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Research and Development Institute, Suan Dusit University  
295 Nakhon Ratchasima Road, Dusit, Bangkok, Thailand 10300  
Phone: +662 244 5801-2 Fax: +662 668 7460

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295 Nakhon Ratchasima Road, Dusit, Bangkok, Thailand 10300  
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# Content

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## Invited Article

- Exclusive Memorable Experiences in Tourism and Hospitality Industry** 1  
Nakarin Thangthong & Chariti Khuanmuang

## Original Articles

- The Marketing Communication for Cultural Tourism of Klong Roi Sai Community in Tapee Basin** 10  
Nattawut Suwantip
- Thrusts and Programs Implementation of Student Affairs: Bases for Program Enhancement for Student Welfare and Development** 21  
Jose N. Magbanua, Jelyn O. Alentajan & Edenia M.
- Factors Influencing Thai Tourists' Decision Making to Choose Dvaravati Civilization for Tourist Attractions** 28  
Jirat Chuanchom, Nongluck Popichit, Anonnart Tanachat & Wijitra Srisorn
- The Influence of Family Structure Differences on Physical Activity of Children and Adolescents in China Taking Social Capital and Health Behavior as Mediating Factors** 37  
Bei Lyu , Defa Zhang & Yanchao Yang
- The Scenario for the Social Studies Curriculum of the Rajabhat Universities in the Next Decade** 47  
Apichat Sukaram, Charin Mangkhang & Chetthapoom Wannapaisan
- Educational Technology Utilization and Effectiveness in Public Elementary Schools in District I, Isabela Negros Occidental, Philippines** 58  
Rosalie M. Mission, Vicente V. Mission II & Richelle Y. Medenceles
- Cross-Border Education: The Experiences of Filipino Scholars Educated in South Korea** 67  
Inero Ancho & Saehoon Park
- ## Review Article
- Digital Business Transformation : Digital Culture Before Technology** 78  
Pornchanit Kaew-nate
- ## Book Review
- English for Research Writing** 85  
Author Woravit Kitjaroenpaiboon



## Exclusive Memorable Experiences in Tourism and Hospitality Industry

Nakarin Thangthong<sup>a\*</sup> & Chariti Khuanmuang<sup>b</sup>

<sup>a</sup> *Hospitality in Cruise Line Business Management, Sripatum University, Bangkok, 10900 Thailand*

<sup>b</sup> *Faculty of Humanities, Kasetsart University, Bangkok, 10900 Thailand*

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### Abstract

The current businesses, especially those in the tourism and hospitality industry, have been shifted to strongly focus on memorable experiences obtained from products and services. Such memorable experiences allow tourists to recall their tourism experiences and therefore trigger their need to repeat those memorable experiences by returning to the same tourist destinations to receive the same memorable experiences again and again. The objectives of this article are to demonstrate the importance of experience and marketing theories as well as to show how to create them into practice in the tourism and hospitality industry. This article also showcases a variety of factors leading to exclusive memorable experiences among tourists. The review of literature in this article, therefore, lead to theoretical framework of exclusive memorable experiences which provides important insights in the tourism and hospitality industry. It was found that ten factors influencing exclusive memorable experiences among tourists. They are learning, meaningfulness, involvement, refreshment, interaction, novelty, hedonism, quality, prestige and conspicuousness.

### Introduction

Since business competition in this era is approaching the experience economy, the tourism and hospitality industries therefore has been attempting to alter their ways of selling products and services to selling experiences to tourists, especially those travelling to high value destinations. This is to serve the increasing number of high-quality travelers whose spending power is deemed to be greater than most travelers. Also, this aims to promote niche markets where merely certain number of travelers are able to access. From the review of literature, it can be seen that current travelers tend to consider several factors before purchasing products and

services in the tourism and hospitality industry. These factors include benefits both in terms of social and emotional benefits, as well as value which can be expected to obtain from those products and services. This means entrepreneurs who are able to adapt to such changes are likely to have an edge over other competitors. They can also retain such high-quality customers in a long term. This is due to the fact that the needs of consumers are longer based on prices and qualities, instead these consumers seek exclusive experiences which can provide them with impressive memories which are hard to forget from the products and services they purchase. As a consequence, these tourists are willing to

\* Corresponding Author  
e-mail: [nakarin.th@spu.ac.th](mailto:nakarin.th@spu.ac.th)

spend greater amount of money in seek of new tourism destinations so that they can discover and experience new tourism activities, new cuisines, and special experiences which in turn bring happiness to them.

Thus, the recent studies of travelling behaviors should place an emphasis on experiences tourists obtain as per what Pine and Gilmore stated in an article in *Harvard Business Review* (Include the YEAR) that the current economy is the experience economy. Such a statement has tremendously challenged a number of business sectors to thrive in this new era by finding ways to embed experiences in their existing products and services. Pine and Gilmore divided experiences into four categories including entertainment, education, escapist, and aesthetic. Aside from the framework from Pine and Gilmore which focused on the concept of experiences, several other studies have proposed a similar approach concerning the significance of experiences, notably the one by Holbrook & Hirschman (1982) which mentioned that experiences are the fluidity of imagination as well as the feeling of fun and enjoyment which tourists receive. Consequently, due to the current rapid growth in the economy together with the dynamic of technological advancement and the ever more competitive environment in the business sectors, a myriad of businesses including those in the tourism and hospitality sectors must adapt themselves and establish their own identities so as to make them unique and different from their competitors.

Businesses in the tourism and hospitality industry are currently attempting to make them stand out from the crowd by anchoring their identity through incorporating memorable experiences which cannot be found elsewhere. By doing so, tourists are provided with great connivances and high-quality activities as well as new innovations. Frequently many tourism and hospitality businesses try to design activities which create knowledge, for example, teaching tourists to cook local dishes, teaching tourists how to drink wine properly, providing excursions to extraordinary locations, and arranging welcoming activities to tourists which may include knowledge about health and safety, world-class shopping destinations, hospitals, tourist information and tour centers, accommodation, butler services, swimming pools, hot tubs, sport and recreation centers, spas, high-end beauty salons, sanctuaries for health and spiritual retreat, exciting activities, all day and night wi-fi service and telephone signal, security systems, medical staff members in case of an emergency. On top of that, a number of international cruise ships have also

prepared their top-notch quality staff members to provide exclusive and special services. They have been trained to treat their customers as if they are extraordinary throughout the trip. Their services include 24-hour personal services, top-quality cuisines from Michelin chefs, and so on. These extra services indicate that several tourism destinations and business sectors have prepared their top-quality products and services to meet the needs of customers these days by creating memorable experiences to their customers. Subsequently, the study of memorable experiences among tourists is deemed to be significant in the development of the tourism and hospitality industry in terms of providing services and improving the concept of travelling experiences. Additionally, such a study yields great implications to governmental sectors in planning their strategies in the tourism and hospitality industry in the national scale.

### **Experiences**

Experiences can be regarded as feelings occurred from interaction with or participation in an event at a particular point of time (Caru & Cova, 2003). These experiences take place from what people see, smell, taste, hear, or even sense (Berry & Carbone, 2007). Customers' experiences may emerge from the interaction between customers and products, manufacturers, or organizations. As these trigger responses from customers, individual customer's experiences differ from person to person depending on the level of participation and involvement in terms of reason, emotion, feeling, physic, and mentality (Gentile, Spiller, & Nocci, 2007). The interaction between customers and manufacturers can occur both directly and indirectly. While the direct interaction takes place when customers purchase a product or service, the indirect interaction happens from senses, awareness, and acknowledgement about products and services via advertisement, publicization, news, and word of mouth (Urry, 1990; Meyer & Schwager, 2007). Moreover, experiences are the results of customers' interpretation and evaluation of products and services they purchase (Russametummachot, 2006). These customers must receive enjoyment from participating in the purchasing and selling of products and services, which ought to create memory (Oh, Fiore, & Jeong, 2007). Experiences consists of a number of important elements, for instance, good surprises, gratefulness beyond expectation, and great impression (Mossberg, 2007). As a result, customers' experiences are the general composition of acknowledge, emotion, feeling,



participation, and explicit responses of customers toward manufacturers (Gentile, Spiller, & Noci, 2007).

### **Tourism experiences**

An essence of the tourism and hospitality industry is provision of unforgettable experiences to travelers (Prentice, Witt, & Hamer, 1998). Based on the review of literature concerning tourism experiences, it can be seen that there have been a variety of studies focusing on the clear establishment of tourism experiences (Wang & Pizam, 2011). A number of instances include the study of emotional components and co-existence in society, components leading to experiences, participation, as well as points of view in the domain of social sciences, marketing, and experiences embedded in long-term memory (Murray, Foley, & Lynch, 2010). Furthermore, there are several other studies devoting to experiences stemmed from feeling and social co-existence (Otto & Ritchie, 1996; Holbrook & Hirschman, 1982). These studies mention that tourists usually purchase products and services to create their own emotion and feeling. Since tourists tend to consume products and services all the time, experiences can take place throughout their entire trip (Mossberg, 2007). This is due to the fact that tourists are obliged to consume components of tourism to some degree. They may include restaurants, accommodation, transportation, excursions, tour programs, souvenirs, and so on. These components of tourism purchased by tourists lead to interaction between service providers and the tourists themselves. Such activities can also be called touch point.

Regarding the participation domain (Aho, 2001), tourism experiences consist of four main factors, namely, experiences concerning emotion and feeling, experiences concerning learning, experiences concerning implementing, and interpretation of the results of such experiences. Nonetheless, Oh, Fiore, & Jeong (2007) added that tourists are triggered by their past experiences and images from their personal expectation from the trip, rather than the trip itself. In other words, many tourists view their trip based on their own perception and expectation instead of reality. Subsequently, tourism experiences in terms of participation need to be comprised of two important components, notably, landscape and senses capes (Urry, 2002). When it comes to components and occurrence of experience, Mossberg (2007) claimed that service providers are unable to directly create experiences to tourists. However, they can prepare different components to create such experiences. Since

each tourist has different feeling, perception, and memory from prior experiences obtained from previous trips, tourism experiences are deemed to be a holistic combination of feeling, perception, interpretation, and order of events (Serena Volo, 2009). Additionally, Otto & Ritchie (1996) supported that tourism experiences can occur from six aspects, namely, enjoyment, participation, new discovery or escape from old routines, convenience, safety, challenge and discovery. These have also been supported by Berry, Carbone, & Haeckel (2002) who studied environment concerning the establishment of experiences. He found that in order for tourists to achieve high-quality experiences, entrepreneurs and business sectors must also provide suitable environment and service location needed to create high-quality experiences.

Considering the social sciences domain, tourism experiences are the journey to escape from people's daily routines (Mossberg, 2007). Not only can tourism experiences occur from the journey itself, travel can also be influenced by the received information about tourist destinations from various sources such as media, the internet, and advertisements (Urry, 1990; Meyer & Schwager, 2007). As a result, tourism experiences do not occur merely at tourist destinations, instead, they can occur anywhere from the start until the end of the trip (O dell, 2005). Such a statement has been supported by Killion (1992) who added that travelling experience is a form of free time spending for enjoyment and recreation. It can be divided into several circular steps: 1) the process of travel preparation, 2) the process of traveling to a destination, 3) the process of activities participation whilst traveling, 4) the process of leaving a destination to return home, and 5) the process of recalling of memories. These steps can occur at any time throughout a trip (Jennings & Nickerson, 2006). However, Craig-Smith & French (1994) argued that prior experience would determine future tourism experiences, which include the process of receiving suggestions and recommendations, the process of experiencing, and the process of self-reflection.

Looking through the lens of marketing, tourists are customers (Otto & Ritchie, 1996; Oh, Fiore, & Jeong, 2007). Since tourists make purchase of products and services in the tourism and hospitality industry, they are a part of business trading cycle. Their involvement in the business trading cycle can be influenced by business owners and stakeholders (Bruner-Spendin & Peters, 2009). The tourism and hospitality industry provide tourists with complicated experiences which lead to a

myriad of memories and feelings toward tourist destinations. Different tourists receive their own unique tourism experiences (Graburn, 2004; Noy, 2007). As a result, an objective of business owners and stakeholders is to manage certain components to allow tourists to use their multiple thoughts and senses which include visuals, tastes, smells, sounds, and touches. These feelings and senses allow tourists to bond with different elements at tourist destinations. This can be done through story telling or presenting the backgrounds and narratives of tourist destinations. This would also enhance the value tourists can receive from tourist destinations via meaningful experiences obtained from products and services (Oh, Fiore, & Jeong, 2007).

When visiting the psychological camp, Svein (2007) stated that tourism experiences include expectation, situation and memory. Whenever tourists deem such an experience as valuable for them, they tend to keep that memory in their long-term memory. Therefore, business owners and stakeholders in the tourism and hospitality industry need to build enjoyable experiences which would be instilled within their memory for the long term (Csikszentmihalyi & Csikszentmihalyi, 1990). Additionally, Brunner-Sperdin & Peter (2009) placed a strong emphasis on positive memories provided to tourists. These positive memories involve quality of locations, service providers, technologies, and management processes.

From the aforementioned literature review, it is noted that a myriad of viewpoints and explanations regarding components of tourism experiences exist. Nonetheless, these various viewpoints and explanation seem to have one thing in common-memory.

### **Memory**

Memory is an important component of tourism experience (Svein, 2007; Pine & Gilmore, 1999). As travel provides tourists with experiences, memory serves as a medium between experiences and feelings, which would eventually lead to traveling behaviors in various forms, depending on experiences and feelings tourists are exposed to (Oh, Fiore, & Jeong, 2007). Memory emerges from the tourists' evaluation and interpretation of their tourism experiences. Generally, they tend to be able to recall impressive memories more accurately than bad memories (Fridgen, 1984; Wirtz, Kruger, Scollon, & Diener, 2003). These impressive memories can attract tourists to be involved in tourism activities. Nevertheless, Kensinger & Schacter (2006) argued that tourists can

face negative experiences during their trip. If these bad experiences are deemed impactful to tourists, such as severe sickness and accidents (Aziz, 1995; Ryan, 1991, 1993), they can be turned to personal narratives (Selstad, 2007). As a result, tourists are not merely those who are welcomed to tourist destinations, but they are also co-creators of stories and meaningfulness of tourism experiences (Selstad, 2007). However, Cary (2004) argued that true experiences would have similarities and differences from the narrated experiences, depending on memories. Consequently, the study of tourism experiences using the concept of acknowledge need to consider memory. This memory would remain even after an experience has ended (Svein, 2007). In short, it can be claimed that memory is one of the most powerful components in shaping tourism experiences.

Since one of the most important features of tourism experiences is memory, many psychologists view memory as a tool which can affect emotion and feeling. Active memory is similar to how computer works. This includes the ways to receive, keep, and use information. Psychologically, memory can be divided into three systems, notably sensory memory, short-term memory or working memory, and long-term memory. To elaborate, short-term memory tends to keep information in a form of voice which is sensitive to any disturbance. Oftentimes, short-term memory is not repeated and therefore it is easily replaced by new information. In contrast, long-term memory serves like a chamber where permanent information is placed. This information is limitless in terms of memory since it is deemed meaningful and impactful to a person. As a result, long-term memory tends to remain in a person's thought system for good.

Long-term memory can be divided into two categories. The first one is semantic memory. This kind of memory concerns acknowledgement of information. The second one is episodic memory. This memory revolves around experiences or important events occurred within one's lifetime. As a result, it can also be called personal learning or autobiographical memory. A few examples of this kind of memory are traveling atmosphere and traveling to any destination for the first time (Tulving, 1979).

In the tourism context, tourists tend to keep their memory and information about tourist information, such as images of tourist destination and its components, at the semantic memory which deals with meaning and facts. In contrast, memory regarding tourism experience of each individual tends to be kept at the autobiographical

memory which deals with memory concerning events or situations. Nonetheless, both kinds of memory are interdependent from each other because semantic memory occurs from facts while autobiographical takes place from situational memory. To explain, people use semantic memory to obtain information from new experiences. They also use episodic memory to foster and accelerate semantic memory. Besides, events or situations which are kept within the episodic memory will be transformed and compared with a background of semantic knowledge. Simply put, when people fail to recall their prior knowledge, they tend to forget (Barlet, 1932).

To conclude, memory occurring from tourism experiences is autobiographical memory. Both semantic and autobiographical memories are essential to the memory of important tourism events and experiences which are deemed salient to tourists. This kind of memory tends to retain within the tourists' memory in a long term (Kim, Hallab, & Kim, 2012; Kim, Ritchie, & McCormick, 2012). People are likely to convey their memories through several forms, such as blogging and diary writing. Therefore, being aware of the importance of factors leading to memory is crucial. A few of these factors include emotional factor which deal with feelings and familiarity (Zimmerman & Kelly, 2010). This can lead to memorable experiences.

### **Memorable experiences**

From the review of literature, there are several factors influencing memory of tourists when they travel. These factors cover the way tourists feel, think, and perceive different events. Since thoughts concerning affection are a critical element of memory, any events involving feelings and emotions tend to be instilled in memory (Brewer, 1988). In addition, words relating item and activity tend to obstruct the collection of memories which deal with emotion. Such a statement was confirmed in a study investigating how effective various factors are when it comes to memory collection (Robinson, 1976). By contrast, autobiographical memories are likely to be heavily influenced by affect words. Furthermore, when tourists recall their memories, they seem to use their cognitive evaluation or how they think. Also, when considering the formation of memory, tourists appear to implement their cognitive ability to determine their individual memory (Craik & Lockhart, 1972). In other words, when the tourists' mind is enhanced, they tend to have their thoughts digging deeper into their memory.

By doing so, the memory tends to maintain in a longer term when comparing to the time when tourists are enhanced by less significant events. This stimulates tourists to recall their memories better when they perceive their experiences as something meaningful and important to them (Reder, Donavos, & Erickson, 2002).

Based on Gardner (1983), people tend to remember something better when they purchase products and services which are deemed salient to them. Alba, Hutchinson, & Lynch (1991) later confirmed such a statement by mentioning that people tend to try harder and strive to obtain what they strongly want. Thus, when that wish is achieved, people seem to have that memory embedded into their cognition better. On top of that, the study of what constitute familiarity on memories by Brandt, Gardiner, & Macrae (2006) supported that people's desire to be challenged in a unique way can boost how they recall what they buy so as to achieve such a feeling. When people are exposed to something they are accustomed to and something new to them, they tend to have a better memory of that they are familiar with (Schmidt, 1991).

Realizing the great significance of memory proposed by several scholars in psychology, researchers in the field of tourism therefore discovered that affective feelings which include how tourists socialize as well as the way they feel good or bad about themselves are part of memorable tourism experience (Larsen & Jansen, 2004). People tend not to clearly remember what, where, and when they did an activity, however, they appear to recall how they felt when they did such an activity. No matter these feelings are deemed positive or negative to them, people seem to remember them well. As a result, memorable tourism experience was described as positive tourism experience which tourists recall and remember when they think about their previous trip (Kim, Hallab, & Kim, 2012). The experience was created by tourists' personal engagement with wonderful service, and this can create memorable experience (Uriely, 2005). There are various kinds of attributes which can constitute memorable tourism experience. Additionally, Holbrook & Hirschman (1982) added that memorable tourism experiences included how people feel, fantasize, have fun. Trauer & Ryan (2007) called hedonism from the Greek god named "Hedone," representing happiness, enjoyment, or pleasure. Croce & Peri (2010) focus on refreshment; Kang and others (Kang, Gretzel, & Jamal, 2008) on meaningfulness; Aho (2001) on knowledge; Bello & Etzel (1985); Dunman & Mattia (2005) on

novelty; Swinyard (1993); Kim (2009); Kim, Ritchie, & Vincent (2010) on interaction with local culture; Petrick (2004) on quality; Mason (1981) on conspicuousness; and finally, Sirgy (1982) on prestige. Due to the fluidity of the concept, different researchers defined the experiences in different ways. However, this article attempted to investigate attributes as the main factors contributing to Exclusive Memorable experience in Tourism and Hospitality Industry. The study found ten attributes creating exclusive memorable experiences as follows in Exclusive memorable experience components.

### **Exclusive memorable experience components**

There are many kinds of exclusive memorable experiences. The first factor is learning. The new information and knowledge gained from experiences give tourists idea of a gigantic world. For example, tourists may prefer getting involved in physical activities rather than merely listening to explanation. By doing so, learning process through understanding new culture is easily understood with the use of active learning (Canadian Tourism Commission, 2004). Such an idea is also aligned with intellectual impression (Aho, 2001) in the way that learning through practice contributes to deeper understanding. The second factor is meaningfulness. Meaningfulness can be acquired in several ways in which individuals can find meaning through tourism experiences (Kang, Gretzel, & Jamal, 2008). It is enhanced to develop and change tourists' personality after the journey, which can influence on how they would later act upon their daily lives (Tarssanen, 2007). Engaging in tourism activities and in people of different cultures can also help improve oneself (Uysal, Perdue, & Sirgy, 2012). Hence, in this study, meaningfulness is focused on improvement of self-confidence, development of personal identity, and meaningful personal quality gained during the trip. The third factor is involvement. Involvement with travel experiences is viewed as a stimulus of memories of the past experiences. Swinyard (1993) proposes that the tourists' involvement with their travel experiences is the most influential factor for one's memory. Such an idea has then been confirmed by Woodside (2008) who suggests that the more involvement travelers have, the better they can recollect and retrieve past travel experiences. Thus, they long to visit those destinations or even other destinations with similar traits. As they are provided with opportunities to be involved in activities, in this study, the travelers' involvement is focused on

main activities of travel experience. The fourth factor is refreshment. The state of feeling refreshed or rejuvenated is also a vital part of tourism experiences. Refreshment refers directly to the state of mind and the level or depth of engagement or participation in the context at the point where one could lose sense of time (Ooi, 2003). Hence, travel experiences have been touched and influenced by psychological benefits from the sense of freedom, refreshing, and revitalizing experiences (Croce & Peri, 2010). The fifth factor is interaction. Travelers interacting with local culture are found to be a component of memorable tourism experiences (Kim, 2009). Kim, Ritchie, & Vincent (2010) confirms such a notion that interaction with local cultures and people brings in high levels of recollection of travelers' past experiences, adding up to their existing knowledge. Furthermore, the interaction with local culture brings understanding of other cultures through cultural activities especially those different from their own. This makes the experience a memorable one (Morgan & Xu, 2009). The sixth factor is novelty. Exotic and unique experiences that satisfy tourists are viewed as novelty (Bello & Etzel, 1985) with the effect on tourists' decision-making process (Petrick & Backman, 2002). Modern tourists are interested in things, sights, customs and cultures different from their own, simply because of the differences (George & George, 2004). In this study, novelty refers to unique and exotic architecture; something that cannot be experienced in other places. Thus, it is a once-in-a-lifetime experience. The seventh factor is hedonism. Hedonism is viewed as the seeking of sensual pleasure, which can be purchased (Kim, Hallab, & Kim, 2012). In other words, hedonism is an essential part to draw in leisure experiences of the tourism experience. In this study, therefore, hedonism signifies thrill, excitement, and enjoyment of international cruisers while participating in local tourism activities. The eighth factor is conspicuousness. The purpose of conspicuousness is when consumers, or in this case cruisers, try to impress others by displaying their wealth (Mason, 1981) to satisfy their self-esteem or to lift their social status through a purchase particularly high price for prestige products (Veblen, 1934). Conspicuous consumption could be applied to choices of vacation destination showing off his or her economic success as well (WooMi Jo Phillips & Ki-Joon Back, 2011). The ninth factor is quality. High quality is seen to be fundamental characteristic of luxury goods. Consumers or cruisers would rather choose to have luxuriously branded products as a guarantor for high quality.

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Quality from the product and service, in this study, refers to the worth of money, of time, and of effort (Williams & Soutar, 2009), and particularly functionality (Jennings & Weiler, 2006). The tenth factor is prestige. Prestige in tourism has been defined as the process by which individuals strive to improve their regard or honor through the consumption of tourist experiences conferring and symbolizing prestige both for tourists themselves and for their peers (Sirgy, 1982).

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## The Marketing Communication for Cultural Tourism of Klong Roi Sai Community in Tapee Basin

Nattawut Suwantip\*

*Program of Food Business, Faculty of Management Sciences, Suratthani Rajabhat University, Surat Thani, 84100 Thailand*

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### Abstract

This research aims to (1) study the way of life and specific cultures that appear in Klong Roi Sai Community in Tapee Basin and (2) explore the content of marketing communications and guidelines for cultural tourism development of Klong Roi Sai Community. In this study, a qualitative research method was used, which was collected by in-depth interview, observation, focus groups, related documents and research papers. In total 27 interviews were completed with key informants from the community that was divided into 3 groups including community leaders, villagers and relevant agencies' representatives in Klong Roi Sai Community by purposive sampling. The results show that the community has a variety of comprehensive marketing communications including advertising, news and public relations, personal selling, sales promotion, direct marketing, website, signages, brochures, Facebook page, visitor center, QR code that can be scanned via smartphones, YouTube, Line and community ecotourism clubs are created. The contents of cultural marketing communication and the guidelines for cultural tourism development of the Klong Roi Sai community consist of media development for public relations, a way of life that still has a traditional lifestyle along the river, a way of life that is related to nipa-palms, most local people use nipa-palm leaves in every part of their life, such as thatched-roof, tobacco, packaging of nipa palm desserts and also can be used as the ingredients of nipa palm in syrup and nipa palm salad. Besides, the nipa palm vinegar is a unique signature of Nai Bang Community as well as a way of life that ensures the community's traditions are passed from generation to generation.

### Introduction

Surat Thani is a city of rivers. The Tapee River is the main river which splits into canals that flow along the land, locally known as "Klong Roi Sai" (canal of hundred streams); that connects to the 6 sub-districts of

Muang District. The local people call this community "Nai Bang Community or Klong Roi Sai Community in Tapee Basin" which includes; Bang Bai Mai Sub District, Bang Sai Sub District, Bang Pho Sub District, Bang Chana Sub District, Klong Chanak Sub District and



Klong Noi Sub District. The community's way of life still uses the boat as local transport, for fishing and farming, and consists of both coconut farms and nipa palm farms. Nowadays, car transportation offers comfort yet the boats are still used allowing the community to have a lifestyle of staying in the garden house along both sides of the canal; similar to life historically. Klong Roi Sai Community is known as a traditional community even though it is not far from the city. The community's people are known as the "Nai Bang People" which is accepted by the community.

According to the landscape, which is a wetland area that is influenced by freshwater and seawater, which is why the Klong Roi Sai Community is composed mainly of plants, especially nipa palms. The community has an ideal area to organize agricultural tourism activities and the government has a policy to promote the tourism industry. Hence, Klong Roi Sai Community has become the most important tourist attraction in Surat Thani Province. Visitors can experience the way of life of fishermen and farmers by both car and longtail boat trips. Moreover, there are local monkey picking coconut shows, unique local handicrafts and the visitors can pay respect to "Luang Pho Kao Suk" at Bang Bai Mai Temple which is the soul of the people of Klong Roi Sai. In addition, the tourist can also see millions of fireflies that are shining like lights of Christmas trees at night, as the slogan states, "Watching birds, catching crabs, seeing monkeys and fireflies, hundreds of canals and narrow waterway".

