, especially senior employees then need these communication skills in English.

    As commonly happens with non-native English speakers, most senior Thai employees have problems in English communication. The problems become more severe for the employees with educational level lower than a Bachelor's degree. Since working in the multinational company requires a certain level of English communication skills, improvements of the English communication skills are of importance to these employees, especially English for Occupational Purposes (EOP) and English for Specific Purposes (ESP). In high vocational schools and universities, the employees studied English language for academic purposes or for general purposes such as communication in daily life. It should be noted that the knowledge obtained from studying might be insufficient to work in a multinational company. This is because after joining a multinational company, employees are required to have more English knowledge concerning technical terms, which are related to parts, products, production processes and transliterated words. For this reason, English training courses related to each job description should be provided. Since one of the scopes of Human Resource Development is to fulfill the job assignments and working tasks of employees in a multinational company as well as the organizational policy, English communication skills development is an important issue for Human Resource Development.

    As previously mentioned, it has been observed that lacking of English communication skills of employees, including senior employees, happens both before and after joining the company. This characteristic eventually leads to several problems for the multinational company, ranging from miscommunications, fewer opportunities to obtain valuable ideas from the senior staff, waste of valuable resources such as cost and time, etc. The senior staff who cannot communicate well in English will have difficulties in performing their tasks assigned from the foreign staff for several reasons, e.g. they might not understand the assignments well enough to perform them, though they would like to have better clarification

for the tasks, they could not communicate, etc. These would lead to poor results of the given assignments and affect the performance of senior staff concerning their job ability apart from English communication skills. From another viewpoint, the senior staff who lack English communication skills will not be able to communicate, share, and express their opinions or ideas to their foreign bosses or co-workers in critical events, e.g. the meetings or public speeches. Thus, they will lose their opportunities to present their capabilities that might affect their career growth. Furthermore, the companies might also lose valuable opinions or ideas as well.

For these reasons, the top management team of this selected multinational company announced the policy to improve English communication skills of its senior employees within 5 years starting from 2014. The aim of the policy was to improve English communication skills of senior employees. It was expected that the senior employees should be able to read the related research and patents and apply this knowledge for product improvement according to their educational levels and job categories. Thus, to satisfy the vision of the top management team it is essential to develop such an efficient English course for target senior employees. Therefore, human resource development in English Communication skills is needed in the perspective of organization development and individual development of senior staff.

In order to proceed further, it is of importance to know the needs of English communication skills of senior Thai employees. For this reason, the researcher should have access to the current problems, situation of usages and required support in English communication skills in order to identify the needs of English communication skills of senior Thai employees. This information will be crucial for human resource development to set up an efficient English training course in a multinational company. It is expected that the senior employees who have been trained by this course will have better understanding in English and be able to improve their English communication skills according to their characteristics.

Research questions

The research questions of this study were:

1. What are the needs for English communication skills regarding listening, speaking, reading and writing of senior Thai employees in a multinational company from a management point of view?

2. What are the needs for English communication skills of senior Thai employees regarding the different factors, e.g. job categories, educational levels, and service years of employee at a multinational company?

Literature Review

Needs of English Communication Skills Improvement for Senior Thai Employees in Multinational Companies

Globalization makes communications not limited locally but expands beyond the countries' borders along with the development of world economics. This brings investment opportunities overseas and leads to the establishment of multinational companies. As a result, the employees of such companies usually consist of two or more nationalities. It is then unavoidable for the companies to define a common language to run their business. In the works of Charles (2007) and, Swift and Wallace (2011), the authors mentioned that the language chosen to be lingua franca of international business is English. This is because

of the economic power of USA, and most of professional management education was developed in USA, it is then obvious why English becomes the business lingua franca. Harzing and Pudelko (2012), Vaittinen (2012), and Nuolijärvi (n.d.) support this claimed by stating that not only the companies originating from native English speaking countries use English as business lingua franca, Asian and non-native English speaking countries also used English in a similar manner. Harzing and Pudelko (2012), Ojanperä (2012), It-ngam, and It-ngam (2013) also pointed out that the multinational companies from Asian countries used both host companies' language or local language in addition to English. Hence, it can be seen that English has become worldwide business lingua franca especially for multinational companies. For this reason, it is unavoidable for the senior employees of multinational companies to use English communication skills in their workplaces.

Harzing and Pudelko (2012) reported that different countries have their own challenge in term of language problems and need subtle management. Nuolijärvi (n.d.) mentioned that lack of English communication skills of Finnish employees caused financial losses to companies. There is no exception for multinational companies in Thailand. Rajprasit, Pratoomrat, Wang, Kulsiri, and Hemchua (2014) found that the level of English communication skills of Thai employees barely meet the requirements of the multinational companies. However, the authors also mentioned that the employees are aware of the importance of English communication skills. They are now taking extra English courses or planning to take them in the near future.

Lacking of English communication skills affects companies in various aspects. Sriussadaporn (2006) showed that communication between Thai employees and expatriates were sometimes problematic. Ojanperä (2012) found that using English could make communication in Japanese-based multinational companies slow, cause misunderstanding, create frustration and create barriers for employees with poor language skills. Wiriyachitra (2002) pointed out the causes of English studying in Thai educational systems. Some issues are from the educational system; the others are from the materials and passive learning environments. Moslehifar and Ibrahim (2012) studied specifically in oral communication in Malaysia. The study results showed that the employees often faced problems in public speaking and that lack of English communication skills while working in the multinational companies leads to several problems both in employees' and companies' points of view. It is then desirable to improve these English communication skills to benefit both employees themselves and the multinational companies. The work of Ojanperä (2012) and Global English (2010) supported this need. Ojanperä (2012) reported on the effect of using English in Japanese-based companies concerning career advancement. The employees who can communicate fluently in English were reported to be able to contribute to better job performance and hence better opportunities to get promotion in the companies. Global English (2010) published the study results of the need for business English communication skills. It found that the need for business English communication was accelerated by globalization. The report mentioned that employees being skillful in business English not only performed their current jobs more effectively, but also related to their potential for career advancement as well.

However, improving English communication skills for senior employees should not be performed blindly. There are various senior employees with different characteristics and backgrounds; hence, the need for English communication skills improvement could be different. Furthermore, English training courses should be carefully designed so that the outcomes are expected to fulfill the multinational companies' needs.

Human Resource Development Concept

It is shown from the previous discussion that senior employees in multinational companies are required to possess English communication skills at a certain level. However, this might not be the case for most multinational companies in non-native English speaking countries. This is because most of the employees are, in general, local workforce and hence do not communicate fluently in English. In order to fulfill this need of the companies, various English communication skills improvement methods have been developed under the concept of human resource development.

Swonson (2001) mentioned in his work that the theory of human resource development consists of three combinations, i.e. economic theory, psychological theory, and system theory that are based on ethics. These theories support one another in such a way that would improve the performance of the individual as well as the organization. According to the previously discussed human resource development concept, Singh (2012) proposed that a well-planned system is an important part of human resource development. The goals of human resource development are to promote dignity of employment in an organization, and provide development opportunities for both teams and individuals. It is then expected that the organization would increase its business competitive potential. To achieve such goals, many practical components in human resource development are involved, e.g. training and development, career development, organization development, and performance appraisal.

Harris et al. (2006) reported that in the present day working environment, employees at all levels seek opportunities for individual improvement. Their needs should be supported from the organization through development programs provided by the organization. He also identified five human resource development processes that can be practically implemented. These processes include needs assessment, identify and design objectives, instructional method and media, implementing actual programs, conducting evaluation and following up.

Hence, in order to improve English communication skills efficiently, the concept of human resource development should be taken into account. However, human resource development concept discussed earlier is merely the methods applied to improve English communication skills of the employees. In general, the individual needs of improvement should be taken into account as well.

Maslow's Theory of the Hierarchy Needs

Maslow's theory of the hierarchy needs outlines five levels as shown in the following figure
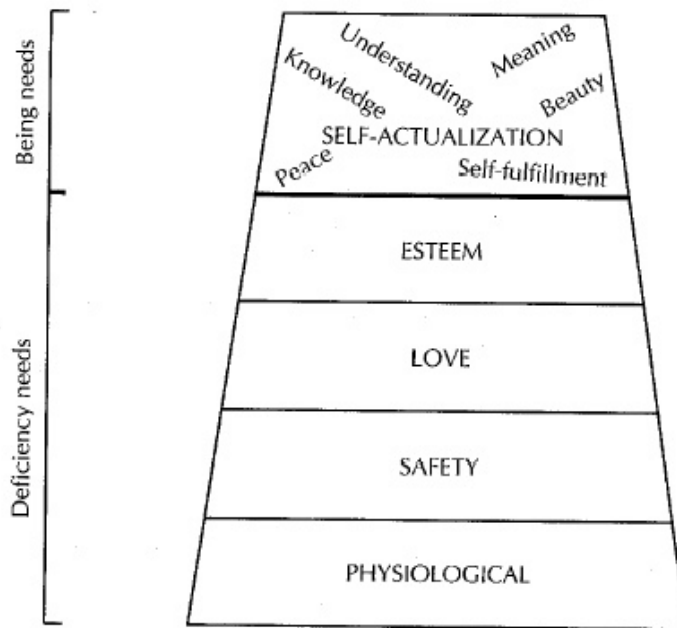
Figure 1. Hierarchy of needs (Maslow, 1954, p. 125)

Maslow suggested that the basic level is physiological needs including body craves food, liquid, sleep, air, sex, freedom of movement, and a moderate temperature. Shortage of these supplies causes distress. Once this level is satisfied, humans seek to establish stability and consistency. This refers to living consistently with few surprises. Law and order are constructed to serve this level of human needs. The next level is the needs of love or belongingness. Humans seek to fulfill a void by understanding and accepting certain selected others. This level of needs is more fragile than the previous one. The esteem needs suggested by Maslow is self-actualization, which he described as "the desire to become more and more what one is, to become everything that one is capable of becoming". People tend to maximize their potential only after they have satisfied their basic deficiency craving. Maslow also suggested that self-actualization varies individually.

Jerome (2013) mentioned about the work of Greenberg & Baron (2003), which applied Maslow's theory of needs to organizational operation and employee motivation. The theory was applied to the organization first and then later to the employees using the following concepts:

Both organization and the employees must decide on the performance of their organization

When the employees put in their best abilities to serve the organization, the organization should ensure that their level of needs are reflected in the values the organization holds in high esteem

Maslow suggested that if the needs were not culturally focused on, the performance standard would not be met. As employees had a desire for social needs, the organization should help employees attain their self-esteem and self-actualization needs. Jerome (2013) suggested further that when employees discovered that their organization cared so much about their developmental status, employees would offer their best service to the organization. Hence improving the senior employees' potential in English communication

skills would be one of many approaches to help fulfill the senior employees' self-actualization according to Maslow (1945). As a result, this would increase the performance of the senior employees individually and the companies in overall.

English Communication Skills in Multinational Companies

Based on Maslow's theory of hierarchy needs, it can be seen that people seek these needs in their life even working in the organization. Knowing the needs of employees and satisfying them would lead to the high competitive potential of the company.

Petcharat (2012) mentioned that English communication skills were very important especially in a joint venture business between Thai company and foreign company. The author focused on English communincation skills for the oil drilling business with the company's headquaters residedin Europe or USA. Hence, the employees were bounded to use English as an official language for communcation inside the companies. The authors performed the survey of needs of English communications in all four skills, i.e. listening, speaking, reading, and writing. The research results showed that although the employees need all four English communication skills for their career, however the needs of each English communication skills are varied depending on their positions. The author showed that English training course should be provided to the local employees.

Khan, Ghulamullah, Mohsin, Dogar, and Awan, (2011) mentioned that English training courses should be developed to improve all four English communication skills. Furthermore, the course should be based on English for Specific Purpose (ESP). The aims of this English training course are more specific compared to general teaching English or English for General Purpose (EGP). The authors reported that needs analysis should be performed to identify the information necessary to develop courses in order to satisfy the desired learning goals. The authors defined "needs" according to the work of Hutchinson and Waters (1987) as "the ability to comprehend and or to produce the linguistic features of target situation".

Although English communication skills are required for employees, there are differences in required communication skills according to several factors, for example, the education background, job position and categories. Phetcharat (2012) reported in her investigation over the English needs that in general, the most important English communication skills were listening and speaking. It was found that middle-level employees who hold at least bachelor degree had better skills compared to low-level employees who have educational level lower than bachelor degree graduation. However, English communication skills of both group are still needed to be improved. The authors mentioned that the goals of improvement and the training courses designed for different level of employees would also be different. While middle-level employees preferred to have the training courses applicable to real work situations, the lower-level employees were satisfied with the training courses involving conversation, practicing in listening, and reviewing.

The previous research works show that working in multinational company required a certain level of English communication skills. However, in general, the employees from non-native English speaking countries usually lack such skills and need to be improved. This includes senior Thai employees in a selected multinational company studying in this research. It is found that although the needs of English communication skills are essential to all the employees, the goals and courses designed to satisfied the needs of employees are varied depending on various factors. This research attempts to analyze the needs of English communication skills from a management point of view and the needs of English

communication skills regarding the different factors, e.g. job categories, educational levels, and service years of employee at a selected multinational company.

Research Methodology

It has been previously discussed that English communication skills are essential for senior employees in multinational companies. This also applies to the multinational companies in Thailand. However, in general, senior Thai employees are found to have insufficient English communication skills which is problematic for working in such companies. Hence, it is important to provide English training course for the senior employees to fulfill both individual needs as stated by Maslow's theory of hierarchy needs and the benefit of the companies. However, in order to set up an efficient English training course, the needs of English communication skills for senior employees have to be identified. It is the focus of this research to analyze the needs of English communications of the senior employees on various factors, e.g. education level, job categories, working experiences, etc.

Data Collection

The methodology starts by determining the sample size. A sample group of 134 of senior Thai employees in a selected multinational company is randomly selected according to Israel (1992). The method suggests a specific sample size according to the population and percentage of precision levels. For example, in case the population is 100, and the percentage of precision level is +/- 5 percent, the method suggests the sample size of 81.

There are two research tools involved in this proposed research work, i.e. an interview guide for the management level employees and a set of questionnaires to survey needs analysis for English communication skills, including listening skills, speaking skills, reading skills, and writing skills. The interview question guide has been distributed to the management level employees in various departments in the selected multinational company. A questionnaire is developed and distributed to the sampled group of supervisory level Thai employees in various departments in the selected company.

There were two sets of collected data. The first data set was collected from the management level employees of the selected multinational company whereas the second data set was collected from 134 senior Thai employees in the selected multinational company who responded to the questionnaire concerning the needs for English communication skills.

It was found that the interviewed management employees were 83 percent male, their average age is 50.5 years old, and they served the company for about 28 years on average. Two of the management employees held Master degree while the rest hold Bachelors' degrees. For a sampled group of 134 respondents of senior Thai employees, there were 112 males (85.38 percent) and 22 females (16.42 percent). Thus, the ratio of male respondents to the female respondents can be roughly said to be 5:1. It was found that 101 respondents (75.37 percent) hold bachelors' degrees, which is the largest group of respondents. The second large group was the respondents who hold diplomas. There were 28 respondents (20.90 percent) in this group while there were only 5 respondents (3.73 percent) who graduated at masters' degree level.

In the case of categorized by department, the largest group of respondents was from Technical department. There were 45 respondents (33.58 percent) in this group. The number of the respondents in the second and third large groups was approximately the same. These are the 24 respondents (17.91 percent) from Production department and 21

respondents (15.67 percent) from the Engineering department. These three groups made up approximately 70 percent of all the respondents. The two smallest groups of respondents were from Financial department and the Information Technology department with 3 respondents (2.24 percent) from each department.

Data Analysis

The interview was given to six employees in management level from different departments in the selected multinational company. The questions mainly focused on the needs of English communications skills toward different factors.

The interview showed that the management level employees regard English communication skills for Thai employees in a multinational company as one of the important skills. The needs of each skill are different. From the management point of view, it was found that the employees need to improve their listening and speaking skills. Since these are the skills most employees lack. The level of needs in each skill varies from department to department. In the departments with more opportunities to contact outside organizations, the level of needs is higher. This is because it reflects the image and reputation of the company.

It was also found that in general Thai employees in multinational companies possess inadequate English communication skills. This is more obvious with the employees holding a diploma. In summary, the employees at management level agree that English communication skills are essential to Thai employees in a multinational company. They pointed out that fluency in English communications in employees would benefit both the company and the employees themselves concerning self-development and career advancement.

The following tables show the information concerning English communication skills requirement that arises from the problems encountered and the frequency of English communication skills used according to each job category.

Table 1 Basic statistics concerning problems of English communication skills for Thai employees in a multinational company

Communication Skills	Descriptions	$\overline{X}$	SD	Level
Listening	-Unable to catch a word	3.54	0.91	High
	-Unable to understand the meaning	3.35	0.88	Moderate
	-Lack of vocabulary knowledge	3.62	0.86	High
	-Unfamiliar with intonation	3.87	0.84	High
	-Panic when you are asked	3.30	1.05	Moderate
Problems in listening skills		3.54	0.70	High
Speaking	-Lack of vocabulary knowledge	3.82	0.87	High
	-Unable to make a sentence for conversation	3.46	1.09	Moderate
	-Understand the question but unable to answer in English	3.34	0.98	Moderate
	-Shy to talk	2.82	1.17	Moderate
Problems in speaking skills		3.36	0.80	Moderate
Reading	-Lack of vocabulary knowledge in general	3.18	0.93	Moderate
	-Lack of vocabulary knowledge in technical terms	3.00	1.00	Moderate
	-Unable to understand the sentence structure	3.24	0.96	Moderate
	-Unable to understand the grammar	3.36	0.95	Moderate
	-Unable to understand overall paragraph	3.00	0.83	Moderate
Problems in reading skills		3.16	0.75	Moderate
Writing	-Lack of vocabulary knowledge in general	3.57	0.94	High
	-Unable to understand the grammar	3.57	0.94	High
	-Understand English but cannot write	2.99	0.86	Moderate
Problems in writing skills		3.38	0.76	Moderate
On average		**3.36**	**0.66**	**Moderate**

Table 2 Frequency of use for English communication skills of Thai employees in the multinational company

Communication Skills		Descriptions	$\overline{X}$	SD	Level
1. Listening	1.1 Internal communication	-Listening to daily conversation or job assignment from boss	3.50	0.90	Moderate
		-Listening in the meeting and discussion in department	3.48	0.94	Moderate
		-Listening to a telephone conversation	3.87	0.94	High
	Frequency of use		3.62	0.79	High
	1.2 External communication	-Meeting and discussion with outsiders e.g. customers, suppliers, foreign visitors	3.54	1.14	High
		-Listening to the lecture or training given by foreign instructors	4.07	0.92	High
		-Listening to telephone conversations	3.99	1.02	High
	Frequency of use		3.87	0.92	High
On average	3.74	0.78	High		
2. Speaking	2.1 Internal communication	-Daily conversation or report on progress of job assignment	3.78	0.88	High
		-Report to the monthly meeting and discussion	3.69	0.95	High
		-Speaking on telephone	4.09	0.90	High
	Frequency of use		3.85	0.80	High
	2.2 External communication	-Meeting and discussion with outsiders e.g. customers, suppliers, foreign visitors	3.84	1.13	High
		-Presenting products or technical information to customers	4.18	1.00	High
		-Speaking on telephone with customers or suppliers	4.13	1.01	High
		-Negotiating with customers or suppliers	4.12	1.14	High
	Frequency of use		4.07	0.99	High
On average	3.97	0.85	High		

Communication Skills		Descriptions	$\overline{\text{X}}$	SD	Level
3. Reading	3.1 Internal communication	-Reading the minutes of meetings	3.26	0.97	Moderate
		-Reading an e-mail of internal communication	3.01	1.05	Moderate
		-Reading information on website, specification etc.	2.87	0.99	Moderate
	Frequency of use		3.05	0.86	Moderate
	3.2 External communication	-Reading e-mail from an outsider	2.90	1.11	Moderate
		-Reading a letter or documents from customers, suppliers or headquarters	3.20	1.18	Moderate
		-Reading a specific document e.g. manual patent, purchasing agreement, legal contact	3.58	1.22	High
		-Questionnaire from headquarters, suppliers, etc.	3.83	1.04	High
	Frequency of use		3.38	0.97	Moderate
On average			3.24	0.85	Moderate
4. Writing	4.1 Internal communication	-Writing the minutes of meetings	3.14	1.12	Moderate
		-Writing a specific report, e.g. internal memo, defect investigation etc.	3.31	1.06	Moderate
		-Writing an e-mail for internal communication	3.15	1.09	Moderate
	Frequency of use		3.20	0.96	Moderate
	4.2 External communication	-Writing a report to outsiders, e.g. customers, suppliers, headquarters	3.43	1.22	Moderate
		-Writing letters to outsiders, e.g. customers, suppliers, headquarters	3.55	1.18	High
		-Writing e-mails to customers, suppliers, headquarters	3.30	1.24	Moderate
		-Writing technical documents, contracts etc.	4.01	1.09	High
		-Writing a PR document	4.15	0.99	High
	Frequency of use		3.69	0.97	High
On average			3.51	0.89	Moderate
Total on average			**3.61**	**0.77**	**High**

The correlation between the needs for English communication skills and job category, education level, and working experience of Thai employees in the selected multinational company. Table 3 shows the study result of Pearson correlation. The items of rows and columns of the table are represented by the letters A to F where they represent various factor as follows; A: Department, B: Education level, C: Age, D: Working experiences, E: Needs for English communication skills, and F: Frequency of use of English communication skills

Table 3 Pearson correlation on studying factors

Items	A	B	C	D	E	F
A	1	0.09	0.15	0.14	0.08	0.18*
B		1	0.44**	0.49**	0.24**	0.26**
C			1	0.97**	0.19*	0.38**
D				1	0.22*	0.39**
E					1	0.26**
F						1

Remark: **Statistical significant level at 0.01, *Statistical significant level at 0.05

It was found that there are many correlations with statistical significance of the studied factors. For example, the need of English communication skills (E) have statistical significant correlation with education level (B), age (C) and working experience (D). Furthermore, the frequency of use of English communication skills has statistical significant correlation with department (A), education level (B), age (C) and working experience (D).

Findings and Discussion

The researcher used an interview and questionnaire as the tools to collect the data. Thai employees are sampled with the number suggested by Israel (1992) as described previously. By using this approach, 134 Thai employees from various departments, ages, educational levels and working experience were selected. The collected data was then analyzed using various statistical tools, e.g. mean, standard deviation, t-test, F-test, and Pearson correlation.

Research Question One:

"What are the needs for English communication skills regarding listening, speaking, reading and writing of senior Thai employees in a multinational company from a management point of view?"

In the management point of view, English is the language for business, thus it is unavoidable to use it in running business. The senior employees who possess English communication skills would have higher opportunities in completing the tasks in contact with foreigners and thus are important to the company. Furthermore, the multinational company usually has a foreigner in the management team. This implies that senior Thai employees who have higher English communication skills would have higher opportunities for being promoted in their career path compared to the ones who possess poor English communication skills.

It is found that from the management point of view, English communication skills of senior Thai employees are inadequate, particularly, listening and speaking skills. This is obvious with senior Thai employees holding Diplomas. One of the reasons the management pointed out is that these two skills require more instantaneous responses compared to writing and reading skills. This further implied that the senior employees should possess

high levels of these skills in order to interact with the foreign customers, suppliers and visitors. This would reflect a high image of the company as well as the business performance and relationship. The management also points out that though different departments need different levels of English communication skills, listening and speaking skills should be improved overall.

Research Question Two:

"What are the needs for English communication skills of senior Thai employees regarding the different factors, e.g. job categories, educational levels, and service years of employee at a multinational company?"

From senior Thai employees' points of view, English communication becomes more and more necessary as they advance through their career path. The need for English communication skills increases along with their position and service years. In the beginning, they might encounter the need for English communication skills only to fulfill their jobs, for example, reading English articles or technical manuals. However, as they were promoted to higher positions, the need for English communication skills were more obvious. For example, they might need to contact the customers, vendors or business partners. Thus, from the employees' point of view, they were also aware that English communication skills is of importance in working in a multinational company.

Senior Thai employees also specify their needs for English communication skills. It is found that all English communication skills are of moderate level or higher with listening skills in the high-level employees. This was consistent with the findings from the management point of view. Concerning listening skills, Thai employees point out that their problems come from unfamiliar intonation, lack of vocabulary knowledge and inability to catch all words. Though the listening skills are found to be the highest needs for improvement for Thai employees, another two skills, i.e. speaking and writing, are also found to be essential needs for improvement among them. It is found that lack of vocabulary knowledge was the highest factor for speaking skills. This is also true for writing skills. In addition to this, being unable to understand the grammar is another factor found for improvement in writing skills. These problems in listening, speaking and writing skills should be taken into account when developing a training course for the Thai employees' English communication skills improvement.

In terms of frequency of use, it is found that speaking skills is the highest need followed by listening skills. It is also found that Thai employees frequently use these skills in telephone communications both internal and external. Other situations in which Thai employees frequently use these two skills are in training sessions provided by foreign instructors, presenting the products, customer service and negotiation, and discussions in meetings.

From the study, it is also found that English communication skills differ significantly for senior Thai employees holding Diplomas and Bachelors' degrees. The employees' age also affects the needs and frequency of use for English communication skills. Elder employees are found to have higher needs and use English communication skills more frequently. Service years also affects the needs for English communication skills. It is found that employees with more service years have more needs and frequency of use for English communication skills compared to new employees. The correlation study also suggests that needs for English communication skills are related to various factors, e.g. education level, age, and working experience. This is also true for frequency of use with additional factors for certain departments.

Recommendations for Further Research

The study has indicated that English communication skills are very important for Thai employees. However, these employees have to work during weekdays, therefore, the researcher suggests finding the appropriate approach to enhance their English ability while integrating with their job descriptions.

Another issue concerns designing English training courses. Apart from teaching all communication skills in the training class, the researcher suggests to apply additional job related materials or English communication environment creations in order to encourage Thai employees to be able to learn English more efficiently. The need of English communication skills in multinational companies can be studied further in a broader perspective including all level of the employees.

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Developing Oral Communication in English for Thai Secondary School Students by Using Synchronous Computer Mediated Communication at Rayongwittayakom School

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Abstract: The aim of this study is to investigate the effectiveness of using synchronous computer mediated communication (SCMC) to develop oral English communication for Thai secondary school students, including finding out the attitudes of students toward the teaching techniques in terms of oral English communication development. It is believed from previous research that SCMC can provide more opportunities for students to practice communication in English and develop a variety of interactions. The study was conducted with data collected from Thai secondary school students at Rayongwittayakom School. The participants were randomly selected to learn oral communication via the SCMC technique. The data was collected via the oral pre-test and post-test and assessed by using the Student Oral Language Observation Matrix (SOLOM), classroom observations, a questionnaire and interviews. The data was collected over a period of eight weeks, with follow-up interviews, face-to-face and online. During the eight week period, the participants were first observed by the researcher in terms of behavior of learning. Then the questionnaire and interview were employed to countercheck the information gathered.

 Keywords: Oral English communication development, SCMC, online internet chat, face-to-face interview, SOLOM, classroom observation, Thai secondary school students, questionnaire and structured interview.

Background and statement of the problem

English have been taught since 1862 during the reign of King Rama IV (1851-1868), but the results of its teaching leaves a lot to be desired (Brudhiprabha, 2013). The results of teaching are still far from satisfactory. A well-known authority of ELT in Thailand, M.L. Boonlua Debyasuvarn noted that only 10 percent of Thai students in the educational system are proficient in English (Debyasuvarn, 1981 cited in Broughton, 1999, p. 71):

> "The late Ajarn M L Boonlua Debyasuvarn said she believed only ten percent of students in the education system become proficient in English to the extent that they can communicate satisfactorily. In her paper Ajarn Boonlua claims that ten percent succeed whatever method of teaching is used because 'they can absorb and make sense of everything that is taught in every subject'. They are high academic achievers."

It is also reported by the National Council of Economic and Social Development, Journal of Economics and Society of August 2014 that the percentage of Thai students who can communicate in English remained the same as indicated (NCESD, 2014 cited in Zoom, Thairath News, 14 November 2014). The question is what causes our utter failures in ELT.

More recently a guru of ELT (Brudhiprabha, 2013, p. 7) had this to say:

> We must revolutionize Thailand's schools. We must dispel the **"nguu-nguu-plaa-plaa"** (smattering) **philosophy of ELT'**. We must discard the status quo with our deliberate crusade. We must attempt to make ELT in Thailand all that it should be. Otherwise, we will miss the ASEAN boat! The time for just talking or playing lip-service is over. There is a saying and a truism that "actions speak louder than words". That is to say, we have no time to waste any longer! I submit that 'there will be no renaissance without revolution'. That's our strategy. We must lead the way in educational innovation. 'The day of the status quo is over.'

So, the researcher came up with an idea to employ a different method of teaching English as a foreign language in order to find out the effectiveness of it and solve the problems of teaching English as a foreign language at a high school.

At Rayongwittayakom School, Rayong, Thailand, the researcher studied the achievement of secondary school students by looking at the average of overall English for communication in the year 2012 and 2013, and found that students' scores were not satisfactory according to the school administrator.

In this study it is believed that the methods of teaching are the major issues, and we need to use modern technology in the classroom, particularly in the age of IT. Therefore, this research study is going to make an investigation into an alternative method called Synchronous Computer Mediated Communication (SCMC). Several specialists said that Thai students are afraid of speaking English because they are afraid of making mistakes (Toolsiri, 2005; Wanthanasut, 2008). In Thailand, speaking skills are a critical part of language learning and the teaching process, but Thai learners in general have few chances to interact with English native speakers. The exposure to English of Thai learners is thus somewhat limited (Khamkhien, 2010). Recently, there have been many techniques that researchers and educators have studied for teaching English as a second language in order to develop learners' communicative skills. Further, the SCMC technique could provide speaking practice activities to scaffold students and enhance communication in the real world (Gao, 2012). The theoretical rationale of this study was that theory and practice must go hand in hand. In a research study Brudhiprabha (1992, p. 53) stated that in ELT, "theory without practice is indeed futile, and practice without theory is also fatal".

Purposes of the study

The specific purpose of this study was to evaluate the effectiveness of using the SCMC to help secondary school students in Thailand to develop aural-oral skills in English. Thus, this researcher set up the following specific purposes:

　　1 To investigate the effectiveness of the SCMC technique in developing English oral communication among secondary school students.

　　2 To study students' attitudes toward the SCMC technique in oral communication.

LITERATURE REVIEW

Synchronous Computer Mediated Communication (SCMC) technology   SCMC has been commonly applied to enhance various aspects of foreign or second language learning. As a technology and communication tool, SCMC has been said to have a strong potential for encouraging the negotiation of meaning in interaction. This is because of SCMC's resemblance to spoken communication and the textual features of discourse, which allows learners with more time to attend to language output (Blake, 2000; Satar & Özdener, 2008; Smith, 2005; Sykes, 2005). The benefits of applying SCMC to second language classrooms have been reported including more equitable student participation (Kern, 1995), more learner language output (Sequeira, 2009; Sullivan & Pratt, 1996), better quality of linguistic production, more student motivation and interest and reduced communication anxiety (Satar & Özdener, 2008).

Technologies and SCMC technique to promote oral language communication skills

Computer-mediated communication such as synchronous chat can be utilized to promote speaking practice and synchronous chat freeware can be used to increase learners' self-confidence so they will be willing to communicate orally in a language class. Fotos and Browne (2004) stated that the increase in SCMC research in speaking development would be the introduction of many technology tools in the foreign language-learning (FLL) world (e.g., Skype, Tango, Line, or Facebook). The digital medium has become more and more popular in developing oral skills (Abuseileek, 2007; Jauregi, de Graaff, van den Berg, & Kriz, 2012; Vinther, 2011). Several research studies supported that SCMC, in its synchronous manifestation, facilitated the acquisition of oral competence (Jauregi et al., 2012; Kervin & Derewianka, 2011; Levy & Stockwell, 2006

Research Methods and Design

This study employed a mixed methods approach to obtain answers to the research questions. According to Creswell (2014), the term mixed methods approach is one in which the researcher tends to base knowledge claims on pragmatic grounds (e.g., consequence-oriented, problem-centered, and pluralistic).

Research framework based on the Creswell diagram

Mixed-methods procedures for the study:

Pre-test

Quantitative

Qualitative

8-week process
of studying
language via the
SCMC technique

Field note
observations

Post-test

Structured interviews
by the researcher

Questionnaire

Data analysis and compare the results of
the pre-test and post-test

Data coding and analysis

Data interpretation and report the results of the findings
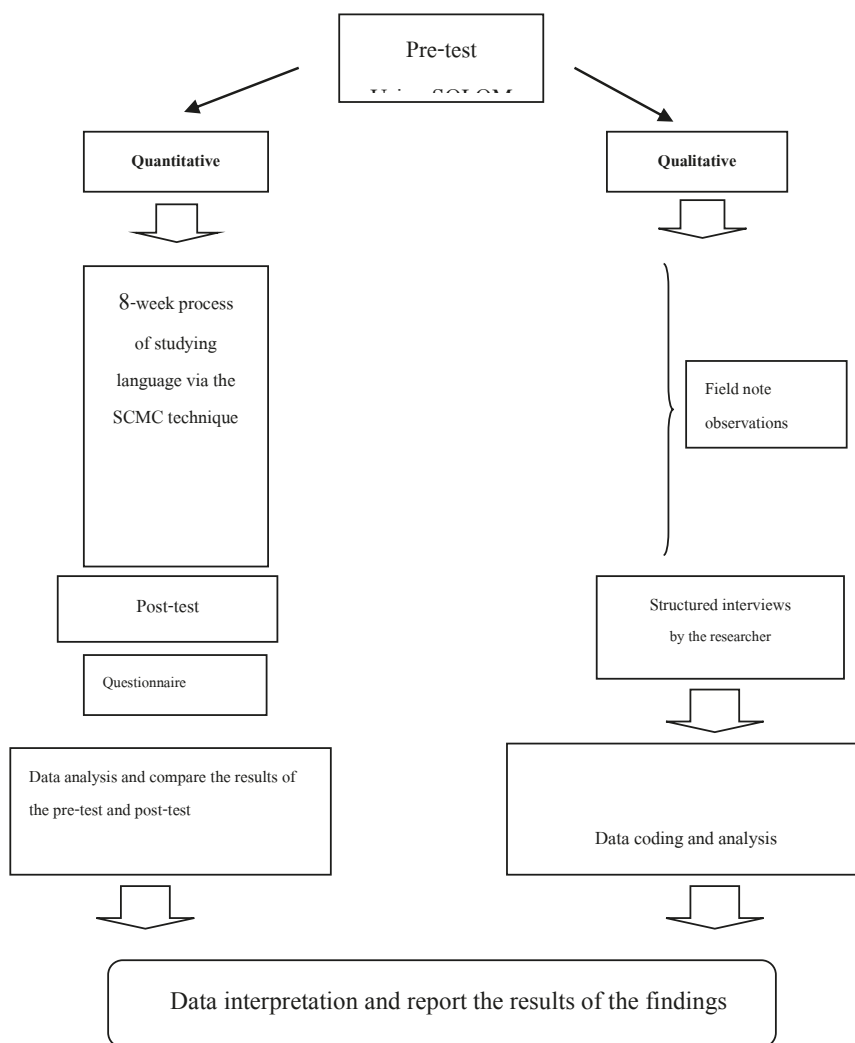
Research framework based on Creswell (2014)

Procedures of the study

The researcher introduced the procedures and tasks of this study to the students who were the participants and explained the tasks and how to set up this study to the native English speaking teachers. English for communication classes for secondary students lasted 50 minutes per period and students studied two periods of English per week.

Research instruments

Pre-test interview

The pre-test and post-tests were in the form of an oral interview designed by the researcher. The purpose was to find out the level of language proficiency of the subjects. The pre-test interview was conducted by the English native speakers and the scores of language proficiency recorded in a rubric called SOLOM.

The SOLOM rubric to score the pre-test and post-test

The SOLOM was used in this study in order to reveal the overall oral communication ability among students before and after students practiced oral English communication through SCMC. The results of the SOLOM pre-test and post-test were compared in order to find out the differences of oral language achievement. The SOLOM was adopted from Gottlieb (1999). The rater and rubric for this study was Student's Oral Language Observation Matrix (SOLOM). The SOLOM assesses a student's oral comprehension, fluency, vocabulary, pronunciation, and grammar. Students scoring at level "1" in all categories can be said to have no proficiency in the language. Students scoring at level "5" in all categories can be said to be proficient in the oral language. In this study the SOLOM was administered by native speakers. The SOLOM scores were given by native English speakers who interviewed the participants. Students scoring at level "1" in all categories can be said to have no proficiency in the language. And students scoring at level "2" can be said to have a low average, level "3" can be considered fair or average, level "4" can be considered upper average or good and level "5" means proficient in the language.

The questionnaire

The questionnaire was designed by the researchers focusing on the five aspects of the study.

Questions 1-8 asked about the communication ability of participants after using the SCMC technique.

Questions 9-15 asked about confidence after using the SCMC technique.

Questions 16-27 asked about motivation in learning.

Questions 28-34 asked about the SCMC support learning.

Questions 35-42 asked about the method and facility.

Questions 43-50 asked about the attitude of a participant toward using the SCMC technique.

Research Results

The participants with under average and above average English were assigned to practice oral communication with native speakers six times per week. The practice period was eight weeks. After the participants finished all the procedures of the practiced oral communication by using the SCMC technique, they were interviewed after the study. The participants were evaluated on the test scores of the before and after treatment by using the Student's Oral Language Observation Matrix (SOLOM). SOLOM was used to evaluate students' oral language focusing on 1) Comprehension 2) Fluency 3) Vocabulary 4) Pronunciation and 5) Grammar.

Table 4-13 The SOLOM scores compared before and after treatment for both above average and under average participants.

Participants		Comprehension	Fluency	Vocabulary	Pronunciation	Grammar
Under	Before	2.26	2.20	2.00	2.53	2.20
Average	After	3.13	3.33	3.50	3.26	2.73
Above	Before	2.73	3.13	3.20	2.80	2.66
Average	After	4.13	3.46	3.60	3.53	3.26

Note: The highest score for each category was 5.

Table 4-13 illustrates the student's SOLOM scores () compared before and after treatment for both above average and under average groups in five criteria. The scores of SOLOM from under average and above average in the five criteria were increased. The highest post-test mean scores that increased were comprehension and vocabulary. The least increased was grammar scores. The post-test mean scores of five categories for under average students had higher increases than above average students.

The answer to question

"What were the attitudes of students with different language competencies towards the SCMC in terms of oral communication development," is as follows.

The research question was proven by the end of the experiment when the participants were asked to fill in the questionnaire. After filling in the questionnaire, the data was revealed in percentages about their attitudes of learning to improve English oral communication by employing the SCMC technique.

Table 4-14 The scores of the agreement collected from the questionnaire.

	Topics of study	Under average ($\overline{\overline{X}}$)	Above average ($\overline{\overline{X}}$)
1	Communication ability	3.55	4.09
2	Confidence	3.22	4.05
3	Relationship	3.07	3.41
4	Motivation	3.32	3.62
5	Support	3.27	4.22
6	Method and facility	3.38	4.03
7	Attitude	3.14	4.02

Note: The full score of each category was 5.

Table 4-14 indicates seven perspectives from the questionnaire and compares the mean scores that represent the level of agreement from under average and above average. The data from the table show that the SCMC method provided students at the high level of agreement. All categories are labeled more than half. The participants agreed that SCMC provided more opportunities to communicate in English, support participants in learning and practice oral communication.

The results of the structural question interview

The researcher found that most of the participants at the structural interview step were satisfied with the technique and stated that they not only practiced speaking but also listening, thinking, and problem solving. The other advantage to learning was concentration and focusing. The participants said that the SCMC technique gave those more chances to speak than in a traditional class.

The SCMC is an effective technique in terms of developing oral communication in English for Thai secondary school students, which was evident by the records of the observations and interviews of students toward using the technique. Many aspects of developments occurred. Most of the findings resulted in confidence, positive attitude towards English and motivation to learn the subject. The SCMC technique was effective in terms of support, motivation, increased confidence, and provided more methods and facilities to practice oral language communication. The results from using SOLOM show the improvement of the participants after employing the SCMC technique. Further, the results

from the questionnaire reveal that the participants had positive attitudes toward the SCMC technique in terms of oral language development. The evidence from the structural interview emphasized that there were positives of the SCMC toward English oral language practice. Finally, the hypothesis of this study was accepted.

Discussion

This research studied the effectiveness of the SCMC technique in terms of developing oral language communication for Thai secondary school students. There were two purposes to the study: 1) to examine the effects of using the SCMC technique in terms of developing oral language communication while studying oral language communication in English among a group of learners with different English competency, and 2) to study the attitudes of both the above and under average oral language communication skill students toward the SCMC teaching technique.

The discussion of quantitative data of the study

The research hypothesis was confirmed by the end of the experiment when the participants were asked to fill in the questionnaire. The questionnaire contained fifty questions with 5 rating levels for the answer of each question. The five levels of ratings for the answers were 1-5 where 5 means strongly agree, 4 means agree, 3 means neutral, 2 means disagree and 1 means strongly disagree.