Therefore, this research is to study the way of life and specific cultures that appear in Klong Roi Sai Community in Tapee Basin through the survey of content of marketing communication and guidelines for cultural tourism development of Klong Roi Sai Community by engaging with community tourism management based on members of the community participation. The marketing communication is responsible for connecting the knowledge, understanding and having the common perspectives together, including collaborating with the third parties for the mutual benefit of the community. Engaging marketing communication is the heart of social bonding which leads to the collective action within a group or community to become a strong and develop community. Therefore, the focus of the study is what content of marketing communications are used by members of the community to secure the prosperity along with the preservation of the environment, a way of life and to ensure of the community's traditions are passed from generation to generation.

## Objectives

1. To study the way of life and specific cultures that appear in Klong Roi Sai Community in Tapee Basin.
2. To explore the content of marketing communications and guidelines for cultural tourism development of Klong Roi Sai Community.

## Conceptual framework

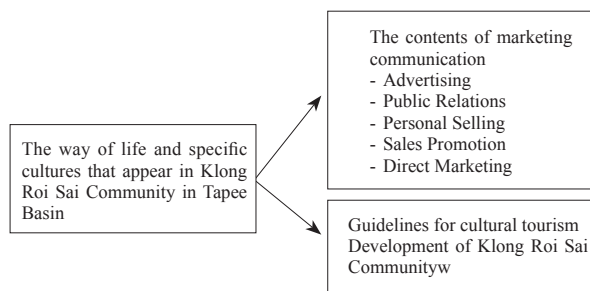


Figure 1 Conceptual framework

## Research methodology

The researcher conducted this research by using a qualitative research methodology: in-depth interview, observation, focus group interview and then applies the concepts of marketing communication and cultural public relations media to analyze the results. In addition, the researcher also studied relevant documents and research papers for further discussion.

### 1. Population and samples

The researcher performed the sampling in Klong Roi Sai Community by using a purposive sampling. The samples are divided into 3 groups, as community leaders, villagers, and relevant agencies' representatives. The community leaders are in the first group, including the formal and informal community leaders, which is a person who has worked on tourism management activities and is accepted and respected by people in the community. In-depth interviews were conducted with 12 persons consisting of 6 village headmen and 6 representatives of the Subdistrict Administration Organization.

The second and third groups were the villagers totaling 15 persons which consisted of 10 people who live in Klong Roi Sai Community as well as Homestay and boat trip entrepreneurs. For the third sample group 5 people from the relevant agencies' representatives, which are the organizations that support the community tourism management. The researcher applied in-depth interviews and Focus Group Methods for the second and third groups.

## 2. Research instrument

2.1 In-depth interview, the researcher used the interview model based on Semi-Structural Interview/moderated scheduled interview.

2.2 Focus group interview, the researcher used this tool to interview the samples.

2.3 Participant observation, the researcher participated in various activities that were organized by the community to promote community tourism. The researcher would observe the behavior and feeling of members of the community who participated in the activities, then the data analyzed the content of marketing communications which leads to the cultural tourism development in Klong Roi Sai Community.

## 3. Collection of data

In the first step, the researcher collected the relevant supporting documents, such as history books, research, and news articles. Then, the researcher applied the information collected from the documents to be a guide to design the questions. The open-ended questions were created based on Semi-Structural Interview/Moderated Scheduled Interview, so the sample expressed their opinions. After that, the researcher conducted an in-depth interview with the sample groups and focus groups that included participant observation as well as collecting data. The researcher analyzed the results of the study by using the conceptual framework and relevant theories and then interpret all the data as descriptive data with the idea diagram attached to make the research as clear and easy to understand.

## 4. Data Analysis

In this study, the research tools have checked the quality by the experts in marketing communication, cultural communication and communication arts. A total of 3 people considered and gave suggestions for the improvement of the tools. After that, the tools needed to be experimented with the sample then the research tools were used to collect data. Furthermore, the researcher analyzed the data to find the coherence of all the data and to answer the objectives of the research.

## Results

### The way of life and specific cultures that appear in Klong Roi Sai Community, in Tapee Basin.

This study summarizes the way of life of Klong Roi Sai Community in Tapee Basin, from the 6 sub-district areas as follows:

**1. Bang Bai Mai Sub District** is located next to Muang District. Nowadays, there is a way of life that

still has a traditional lifestyle along the river. In the past, the rice was grown for consumption for the household. The main occupation of the people of Nai Bang from past to present is coconut plantation. The coconuts have a good taste, a thick texture and the water inside are concentrated due to the coconuts being grown both in fresh water and seawater. Moreover, Bang Bai Mai has many nipa-palms. The local people use nipa-palm leave in every part of their life, such as thatched-roof, tobacco, packaging of nipa palm desserts and as the ingredients of nipa palm in syrup and nipa palm salad. Furthermore, the nipa palm vinegar is a unique signature of Nai Bang community because the soil in this area is not fertile for growing lime trees, then the local wisdom is to make vinegar from nipa palms instead. In the past, the way of life was often cooked from the ingredients which can be found in the area and canals, such as Tamarind Soup with Mullet, Thai Sour Curry, Thai Steamed Curry. Currently, many routes have been developed and a bridge has been built which is the most convenient journey to the community. If the tourist wants to stay in a homestay, there are villagers open houses to accommodate and the visitors can also experience the coconut plantation and the processing of coconut at the knowledge center named “Suan Lung Song”.



Figure 2 Bang Baimai

**2. Bang Sai Sub District** is located next to the mouth of Ban Don Bay and is a city of 3 waters: freshwater, saltwater and brackish water. In the past, the local people used a boat as the main transport. Most villagers' main careers are fishing, fish rafts and growing upland rice, namely “Chang Chu Ngung” which is a popular rice variety of Bang Sai people. Before the rice harvest in October, many molting crabs are cooked.

Villagers collect the crabs to make pickles that are made for papaya salad. At present, some villagers fish and offer homestay as their career.



Figure 3 Bang Sai

**3. Bang Pho Sub District** is located near the river and the sea. In the past, a bridge was not built into the community which caused the local people to use a boat as the main transport. Most local people’s careers are fishing, make shrimp paste, banana and coconut farming. Some villagers have a shipyard and rafting as a career. In Bang Pho, there are many nipa palms, so the local people use nipa palms for their living, such as tobacco, thatched-roof and wickerwork. The local foods are seafood and desserts made from coconuts, bananas and nipa palms. Moreover, many cattails are found in this area, so the local people use the cattails as a food ingredient, such as Cattail Tamarind Soup with Mullet, which is the local signature dishe. Besides that, the tradition of people in the community still passes down



Figure 4 Bang Po

to the new generation, especially making Phanom Phra boats that are decorated with shells as well as receiving an award 3 years in a row.

**4. Bang Chana Sub District** is located next to many canals and is close to the sea; allowing the locals to use boats as the main transport. Most local people’s careers are fishing, fish rafts and shell farms. There is less agriculture in this area due to there is more saltwater than freshwater. According to the way of life that is related to nipa-palms most local people use nipa-palms in every part of their life, such as cooking, thatched-roof and tobacco. The local foods are seafood. Besides, there is Phanom Phra boat that is hauled across the countryside and through the river in Chak Phra Festival.



Figure 5 Bang Chana

**5. Klong Chanak Sub District** is located near the river and the sea. There are plenty of mangrove forests, so the mangrove herbs are easy to find. Most villagers main careers are fishing, finding seafood, fish rafts and shell farms. The local handcraft is the crab trap tool and making wickerwork as well as the local wisdom of making fish trap tool, locally known as “Simple Catching Boat”. Nevertheless, there is no rice farming because this area is more saltwater than freshwater. In addition, the abundance of nature attract many fireflies allowing the offer of firefly boat trips. There are local traditions as Tak Bat Devo, the End of Year Ceremony as well as during the rice harvest, everyone in the community gets together to prepare “Khao Mao” (pounded unripe rice) a highlight of this community.





Figure 6 Bang Chanak

**6. Klong Noi Sub District** has several canals that flowthrough the community. Nowadays, there is a way of life that still has a traditional lifestyle as well as using both car and boat as local transport. Most of the villagers careers are in agriculture, such as santol farm, coconut farm and growing fruits and vegetables. The community has a Training Monkey School as well as the local wisdom of making wickerwork and a pot-rest. In addition, Klong Noi economic learning center is established and offering homestay as accommodation in the community.



Figure 7 Klong Noi

### The contents of marketing communication and the guidelines for cultural tourism development of Klong Roi Sai Community in Tapee Basin.

From in-depth interviews and focus groups with community leaders, villagers, and relevant agencies' representatives on the issue of the appropriate marketing communication model for cultural tourism development of Klong Roi Sai Community in Tapee Basin, the results are shown as follows:

**Bang Bai Mai Sub District**, there is conservation tourism which has a tourist attraction, such as Pracharat

Bangbaimai Floating Market, Suan Lung Song and the ancient house of over 100 years. Visitors can experience the local foods and desserts as well as take the boat trip for the nipa palm tunnel and the way of life in this community sightseeing which can be used online and offline marketing communication.

**Klong Chanak Sub District** applies a model of marketing communication and public relations for cultural conservation tourism which focuses on the learning media and public relations media of the product. There is eco-tourism in which the visitors take a boat to watch the fireflies and the mangrove forest. Besides, this community is located next to the sea that it is easy to find seafood and the price is quite reasonable; which is the main selling point in marketing communication.

**Bang Pho Sub District** focuses on marketing communication through performing arts media, public relations media, direction signs, brochures and maps which keep on a way of life of people in the community. The River Rafting Festivals are created for the visitors who are interested in watching a way of local life and the fireflies at night. During the Chak Phra Festival the Phanom Phra boats are decorated with shells and are hauled across the countryside and through the street.

**Bang Sai Sub District** focuses on marketing communication through the history and faith of the community, such as marketing public relations of Thai Wood House, signage on the food storage and cultural communication. In the part of cultural tourism, Luang Pho Rueang of Bang Kluai Temple has the reputation for giving a blessing, is respected by the people in the community for over 100 years and to fulfill one's vow with katom leaves and coconut juice.

**Bang Chana Sub District** focuses on the concept of marketing communication in conservation and the culture of way of life. There is a natural walkway of mangrove and cork forest that are on both sides and watching the fireflies at night. Moreover, the highlights of the community are a traditional fisherman's way and cockle farm stay.

**Klong Noi Sub District** focuses on the development of public relations media, learning media, marketing public relations media, Facebook Page and direction signs. The organic tourism is created for the visitors who love to visit the local vegetable and fruit farms, such as santol farm and organic vegetable farms as well as to experience a long-standing way of life of people who train the monkey.



Figure 8 Klong Roi Sai-Nai Bang, Surat Thani

The synthesis of research data can summarize the marketing communication model of Klong Roi Sai community in 6 sub-districts. There are promotions and ecotourism in the community enterprises model to set up work and income. The local famous food products are sold within the community and focuses on using natural materials. However, the marketing communication tools can be used in a mixed pattern which consists of 5 main tools as the following:

1. Advertising tool, there are billboards in the village as well as newspaper, journals, television and radio, depending on the behavior of the targets.

2. Public Relations tool consists of a word of mouth between people in the community and applied the public relations signage at Subdistrict Administration Organization.

3. Personal Selling tool, there is a retail store where the customers will be able to find and exchange the information of the product as well as to do direct selling.

4. Sales Promotion tool consists of a product discount, product exchange and product sample which is the technique to stimulate the needs of the customer in products and services.

5. Direct Marketing tool provides sale channels that the customer can access directly through Subdistrict Administration Organization’s website as well as the community enterprise group’s Facebook.

According to the study, the researcher found the information on the cultural tourism of Klong Roi Sai Community in 6 sub-districts as the following:

Table 1 The information on the cultural tourism of Klong Roi Sai Community

Sub district	Sub district
1. Bang Bai Mai	<p>Bang Bai Mai Community has formed a Pracharat Bangbaimai Floating Market which is available on Sunday to support tourism activities of the community. As a boat trip is offered to see the way of life of Nai Bang People. Due to many naturally grown nipa palms area, there is a cruise through the nipa palm tunnel. The visitor should not miss to pay respect “Luang Pho Khao Suk” that Bang Bai Mai people believe in the holy and always make wishes. Moreover, there is an ancient house of over 100 years and the knowledge center namely “Suan Lung Song”</p>

Table 1 (Continue)


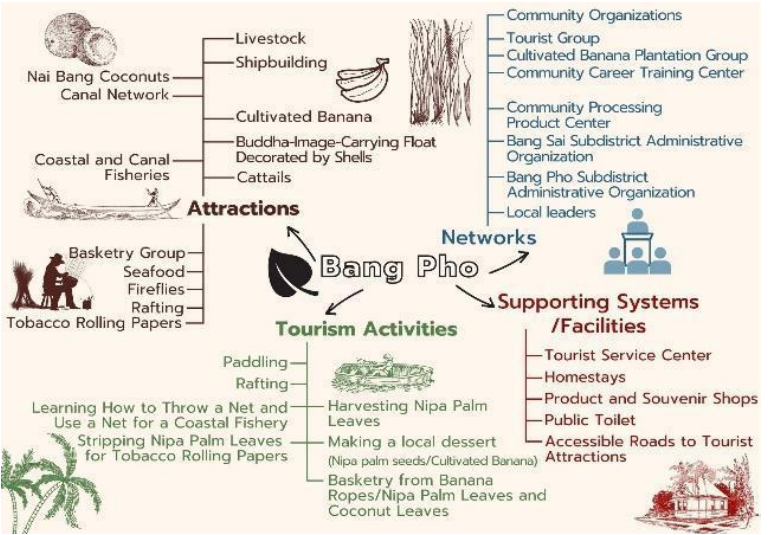

Sub district	Sub district
<p>2. Bang Sai</p>	<p>Bang Kluai Temple is located next to the river. It is a center where villagers come to participate in various religious activities. There is Luang Pho Rueang as the soul of the people in the community with the reputation for giving the blessing. Besides, there is a shipyard which is a career, passing down from generation to generation as well as the abundance of nature, many fireflies are found allowing the offer of afire fly boat trip.</p> 
<p>3. Bang Pho</p>	<p>It is located next to the Tapee River. The highlight of the tourism is the rafting, viewing the nature and the way of life of Bang Pho community with a large wooden raft using a towing boat. This community also has a travel route about life through various activities, such as visiting the shipyard and take a boat to watch the fireflies and crab-eating macaques.</p> 



Table 1 (Continue)

Sub district	Sub district
<p>4. Bang Chana</p>	<p>Bang Chana is located near the mouth of the river and the sea. There are plenty of mangrove forests and a natural walkway.</p>
<p>5. Klong Chanak</p>	<p>Lamthong Temple and Prince of Chumphon, which is the spiritual anchor of the people in the community. This area has plenty of mangrove forests where the visitors can come to learn about the mangrove herbs as well as taking a longtail boat to watch the fireflies.</p>

Table 1 (Continue)

Sub district	Sub district
6. Klong Noi	<p>There is a traditional way of life which is gardening, so the santol farm is the signature of Klong Noi Community as well as Santol Festival, organic vegetable farms and Training Monkey School, which are the reputation places that should not be missed.</p> 

**Discussion**

**The way of life and specific cultures that appear in Klong Roi Sai Community, in Tapee Basin**

In focus groups interviews, the samples in Klong Roi Sai Community, such as community leaders, villagers, and relevant agencies' representatives provided information that could be summarized as the specific cultures that appear in Klong Roi Sai Community consists of material culture, such as foods, places, houses, temples, antiques, and nonmaterial culture, such as the wisdom of using the local material (Nipa-Palm), making traditional foods and desserts, shipbuilding, Phanom Phra boatbuilding as well as fishing that agrees with the study of Suphaphan (2013) noting that the culture is divided to a different type of culture. The researcher has chosen this issue for the classification of cultural studies as the two basic types of culture are material culture and nonmaterial culture. Furthermore, the way of life and specific culture in 6 sub-districts are long-standing and have been passed down to new generations which is consistent with the study of Chirothpan, Sakunaphat, & Chœikiwong (2008) that the way of life of people in each local society has a common morality from past to present, such as Northern Folk Culture, Isan Folk Culture, Central Folk Culture and Southern Folk Culture etc. Thai Folk

Culture in each region will be the behavior of the people in their region who have been preaching all their lives, however, this may be similar or different from other local folk culture. The folk culture is a local heritage by storytelling, written sources, or a model that is passed down generation to generation until it is mutually acceptable. Besides, all specific cultures, which appear in the 6 sub-districts of Klong Roi Sai Community, must be published through the appropriate media and content to create perceptions and understanding in a community in terms of upgrading Klong Roi Sai Community to be a cultural tourism community and to create awareness and tourist attractions for tourists visiting and raising the community income.

A study on the format of marketing communication and public relations of Klong Roi Sai Community in Tapee Basin, the research notes that the community has a variety of comprehensive marketing communications including advertising, news and public relations, personal selling, sales promotion, direct marketing, website, signages, brochures, Facebook page, visitor center, QR code that can be scanned via smartphones, YouTube, Line and community ecotourism clubs are created. According to Somyarone & Sriphan (2014) that studied



communication strategies for Folk Toy Wisdom Transmission of “The Khon Thao Khon Kae Group” Padad Sub-District, Mae Suai District, Chiang Rai Province and the result showed that activity media, museum media and other dissemination media, including teaching books, folk toys, VCD how to make folk toys, Facebook, souvenirs and media, that is supported by outside agencies, are necessary and would assist to transfer art and culture.

Moreover, Klong Roi Sai Community has adopted marketing communication to promote cultural tourism which started with the survey of media, communication creation and media selection as the step of the marketing communication process. As reported by Polprasert (2008) who studied the way of tourism development and promotion for a reflection of Kamphaeng Phet’s identity, found the needs of Thai and Foreign tourists are different in travel motives. If the community creates a feedback survey for the needs of media and developed under the needs of the target tourists, it will become a cultural tourism destination that everyone can access and generate income for the community.

The study found that the marketing communication of Klong Roi Sai Community is communicated to the target consumer, consisting of 5 activities, such as advertising, sales promotion, public relations and publishing, personal selling and direct marketing. Due to the variety of marketing communication activities, it is necessary to mix those activities which depend on the budget, the purpose and the type of products (Deeprasert, 2010).

This study focuses on using the marketing communication tools to develop the cultural tourism of Klong Roi Sai Community which designates the diversity of arts and culture and encourages the visitors to understand and appreciate the arts and culture. Therefore, there are the processes of public relations as 1) Creating marketing objectives in public relations as to build awareness of a product, person, organization or opinion, to build trust and to reduce the cost of selling promotion 2) Select news in public relations and communication media 3) To apply public relations plans and media, then bring to integrate and implement the results and 4) Public relations evaluation can be assessed for the success of public relations operations by considering the perception of tourists and changing the attitudes of people in the community (Deeprasert, 2010).

## Suggestion

Cultural tourism development of Klong Roi Sai community is driven through marketing communication that should start by creating storytelling about the strengths of Klong Roi Sai Community which consists of nipa-palms tunnel, nipa-palm vinegar, coconut farms, santol farms and seafood. Due to the abundance of natural resources that is a city of 3 waters such as freshwater, saltwater and brackish water, the villagers should be encouraged and developed to create basic media to promote specific cultures that are outstanding in their community. Besides, the community should relate storytelling with its unique menu consisting of a health service, a viewpoint and a market to respond to tourist behaviors. Furthermore, the communication and culture of the community are closely related because communication is a tool to transfer languages, traditions, attitudes, beliefs, values as well as philosophies and ideas which are a part of a culture from generation to generation. According to Suphaphan (2013), Lasswell said that communication has another important function, to convey the heritage culture of the community from generation to generation. Communication is a way of life for all people in this world which is a process of creating and passing the meaning for mutual understanding in cultural communication. (Dittawiron, 2005) However, the various distribution channels should be established in the community as creating a Community Page on Facebook by posting basic information, community history, and posting photos to make a database for visitors who are interested in learning about the community. Marketing communication tools should be provided within the community, such as billboards and publicity about the famous products so visitors can learn more about the community. Moreover, in terms of physical characteristics should be improved to be clearer and more outstanding by supporting the improvements of certain areas to be a tourist attraction, as well as the shop and shopping center, should be established to distribute all kinds of products of Klong Roi Sai Community by allowing the villagers or entrepreneurs to create their brand with a community logo so tourists or customers will know where the product comes from.

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## Thrusts and Programs Implementation of Student Affairs: Bases for Program Enhancement for Student Welfare and Development

Jose N. Magbanua<sup>a\*</sup>, Jelyn O. Alentajana & Edenia M. Egualanb

<sup>a</sup> *University of Antique Main Campus, Antique, 5713 Philippines*

<sup>b</sup> *Iraya Elementary School, Antique, 5715 Philippines*

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### Abstract

This study aimed to find out the level of efficiency and effectiveness of the implementation of thrusts and programs of student affairs of state universities and colleges in Panay Island, Philippines. This study involved 105 respondents from 14 campuses. Data were gathered using a validated survey questionnaire validated with a Cronbach alpha value of 0.75. Frequency, percentage, mean and standard deviation were used to analyze all descriptive data, and t-Test and Kruskal-Wallis H-Test were used as inferential statistical tools for the independent samples. The findings showed that student welfare and student development programs were "beneficial and available to all students," except for housing which was beneficial and available to most students. When respondents were grouped by the type of campus, type of institution, and SUC level, both the main campuses and the external considered both student welfare and student development programs as beneficial and available to all students. The exception was for the economic venture, food and nutrition, medical/dental, housing, special needs, and development of students' publication which were not beneficial for the external campuses. In terms of the efficiency and effectiveness of program implementation, the level was "very high." No significant difference was observed for the level of efficiency and effectiveness of program implementation between groups. Therefore, it is suggested there should equal disbursement of programs and resource to state universities and colleges since both have the same capacity to implement programs. Attention should be given to the external campuses regarding housing, economic venture, medical/dental, special needs, and publication and sports development for student development.

### Introduction

The Philippine higher education system's recent changes have posed a significant challenge to student affairs offices in state universities (Garcia, & Bay, 2012).

Because of the increasing cost of higher education, the complexity in student needs, the need for modern facilities, and the pressure from the community, the student affairs offices are faced with an immense challenge in creating more opportunities for students

\* Corresponding Author  
e-mail: [josenmagbanua0104@gmail.com](mailto:josenmagbanua0104@gmail.com)

(Keeling & Associates, 2011; Ibarrientos, 2015).

Student affairs are complex entities that serve as a critical link to student success and the quality of universities and colleges' overall educational experience (Rintala & Kairamo, 2012). Over time, new programs and services have been added to the array of existing programs and services with little attention on how these programs could be designed to effectively meet the institution's mission or address student needs (Brotton & Frank, 2014). It is expected students who graduate from the education institutions should be able to contribute positively to their country's progress and the world as a whole (Seifert & Burrow, 2013).

This means that the student affairs should therefore design programs and systems to facilitate the training of students with high caliber and able to bring their experience in school to the real. To achieve this, higher education institutions must provide a set of student-centered activities and services to support academic instruction. This will provide holistic and well-rounded student development and welfare (CHED Memorandum Order No. 09 Series of 2013). Thus, every institution must ensure the total development of its students. The institution should provide opportunities for academic development, support students' academic growth through purposeful experiences, address their welfare and development needs, and motivate students toward successfully completing their education.

## Objectives

This study aimed to determine the thrusts and programs of the office of student affairs in State Universities and Colleges in Panay Island and the level of efficiency and effectiveness of their implementation during the Academic Year 2018-2019. The outcome would serve as bases for the program enhancement of the Student Welfare and Development. The were specific objectives were:

1. To measure the overall thrusts of student affairs in terms of priority
2. To determine the level of benefit of programs pursued by student affairs of state universities and colleges
3. To investigate the level of benefit of programs pursued by student affairs of state universities in panay according to the type of institution and level
4. To determine the level of priority of programs of student affairs of state universities and colleges by variables

5. To measure the level of priority programs of student affairs of state universities and colleges in panay island in terms of SUC level

6. To find the level of programs implementation in terms of efficiency of student affairs of state universities and colleges in panay.

7. To predict the significant difference in the efficiency level of programs implementation

8. To outline the significant difference in the level of effectiveness of programs implementation of student affairs of state universities and colleges

## Conceptual framework

Student affairs and services units of state universities and colleges are systems made up of various interrelated components such as thrusts and programs, people, and resources. Using the systems approach as the basis for this study, the thrusts and programs are considered as constituents of the SUC system that needs to be properly assessed to ensure that its implementation is effective and efficient. This assessment must focus on the different programs based on the thrusts of the institution and the involvement of school authorities, students, and other stakeholders in the implementation of student affairs. In Brownlie's concept of environment, the objective and the enacted environment could be viewed as how institutions consider inherent structures, while the process of implementation involves its enacted environment (Brownlie, 1989)

This study was also anchored on CHED Memorandum Order 09, series of 2013, the "Enhanced Policies and Guidelines on Student Affairs and Services", particularly the management and administration of student affairs and services, Student Welfare, Student Development, and Institutional Student Programs and Services. The framework of SUCs' student affairs and services, the major thrusts, programs, and the guidelines

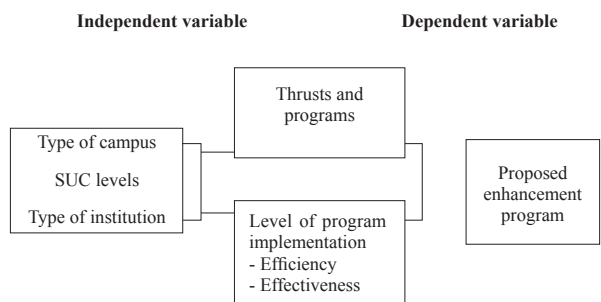


Figure 1 Conceptual framework

for implementation are embodied in this CMO. The paradigm below illustrates the relationship of variables considered in the study.

## Research methodology

### 1. Population and samples

This study was conducted in 14 State Universities and Colleges in Panay Island, Philippines. A total of 105 stakeholders and implementers of student affairs and services (SAS) of state universities and colleges (SUCs) in Panay Island for the academic year 2018-2019 were involved in the study. The respondents included vice-presidents for academic affairs, student council presidents, SAS directors, student council advisers, student organization/club presidents, and their advisers, from the main and external campuses of the state universities and colleges in Panay Island.

### 2. Research instrument

The descriptive survey method was used in this study. A set survey questionnaire was used as the instrument in gathering data relating to the thrusts, programs, and implementation of the student affairs. The questionnaire was made up of five parts. The first part was on the demographic profile of the respondents. All questionnaire responses were rated on a four-point Likert-type scale. The second part was the thrusts of student affairs for student welfare and development. The responses to every item were categorized as follows: 4 - Very High Priority, 3 - High Priority, 2 - Low Priority, 1 - Very Low Priority. The third part was on the programs of the student affairs in terms of the benefits and availability of services. The responses were categorized as follows: 4 - Beneficial and available to all students, 3 - Beneficial and available to the majority of the students, 2 - Beneficial and available to a limited number of students, and 1 - Beneficial and available to a chosen few. The fourth part was on the efficiency of the program implementation of student affairs for student welfare and development. The responses were categorized as follows: 4 - Very High Efficiency, 3 - High Efficiency, 2 - Low Efficiency, and 1 - Very Low Efficiency. The fifth part was on the effectiveness of the implementation of programs of student affairs for student welfare and development. The responses were categorized as follows: 4 - Very High Effectiveness, 3 - High Effectiveness, 2 - Low Effectiveness, and 1 - Very Low Effectiveness.