The findings from comparing the pretest and post-test scores collected from the participants with under average English proficiency showed that the average scores of the post-tests in this group of participants were higher than the pretest scores after using the SCMC method. The findings of the test scores also showed that the participants with under average English proficiency, using the same procedures as the participant with above average English proficiency, could also improve their oral language communication by learning employed through the SCMC technique. The results of the study showed that the mean scores of the under average group on the pre-test and post-test. The average of SOLOM scores were of the participants. The average score of the pre-test was 11.20. On the other hand, the average score of the post-test was 16.00. The data from the study also indicates that the post-test is higher than the pre-test score. By using the observation, pre-test and post-test, the researcher was able to obtain evidence of the students' development in using language by employing the SCMC technique. Thus, the researcher could say that the SCMC tasks had a positive impact on the development of L2 oral communication, indicating the participants' preference in practicing communication by using the SCMC.

The results on the change of proficiency scores by using SOLOM showed that the SCMC had significant improvement on communication skill from the pre-test to the posttest. The SOLOM mean score of the under average group increased from 11.20 to 16.00. Furthermore, the SOLOM mean score of the above average group increased from 14.53 to 18.00. The results were, to some degree, expected because the tasks carried out in SCMC are communication focused tasks, and therefore aim to encourage the students to express their own ideas and explore others' perspectives. As a result, the tasks would help the students generate ideas and encode the ideas using oral language for communication. Li (2012) found the same benefit, that SCMC seems to have more advantage probably because the participants had more opportunities in SCMC to speak and the exposure to more ideas. The results show that SCMC tasks had statistically significant benefits for the development of

L2 communication, and they were as the means for developing comprehension, vocabulary, fluency, pronunciation and grammar.

The findings of the study also show some connections between the learning processes employing SCMC and the learning outcomes. To illustrate, the SCMC showed a large proportion of turns involving opportunities for L2 learning and the development of the ability to incorporate others' views in building one's own arguments. The participants were more engaged in responding to native English teachers through questions and answers in SCMC tasks. Participants in both the under average and above average groups showed the clue of improvement, suggesting that the participants may engage in exchanges of ideas in SCMC tasks because of various reasons. First, the students may feel more comfortable to frequently confront their members and challenge their points of view. Second, SCMC discussion, together with the requirement of a spoken to express their ideas, encourages the students to focus on comprehension and interaction. Hence, it seems to benefit students from the discussions in SCMC in terms of the use of oral communication development. This is confirmed by Hung (2012) that there were changes in terms of comprehension in different SCMC sessions. It seemed that the balance of using different types of language communication skills would be effectively learned by collaborative work in SCMC technique.

Conclusions

From the findings of the study, the researcher suggests that SCMC is an important medium for L2 development because SCMC provided the students with opportunities to use oral language for communication. Students are more likely to pay attention to create meanings in oral communication tasks. The study also revealed the positive attitudes of the students toward the SCMC technique in terms of oral language communication practice. As the researcher previously suggested, SCMC language by its nature does not need to always be grammatically accurate. This study suggests the grounds for the use of SCMC for second language communicative learning.

Most participants liked the SCMC method, but there were a few participants who were not interested in IT, computers and technology and did not pay much attention to the study through the technique. In general, most of the participants who were able to talk via Skype had good experiences and they were likely to do it again in another language course in the future. Besides, some students still talk to their Skype partners through other social media networks such as Facebook or Twitter. Some students talk face-to-face with partners in daily life. Finally, as synchronous communication plays an important role of secondary school students' lives, it can be stated that the study of SCMC helped participants to experience real-life situations that involved daily topics of conversations of secondary school students.

Recommendations for further studies

For school teachers

For the teachers and educators who are interested in using or applying the SCMC technique to second language classes, there are many aspects to be concerned in terms of the effectiveness of the technique. On the teaching level, the findings indicate that through the new technology, teachers can be more creative in their teaching and also the techniques that they use to teach every aspect of the language can be tailored to be more engaging as well as

more appealing for the students. In fact, teachers can even monitor the process of learning every moment by keeping in touch with the students over the Internet.

The teacher who is interested in applying the SCMC technique in L2 class has to know the level of language proficiency of students. Most of the levels of students could be learned by using the SCMC technique but teachers must conduct the practice activities that scaffold the learners. In the classroom of language learning there are differences of students, for instance, gender and the personal background of knowledge. The outcome of the study may vary.

The goal of the language developing area or skills of L2 must be set and teaching activities designed which are best for each skill. One of the important implications is probably the purpose of using the SCMC method. Although the findings suggest that SCMC had positive effects on oral communication development, it may not necessarily mean that it is effective for learners in developing all aspects of language leaning. The results of the study revealed the effectiveness of using SCMC for the participants to exchange ideas and learn to construct communication matters. Furthermore, the purpose of an SCMC task is to help learners acquire certain communication skills, the meanings, vocabulary, pronunciation, fluency and grammar. The learning language components of the study focused on five aspects (comprehension, fluency, vocabulary, pronunciation and grammar). The participants achieved high scores and indicated the development of using SCMC by using SOLOM. Not all of the areas of language learning achieved at a high level. The grammar and written language were developed after the oral communication had been achieved.

For further research

The researcher further recommends the study of using the SCMC to develop other areas of second language skills. The effectiveness of the SCMC toward second language learning still needs to be discovered for other groups of learners with different purposes.

This study has several limitations. The number of participants was small; it is possible that greater differences in the amount of language and interaction generated in either mode may have been found among a larger number of learners. This study also focused on a group of learners at the secondary school level.The qualitative study of the research investigated the attitudes of the students toward the SCMC technique by using structured interviews. It was found that the more effective way to discover the attitudes of students is using a structured interview with their first language. The structured interviews were set up and the answers were limited while the structured interviews could retrieve more information and the questions could be made from the answers of the informants.

Another suggestion for further research is the effect of on-line instruction on other learning issues, such as learner differences, culture and community, or behavioral limitations. Finally, further research might be suggested for the investigation of the impact of SCMC on more specific aspects of motivation, such as student's preferences, areas of language development, etc.

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The Effects of the Rational Emotive Behavior Therapy with Individual Counseling on Self-Esteem of Broken Hearted Women

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Abstract: *This experimental research, aimed to study the effects of the Rational Emotive Behavior Therapy with individual counseling on self-esteem of broken hearted women. The participants were 12 broken hearted women with score of self-esteem up to 5 score. The sample was female undergraduate from 18-22 years old who had experience of heartbreak not over 2 months. They were randomly using random assignment into 2 group equally; the experimental and control group. The two instruments used in this research were self-esteem inventory and Rational Emotive Behavior Therapy (REBT) with individual counseling program. Self-Esteem Test was developed by Sorensen Self-Esteem Test (Soren, 2006) which the researcher translated into Thai version with reliability at .85. The data collection procedure was divided into 3 phases: pre-test, post-test and follow up and analyzed by using repeated-measure analysis of variance: one between-subject and within subject variable, including pair comparison through the Bonferroni procedure.*

The results of the study indicated that there was a statistically significant interaction at the .05 level between the treatment method and the phase of experiment. The experimental group score had self-esteem higher than the control group with a statistically significant interaction at .05 for both post-test and the follow up. But, results of scores on self-esteem in the past-test and the follow-up were not statistically significant difference.

Keywords: REBT individual counseling, self-esteem, broken hearted women

Introduction

Affection is a kind of emotion when had been being refused that would be disappointment, lose self-esteem (Sternberg, 1988) teenage affection has sexual propulsion as element thus they are petulant, flip and variable. When be faced with disappointment will interact seriously (Amnpruksa, 2012) such as sorrow, feeling like losing self-esteem, self-injuring. (Sumnneangsanor, 2013) Disappointment of teenagers may be normal but almost people who interact with self-injuring would often mentally ill or depress, if good supporting is providing advices to go through miserable situations.(Wongpilomsanti, 2008) To reduce self-esteem affects to personal thought, emotion and behavior, even if person is thinking rationally, could reduce behaviors and settle any negative emotions.(Ellis, 1997) Rational Emotive Behavior Therapy with individual counseling could support to be self-perception, self and others-acceptance by pattern of ABCDEF, whereas ABCDEF were abbreviation of Activating event, Belief, Consequence, Disputing, Effect, new Feeling. Notion from information of Burapha University Bachelor collegian's previous research "Experiences of broken hearted women" in semester 1st /B.E.2558, were 112 broken hearted women, found that 10 men collegians were 10.87% and 82 women collegians were 89.13% who used to under be broken heart

and in semester 2nd / B.E.2558,were 42 broken hearted people found that 16 men collegians were 42.11% and 22 women collegians were 57.89% who experienced in heart breaking affected them to be easily moody, dearly, sad, greatest to lose self-esteem for others. The under was resulting to raise strain, sleepless symptom, anorexia. With these, researchers concentrated in developing self-esteem in women with Rational Emotive Behavior Therapy with individual counseling because of theory as above was used for counseling and was efficiency.

Objectives of research

To study of the effects of the Rational Emotive Behavior Therapy with individual counseling on self-esteem of broken hearted women.

Hypothesis of Research

1. There has been interaction between the methods and the duration of the experiment.
2. Broken hearted women whom received Rational Emotive Behavior Therapy with individual counseling have scores of self-esteem higher than broken hearted of women whom received counseling as regular at the phase of post-test.
3. Broken hearted women whom received Rational Emotive Behavior Therapy with individual counseling have scores of self-esteem higher than broken hearted of women whom received counseling as regular at the phase of follow-up.
4. Broken hearted women whom received Rational Emotive Behavior Therapy with individual counseling would have post-test score of self-esteem higher than pre-test.
5. Broken hearted women whom received Rational Emotive Behavior Therapy with individual counseling would have follow up score of self-esteem higher than pre-test.

Expected outcomes of research

1. These research's results notified of the Rational Emotive Behavior Therapy with individual counseling could support to the recipients will be self-esteem, get perceptions to face affection disappointments, to be sensible in any deciding. Research's results are trails in treating broken hearted of women in order to support to be more self-esteem.
2. These research's results are approaches to treat broken hearted women in order to support to be more self-esteem.

Scopes of research

This research is Experimental Research Design purposes for studying about individual counseling's results follows Rational Emotive Behavior Therapy with self-esteem under broken hearted women, by scopes of the research following as.

1. Population and Sample

1.1 Population were female bachelor collegians who are studying in Burapha University, age between 18-22 year-old, willing to participate total 240 people.

1.2 Samples were female bachelor collegians who were 12 broken hearted women, willing to attend the research and willing to participate in counseling program, have been experienced in heart breaking with transgender not over 2 months before attending this studying program and got self-esteem testing scores up to 5 scores. Arranging Random

Assignment in order to separate to be 2 groups were experiment group and control group with 6 people for each group.

2. Variables of the research

2.1 Independent variables compose of the following

2.1.1 Counseling program with divided into 2 groups;

2.1.1.1 Rational Emotive Behavior Therapy with individual counseling.

2.1.1.2 Regular counseling.

2.1.2 Duration of counseling were divided into 3 phases; pre-test, post-test and follow up.

2.2 Dependent Variable is self-esteem

Conceptual Framework

Independent variable

1. Counseling Process 1 . 1REBT with individual counseling 1.2 Regular counseling **2. Duration** 2 . 1Pre-test 2 . 2Post-test 2 . 3Followed up

Dependent variable
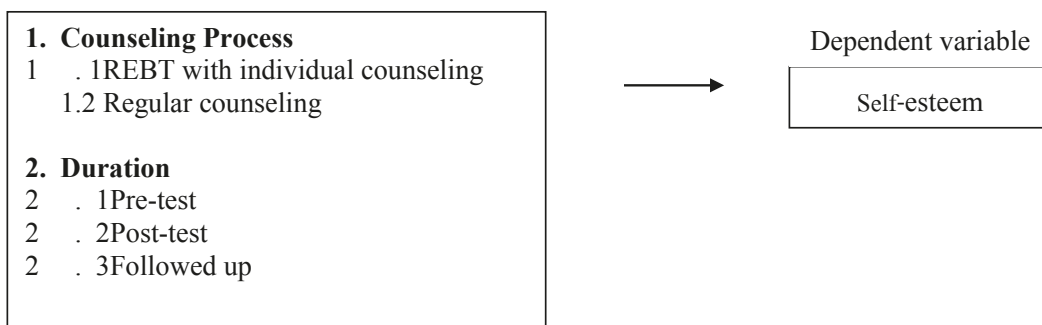
Self-esteem

Fig 1 Conceptual Framework

Methodology

B. Research instruments and data gathering

1. Disappoint experienced survey in affection which was made by researchers and was checked for proper by advisors.

2. Self-esteem test which was translated into Thai version and developed by researchers, via the original is from Sorensen Self-Esteem Test 50 English versions. (Sorensen, 2006) as the test is form of negative questions of their attitudes, aspects, emotions. Testing criteria calculate as 1 score for 1 answered item, There was Index of Item Objective Congruence (IOC) from 0.67 – 1.00 and reliability was 0.85.

3. Rational Emotive Behavior Therapy with individual counseling which was checked by 3 experts and then had tried out with 3 sessions (session 1, 3, 4) of sample groups who were not target groups, developed and improve before launching in this research with setting experiment group to receive counseling 2 times a week 45-60 minutes each time, had continued 6 weeks, totally experimental testing 12 times.

4. Dates and Time duration in conducting the research.

A. Procedures for conducting the research

5. Pre-test phase, researchers had kept data by themselves in order to choose sample groups by choosing female collegians who were wanted and got self-esteem testing scores

up to 5 scores from 50 scores together with be willing to participate the research totally 12 people and in this time, there was pre-test scores.

   6. At the experimental phase, researchers provided Rational Emotive Behavioral Therapy with individual counseling with 12 times, 6 weeks, 2 times per week and 45-60 minutes a time, this for control groups who had received regular counseling.

   7. Post-test phase, when finished the counseling program, the experimental group and control group had completed the self-esteem test, these scores was post-test scores.

   8. The followed up phase, after had finished testing for 2 weeks, researchers provided them to complete the self –esteem test both 2 sample groups, these scores was follow up scores.

Results of research

Table 1 Average scores and standard deviation of self-esteem test of pre-test phase, post-test phase and follow up phase under REBT with individual counseling in experimental group and control group in regular counseling.

	Experimental group				Control group		
Number	Pre-test	Post-test	Follow-up	Number	Pre-test	Post-test	Follow-up
1	36	40	36	1	34	33	30
2	25	39	33	2	39	37	31
3	36	47	45	3	40	36	30
4	42	40	39	4	29	22	19
5	33	35	33	5	27	24	20
6	32	42	40	6	37	27	24
Total	204	243	226	Total	206	179	154
	34.00	40.50	37.67		34.33	29.83	25.67
S D	5.62	3.94	4.63	*S D*	5.35	6.37	5.39

   From table 1 The Rational Emotive Behavior Therapy with individual counseling in experimental group had self-esteem average scores in Pre-test phase, Post-test phase and the followed up phase is 34.00, 40.50 and 37.67, respectively. For the control group in regular counseling had self-esteem average scores in Pre-test phase, Post-test phase and the followed up phase is 34.33, 29.83 and 25.67, respectively.

Table 2 Variation analyzed results of self-esteem scores between the treatment method and the phase of experiment.

Source of Variation	*df*	SS	MS	F	*p*
Between Subject	11	1205.417			
Group (G)	1	521.361	531.361	7.622*	.020
Ss w/in Groups	10	684.056	68.406		
Within Subjects	13.845	503.334			
Time	1.154	81.500	70.641	4.800*	.046
T XG	1.154	252.056	218.473	14.846*	.002
T XG w/in Groups	11.537	169.778	14.716		
Total	24.845	1708.751			

p < .05

From table 2 it was found that there was a statistically significant interaction at .05 level between the method and the duration of experiment. (*T x G*); show that the method together with the duration of experiment influence self-esteem scores. In addition, found that at the different times effect to self-esteem average scores were difference with a statistical significance at the .05 level and different treatment method effect to self-esteem average scores were difference with a statistical significance at the .05 level.
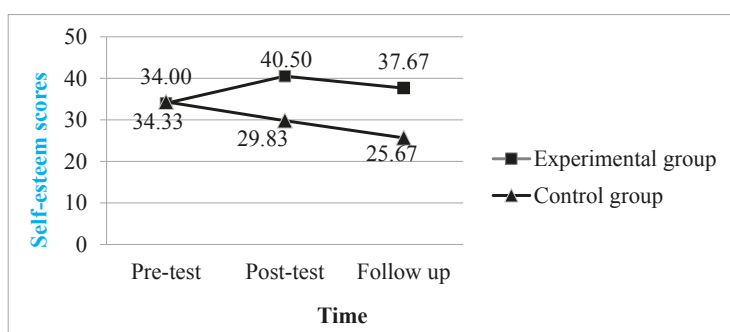

Fig 2 Interaction between the treatment method and the duration of the experiment in pre-test phase, post-test phase and follow up phase of broken hearted of women's self-esteem.

Form Fig 2 found that in pre-test phase, broken hearted of women experimental group and broken hearted of women control group got no statistically significant difference of self-esteem scores but in the post-test phase and followed up phase had changed self-esteem scores of experimental group with self-esteem average scores higher than control group. These show that treatment method and duration of experiment had influenced self-esteem mutually thus this made average self-esteem scores of broken hearted of women in experimental group and control group be different.

Table 3 Results of portion tests of treatment method in pre-test phase, post-test phase and follow up phase between experimental group and control group.

Source of Variation	df	SS	MS	F	P
Pre-test					
Between Groups	1	.083	.083	.003	.960
Within Groups	10	320.833	32.083		
Post-test					
Between Groups	1	341.333	341.333	12.176*	.006
Within Groups	10	280.333	28.033		
Follow up					
Between Groups	1	432.000	432.000	17.098*	.002
Within Groups	10	252.667	25.267		

*p<0.05

Table 3 found that in pre-test phase, experimental group and control group got average self –esteem scores were not difference with a statistical significance at the .05 level, but post-test phase and followed up phase, experimental group and control group got average self-esteem scores were difference with a statistical significance at the .05 level

Table 4 Results of portion tests of treatment method in experimental group.

Source of variation	df	SS	MS	F	P
Between subject	1	25387.556	25387.556	549.250*	.000
Time	1.114	108.111	97.082		
Error	5.568	131.222	23.567		
Total	7.682	25626.889	25508.205		
$\overline{X}$	Experimental group 34.00, 40.50, 37.67				

*p<0.05

From Table 4 found that average self-esteem scores in pre-test phase, post-test phase and followed up phase was difference with a statistical significance at the .05 level. When had found differences in portion test then compared average self-esteem scores as matching with Bonferroni method, showing results on table 5.

Table 5 The average self-esteem scores compared results of broken hearted of woman who had received Rational Emotive Behavior Therapy with individual counseling in pre-test phase, post-test phase and follow up phase with as matching with Bonferroni method.

Matching	Mean Difference	Std.Error	Sig.
Post-Test – Pre-Test	6.000	2.646	.218
Followed up – Post-Test	2.833*	.749	.039
Follow up – Pre-Test	3.167	2.358	.711

*p<0.05

From table 5 found that Experimental group got average self-esteem scores in post-test phase compare with pre-test phase and follow up phase compare with pre-test phase were not difference with a statistical significance at the .05 level. Interestingly there was difference with a statistical significance at the .05 level of average self-esteem score between follow up phase and post-test phase.
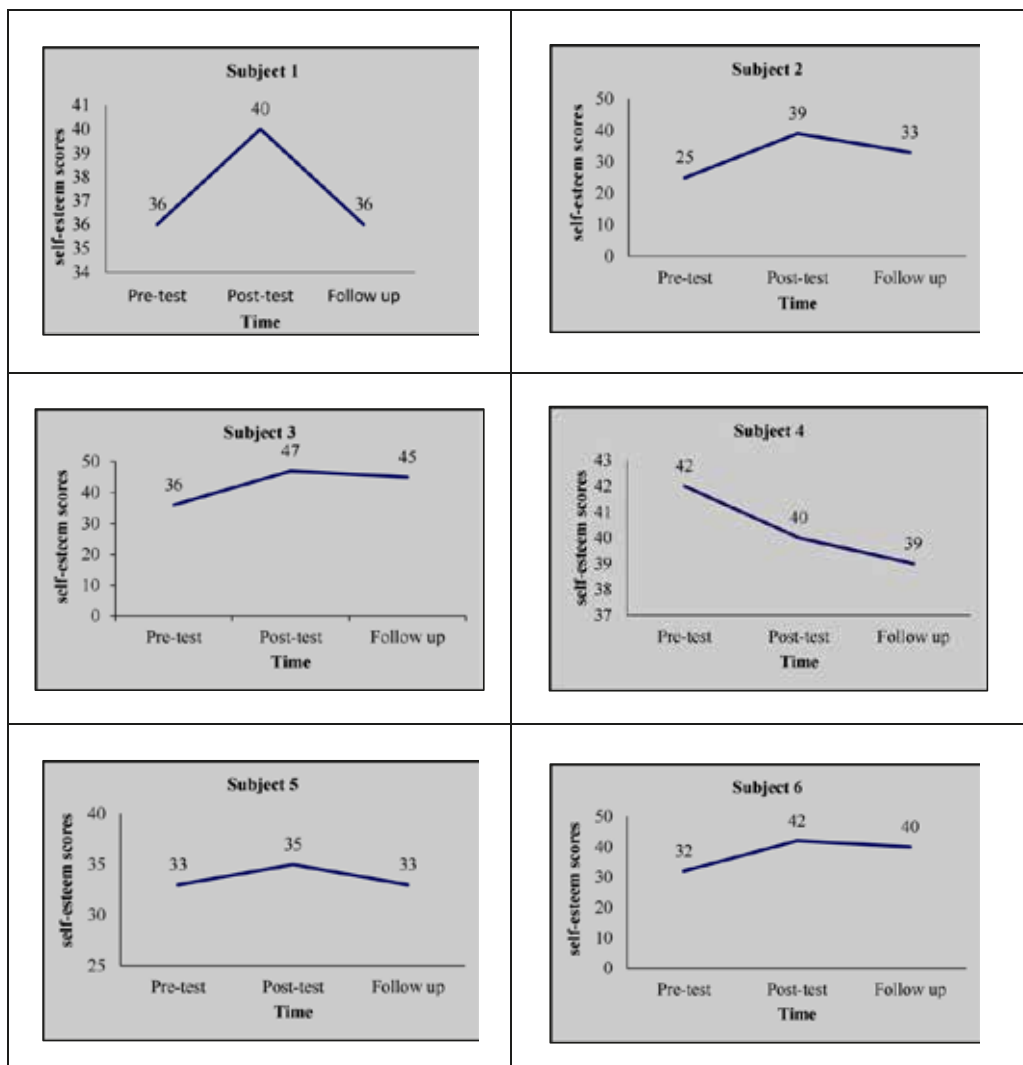
Fig 3 Experimental compared results Graph of experimental group with comparing between 3 phases of 6 the individual. (Subject1-Subject6)

Conclusion and Discussion

There has been interaction between the methods and the duration of the experiment, show that treatment method and the duration of the experiment had influenced with self-esteem, matched with hypothesis item 1 that experimental group could develop their views to be more sensible, reasonable, aware, positive with their feelings and could adapt with variables after heart breaking situations and could accept any changing that happen with any techniques of REBT with individual counseling. This study result also relates with Khongram's research (2010) that had studied about counseling results with Rational Emotive Behavior Therapy groups which influenced self-esteem and sexual risky behaviors of female teenagers, and also found that there was interactions between experimental methods and duration at .05 level significantly. This counseling could encourage female teenagers to be

more self-esteem and effects to reduce sexual risky behaviors, be proper attitude, value and sexual behaviors. Once more is Meeboon's research (2010) that studies about results of Rational Emotive Behavior Therapy studied program of youths in Training youth Center, also found that counseling could support attended youths in this program to be more positive attitude as well.

Broken hearted of women whom received Rational Emotive Behavior Therapy with individual counseling have scores of self-esteem higher than broken hearted of women whom received counseling as regular at the phase of post-test and the phase of follow up phase. The hypothesis was accepted with a statistical significance at the .05 level. Individual counseling as Rational Emotive Behavior Therapy is the process which could support the recipients to learn in self-perception, learn to be self and others acceptance under ABCDEF process. (Ellis, 1997) According to seek for insensible and help person adapt and argue insensible, and develop themselves more. (Khongram, 2010) Also it could help people finding new situations, knowing various aspects, none-sense and reasonable and leading to be sensible which could support person to be more self-esteem as realites (Suphonbun, 2003) also related with hypothesis item 2 and hypothesis item 3.

For the Experimental group, there were not difference between post-test phase and pre-test phase with a statistical significance at the .05 level because the recipients have self-esteem score decreasingly after testing thus analyzed results were found that self-esteem under experimental group in post-test phase and pre-test phase was not a statistically significant interaction at .05. This may effect for analyzing statistic results was not different but in performing had found differences. Although it would not be as expected hypothesis item 4 but in performing found changing in self-esteem scores after post-test phase at 40.5 which higher than before pre-test phase is 34.00, show that through REBT individual counseling has been developed self-esteem, related with the research that Wiang Fang tribe students, Aumphur Muang, Chiangmai province who participated in Rational Emotive Behavior Therapy studying got self-esteem scores pre-test phase and post-test phase were not different but counseling process that was received could made within group to be good relationship together, helping each other to solve problems.(Ket-in, 1998)

For the Experimental group, there was no difference between follow up phase and pre-test phase with a statistical significance at the .05 level. It was not match with hypothesis item 5 because psychology of normal counseling which would use for studying with small group of people and the recipients are received treatment thoroughly, moreover the recipients could encourage groups to develop themselves in solving any problems efficiently. This result effect was not different but in performing found differences in followed up phase got self-esteem scores 37.67, post-test phase got self-esteem scores at 34.00, then indicated that although at no statistic significant at .05 level, However in providing counseling in the proper time could support person to be more self-esteem which were different with control group that received regular counseling. It was found that self-esteem had been trended to decrease along the duration in both post-test phase and followed up phase.

Suggestions

Suggestions in using research's results

1. Related agencies with counseling such as Student Affairs should apply Rational Emotive Behavior Therapy counseling program with female collegians that had experienced in affection disappointments and had been being self-esteem decreasingly in order to have better quality of life.

2. Woman or collegians who were disappointed in affection should receive counseling regularly from related agencies.

Suggestions for future research

1. The test should be made with male sample groups to see if there were any effects.

2. Should apply Rational Emotive Behavior Therapy with group counseling in the next research.

3. Should survey the affection disappointed causes or kind of affections before doing Experiments.

4. Should study the effect of REBT with difference sample groups which had been disappointed in affections such as students, collegians youths or general people.

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A Comparison of the Western Concept of Emotional Intelligence with Buddhist Principles

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Abstract: *This article introduces readers to various views of what is known in Western Society as Emotional Intelligence. It then goes on to compare the concept of Emotional Intelligence with Buddhist teachings and philosophies. These similarities are then explored in greater depth. The article finally concludes by highlighting how alike this Western concept is with Buddhism.*

While emotional intelligence is regarded as a primary tool for human resource development in today's society and in a global economy, there has been some beliefs that emotional intelligence from the western point of view does, in fact, share some similarities with Buddhist principles. Some said that the concept might have been firstly developed in Asia but adapted to suit western culture. Dechkhong (2003), for example, claimed that Dr Daniel Goleman who introduced emotional intelligence to Americans was trained in meditation in Myanmar and adapted this teaching into awareness in his interpretation and pronouncements regarding emotional intelligence. Joungtrakul (2007) relatively claimed that Thai wisdom recently has been exported out of the country to be studied in many other parts of the World. It is important in this study not to take any side but at least to examine whether the concepts of emotional intelligence in western society are somehow trained and taught at the same way in differing cultures and societies. To compare the similarities between the Thai understanding of emotional intelligence with the western view, this article, raises some Buddhist teachings relating to the western view of emotional intelligence. Firstly the article presents how the western concept of emotional intelligence has been developed, and then by presenting examples of Buddhist teachings similar to the emotional intelligence components trained in western society. The reader can then draw their own conclusion as to whether one came first and was then adapted by the other or whether they are two different concepts which have similarities.

Keywords : Emotional Intelligence, Buddhist principles

1) The notion of western emotional intelligence

The Western concept Emotional Intelligence which has been acknowledged as an insightful social competency required in today's global society has become a matter of public interest within various fields – education, psychology and human development (Weinberger 2002; Chan, 2002; Karim, 2009). Whilst emotional intelligence has been expressively studied and promoted in western society, this similar knowhow is believed to have existed and taught in Buddhist principles practiced by Buddhist followers in many countries for many years (Ellis, 1991). The premise of emotional intelligence in western view is presented as follows:

When psychologists started writing and thinking about people's basic intelligence, they mainly focused on cognitive aspects such as memory and problem-solving (Cherniss, 2001). Later on scholars from various fields have begun recognizing the importance of people's non-cognitive aspects. For example, Thorndike (1920) viewing intelligence as a range of people's different capabilities distinguished other intelligences from cognitive abilities and claimed that the ways we interact with others should be regarded as 'social intelligence'. At least 3 separate areas of human competences including 1) cognition, 2) affecting, and 3) willingness were often found reviewed (Hilgard, 1980 as cited in Parkison and Colman, 1995). In fact, the value of non-intellective intelligence has been widely studied. This includes Wechsler (1958) defining general intelligence as "The capacity of the individual to act purposefully" (p.7) and says success and adaptation is dependent on non-cognitive aspects of intelligence. In 1983, Howard Gardner began to write about "multiple intelligence (Alder, 2000). Cherniss (2001) proposed that "intrapersonal" and "interpersonal" intelligences were as important as the type of intelligence typically measured by intelligence (IQ) and related tests. In addition, Sternberg's identification of practical intelligence elucidates that personal goals are accomplished by adapting to, changing or even selecting a new environment (Sternberg, 1997). Parkison and Colman (1995) began to assert that 'emotional competence' is one of the most important non-cognitive competences. Salovey and Mayer (as cited in Lewis and Haviland-Jones, 2004) based on the concept of multiple intelligence, coined the term 'Emotional Intelligence'. However, emotional intelligence becomes a major topic of interest in scientific circles as well as in the lay public since the publication of a bestseller by the same name by Goleman in 1995 (Bar-On, 2006, P.1).

Emotional intelligence is a different way of being smart. It includes knowing what your feelings are and using your feelings to make good decisions in life. It's being able to manage distressing moods well and control impulses; It's being motivated and remaining hopeful and optimistic when you have setbacks in working toward goals. It's empathy; knowing what people around you are feeling. And it's social skills—getting along well with other people, managing emotions in relationships, being able to persuade or lead others. (Goleman, 1995 as cited in O'Neil, 1996, p 6)

The term has been found prescribed slightly by scholars in the field of psychology. For instance, while Weisinger (1998) illustrated that emotional intelligence is the intelligent use of emotion to help guide an individual's behavior and thinking towards enhanced results, Martinez (1997 as cited in Tischler et al., 2002, p.124) defines it in terms of "an array of emotional and social knowledge and abilities that influence our overall ability to effectively cope with environmental demands and pressures". Emotional intelligence has also been described by Mayer and Salovey (1997 as cited in Lewis and Haviland-Jones, 2004) as "the ability to perceive and express emotions, to understand and use them, and to manage emotions so as to foster personal growth" (p. 506). These show that EI was actually detailed based on the specific competencies it encompasses. Bar-On (2000), for example, defined and outlined five different domains comprising 1) intrapersonal skills, 2) interpersonal skills, 3) adaptability, 4) stress management, and 5) general mood.
Goleman (as cited in Bar-On, 2006), moreover, described 5 critical skills of EI, including 1) knowing your emotions, 2) managing your own emotions, 3) motivating yourself, 4) recognizing emotions in others, and 5) handling relationships.

To compare the similarities of the Buddhist views of emotional intelligence and the western concept of emotional intelligence, some relating viewpoints concerning cultures are presented below:

According to Joungtrakul (2007), the different cultures and lifestyles of both western and Thai people regarding their thinking and perspectives on life, in that most Thai's practice Buddhist principles, which particularly involve compromises and understanding the need for living in ways that Thai people have learned to give, forgive, forget when treated badly because they follow what is known as the middle path. Thai people also value the importance of 'Kreng Jai' where they always repay kindness, avoid confrontation and direct criticism of others, to avoid them losing face. This makes for very different cultural concepts between Thai and Western people. In Western society, on the other hand, they have a culture where you must always win or lose, and things are always either black or white, right or wrong and where there is little compromising. This may be because of the environment in which they live, often being faced with geographical conditions where survival is paramount. (E.g. long hard winters, where they have to fight for survival may lead to them reproducing this characteristic to their lives in general). Lotchananoon and Ruyaporn (2000), however, explained the problems of the Thai lifestyles being continued in today's global environment that since Thai people view westerners success and so use their theories, processes and principles to achieve similar success, but because these are alien to beliefs Thais have always followed, chaos develops in their lives. Many Thais have realized that tracking every Western philosophy is often difficult. Lotchananoon and Ruyaporn (2000) argue that emotional intelligence has actually been a part of the Thai culture and lifestyle for at least 3 reasons. Firstly Thais have always understood each other and helped each other, recognizing the importance of harmonious living. Secondly, emotional intelligence is actually expressed in Buddhist philosophy and principles which have always been of paramount importance to Thais for many centuries. In other words, the Lord Buddha has always taught people how to follow the 'middle' way (Ma-chi-ma-pa-ti-pa-ta), not going to extremes or not doing enough, using kindness to suppress anger and releasing anger by showing love, help and caring instead. Third, Thai people practice the sufficiency economy proposed by the King Rama 9, allowing Thai people to be aware that enough is enough without being too materialistic in their expectations for living. Chulacharit (2005) supports the Thai version and wisdom regarding Emotional Intelligence that it has been taught and practiced inside the Thai heart for a long time. Thais have been taught to try not to do bad things and to focus on doing only good things to help our hearts be purified and clear with a peaceful mind.

2) Buddhist teaching principles identifying with the western concept of emotional intelligence

When discussing how the Thai culture has embraced Emotional Intelligence and taught Thai people to practice it in their everyday living, Payotto (as cited in Department of Mental Health, Ministry of Public Health, Public Health, Thailand, 2001) claims that such displays of goodness and kindness (behaviors) have become so familiar to Thai people that they do such things naturally and it has become embedded into their personalities (minds). Developing people's minds by teaching about kindness, sharing, generosity, helping and caring overcomes human temptation (in Thai known as 'ki-late'). Any emotion felt is realized simply and naturally by Thai people.

To have a close investigation, the following points present some similar components of emotional intelligence expounded by Goleman, who made emotional intelligence become well-known in western society, with Buddhist teachings.

Knowing your emotions:

While the western concept of emotional intelligence suggests people recognize and understand emotions in oneself, emotional awareness or 'Sa-ti' in Buddhist teaching advises Thais to concentrate on what they are doing, living their life consciously and eliminate interference. Consequently, emotions arising can possibly be recognized and dealt with (Dechkhong 2000; 2002). Moreover, Buddhist philosophy such as 'Sa-ti-tat-tan-see', not only guides people to understand, be aware of life changes and not to be overwhelmed by them, but also involves understanding emotions, both what causes them and how to respond to them. Buddhist awareness advises Thai practitioners to recognize the facts of life concerned with cause and effect – this being an unavoidable natural principle. Sansiri (2006), for instance, described that by realizing the fact that everyone must die, or sickness can be treated, as a natural phenomenon, it helps us to avoid or control our overwhelming feelings to some degree.

Managing your emotions:

While western theories of Emotional Intelligence aim to train people to watch their emotions and to react accordingly, Thai Buddhist version of emotional intelligence trains people to watch their thoughts. Chulacharit (2005) explains three ways of managing thoughts, from a Thai perspective comprising 1) awareness of thinking, 2) preparedness to stop bad thoughts, and 3) management of daily thinking to always consist of good thoughts. Moreover, some Buddhist teachings remind us of the benefits of being conscious, being kind and always helping, sharing and caring about others. This allows Thai Buddhists to slow down their unproductive emotions and overcome their temptations (in Thai known as 'ki-late'). Since various thoughts and emotions could arise at any time, letting distasteful thoughts in could result in unclear emotions. Being aware of negative thoughts developing, emotions and actions causing suffering to both themselves and others can somehow be controlled. It could almost say that the intelligence of emotion which is produced from Thai moral intelligence assists one to stop thinking badly about others. It encourages people to think, speak and do only good things and as a result their minds are clear and purified. Emotionally Intelligent people, in the Thai perspective, therefore are those who are ashamed when they do or think bad things and focus on doing good things to make up for it and don't cause suffering for themselves or others, not even having negative thoughts. This is related to some profound statements made by the Lord Buddha. A good example which most Buddhist Thais undertake to manage their own emotions is strictly practicing 'Sil-5', which is the five precepts proposed by the Lord Buddha. It is regarded as an excellent code of morals encouraging Thais to discipline themselves and care for others by avoiding killing, stealing, committing adultery, lying, and not taking intoxicating liquor (Buddha Dharma Education Association Inc., n.d.). It can be seen that a person who lacks the discipline in their minds would not be able to consider what is proper or improper, what should be said or left unsaid, what should be seen or not seen. As a result, he is prone to choose or engage himself in the wrong acts which lead to destruction. In the same vein, being aware of not doing these 'A-ku-sol' – wrong behaviors which may upset, hurt or disturb self and other people', their minds can be morally managed, calmed, and purified.

Motivating yourself :

While 'the Basis of Power and Potency' or 'It-thi-bath-see' – being satisfied with things, paying attention to what and how you are doing things as well as always striving to make

it the best, illustrates the value of being patient and working hard toward achievements, Thais have also been taught about 'Tri-lak', and 'Mor-ra-na-nu-sa-ti' reminding people regarding facts concerning changes in life and death (Dechkhong, 2000, 2005; Sansiri, 2006). Being trained about Tri-Lak (a-ni-cha, took-tha, a-nat-ta), Thai Buddhist practitioners are suggested to live their life consciously, realize uncertainty occurring in life, be motivated to establishing life goals and do not delay achieving them. Moreover, there are Buddhist principles relating to being patient about achievements, including 'A-ri-ya-sat-see' (Chan-ta, Wi-ri-ya, Chi-ta, Wi-mang-sa). These teachings explain that ambitions including being satisfied with things, paying attention to what and how you are doing things to always strive to make it the best. Also awareness needs one to be patient regarding goal setting. Moreover, when talking about being patient, 'Khan-ti' in Buddhist means patience or maintaining one's normal state of mind. Whether or not he is shaken by temptation or an unpleasant stimulus, he remains steadfast. Being patient or 'Khan-ti' in Buddhism highlights the value of being patient and maintaining one's normal state of mind. Phrabhavanaviriyakhun (2007) supported this explaining that no matter what duty one undertakes, his success relies not only upon his level of wisdom, but also his patience to apply his wisdom to its intended purposes. (A manual of peace 303 as cited in Phrabhavanaviriyakhun, 2007)

Recognizing emotion in others:

The fourth component of emotional competence acquires high emotionally intelligent people to have ability to diagnose other peoples feeling. This matches with one of the Buddhist principles taught in Thailand called 'Phom-we-han-see'. The premise promoting loving-kindness, compassion, sympathetic joy and equanimity, advises people to be kind, repay the kindness of others and wish others to recover quickly from suffering is one of the important Buddhist principles for recognition of others emotions. The quality and intelligence of emotions displayed or felt, from a Thai perspective, is therefore, a result of what people think and often imagine where it is necessary to beware of our own thoughts and interpretation of what people may or may not mean. To recognize other people's feelings, Thai Buddhist followers are advised to observe and interpret body language, so that they can consider whether assistance could be offered to people in need (Dechkhong, 2002). Being taught to develop the sense of caring for other people and having good intentions towards others, Thais always easily spot the needs of others and help them when an opportunity arises.

Handling relationships:

Some examples of Buddhist principles promoting the concept of handling relationships in western emotional intelligence include 'Phom-wi-han-see which, as mentioned previously, can also represent empathizing and showing well-intentioned kindness and wanting others to recover quickly from suffering as well as genuinely wanting to repay the kindness of others (Dechkhong, 2000; 2002). In addition, 'Sang-ka-ha-wat-tu-see', or helping each other, in Buddhism, reassures Thai Buddhist practitioners to 1) share grief and suffering, 2) talk to others in a kind way, using nice words, and make them feel satisfied and comfortable, 3) teach and be responsible for the actions of family members, and 4) perform their best as mother, father, son to ensure the benefit of all (Payotto as cited in Department of Mental Health, Ministry of Public Health, Public Health, Thailand, 2001). Another related example could be seen from the way most Thai speak to each other. Since they try to avoid upsetting others by saying directly what they may be thinking and thus leave what they say open to

interpretation. In Western society, in contrast, people are more inclined to speak their minds and not say things which are open to interpretation. Furthermore, according to Payotto as cited in Department of Mental Health, Ministry of Public Health, Public Health, Thailand, 2001), since Thais are always taught to practice doing acts of goodness and kindness in their everyday living, so that they can do such things naturally, and it becomes embedded into their personalities (minds). Being trained to recognize the importance of harmonious living and being kind people who always smile, understand and offer help to others, upsetting other people' feelings can be circumvented (Lotchananoon and Ruyaporn, 2000). To maintain good relationships with others, even though, Thais were treated badly, Buddhist teachings still convinced them to give, forgive, and forget (Boonyarit et al., 2012).