The questionnaire was assessed and validated by a jury composed of five experts. Items with an agreement of 80% and above were accepted in the final draft of the

instrument while items with a score below 80% were revised based on the suggestions of the experts. After validation of the questionnaire, reliability testing with 30 non-respondents was conducted. This was done by the use of the Split-Half method, while the Pearson  $r$  was used to find the coefficient of correlation. After the coefficient correlation was obtained, it was treated with the Cronbach alpha to get the reliability value for the whole questionnaire. The Cronbach alpha value was 0.75, and hence, the questionnaire was considered reliable.

### 3. Collection of data

Simple random sampling was used in the selection of respondents. Permission to conduct the study was sought from the Office of the Vice-President for Academic Affairs of the University of Antique, and the different offices of the State Universities and Colleges (SUCs) Presidents in Panay Island. The questionnaires were administered by the researcher to the respondents in their respective schools, and retrieval after two weeks. The retrieval rate was 100%.

### 4. Data analysis

Frequency count and percentage were used to determine the distribution of respondents according to the categories of variables. Mean and standard deviation were used to describe the thrusts, programs, and implementation of student affairs and services program based on the ratings of the stakeholders and implementers when the respondents were taken as a whole group and when classified according to categories of variables. To determine the significant difference between the two groups of respondents, t-Test was used. To determine the significant difference in more than three groups, Kruskal-Wallis H-Test was used. All tests were set at 0.05 level of significance. All statistical computations were processed through the Statistical Packages for Social Sciences (SPSS) software, version 22.0 (Keen & Hall, 2009).

## Results

### Overall level of priority of student affairs of state universities

Table 1 provides the results on the level of priority of student affairs of the state universities studied. Overall, both student welfare and student development were priority thrusts of the student affairs of state universities and colleges in Panay Island. The means and standard deviations were 3.45 (S.D. = 0.46) and 3.53, (S.D. = 0.48) respectively, implying a description of very high.

**Table 1** Overall thrusts of student affairs in terms of priority

Thrust of student affairs	Level of priority		
	Mean	S.D.	Description
Student welfare	3.45	0.46	Very high
Student development	3.53	0.48	Very high
<b>Overall mean</b>	<b>3.48</b>	<b>0.45</b>	<b>Very high</b>

**Level of benefit of programs pursued by student affairs of state universities and colleges**

Outlined in Table 2 are the results of the overall level of benefit and availability of programs to students. The overall mean and standard deviations were Mean = 3.45 and S.D. = 0.49 respectively. The individual means and standard deviations for students' welfare and students' development were Mean = 3.42, S.D. = 0.50, and Mean = 3.50, S.D. = 0.50 respectively.

**Table 2** Level of benefit of programs pursued by student affairs of state universities and colleges

Programs pursued of student affairs	Level of priority		
	Mean	S.D.	Description
Student welfare	3.42	0.50	Beneficial to all
Student development	3.50	0.50	Beneficial to all
<b>Overall mean</b>	<b>3.48</b>	<b>0.49</b>	<b>Beneficial to all</b>

**The level of benefit of programs pursued by student affairs of state universities in panay according to the type of institution and level**

By type of institution, all student development and welfare programs were rated as "Beneficial and available to all students" as indicated by the means of 3.5 for the main campus and 3.30 for the external campus. Likewise, when grouped according to SUC level, programs for student welfare of state universities and colleges were considered as "Beneficial and available to all students". The mean scores were 3.43 for the main campus and 3.36 for the external campus.

**Table 5** The level of priority programs of student affairs of state universities and colleges in panay island in terms of SUC level

Variable	Level of priority											
	Level 2				Level 3				Level 4			
	Mean	S.D.	Description	Rank	Mean	S.D.	Description	Rank	Mean	S.D.	Description	Rank
Student welfare	3.36	0.45	Very high	2	3.50	0.44	Very high	2	3.60	0.53	Very high	2
Student development	3.47	0.46	Very high	1	3.57	0.46	Very high	1	3.61	0.58	Very high	1
<b>Overall mean</b>	<b>3.40</b>	<b>0.44</b>	<b>Very high</b>	<b>3</b>	<b>3.53</b>	<b>0.43</b>	<b>Very high</b>	<b>2</b>	<b>3.60</b>	<b>0.55</b>	<b>Very high</b>	<b>1</b>

**Table 3** Level of benefits of the programs pursued of student affairs of state universities in panay island by type of campus and type of institution

Variable	Level of Benefits/Availability							
	Main				External			
	Mean	S.D.	Description	Rank	Mean	S.D.	Description	Rank
In terms of type of campus	3.55	0.41	Beneficial to all	1	3.30	0.52	Beneficial to all	2
In terms of level of institution	3.43	0.40	Beneficial to all	2	3.46	0.52	Beneficial to all	1

**The level of priority of programs of student affairs of state universities and colleges by variables**

Table 4 provides the level of priority of programs of student affairs by campus type and type of institution. By type of campus, mean values of 3.56 and 3.37 were recorded for the main campus and external campus respectively. However, by type of institution, the respective means were 3.42 and 3.53 for the main campus and the external campus.

**Table 4** The level of priority of programs of student affairs of state universities and colleges by variables

Variable	Level of priority					
	Main			External		
	Mean	S.D.	Description	Mean	S.D.	Description
The level of priority of programs in terms of type of campus	3.56	0.44	Very high	3.37	0.46	Very high
The level of priority of programs in terms of type of institution	3.42	0.40	Very high	3.51	0.47	Very high

**The level of priority programs of student affairs of state universities and colleges in panay island in terms of SUC level**

On the level of priority by SUC level, the mean results for levels 2, 3, and 4 were 3.36, 3.50, and 3.60 respectively. For students' development, the mean scores of levels 2, 3, and 4 were 3.47, 3.57, and 3.61 respectively.



### Level of programs implementation in terms of efficiency of student affairs of state universities and colleges in panay

Revealed in Table 6 is the level of efficiency of program implementation of student affairs of state universities and colleges (SUC) in terms of the type of campus, type of institution. The overall level of implementation was "Very high" with a mean of 3.52 (S.D. = 0.44).

**Table 6** The level of programs implementation in terms of efficiency of student affairs of state universities and colleges in panay island

Variables	Level of efficiency		
	Mean	S.D.	Description
<b>Type of Campus</b>			
Main	3.58	0.40	Very high
External	3.43	0.48	Very high
<b>Type of Institution</b>			
College	3.43	0.35	Very high
University	3.56	0.47	Very high
<b>SUC Level</b>			
Level 2	3.44	0.44	Very high
Level 3	3.57	0.44	Very high
Level 4	3.63	0.41	Very high
<b>Overall mean</b>	<b>3.52</b>	<b>0.44</b>	<b>Very high</b>

### Significant difference in the efficiency level of programs implementation

Type of campus. The results of the significant difference in the efficiency level of program implementation are outlined in Table 7. No significant difference was revealed ( $t = 1.79$ ,  $p = 0.08$ ) in the level of program implementation by both the main campus and the external campus. Thus, the null hypothesis at alpha level 0.05 was accepted.

**Table 7** Results of significance of difference on the efficiency level of programs implementation of student affairs in terms of type of campus

Type of campus	Mean	t-test	df	Significance
Main	3.58	1.79	103	0.08
External	3.42			

**Type of SUC level.** No significant difference was noted in the level of program implementation ( $H = 1.623$ ,  $p = 0.20$ ). The details are provided in Table 8. The null hypothesis was therefore accepted at alpha level 0.05 level.

**Table 8** Significant of difference in the efficiency level of programs implementation by SUC level

Source of variance	Sum of squares	df	Mean square	H	Sig.
Between Groups	0.613	2		0.307	0.20
Within Groups	19.267	102	0.189	1.623	
<b>Total</b>	<b>19.880</b>	<b>104</b>			

### Significant difference in the level of effectiveness of programs implementation of student affairs of state universities and colleges

**Type of campus.** No significant difference was found in the level of effectiveness of program implementation ( $t = 5.81$ ,  $p = 0.56$ ), and therefore the null hypothesis at alpha level 0.05 was accepted. The results are provided in Table 9.

**Table 9** Significant difference in the level of effectiveness of programs implementation

Type of campus	Mean	t-test	df	Significance
Main	3.54	0.581	103	0.56
External	3.49			

Type of Institution. Depicted in Table 9 is the result of the significant difference in the level of effectiveness of program implementation. The t-Test showed no significant difference ( $t = 0.415$ ,  $p = 0.68$ ) in the level of effectiveness in the program implementation. Hence, the null hypothesis at alpha level 0.05 was accepted.

**Table 10** Significant difference in the level of effectiveness of programs implementation

Type of campus	Mean	t-test	df	Significance
Main	3.49	0.415	103	0.68
External	3.53			

SUC Level. The t-test revealed no significant difference ( $H = 1.220$ ,  $p = 0.30$ ) in the level of effectiveness of program implementation as shown in Table 10. Thus, the null hypothesis at alpha level 0.05 was accepted.

**Table 11** Significant difference in the level of effectiveness of program implementation

Source of variance	Sum of squares	df	Mean square	H	Sig.
Between Groups	0.444	2		0.222	0.30
Within Groups	19.267	102	0.189	1.220	
<b>Total</b>	<b>19.880</b>	<b>104</b>			

### Discussion

A scrutiny of the means found in Table 2 reveals that the level of priority of the thrusts of student development was pursued throughout all its programs as the means indicated a description of "very high" priority. This result implies that key officials of the state universities and colleges strongly prioritize and support the students' needs for student welfare and student

development. This result is consistent with the findings of that student welfare and development programs were rated as "highly prioritized" and the respondents were also "highly satisfied" with the given services.

On the level of benefit of programs pursued by student affairs of state universities and colleges, the overall mean and standard deviation were Mean = 3.45 and S.D. = 0.49 respectively. This indicates a level of very beneficial. Though both the means for students' welfare and students' development were very beneficial, student development seemed to have a higher mean (3.50) than students' welfare (3.42). It could be inferred that the SUC placed more importance on students' development; this was evident in the responses for the students.

When respondents were grouped based on the type of institution and level, however, the result could be attributed to the well-founded system of recruitment, selection, and admission complemented by a system of retention clearly articulated and well-understood by the students, parents, faculty members, and administrator of the school.

Meanwhile, the least beneficial and available student development programs were publication (Mean = 3.36, S.D. = 0.59) and sports development (Mean = 3.46, S.D. = 0.60). This may be because student involvement in campus journalism is limited by the technical and high level of writing skills involved in publication. Likewise, support of the administration for the development of students' communication skills might not have been maximized since the use of budget for publication is left to the students who may not have skills in budgeting and procurement. Student publication units had an inadequate provision of office equipment and facilities. Schuh & Gansemer-Topf (2010) affirm that most students usually have disbelief about the talents and shy to perform in extra-curricular activities in college.

By the type of institution, the level of benefit of programs pursued by student affairs of state universities was rated as "beneficial and available to all students" as indicated by the means of 3.5 for the main campus and 3.30 for the external campus. It could be deduced that the programs on the main campus were more beneficial than those of the external campus as portrayed by the variations in the means.

When grouped according to the SUC level, programs for student welfare were considered as "Beneficial and available to all students". The mean scores were 3.43 for the main campus and 3.36 for the external campus. The main campus, as reported by the

respondents had more beneficial programs compared to the external campus. This could imply that more funding and more quality human resource is made available to the main campus. This finding is consistent with the finding of Lewin (2012). The research reported that 'for most SUCs, the main campus usually has better programs than the external or daughter campuses.'

On the level of program implementation in terms of efficiency, the result implies that the services of student affairs for student welfare and development were efficiently implemented and delivered to the proper beneficiaries. This means that regardless of the type of campus, type of institution, and SUC level, all programs for student welfare and development were implemented very well by state universities and colleges in Panay Island.

Generally, the level of effectiveness of program implementation of student affairs in terms of the type of campus, type of institution, and SUC level was "very high" as indicated by the mean of 3.52 (S.D. = 0.43). This implies that the programs for student welfare and student development were properly and effectively implemented, and its impact was appreciated by both implementors and stakeholders. These findings are confirmed by the study of Seifert, Arnold, which stated that student-clients were satisfied with the delivery of student services when the program was effectively implemented.

No significant difference was observed in the efficiency level of program implementation ( $t = 1.79$ ,  $p = 0.08$ ), and therefore the hypothesis was accepted. Henceforth, it's obvious that both the main and external campuses do not differ in terms of the effectiveness of program implementation. The results show that the overall status of student development was not significantly different among campuses. This means that the status of student development was comparable to all campuses. By type of institution, no significant difference was observed for the efficiency level of program implementation ( $t = 1.30$ ,  $p = 0.19$ ). Consequently, the null hypothesis at alpha level 0.05 was accepted. It could be asserted that the efficiency level of program implementation does not differ significantly concerning the type of institution whether college or university. In the study of Cox & Strange (2010), the researchers assert that there was no significant difference found in the status of student development among both mother and daughter campuses when they studied state universities.

Likewise, with the SUC level, no significant



difference was documented on the efficiency level of program implementation ( $H = 1.623$ ,  $p = 0.20$ ), as a result, the null hypothesis at alpha level 0.05 was accepted. It could be mentioned that the efficiency level of program implementation is not significantly influenced by the type of SUC level.

It could be concluded that the student affairs of state universities and colleges in Panay highly prioritize the two-fold thrusts of student welfare and student development as very important because they contribute to the total development of the students. This asserts that the SUC officials are supportive, caring to students, with the involvement of faculty, staff, and the general public. Overall, it is emphasized that in terms of efficiency and effectiveness of program implementation of student affairs in state colleges and universities, there is no significant difference when they are categorized according to the type of campus, SUC level, and type of institutions.

It is recommended that the government and stakeholders pay equal attention to both the main campuses and the external campuses in the distribution of programs, funds, and resources as the institutions have equal capability implementing programs. It is suggested that the researchers share this study's findings with both the main and external campuses to help raise external campuses' image. This will prevent students in external from transferring to the main campuses to cause brain drain. Students in both the main campuses and the external campuses should be given access to the same privileges and resources to ensure uniform training in all campuses.

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## Factors Influencing Thai Tourists' Decision Making to Choose Dvaravati Civilization for Tourist Attractions

Jirat Chuanchom\*, Nongluck Popichit, Anonnart Tanachat & Wijitra Srisorn

Suan Dusit University, Bangkok, 10300 Thailand

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### Abstract

The objective of this research was to study tourist behavior of Dvaravati civilization-based tourist attractions and find ways to develop tourist behavior of Dvaravati civilization-based tourist attractions. The researcher conducted a random survey of 18,361,221 tourists who visited the Dvaravati Civilization-based tourist attractions. The sample group consisted of 400 Thai tourists aged 20-60 years. Statistical tools used in the data analysis included percentage, mean and standard deviation Cronbach's Alpha was used to assess the reliability of the questionnaire scored at 0.980. Multiple regression analysis was also used to test the correlation among the variables.

The findings showed overall opinions of tourists toward tourism behavior of Dvaravati civilization-based tourist attractions were at a high level in all aspects. For each aspect, it was found that reputation of tourist attractions was ranked first, followed by rank two as the beauty of the tourist attractions and third rank was the value of tourism. Whereas tourism services and facilities were ranked the lowest. As for the relationship with the Dvaravati Civilization-based tourist attraction management, it was found that the relationship was at a high level of 0.601, and factors influencing Thai tourists' decision making to choose Dvaravati civilization affects the potential of Dvaravati civilization-based tourist attractions with a 0.05 level of significance level. As a result, the prediction was presented in the Equation:  $\hat{y} = 1.011 + (0.391Rta) + (0.184Bta) + (0.089Vot) + (0.103Tsf)$ .

### Introduction

According to Williams (2006), tourism and hospitality have become key global economic activities as expectations with regard to our use of leisure time have evolved, attributing greater meaning to our free time. The tourism industry is considered one of the largest and fastest growing industries in the world (Ninemeier & Perdue, 2005; Cooper & Hall, 2008). For the tourism industry to maintain or improve its current

status, it is dependent on tourists' travel decisions which are reflected in travel behavior. Therefore, the governments of each country attach great importance to strengthening the competitiveness of the country. World tourism market share, countries in Asia and ASEAN have different marketing strategies, that attract more tourists from all over the world to their country.

In the past five decades, tourism has influenced the economic growth of many countries. Thailand is one

of the countries with the highest growth earnings from the tourism industry, Tourism is one of the most important sectors driving the Thai economy, which can continuously generate high income for Thailand. The number of international tourist arrivals to Thailand in 2018 reached 38.12 million people, up 7.1 percent YoY. Although the second half of 2018 has shown a slower pace of international tourist arrivals due to the different factors from each nationality, the number recovered during the last 2 months of 2018 thanks to the tourist season and the Visa on Arrival fee waved for 21 countries. Hence, in 2018, Thailand received approximately THB 2.01 trillion in revenue from the arrival of international tourists (kasikornbank, 2019) and Netherlands Embassy in Bangkok (2020). The number of visitors in Thailand is expected to increase in the coming years to more than 40 million by 2020. Most visitors will continue to come from the Asia Pacific region (31.2 million in 2020), followed by European tourists (5.7 million in 2020). The number of visitors from North-America is expected to increase to 1.3 million, while the Middle East, Africa and Latin America make up for less than 2% of the total number of visitors in 2020.

The tourist behavior is the most important indicator or predictor of future tourist behavior. Taking into account the social role of the tourist, the behavior of an individual tourist can also be an indicator of the behavior of others. With their behavior, tourists set the social norms of behavior in the context of tourism. These norms are also followed by other consumers; those who do not yet engage in travel or tourist behaviors, as well as those who do. Papatheodorou (2006) stated that destination choice has always been an important aspect in tourism literature and there are various factors influencing travel decisions.

#### **Tourist behavior of Dvaravati civilization-based tourist attractions**

Dvaravati civilization attraction is cultural tourism; a type of tourism that focuses on the history of the ancient sites. Arts, culture and traditions and faith in the area by adhering to the principles of the best conservation of cultural tourism resources in order to be able to inherit to the next generation It also contributes to learning through unique architecture, sculpture and art that can represent the views and ideas of the people of that era. It has historical significance that can be used to tell a very good part of history. Petrick (2002) proposed that “behavioral price, monetary price, emotional response, quality, and reputation” are the factors

influencing a consumer’s perspective on visiting tourist attractions and accommodations. Kunlawadee Lamaichin (2009) stated that in order for tourism to be successful, the tourist attractions must have beauty (Schiffman et al., 2014; Cohen et al., 2014). Consumer behaviour concentrates on how people formulate decisions to spend their accessible assets (time, money, effort) Seyidov J, Adomaitiene R. (2016) offered factors of a tourist destination that are combination of facilities and services made up of a number of traits that all contribute to the attractiveness of destination choice. Scott et al. (2014) mentioned that a few recent studies have discussed whether it was even viable to use classical marketing concepts for the study of tourist behavior, since this may cast doubt on the validity and the possibility of application of these models for tourism. Li et al. (2013) examined the effect of belonging to a certain generation on tourists and found that different generations possess different histories of destination visits, Poon (1994) believes that tourists are the products of changing population demographics and are more experienced, flexible, and independent minded. Tourists have changed values and lifestyles, which affects tourist demand, Kotler (1999), Yoon and Uysal (2005), tourist travel is mainly driven by two motivational aspects, which are push factors and pull factors. The push factors refer to the psychological force that influences tourist choices about “excitement” or “relaxation”. Salim (2015) focused on the behavior of tourist and its role in specifying the tourism pattern through knowing and identifying the needs and desires of tourist as well as the specific factors directed at his needs and desires.

#### **Travel Decision Making**

During the last few decades, consumer decision-making research has grown significantly, producing a number of new decision theories and models that depend on consumer profiles (e.g., demographics), product categories (e.g., utilitarian vs. non-utilitarian goods), and purchase types (e.g., in-store vs. online purchase). So, the decision making to revisit is part of consumer behavior. Decision making was revealed by Schiffman & Kanuk (2008), where decision-making was considered as a system consisting of input, process and output which summarizes the consumer decision-making paradigms: from prescriptive, analytical decision-making to bounded rationality, adaptive decision-making, and more recent pragmatic and naturalistic decision-making. We limit the scope of the present literature review to the issues associated with online consumers, primarily

regarding online purchase decision-making (Smallman C. and Moore K., 2010) (Andrews, 1992). The five step decision-making process explained such as Problem Recognition, Information Search, Evaluation of Alternatives, Purchase Decision and Post-Purchase Behavior, Tourism Western Australia (2008). The five "A's can be classified into: Accessibility refers to the transport and transport infrastructure, Accommodation plays a major role in the development and image of tourism, Amenities refers to the facilities available at the destination which help in meeting the needs and also the wants of tourist, Attractions one of the principal reasons for undertaking travel to a particular destination is the attraction and Activities It includes those activities that a destination offers (Kunlawadee Lamaichin, 2009 Dickman, 1996). The push factors in the travel decision making of tourists depend on the attributes of a destination (Cohen et al., 2014). Dellaert et al., (2014) concluded that, whenever the travelers face a problem regarding their travel decision, they tend to construct a list of alternatives in their minds.

#### **The potential of Dvaravati civilization-based tourist attraction.**

The Dvaravati region comprises present day Nakhon Pathom, Lopburi, Ratchaburi and Prachinburi. Dvaravati culture flourished between the 7th and 11th century A.D. As an example of its importance, Nakhon Pathom was the largest city in Thailand prior to the Ayutthaya era. Its influence went as far south as present day Songkhla and Pattani. To the North it reached up to (present day) Lamphun, with the city-state of Haripunchai. Haripunchai survived its southern progenitors until the late 13th century A.D. when it was incorporated into the Lanna Thai Kingdom (thaiwebsites.com, 2020). Dvaravati itself was heavily influenced by Indian culture, and played an important role in introducing Buddhism and particularly Buddhist art to the region. Important archaeological objects of Dvaravati Buddha statues comprised of Buddhist sculptures representing two distinct sects of Buddhism known as Theravada and Mahayana, the major tourist attractions in this area of 4 provinces still have a history known as "Dvaravati Civilization-based". Dvaravati used to be a kingdom situated in Chao Phraya river. Since this area has flourished in history, religion, art and culture which is regarded as having potential in terms of tourist attractions of Thailand. With regards to Dvaravati culture, it is important to the local as it is the cultural capital which is the existing intellectual property inherited in

the society of local community. The ease to communicate with each other is also an important tourist attraction. Department of Tourism (2015) indicated the configuration management standards attraction as categorized into three sections: The potential to attract tourism: a tourist attraction or a cultural value which can impress and satisfy tourists as a distinct and unique way of life and wisdom. The beauty of art and culture is a point to enhance the potential of attracting important cultural tourism, the physical potential, and also the organization of tourism activities, the potential to support tourism: various elements that help to reinforce the source of that culture to be important and suitable for tourism management and tourist attraction management: refers to the ability to supervise and manage tourist attractions, awareness management about the value of cultural resources for tourist, and economic and social management consideration of community participation in tourism activities. By providing opportunities to people or communities shared responsibility for various matters will have an impact on the people or the community as well as the distribution of income or benefits to the local area. Determining destination potentials can be accomplished by inventorying and summarizing indicators which represent tourism resources and infrastructures. Numerous criteria and indicators have been used to evaluate tourism resources (for example, accessibility; health facilities; roads; education, infrastructure, entertainment facilities; political stability; admission; popularity; importance; seasonality; diversity) according to the type of tourism being examined.

In the study of tourism behavior and patterns of tourists in order to use the results of behavioral studies to analyze tourism patterns of tourists to be effective. The tourism model can be managed in both the public and private sectors and used as a guideline for developing strategic planning to meet the needs of tourists. As well as planning the service in order to promote tourism as well as promoting domestic tourism. It is therefore necessary to know the needs or factors that relate to the decision-making of tourists. To present information to guide the planning, improvement and development of the service. This research aims 1) To study factors influencing Thai tourists' decision making to choose Dvaravati civilization and 2) To study factors influencing Thai tourists' decision making to choose Dvaravati civilization that affects the potential of Dvaravati civilization-based tourist attractions.

From the literature review, the hypothesis is as follow.

H1: Factors influencing Thai tourists' decision making to choose Dvaravati civilization is related to the potential of Dvaravati civilization-based tourist attractions.

H2: Factors influencing Thai tourists' decision making to choose Dvaravati civilization affects the potential of Dvaravati civilization-based tourist attractions.

### Research objectives

The study strived to achieve two sub-objectives are presented in this research:

1. To study factors influencing Thai tourists' decision making to choose Dvaravati civilization.
2. To study factors influencing Thai tourists' decision making to choose Dvaravati civilization that affects the potential of Dvaravati civilization-based tourist attractions.

### Conceptual Framework

The researcher developed the conceptual framework based on the above literature review as following.



Figure 2. Conceptual Framework

From Figure 2, the conceptual framework was developed from the literature review and related research, and consisted of dependent and independent variables as following:

Independent variables are: Factors influencing Thai tourists' decision making to choose Dvaravati civilization: reputation of tourist attractions (Petrick, 2002), the beauty of the tourist attractions (Kunlawadee Lamaichin, 2009), value of tourism (Schiffman et al., 2014; Cohen et al., 2014) and tourism services and facilities (Seyidov J, Adomaitiene R, 2016).

Dependent variables are: the potential of Dvaravati civilization-based tourist attractions: access

to the area, arrangement of the activities, tourist safety, and environment and landscape of tourist attractions (Department of Tourism, 2015, Kunlawadee Lamaichin, 2009, Dickman, 1996).

### Research Methodology

#### 1. Population and Samples

The population of this study consisted of visitor who traveled to the Dvaravati civilization. The data from the statistical report on Tourism population used in this research consisted of 3,990,940 tourists who visited the tourism attractions of Dvaravati civilization at Nakhon Pathom; 3,280,933 people travelling to Suphanburi Province, 2,186,597 people travelling to Ratchaburi Province and 8,902,751 people travelling to Kanchanaburi Province (Ministry of Tourism and Sports, 2018), including 18,361,221 tourists traveling to the area of Dvaravati civilization.

The sample group consisted of 400 Thai tourists aged between 20 years old to 60 years old and chosen by convenience sampling method with specified quota sample. Data were collected from using a questionnaire equal number of tourists who came to visit tourism attractions of Dvaravati civilization each day, or the total of 200 people on weekdays and 200 people on weekends. Tourists travel to each province, Nakhon Pathom Province 87 people, Suphanburi Province 71 people, Ratchaburi Province 48 people and Kanchanaburi Province 194 people. The sample size was determined by using the formula of Yamane (1973). The Confidence Level was 95 percent with significance level of 0.05 and adopted convenience sampling data collection method.

#### 2. Research Instrument

The questionnaire consisted of 3 parts.

The first part was the respondent's demographic questions.