To sum up, the concept of Emotional Intelligence was recently valued by groups of psychologists envisaging influence in unleashing people's non-cognitive intelligence. The five domains of emotional intelligence – monitoring our own emotions, managing and expressing moods appropriately, putting forward their set goals, perceiving other people's feelings, and strengthening relationships with others were also found taught and learned as parts of Buddhist principles which have been passed on from generation to generation in Thai society and through Thai ways of life. The similar concept and principles have promoted 1) the facts of life and the best way to live with nature more than overcoming our own suffering or striving for happiness, and 2) the awareness to control thoughts by focusing on doing good things and avoiding generating bad thoughts. This is to ensure that actions resulting from their thoughts are good not only for themselves but also for others. A number of Buddhist principles taught in Thai presenting the similar concept of western emotional intelligence are 'Ma-chi-ma-pa-ti-pa-ta', 'Sa-ti' and 'Sa-ti-tat-tan-see', 'SIL-HA', 'It-thi-bath-see', 'Tri-lak', 'Mor-ra-na-nu-sa-ti', 'A-ri-ya-sat-see', 'Khan-ti', 'Phom-we-han-see', and 'Sang-ka-ha-wat-tu-see'. This article also highlights that the Thai concept of Emotional Intelligence involves not only self-protection but also proactively doing good things, particularly for others. The Thai version of emotional intelligence, as a result, focuses on helping practitioners to understand the facts of life, developing pure minds, producing good quality thoughts, being aware of and dealing with disturbing thoughts effectively.

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Experiences of Overseas Chinese Graduate Students Studying in International Graduate Programs in a Selected Thai Public University

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Abstract: *This study reveals challenges international graduated students face and present what choices they choose in solving their difficulties. This study is a qualitative study applying Phenomenological research strategy. Ten Chinese international students were participants in this study. The participants were enrolled in an international graduate program in a Thai public university in the 2016 academic year. The participants were asked to discuss both living and learning experiences during their time in Thailand. Some of their problem solving techniques were also reviewed. This study followed the steps of data analysis proposed by Moustakas (1994). A qualitative data analysis software called "ATLAS.ti" was used as a data analysis tool in coding and categorising the obtained data.According to the findings, four learning difficultiesregarding 1) understanding of English, 2) personal issues, 3) different education modes, and 4) academic problems were reported. Furthermore, the students uncovered three challenges in living in Thailand. These included 1)languages for communication, 2) culture differences, and 3) individual issues.In order to overcome the learning and living difficulties, three learning techniques– 1) getting help from other people, 2) obtaining information online, and 3) self-improvement were their solutions. Four adaptation techniques to ensure their living comfort were 1) getting some consultations from other people, 2) adapting themselves to the new culture, 3) making a self-improvement and expanding social acquaintances. It was the belief of Chinese students that they would enjoy their study more if the university could ensure that teachers apply more interesting teaching techniques in their teaching, offer some English and Thai training programs for living and learning, as well as using some learning motivation techniques.*

Keywords: Chinese international students, learning difficulties, coping with difficulties.

Introduction

Nowadays, more and more Chinese students come to Thailand to continue their further education. However, many Chinese students do not always paint a beautiful picture in adapting themselves into their new living environment in Thailand. Some of these international students who could not cope with their new living environment and learning difficulties dropped out their study or even returned home. It was also reported that some were very suffering, experiencing both physical and emotional sickness and committed suicide (Suwannaset, 2010). While research in the past investigated the experiences of international students in Thailand, Lin and Kingminghae (2014) and Bin (2009) explored the life of Chinese undergraduate students. This study, therefore, focuses on investigating the

experiences of Chinese international graduate students enrolling in a Thai public university and techniques they apply to overcome the difficulties, and what kinds of necessary services or assistance that the university should provide to Chinese overseas students at the graduate level to enhance their living and learning conditions.

Research questions

The research question of this study were:

    1. What learning challenges are experienced by Chinese overseas graduate students studying in a selected Thai public university?

    2. What are the living difficulties that Chinese overseas graduate students have encountered during their study in the selected public university?

    3. What are the techniques that Chinese overseas graduate students have used to overcome the learning difficulties during their graduate studies in the selected public university?

    4. What are techniques that Chinese overseas graduate students use to cope with their living difficulties in the selected public university?

    5. What kind of assistance is needed from the university for Chinese international graduate students for learning and living in the selected public university?

    6. What kind of assistances could help Chinese overseas graduate students to adapt to their new living environment?

Literature Review

Current Chinese students studying in Thailand

Since 2005, the number of International Programs offered by higher education institutions in Thailand has grown significantly from 520 programs to 981 programs. In 2010, both Thai public and private universities offered a total of 981 international programs both at undergraduate and graduate levels, i.e.342 undergraduate programs; 389 master's degree programs; and 225 doctoral degree programs and 25 other degree programs. Foreign and Thai students can take courses for credits from such programs (Australian Education International, Australian Embassy, 2012). The Office of the Higher Education Commission in 2008 (as cited in Reungthai, 2012) pointed out that, "With the development of the higher education, the quality of Education in Thailand has been accepted by students from neighbor countries. Thai universities have been the center of an intercultural community among foreign students, especially Chinese" (p.1). According to The Office of the Higher Education Commission (2017),

> *Thailand had 16,361 international students. The highest percentage*
> *of international students coming to study in Thailand was from Asia*
> *(86.92%), followed by North America (5.78%), and Europe (5.27%).*
> *China had the majority with 44.62%, followed by Laos 7.95% and*
> *Myanmar at 6.11%.*

On the other hand, Department of Chinese Education (2017) revealed that the Chinese Government encourages Chinese students to study in Thailand by providing a list of Thai public and private universities in total 89 universities, which offer recognized academic degrees.

Challenges for overseas students

There are many adjustment problems that foreign students have to cope with such as language issues and culture difficulties. Pang and Barlas (1996) supported this claiming that

> *"[Students] You may have problems with the language that make your studies more difficult. Culture differences also come into play and you will have to deal with the obvious feeling of being different, a stranger in a foreign land"* (p. 81).

Moreover, Lee (2014) described the experiences of overseas students that Since everything may seem completely different from what they are familiar with, students living and studying in another country could feel anxious, worried or frightened with everything they have never encountered before in their new learning environment. Wendorff (2013) supported this reporting 5 challenges that might be impede students studying abroad. These were 1. Feel like an outsider; 2. Language or cross cultural barriers; 3. Getting used to currency differences; 4. Having serious fear of missing out; and 5. Coping with cultural misunderstandings. From these viewpoints, it was recognized that the living challenges of study aboard are not only caused by external factors, but also from the students themselves.

International students' adaption

Different countries have different cultures and teaching methods. In order to finish studying successfully, overseas students should adapt to the society and culture of the country in which they studied.When we talk about the life of international students, we also need to know what is adaptation? According to Pedersen, 1991; Sandhu, 1995; Sandhu and Asrabadi, 1998, (as cited in Sumer, 2009), there was the belief that, adaption of international students is influenced by the many challenges they face such as decline in their social and economic status, separation from their family and friends, lack of English proficiency, and isolation from their cultural backgrounds. Culture shock is an important part in adaption. Experiences in a new culture may result in culture shock – stress and conflict occurring when individuals come in contact with different cultures (Winkelman, 1994).It happens especially when individuals are totally immersed in the new culture, as is usually the case with international students. Oberg (1960) agreed this claiming that "culture shock involves such aspects as strain; a sense of loss and feelings of deprivation; being rejected or rejecting others; confusion, surprise, or anxiety; and a feeling of impotence…cultural shock is precipitated by anxiety that results from losing all familiar signs and symbols of social intercourse" (p.167). All the same, Winkelman (1994) identified culture shock as a normal part of being in a different cultural environment. He contended that individuals must first recognize they are in a state of culture shock, before the situation can be resolved. He described the phases of culture shock as follows: "1.the honeymoon or tourist phase;2. The crisis or cultural shock phase;3.The adjustment, reorientation, and gradual recovery phase;4.The adaptation, resolution, or acculturation phase"(Winkelman, 1994, p.122). However, based on Harzing (2016), "culture shock is the feeling of disorientation, loneliness, insecurity or confusion that can occur when someone leaves his or her home country to live in a new culture.

Socio-cultural adaptation is also the main point needed to know when doing this research". Ward and Kennedy (1999) measured the sociocultural adaption of individuals in different cultures, "in terms of behavioral competence" and is "strongly influenced by factors underpinning culture learning and social skills acquisition". Some key factors have

been identified as affecting sociocultural adaptation: gender, age, time in country, cultural distance, language fluency, and having a peer mentor or friendship family (Furnham & Bochner, 1982; Grant-Vallone & Ensher, 2000; Pedersen, 2010; Seo & Koro-Ljungberg, 2005; Wang, 2009; Ward, Okura, Kennedy, & Kojima, 1998; Ward & Searle, 1991; Zhang &Rentz, 1996, as cited in Wilson, 2011). Dealing with these factors would be helpful to the international students' adaption.

Difficulties concerning studies and living of overseas students in Thailand

Many universities have already set up student affairs departments. Like, Leiden University (2016) in the Netherlands. Also, most of the universities in the USA have international student services, such as Tulsa University (2017), which can be seen as another interesting example that has an office of international student services which provides their overseas students with a variety of services. From this support, it can be find that, assistance or help from a university could encourage overseas students to overcome the difficulties and let them adapt to the cultural differences, and give them motivation to complete their academic goals.

Assistance for living and studying of international students

When international students study abroad, they may face some living and study difficulties, such as, adapting to a new culture, language problems, financial problems, health problems, academic problems and other social problems. According to these problems, most of the universities will share a lot of useful information by handbooks or on the universities' websites, in order to help the new international students consider and prepare for living in a new environment. For example, Auckland University of Technology (2016) made a guide on their university's website which introduced useful information for their students in order to help their students adapt to the new environment. Many universities from different countries have student assistance services departments or students' unions, in order to seek to connect the local students or international students who are studying in their universities to find the students studying and living difficulties, according to the students' difficulties support with appropriate guidance, resources, and support to address a variety of personal and academic matters. Like, Texas A&M University (2012) has a Student Assistance Services, to help students solve their living and study problems

Research Design and Methodology

This study involved a qualitative research approach applying phenomenological strategy. Ten full-time Chinese international graduate students studying in international graduate programs in a Thai public university for more than one year were asked to attend semi-structured interviews with the researchers in a quiet room at their university. The steps of data analysis proposed by Moustakas (1994) were used in analyzing the data obtained from informants. The 6 steps of data analysis used in this study were presented below:

1) Begin with a full description of the personal experiences of the participants concerning the phenomenon.

2) Develop a list of significant statements.

3) Group the significant statements into "meaningful units" or themes.

4) Write a textural description.

5) Write a structural description.

6) Write a composite description of the phenomenon incorporating both the textural and structural descriptions.

Participants (Co-researchers)

A purposive sampling technique was used so that the researchers had a list of criteria that could help the researchers to identify the most suitable participants. The researchers believed that the participants who could provide them with useful information should be Chinese International graduate students who were enrolled in one public university during the 2016 academic year. Their student status, additionally, was as full-time students of one international graduate program. They had spent at least one year studying in a selected Thai university.

Data instrument and data collection

In this study, the researchers applied semi-structured interviews to obtain data from their key informants. According to the number of suitable participants suggested for a phenomenological study by Creswell in 2003, the researchers must not interview less than ten international students who met the above mentioned criteria. A name list of Chinese international students was requested from the department administration. To begin the step of data collection, the researchers needed to identify their first participant. This started by getting some opinions concerning potential students from the head of the department. The recommended students were, as a result, asked whether they were interested in joining this survey project. In addition, to identify informants who could be rich sources of information, the researchers also applied the snowball effect technique to link his participants from one to another. After identifying some participants willing to join this exploratory study, the researchers started contacting them and asking for a convenient time to meet and have a conversation regarding their overseas experiences. To have a smooth conversation, the researchers chose to see their participants in a quiet room at their university. The reason that the university was the best place to interview them is because the researchers viewed that a good interview should take place in a location where their informants can feel relaxed. The ideal place should be a place which has an atmosphere where they can easily recall, allowing them to respond well to questions asked by the researchers. Before the interview, the researchers explained to his informants about the purposes of this research project and asked for their permission to record the conversation for the benefit of data analysis.The researchers discontinued collecting data after the data was saturated finding out that there was no new information emerging from interviewing new participants.

Data analysis

To analyze the data obtained from interviewees, the researchers transcribed the recorded audio files into text or document files. After all text files were created, the researchers started identifying possible themes according to steps of data analysis called modification of the STEVICK-COLAIZZI-KEEN Method of Phenomenological Data proposed by Moustakas in 1994.

Description and discussion of findings

The participants in this study have lived in Thailand from 2 to 6 years. Most of them were between 27 to 30 years old (60%), and 23 or 24 years old (40%). About 6 people or 60%, have lived in Thailand for more than 6 years, while 4 of them (40%) were new students coming to study for their Master'**s** degree in Thailand. 6 of them (60%) graduated with their Bachelor degree from a Thai university.

Four kinds of learning difficulties:

1. Language problems, which includes communication in class and doing homework. A few students can speak English but are unable to understand the accented spoken English of their lecturers.

2. Personal problems and certain habits included working hard for earning money which left them too tired to study, being addicted to computer games, and lacking self-discipline. Other students, who do not have good English skills, do not feel comfortable enough to meet and have a consultation with their teachers.

3. Studying in different education modes in the Thai educational system which they were not familiar with becomes one of their learning challenges.

4. Lacking background of knowledge of the subject matter they were studying, as well as having limitation of vocabulary in the study field and work experience. Misunderstanding the homework requirements, and lacking of paper writing experience impede their studying and completing their final research project.

Five kinds of living problems:

1. Knowing little Thai is the major communication problem which impedes Chinese students living in Thailand and making friends with Thai people.

2. Lack of knowledge of Thai culture, customs and Language cognition causes Chinese international students to feel like outsiders and also results in misunderstandings.

3. Some Chinese students do not like Thai food and they feel uncomfortable living in the hot tropical country.

4. Many Chinese students living abroad for a long time feel homesick, lonely and tired of maintaining friendships.

5. Some Chinese students lacked self-care ability which caused difficulties in daily life, and some were facing financial problems.

Three kinds of techniques to cope with the learning difficulties.

1. Chinese students looked for classmates', friends' and teachers' help.
2. They have used the internet to help translate meanings of their unknown vocabulary.
3. Most Chinese students study English in order to communicate with their teachers well, and it also helped in class and doing homework.

Four kinds of techniques to cope with living difficulties:

1. When they faced difficulties, Chinese students would ask for help from the university and friends, and use a translator or body language to communicate with Thai people.
2. Chinese students study Thai language and culture to adapt to living in Thailand.
3. Self-improvement to solve their individual issues.
4. Developing their interpersonal skills to make new friends with Chinese and Thais.

Three kinds of assistance were needed from the university when Chinese students were learning and living in Thailand.

1. The students hope the university can update teaching methods and teaching equipment for learning. Such as, the teaching methods need to be more useful for their future careers and better teaching techniques could help the students better understand the lessons, and also, the students hope that advanced teaching equipment can increase the learning content;

2. Chinese students hope that the university can provide an English and Thai Training Program, in order to solve the language problem of living and learning in Thailand;

3. Chinese students expect to get more concern about their living and learning from their university, and also they expect to have more chances to get scholarships or financial aid, and more activities in order to increase the learning motivation and expand the scope of communication.

Two kinds of assistance could help them to adapt to the new living environment.

1. Thai language and Thai culture learning assistance would help them adapt to living in Thailand;

2. More international student**s** living and learning service could help them to better adapt to the new living environment.

Conclusion and suggestions

This research was conducted with qualitative research. The purpose of this study was to better understand what experiences Chinese international graduate students have faced, and the strategies they used to overcome the difficulties. More important is to give voice to the Chinese students, and assist Thai universities to be able to recognize the challenges and necessary assistance required by Chinese International students in Thailand.

Some suggestions based on findings in this study are presented as follows:

- For the government, this study could make some suggestions that both the Chinese government and Thai government should create some websites and publish some international student handbooks, in order to provide some suggestions before the Chinese overseas students go or come to study in Thai universities, so that the international students will know better what they should be prepared for.

- For Thai university, Thai universities should establish and consummate the quality of university websites, in order to assist the international students to know the pre-arrival information, like providing advice on how to adjust their life to the Thai environment and find personal support on practical matters of everyday life. And also, the international students could get help from the universities through the website, such as, admission, information to obtain visa extensions, academic concerns, housing problems, and so on. On the other hand, the Thai universities should build an International Student Center, not only to assist the international students' daily life in Thailand, but also to provide the international students a place for activities to expand their social circle.

- For the heads of departments, based on the findings, most of the Chinese international students lack Thai (living difficulties) and English (learning difficulties) skills that caused the students difficulties to adapt to the new environment of living and learning. In this case, the researchers suggest that, the faculty should provide Thai and English courses for the international students, after

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they attend the program. And appropriately raise the admission standards for some students who wish to attend classes but lack the English skills, the department could send them to English training class first, and Thai language and culture class should be a compulsory course in the program.

• Chinese international students expecting to get more concern about their living and learning from their department, and some of them hope they can get more time to communicate with their lecturers and office members in order to know each other better, and remove uncomfortable feelings. So, the researchers suggest the department should set up more activities in the first semester.

• Foe incoming Chinese students, the researchers make the following suggestions. First, they need to study Thai culture and try to learn Thai, by taking a Thai language course or study by themselves. Second, develop independent living and learning skills, and the courage to deal with the difficulties. Last, keep a positive attitude to face everyday challenges when living in Thailand.

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Foreign Teachers Management System in an English Program School: A Case Study at Piboonbumpen Demonstration School Burapha University, Thailand

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Abstract: *The International Education Program for Basic Education (IEP) is a part of the Piboonbumpen Demonstration School. For the International Program, English is the main language of instruction in classrooms. This research aims to explore the current position as of 2015, management system for the foreign teachers in the IEP program. This study applies a qualitative approach using a case study as the research strategy, with in-depth interviews and purposive selection to select the case. The data was collected from 23 staff members of this school including executives such as school directors, foreign teachers who had been working at least 5 years in the program, students who were studying at grade 6 and grade 12 and their parents.*

The overall pattern of perceptions were largely the same. The problems found in this school include the lack of motivation coming from insecure working statuses, low salary, no incentives for extra workloads, unfamiliarity with local language and culture, a non-supporting environment, no implementation of mentorship or induction programs for new teachers and insufficient administrative support. Motivation is very important as management should strongly consider improving foreign teacher retention rate. The motivating factors include salary, incentives, rewards, communication support, etc. The findings provide information that can aid in developing management principles for employing foreign teachers, motivating them, retaining them and then improving the general management in this school to reduce teacher turnover, eliminate shortages and find higher quality teachers. This will improve the overall academic performance of the school.

Keywords: foreign teachers, management development, motivation.

Introduction

In Thailand, the educational direction has changed significantly over recent decades as the focus has now become to integrate English as a key language. The ability to speak English has becoming increasingly important, particularly Thai students studying abroad as English is a common medium used to communicate with the locals of other nationalities. The ability to communicate in English has also been equally as important to Thai students attending Thai international schools. English is considered as the official language of ASEAN as well, so it will be necessary for future generations to be able to communicate in the English language. Qualified English teachers in Thailand are in high demand. Foreign teachers were interviewed in this study and ultimately it was discovered that the starting salary was low. Dharmavin (2007) stated that for foreigners with a bachelor's degree have a typical

starting salary of 30,000-40,000 Baht. The starting salaries have not changed for over 10 years, which is supported by the evidence from the interviewees. As one of the teachers stated, "Salary should be raised, I think not because I want the salary raise but because it's called inflation so the money is different now... the prices are going up but the salary for the teachers is still the same." This is a one of the statements from a foreign teacher who supports this case where the starting salaries have remained low as the cost of living increases.

Thailand is therefore responding to internationalization in a similar fashion to other countries, where educational systems are geared towards becoming increasingly bilingual and multicultural. There are now many more private schools and international schools in Thailand after the educational reforms implemented between 1996 and 2007. This involved four main areas: school, curriculum, teachers and administrative reform. Teaching in English program schools require foreign teachers and native English teachers are very much needed in Thai schools, more so than well-trained non-native English teachers. This is true since they have better listening/speaking skills, have a greater international awareness and are considered experts in grammar, as well as the fact that Non-Native English-Speaking Teachers (abbreviated to NNESTs) can lack confidence (Moussu, 2006).

The background of the Piboonbumpen Demonstration School

Demand in The International Education Program for Basic Education (IEP) is a part of the school where English is the main instructive language in classrooms. The school is located in the main campus of Burapha University in Chonburi province Thailand. The University Board of Trustees approved this non-governmental project on May 22, 2001. IEP is different from other international schools as it is using the Thai national curriculum that has been revised and approved by the Ministry of Education. The goals of IEP include preparing students for higher education, enhancing the quality of basic education to levels of international standards and opening opportunities of education for those who seek to develop international standards and language skills. IEP uses native English speaking teachers in every subjects except Thai and History. Native teachers were more motivated because throughout the lesson there were no possibilities for the students to use their native language (Gurkan & Yuksel, 2012). Thai parents send their children to IEP with the expectation not only that they will obtain superior language skills, self-development and understand western cultures, but they also hope that this will give them better access to international universities in the future. IEP has received huge success since 2004 as almost 100% of students have successfully attended degree programs in their preferred universities. However, throughout the development from 2010 to 2014, the number of students fell and number of new enrolments dropped although no students left school before graduating. IEP was facing many problems including the lack of qualified and subject-matched foreign teachers, high turn-over rates of teachers, communication problems and in-appropriate teaching materials and facilities. This research aims to focus on answering:

1. What the was previous development of the IEP program at Piboonbumpen Demonstration School?

2. What are the current practices at IEP school and foreign teacher management concerning recruitment, job assignment, training, monitoring, performance assessment and rewards?

3. What should the management system of the foreign teachers be in the IEP program?

4. The accumulated problems of IEP School managing foreign teachers:

5. How did the problems arise and persist?

6. How can the problems be resolved?

7. By sourcing the nature of the accumulated problems, methodical solutions are explored to improve the program management systems for the retention foreign teachers and so improve the school.

Literature Review

To clarify the results, the researcher has reviewed the literature to support the findings as follows:

Management Concept

Every administration applies the type of style considered appropriate to achieve the organization's goals and most likely they rely on Gullick's POSDCORB concept (Agrawal & Vashistha, 2013). This acronym refers to planning (P), organizing (O), staffing (S), directing (D), coordinating (C), reporting (R) and budgeting (B) which synthesized the scientific management and the universal management principles to bring out management organizational elements (Vector Study Group). For the IEP school, this theory could be applied as follows:

First, Planning, the school administrator needs to plan every activity in order to achieve the educational objectives and goals of the school and minimize conflict situations. For instance, for curriculum planning, Hussain (2016) mentions that school management could exercise their personal agency to adapt and develop curriculum in order to serve the meaningful learning purpose of the students.

Second, the school will function well with good organization. The school administrator must organize and assign specific roles to both academic and non-academic staff to perform, and carry out the planned activities in order to achieve the goal of better learning and teaching.

Third, for staffing, the school administrators are responsible for both the quantity and quality of the staff in the school, both academic, non-academic and for students as well.

Fourth, school administrators must provide direction which shows good leadership to enhance the school's growth through staff improvements including resolving conflicts and correcting ineffective performance. Ugwulashi (2012) recommended that a school administrator has to observe certain mistakes in planning, organizing, staffing and provide some modifications that help to meet the intended target.

Fifth, coordination, this involves coordinating various job roles and responsibilities to balance and maintaining teamwork.

Sixth, reporting relates to evaluation of the program direction, changes in structures and priorities as well as performance evaluation. This provides tools for acknowledging good performance, identifying areas in need of improvement and providing guidelines to justify management decisions (Akuoko & Baffoe, 2012). Master (2014) suggested evidence that evaluation systems may be more effective if they weigh teachers' coordinated efforts in addition to their individual expertise.

Finally, budgeting includes fiscal planning, accounting and revenue, and expense control which makes for efficient and effective management, which enhances the quality of the organization.

Motivation Concept

Motivation is an important force to make employees work for the organization in order for the organization to succeed. School management is not an exception for both academic and non-academic staff. Administrators should motivate foreign teachers to work with the school by providing job security, appropriate salary and incentives and good attitude. This will also have an effect on the teacher retention rate as Erkaya (2012) found that factors influencing English, as a Foreign Language (EFL), the teacher's motivation could be understood more specifically with a focus on the theory about intrinsic (personal) and extrinsic (environmental) motives.

Research Methodology

The research methodology section of this study involves six parts: selecting participants, data collection, data analysis, data management, ethical protocol, and integrity and trustworthiness. The international education system is based on the policy that foreign teachers, teach every subject in English except Thai and Social Science. This study will cover in-depth interviews which will be categorized accordingly for data collection to perform effective data analysis. These interviews were recorded, transcribed, coded and analyzed using the ATLAS.ti program. Generally, an interview is a conversation based on research purpose (Lincoln & Guba, 1985; Berg, 1998).

Participants in the Study

The Participants involved were management administrators of the school, foreign teachers, students and parents because they were able to describe their experiences and needs. A total of 23 interviews were conducted during May 5th to June 6th, 2015. The participants in this study were school directors both former and present, three teachers who have been teaching at the school for over 5 years and four teachers who have been teaching over 10 years. To better understand the quality of learning of the IEP program, students and parents were also selected to participate in interviews. This consisted of six students from primary grade 6 and grade 12, and the parents of those six students, making a total of 23 people interviewed. The research instruments consisted of in-depth interviews and documents analysis. The in-depth interview qualitative was conducted in either Thai or English and consisted of three parts: Part 1: Previous Development practice of IEP. Part II was concerned with current management problems. Part III was concerned with the accumulated problems of management. Part IV was concerned with management system improvements.

Data Analysis

The ATLAS.ti program version 1.5.1 was used for convenience in the management of the data analysis (Joungtrakul, 2010). Each participant's data set was analyzed individually using the same processes. The interview transcripts were analyzed to discover the accumulated problems of foreign teacher management in 2015 and the data was categorized using the constant comparative method (Strauss & Corbin, 1990). The data was also examined for details about the management of foreigner teachers.

Ethical Protocol and Trustworthiness

Ethical protocol considerations were reviewed and interviews were done according to the permission of the participants with precautions to ensure secure respondent's identities remained secret. Multiple aspects of trustworthiness were used including: triangulation using four sources of data, as administrators, foreign teachers, students and parents, bracketing during data collection, and written reflexive notes while collecting data.

Findings

After the data analysis, the study revealed the following results.

Previous Development practice of IEP

IEP was established in 2001 by using the ideas of Dr. Somsak Lila who was the school director, Mrs. Kaewta Kedsuwan, head of the English language with the help of the Dean of Faculty of Education, Assoc. Prof. Dr. Chalong Tubsree, they considered that it was important for our children to be able to communicate in English. This is especially true in the Eastern Region which is the center of the economy and tourism. This project began as a trial elementary program focused on fostering a special ability in English, resulting in the English Immersion Program (EIP) of Piboonbumpen Demonstration School. The project received for two million baht of funding support from the Faculty of Education to renovate the "Piboonrumluk Building". There were 30 students attending the 7th grade and permanent foreigners, Thai teachers who were educated aboard, and some special lecturers from the Faculty of Education and the Faculty of Humanity and Social Science, Burapha University. The program used a Thai curriculum from the Education Ministry which provided achievement education. Graduated students met international standards and could gain entrance both to Thai and oversea universities. IEP project arranged research for the development of International Education by using the Thai curriculum which were the different from other International Schools. Burapha University approved this program on May 22, 2001 (Piboonbumpen Demonstration School, 2003).

In 2004, the program name was changed to the International Education Program for Basic Education (IEP) in accordance with the changes in the school administrative system and educational reform.

In 2010, IEP added more primary educational levels which were during the term of director Associate Professor Dr. Chalong Tubsree. He opened primary level classes in grades 2 and 4 in his first year.

The current practices of foreign teachers at IEP

Several management problems were present in 2015. The employment criteria seem to have no provisions concerning the nationality of foreign teachers but stipulated they must be considered to be native English speakers with an appropriate education and background. In the view of parents and students, most of them agreed that the quality of teaching at IEP was decreasing. Most of them thought that this resulted from changing management, a lack of qualified foreign teachers, surplus of Thai teachers, an improper international program and inadequate support. Some of them were so concerned with these points that they considered alternative choices of schools for their children. These views show how important the data gathered from the research is for management to use to develop policy and strategy to maintain IEP's good image for parents and students.

The Accumulated Problems of IEP

The accumulated problems of management of foreign teachers at the IEP School were a result of several factors.

1. Management

Numerous issues existed, such as poor management practices, recruitment procedures, job security and retention, a lack of a sense of belonging for employees, an uncaring system, work monitoring and evaluation which were perceived to be unfair. Other teachers felt similar feelings of discomfort with poor administration.

Recruitment: The qualification of teachers was still causing problems in this school. From research interviews, the recruitment process mostly depended on the demands of the school and did not check applicant backgrounds such as graduate institute and work experience. Mismatch of teachers and subjects was also claimed to be a problem by teachers, students and parents.

Curriculum Orientation: Many of these foreign teachers also acknowledged that they did not know the curriculum requirements. They expressed their views that there was a lack of curriculum orientation or advice from supervisors or people in charge, to recommend or guide them in meeting their job description or subjects meant they were not sure what they must do.

Supporting, Monitoring and Training: Achievement and working support issues were commented upon. Participating foreign teachers noted support concerns such as family living conditions, professional work environment, the monitoring system and a lack of regular training.

Communication and Language Barrier: Language barriers become a source of misunderstanding between foreign teachers and Thai teachers, thereby creating difficulties when working together. There should also be a greater emphasis on developing the communicative competence of prospective English teachers. In addition, native English speaking teachers found a linguistic gap with students because they lack the exposure to the local language and culture. This also resulted in negative attitudes in regards to the connection between the students and the school. Parents also had negative opinions about their connection and communication with the school. This was more so because some of them are foreigners and cannot understand Thai. The school website differed between the Thai and English versions. The English version contained less information and was not up-to-date. Also formal letters from the school were less frequent than in the past.

Environment, Collaboration and Culture: Foreign teachers asked management to foster understanding between colleagues even for personal conflicts that possibly could not managed by themselves. Meanwhile, students and parents expressed a desire for school to provide an international environment which used English more than Thai during school hours. The reason for the use of communicating English declined was due to the increasing number of Thai teachers. Cultural differences of individuals and the calm attitude of Thai students were sometimes misinterpreted by foreign teachers too.

Teaching Materials and Facilities: Most of the teachers, students and parents agreed that management needed to resolve facility malfunctions. They also mentioned improper English textbooks and curricula. These problems involved understanding the details of the subjects which is difficult since IEP lacked an expert curriculum advisor. Minor comments were made about facilities of the school such as the building and malfunctioning equipment.

2.Motivation

There are several factors associated with motivating foreign teachers. This research showed that job insecurity, a lack of incentives, poor benefits, low morale, inadequate support, supervision and bad management have lead to reduced work motivation. Visa and work permit issues were frequently mentioned by foreign teachers. The participants needed a program to assist them with the documents for visa and work permits, as some of them hold tourist visa and worried about getting into trouble after becoming employed. Some participants expressed one important motivation factor was the level of earnings, like adequate salary including other benefits and compensations. Promotions, rewards, praise and recognition are all incentives needed for them to stay as well. They prefer to be rewarded for their knowledge, doing extra work, working in hard-to-staff schools or fields, and for achieving measurable objectives. This reward could be financial benefits or praise.

3. Retention

Effective management and support were also essential in foreign teacher retention. The research showed that participants who faced poor working conditions, lack of on-the-job training, lack of support and supervision, low salary and insufficient incentives may cause them to leave school.

Overall problems mentioned by foreign participants were insufficient management and supervision, communication issues, cultural misunderstandings, poor motivation, lack of job security as well as retention problems. These findings can help administrators and management authorities gain a better understanding of the current situation and the problems of foreign teachers. This can be used to decide which strategies can be implemented, for retaining the current teachers and upgrading teacher qualities.

The proposed management system

The management system needs some improvements. The findings revealed that management of this IEP School needed further management development. This is since management is largely responsible for providing policy, practice and the necessary support to ensure foreign teachers can succeed in their new work environment.

The several management issues were shown in comments about recruiting. Administrators should revise the recruiting policy and processes it to fit the school's requirements. On the other hand, foreign teachers wanted the school to provide them with a long term work commitment via work permit and visa support. Foreign teachers need to be assigned to the subject of teaching that utilizes their experiences. New foreign teachers need orientation and advice regarding the program. Regular training to gain more knowledge in academic areas or activities which could improve the ability to perform their duties and must require planning. In the view of parents, they want management to have open minds and make schools an international program as they expected.

The school should provide attractive benefits to motivate foreign native English speakers. Foreign teacher participants also provided information on several topics that would encourage them to work with this school such as job security, salary and other incentives. They can be motivated by a higher pay-rate, good evaluation system, equal opportunity towards work, and the provision of basic amenities which reduce the emphasis on money as a primary motivator. In addition, the program must assist newly employed foreign teachers with their work permit and visa document procurement. Education supervision is required to guide teachers in carrying out instructional duties and to support the teaching process and

quality, as well as improve the teachers' performance. Rewards are needed for the teachers in order to retain them. The IEP program requires cooperation to create a friendly atmosphere and teamwork to reduce communication problems and gain more understanding of the needs of people. In addition, the management must maintain a positive attitude to current foreign teachers and prolong action for the new comers by formation and manifestation of appropriate practices that affect emotions of people and their pride. This helps teachers become more aware about their negative behaviors and accentuating their positive behaviors. As good attitudes drive positive outcomes.

Discussion

The study indicated that many problems were associated with the foreign teacher management system in IEP at the Piboonbumpen Demonstration School. Management was the major issue affecting the school development and hence this should be resolved.

Planning includes foreign teacher recruitment and the curriculum, as well as long-term acquisition of relevant teaching and learning resources. School administrators need to incorporate a long term plan for foreign teachers. According to the POSDCORB concept, the developments in management is needed in several aspects according to (Vector Study Group). There are existing issues in plans for the recruitment of foreign teachers, curriculum, support and mentoring of staff, directing work with the school and communication as well as cultural differences in the working environment. This observation correlated with Lavigne et al (2016) where they revealed that administrative tasks, curriculum, teaching-related tasks and interactions with parents effect the school's yearly progress (Walsh, 2013). The management needs to adopt new strategies that plans for the present and future of recruitment to ensure the retention of good foreign teachers. Two potential recommendations for successful recruitment are to enhance the attractiveness of the job and to improve recruitment practices. Teachers with higher rated applications have significantly higher impacts on student achievement (i.e., value-added) and higher retention rates. Kraut et al. (2016) showed that, years of experience, strongly correlates with efficacy for student engagement and instructional strategies. Teachers are directly in contact with the indirect customers, the students (their parents or guardians are generally the direct customers who make the consumption decisions) and so greatly affect customer satisfaction. Plans to accommodate high quality foreign teachers will make parents confident about the ability of the teachers and bring more students to the school.

Management should develop a school organization which is directly connected with planning the efforts of the people. IEP must manage curricula orientation and cultural differences for new teachers and have supervisors to guide and evaluate them. The renewal of IEP's reputation would be an additional advantage for the school. Supervision and support are an essential issue as it will affect teachers' motivations and capacities. Supervision guides foreign teachers in carrying out instructional duties and to support the teaching process and teaching quality as well as improving the teachers' performance. Meanwhile support is needed since teaching and the learning process will be successful if all elements within the school can work simultaneously as a team. Desimone et al. (2014) articulated that mentors play many roles and not all mentors can fulfill every role or anticipate every new teacher's needs, both formal and informal support is essential as well as emotional support. This result is similar to Coe (2015) who mentions that the school community, curriculum and professional confidence issues provided the support needed and desired by first year teachers as it could improve professional confidence levels. For this school, the use of informal

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mentors could be very effective in aiding the development of new teachers. This result was similar to Punthumasen (2007), Snae & Brueckner (2007) and Ohtani (2010) who found that a lack of interactive media, relevant textbooks and creative learning materials did not support the promotion of English. Another comment was about the unfamiliar foreign teacher teaching style and also that students are not really used to interacting with the teachers. They are used to learning from lecture notes or just memorizing facts. This is a cultural difference which new teachers must be taught. Management should be taken into consideration as it incorporate various factors that affect the teachers' effectiveness on the job such as knowledge, beliefs and habits acquired by foreign teachers as members of the organization. One duty that administrators need to commit to for this school is training. Andrew *et .al*. (2007) stated that appropriate training includes subject study, subject teaching and general education as well as a teaching practicum which provides a versatile foundation to teachers. In addition, the purpose of IEP training should be to boost students' proficiency in English skills, develop Thai teachers' English communication skills and increase cultural awareness. The training should be driven by both internal and external strategies. Management must also seek to implement a report and evaluation system for foreign teachers that contain different key success factors from Thai teachers. These depend on a variety of factors including their unfamiliarity with the native culture, perceived levels of learner motivation, planning to engage learners and the ability to see language learning from the learner's perspective. This relates to Master (2014), as the evaluation of teachers have relevance to a broad range of contexts and may be more accurate if at least some of the multiple measures used to evaluate teachers address their contributions and competencies outside of instructional execution.

Administrators need to direct communication, leadership, motivation and other related functions for school management. In regards to communication, management should develop regular communicative efforts for the school program and activities, discuss with individuals and groups, including staff and students, and those outside the school, about all aspects of school. Shahidi (2017) and Afaq *et.al* (2017) showed that there was significant positive correlations between the leadership style of principals and job satisfaction of high school teachers. Teachers become more satisfied when they are given adequate opportunities to participate in the decision making process. Public relations must have up-to-date information to communicate with parents and the public in both Thai and English, both with similar information. These will support understanding and increase interest in IEP.

Cooperation is essential for the IEP program, where staff must establish rapport for such relationships among various parts of the organization. The work environment may be a significant determinant for the motivation to remain at this organization**.** A friendly environment will help to influence foreign teachers to commit themselves in carrying out their tasks and duties effectively. One practice is to promote team work via a co-teaching strategy with an encouraging English atmosphere. Cui *et al*. (2016) mentions that the culturally different environment is always a problem for new comers, since they are supposed to adjust to both the local studying/working environment and the life environment, which are unusually really tough and challenging as it would lead to more barriers and lower efficiency in their study or work abroad. Moreover, the school needs to improve its teaching materials and facilities, like the completion of renovations or repairs of buildings to provide a better learning environment to support the work of students and staff in school.

Motivation is the critical issue for foreign teachers in IEP, which included, the motivation to work, the attitude and the desire for resolutions. A good motivation strategy and policy need to be developed to maintain teachers in many aspects such as salary, incentives and

reward. However, this might involve cooperation with other departments as it could be related to a budget problem. The security of the job was a very important factor in motivating foreign teachers. Şenol (2011) noted that job security was rated as one of the three most important motivational tools in all subcategories**.** Some strategies could be developed in regards to the rewards, as rewards are needed to provide for teachers to retain them. Similar to Nyakundi (2012), the analysis of the interviews found that the reward system affects the teacher's motivation. These motivational concepts, although intuitively appealing do not easily lend themselves to come about. The protocol and standard of work evaluation must be created and implemented. Another advantage of the rewarding system is that it engenders an appreciative feeling and long term teachers are more likely to remain loyal to the school than the newly recruited. The school should use payment, promotion, bonuses or other types of rewards like short trips or gifts to motivate and encourage foreign teachers to do their work, in order to tackle the teacher retention rate in the school. Individuals should receive a pay raise that depends on their respective manager's evaluation of their performance that shall stimulate improvements in efficiency, productivity and quality. Another support of motivation factors came from Baleghizadeh and Gordani (2012) who stated that quality of work was a contributor to motivation such as unfair and inappropriate compensation and low chances of professional growth. Educational decision makers should provide opportunities for teachers to take part in workshops and in-service training programs.

Good management and motivation will result in job satisfaction. Considering the importance of leadership and management in schools and the importance of job satisfaction of teachers as key elements of school. The success of the development of the program will occur by resolving the problems identified in the present research which should be regarded as constructive feedback to the program and used for the program development.

Conclusion

The results of this study contribute to an increased understanding of the management problems in the IEP program at Piboonbumpen Demonstration School. In order for the school to achieve its goals, a better understanding of the problems, provides information for management levels to develop and improve the management of foreign teacher. The school must therefore take the issues seriously to overcome the following problems in management, motivation and retention of staff:

1. Management recruit underqualified staff which effect the students and the curriculum taught at the school.

2. Parents and teachers expressed concerns over student's textbooks being insufficient in providing essential British/American style curriculum.

3. Management reluctant to perform required renovations to classroom facilities as disrepair of classrooms reflect negatively to the institution.

4. Concerns over English proficiency with students as Thai teachers communicate in Thai with the students.

5. Change in management required as HR failing to cooperate effectively with the new system and also failing to recognize the need for qualified teachers and the importance of training new teachers.

6. Staff retention proving to be troublesome as teachers experiencing poor working conditions which has an impact on the morale to teach students effectively.

Thus, IEP needs to plan and provide better management for foreign teachers, motivate them to work with their knowledge and skills, employ a teacher recruitment system

and garner interest for parents and students to join the IEP. Hence, the use of Gullick's POSDCORB concept should be used in order to establish an effective working structure for the school, as this aims to improve the organizations management structure also.

Recommendations for Further Study

Although this study was based on a small group of in-depth interviews, the findings provide a condensation of the content areas of program development that need to be managed. Teachers require training courses that help them improve their teaching proficiency. It would be worthwhile to conduct a follow-up study to find out whether the participants are henceforth able to solve their teaching problems and improve management or the overall satisfaction with the working situation, but this would only make sense if the management implemented at least some of the changes suggested in this paper.