The second part was a five-point Likert scale. Factors influencing Thai tourists' decision making to choose Dvaravati civilization.

The third part was a five-point Likert scale, the potential of Dvaravati civilization-based tourist attractions.

#### 3. Collection of Data

Source of Data. This study gathered relevant information including primary data and secondary data. Details are as follows.

1. Primary data: data collection were from questionnaires by interviewing Thai tourists. In collecting



the data during December 2018 to July 2019, the researcher delivered questionnaires to 400 samples by using convenient sampling method. Data was collected in Dvaravati civilization-based tourist attraction, and various tourist attractions as those areas are where the samples did a lot of different activities.

2. Secondary data: By studying information from various documents related to decision making to choose and tourist behavior and the potential of tourist attraction or articles from Journal, internet, textbooks, study materials including domestic research papers and international research papers as well as related thesis, respectively.

#### 4. Data Analysis

1. The obtained data were analyzed descriptively using frequency, percentage, mean and standard deviation.

2. To test Hypothesis 1 The analysis of correlation between tourist behavior of Dvaravati civilization-based tourist attractions and the potential for tourism attractions of Dvaravati civilization.

3. To test Hypothesis 2 multiple regression analyses was used to analyze the relationship between the independent and dependent variables and used predict the variables. The relationship equation of MRA (Multiple regression analysis) are as below. 
$$= a + b1X1 + b2X2 + b3X3 \dots + bkXk + e$$

## Results

### 1. The results of the Analysis of Respondent's Demographic

The majority of respondents traveled for leisure 270 respondents (67.50%) Activities during cultural studies 176 respondents (44.00%) there is an education about the tourist attraction from friends 253 respondents (63.30%) Overnight behavior and stay outside tourist attractions 149 respondents (37.30%) tourist attractions Dvaravati civilization, came with family 197 respondents (49.30%) Number of traveling 1-3 people 159 respondents (39.80%) travel by car 283 respondents (70.80%) cost for travel not more than 3,000 baht 160 respondents (40.00%).

### 2. Factors influencing Thai tourists' decision making to choose Dvaravati civilization

Regarding the tourists visiting tourist sites in Dvaravati civilization, it was found that the tourists' opinions about the overall factors influencing decision making to choose was at a high level (mean = 4.15, S.D. = 0.64). When considering each aspect, it found reputation of tourist attractions ranked as the first priority

(mean = 4.24, S.D. = 0.54) followed by the beauty of the tourist attractions ranked second (mean = 4.21, S.D. = 0.61), while value of tourism ranked third (mean = 4.15, S.D. = 0.68) and tourism services and facilities was ranked as the least important (mean = 4.00, S.D. = 0.73). The details are as shown in table 1.

**Table 1** Opinions regarding overall factors influencing Thai tourists' decision making to choose Dvaravati civilization

Factors influencing Thai tourists' decision making to choose Dvaravati civilization	Average $\bar{X}$	Standard deviation (S.D.)	Priority Rank
1. reputation of tourist attraction	4.24	0.54	1
2. beautiful of the tourist attraction	4.21	0.61	2
3. value of tourism	4.15	0.68	3
4. tourism services and facilities	4.00	0.73	4
<b>Total</b>	<b>4.15</b>	<b>(0.64)</b>	

### 2. The potential of Dvaravati civilization-based tourist attractions

The opinions of tourists towards the overall potential of Dvaravati civilization-based tourist attractions were at a high level (mean = 4.01, S.D. = 0.36). When considering each aspect, it was found that Access to the area was ranked as the first priority at a high level (mean = 4.20, S.D. = 0.44), followed by the Environment and landscape of the tourists attraction ranked second (mean = 4.04, S.D. = 0.47), Arrangement of activities ranked third (mean = 4.01, S.D. = 0.57) and Tourist safety was ranked as the least important (mean = 3.79, S.D. = 0.52), as detailed in table 2.

**Table 2** Opinions regarding overall the potential of Dvaravati civilization-based tourist attractions

The potential of Dvaravati civilization-based tourist attractions	Average $\bar{X}$	Standard deviation (S.D.)	Priority Rank
1. Access to the area	4.20	0.44	1
2. Environment and landscape of tourist attractions	4.04	0.47	2
3. Arrangement of activities	4.01	0.57	3
4. Tourist safety	3.79	0.52	4
<b>Total</b>	<b>4.01</b>	<b>0.36</b>	

Access to the area was at a high level (mean = 4.20, S.D. = 0.44). When considering each aspect, it was found that the corridor to the Dvaravati civilization tourist attractions are convenient and ranked as the first priority at a high level (mean = 4.27, S.D. = 0.63) followed by travel to Dvaravati civilization attractions is convenient, such as there are signs for travel in the same level (mean = 4.26, S.D. = 0.54) and the walkway up to Dvaravati civilization has safety was ranked as the least important (mean = 4.15, S.D. = 0.63).

Environment and landscape of tourist attractions was at a high level (mean = 4.04, S.D. = 0.47). When considering each aspect, it was found that the environment and scenery are beautiful was ranked as the first priority at a high level (mean = 4.24, S.D. = 0.62) followed by an abundance of natural resources was at a high level (mean = 4.15, S.D. = 0.69) and the air in the tourist attractions is cool was ranked as the least important in the same level (mean = 3.80, S.D. = 0.83).

Arrangement of activities was at a high level (mean = 4.01, S.D. = 0.57), When considering each aspect, it was found that tourists get new experiences was ranked as the first priority at a high level (mean = 4.10, S.D. = 0.74) followed by there is information collected to be able to clearly see the activities learning in the same level (mean = 4.09, S.D. = 0.73) and there are nature conserve activities was ranked as the least important (mean = 3.89, S.D. = 0.83).

Tourist safety was at a high level (mean = 3.79, S.D. = 0.52), When considering each aspect, it was found that enough tourist service points was ranked as the first priority at a high level (mean = 3.98, S.D. = 0.64) followed by Hazardous areas are defined was ranked as the least important in the same level (mean = 3.84, S.D. = 0.75) and Natural disaster was at a high level (mean = 3.61, S.D. = 0.84).

### 3. Hypothesis Analysis

**Hypothesis 1:** Factors influencing Thai tourists' decision making to choose Dvaravati civilization is related to the potential of Dvaravati civilization-based tourist attractions.

Correlation analysis was conducted to test hypothesis 1 relationship between factors influencing Thai tourists' decision making to choose Dvaravati civilization is related to the potential of Dvaravati civilization-based tourist attraction. As for the relationship with the Dvaravati Civilization-based tourist attraction management, it was found that the relationship was at a high level of 0.601 (significance at the level of 0.05) as shown in table 3

**Table 3** Analysis of the relationship between factors influencing Thai tourists' decision making to choose Dvaravati civilization is related to the potential of Dvaravati civilization-based tourist attractions

Variables	Factors influencing Thai tourists' decision making to choose Dvaravati civilization	The potential of Dvaravati civilization-based tourist attraction
Factors influencing Thai tourists' decision making to choose Dvaravati civilization	-	0.601 (**) (P-value = 0.000)

\*\* Statistical significance at the level of 0.05

Based on the Coeffients Output-collinearity Statistics, the potential of Dvaravati civilization-based tourist attraction, when considering each aspect, it was found that Access to the area (VIF = 1.527) Environment and landscape of tourist attractions (VIF = 1.650) Arrangement of activities (VIF = 1.190) and Tourist safety (VIF = 1.483), All variation inflation factor (VIF) is between 1 to 10, it can conducted that that is no multicollinearity symptoms. After the test is completed multicollinearity researchers also should examine whether there was different of residual variance observation period to another period of observation by way of heteroscedasticity test. (Hair et al., 2009)

**Hypothesis 2:** Factors influencing Thai tourists' decision making to choose Dvaravati civilization affects the potential of Dvaravati civilization-based tourist attractions.

The regression analysis was conducted to investigate the effect of Factors influencing Thai tourists' decision making to choose Dvaravati civilization on the potential of Dvaravati civilization-based tourist attractions. It was found that the factors influencing Thai tourists' decision making to choose Dvaravati civilization; significantly the potential of Dvaravati civilization-based tourist attractions ( $F = 64.779$ ,  $p < .05$ ), as shown in table 4.

**Table 4** Regression model testing the effects of factors influencing Thai tourists' decision making to choose Dvaravati civilization affects on the potential of Dvaravati civilization-based tourist attractions

Model	Sum of Squares	df	Mean Square	F	Sig.	
1	Regression	33.942	4	8.485	64.779	.000b
	Residual	51.742	395	.131		
	Total	85.684	399			

a. Predictors: (Constant), Rta, Bta, Vot, Tsf

b. Dependent Variable:  $y$  (the potential of Dvaravati civilization-based tourist attractions)

Regression Analysis of Factors influencing Thai tourists' decision making to choose Dvaravati civilization affects the potential of Dvaravati civilization-based tourist attractions.

Based on the Regression Analysis of Tourist behavior of Dvaravati civilization-based tourist attractions affects the potential of Dvaravati civilization-based tourist attractions, it was found that:

The coefficient of correlation ( $R$ ) = 0.629 means the independent variables affect the relationship between the management of Dvaravati civilization-based tourist attractions at a high level with P-value = .000 less than 0.05.

The Coefficient of Determination (R Square) = 0.396 means the influence of factors relating to the management of Dvaravati civilization-based tourist attractions affects the potential of Dvaravati civilization-based tourist attractions at 37.30% and the remaining is influenced by other variables.

The Standard Error of the Estimate = 0.390 means the estimation relating to the management of Dvaravati civilization-based tourist attractions affects the potential of Dvaravati civilization-based tourist attraction with a deviation of 36.19% (meaning errors caused by the average condition). The details are shown as follows in table 5.

**Table 5** The statistics used to determine the suitability of the multiple regression of factors influencing Thai tourists' decision making to choose Dvaravati civilization affects the potential of Dvaravati civilization-based tourist attractions

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.629 <sup>a</sup>	.396	.390	.36193

a. Predictors: (Constant), Rta, Bta, Vot, Tsf

Based on analyzing the factors related to the potential of Dvaravati civilization-based tourist attractions, it was found that, of the 4 independent variables, there were 4 independent variables that influenced Thai tourists' decision to choose Dvaravati civilization (P-value less than 0.05), which were reputation of tourist attraction, beauty of the tourist attractions, value of tourism and tourism services and facilities which influenced the potential of Dvaravati civilization-based tourist attraction in a positive way. In addition, the research team also considered the appropriateness of the multiple regression of variables. When considering the beta coefficients of the regression analysis, it was found that each factor of the management of Dvaravati civilization-based tourist attractions positively and significantly contributes to the potential of Dvaravati civilization-based tourist attractions, with reputation of tourist attraction the most (B = 0.391, p<.001) followed by beauty of the tourist attractions (B = 0.184, p<.001), tourism services and facilities (B = 0.103, p<.001) and value of tourism (B = 0.089, p<.001), respectively. The details are shown in table 6.

Based on Table 6, the research team considered the appropriateness of the multiple regression of variables using the method. The independent variables with factors influencing Thai tourists' decision making to choose Dvaravati civilization which affect the potential of Dvaravati civilization-based tourist attraction included

**Table 6** Beta of regression model

Factors influencing Thai tourists' decision making to choose Dvaravati civilization	Unstandardized Coefficients		Standardized Coefficients	t	P-value
	B	Std. Error	Beta (β)		
	1.011	.212		4.761**	.000
1. Reputation of tourist attractions	.391	.050	.375	7.762**	.000
2. Beauty of the tourist attractions	.184	.041	.227	4.511**	.000
3. Value of tourism	.089	.038	.101	2.359**	.019
4. Tourism services	.103	.047	.104	2.182**	.030

F = 64.779, p < .000; R = 0.629, R<sup>2</sup> = 0.396, Adjusted R<sup>2</sup> = 0.390

\*\* Statistical significance at the level of 0.05

4 variables: reputation of tourist attraction, beauty of the tourist attraction, value of tourism, tourism services and facilities, which can predict the result of the potential of Dvaravati civilization-based tourist attractions.

The regression equation of the regression analysis  $\hat{y} = 1.011 + (0.391Rta) + (0.184Bta) + (0.089Vot) + (0.103Tsf)$ , while Rta (B) = .391 Bta (B) = .184 Vot (B) = .089 and Tsf (B) = .103 Where: Unstandardized Coefficient of reputation of tourist attractions (B) = 0.391, beauty of the tourist attractions (B) = 0.184, value of tourism (B) = 0.089 and tourism services and facilities (B) = 0.103 means the value of reputation of tourist attractions, beauty of the tourist attractions, value of tourism, tourism services and facilities, When it increases by 1 unit Y (The potential of Dvaravati civilization-based tourist attraction), it increases to 1.011 + (0.391) + (0.184) + (0.089) + (0.103) = 1.778

Therefore, in summary based on the hypothesis, the research team rejects the Null hypothesis (Ho) and accepts the Alternative hypothesis (H<sub>1</sub>), which means factors influencing Thai tourists' decision making to choose Dvaravati civilization affects the potential of Dvaravati civilization-based tourist attractions with statistical significance of 0.05.

**Discussion and Conclusion**

The research team used the information from the questionnaire to support the discussion of the research results, as well as the concept from academicians and various research studies to support the research data of Dvaravati civilization tourists.

The results of the analysis of respondent's demographic, the majority of respondents traveled for leisure, activities during cultural studies, there is an education about the tourist attraction from friends, Overnight behavior and stay outside, Came with family, Number of traveling 1-3 people, travel by car and cost



for travel not more than 3,000 baht.

The opinions of tourists towards the overall about factors influencing decision making to choose was at a high level. When considering each aspect, it found reputation of tourist attraction ranked as the first priority followed by the beauty of the tourist attractions ranked second while value of tourism ranked third and tourism services and facilities was ranked as the least important.

The opinions of tourists towards the overall potential of Dvaravati civilization-based tourists attractions were at a high level. When considering each aspect, it was found that the access to the area was ranked as the first priority, followed by the environment and landscape of the tourists attraction ranked second, arrangement of activities ranked third and tourist safety was ranked as the least important.

The findings confirmed the causal relationship between factors influencing Thai tourists' decision making to choose Dvaravati civilization is related to the potential of Dvaravati civilization-based tourist attraction. It was found that the relationship was at a high level of 0.601, However, the roles of each factor influencing Thai tourists' decision making to choose vary with regard to each of the potential tourist attraction.

As for factors influencing Thai tourists' decision making to choose Dvaravati civilization attractions accordance with the suggestion of the results showed a positive effect of each aspect of the potential of Dvaravati civilization-based tourist attractions The factors relating to Dvaravati civilization-based tourist attractions; mean reputation of tourist attraction Increases to 0.0391, beauty of the tourist attraction increases to 0.184, value of tourism increases to 0.089 and tourism services and facilities increases to 0.103. When it increases by 1 unit to the potential of Dvaravati civilization-based tourist attraction increases 1.778 (level of significance 0.05).

In term of influencing decision making to choose was at a high level (mean = 4.15). When considering each aspect, it found that all four aspects were ranked at a high level reputation of tourist attractions being ranked as the first priority (mean = 4.24) are the most important element in choosing this is also support by Petrick (2002) who proposed that "behavioral price, monetary price, emotional response, quality, and reputation" are the factors influencing a consumer's perspective on visiting tourist attractions.

When analyzing the opinions of tourists towards

the overall potential of Dvaravati civilization-based tourists attraction were at a high level (mean = 4.01). When considering each aspect, it was found that the access to the area was ranked as the first priority at a high level (mean = 4.20) this is also support by Tourism Western Australia (2008) The five "A's can be classified into: Accessibility refers to the transport and transport infrastructure, Accommodation plays a major role in the development and image of tourism, Amenities refers to the facilities available at the destination which help in meeting the needs and also the wants of tourist, Attractions one of the principal reasons for undertaking travel to a particular destination is the attraction and Activities It includes those activities that a destination offers Kunlawadee Lamaichin (2009), Dickman (1996).

Correlation analysis relationship between factors influencing Thai tourists' decision making to choose Dvaravati civilization is related to the potential of Dvaravati civilization-based tourist attractions. As for the relationship with the Dvaravati Civilization-based tourist attraction management, the study of (Nejati and Mohamed, 2015) observed three major aspects of a destination, which are the "quality", "uniqueness" as well as distance and value and moreover the result is consistent with (Canny, 2013) this study attempted to investigate the relationship between the five dimensions of service quality on tourist satisfaction.

As for factors influencing Thai tourists' decision making to choose Dvaravati civilization attractions accordance with the suggestion of the results showed a positive effect of each aspect on the potential of Dvaravati civilization-based tourist attractions on the basis of the attractiveness of some primary offer for certain destination the tourists are motivated for visiting that tourist destination (Al-Ababneh 2013).

## Suggestions

### Suggestions for research

1. From the result of the opinions of tourists decision making to choose travel about the potential of Dvaravati civilization-based tourists attractions were at a high level. it was found that the access to the area was ranked as the first priority, followed by the environment and landscape of the tourist's attractions ranked second, So the site should improve road signs and the landscape in the tourist attractions in order to highlight the beauty.

2. From the result of hypothesis test indicate that correlation analysis relationship between factors influencing Thai tourists' decision making to choose

Dvaravati civilization is related to the potential of Dvaravati civilization-based tourist attractions. When considering each aspect, it found reputation of tourist attractions ranked as the first priority and beauty of the tourist attraction ranked second. So, organization and Communities in Dvaravati civilization-based tourist attraction should focus on maintaining a reputation of tourist attractions and Beauty of the tourist attractions as being the most important issue in delivering tourist consistent.

### Future Direction

1. Further research can be done by taking other factors which can affect travel decision making such as climate, income, political stability. Industry other than tourist industry could also be taken as a sample of the study.

2. Future research may focus on modeling to incorporate other theoretical constructs by inserting new variables such as gender diversity or group dynamics.

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## The Influence of Family Structure Differences on Physical Activity of Children and Adolescents in China-Taking Social Capital and Health Behavior as Mediating Factors

Bei Lyu<sup>a</sup>, Defa Zhang<sup>\*b</sup> & Yanchao Yang<sup>c</sup>

<sup>a</sup> Chinese Graduate School, Panyapiwat Institute of Management, Nonthaburi, 11120 Thailand

<sup>b</sup> School of Basic Education, Taihu University of Wuxi, Wuxi, 214064 China

<sup>c</sup> Faculty of Education, University of Macau, Macau, 999078 China

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### Abstract

This research aimed to test the effect of social capital and health behavior between family structure and family health and to promote the formation of youth physical exercise awareness and behavior, not only the need to optimize the quality of family social capital, but also to pay attention to the construction of family social capital related factors. This paper explores the impact of social capital investment and health behavior acquisition on the degree of completion of the recommended amount of physical activity for children and adolescents under different family structures, based on the relationship between family structure and family health. In the study, the survey targeted children and adolescents aged 7-18 from 13 provinces and cities in China were conducted. After three stages, each administrative class selected 20 samples, and the final sample of 93,600 students was obtained. This study used a multi-level logistic regression model to verify the research hypothesis. The research found that the family structure differences in physical activity among children and adolescents have shown a diversified trend of development. The more stable the family structure is, the better the family sports atmosphere will be. The hierarchy of family structure has a positive effect on the shaping of children's adolescent health behavior. The better the social capital is, the better the community sports atmosphere will be, and the higher the possibility of children and adolescents completing the recommended amount of physical activity will occur.

### Introduction

With the rapid economic development during the period of social transformation, issues such as health inequalities and imbalances caused by the differentiation of social family structure have attracted much attention

from society. With the continuous improvement of social production level and increase in life materials, people's medical burden and pressure of life and work have gradually become the focus of social topics, leading to the intensification of social competition, forcing social members of different family structures to resolve the

\* Corresponding Author  
e-mail: 1137381421@qq.com

current health crisis through healthy lifestyle and behavior habits. At the same time children and adolescents obesity in China is a growing problem. According to the IOTE standard survey, the overweight rate of children and adolescents has increased from 4.06% in 1991 to 13.58% in 2015. The obesity rate has climbed from 1.02% to 7.45%, the overall development trend is not optimistic (Ma Shujing, 2020).

In recent years, an increase of scholars begun to pay attention to the relationship between family structure and family health. Rahul (2013) that the family structure is the interaction of family members, the state of mutual influence, and the relatively stable mode of connection. On the dimension of family structure and family health, Xu Guangming that the impact of family structure on urban and rural residents is not statistically significant, and changes in family structure do not have a significant impact on mental health, while the significance of family function is very significant (Xu, Zhang, et al, 2014; Richard, et al., 2018). Kenneth Covelman (2018) and Wu Dan (2008) note that family structure refers to the composition and interaction of family members, the state of mutual influence, and the model formed by the combination of different cooperation between family members. Family structure is the maintenance of marriage and the unity of the common life relationship formed based on the connection with the bloodline; this includes not only the generation, the structure, but also the population structure, and the combination of the two forms as a unified formation. Wu Dan notes (2008) that family structure and socialization of adolescents is based on the explanatory power of family structure classification. Xiao Qin, et al. (2013) points out that family health includes family members' physical, psychological, social, cultural, developmental, and spiritual integrity and a dynamic and stable state. The family can continue to maintain the best health status and maximize the health of family members by providing resources, guidance, and support. Yu Xiaowei believes that family conditions, economic conditions, living habits, medical decision-making, medical insurance, and other factors affect the health of urban residents (Yu, Hu, 2010). Yan Liping believes that the degree of education is an important factor influencing the health of residents. Factors as location, family size, and family income affect the health of residents in different degrees (Yan, Wei, et al, 2012). Although the above scholars have discussed the impact of family structure on family health from different roles, there is still a lack of empirical research

on physical activity and family structure of children and adolescents in China and other countries (Itoi, A., Yamada, Y., & Nakae, S., et al., 2015). There is a lack of theoretical system construction, and research on the impact of social capital and health behavior on physical activity are even rarer. Therefore, this study investigated the differences in physical activity and physical behavior of children and adolescents under different family structure levels by investigating social capital and health behaviors in the field of children and adolescents, and to verify the impact of social capital and health behavior on physical activity and further explore the differences in the family structure of physical activity of children and adolescents (Aires L., 2010; Annette Rauner, 2013). Dong Hongwei (2010) notes that the family's attitude to sports, physical exercise atmosphere, and network structure have significant meanings to the formation of adolescents' awareness and behavior of physical exercise; family cultural levels and attitudes to sports have a significant impact on the cognitive level of adolescents' physical exercises, and family economic income has direct participation in sports by teenagers Exercise and participation in paid physical exercise are significant. To promote the formation of youth physical exercise awareness and behavior, not only needs to optimize the quality of family social capital, but also the need to pay attention to the construction of family social capital related factors. Liu Fangmei (2017) noted that based on the perspective of social capital theory and constructed the social credibility cultivation mechanism of youth sports clubs from three levels of self-discipline, mutual discipline, and heteronomy.

## Objectives

1. To test the effect of social capital and health behavior between family structure and family health. 2. To promote the formation of youth physical exercise awareness and behavior.

## Conceptual Framework

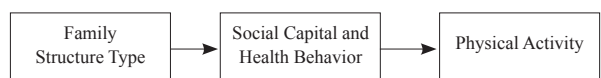


Figure 1 Conceptual framework

Based on the assignment of dependent and independent variables, the hypotheses of this study are put forward: (1) the family structure differences of physical activity among children and adolescents have



shown a diversified development trend, (2) the more stable the family structure is, the better the family sports atmosphere will be, (3) the hierarchy of family structure has a positive effect on the shaping of children's adolescent health behavior, (4) the better the social capital is, the better the community sports atmosphere will be, and the higher the possibility of children and adolescents completing the recommended amount of physical activity will be.

## Research methodology

### 1. Population and Samples

Following the research methods of Dong Hongwei. (2007) and Liu Fangmei (2017). In this study, the authors surveyed 13 provinces and cities in China in 2018, such as Heilongjiang, Beijing, Liaoning, Shandong, Zhejiang, Henan, Hubei, Guangdong, Sichuan, Gansu, Yunnan, Guizhou, and Chongqing. The survey targets children and adolescents aged 7-18. With *the National Student Physical Fitness and Health Survey Implementation Plan in 2014* as the data information collection benchmark (Ministry of Education of the People's Republic of China, 2014), a three-stage sampling survey was conducted in 13 provinces and cities using the PPS sampling method. 1180 counties (districts and municipalities) of 13 provinces (cities) were used as primary sampling units, and cluster sampling was carried out according to the order of *Tabulation on the 2010 Population Census of the People's Republic of China by County*. In the first stage, each county (city) selected 15 counties (autonomous regions and municipalities) as samples for random sampling, and a total of 195 survey counties (districts and municipalities) were selected. In the second stage, the sample counties were screened on a small scale, and 4680 administrative classes were randomly selected from the first grade of primary school to the third grade of senior high school. In the third stage, a second random sampling was conducted in the selected classes. Each administrative class selected 20 samples, and the final sample of 93,600 students was obtained.

### 2. Research Instrument

#### 1. Dependent Variable: Recommended Amount of Physical Activity

*Global Recommendations on the Health of Physical Activity* by World Health Organization proposes specific recommendations for the health of children and adolescents aged 5-17 years, and also proposed that children and adolescents aged 5-17 years should take

health exercises in their families, schools and communities mainly to improve the health of heart, lungs, muscles, and bones and to reduce the risk of chronic diseases and non-communicable diseases. It is suggested that daily activities should be more than 60 minutes (Chiaki Tanaka, et al., 2018; Wang, 2019). The questionnaire included questions such as "how many days a week can your intensity of physical activity be more than moderate intensity while your physical activity lasts more than 60 minutes? The questionnaires explained the moderate intensity and vigorous intensity, that is, moderate intensity is indicated as slight sweating, rapid breathing, and rapid heart beating, achieved through walking, cycling, etc. Vigorous Intensity is indicated as massive sweating, tachycardia, achieved through basketball, running, aerobics, etc. (Wang, 2019). In this study, the recommended amount of physical activity is moderate to vigorous-intensity physical activity (MVPA) with daily activity greater than 60 minutes, and the dependent variable equals 0 when the recommended amount of physical activity fails to reach the standard, and the dependent variable equals 1 when the recommended amount of physical activity reaches the standard (Tanaka, C., Reilly, J.J., & Tanaka, M., et al., 2016).

#### 2. Independent Variable: Family Structure Type

From the perspective of sociology, Zhou Chuanzhi (2003) divided family types into the nuclear family, main family, united family, and other families according to different family structures, and pointed out that nuclear family has become the main form of family in China. Wang Yuesheng (Wang, 2000) believes that the traditional family refers to the family type with complete family members and perfect functions, mainly including the Stem Family and the Nuclear Family. According to the commonly used method of Murdock's (1967) sociological research, this study divides family types into Joint Family (parents and more than one couple of married children), Stem Family (parents and married children) and other families, with other families as the reference group. They are defined as 1 = Joint Family, 2 = Stem Family and 3 = Other Families (Zhou Chuanzhi, 2003).

#### 3. Mediating Variables: Social Capital and Health Behavior

Sigrid M. Mohnen, et al. (2012) point out that the sports environment climate under family structure needs the support of social capital and the cultivation of health behavior habits. It mainly includes six variables:

family expenditure on sports, community support, family-friend interaction, sense of school inclusion, campus friendship, and social trust. They are all generated by Principal Component Analysis. Family expenditure on sports is mainly the parents' expenditure on sports activities for their children. The related problems are: Is family condition supportive of needs of various sports and fitness consumption? (1 = not supportive, 2 = not supportive, 3 = general, 4 = supportive, 5 = very supportive), Are various recreational sports activities available in your neighborhood? (1 = never, 2 = seldom, 3 = about once a week, 4 = many times a week, 5 = everyday) My friends often invite me to participate in fitness activities? (1 = never, 2 = seldom, 3 = about once a week, 4 = many times a week, 5 = everyday) I think I belong to this school. The school seems to be my home. (1 = very inconsistent, 2 = inconsistent, 3 = general, 4 = consistent, 5 = very consistent), I can ask for help from my friends in the school (1 = very inconsistent, 2 = inconsistent, 3 = general, 4 = consistent, 5 = very consistent), the teachers in my school take good care of us and give us a lot of support (1 = very inconsistent, 2 = inconsistent, 3 = general, 4 = consistent, 5 = very consistent). In addition to social capital, the formation of healthy behavior habits is also crucial to the healthy development of children and adolescents' physique (Singh, G.K., et al., 2008; Mohnen, S.M., et al., 2011). Michael, J. V. (2004) point out that social capital is a positive product of human interaction. The positive outcome may be tangible or intangible and may include useful information, innovative ideas, and future opportunities. Larson, N. I. (2006) also state that dietetic behavior refers to people's eating habits and behaviors related to food consumption, and decompression behavior refers to release pressure.

In this study, dietary behavior, sleep behavior, decompression behavior, and exercise behavior are selected as the main indicators of healthy behavior habits evaluation. Principal Component Factor Analysis (PCA) was used to analyze the healthy behavior variables. The related issues are: I have enough intake of protein, vegetables and fruits to maintain nutritional balance every day (1 = very inconsistent, 2 = inconsistent, 3 = general, 4 = consistent, 5 = very consistent), I can punctually go to bed and get up every day and learn regularly (1 = very inconsistent, 2 = inconsistent, 3 = general, 4 = consistent, 5 = very consistent), I can respond positively to difficulties (1 = very inconsistent, 2 = inconsistent,

3 = general, 4 = consistent, 5 = very consistent), number of weekly fitness activities (1 = never participated, 2 = 1 - 2 times a week, 3 = 3-4 times a week, 4 = 5 times a week, 5 = once a day).

### 3. Data Collection

The authors survey 13 provinces and cities in China in 2018, such as Heilongjiang, Beijing, Liaoning, Shandong, Zhejiang, Henan, Hubei, Guangdong, Sichuan, Gansu, Yunnan, Guizhou, and Chongqing. The survey targets children and adolescents aged 7-18. The author will reveal that the relationship between family structure type and physical activity. Wang Yuesheng (Wang, 2000) and Liu Fangmei (2017) noted that based on the perspective of social capital theory and constructed the social credibility cultivation mechanism of youth sports clubs from three levels of self-discipline, mutual discipline, and heteronomy. Tao, S., and Shang, H. (2018) believe that the traditional family refers to the family type with complete family members and perfect functions, mainly including the Stem Family and the Nuclear Family. It is suggested that daily activities should be more than 60 minutes (Chiaki Tanaka, et al., 2018; Wang, 2019). Wang Yuesheng (Wang, 2000) believes that the traditional family refers to the family type with complete family members and perfect functions, mainly including the Stem Family and the Nuclear Family. Larson, N. I. (2006) also states that dietetic behavior refers to people's eating habits and behaviors related to food consumption, and decompression behavior refers to release pressure.

#### Research on Quality Control

Before the investigation, every researcher has been trained in strict data input requirements, so that they can understand the source and use of data in the process of investigation. In the process of data input, the working procedure of two-person input and verification is adopted to ensure the accuracy and rigor of data input, eliminate the data deviation caused by personal factors, and strictly conduct rigorous checks on the logicity and rigor of data. The control variables mainly include: gender (1 = male, 2 = female), family type is divided into ("1 = Joint family", "2 = Stem family", "3 = other families"). Social capital and health behavior include six variables: family expenditure on sports, community support, friend interaction, sense of school inclusion, campus friendship, and social trust, which are generated by principal component analysis.

### 4. Data Analysis

Based on the basic characteristics of the



physical activity of children and adolescents, this paper used a multi-level logistic regression model to verify the research hypothesis. To differentiate the intra-group and inter-group variations of the model, a zero-model is established to analyze the significance of the difference of social capital to dependent variables, to judge whether the multi-level model is valid, and to analyze the influence of the change of social capital on dependent variables. Regression equation significance test was used to test the fitting degree of the model. The significance level was below 0.05. Pearson significance P value was observed (Shen, & Wan, 2015).

**Results**

**1. Basic Characteristics of Physical Activities of Children and Adolescents in Different Family Structures**

**Table 1** Basic Characteristics of Physical Activities of Children and Adolescents

Family Stratum	30 min MVPA	60 min MVPA	Vigorous Intensity	Physical Activity Factor	Achievement Rate of Physical Activity (%)
Joint Family	3.28	2.27	1.27	-0.07	2.61
Stem Family	3.57	2.01	1.	0.04	2.28
Other Families	3.12	1.37	1.03	0.27	4.08
Total	3.61	1.8	1.49	0.03	2.37

Note: MVPA: Moderate-to-Vigorous Physical Activity  
 60 min MVPA: Daily moderate or high-intensity physical activity than 60 minutes  
 30 min MVPA: Daily moderate or high-intensity physical activity than 30 minutes

It is found that the family structure differences in physical activity among children and adolescents have shown a diversified trend of development. Hypothesis 1 is consistent with this result. Children and adolescents from Joint Families and Stem Families had higher 30-minute MVPA and 60-minute MVPA than other families, and the overall participation of 60-minute MVPA was insufficient.

**2. Relevant Analysis of Family Structure and Social Capital**

**Table 2** Regression Model of Family Structure and Social Capital

Variable	Family Expenditure on Sports	Community Support	Family-friend Interaction	Sense of School Inclusion	Campus Friendship	Social Trust
Joint Family (Reference to Other Families)	0.038***	0.017***	-0.023***	0.045***	0.011***	0.042***
Stem Family (Reference to Other Families)	0.248***	0.341***	0.287***	0.375***	0.284***	0.291***
Gender (Reference to Female)	0.047***	0.217***	0.153***	-0.027**	0.346***	0.017***
Household Registration (Reference to Rural Area)	0.176***	0.083***	0.071***	0.129***	0.274***	0.341***
Intercept term	-0.245***	-0.237**	-0.348***	-0.268***	-0.346***	-0.413***
Sample size	70200	70200	70200	70200	70200	70200
Adj.R <sup>2</sup>	0.048	0.029	0.071	0.081	0.037	0.049

Note: \*P<0.05, \*\*P<0.01, \*\*\*P<0.001. Joint Family: parents and more than one couple of married children. Stem Family: parents and married children

In this study, the factor of expenditure on sports, factor of community support, the factor of family-friend interaction, factor of sense of school inclusion, the factor of campus friendship, the factor of social trust are adopted as the dependent variables; the family structure is adopted as the independent variable; gender, household registration is adopted as control variables to build a linear regression model (shown as in Table 2). Table 2 shows that higher expenditure on sports in the joint family and the stem family compared with other families will be related to higher community support for the physical activity of children and adolescents, more interaction between relatives and friends, stronger sense of school inclusion, better campus friendship, and the better social trust. The level of family structure has a positive impact on the creation of a family sports atmosphere, the more stable the family structure is, the better the family's sports atmosphere will be, and Hypothesis 2 is verified.

**3. Correlation Analysis of Family Structure and Health Behavior**

**Table 3** Regression Model of Family Structure and Health Behavior

Variable	Dietary Behavior	Sleep Behavior	Decompression Behavior	Exercise Behavior
Joint Family (Reference to Other Families)	0.027***	0.194***	0.234**	0.126***
Stem Family (Reference to Other Families)	0.364***	0.324***	0.286***	0.162***
Gender (Reference to Female)	0.027	0.216**	0.134	0.327***
Household Registration (Reference to Rural Area)	0.841***	0.261***	-0.231***	0.164***
Intercept term	-0.924***	-1.217***	-2.057***	-1.284***
Cut1 cons	The intercept term is Y = ax <sup>2</sup> + bx + c, where C is the intercept term, and the specific intercept value in the regression linear equation is a statistical indicator.			
Cut2cons				
Cut3cons				
Sample Size	60841	59617	61542	59417

Note: \*P<0.05, \*\*P<0.01, \*\*\*P<0.001.

Regression models constructed with dietary behavior, sleep behavior, decompression behavior, and exercise behavior as dependent variables, family structure as the independent variable, and gender and household registration as control variables (as shown in Table 3). Table 3 shows that a more stable family structure is related to a more standardized dietary behavior of children and adolescents, a more regular sleep behavior, a better decompression behavior, and more exercise behaviors. The level of family structure has a positive impact on the shaping of children's and adolescents' health behaviors. The more stable the family structure is, the better the health behavior of children and adolescents will be, and Hypothesis 3 is verified.

#### 4. Analysis of the Impact of Family Structure on Physical Activity of Children and Adolescents

**Table 4** Zero-model of Achievement Rate of Physical Activity

Fixed Effects	Coefficient	Standard Error	Degrees of Freedom	Z	P
Intercept	-3.721	0.0427	1208	-68.87	0.000
Random Effect	Deviation Value	Standard Deviation	Degrees of Freedom	Chi-square	P
Family Structure Variation	1.064	0.064	1208	672.798	0.000

In this study, 60-minute MVPA per day was selected as the dependent variable to construct the zero model. The results are shown in Table 4. The inter-school variation chi-square test showed that there was a significant difference in the recommended amount of physical activity between children and adolescents in different schools. The coefficient of influence of the inter-school coefficient of variation on the total coefficient of variation was 0.244, only 24.4% of the differences in physical activity among children and adolescents come from schools, 75.6% come from different family structures.

The multi-level logistic regression model construction continued based on the zero models. The results are shown in Table 5. Among them, the independent variable of Model 1 is family structure, the control variables are gender and household registration, and in Model 2, six independent variables are added based on Model 1: the factor of expenditure on sports, the factor of community support, the factor of family-friend interaction, factor of sense of school inclusion, the factor of campus friendship, the factor of social trust. In Model 3, four independent variables are added based on model 1: such as dietary behavior, sleep behavior,

**Table 5** MVPA Random Intercept Model for Children and Adolescents

Variable	Model 1	Model 2	Model 3	Model 4
Joint Family (Reference to Other Families)	0.452	0.248***	0.327***	0.341***
Stem Family (Reference to Other Families)	0.409***	-0.023	-0.013	-0.121
Gender (Reference to Female)	0.816***	0.345***	0.627***	0.724***
Household Registration (Reference to Rural Area)	0.216***	0.245***	0.314***	0.421***
Expenditure on Sports		0.652***		0.273***
Community Support		0.752***		0.314***
Family-friend Interaction,		0.637***		0.218***
Sense of School Inclusion		0.227***		0.267***
Campus Friendship		0.341***		0.341***
Social Trust		0.637***		0.227***
Dietary Behavior (Reference to Rural Area)			-0.127***	-0.271*
Sleep Behavior (Reference to Rural Area)			0.037***	-0.137
Decompression Behavior (Reference to Rural Area)			-0.018	-0.142*
Exercise Behavior (Reference to Rural Area)			0.027	0.018
Intercept term	-4.271***	-4.165***	-4.682***	-4.619***

Note: \*P<0.05, \*\*P<0.01, \*\*\*P<0.01. MVPA: Moderate-to-Vigorous Physical Activity

decompression behavior, and exercise behavior. Model 4 covers the above dependent variables and independent variables.

According to the results of the intercept model of Table 5, the family structure has a significant positive correlation with the achievement rate of the physical activity of children and adolescents. The physical activity of children and adolescents in the stem family is 1.505 times that of the joint family ( $e^{0.409}=1.505$ ). However, there is no significant difference between the completion of the physical activity recommendation of the children and adolescents in the joint family and other families. Social capital has a positive impact on the recommended amount of physical activity for children and adolescents. Greater expenditure on sports is related with higher community support, better family-friend interaction, better community support, stronger sense of school inclusion, better campus friendship, better social trust, and greater likelihood that the recommended physical activity is completed. Comparing Model 1 and Model 2, we can see that after the social capital factor is added, the influence of family structure on whether children and adolescents complete the physical activity recommendation is no longer significant.

Health behavior has little effect on achievement rate of physical activity of children and adolescents. Only diet behavior has a significant negative correlation. Compared with children and adolescents attending rural schools, urban children have lower achievement rate of

the physical activity. Comparing Model 1 and Model 3, it is known that after adding the factor of health behavior, the family structure is still significant for the achievement rate of physical activity of children and adolescents. At the same time, after adding the family structure, social capital and health behaviors and control variables, it can be seen from Model 4 that the family structure has no significant effect on achievement rate of the physical activity of children and adolescents. Only dietary behavior has significant influence on health behavior, but the influence is relatively small. The factor of social capital still has a significant influence on the achievement rate of physical activity of children and adolescents.

By comparing Model 1 and Model 4, it can be seen that there are differences in family structure in the cultivation mode of physical activity recommendations of children and adolescents. Achievement of recommended physical activity via family structure is achieved through social capital and health behavior. There are differences in the family structure influencing the factors of social capital, the more stable the family structure is, the better the social capital is, the better the community sports atmosphere is, and the higher the possibility that the children and adolescents reach the recommended amount of physical activity, and Hypothesis 4 is verified. Therefore, social capital and healthy behavior play an important role and served as a way to improve the achievement rate of recommended physical activity for children and adolescents. But the effect of health behavior is not prominent.

## Discussion

Compared with the developed countries, China has completed the reforms in the past 30 years which has taken the developed countries over a hundred-odd year to complete. China's social structure and social stratification are also constantly developing and changing, leaving the coexistence of diversity, transition, and parallelism during social development. Based on whether the recommended amount of physical activity of children and adolescents meets the standard, this study verifies whether there is a family structure difference about the impact of social capital on children's and adolescents' health behaviors. Edwardson (2010) believe that family structure is an important factor affecting the activities of children and adolescents. The family environment plays a vital role in the development of children and adolescents' exercise behavior. Among them, family structure has a great influence on children's

activities (Biddle et al., 2011). The surrounding environment of the family has a greater impact on the convenience of children and adolescents participating in sports (He Xiaolong et al., 2017). Parental support, parent/parental company, parental education encouragement, family structure, parental education level, and family structure are positively correlated with physical activity (Zhang Danqing et al., 2019).

The study shows that the family structure difference in physical activity of children and adolescents in China has begun to take shape, but it has not formed a stable structural habit. The specific manifestations are as follows: 1) The hierarchy of family structure stability helps increase the recommended amount of physical activity to a certain degree: The more stable the family structure is, the more the children and adolescents participate in physical activity; 2) In terms of whether the children and adolescents reach the recommended amount of physical activity, there is no significant difference between children and adolescents in the joint families and other families; the physical activity of children and adolescents in the stem families reach the vigorous-intensity to a larger degree, and the probability of reaching the recommended amount is 1.505 times that of other families. Therefore, the input of social capital and the shaping of health behavior habits under different hierarchies of family structures are worthy of in-depth consideration and discussion. Physical activity of children and adolescents shows differences in family structure. Studies have shown that adolescents raised by single-parent families have poorer physical and mental health status than those raised by their parents together. Shen Qiyun and Wan Weiping (2015) and Wang Lingfeng (2007) believe that children and adolescents under the shackles of the traditional education of their ancestors are more likely to have emotional problems, behavioral disorders, and personality defects, which fully demonstrated that there are exist some problems in raising children in single-parent families and joint families and it is not beneficial to the growth of children and adolescents. Families with different structures have different attention and input to children's and adolescents' physical activity, and it will cause the difference in the degree of completion of the recommended amount of physical activity for children and adolescents, which will ultimately lead to different physical health statuses in different family structures. Based on the investigation and analysis of the family structure in the recommended amount of physical activity for children and adolescents,

the study finds that the degree of completion of the recommended amount in different family structures is consistent with the previous research conclusions. It is concluded that the family structure difference in physical activity of children and adolescents has shown a diversified trend of development, which verifies the correctness of Hypothesis 1.

As is pointed out in the evaluation system and evaluation methods for physical activity of children and adolescents, the sports environment that parents create for their children, their daily companionship and participation are important reference indicators (Active Healthy Kids Global Alliance, AHKGA). The difference in family economic status is one of the reasons for the difference in the health status of adolescents and parents raised by a single parent or two parents together (Li Li, et al., 2010), increase in sports expenditure, the central government's public expenditure on sports public services increased from 355.378 million yuan in 2008 to 834.401 million yuan in 2016, with an average annual growth rate of 11.24%, and stress is put on the importance of economic status in the family structure to the physical activity of children and adolescents (Theodorakis Yannis, Papaioannou Athanasios, & Karastogianidou Kaliopi., 2005. As the children's first teachers, parents, whether in the strong support of sports concepts or good performance in participation behavior, will have a positive impact on children and adolescents (Zhang, Tang, & Hu, 2017). Wang Junli (2019) believes that the community sports environment and the parents' companionship will affect the degree of completion of the physical activity of children and adolescents. As is mentioned in Hypothesis 2 & 3, the more stable the family structure is and the more capital the society inputs, the more positive impact it will have on the degree of completion of the recommended amount of physical activity for children and adolescents, which proves the convergence of this study. In short, the more stable the family structure is, the higher the achievement rate of recommended physical activity for children and adolescents.

In recent years, the achievement rate of recommended physical activity for children and adolescents has aroused wide attention from society. Wang Yuesheng (2006) studies have shown that unhealthy dietary behaviors, inadequate physical activity, sedentary activity, and smoking are important factors affecting the health of children and adolescents. For example, Tanaka, C., et al. (2016) believes that 60% of each person's health

and longevity depend on their behavior and lifestyle, including the daily diet, physical exercise, etc. The formation of healthy lifestyles is crucial for the growth of children and adolescents. However, Yu Hao (2003) has criticized that we should examine the achievement rate of recommended physical activity for children and adolescents from a systematic and continuous perspective rather than over-analyzing individual factors unilaterally. Parenting style is an important factor affecting the participation in physical activity of children and adolescents. Parents' companionship, demonstration, guidance, intervention, and the acquisition of children's and adolescents' health behavior habits are more conducive to the healthy growth of children and adolescents. In short, Singh, G.K., et al. (2008) and Sigrid M. Mohnen, et al. (2012) believe that the completion of the recommended amount of physical activity for children and adolescents is the cultivation and acquisition of a habit and an academic issue that needs comprehensive consideration. The hierarchy of family structure and the acquisition of healthy behaviors are important factors that affect the completion of the recommended amount of physical activity for children and adolescents, which verifies Hypothesis 4.

This paper finds that the family structure differences in physical activity among children and adolescents in China have shown a diversified trend of development. The 30-minute MVPA and 60-minute MVPA of children and adolescents in joint families and stem families are larger than those in other families, and the overall 60-minute MVPA participation is insufficient.

As for the influence of family structure and social capital on the recommended amount of physical activity for children and adolescents, compared with other families, greater expenditure on sports is related to better family-friend interaction, stronger sense of school inclusion, better campus friendship, better social trust, greater likelihood that the recommended physical activity is completed, and more social support for the physical activity of children and adolescents. Li Li, et al. (2010) points out that the central government's public expenditure on sports public services increased from 355.378 million yuan in 2008 to 834.401 million yuan in 2016, with an average annual growth rate of 11.24%.

Social capital and healthy behavior play an important role and served as a way to improve the achievement rate of recommended physical activity for children and adolescents. But the effect of health behavior is not prominent.



### Ethical Approval and Consent to Participate

The present study was carried out in accordance with the ethics standards of the institutional and/or national research committee and with the 1964 Helsinki declaration and its later amendments or ethics committee. It is proven that informed written consent was obtained from all participants and clearly stated consent. Along with written informed consent to participate was obtained from the parents/guardians of the minors included in this study.

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## The Scenario for the Social Studies Curriculum of the Rajabhat Universities in the Next Decade

Apichat Sukaram\*, Charin Mangkhang & Chetthapoom Wannapaisan

*Faculty of Education, Chiang Mai University, Chiang Mai, 50200 Thailand*

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### Abstract

The objectives of this research were to; (1) study the current conditions and problems of curriculum administration in social studies (2) study the students' requirement for the administration of curriculum in social studies present the scenario for the social studies curriculum of the Rajabhat Universities in the next decade. The study evaluated via the EFR (ethnographic futures research). The samples were composed of 353 executives, faculty members and students in the Social Studies Department, Faculty of Education at Rajabhat Universities of the north. The research tools were questionnaires and interviews on the topics of the social studies curriculum. The collected data were tested by using percentage, mean and standard deviation. The results revealed that the important scenario and future trends as follows: (1) Philosophy of the course emphasizing that students are knowledgeable in the field of social studies. (2) Course objectives focus on developing quality learners in accordance with the standards of the Teachers Council of Thailand, Ministry of Education. (3) The structure of the curriculum is flexible and consists of important subjects in everyday life related to today's global society. (4) The policy and supporting aspect should provide enough budget and ensure there were stable policy from the government. (5) The curriculum aspect should be improved for the curriculum structure to be diverse in accordance with the standard qualifications at the bachelor's degree level (TQF.1). Use online courses. (6) The instructor aspect should specialize in social studies. (7) The student aspect should select students who met the specified criteria with committees from many sectors. (8) The aspect of teachers' professional experience training should provide teaching profession training sources that are guaranteed.

### Introduction

Education is the right of every human being and should be available to all people as well as an important force in sustainable development to lead to peaceful coexistence. In 2015, the United Nations announced the

Sustainable Development Goals (SDGs), which are development goals created by the United Nations (2018) through participation processes at all levels, from the state level to different groups of people. By participating in processes that bring SDGs; between 2012 and 2015,

\* Corresponding Author  
e-mail: [apichat.tg61@gmail.com](mailto:apichat.tg61@gmail.com)

more than 193 member countries jointly endorsed the Agenda 2030. Education is Sustainable Development Goals 4 (SDG 4). The previous educational administration in Thai society has changed from time to time. The economic, social, and political changes, as well as progressive technologies, had affected the higher education institution in adjustment for institutional existence and progress. The more the institution followed the visions and obligations, the better potential the institution would become. The capacity and adjustment approach in response to the changes of internal and external factors were the innovation or the new operation which were the developing and improving machinery of the institution. According to the previous result of the innovative administration of the higher education institution, all institutions had different and particular development in the internal administration model. However, there were some problems and obstacles creating problems such as the administration models were established in different ways. As the results of the government higher education institutions including public and national universities and divided by studies, the found problems in financial administration, human resource administration, general administration, and academic affairs administration (Office of the Education Council, 2011). Social studies curriculum in education is the curriculum about the relationship between humans and the environment and consists of geography, history, economics, civic duty, culture, living, including religion and morality. The social studies curriculum helps students to perceive how humans live and to understand development and changes, and other causes which result in self-understanding and broader understanding of the world in general. Moreover, these factors also contribute in accepting differences, being moral, being patient, adapting knowledge to be well living, having a good quality of life, living in the society happily, and being the good citizen, the real goal of social studies. For Social Studies Curriculum, the administration of the Faculty of Education at Rajabhat Universities, to be accurate and up to date, should target and analyze appropriate data in order to construct the scenario for the social studies curriculum of the rajabhat universities following the sustainable development goals.

### Objectives

1. To study the current conditions and problems of administration in social studies curriculum of the Rajabhat universities.

2. To study the requirements for the administration of curriculum in social studies of the Rajabhat Universities.

3. To present the scenario for the social studies curriculum of the rajabhat universities in the next decade.

### Conceptual framework

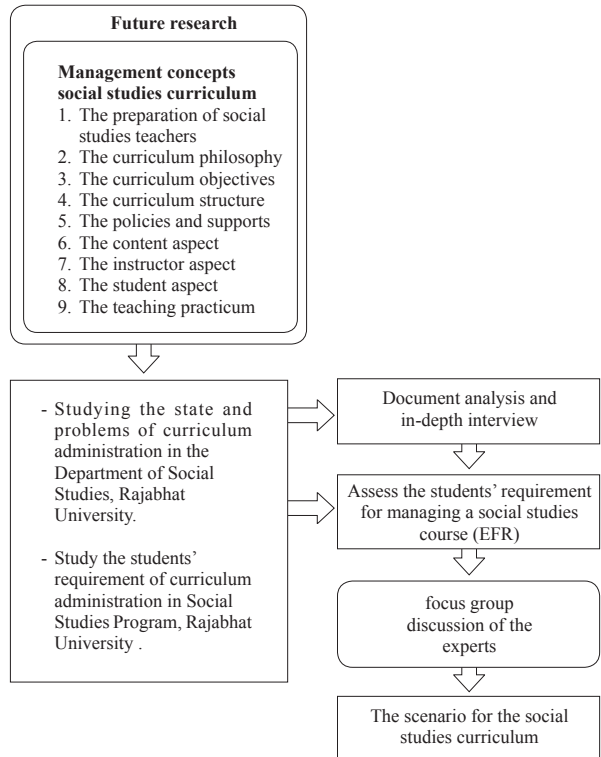


Figure 1 Conceptual framework

### Research methodology

#### 1. Population and samples

First step: Research problems were identified based on the administration of the Department of Social Studies, the Rajabhat Universities.

1. Population for this research consisted of the following;

1.1 Executives or representatives of the Department of Social Studies, Faculty of Education, 6 Rajabhat Universities in the North.

1.2 Instructors in the social studies department, the Rajabhat University in the North.

2. Samples in this research consisted of the following;

2.1 The sample was 18 executives in the

Social Studies Department from the 6 Rajabhat Universities in the North. The purposive sampling was employed.

2.2 The sample was 30 instructors in the Social Studies Department from 6 Rajabhat Universities of the North. The purposive sampling was employed.

Step 2: Research the students' requirement were identified based on the curriculum administration of the Department of Social Studies, the Rajabhat Universities.

1. Population for this research consisted of as following;

1.1 Students majoring in Social Studies at the Faculty of Education, the 6 Rajabhat Universities in the North.

2. Samples in this research consisted of the following;

2.1 The sample was 300 students in the Social Studies Department from the 6 Rajabhat Universities of the North. The simple random sampling was employed.

Step 3: The collected data was synthesized and presented as a scenario for the social studies curriculum of the Rajabhat Universities in the next decade.

The sample of the study was the following;

1. The sample was 18 executives in the Social Studies Department from the 6 Rajabhat Universities in the North. Among 18 executives, three from each Rajabhat University were selected through the purposive sampling.

2. 5 Experts with the following qualifications

1. Expertise in curriculum administration and teaching with more than 10 years of experience.

2. Expertise in measurement and evaluation with more than 10 years of experience.

3. Lecturer of the Department of Social Studies with academic achievements and more than 10 years of teaching experience.