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Paradigm for Learning Development of Alternative Schools: A Case Study of Panyaden School, Chiang Mai Province, Thailand

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Abstract: The purpose of this qualitative research are to study parents' expectations and the teaching paradigms towards the learning development of an alternative school: case study of Panyaden School, Chiang Mai province. The research methods and instruments used for this research were in-depth interviews with 30 stakeholders of the Panyaden school including 12 school parents, 6 school teachers, and 2 school directors. They were interviewed because they are the priority group that created the curriculum and developed the plans and policies. The researchers decided to use the semi-structured interviews. This research used data from interviews and manually analyzed the data. The researcher wrote the research report after the data was analyzed. The study is a descriptive one that was carried out with qualitative techniques and the described interpretations. The results show that Emotional Intelligence is the key expectation of parents for sending their children to study in the selected alternative school and the Buddhist approach is the main factor for all the parents. Moreover, the study found that these four approaches allow the teachers to use ten teaching methods, which assist, develop student learning. Eight of ten teaching approaches empower the students to obtain critical thinking skills and problem-solving skills. Furthermore, the students develop in social and cross-cultural understanding while studying in this school.

Keywords: alternative education, alternative school

Introduction

Thailand's current education system is questioning quality and efficiency. The issue of student academic achievement has been seen as downturn even though the education budget has increased in the last ten years.

Dr. Piyasakol Sakolsatayadorn of the Ministry of Public Health (2016) revealed that one-fifth of Thai young children have problems in language and small muscle developmental delays which have impacted their intelligence levels and also affected learning skills, which include reading and, writing. He estimates that 10-15% of Thai P3 and P6 are facing IQ problems, "Unable to read, write and think" causing Thailand to lose the opportunity in development compared with other countries once AEC begins and causes children's education in the future to be inadequate.. Moreover, Asst. Prof. Sasilak Khayankij stated that the study found that the early development of children in Thailand is being hustled, leading to unbalanced developmental immaturity which affects their future learning development. For example, to accelerate children in academic admission to famous elementary schools, and to have them write and read over children's work, indicates these limitations . This derives from the understanding discrepancies of parents' expectations that want their

children to do well. She also added that the school systems for Kindergarten and Primary schools focus on Rote Learning leading to opportunity loss in learning since this is a good time for their brains to be able to learn as much as possible, especially behavioral skills such as creativity skills, emotional skills, speaking and movement. When children are being developed on only one side of their brains it affects the lack of motivation in learning, making them lack the skills in working with others and lack of responsibility for themselves and others. This is a lost or limited opportunity to create skills in behavior. This can affect their attribute of education accomplishment and their future careers (Khayankij, 2015).

The weaknesses in Thailand's education system are well documented: the OECD's Program for International Student Assessment (PISA), the Trends in International Mathematics and Science Survey, the World Bank Reports, and another set of disastrous O-Net results, in which the average score in eight out of nine subjects was below 50%, all highlight educational stagnation while neighboring countries advance (Maxwell & Kamnuansilpa, 2016).

Amid all the current problems in Thailand's Education, an alternative school is one good example of building high quality education and variation in society until many parties perceive it as one of the hopes for revamping the Thai Education System and its quality for all. This is supported by the findings of Ariratana, Pennee and Utis (2014) that alternative educational management is another alternative used to solve the problems for every group of people to have the opportunity in education based on their potentiality as well as interest.

Since children are an important human resource of the nation as a major workforce in the development of the country to prosperity and stability, high quality early childhood programs have been shown to return at least 7 percent per year for every dollar invested, paying for themselves (Children's Defend Fund, 2014). Alternative schools seem to be ahead of mainstream education and can serve as meaningful models for the renewal of mainstream education across the globe (Sliwka, 2008).

Statement of the Problem

Parents who are disappointed with the Thai education system are trying to find other choices for their children's education. There are many alternative schools in Thailand to choose from according to parents' needs but usually they are expensive. Panyaden School is one of those schools that provides education to fit the needs and expectations of the parents.

Purposes of the Study

1. To study parents' expectations towards Panyaden School, Chiang Mai province.
2. To study the teaching paradigms towards the learning development of Panyaden School, Chiang Mai province.

Research Questions

1. What are the expectations that parents have in sending their children to study in Panyaden School, Chiang Mai province?
2. How could the main teaching approaches in this school work in developing student's learning?

Literature Review

The Concept of Alternative Educational Management

The meanings of Alternative Education and Alternative schools have varied over time. Alternative school and Alternative educational programs display diverse theories and practices. Lacking a precise meaning, the term "alternative education" describes different approaches to teaching and learning other than state-provided mainstream education. They are usually public or private schools with a special, often innovative curriculum and a flexible program of study, which is based to a large extent on the individual student's interests and needs (Raywid, 1988; Koetzsch, 1997; Aron, 2003; Carnie 2003 cited in Sliwka, 2008, P.1).

According to Dictionary of Education (2016), Alternative Education is a form of education different from that offered by the state system. It may refer to radical or progressive approaches but can also be used to cover particular arrangements for learners for whom state provision is deemed, or has proved, to be unsuitable (Dictionary of Education).

Atkins and Bartuska (2010) stated that Alternative education programs are being used to serve a wide range of students in all areas of the country.

Alternative education as a variety of systems management standing on the foundation of Buddha teaching, an intellectual foundation, and a psychology foundation to develop children's growth potential based on the nature of children by focusing on happiness and peaceful coexistence. The Alternative education model corresponds to the nature of students and the learning process including learning contents.

The Concept of Alternative School

Smith (1974 cited in Atkins and Bartuska, 2010, P.14) explained that an Alternative school is any school that provides alternative learning experiences beyond those provided by the traditional schools within its community and one that is available to all students at no additional cost. However, I think most alternative schools in Thailand are quite expensive.

Thongchai (2010, cited in Jariyapan, 2012, P.20) defined an Alternative School as a place of study that is a school accredited by law that manages education within a philosophy or mission using curriculum and strict control by government. It can be divided into 4 categories: 1) Government school, 2) Local government school, 3) Private school, and 4) Private organization school. Samkosed et al. (2010, cited in Jariyapan, 2012, P.20) defined that Alternative school is a group of education management by using a new idea that disclaims the government education system, where it is believed that the government system will demolish humanity ability and learner entity. As well as, Janwit and Tanmantong (2012) defined that an alternative school is a school which focuses on a mission of education management especially concentrating on the learning by needs of the learner and learning by following a fundamental education system but the process of learning is different.

Research Design

The qualitative method was applied in this case study. The research methods and instruments used for this research were in-depth interviews and analysis of the guidelines to conducting the research.

The participants of this study were the stakeholders of the Panyaden school. They were divided into three groups: 12 school parents, 6 school teachers, and 2 school directors. They were interviewed because they are the priority group that created the curriculum and

developed the plans and policies. Therefore, the total number of participants of this study was 20 people.

Data Collection and Data Analysis

In this study, the researcher used in-depth interviews as a data collection tool.

The researchers decided to use the semi-structured interview. The data collection process was conducted from January to March 2016. The activities were in-depth interviews by using an interview guide for 45-60 minutes per participant and each interview was tape-recorded.

Twenty participants participated in this study and agreed to give detailed information about the Paradigms for the learning development of alternative schools. To answer the two research questions, the participants were divided into two groups, which were teachers of the selected alternative school, and parents who sent their children to study at this selected alternative school.

The interviews were conducted in both Thai and English. There were five teachers and eight parents that were interviewed in English, and four parents and three teachers were interviewed in Thai. Then all translations were employed into text and the Thai information data was translated into English.

To analyze the data, this research used data from interviews and manually analyzed the data. The researcher wrote the research report after the data was analyzed. The study is a descriptive one that was carried out with qualitative techniques and described the interpretations.

Table 1: Demographic of the Participants (Parents)

Participant	Gender	Age	Nationality	Education	Profession
P09	Female	46	American	Master Degree	Forensic Scientist
P10	Female	36	Thai	Bachelor Degree	Graphic Supervisor
P11	Female	35	Thai	Master Degree	Private Business
P12	Male	40	British	Master Degree	Private Business
P13	Female	25	Thai	Master Degree	Private Business
P14	Male	45	Hungarian	High school	Software Developer
P15	Male	42	Venezuelan	Master Degree	Consultant
P16	Male	39	Thai	Master Degree	Engineer
P17	Male	39	Thai	Master Degree	Private Business
P18	Female	39	Thai	Master Degree	Dentist
P19	Male	37	German	PhD. in Agriculture	Managing Director
P20	Female	45	Thai	Bachelor Degree	Government Officer

* P = Parents participant

Table 2: Demographic of the Participants (Teachers)

Participant*	Sex	Nationality	Education	Teaching service years	Years at this school	Current Position**
T01	Male	British	Master Degree in Development	5	5	School Director
T02	Male	Canadian	Master Degree in Education Administration	25	5	Head Teacher
T03	Male	American	Bachelor Degree in Education	22	3	Homeroom Teacher P3
T04	Female	Thai	Bachelor Degree in English	4	3	Homeroom Teacher P5
T05	Female	Thai	Master Degree in Information Management	15	4	Class Teacher P1
T06	Female	Thai	Bachelor Degree in Education	1	4	Class Teacher P6
T07	Male	American	Master Degree in Education	9	3	Homeroom Teacher P2
T08	Female	Canadian	Bachelor Degree in Teaching	4	1	Homeroom Teacher P6

* T = Teacher participants

** P = Level in primary education

Findings and Discussion

Response to Research Question One: *"What are the expectations that parents have in sending their children to study in the Panyaden school?"*

In discussing the findings relating to the first research question, the study found that the Emotional Intelligence is the key expectation of parents in sending their kids to study in the selected alternative school. In addition, the study shows that the Buddhist approach is the first factor for all parents. It can be implied that they believed in the school philosophy and concept that led them to make the decision to send their children to that school. Most of the parents strongly expected that their children would gain Buddhist virtues and principles through the school teaching method. Parents required the school to assist in the practice of their children's thinking skills by teaching them mindfulness; the way to deal with a difficult situation including controlling your mind in your happy times and the middle path for happiness, as they strongly believed that the Buddhist teaching could develop their children's abilities and thinking skills. Some parents expect their children to be content with himself or herself, and to be a good person and be optimistic.

Moreover, some parents described their expectations as an assertion that expressed feelings, and the need to be direct, appropriate, and respectful. Some parents expect confidence in facing problems and the ability to fight for their own goals.

It might be seen that all parents expected their children to have Emotional Intelligence when they studied in the selected school and believed that Buddhist teachings would develop learning skills and knowledge.

Response to Research Question Two: *"How could the main teaching approaches in this school work in developing students' learning?"*

In response to this research question, the study found that there are four main approaches that have been applied in teaching at the selected alternative school. These four approaches allow teachers to teach ten methods, which assist the development of the student's learning.

This study shows that students have obtained critical thinking skills from the eight teaching approaches as indicated below paragraph. This can be implied that the selected alternative school focuses on student's thinking development. Therefore, the Buddhist principles not only guide student behavior but also help develop their thinking skills and bring the best outcome when making decisions or solving problems in both learning in society, at school and also at home.

By using Buddhist teachings, the school provides a tool to help students understand their thinking process; the school set 12 Wise Habits to guide student's behavior. Students have to specify various types of attributes as appropriate to the situation and they have to apply it by using it to solve different kinds of problems by themselves.

Project-based learning enables students to utilize their thinking to decide which friends and projects they are interested in. Then, gather information in order to design it, review it with the teacher and finally present it to friends.

Learning through hands on activities might make students enjoy it, as if they are playing while they are learning. This method helps develop their thinking processes.

Learning by doing or experiencing, according to one of the teachers who shared, "we can learn better when we are doing it." This method helps to develop the brain and thinking skills as thinking processes occur while doing things by themselves and experiencing doing causes more understanding.

Learning through field trips and community engagement gives students educational experiences apart from their regular school environment, also help students to develop their life skills, critical thinking skills, and problem-solving skills.

Learning by listening and sharing in a group, to set students in groups and have discussions allows their thinking processes to work as they have a chance to exchange ideas with friends, and it would reflect their thinking processes with those activities.

Inquiry based learning, by asking open-ended questions to encourage students to think and imagine the big picture and students could find the answers by themselves.

Interest-based learning makes students want to learn, enables them to transfer their knowledge to new contexts, and develops their thinking skills.

The school finds the tools to help students develop their thinking skills to enable them to make decisions, solve problems and make them to be content with their life.

Moreover, the findings addressing the second research question have shown that there were certain matches between what student gained from the teaching approaches and parents' expectations to sending their kid to the selected alternative school. The parents' expectations are as follows:

1. Happiness and Optimistic, mindfulness match with Buddhist teaching

The Buddhist teaching approach at school is Buddhist principles and 12 Wise habits as explained in chapter 2 in more detail. These have been cultivated and integrated into course learning units. It could be that kids would become a good child and happy.

2. Assertiveness is the way to handle difficult situations, control critical thinking skills, decision-making skills and problem-solving skills. The finding from chapter 4, indicates that the Buddhist teaching enhances students to acquire six skills, and the three skills are critical thinking, decision making, and problem solving were the same point that parent's expectations in sending their kids to study at this school.

Recommendations for Further Research

For parents whose kid is studying at the selected alternative school and parents who are looking for an alternative school: The findings from this study may assist parents' understanding of the teaching approaches used at school as some parents worry about what children are doing or learning while they are at school and how the school teaches children. This study allows parents to seek whether their expectations align with the school's approach in order to shift their misunderstanding on that.

For the selected alternative school: While most parents agreed that this school is mostly perfect for younger children, some parents were concerned about academic issues when their children get older. It be seen that this uncertainty creates worries for many parents. Schools should have a chance to discuss with the parent and also build their confidence or educate them about their school's teaching methods and ensure them in school Buddhist teaching.

For the educators: For further studies, a different direction of replacing research purposes and methodology might discover new findings. An observation case study based on the present findings will be able to examine. The future study is recommended to vary in nationality of parental participants in order to obtain more information about parent's expectations. A relevant study can be conducted in different alternative schools in the same location or other regular schools in order to gain better knowledge concerning alternative schools.

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A Case Study of Engineers in Auto-Parts Company's Needs for Business Communication in English

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Abstract: This study aims to explore the English language needs of engineers at Auto-Parts Company in an eastern industrial estate of Chachoengsao. In addition, the study also examined their English language problems and wants. The findings of the study may provide some guidelines for the organization to design an English course to fulfill their needs.

This study is comprised of seventy engineers from three departments: Conventional, Quality Assurance, and Engineering. The participants were selected by a purposive sampling technique. Two research tools were used to collect data: questionnaire and semi-structured interview. The data gathered from the questionnaire were categorized and analyzed by using descriptive statistics: percentage, frequency distribution, arithmetic mean, and standard deviation. The data from the semi-structured interviews were transcribed and analyzed to support the results of the questionnaire.

As a Result of the research study showed that speaking and listening were most needed of the four skills while reading and writing skills were average as moderate needs, but they still had a high need for some activities such as reading and writing email and reading operation manuals. This is not a surprising finding because these activities are very important for engineers. The results of the English problems from the questionnaire and interviews showed that both speaking and listening skills were the most problematic for their jobs while writing and reading skills were at a moderate level.

The implications of this study are that the degree of English language skills that the engineers need to improve is parallel to the degree of problems they had in these skills. Therefore, the main focus of English training for engineers should be on speaking and listening skills while supplementing these with writing and reading skills to help them perform more effectively in their daily tasks.

Keywords: Needs analysis, English language needs of the engineers

Introduction

Brudthiprabha (2016, p. 1) summed up that every human activity cannot be carried on without the use of language. Language is part and parcel of man. **"Even the deaf and dumb attempt to communicate through the sign language of their mother tongue".**

The focus of this study is on 'Engineering English.' English for Engineering branched from English for Specific Purposes (ESP). Dudley-Evans and St. John (1998) posited that ESP courses are designed to meet the specific needs of the learners. ESP philosophy can be used in order to carry out the specific needs of the learners (Robinson, 1991). Therefore, to meet the needs of the learners a needs analysis should be conducted. To do this, the specific purposes for how the learner will use the language, the kind of language to be used, the

starting level, and the target level to be achieved are taken into account. The information can be obtained from a range of different individuals such as company staff, trainers, and the learners themselves. It will have implications for future training approaches.

Research evidence showed that what postgraduate engineering students at Chulalongkorn University wanted to improve most were listening, speaking and writing skills (Tubtimtong, 1993, p. IV-V). With respect to this study, the findings suggest that English courses should conform to the actual needs of the engineers who need to use English in their jobs. As a result, the English courses should be designed to meet the specific needs of the engineers to help them more effectively perform their daily tasks.

English became the sole official and working language of ASEAN as of December 31, 2015. The increasing demand of English in ASEAN countries has contributed to a trend in schools for studying English. The English skills are particularly important for professionals who deal with international coworkers, customers, clients or suppliers (Srisuwan & Kardkarnklai, 2014). Engineers need the skills to be able to communicate effectively in speaking, listening, reading and writing, in order to understand English interactions (Srisuwan & Kardkarnklai, 2014). This is particularly important for those dealing with international communications from any country in the region (Mackenzie, 2014). According to Pinyosunun (2006), Thais' level of English proficiency is low in comparison with many countries in Asia. Similar to Wiriyachitra (2001), Thais' level of English proficiency is low in comparison with many countries in Asia (e.g., Malaysia, the Philippines, and Singapore). Companies are looking for employees who can carry out various tasks effectively in English, and they also require employees to have good command of oral communication skills (Stevens, 2005).

This study can help with designing appropriate English training courses regarding the needs which benefit their jobs, and also can help the organization improve employees' English capabilities and job performance.

This study has the following research questions:

1. What English language skills do engineers need to perform their job?

2. What English language problems do engineers encounter when communicating in the workplace?

3. What English language skills do engineers want to focus on for improving their business communication skills?

The main significance of this study is its practical importance for the organization under examination. By conducting a needs analysis, identifying specific English communication issues, and determining the training needs of employees, this study can help the organization improve employees' English capabilities and job performance. If this training program is used, the organization would be much more competitive because its employees could gain the ability to communicate better customers and suppliers in Thailand at large.

Research Methods

Qualitative and quantitative methods of investigation were used based on the Parallel Design of the Duos as Separate Studies (Brudhiprabha, 1986, p. 2).

First, a qualitative method was utilized by using a questionnaire to explore the English language needs, problems and wants of engineers at Auto-Parts Company in the eastern industrial estate, Chachoengsao, Thailand.

Second, a qualitative method was employed by a semi-structured interview to get information about the needs and problems in using English, as well as the opinions of what to focus on for improving their business communication skills.

Population

The participants for this study were 85 factory engineers who were working at Auto-Parts Company in an eastern industrial estate in Chachoengsao, Thailand.

Sample

The sample of the quantitative study was selected based on Krejcie & Morgan (1970). The sample size of this study was calculated to be 70 engineers from three departments, namely the Conventional Department, Quality Assurance Department, and Engineering Department.

The qualitative study consisted of six informants (engineers) from each department that were selected by purposive sampling.

The Summary of Selected Informants for the Study

Informant no.	Gender	English level	Department
1	Male	Fair	Conventional
2	Male	Fair	Conventional
3	Male	Poor	Engineering
4	Female	Good	Engineering
5	Male	Fair	Quality Assurance
6	Male	Fair	Quality Assurance

Source: Adapted from Al-Shboul,Ahmad, Nordin, and Rahman(2013, p. 5)

Data Collection of Questionnaire

The data was collected after the Research Ethics Committee of Burapha University approved the proposal. After the pilot study was revised, the data collection for this research was conducted at Auto-Parts Company in an eastern industrial estate at Chachoengsao Province.

Before going through the data collecting step, an official letter was issued to ask for permission from the Engineering Department Manager of Auto-Parts Company in eastern industrial estate at Chachoengsao Province.

The purpose and the instructions for data collection of the study were explained to the participants and all questions or concerns from the participants were clarified before starting the data collection. Therefore, with the cooperation from the Factory Manager of Auto-Parts Company in eastern industrial estate at Chachoengsao Province, I visited to introduce myself and the purpose of the study to the participants and to ask for their cooperation. The researcher also explained about their voluntary involvement in the study and that their responses on the questionnaire would be kept confidential and private and used only for academic research. After that, the questionnaires in the Thai version were distributed to the participants because it was easier for them to understand the instructions that were written in Thai, and allowing them 10 to 15 minutes to complete. The questionnaires were collected the same day that they were given to the participants and the other five sets were collected the day after because five participants were not in the office on the day the questionnaires were distributed.

The researcher distributed 70 questionnaires to the sample. The returned questionnaires were 100 % of the total number of distributed questionnaires.

The Index of Objective Congruence (IOCs) of the questionnaire for the validity test from the three experts was 0.826 and the Cronbach's Alpha for the reliability test with seven engineers was 0.94.