## 2. Research Tools

1. The questionnaires of the current conditions and problems of the curriculum administration in the Social Studies Department of the Rajabhat Universities. The results of the evaluation were then calculated to identify the index of item objective congruence (IOC) All items should be scored on a five-point scale according to the general standard. From the results of the evaluation of the experts, all items from the questionnaire were scored as 0.81 which indicated that the questionnaire on the scenario for the social studies curriculum of the Rajabhat Universities in the next decade was suitable for

the data collection.

2. The questionnaires of the students' requirements for the curriculum administration in the Social Studies Department of the Rajabhat Universities. The results of the evaluation were then calculated to identify the index of item objective congruence (IOC). All items should be scored on a five-point scale according to the general standard. From the results of the evaluation of the experts, all items from the questionnaire were scored as 0.77 which indicated that the questionnaire on the scenario for the social studies curriculum of the Rajabhat Universities in the next decade was suitable for the data collection.

3. The interviews on the topics of the scenario for the social studies curriculum of the Rajabhat Universities in the next decade. The semi structured interviews on the scenario for the social studies curriculum of the Rajabhat Universities in the next decade was revised according to the suggestion of the advisor. The content and the use of language in the interviews were improved.

## 3. Data Collection

1. The researcher requested the consent letters from the Graduate School of Chiang Mai University to send to 18 executives and 30 instructors of the Faculty of Education in the 6 Rajabhat Universities in the north. Once all the questionnaires were mailed to the universities, the collaborators from the field helped collect the responses regarding the current conditions and problems of the administration in social studies curriculum. The collected data was sent back to the researcher. In the case of no responses, the questionnaire was mailed to the university again until 48 participants completed the questionnaire, meaning that 100 percent of the questionnaires had responded.

2. Researchers requested the consent letters from the Graduate School of Chiang Mai University to send to 300 students of the Faculty of Education in the 6 Rajabhat Universities in the north. Once the questionnaires were mailed to the universities, the collaborators from the field helped collect the responses regarding the needs for the curriculum administration in social studies. The collected data was sent back to the researcher. In case of no responses, the questionnaire was mailed to the university again until 300 participants completed the questionnaire, meaning that 100 percent of the questionnaires had responded.

3. Data from the questionnaires and the interviews regarding the current conditions and problems

of the curriculum administration in social studies from the 18 executives was analyzed.

4. A group conversation of experts was engaged to offer opinions concerning the current conditions and problems of the administration in social studies curriculum in the Rajabhat Universities.

### 3. Data Analysis

1. Data from the questionnaires on the current administrative conditions and problems of the curriculum administration in social studies including curriculum aspect, instructor aspect, student aspect, learning aspect, facility aspect, and evaluation aspect were analyzed. The researcher used the statistical package for the social sciences (SPSS) to find out percentage, mean, and standard deviation in order to interpret the collected data based on the following criteria;

Average 4.50 and above	defined extremely high problematic issues
Average 3.50 - 4.49	defined high problematic issues
Average 2.50 - 3.49	defined average problematic issues
Average 1.50 - 2.49	defined low problematic issues
Average 1.00 - 1.49	defined the least problematic issues

2. Data from the questionnaires on the students' requirement for the curriculum administration in social studies including curriculum aspect, instructor aspect, student aspect, learning aspect, facility aspect, and evaluation aspect were analyzed. The researcher used

**Table 1** Summary of research procedures

The steps	An operation	Data source	Data Analysis Method	Result obtained
1. To study the conditions and problems of curriculum administration in the Department of Social Studies of Rajabhat University.	1. Create a questionnaire about the conditions, problems and needs of the curriculum administration of Social Studies program of Rajabhat University. 2. Bring the revised questionnaire to be used in a sample of non-population groups. 3. Gather information from management Faculty and students in Social Studies.	Administrators, teachers and student's in social studies	Analyzed by the statistical program by calculating the Mean, standard deviation	Information about the conditions and problems of curriculum administration in the Department of Social Studies of Rajabhat University
2. Study the students' requirement of curriculum administration in Social Studies program of Rajabhat University.	1. Create a questionnaire about problem conditions and the students' requirement of curriculum administration in social studies program of Rajabhat University 2. Bring the revised questionnaire to be used in a sample of non-population groups. 3. Gather information from management Faculty and students in Social Studies.	Administrators, teachers and student's in social studies	Analyzed by the statistical program by calculating the mean Standard deviation	Information on the students' requirement of curriculum administration in Social Studies program of Rajabhat University.
3. Synthesize data by interviewing about curriculum administration of the Social Studies program of Rajabhat University. and group conversation	1. Create interview forms Semi Structured Interview 2. Request letter for research cooperation from the Graduate School Chiang Mai University and contacted directly by myself Bring the study data from steps 1,2 and 3 to synthesize as (draft) the future. The curriculum image of Social Studies of Rajabhat University in the next decade 3. Organize a discussion meeting for groups of experts in social studies 4. Summary of group discussion and suggestions from experts.	Executives of Faculty of Education, Rajabhat University and a group of expert's in social studies	content analysis by recording group discussion reports and transcribing words from a group conversation tape	The scenario for the social studies curriculum of the Rajabhat Universities in the next decade.

statistical package for the social sciences (SPSS) to find out percentage, mean, and standard deviation in order to interpret the collected data based on the following criteria;

Average 4.50 and above	defined extremely high of the students' requirement
Average 3.50 - 4.49	defined high of the students' requirement
Average 2.50 - 3.49	defined average of the students' requirement
Average 1.50 - 2.49	defined low of the students' requirement
Average 1.00 - 1.49	defined the least of the students' requirement

3. Collected data was analyzed in term of content.

## Result

### Part 1 The analysis result of the current conditions and problems of administration in social studies curriculum of the Rajabhat Universities

**Table 2** The current conditions and problems of administration in social studies curriculum of the Rajabhat Universities

No.	The curriculum administration in social studies of the Rajabhat Universities	Mean	S.D.	Results
<i>The curriculum aspect</i>				
1	The courses' content was inappropriate and out of date.	3.50	0.81	Much
2	The courses' content couldn't be taught for social studies in real schools.	2.85	0.57	Moderate
3	The structure of classified subjects provided inappropriate credits.	2.67	0.63	Moderate
<i>The instructor aspect</i>				
1	There were not budget plans supporting instructor development.	4.01	0.58	Much

Table 2 (Continude)

No.	The curriculum administration in social studies of the Rajabhat Universities	Mean	S.D.	Results
2	The instructors had too much work such as teaching and other responsibilities.	3.25	0.82	Moderate
3	The instructors were unable to efficiently manage teaching and learning.	2.50	0.50	Moderate
<b>The student aspect</b>				
1	There were too many admitted students.	3.85	0.80	Much
2	There were no plans for social studies student development concretely.	2.99	0.90	Moderate
3	Student selection system did not meet the criteria and specified qualifications.	2.98	0.81	Moderate
1	The teaching and learning activities were not up to date and consistent in the 21 <sup>st</sup> century's skills	3.92	0.76	Much
2	Teaching and learning activities were interesting.	2.66	0.62	Average
3	Teaching and learning activities to promote knowledge and other skills could be practical for the teaching profession in the future.	2.50	0.65	Moderate
<b>The aspect of supports in teaching and learning</b>				
1	There were not enough budgets to sufficiently and appropriately support activities.	3.92	0.63	Much
2	There were not enough appropriate instructional media about social studies.	3.61	0.64	Much
3	There were not collaborating network of development in social teaching profession.	2.66	0.47	Moderate
<b>The aspect of the evaluation of the curriculum usage in social studies</b>				
1	There were no systematic evaluation plans.	3.66	0.62	Much
2	There were no evaluation quality assurance results used for the curriculum improvement of the social studies programs.	3.61	0.65	Much
3	There were committees to evaluate the curriculum quality from internal and external institutes.	2.90	0.63	Moderate

From Table 2, the analysis of the current conditions and problems of administration in social studies curriculum of Rajabhat Universities found that the current conditions and problems of each aspects could be sorted in descending order as follows;

1. The curriculum aspect found that the course contents were inappropriate and out of date, they were not practical for social studies in the real situation, and the structure of classified subjects provided inappropriate credits, respectively.

2. The instructor aspect showed that there were no budget plans supporting instructor development; the instructors had too many responsibilities for teaching and others, and the instructors were unable to efficiently manage teaching and learning, respectively.

3. The student aspect found that there were too many admitted students; there were no concrete plans for the development of social studies students; and student selection system did not meet the criteria and specified

qualifications, respectively.

4. The aspect of teaching and learning activities demonstrated that the teaching and learning activities were not up to date and consistent in the 21<sup>st</sup> century's skills; teaching and learning activities were uninteresting; but they could promote knowledge and other practical skills for the teaching profession in the future, respectively.

5. The facility aspect showed that there were not enough budgets to sufficiently and appropriately support activities; there were not enough appropriate instructional media about social studies; and there were not collaborating network for developing social studies teaching profession, respectively.

6. The curriculum evaluation aspect showed that there were no systematic evaluation plans; the evaluation quality assurance results were not used for the curriculum improvement in the social studies programs; and there was an absence of committees to evaluate the curriculum quality from internal and external institutes, respectively.

## Part 2 The analysis result of the requirements for the administration of curriculum in social studies of the Rajabhat Universities

Table 3 The requirements for the administration of curriculum in social studies of the Rajabhat Universities

No.	The curriculum administration in social studies of the Rajabhat Universities	Mean	S.D.	Results
<b>The curriculum aspect</b>				
1	There were updated courses' content in line with the changing context of Thai and global societies.	3.52	0.80	Much
2	There were the updated courses' content to be taught for social studies in real schools.	2.80	0.60	Moderate
3	There was the specification in the structure of classified subjects to provide appropriate credits.	2.60	0.65	Moderate
<b>The instructor aspect</b>				
1	There were plans and budgets for the instructor development in academics and further education.	4.00	0.59	Much
2	There were the appropriate number instructors to be responsible for students.	2.84	0.56	Moderate
3	There was publication of academic works and research.	2.81	0.56	Moderate
<b>The student aspect</b>				
1	There were the selections of qualified students with the specified criteria by the program.	3.87	0.66	Much
2	There was the follow-up for the employment situation of students continuously.	2.54	0.88	Moderate
3	There were plans for social studies development in all 1 <sup>st</sup> - 4 <sup>th</sup> year students concretely.	2.47	0.77	Less



Table 3 (Continue)

No.	The curriculum administration in social studies of the Rajabhat Universities	Mean	S.D.	Results
<i>The aspect of teaching and learning activities</i>				
1	There were various, interesting, and modern teaching and learning activities.	3.91	0.64	Much
2	There were teaching and learning activities responding to the 21 <sup>st</sup> century's skills.	3.43	0.99	Moderate
3	There were learner development activities of both internal and external curriculum.	3.19	0.82	Moderate
<i>The aspect of supports in teaching and learning</i>				
1	There were the sufficient and appropriate budgets for supporting activities or projects in the curriculum.	3.50	0.84	Much
2	There was high speed internet network in order to comfortably access information.	2.90	0.63	Moderate
3	There was the procurement of educational finance to help students with Financial needs.	2.80	0.95	Moderate
<i>The aspect of the evaluation of the curriculum usage in social studies</i>				
1	The social studies programs were updated at least every 5 years.	3.66	0.62	Much
2	There were the evaluation quality assurance results to use for the curriculum improvement of the social studies programs.	2.90	0.63	Moderate
3	Students, instructors, and stakeholders had an opportunity in the social studies curriculum evaluation.	2.50	0.64	Moderate

From Table 3, the analysis of the students' requirement for the curriculum administration in social studies of Rajabhat Universities found that the important requirements of each aspects could be sorted in descending order as follows;

1. The curriculum aspect found that there were the updated courses contents related to the changing context of Thai and global societies and real situation; and there were the specifications in the structure of classified subjects to provide appropriate credits, respectively.

2. The instructor aspect showed that there were plans and budgets for the instructor development in academics and further education; a appropriate number of instructors were responsible for students; and academic works and researches were regularly published, respectively.

3. The student aspect found that the selections of qualified students followed the specified criteria by the program; there was the continuous follow-up for the employment situation of graduated students, and there were concrete plans for social studies development for students of all levels, respectively.

4. The aspect of teaching and learning activities demonstrated that there were various, interesting, and modern teaching and learning activities; the teaching and

learning activities responded to the 21st century's skills; and there were learner development activities of both internal and external curriculum, respectively.

5. The facility aspect showed that there were sufficient and appropriate budgets for supporting activities or projects in the curriculum, high speed internet network was available for convenient access to information; and there was the procurement of educational funds to help students in need, respectively.

6. The curriculum evaluation aspect showed that the social studies programs were updated at least every 5 years; the evaluation quality assurance results were used for the curriculum improvement of the social studies programs; and students, instructors, and stakeholders had an opportunity in the social studies curriculum evaluation, respectively.

### Part 3 The synthesis of the scenario for the social studies curriculum of the Rajabhat Universities in the next decade through the focus group discussion of the experts

The synthesis of the scenario for the social studies curriculum of the Rajabhat Universities in the next decade could be divided into 2 parts as follows;

3.1 The synthesis of the scenario for the social studies curriculum of the Rajabhat Universities in the next decade through the interviews of the executives

The results of the synthesis of the scenario for the social studies curriculum of the Rajabhat Universities in the next decade through the interviews of the executives are concluded and presented as follows;

1. The aspect of the preparation of social studies teachers

1. During 1986-2016, the teacher preparation was at its peak as there was a concrete project for teacher preparation. The innovation for the preparation of Thai teachers was the Diamond in the Rough project arranged by Srinakharinwirot University, along with the Internal Security Operations Command and the Ministry of Education. The project aimed to prepare an opportunity for children in remote areas where the central committee of the voluntary development and self-defense village (VDS) were situated. Then there was a project called the Gurudhayadha teacher project that selected intellect and ethnic students for full scholarships. There were also important projects such as the project of The Institute for the Promotion of Teaching Science and Technology (IPST) that developed mathematics and science teacher, the project that aimed to develop



professional teachers and inventive teachers. The government was about to launch a new project to produce teachers for local development that aimed for long-term teacher development. The proudest events among Thai teacher were the official announcement of the National Education Act B.E. 2542, and the distribution of teacher licenses for all qualified teachers based on the standards of the Secretariat Office of the Teachers' Council of Thailand. The license represented that teachers were considered as an honored profession.

2. The teacher preparation in academic institutes provided a four-year program from 1981 to 2003. Then there was an introduction of a five-year program from 2004 to 2018. At present, the four-year program was brought back to the competency-based curriculum.

3. The tendency of teacher preparation in the future may change back to a 3-4 year program for competency-based curriculum and teaching profession by self-learning.

2. The aspect of curriculum philosophy:

1. Focus was on specialized students in social science

2. Students had freedom with moral reasoning.

3. Students must follow social rules and laws.

4. Students were good citizens for the country and the world.

3. The aspect of curriculum objectives:

1. Developing learners to meet the standards of the Development of Professional Standards Framework, the Secretariat Office of the Teachers' Council of Thailand, and the needs of society.

2. Developing learners who specialized in applied social science.

3. Developing learners who became good citizens of the country and the world.

4. Developing learners who had the ability to technological pedagogical content knowledge (TPACK).

5. Developing learners who had ethics, morality and public awareness.

6. Developing learners who had the ability to communicate, critical thinking, life skills, and technical skill.

4. The aspect of curriculum structure:

1. Curriculum structure consisted of; general courses including courses about languages, science, mathematics, and humanities and social science and 21st century-related courses such as economics, foreign languages, technology and innovation, and modern

science; specific courses such as teaching profession course and major content that was relevant to Thai society, the modern world, peaceful cooperation, and integration with other kinds of knowledge related to thoughts and behaviors of human.

2. There was an introduction of courses relevant to the elderly because Thailand was now becoming an aging society.

3. There was the interaction and incorporation of knowledge and skills. There was a use of innovation and technology in teaching and designing learning. The system included content and teaching method called technological pedagogical content knowledge. (TPACK).

4. The number of credits of teaching profession courses tended to decrease as some content could be transferred to extra-curriculum so that students could gain new knowledge and experiment outside the classroom. Some courses could be integrated.

5. The aspect of policies and support:

1. Government should have certain policy on teacher preparation, such as teacher preparation for 4 years or 5 years curriculum.

2. Adjusting teacher preparation concepts, considering the teacher preparation to be closed system, and limiting the number of applicants.

3. University and faculty supported sufficient budgets for any projects and activities to educational quality development.

6. The content aspect:

1. Social studies curriculum followed the Development of Professional Standards Framework, the Secretariat Office of the Teachers' Council of Thailand, and the Office of the Higher Education Commission.

2. Four-year program included three years of in-class learning and one year or one semester of teaching practicum.

3. The content was updated to the social transformation of the country and the world.

7. The instructor aspect:

1. Teachers should self-develop to be skillful and precise in social studies content, and to be academicians who were good role models in helping social direction.

2. The instructors in social studies department must have experiences in intimately working with schools in which students took teaching practicum courses.

3. There should be training for the instructors of social studies once or twice a year.

8. The student aspect:

1. Selecting students who met the specified criteria without mainly thinking of the number or income.

2. Inviting committees from many sectors such as deans of Faculty of Education, the senior instructors, the junior instructor, school principal, and successful advisory teachers on joint interview for the student teacher selection.

3. Selecting students by advertising in advance by inviting to join activities with the Faculty of Education in order to seek senior high school students who shined to be teachers, intention to be teachers, and voluntary to be teacher.

4. Providing dormitory for student teachers to practice living with other people in the university.

5. Accepting only 30-60 teacher students each academic year for thoroughly supervision and quality check.

9. The aspect of teaching practicum:

1. The sources of training professional experience for teachers must be certified for quality assessment by the Teachers Council of Thailand and the Office for National Education Standards and Quality Assessment (ONESQA).

2. The selection of mentors to be accurate with studies, to be people who are patient, careful, voluntary, creative, and especially able to work with others.

3. A qualified system for the teacher practicum as a good guideline of the teacher professional experience training of the teacher preparation institution.

4. Clarification of the roles as administrator, mentor, and supervisor, as well as follow-up the overall operation and adulating for collaboration in qualified teacher preparation.

5. Specified rules of instructional supervision.

3.2 The synthesis of the scenario for the social studies curriculum of the Rajabhat Universities in the next decade through the focus group discussion of the experts.

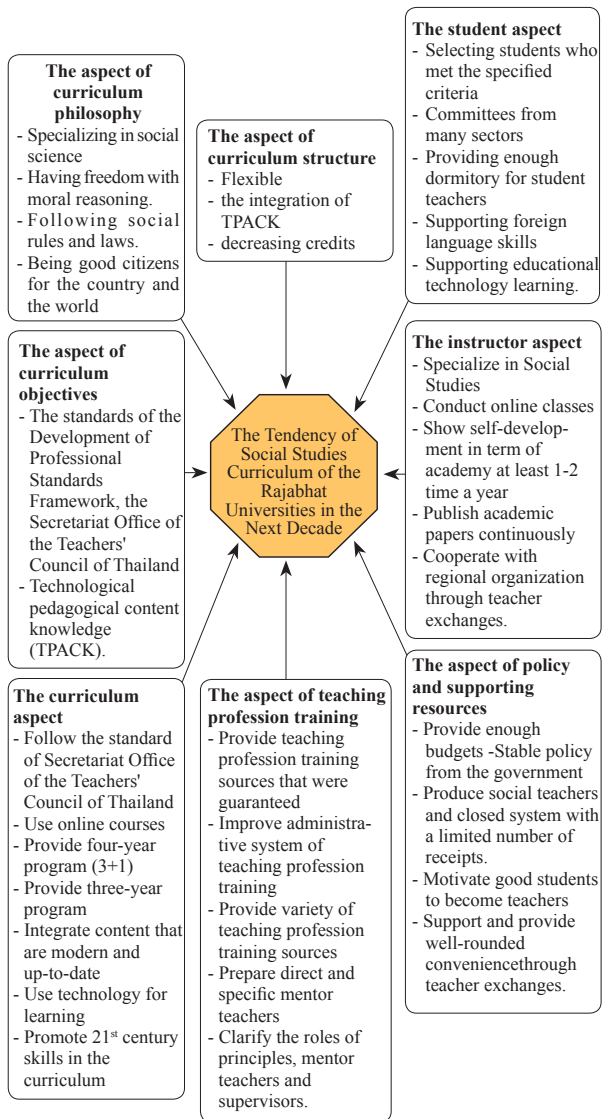
The results of the focus group discussion by the experts are concluded as follows;

1. The draft of the tendency of social studies curriculum of the Rajabhat Universities in the next decade presented by the research consisted of 9 aspects which were the aspect of social studies preparation, the aspect of curriculum philosophy, the aspect of curriculum structure, the aspect of policy and supports, the aspect of teaching and learning activities, the content aspect, the instructor aspect, the student aspect, and the aspect of teaching practicum. The experts advised to eliminate

the first aspect which was the aspect of social studies preparation and to remain the others in the study.

2. The aspect of content and teaching and learning of the scenario of social studies curriculum of the Rajabhat Universities in the next decade should be revised and adjusted as the aspect of curriculum because teaching and learning were included in the curriculum itself.

3. The tendency of social studies curriculum of the Rajabhat Universities in the next decade are summarized as a following mind mapping;



## Conclusion

1. The analysis result of the current conditions and problems of the administration of the Social Studies Curriculum at Rajabhat Universities in 6 aspects are as follows; 1) The curriculum aspect found the important problem that the courses' content was inappropriate and out of date; 2) The instructor aspect found that budget plans did not support instructor development; 3) The student aspect found that too many students were admitted; 4) The aspect of teaching and learning activities found that the teaching and learning activities were not up to date and consistent in the 21st century's skills; 5) The aspect of supports in teaching and learning found that budgets were not sufficient and appropriate to support activities; 6) The aspect of the evaluation of the curriculum usage in social studies showed that there were no systematic evaluation plans.

2. The analysis result of the requirements for the administration of the Social Studies Curriculum at Rajabhat Universities in 6 aspects are as follows; 1) The curriculum aspect found that there was updated course content in line with the changing context of Thai and global societies; 2) The instructor aspect found that there were plans and budgets for the instructor development in academics and further education; 3) The student aspect found that the selections of qualified students with the specified criteria by the program; 4) The aspect of teaching and learning activities, found that various interesting, and modern teaching and learning activities; 5) The aspect of support in teaching and learning showed that there were sufficient and appropriate budgets for supporting activities or projects in the curriculum; 6) The aspect of the evaluation of the curriculum usage in social studies showed that the social studies programs were updated at least every 5 years.

3. The scenario for the Social Studies Curriculum of the Rajabhat Universities in the next decade are concluded and presented into eight significant aspects. The aspect of curriculum philosophy focused on students who specialized in social science, had freedom with moral reasoning, followed social rules and laws, and became good citizens for the country and the world. The aspect of curriculum objectives aimed to develop learners to meet the standards of the Development of Professional Standards Framework, the Secretariat Office of the Teachers' Council of Thailand, and the needs of society. Learners were expected to specialize in applied social science, recognize the citizenship of the country and the world, have the ability of technological

pedagogical content knowledge, appreciate ethics, morality and public awareness, and be able to communicate, think critically, have life skills, and use technology skill. As for The aspect of curriculum structure, the curriculum is flexible and consisted of; general courses including courses about languages, science, mathematics, and humanities and social science and 21st century-related courses such as economics, foreign languages, technology and innovation, and modern science; specific courses such as teaching profession course and major content that was relevant to Thai society, the modern world, peaceful cooperation, and integration with other kinds of knowledge related to thoughts and behaviors of humans. There was also the interaction and incorporation of knowledge and skills. There was a use of innovation and technology in teaching and designing learning. The system included content and teaching method called technological pedagogical content knowledge (TPACK). It was also suggested that the number of credits of teaching profession courses tended to decrease as some content could be transferred to extra-curriculum so that students could gain new knowledge and experiment outside the classroom. Some courses could be integrated. The aspect of policies and supports suggested the persuasive system to attract better teacher students such as perks, a good salary or opportunity for further study. The government should have a certain policy on teacher preparation. University and faculty supported sufficient budgets for any projects and activities to educational quality development. The curriculum aspect demonstrated that the teacher preparation aimed to solve teacher shortage and improve the curriculum following the Development of Professional Standards Framework and the Office of the Higher Education Commission. The instructor aspect showed that the instructors were qualified according to the standards of social studies instructors, self-developed to be skilled and precise in social studies content, and developed their knowledge through the academic works as well as continuous publication of research. The student aspect found that student selection was based on knowledge, teaching skill, morality, and awareness of being a teacher. The selection mainly considered the specified criteria without mainly thinking of the number or income. Lastly, the aspect of teaching practicum found that the selection of mentors to be accurate with studies, to be people who sacrificed, patient, careful, voluntary, and creative. The teacher mentors were role models of teaching and learning administration. The sources of

teaching practicum for teachers must be certified for quality assessment by the Teachers Council of Thailand and the Office for National Education Standards and Quality Assessment (ONESQA).

### Discussion

This research in the topic of The Scenario for the Social Studies Curriculum of the Rajabhat Universities in the next decade had aspecial discussion on 7 important and interesting aspects as follows;

1. Course objectives Focus on developing quality learners in accordance with the standards of the Teachers Council of Thailand, Ministry of Education. The needs of graduate users, schools and Thai society. Have knowledge in various social studies that can be used in daily life. Have complete citizenship and good world citizens TPACK is a good person with morality, ethics and public minded.. Have the following abilities to communicate thinking, problem solving, to use life skills and to use technology. This characteristic is consistent with Mangkang (2017), which concludes that the value of the social studies program must develop the learners to have the desirable characteristics specified in the curriculum and the competency of learners arising from the social studies curriculum, such as communication ability, thinking ability, problem solving ability, ability to use life skills and the ability to use technology.

2. The structure of the curriculum consists of General Education. There is content in the said course about language subjects as well as science, mathematics, humanities and social sciences. Important subjects in everyday life related to today's global society and the 21st century, such as economics, different languages, technology, innovation in modern science. The specific subjects consist of Teaching Profession and specific subjects offering content that is consistent with the local context of Thai society and the current world society. Content must be up to date and able to be used to live happily and solve problems in society for peaceful coexistence. Content also must have the integration of knowledge in all fields of science that are related to human thought and behavior which is consistent with the concept of Mangkang (2017), which concludes that the ideals of the social studies program must include the integration of knowledge in all areas of science that relate to human thinking and behavior, and select key subjects to be used to develop human resources in society.

3. The aspect of Policies and Support results.– There were systems to persuade students to learn about teaching profession, like, compensation, high salary,

employment after graduation; Government had a certain policy on teacher preparation; University and faculty supported sufficient budgets for any projects and activities and provided materials, tools, instructional media, and facility sufficiently in teaching and learning administration to student quality development. In accordance with Phetchuai (2008) study of the scenario of teacher preparation of higher education institutions in Thailand which concluded that the scenario in the aspect of policies and support should create a system to persuade students to learn about the teaching profession, like, high salary as the compensation, and employment after graduation. Furthermore, the government had certain policies on teacher preparation by coordinating the relevant institutes to participate.