Data Collection of the Interviews

The data was collected after the Research Ethics Committee of Burapha University approved the proposal. The questions in the interview mainly investigated the participants' needs, problem, and wants of English language skills in their jobs. Because the informants were business people with limited time, the week after collecting the questionnaires the researcher made appointments with those willing to participate in interviewing after work. To collect the interview data, researcher took the following steps:

1) The researcher explained the purpose of the interviews so that the interviewees had a clear understanding of what they were participating in.

2) The researcher conducted the interviews. The interviews were conducted them in Thai because it was easier for the interviewees.

3) The interviews were recorded by using a mobile phone recorder, notebook, and pen during the interviews.

Data Analysis of Questionnaire

The data were categorized and analyzed by using descriptive statistics: percentage, frequency distribution, arithmetic mean, and standard deviation. All data collected from the questionnaires were analyzed as below:

Research question 1: What English language skills do engineers need to perform their job?

Research question 2: What English language problems do engineers encounter when communicating in the workplace?

Research question 3: What English language skills do engineers want to focus on for improving their business English communication skills?

In order to answer these questions, a five-point Likert Scale was used to score the extent of their needs and problems in using English, as well as to rate their opinion of the English skills that need to be focused on in the English training course. The criteria used for scoring is as follows:

English Language Problems

A Likert Item of English Language Problems

	Scale	Mean range
5	very high problems	4.50-5.00
4	high problems	3.50-4.49
3	moderate problems	2.50-3.49
2	low problems	1.50-2.49
1	very low problems	1.00-1.49

English language Necessity (Needs)

A Likert Item of English Language Necessity (Needs)

	Scale	**Mean range**
5	very high needs	4.50-5.00
4	high needs	3.50-4.49
3	moderate needs	2.50-3.49
2	low needs	1.50-2.49
1	very low needs	1.00-1.49

English Language Skills Wants to Focus on for Improving

A Likert Item of English Language Skills Wants to Focus on for Improving

	Scale	**Mean range**
5	very high wants	4.50-5.00
4	high wants	3.50-4.49
3	moderate wants	2.50-3.49
2	low wants	1.50-2.49
1	very low wants	1.00-1.49

Frequency distribution and percentage were used in the analysis of answers concerning the respondents' general background information and wants regarding time and duration for an English training course.

Data Analysis of Interviews

The oral interview questions were transcribed and analyzed to support the results of the questionnaire. The data analysis was categorized by identifying for three themes as follows:
1) Words relating on needs of English skills
2) Words relating on problems of English skills
3) Words relating on wants of English skills
In addition, the process of data analysis is as follows:
1) Organizing the data
2) Evaluating the data for its usefulness and relevance to the interview questions
3) Searching for alternative explanations
4) Writing the report
The informants were all Thai, so the researcher conducted the interviews in Thai. After doing the interviews, the researcher transcribed them in Thai first, and then translated the Thai transcription into English.

To check the translation, the researcher sent the interview records and translated English papers to her older sister who has a Master's Degree in English.

Summary of Findings

Problems of English Usage in the Workplace

The findings revealed that the engineers perceived that speaking and listening were the most problematic skills. While writing and reading were the third and fourth most problematic, respectively.

Speaking skills

The results illustrated that the greatest obstacles impeding their speaking English were nervousness and lack of confidence when speaking English with foreigners. They were concerned with the correct grammar, expressing complex ideas, and the right words in conversations as it could be improper word usage that was leading to miscommunication.

Listening skills

The respondents felt that they had high problems in listening skill. They got nervous when listening to conversations with foreigners, did not understand unfamiliar accents and pronunciation of Native and Non-native speakers (NNSs), and they also did not understand rapid speech.

Writing skills

Most activities involving writing skills were perceived as moderate problems. Whereas, two activities were perceived as big problems: unable to use the correct grammar and unable to use the correct connectors.

Reading skills

All activities were perceived as moderate skill. The respondents had problems speed of reading. They read too slowly, not understanding technical terms and could not getting the main ideas of the texts.

Needs of English Usage in the Workplace

The findings revealed that all four skills were needed by the engineers for their jobs. Speaking and listening skills were perceived as high needs such as giving presentations/ describing business activities, and listening to face to face conversations (e.g., small talk, greeting customers). Both reading and writing skills were considered as moderate needs. However, when both skills were considered separately in different activities, some activities were perceived as high needs: reading email, reading operation manuals/ maintenance manuals, writing presentations and writing emails.

Speaking skills

The speaking activities were received as the high level of need such as giving presentations / describing business activities, asking for information and negotiating.

Listening skills

The listening activities that the respondents had a high need were listening to face to face conversations (e.g., small talk, greeting customers), listening to descriptions/explanations (e.g., during training/workshops) and listening while attending international conferences.

*Reading skill*s

Most activities were perceived as moderate needs, except reading e-mail, operation manuals and maintenance manuals, which were the highest by the respondents.

This was the same as writing skills, the writing activities that the respondents had high needs for were writing presentations and e-mail.

Wants to focus on for improving English

All of the respondents would like to have an English training course. The majority of the respondents wanted to learn in an English class that focuses on speaking, listening, writing, and reading skills. For the speaking and listening class, the respondents were concerned about the course duration, most of them preferred a fifty-hour course, with two hours per class. Most of the respondents wanted to take an English class twice a week, and all of them wanted to study after work.

Discussion of the Major Findings

Research question 1: What English language skills do engineers need to perform their job?

Among the four English skills, the engineers identified that they very much needed to use speaking and listening skills, as their first and second considerations (the highest level of rating while reading and writing were moderate needs of the rating. The findings of this study are in some ways similar to Maithong's study (2011).

According to Maithong (2011), the results revealed that the most significant for them were listening and speaking, followed by writing and reading skills. Similarly, studies in other countries also show that listening and speaking skills were most important because they were the most frequently used to perform their work effectively (Tinh, 2015).

The results were the same as the interviews, most of the engineers felt that speaking and listening were the most needed skills for them: one of them felt that speaking was the only need for him. The reasons for English communication skills were the needs for jobs were speaking, listening and discussing with customers, suppliers, and supervisors.

It can be concluded that listening and speaking are the skills that engineers extremely need because engineers have to communicate in English every working day, with people of many different nationalities and first languages such as customers, suppliers, and supervisors.

While the average mean score of reading and writing were moderate needs for engineers, it could be explained by the fact that there were high needs for some job activities, especially reading skills (e.g., reading operation manuals/maintenance manuals) and reading import trade-related documents (e.g., letter of credit, quotations, invoices). This could be because the engineers need to read manuals and other related documents, and most of them are written in English.

The reading and writing e-mail were also high rated needs for them, so it can be said that reading and writing email in English have become the preferred channel for business communication used all over the world in the age of globalization.

This is to say that the engineers mostly need to conduct face-to-face communication with foreign people. In addition, reading and writing in English are also needed for them.

Question 2: What English language problems do engineers encounter when communicating in the workplace?

The findings of the study show that speaking and listening skills are highly problematic. This result can be found in other studies, such as Chitpupakdi (2014), Warawudhi (2013), Yhouyhen (2008),Phutirat and Suwannapat (2007). They revealed similar results that the major problems were speaking and listening skills.

Chitpupakdi (2014) examined the needs, problems, and the proposed learning course of executive staff (CI) in using English communication at Carpets International Thailand. The results showed that the major problems were listening and speaking skills.

Warawudhi (2013) also surveyed the problems in using the English language of fourth-year students who enrolled in a Practicum course in the first semester of 2013 in Burapha University. The findings showed that speaking and listening skills were the first and second ranked problems in their internship.

Yhouyhen (2008) investigated the English language needs of 74 information officers at the Bangkok Tourist Division. The research found that speaking and listening were the most serious problems for them.

Similarly, Phutirat and Suwannapat (2007) investigated the problems, needs and wants of English for hospital pharmacists. Listening skills were the most serious problem for hospital pharmacists followed by speaking skills.

The findings from the interviews of those engineers considered English speaking and listening as the most serious problems to perform their routine work. Though, in general, they have the highest need to use English listening and speaking in their jobs, the listening and speaking skills were needed to be improved more than reading and writing.

It could be explained that among the four skills, many people feel that speaking in a new language is harder than other skills because it happens promptly, so they cannot revise what they want to say.

As we know, English is learned as a foreign language at school and universities in Thailand, so English is rarely used in daily life. This may be one reason why they are not good in English listening and speaking. As a result, they may experience difficulty in some areas when they speak English at work. In this case, the engineers revealed that they encountered the most problems in speaking followed by listening, writing and reading, respectively.

Question 3: What English language skills do engineers want to focus for improving their business communication skills?

The results of the engineers' wants from both question and interview had similar results. The results revealed that speaking and listening were the highest wants for improving skills. These results are congruent with previous studies, for example Nomnian (2014) and Suzana(2008).

Nomnian (2014) revealed the first need for improving speaking skills in the service business in communicative English with international tourists visiting in Kanchanaburi province.

Similarly, Suzana(2008) investigated the English communication skills needs in the workplace for practicing engineers' studies. The results showed that they should focus on developing and improving the undergraduate engineering students in speaking and listening skills to prepare for their future jobs.

In summary, the respondents wanted to focus on their speaking and listening skills more than other skills. Therefore, they would like to study listening and speaking in any future courses.

Conclusions

This study reveals the details of needs and problems in using English for the engineers of Auto-part as well as their wants regarding English training. The information obtained from this study should be taken into account when designing an appropriate course for the employees so that they will gain optimal advantage from the courses.

The researcher hopes that the findings from this study can be used as valuable guidelines for course designers to develop a specific English course for the engineers in this company and other organizations that have similar types of businesses.

Recommendations

Recommendations for Further Practice

1) The importance of this study is the recognition of the English language needs of engineers, so the Training department can use the results to plan an English course according to engineers' needs appropriate to their jobs.

2) The organization can apply the results of this research to meet the requirements when they recruit engineering candidates and also can help the organization improve employees' English capabilities and job performance (Berman, Rose, Sachar, Greenstein, Davies, & Elijovich, 1984).

Recommendations for Further Research

1) The research concerned the needs of English communication skills of engineers at Auto-parts companies in Thailand and its results were only from the 70 Thai engineers of the departments that are relevant to this study. There are various departments that should be researched and it would be very useful if the future research focuses on the problems of communication skills that foreigners working in Thailand face.

2) Future research should include Thai personnel in other sections which will be able to work freely in other countries in the ASEAN Economic Community (AEC) such as nursing, architecture, surveying, medicine, dentistry, accounting, and hotel and tourism in order to compare the English needs and skills of each section.

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Work-Life Balance in a Selected Surgery Clinic in Pattaya and Bangsaen

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Abstract: The purpose of this study is to investigate the work-life balance behavior of the employees in a selected surgery clinic in Pattaya and Bangsaen. The researcher employed quantitative research as the research design, and a survey was used as the research strategy. The sampling of this study was 28 employees. The data were statistically analyzed in terms of frequency, percentage, mean, and standard deviation. The results show the behavior on work-life balance components of the employees in the following parts: *Self-management:* it was found that employees do not smoke, do not drink alcohol, and learn new things all the time. *Time management:* it was found that employees spend time efficiently each day, and manage time effectively is the most important thing, they do not waste their time, and they can prioritize their time to do things effectively. *Stress management:* it was found that employees could get stress both at work and in their daily lives, they do not express their stress within their families, and they can deal with pressures from stress. *Change management:* it was found that employees think that changing task process may increase more stress, they can learn new things well, and they can work collaboratively with new employees. *Technology management:* it was found that employees think that technology is important for both work and life, they use technology to relax themselves more than to work with technology they can work more effectively, and they always use a technology in their daily life. *Leisure management:* it was found that employees give themselves some reward to compensate for their hard work, they always do some activities for themselves, and they spend their holidays for travel. This study will be beneficial to both employees and the company in terms of the development of work-life balance (WLB) in HRD and further studies in this field.

Keyword: Work-Life Balance

Background of the study

Work-life balance (WLB) has always been a concern of those who are interested in the quality of working life and its relation to the broader quality of life. In the modern world, balancing the demands of work and other activities is becoming increasingly difficult. A lot of people are having a more difficult time finding balance in their lives because there have been cutbacks or layoffs where they work (Uscher, 2013). Many organizations are interested in ways to help their employees maintain this balance (Greenhaus, Collins, & Shaw, 2003). WLB involves the ways to develop human capacity by improving the relationship between work and life of persons in organizations. In our increasingly complex and busy lives, this has become an important issue for many people, especially for those in leadership roles.

The surgery business has more problems about stress at work because they have to deal with the health and safety of people. They need to concern about rule, regulation and

Thai Law about Thai Health. There is a shortage of skilled employees who can work in the surgery business. Company had stuck in difficult to find the high knowledge and skill employees. It is often a major source of conflict between administrators and staff, which can potentially negatively impact the quality of healthcare. As a new generation enters surgery and as the number of women in the field is slowly increasing, one could hope that this also changes the surgical culture. Despite the fact that women still report more struggles to achieve a good WLB, the surgical culture is indeed changing and surgeons are no longer expected to devote every working hour to their jobs. Moreover, this change not only affected attitudes towards WLB in general, but also attitudes towards child caring responsibilities (University of Exeter Psychologists, 2014).

Objective of the study

To investigate the work-life balance behavior of the employees in a selected surgery clinic in Pattaya and Bangsaen.

- Significance of the study
- Staff can understand and learn how to balance their work and lives
- Company owners will be able to establish and create WLB plans according to the success of organization.
- HR managers can understand and gain more information and knowledge about WLB.

Scope of the study

This study uses quantitative research as the research design. The data collection method in this study is the questionnaire. The research uses statistical software for data analysis. The sample and population in this study were 28 employees who worked in a selected surgery clinic in Pattaya and Bangsaen.

Conceptual framework

Demographic Data	Behavior on work life balance components
- Gender - Age - Marital status - Education - Work experience - Position - Income - Expenses	- Self- management - Time management - Stress management - Change management - Technology management - Leisure management
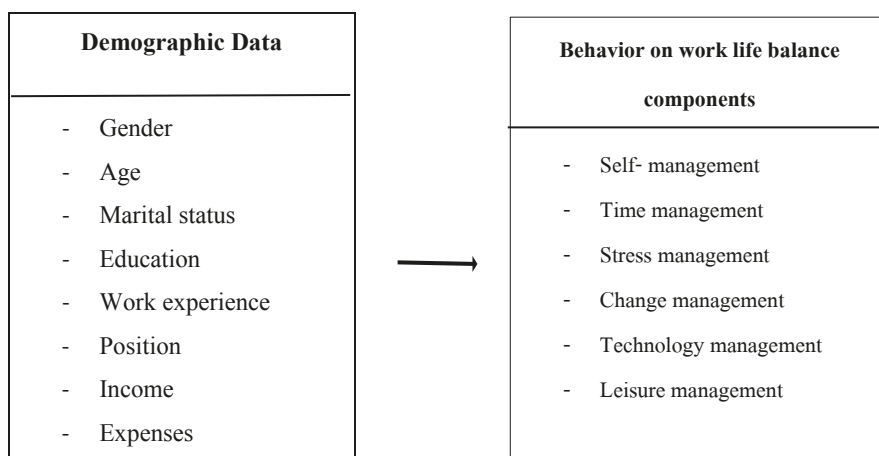
Figure 1.1 Conceptual framework

Literature Review

Definition and concept of work-life balance

Many scholars have defined WLB from different points of view. Greenblatt (2002) stated that WLB is mostly described as "the absence of unacceptable levels of conflict between work and non-work demand" (p. 179), whereas, Hobson, Delunas, and Kesic (2001) defined "WLB as employees having the ability to fulfill both work and other responsibilities". Debates about WLB often occur without any clear and consistent definition of what we mean by WLB(Guest, 2002). Furthermore, WLB has been defined as an absence of conflict and a presence of facilitation: "low levels of inter-role conflict and high levels of inter-role facilitation represent work–family balance" (Frone, 2003, p. 145).

The overall trend in organizations to keep employee turnover rates down is to offer significant programs that provide a WLB. WLB is a concept that supports the efforts of employees to split their time and energy between work and the other important aspects of their lives. WLB is a daily effort to make time for family, friends, community participation, spirituality, personal growth, self-care, and other personal activities, in addition to the demands of the workplace. WLB is assisted by employers who institute policies, procedures, actions, and expectations that enable employees to easily pursue more balanced lives. The pursuit of WLB reduces the stress that employees experience. When they spend the majority of their days on work-related activities and feel as if they are neglecting the other important components of their lives, stress and unhappiness may result. WLB enables employees to feel as if they are paying attention to all the important aspects of their lives. WLB is challenging because many employees experience a personal, professional, and monetary need to achieve. Employers can assist employees to experience WLB by offering such opportunities as flexible work schedules, paid time off (PTO) policies, responsible time and communication expectations, and company-sponsored family events and activities (Heathfield, 2016).

Research design and strategy

The researcher employed quantitative research as the research design. According to the research objectives, the subjects in this research were asked to answer the questionnaire. To be more specific, a survey was used as the research strategy.

Research methodology

The population was 30 employees who work in a selected surgery clinic in Pattaya and Bangsaen, and 28 samples were purposively selected from the population, as determined by Krejcie and Morgan (1970). The instrument for data collection in this study was a five-point rating scale questionnaire.

Data analysis

All of the returned questionnaires were checked for completeness, then were keyed into the computer. The researcher used the statistical software to analyze the data. The statistics used in this study were included as percentage, mean, and standard deviation. The rate of return for the questionnaires was 100 percent.

Results and discussion

 Responses to the research objectives *"to investigate the work-life balance behavior of the employees in a selected surgery clinic in Pattaya and Bangsaen".*

Self-Management: it was found that employees did not smoke, did not drink alcohol, and learned new things all the time. The term WLB implies that one dedicates an equal portion of time to work and life. Researchers Jeffrey Greenhaus and Gary Powell expanded on this concept and recommended that work and personal life should be allies and that participation in multiple roles, such as parent, partner, friend, employee, can actually enhance physical and psychological well-being — especially when all of the roles are high quality and managed together (Riordan, 2013). In addition "to hiring, training, employment contracts, and regulatory considerations, ensuring that employees are both healthy and satisfied at work is well within the purview of human resources departments" (Boundless, 2016).

Time management: it was found that employees spend time efficiently each day, manage time effectively is the most important thing, they do not waste time, and they can prioritize their time to do things effectively. It is congruent with Riordan (2013), who said that many people enjoy spending a lot of time at work because they like what they do. Thus, long work hours are not necessarily burdensome to them. Each of us should take the time to find a job that 'fits' us. When possible, we should set our own boundaries. Many successful executives who work long hours suggest that they put parameters and limits on work.

Stress management: it was found that employees could get stress both at work and in their daily lives, they do not express their stress with their family, and they can deal with the pressures from stress. Climbing the organizational ladder often requires employees to work long hours and deal with difficult and complex issues. Some days on the job are likely fun and positive and other days are tension-filled and stressful. A common dilemma for many people is how they manage all of the competing demands in work and life and avoid letting any negative effects of work spill over into their personal lives (Riordan, 2013).

Change management: it was found that employees think that changing task processes may increase stress, they can easily learn new things, and they can work collaboratively with new employees. It was found that 80% of the First Fortune 500 companies rate WLB as the most important workplace attribute. They found that employees who feel they have good WLB worked 21% harder than those who don't (Warke, 2014).

Technology management: it was found that employees think that technology is important for both work and life, they use technology more for relaxing than to work, they can work more effectively with technology, and they always use technology in their daily life. Technology has improved people's lives in many different ways. People can live longer, healthier lives because of technological advancements. With email, texting, instant messaging, and fax, people can communicate instantaneously. With the advancements in smartphones, laptops, and tablets, employees are able to leave the office but still do their work. This has allowed more employees to bring their work home with them. While such access does allow them to spend more time at home, it has blurred the lines between work and life (Boundless, 2016).

Leisure management: it was found that employees give themselves some reward to compensate their hard work, they always do some activities for themselves, and they spend their holidays traveling. Research shows that employees tend to feel comfortable attending to their non-work related needs (e.g., by taking family or health-related leave that

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they are legally entitled to) only when organizational policies, cultural norms, supervisors, and surrounding coworkers also demonstrate a commitment to WLB (Kossek, Baltes, & Matthews, 2011). HR can alter organizational culture, enforce vacation time, offer flextime, and advise overworked employees to avoid the pitfalls of imbalanced work-life dynamics (Boundless, 2016).

Recommendations

The results found that if companies give a lot of work that will affect the employees' life, and the employees will not be happy to work in this company. It makes the turnover rate so high and the company will lose the cost for training a new employee. If HRD knows about the problem and the effect of this research, HRD can balance work and life of employees for better work and a better life, and the company will get its target as fast as possible.For further studies, the limitation of this study is the area studied.The scope of this research is "work-life balance in a selected surgery clinic in Pattaya and Bangsaen". The time limitations of the study did not cover all. The recommendation for future research is to study in qualitative terms in order to know how to make balance between work and life.

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