4. The Curriculum aspect results. There were teacher trainings in the fields that were lacking and the improvement of the curriculum structure to be diverse in accordance with the standard qualifications at the bachelor's degree level (TQF.1) by the Office of the Higher Education Commission. In accordance with Siribanpitak (2001) work that noted the teacher preparation curriculum should emphasize teacher preparation in the lacking studies, moreover, in accordance with the Office of the Education Council (2011) who suggested that the teacher preparation should adjust the curriculum structure to be various and in accordance with the standard qualifications at the bachelor's degree level (TQF.1).

5. The instructor aspect results. The instructors in the social studies programs met the criteria for the program teachers, had self-development for expertise, were precise depth in the content of social studies, and had self-development in continuous publication of academic works and researches. In accordance with Phetchuai (2008) study of the scenario of teacher preparation of higher education institutions in Thailand which concluded that the scenario of the instructor aspect should be the qualified instructors who met the criteria for the curriculum instructors and responsible instructors for the curriculum, for example; the instructors had precise depth in the content of teaching subjects, were prestigious, and had self-development in continuous publication of academic works and research every year, moreover, in accordance with the Office of the Education Council (2011) which concluded that they should promote, support, and develop the instructors in academic and innovative research to be in-depth and current topics.

6. The student aspect results. There were to select



students for the social studies program by organizing knowledge examinations, teacher aptitude tests, and select students who met the specified criteria regardless of the amounts or income. In accordance with the Office of the Education Council (2015) which presented that student selection should change to the student selection of being good and talent, loving to be teacher, and accessing teaching profession, also should specify the student qualifications with high-grade point average, as well as, in accordance with Dechakoop (2008) who presented that the teacher selection had to specify the criteria and accurate selection methods by teacher aptitude tests which were developed from teacher competency framework.

7. The aspect of teacher professional experience training result. There were to select mentors accurately based on the social studies program who were patient, careful, voluntary, creative teachers and were models in the exchange of learning experiences, teaching and learning administration between students and teachers, and the students had more time for practicing teacher professional experience training in schools, furthermore, the sources of training professional experience for teachers must be certified for quality assessment by the Teachers Council of Thailand and the Office for National Education Standards and Quality Assessment. In accordance with Phetchuai (2008) study which concluded that to select mentors should be accurately based on the social studies program, and be patient, careful, voluntary, creative teachers and especially able to work with others, also, the sources of training professional experience for teachers must be certified for quality assessment by the Teacher's Council of Thailand, moreover, in accordance with Siribanpitak (2001) study on teacher professional experience training which mentioned that for teacher professional experience training, students should have more time in school and in accord with the criteria of the Teacher's Council of Thailand.

## Suggestions

1. There should be a study and social studies curriculum development rooted from the result of this study. Further research should be in continuous form to develop a social studies curriculum relevant to the context of community and the social needs at the time.

2. The procedure and technique of this study could be applied for further research of social studies curriculum in the future to produce teachers that serve the needs of the local community and region. Moreover, the research could be used to study the scenarios of teaching profession curriculum of other departments, education levels, along with seminar curriculums to obtain tendency, direction, and desirable curriculums.

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## Educational Technology Utilization and Effectiveness in Public Elementary Schools in District I, Isabela Negros Occidental, Philippines

Rosalie M. Mission<sup>a\*</sup>, Vicente V. Mission II<sup>b</sup>, Richelle Y. Medenceles<sup>c</sup>

<sup>a</sup> *Rumirang Elementary School, Isabela Negros Occidental, 6128 Philippines*

<sup>b</sup> *Tinongan Elementary School, Isabela Negros Occidental, 6128 Philippines*

<sup>c</sup> *Marikudo Settlement Elementary School, Isabela Negros Occidental, 6128 Philippines*

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### Abstract

This study's central goal was to investigate the degree of the utilization and effectiveness of technology integrated into teaching pupils and to make suggestions for more effective incorporation of technology in education among teachers in District 1 of Isabela Negros Occidental, Philippines. This study employed a descriptive research design. The study respondents were 171 teachers selected from 12 public elementary schools in District I of Isabela, Negros Occidental, Philippines during 2015-2016. Simple random sampling was used. The researcher used a validated self-made questionnaire for data gathering. Frequency count, percentage distribution, mean, standard deviation, t-test, and Pearson r were employed for data analysis. The results revealed that the degree of technology integration in teaching pupils was minimal, yet it is effective. The younger teachers utilized technology more than the older teachers did; there was a significant difference in the degree of technology utilization in teaching pupils when respondents were grouped according to the length of service [ $F(4, 166) = 13.389, p = 0.000$ ]; both male and female teachers utilized technology in the same manner. Teachers were more likely to incorporate educational technology into their classrooms since they were aware of its relevance. Specific school procedures on how technology should be used within the school did not influence teachers confident with using technology in their classroom. The Department of Education and stakeholders are encouraged to provide more technologies in the classroom as students learn better with technology.

### Introduction

Pervasively, technology is a growing part of any society today; it has brought significant changes in different fields such as health, medicine, entertainment, business, trade and commerce, leisure, among others. Technology is at least one unavoidable reality twenty years after introducing the personal computer (Almeqdade,

2010). Moreover, Matulac (2013) stated that closing the awareness regarding technology changes would mean death, especially to educators. Lensing into education is also a critical factor in the radical changes in the educational system (Gulbahar & Bates, 2011). It has turned the classroom environment from teacher-centered to student-centered.

The use of the computer has increasingly moved the boundary of educational resources. It has transformed the traditional concepts of education. Technology in education is becoming an essential part of the teaching-learning program. Teachers' reasons to use technology in classroom instruction are to promote student agreement, teach 21<sup>st</sup>-century skills, stay current, have hands-on interactive learning, vary instructional methods, conduct research, and communicate (Vermette, 2012). As transformative tools, computer technologies help students develop their ability for structured yet flexible inquiry and investigation to link ideas, explore solutions and examine consequences to create value from information.

However, for many teachers, the lack of personal experience with technology presents a challenge. To incorporate technology-based activities and projects into their curriculum, these teachers must first find the time to learn to use the tools and understand the terminology necessary for participation in those projects or activities (Starr, 2011). If these technologies are used properly, they can be a tool for teachers and students to gain new experiences.

In District 1 of Isabela Negros Occidental, most school teachers utilize e-classrooms to provide activities, project-based learning, one-on-one coaching, and peer support. Some teachers have personal computers, laptops, mobile internet, and other technological gadgets for preparing school work; however, the teachers lack knowledge on technology use and how to apply technology to teaching and learning. Thus, there is a need to assess the use of education technology among teachers in District 1 of Isabela Negros Occidental.

## Objectives

1. To determine the socio-demographic profile of respondents when grouped according to: a) Age, b) Gender, c) Length of Service, and d) Educational Attainment.
2. To investigate the degree of the utilization of technologies integrated into teaching pupils.
3. To examine the degree of the effectiveness of technologies integrated into teaching pupils.
4. To find the significant difference in the extent of utilization of technology when grouped according to demographic profile.
5. To establish the relationship between the teachers' extent of technology utilization and the degree

of effectiveness of the technologies integrated into teaching pupils.

## Conceptual framework

This study investigated teachers' educational technology utilization and effectiveness in the District I of Isabela, Negros Occidental during the 2015-2016 school year. It also assessed the respondents' socio-demographic profile, such as age, sex, length of service, and educational attainment, and their assessment on the degree of utilization and level of effectiveness of technologies integrated into teaching pupils.

Likewise, it determined the difference in the degree of technology utilization when respondents were grouped according to demographic profile and the relationship between the degree of technology utilization by the teachers and the level of effectiveness of technologies integrated into teaching pupils. The concept of this study is illustrated in Figure 1.

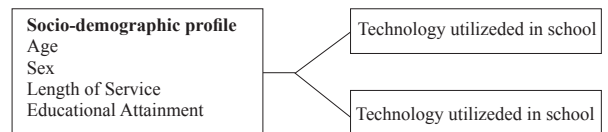


Figure 1 Conceptual framework

## Research methodology

### Research Design

This study employed a descriptive research design. Belawati (2013) claims that descriptive research design is appropriate for a study that aims to find out what prevails in the present conditions or relationships, held opinions and beliefs, processes and effects, and developing trends. It also seeks to determine phenomena, test hypotheses, and develop generalizations, principles, or conditions and things that exist at the time of the study; it also considers past events related to the present.

### Research Instrument

The researcher used a self-made questionnaire. The first of the questionnaire constituted the socio-demographic profile such as age, sex, length of service, and educational attainment. The second part included the degree of the teacher's utilization of technologies. The third component consisted of the effectiveness of technology utilization. For the degree of utilization of technologies, the following scores and descriptive interpretations were assigned: 4.50 - 5.00 - frequently utilized, 3.56 - 4.49 - almost every time 2.50 - 3.49 -

sometimes, 1.50 - 2.49 - seldom, and 1.00 - 1.80 - never utilized. For the level of the effectiveness of the technologies, the following scores and verbal interpretations were: 4.50 - 5.00 - highly effective, 3.56 - 4.49 - effective, 2.50 - 3.49 - moderately effective, 1.50 - 2.49 - ineffective, and 1.00 - 1.80 - very ineffective.

#### *Validity and Reliability*

A research instrument is valid if it serves the purpose it was designed for (Buehl, 2012). Content validity involves the systematic examination of the test items and their content to determine whether it covers the representative sample of the behavior domain to be measured. The questionnaires were further subjected to content validity analysis among three- panel validators. Based on these professionals' reasoned judgment, the test items and the data gathering tool were rated valid, appropriate, adequate, and suited to the purpose for which it was constructed. Using the criteria set forth by Collins (2014), the researcher rated the instrument as 1 - Poor; 2 - Fair; 3 - Good; 4 - Very Good, and 5 - Outstanding. The validity score was 4.25, interpreted as very good.

Reliability is the ability to inference from a sample to the population (Curtis, 2015). Besides, Dede (2014) clarifies the meaning of reliability as the degree of consistency or stability of a research instrument to produce or yield the same or identical results. The reliability of the gathered data in this investigation was established through the test-retest technique. The two tests' results were computed and correlated using the Pearson Product-Moment Coefficient of Correlation or Pearson r. The reliability result was 0.83, interpreted as highly reliable.

#### *Data Gathering Procedure*

The study respondents were 171 teachers selected from 12 public elementary schools in the District I of Isabela, Negros Occidental during 2015-2016. A simple random sampling was employed in this study. A simple random sample is a randomly selected subset of a population. In this sampling method, each member of the population had an exactly equal chance of being selected. This method is the most straightforward of all the probability sampling methods since it only involves a single random selection and requires little advanced knowledge about the population. Because it uses randomization, any research performed on this sample should have high internal and external validity. The researcher asked permission from the District Supervisor of Isabela I to investigate the concerned schools. Sufficient copies of questionnaires were reproduced

and distributed to the respondents of the study. The researchers retrieved and submitted them for statistical treatment after the respondents completed the questionnaire.

#### *Data Analysis*

Frequency count and percentage distribution were to determine the respondents' profile and the technologies integrated into classroom instruction for teaching pupils. Mean, and standard deviation were used to show the level of effectiveness of technology usage. T-test determined the significant difference in the utilization of technology. Finally, Pearson r correlation was employed to determine the relationship between the teachers' degree of technology utilization and the technologies integrated into teaching pupils.

## **Results**

### *Socio-demographic profile of teachers in terms of age, sex, length of service, and educational attainment.*

Table 1 provides the socio-demographic profile of the respondents. In terms of age, 55 or 32.16% of the teachers were young (below 40 years old), and 116 or 67.84% were older (above 40years old). In terms of sex, there were 15 or 8.77% male teachers and 156 or 91.23% female teachers who participated in this study. Concerning the length of service of the teachers, 14 or 8.19% had a teaching experience of 5 years, 34 or 19.88% had 6 to 10 years of teaching experience, 30 or 17.54% had 11 to 15 years of teaching experience, 45 or 26.32% had 16 to 20 years of teaching experience, and 48 or 28.07% had 21 years and above of teaching experience.

With the teachers' educational attainment profile, 27 or 15.79% were college graduates, 131 or 76.61% had master's degree units, and 13 or 7.60% had a master's degree.

**Table 1** Socio-demographic Profile of Teachers in Terms of Age

Variable	Category	Frequency	Percentage
Age	Younger	55	32.16
	Older	116	67.84
	<b>Total</b>	<b>171</b>	<b>100.00</b>
Sex	male	15	8.77
	female	156	91.23
	<b>Total</b>	<b>171</b>	<b>100.00</b>
Length of service	5 years and below	14	8.19
	6 to 10 years	34	19.88
	11 to 15 years	30	17.54
	16 to 20 years	45	26.32
	21 years and above	48	28.07
	<b>Total</b>	<b>171</b>	<b>100.00</b>
Educational Attainment	College Graduate	27	15.79
	Master's Degree Units	131	76.61
	Master's Degree	13	7.60
	<b>Total</b>	<b>171</b>	<b>100.00</b>

### ***The Degree of Utilization of Technologies Integrated in Teaching Pupils.***

Table 2 presents the degree of utilization of technologies integrated into teaching pupils. The overall degree of utilization was very minimal, with a mean = 1.20 and an SD = 0.14. When respondents were grouped according to age, both younger (M = 1.18, SD = 0.09) and older (M = 1.21, SD = 0.16), teachers had a very minimal technology utilization degree. For sex, both male (M = 1.18, SD = 0.13) and female (M = 1.21, SD = 0.15) teachers had a very minimal degree of technology utilization. For the length of service, teachers with five years and below (M = 1.20, SD = 0.09), 6 to 10 years (M = 1.16, SD = 0.08), 11 to 15 years (M = 1.19, SD = 0.10), 16 to 20 years (M = 1.19, SD = 0.14) and 21 years and above (M = 1.26, SD = 0.20) had a very minimal degree of utilization. When grouped according to educational attainment, college graduate (M = 1.20, SD = 0.11), teachers with master's degree units (M = 1.20, SD = 0.15), and teachers with master's degree (M = 1.22, SD = 0.12) had a very minimal degree of utilization.

**Table 2** The degree of utilization of the technologies integrated in teaching pupils

Variable		M	S.D.	Interpretation
Age	Younger (n = 55)	1.18	0.09	Very minimal
	Older (n = 116)	1.21	0.16	Very minimal
Sex	Male (n = 15)	1.18	0.13	Very minimal
	Female (n = 156)	1.21	0.15	Very minimal
Length of service	5 years and below (n = 14)	1.20	0.09	Very minimal
	6 to 10 years (n = 34)	1.16	0.08	Very minimal
	11 to 15 years (n = 30)	1.19	0.10	Very minimal
	16 to 20 years (n = 45)	1.19	0.14	Very minimal
	21 years and above (n = 48)	1.26	0.20	Very minimal
Educational attainment	College graduate (n = 27)	1.20	0.11	Very minimal
	Master's degree units (n = 131)	1.20	0.15	Very minimal
	Master's degree (n = 13)	1.22	0.12	Very minimal
<b>Total (n = 171)</b>		<b>1.20</b>	<b>0.14</b>	<b>Very minimal</b>

### ***Degree of Effectiveness of the Technologies Integrated in Teaching Pupils.***

Table 3 presents the degree of effectiveness of technologies integrated into teaching pupils. The overall degree of efficacy was high (M = 3.69, SD = 0.39). When respondents were grouped according to age, both younger (M = 3.92, SD = 0.42) and older (M = 3.58, SD = 0.33) teachers had a high degree of effectiveness. With sex, both male (M = 3.67, SD = 0.58) and female (M = 3.69, SD = 0.37) teachers had a high degree of effectiveness. Concerning the length of service, teachers with five years and below (M = 3.86, SD = 0.37), 6 to 10 years (M = 3.99, SD = 0.39), 11 to 15 years (M = 3.70, SD = 0.40), and 16 to 20 years (M = 3.67, SD = 0.26)

had a high degree of effectiveness while teachers with 21 and above years (M = 3.44, SD = 0.34) of experience had a moderate degree of effectiveness.

When respondents were grouped according to educational attainment, college graduate (M = 3.55, SD = 0.32), teachers with master's degree units (M = 3.72, SD = 0.39), and teachers with master's degree (M = 3.68, SD = 0.51) had a high degree of effectiveness.

**Table 3** Degree of Effectiveness of the Technologies Integrated in Teaching Pupils

Variable		M	S.D.	Interpretation
Age	Younger (n = 55)	3.92	0.42	High
	Older (n = 116)	3.58	0.33	High
Sex	Male (n = 15)	3.67	0.58	High
	Female (n = 156)	3.69	0.37	High
Length of service	5 years and below (n=14)	3.86	0.37	High
	6 to 10 (n=34)	3.99	0.39	High
	11 to 15 years (n=30)	3.70	0.40	High
	16 to 20 years (n=45)	3.67	0.26	High
	21 years and above (n=48)	3.44	0.34	Moderate
Educational attainment	College graduate (n = 27)	3.55	0.32	High
	Master's degree units (n = 131)	3.72	0.39	High
	Master's degree (n = 13)	3.68	0.51	High
<b>Total (n = 171)</b>		<b>1.20</b>	<b>0.14</b>	<b>Very minimal</b>

### ***Significant Difference in the Extent of Utilization of Technology in Teaching Pupils According to Age and Sex.***

Independent samples t-test was used to determine the significant difference in technology utilization in teaching pupils when grouped according to age and sex. The result revealed a significant difference in the teachers' extent of technology utilization in teaching pupils when grouped according to age [ $t(169)=5.762$ ,  $p=0.000$ ].

**Table 4** Significant difference in the extent of utilization of technology in teaching pupils in terms of age and sex

	Age		t	df	p
	Younger (n = 55)	Older (n = 116)			
Extent of utilization of technology	3.92 (0.42)	3.58 (0.33)	5.762*	169	3.92
	Age		t	df	p
	Male (n = 15)	Female (n = 156)			
	3.67 (0.58)	3.69 (0.37)	-0.184	169	0.854

Note: \*The difference in the means is different when  $p<0.05$

### ***The significant difference in the degree of technology utilization when grouped according to the length of service and educational attainment.***

The degree of technology utilization results when grouped according to the length of service and educa-



tional attainment are provided in Table 5. Analysis of Variance was used to determine the significant difference in the degree of technology utilization in teaching pupils. Significant difference was noticed in technology utilization in teaching pupils when grouped according to the service length ( $F = 13.389$ ,  $p = 0.000$ ). On the other hand, there was a significant difference in technology utilization in teaching pupils when grouped according to educational attainment ( $F = 2.092$ ,  $p = 0.127$ ).

Based on the length of service, teachers with 11-15 years ( $n = 30$ ), 16-20 years ( $n = 45$ ), and 21 years and above ( $n = 48$ ) did not differ in their degree of technology utilization. However, they differed significantly from 5 years and below ( $n = 14$ ), and 6 to 10 ( $n = 34$ ).

**Table 5** Significant difference in the extent of utilization of technology in teaching pupils according to the length of service and educational attainment

Variable	M	F	df	p	I
<b>Length of service</b>					
5 years and below ( $n = 14$ )	3.86 <sub>bc</sub> (0.37)				
6 to 10 ( $n=34$ )	3.99 <sub>c</sub> (0.39)				
11 to 15 years ( $n=30$ )	3.70 <sub>ab</sub> (0.40)	13.389	4,166	0.000	S
16 to 20 years ( $n=45$ )	3.67 <sub>ab</sub> (0.26)				
21 years and above ( $n=48$ )	3.44 <sub>a</sub> (0.34)				
<b>Educational attainment</b>					
College Graduate ( $n=27$ )	3.55 (0.32)				
Master's Degree Units ( $n=131$ )	3.72 (0.39)	2.092	2,168	0.127	NS
Master's degree ( $n=13$ )	3.68 (0.51)				

#### ***Relationship between the degree of utilization of technology and the degree of effectiveness of the technologies integrated into teaching pupils.***

Pearson product moment correlation was used to determine the significant relationship between technology utilization and the integrated technologies' effectiveness. There was a significant relationship between technology utilization and the level of effectiveness of the technologies integrated [ $r (169) = -0.305$ ,  $p = 0.000$ ].

The study's findings imply that the level of technology utilization had influenced the extent of its effectiveness. Research has indicated that technology can support new instructional approaches and make hard-to-implement instructional methods such as simulation or cooperative learning more feasible.

Moreover, educators commonly agree that technology has the potential to improve student learning outcomes and effectiveness. Integration has a sense of completeness or wholeness, by which all essential elements of a system are seamlessly combined to make a whole (Chang & Wu, 2012).

**Table 6** Relationship between the extent of utilization of technology and extent of effectiveness of the technologies Integrated in teaching pupils

Variables	r	df	p	I
Availability of technology x extent of utilization of technology	-0.305	169	0.000	Significant

Note: The relationship is significant when  $p < 0.05$

#### ***The degree of effectiveness of the technologies integrated in teaching pupils.***

Table 7 presents the degree of effectiveness of technologies integrated into teaching pupils. The degree of effectiveness as a whole ( $M = 3.69$ ,  $SD = 0.39$ ) was high. When grouped according to age, both younger ( $M = 3.92$ ,  $SD = 0.42$ ) and older ( $M = 3.58$ ,  $SD = 0.33$ ) teachers had a high degree of effectiveness. In terms of sex, both males ( $M = 3.67$ ,  $SD = 0.58$ ) and female ( $M = 3.69$ ,  $SD = 0.37$ ) teachers had a high degree of effectiveness. Concerning the length of service, teachers with five years and below ( $M = 3.86$ ,  $SD = 0.37$ ), 6 to 10 years ( $M = 3.99$ ,  $SD = 0.39$ ), 11 to 15 years ( $M = 3.70$ ,  $SD = 0.40$ ), and 16 to 20 years ( $M = 3.67$ ,  $SD = 0.26$ ) had a high degree of effectiveness while teachers with 21 years and above ( $M = 3.44$ ,  $SD = 0.34$ ) experience had a moderate extent of effectiveness. When grouped according to educational attainment, college graduate ( $M = 3.55$ ,  $SD = 0.32$ ), teachers with master's degree units ( $M = 3.72$ ,  $SD = 0.39$ ), and teachers with master's degree ( $M = 3.68$ ,  $SD = 0.51$ ) had a high degree of effectiveness.

**Table 7** The Extent of Effectiveness of the Technologies Integrated in Teaching Pupils

Variable		M	S.D.	Interpretation
Age	Younger ( $n = 55$ )	3.92	0.42	High
	Older ( $n = 116$ )	3.58	0.33	High
Sex	Male ( $n = 15$ )	3.67	0.58	High
	Female ( $n = 156$ )	3.69	0.37	High
Length of service	5 years and below ( $n = 14$ )	3.86	0.37	High
	6 to 10 ( $n = 34$ )	3.99	0.39	High
	11 to 15 years ( $n = 30$ )	3.70	0.40	High
	16 to 20 years ( $n = 45$ )	3.67	0.26	High
	21 years and above ( $n = 48$ )	3.44	0.34	Moderate
Educational attainment	College graduate ( $n = 27$ )	3.55	0.32	High
	Master's degree units ( $n = 131$ )	3.72	0.39	High
	Master's degree ( $n = 13$ )	3.68	0.51	High
<b>Total (<math>n = 171</math>)</b>		<b>3.69</b>	<b>0.39</b>	<b>High</b>



## Discussion

### *The degree of utilization of technologies integrated in teaching pupils.*

The result implies that irrespective of the socio-demographic profile, the teacher's utilization of the technologies integrated into teaching pupils is very minimal. This means that socio-demographic profile has no bearing on the use of technology integration in school. This finding is supported by Delicath (2012) which has reported that teachers in most developing countries do not use technology to help student-centered instruction as required by today's learners. For teachers who claim that their classrooms are student-centered, technology usage is described as powerful or innovative depending on the learning areas or subjects being utilized. Furthermore, achieving the kinds of technology used for teaching and learning requires 21st-century teachers to know how to use technology to facilitate meaningful learning (Lai, 2010).

### *Degree of effectiveness of the technologies integrated in teaching pupils.*

It could be inferred from the results that even though the teachers' technology utilization very minimal, they were highly effective in their utilization. This could be explained by the fact that the school is not endowed with enough technology for teaching and learning. Evidence suggests that self-efficacy may be more important than skills and knowledge among teachers who implement technology in their classrooms. Research indicates a link between the teacher's computer self-efficacy, the teacher's comfort level regarding technology, and classroom technology integration. Freeman (2011) found a positive relationship between a teacher's computer self-efficacy and technology integration in the classroom. Green (2014) revealed that the stronger the teachers' beliefs were in their capabilities to teach in new ways, the stronger their thoughts were in their ability to use technology to do so. Similarly, other studies indicated that the more comfortable teachers are using computers for classroom use, the more they will become effective in implementing technology for higher-level services (Hadley & Shiengold, 2012).

### *Significant difference in the degree of technology utilization in teaching pupils according to age and sex.*

It could be deduced that the younger teachers utilized technology more than the older teachers did. In the study by Chang & Wu (2013), the researchers pointed out that the teachers' use of technology noticeably influences students' academic achievements.

Teachers' technological literacy directly reveal whether they can incorporate technology into the curriculum to improve students' academic achievements (Chang & Wu, 2012). In this manner, most teachers in the District I of Isabela are older and find it hard to adapt to the current technology. Further (Chang & Wu, 2012) discussed that educators must know their subject matter and current issues in their discipline's content standards and teaching methodologies. Teacher candidates should learn to use technology in ways that support attaining content standards.

Meanwhile, no significant difference exists in the utilization of technology by both male and female teachers. [ $t(169) = -0.184, p = 0.854$ ], implying that both male and female teachers utilize technology in the same manner. Henry (2012) examined the effects of technology use in the classroom on teacher self-efficacy. Findings indicated there were no statistically significant gender differences in teacher self-efficacy for technology use. Hubona (2014) discovered that gender was not a substantial variable in new technology implementation in studying the effects of gender on new technology implementation in a developing country.

### *The Significant Difference in the Degree of Technology Utilization when grouped according to the Length of Service and Educational Attainment.*

Professional development was one of the means that could change teachers' self-efficacy and the level that they integrate technology in the classroom. It was evident that high-quality professional development is central to any education improvement effort, especially those that pertain to the integration of technology to support classroom instruction. Professional development is useful in providing teachers with the knowledge and practice they need to implement technology successfully. More specifically, professional development has been identified as one of the most critical factors influencing teachers' integration of technology into the classroom (Inah & Lowther, 2014).

Successful implementation of educational technologies depends on high-quality professional development along with ongoing support. Teachers who have successfully integrated technology in their classrooms have reported participating in professional development that helped them understand how curriculum, standards, and technologies connect (Koh & Frick, 2013). Moreover, there was a significant difference in the degree of technology utilization in teaching pupils when grouped according to the length of service [ $F(4,$

166) = 13.389,  $p = 0.000$ ]. The Post hoc test revealed that 21 years and above teachers are significantly lower than five years and below and 6 to 10 years teachers. Koh & Frick (2013) explained that technology integration is related to teaching service years. Moeller & Abrams (2012) report a positive relationship, indicating that as teachers' years of experience increased, the level of technology implementation also tended to increase.

***The degree of effectiveness of the technologies integrated in teaching pupils.***

The results imply that, even though the teachers' utilization of the technology is minimal, it was highly effective. Evidence suggests that self-efficacy may be more important than skills and knowledge among teachers who implement technology in their classrooms. Research indicates a link between the teacher's computer self-efficacy, the teacher's comfort level regarding technology, and classroom technology integration. Koh & Frick (2013) found a positive relationship between a teacher's computer self-efficacy and technology integration in the classroom. Muecher et al. (2014) revealed that the stronger the teachers' beliefs were in their capabilities to teach in new ways, the stronger their beliefs were in their ability to use technology to do so. Similarly, other studies indicated that the more comfortable teachers use computers for classroom use, the more they will become useful in implementing technology for higher-level benefits (Perkins, 2012).

***The difference in the extent of utilization of technology in teaching pupils according to age and sex.***

This implies that younger teachers utilize technology more than the older teachers. A study showed that the teachers' use of technology noticeably influences students' academic achievements. Teachers' technological literacy directly reveals whether they can incorporate technology into the curriculum to improve students' academic achievements (Chang & Wu, 2013). In this manner, most teachers in the District I of Isabela are older and find it hard to adapt to the current technology. Further (Chang & Wu, 2013) discussed that educators must know their subject matter and current in their discipline's content standards and teaching methodologies. Teacher candidates should learn to use technology in ways that support attaining content standards. Meanwhile, no significant difference exists in technology utilization by both male and female teachers [ $t(169) = -0.184, p = 0.854$ ].

This implies that both male and female teachers

utilize technology in the same manner. Scheffer & Logan (2014) examined the effects of technology use in the classroom on teacher self-efficacy. Findings indicated no statistically significant gender differences in teacher self-efficacy for technology use. Hubona (2010) discovered that gender was not a significant variable in new technology implementation in studying the effects of gender on new technology implementation in a developing country.

***Significant difference in the extent of utilization of technology in teaching pupils when grouped according to the length of service and educational attainment.***

Professional development is useful in providing teachers with the knowledge and practice they need to implement technology successfully. More specifically, professional development has been identified as one of the most critical factors influencing teachers' integration of technology into the classroom (Starr, 2012). Successful implementation of educational technologies depends on high-quality professional development along with ongoing support. Teachers who have successfully integrated technology in their classrooms have reported participating in professional development that helped them understand how curriculum, standards, and technologies connect (Ringstaff & Kelley, 2014). Moreover, there is a significant difference in the extent of technology utilization in teaching pupils when grouped according to the length of service [ $F(4, 166) = 13.389, p=0.000$ ]. Post hoc test revealed that 21 years and above teachers are significantly lower than five years and below and 6 to 10 years teachers. Logan (2014) explained that technology integration is related to the years of teaching service. Perkins (2012) revealed a positive relationship indicating that as teachers' years of experience increased, technology implementation also tended to increase.

***Significant relationship between the extent of utilization of technology and extent of effectiveness of the technologies integrated in teaching pupils.***

The study's findings imply that the level of technology utilization has influenced the extent of its effectiveness. Research has indicated that technology can support new instructional approaches and make it hard-to-implement instructional methods such as simulation or cooperative learning more feasible. Moreover, educators commonly agree that technology has the potential to improve student learning outcomes and effectiveness. Integration has a sense of completeness or wholeness, by which all essential elements of a system are seamlessly combined to make a whole (Chang & Wu,

2012).

The extent of the teachers' utilization of technology integration in teaching pupils is minimal, yet it is effective. It can be concluded that specific school procedures on how technology should be used within the school do not influence teachers to use the technology in their classrooms. The teachers' existing attitudes, skills, and working habits significantly influence their acceptance, style of implementation, and outcome of using technology for teaching. Teachers are more likely to incorporate educational technology into their classroom since they have experienced its relevance to their instruction and are convinced that educational software is compatible with educational goals and students' individual learning needs.

### Suggestion

It seems practical to suggest that the teachers are confident with using technology in their classroom. Therefore, the Department of Education and stakeholders should provide more technologies in the classroom as students learn better with technology.

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## Cross-Border Education: The Experiences of Filipino Scholars Educated in South Korea

Inero Ancho<sup>a\*</sup> & Saehoon Park<sup>b</sup>

<sup>a</sup> College of Graduate Studies and Teacher Education Research, Philippine Normal University, Manila, 1000 Philippines

<sup>b</sup> College of Education, Jeonbuk National University, Jeonju, 54896 South Korea

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### Abstract

One major case of brain drain happens when students from developing countries studying in the developed countries decide not to return home after their studies (Baruch, Budhwar, & Khatri, 2007). After achieving their undergraduate degrees, Filipino students may opt to stay in the Philippines for work, or venture abroad to further enhance their careers or attend graduate school. This research focuses on characterizing the context of Filipino graduates who have decided to go back to the Philippines. Despite the advantages of studying abroad, scholars who have returned to their home countries still struggle during re-entry (Alandejani, 2013). Seventy-four graduates have participated in the study. Participants are Filipinos who have completed their graduate degrees in South Korea and decided to return to the Philippines. With their South Korean education, returning Filipino scholars did not only see the academic, social, and professional advantages of the experience along with the difficulties and challenges. They also considered several personal gains and benefits compared to their locally educated counterparts. It is interesting to note that majority of Filipino graduates chose South Korea because of the offering of scholarship/financial support and are motivated by career advancement in the future. While the respondents see their study abroad experiences as positive, one-third of them believe that courses in South Korea were somewhat difficult compared to the Philippines. More than 50% of the graduate students returned homes because of their willingness to help the Philippines, as 80% of them have landed a job after 1-3 months after their return. Aside from financial literacy, findings reveal that graduates possessed ability to deal with problems and people in a more mature manner particularly in an intercultural setting and being able to adapt to change better.

### Introduction

Filipino students are given international exposure with the help of public and privately-sponsored programs,

allowing them to make needs meet during their stay in universities abroad. The enhancement of the Philippine education system has produced capable students, who

\* Corresponding Author  
e-mail: [ancho.iv@pnu.edu.ph](mailto:ancho.iv@pnu.edu.ph)



work in research laboratories or engage in study-work programs. Government institutions and private agencies overseas have provided numerous scholarship programs that are available for Filipino students, both need-based and merit-based awards. In the study by McPherson, Jennings-McGarity, Arnold, Littleton, & Lee (2020), they found that as scholars abroad, self-understanding is enhanced as 'global citizens and professionals.' Socio-political agenda brings forms to study abroad programs (Isabelli-García, Bown, Plews, & Dewey, 2018). Study abroad is a vehicle towards 'self-realization' and 'cultural experience' (Cebolla-Boado, Hu, & Soysal, 2018).

According to Baruch, Budhwar, & Khatri (2007), there are a variety of factors that impact the decision of a student whether to stay in the host country or go back to the home country. Cassarino (2004) states that the manner a migrant perceives his origin country and his "self-identification" create an impact on his return to his home country. The study abroad experience has been a vehicle to enhance 'relationships and engagement' which eventually create an impact on their learning (Davis & Coryell, 2020).

As Filipino scholars return home to the Philippines, they are at least expected to put into practice the knowledge they have imported, which is literally associated with using their skills to their host industry in the home country. A study by Strange & Gibson (2017) noted that study abroad programs serve as tool towards developing transformative learning of students, and per Maharaja (2018), the experience contributes to the development of intercultural aspects and personal improvement.

Smooth transition is varied, as Filipino repatriate scholars undergo difficulties, as they are welcomed with inappropriate environment, socially and in terms of their career tracks, which is expected to eventually facilitate the smooth and fruitful flow of the process of the theory into practice process. When they return from study abroad, students often face difficulties that what was expected as they adjust into their native culture (Mashburn, 2013). According to Karakas (2020), returned scholars carry with them a 'worldview' that sets them apart from those around them. Interaction plays a very important role in the lives of international students as it is the most important activity in the delivery of academic practice (Haris, Naway, Pulukadang, Takeshita, & Ancho, 2018).

Currently, as majority of Filipino scholars

complete their graduate degrees in South Korea and return to the Philippines, an unwritten fact is clear: as they are assumed to be qualified agents to work in the academe, the government or even in the private enterprises. Because of their background and know-how, these international students are being weighed as critical connection of knowledge and expertise back home.

In an economic discussion paper presented by Soon (2009), he concludes that with the return intention before coming to a host country, international students are most likely to return to their home country. But what happens to these Filipino repatriate scholars after they have returned to the Philippines? As they bring back dynamic attitude, mindset and skills, ready to be applied to work, how did the process of re-entry shape them in terms of the difficulties and inconveniences they have encountered while re-adjusting to their original environment?

### Objectives

1. Describe the experience of the participants as graduate students in South Korea.
2. Inquire on their experiences after returning to the Philippines.

### Conceptual framework

The present study also positions itself as a tool in aid of university programs for its international members. According to Johnstone & Edwards (2020), mobility of students is at the core of internationalization of higher education. As universities eagerly attract new international students through their recruitment both local and abroad, this research will serve as a constant reminder that the picture of having international students in the university doesn't stop in recruitment alone: it involves aspects encompassing student life, completing the academic degree, and their transition to the labor market; along with other support services geared toward international students. This is supported by a study conducted by Grewe & Bradley (2009) as they conclude that it is essential that students get the most out of their study abroad life. Similarly, studies on study abroad program design are essential with the great attention given to this academic endeavor (Whatley, Landon, Tarrant, & Rubin, 2020).

One major case of brain drain happens when students from developing countries studying in the developed countries decide not to return home after their studies (Baruch, Budhwar, & Khatri, 2007). After

achieving their undergraduate degrees, Filipino students may opt to stay in the Philippines for work, or venture abroad to further enhance their careers or attend graduate school. This research focuses on characterizing the context of Filipino graduates who have decided to go back to the Philippines. In spite of the advantages of studying abroad, scholars who have returned to their home countries still struggle during re-entry (Alandejani, 2013).

### Research methodology

The present study utilizes quantitative and qualitative approaches to answer the established inquiries. Survey research has best captured one facet of this research as it gathered opinions and trends. Items included open ended questions, multiple choice questions, etc. To be able to reach the qualified participants, the proponents of the study conducted initial outsourcing among groups of Filipino students in various universities to seek help in establishing the database for the study. Once prospective participants are identified, the posting of the call for study participants are done through online Facebook groups and communities. As the participants responded, they were sent a link to the online survey tool which in turn could be anonymously completed.

The online survey instrument was written in English and could be accomplished in 20 minutes. It was composed of 29 items, 24 multiple choice questions and five qualitative inquiries (open ended questions). The multiple-choice questions involved a checklist of various items that the participants could tick to reflect their answers. The initial part of the instrument covered items referring to the demographic profile of the participants while the second part dealt with items that asked about their experiences as graduate students in Korea. The last part revolved around their motivation to return home and their initial life in the Philippines. The research instrument was validated by four experts in the field of international education and education research. The final form of the instrument incorporated the suggestions, inputs, and comments of the validators. These inputs were tabulated and integrated into the finalized online survey instrument.

Seventy-four graduates have participated in the study. The criteria for sampling the participants are the following: (1) attended MA/MS/PhD in South Korea, (2) must have officially received their academic graduate degrees from a South Korean university, (3) must have returned to the Philippines for at least 3 years after graduation, and (4) currently employed in the Philippines.

Participants are those who have completed their graduate degrees in South Korea and decided to return to the Philippines. The following table presents the demographic information of the participants:

**Table 1** The participants' demographic information

Demographics		Percentage
Marital Status	Single	78.40%
	Married	21.60%
	<b>Total</b>	<b>100%</b>
Age	20 - 25 years old	20.55%
	26 - 30 years old	45.21%
	31 - 35 years old	19.18%
	36 - 40 years old	5.48%
	above 40 years old	9.59%
<b>Total</b>	<b>100.00%</b>	
Academic Level	Master's	81.10%
	Doctoral	14.90%
	Integrated Master's-PhD	4.10%
	<b>Total</b>	<b>100.00%</b>
Academic Program	Social Sciences	29.70%
	Engineering	28.40%
	Natural Sciences	18.90%
	Business	12.20%
	Others	10.80%
	<b>Total</b>	<b>100.00%</b>
Sources of Funding	University-based	70.30%
	Government-sponsored (KGSP, etc)	20.30%
	Private corporations (POSCO, etc)	4.10%
	Others (self-funds, academic scholarship, etc)	5.40%
	<b>Total</b>	<b>100.00%</b>

### Results

**This section presents the findings and discussion of the study in relation to identified problems.**

#### *Filipinos as Graduate Students in South Korea*

Several factors were explored to provide a better understanding on the experiences of Filipino graduate students in South Korea. The participants of the study were asked about their initial motivation on deciding to go abroad to pursue further studies. Aside from given default answers, an option was also offered for students to identify other answers aside from the given ones. Four favors were identified by Nyaupane, Paris, & Teye (2010) which motivated students to go abroad and study. Of the aspects mentioned, the desire to travel to another country has been the most favored.

**Table 2** The respondents' motivating factors to go abroad and study

Responses	Percentage
Career advancement in the future	78.40%
Prestige of study abroad	51.40%
Learning new language/skills	47.30%
Better facilities and equipment than in home country	45.90%
Better scholarship funding opportunities	29.70%
Getting away from the Philippines environment and lifestyle preference abroad	16.20%

From the list of available choices, “career advancement in the future,” with a 78.4% rating, was classified as the top reason why Filipino students decided to go abroad. Realizing the impact of an international diploma, the respondents had high hopes of developing communication skills, adaptability, and life skills to name a few. Career development has been a crucial aspect, as it is being treated as a strong motivation facet toward achieving an international degree.

The “prestige of study abroad” was ranked 2<sup>nd</sup> among the given choices, with a 51.4% rating. Given the economic, social and political impact of study abroad, Filipino students have decided to leave the comforts of their home country, with the belief that it would eventually highlight their reputation. Study abroad has been associated with the acquisition of significant “esteem” that overseas students feel.

Leaving the Philippines to study in another country also creates further opportunities, not just academic gains. “Learning new language/skills while attending graduate school” has been assessed with a 47.3% rating. This was followed by “better facilities and equipment than in home country”. Comparing the technological and improved facilities and equipment available in home country than those in foreign universities, the strong 45.9% rating of the respondents proved that academic facilities indeed matter when it comes to starting graduate studies pursuits abroad.

Aside from better scholarship funding opportunities such as government-sponsored grants (29.7%) getting away from the Philippine environment and lifestyle preference abroad (both with 16.2% rating) were also mentioned as significant aspects that encouraged the participants to go abroad and study.

Other than the replies cited above, the study participants have also identified additional answers regarding the topic. While some students preferred to study abroad for a “change of career field”, others have stated that they considered graduate school overseas provide them “more chances of meeting people from different cultures.” Having a “break from the routines of one’s job” and the desire “not to work right after completing their undergraduate degrees” also motivated Filipino students to seek higher academic training overseas.

**Table 3** The respondents’ reasons for choosing South Korea for study abroad

Responses	Percentage
Offering of scholarship/financial support	77.00%
Better educational opportunities	28.40%
Korean degree would improve job opportunities in home country	20.30%
Proximity to the home country	20.30%
South Korea is a good country for my field of study	20.30%

When specifically asked why the respondents chose South Korea as a place to study for graduate programs, various relevant results were gathered reflecting the motives of Filipino graduate students. The highest response has been the “Offering of scholarship/financial support in South Korea” with a 77% valuation. This echoes how financial schemes are considered to be the number one concern of students interested in studying abroad. Qualified Filipino students have recognized that while achieving an international education crafts academic, personal and professional gains, funding for their studies abroad was also imperative.

Succeeding feedbacks included choosing South Korea because of “Better educational opportunities” and “Better funding opportunities” both with 28.4% mark. The following statements were scaled with a 20.3% rating: “Expectation that a degree in South Korea would improve job opportunities in home country”, “Proximity to the home country”, and “South Korea is a good country for my field of study”.

The effects of the Korean trend phenomenon have also influenced the respondents to pursue graduate schooling in South Korea. A respondent has also specified that the country is a “challenging and interesting place for study, while “being a fan of Korean dramas and variety shows” has persuaded one participant.

**Table 4** The respondents’ assessment of their overall study experience in Korea

Responses	Percentage
Very positive	20.90%
Positive	50.70%
Somewhat positive	17.90%
Neutral	6.00%

On describing their overall South Korean study abroad experience, half of the participants considered it to be “positive” (50.70%). A “very positive” stay in South Korea has been the response of 20.90% of the study participants. While studying in South Korea was considered “somewhat positive” based on 17.90% of the respondents, a neutral response of 6.00% was gathered (neither positive nor negative).

**Table 5** The respondents' assessment of the differences of learning environments

Responses	Percentage
the interaction in greater depth with topics at hand	26.90%
more first-hand learning opportunities	23.90%
"I was given a direct application of the subject"	16.40%
"I was in an immersion program, learning another language"	16.40%
no difference	3.00%

To further discuss the learning experience in South Korea, the respondents were asked the difference of South Korean academic learning environment compared to what they had back home in the Philippines. Apparently, "the interaction in greater depth with the topics at hand" showed the top response with 26.90% rating, followed by the availability of "more first-hand learning opportunities" (23.90%). The responses "I was given a direct application of the subject" and "I was in an immersion program, learning in another language" both garnered 16.40%, while only 3.00% felt there was "no difference" between the Philippine and South Korean academic environments.

Other particular distinction mentioned included South Korea's advantages over "funding, equipment and research support", along with the "availability of resources for studying, computer-internet, library, scientific journal access, etc."

After receiving their international graduate degrees from South Korea, and being able to return to the Philippines, 95.5% of the Filipino repatriate scholars were still interested to participate in study abroad again, whether in South Korea or another country.

**Table 6** The respondents' assessment of the university's International Affairs Office

Responses	Percentage
Good	32.80%
Adequate	32.80%
Excellent	14.90%
Poor	11.90%
Unacceptable	6.00%

Each university's or college's internationalization efforts are fueled by the performance of the international affairs team as a service unit. Apparently, 32.80% of the respondents consider their South Korean university's international affairs team be "good", followed by 32.80% who considered them to be "adequate". Of all the study participants, only 14.90% rated them to be "excellent", 11.90% as "poor" and 6.00% as "unacceptable". From the responses, language is considered to be a major fallback for this assessment, with a respondent stating

that: "some of the offices in the university has no staff that can speak English well". In terms of language concerns, there is a need for the provision of opportunities and resources so international students will be motivated to learn the foreign language.

A participant shared a personal experience regarding the university international student affairs office:

*"Our program required an internship to graduate. While Korean students were provided with the information they needed, we were left to fend for ourselves, not much help from the Office for International Students' Affairs, especially in providing English informational materials for us (considering the fact that our programs were all in English)."*

While issues on language development for adaptation, poor English communication, and other school-related aspects mentioned, the respondents also identified positive notes regarding the role of the international affairs office in their foreign student life in the university, including initiatives on checking the scholar's progress, situation and welfare, activities and events for foreign students, combined positive efforts from the professors and students, etc. Buddy programs, cultural tours, and off-campus assistance (housing, immigration) were also stated as schemes in promoting the welfare of international students.

**Table 7** Level of difficulty of courses comparing South Korea and the Philippines

Responses	Percentage
Courses in South Korea were somewhat difficult	34.30%
Somewhat easier	28.40%
Just about the same	19.40%
Much easier	11.90%
Much more difficult	6.00%

Another comparative inquiry was presented concerning the level of difficulty of courses relative to the respondents' academic experience in the Philippines. For this portion, 34.30% of the responses revealed that courses in South Korea were "somewhat difficult" compared to those classes the Filipino students had in the Philippines. Study participants who found the study abroad academic contents to be "somewhat easier" pegged at 28.40%, followed by 19.40% which stated that the level of difficulty in South Korea and the Philippines was just "about the same".

While there were 11.90% of the respondents who claimed that South Korean academic courses were "much easier" compared to the Philippines, only 6% stated that



compared to the Philippines, South Korean academic environment was “much more difficult”. Ward (2001) has recognized the impact being created by international students in innovating change both in “education content and process,” forging international attitudes and approaches which eventually demand for a more interactive classroom set-up.

**Table 8** Respondents’ assessment on how welcome and comfortable they felt on campus

Responses	Percentage
Welcomed	37.30%
Somewhat friendly	31.30%
Neutral	20.90%
Somewhat uneasy	7.50%
Uneasy	3.00%

When asked about how “welcome and comfortable” they felt while on campus, diverse replies were gathered from the Filipino students. While 37.3% considered to have felt the “welcomed” treatment given towards them on campus, 31.3% believed that they had “somewhat friendly” treatment while being enrolled in a Korean university.

Only 20.90% experienced the “neutral” impression during their stay. There were 7.50% of the respondents who considered being “somewhat uneasy” on campus. “Uneasy” feeling was answered by 3.00% of the respondents.

As international students of Korean universities, it is also inevitable for Filipino students to establish interaction and contact with Korean students. The relationship between Filipino and Korean students is an important aspect that impacts the entire study abroad experience of an individual, whether in the classroom or about their personal lives. Bamford (2008) has already affirmed this by stating that learning facilitated with friends could be utilized as a medium and can prove to be a “useful support mechanism.” Ward (2001) in his research involving international students in New Zealand found that the foreigner participants “expect and desire greater contact with the locals,” citing that most studies conducted mainly focus on the lens of international students. The study also reveals that while local students create “relatively favorable perceptions of international students” but it is being contrasted by the local student being “largely uninterested” to start contact with their international counterparts.

With a broad range of opportunities and experiences that study abroad brings, the Filipino students

were asked about the most rewarding aspects of their Korean study abroad experience.

Top responses included (1) acquisition of new skills and knowledge, (2) personal and professional advancement, and (3) meeting different kinds of people. With the training and academic instruction provided to these Filipino students, it is obvious that gaining fresh and innovative ideas when it comes to capabilities and expertise peaks the Korea study abroad narrative.

Personal and professional advance was also mentioned as a gratifying factor of being in Korea to study. To be specific with personal gains, ‘being independent in a foreign country’ was also mentioned along with ‘succeeding despite difficulties faced’, one respondent actually commented that being in Korea made him ‘acquire the never-say-die’ character in spite its impossibilities’. Particular answers from the respondents were also gathered. Some of these responses included ‘being able to understand the plight of Filipinos in Korea.’ Living in a foreign country also exposed Filipino students to issues outside the walls of the academe. Most of them also get involved with the lives of overseas Filipino workers (OFW) in Korea.

After discussing the most rewarding features of study abroad in Korea, the participants of the study also identified the disappointing and challenging parts of their academic and life experiences in another country. Several replies were gathered with ‘language barrier’ as the top answer. Korea being a country with its own language and unique culture has offered Filipino students great challenge when it comes to cultural and language adjustments. While classes could be held in English, and with English-speaking individuals around them, Filipino students also need to face the fact that a perfectly new language was spoken in the environment where they temporarily belonged to. Next top response was ‘being away from family and loved ones’.

Coming from a country which highly values close family ties and relationships, it was indeed a great challenge to be separated from family members and loved ones. Despite the presence of newly-established friendship and companions, the distance that divided Filipino scholars from their family members was undoubtedly one of the most challenging factors of pursuing graduate school abroad.

‘Differences among cultures’ was listed as the third biggest challenge that students needed to face during their stay in Korea. This was followed by ‘financial difficulties’. As students relying on sponsorship



and scholarship programs, managing the finances in order to meet daily needs on top of academic responsibilities played a crucial role on the lives of Filipino students in Korea.

**Table 9** Respondents' satisfaction rating on various aspects of their Korean university lives.

Responses	Very dissatisfied	Dissatisfied	Neutral	Satisfied	Very satisfied
Availability of supervisor	5.08%	5.08%	16.95%	52.54%	20.34%
Quality of supervisor	5.08%	10.17%	16.95%	38.98%	28.81%
Frequency of communication with supervisor	5.08%	6.78%	20.34%	54.24%	13.56%
Course content	3.45%	5.17%	25.86%	51.72%	13.79%
Teaching (major classes, Korean language classes, etc)	1.69%	11.86%	22.03%	59.32%	5.08%
Accommodation/housing	1.72%	8.62%	13.79%	41.38%	34.48%
Financial support services	3.39%	18.64%	27.12%	32.20%	18.64%
Career services	5.08%	13.56%	44.07%	25.42%	11.86%
University/college events	3.39%	10.17%	30.51%	44.07%	11.86%

The table presents the satisfaction level of Filipino students regarding various aspects of their Korean university life. Using a 5-point scale, labeled as very dissatisfied, dissatisfied, neutral, satisfied and very satisfied, the respondents assess the level of fulfillment regarding academic and social qualities of their stay abroad.

#### *Coming Back Home: From Korea to the Philippines*

Another crucial subject matter explored in this research involved whether the entire study abroad experience in Korea had influenced any change in the scholars' overall perspectives. Majority of the respondents or 96.80% of them replied with affirmation, while only 3.20% answered with a "no". Employment is one primary factor that is of great concern to any returning scholars. With an 'upgraded' level of education, the period of time as Filipino scholars receive their degrees abroad and decide to return to their home country, they are expected to practice their craft, either in the industry or academe. An inquiry was also made whether their stay in Korea as international students had created an impact on their respective study and career decisions. Undeniably, 93.7% of the respondents strongly affirmed their answers, compared to only 6.30% who said "no."

When the participants were asked of the best influencing factors that contributed to their return to the Philippines, the "willingness to help the Philippines" garnered the highest portion with 59.30%, followed by "wanted to be with my family" with 40.97%. Because there were no opportunities in store for them in South

**Table 10** Respondents' reasons for returning to the Philippines

Responses	Percentage
Willingness to help the Philippines	59.30%
Wanted to be with family	40.97%
No opportunities in South Korea	23.70%
Willingness to help families	23.70%
Reached goals	22.00%

Korea, 23.7% decided to return home. The willingness to help their families and who returned home because they have reached their goal totaled 23.70% and 22.00%, respectively. Other reasons for returning includes; being under contract or study leave, hesitations to work in a South Korean company, more opportunities foreseen in the Philippines, and following initial intention to return home after graduation.

Furthermore, one participant stated that since the initial goal is to "just study, acquire needed knowledge and skills," there is a need to go back home to apply what the student has learned in order to somewhat help the country. Others were "under contract", making them obliged to go back home after finishing their academic degrees.

Believing that there would be greater work and career opportunities in the Philippines, students decided to come back home, while others felt hesitant to work in a Korean company.

**Table 10** Period to get a job in the Philippines

Responses	Percentage
Responses	Percentage
1-3 months	80.40%
4-6 months	15.70%
6 months - 1 year	3.90%

It took 1-3 months for 80.40% of respondents to land a job after returning back to the Philippines. While 15.7% of them had to wait for 4-6 months, 3.90% of them waited for 6 months to 1 year to have a job.

The following table presents the impact of the respondent's South Korean education to numerous aspects after returning to the Philippines:

For this portion of the study, the respondents were asked to rate the impact of their South Korean diploma concerning the given five variables which include: friends and family members, better professional opportunities at home, comfort feeling at home, better standard of living at home, and better quality of life in the Philippines. Apparently, friends and family members create a "stronger" impact (45.83%), while better career (professional)

**Table 12** The impact of the Filipino scholar's South Korean education

Responses	Much weaker	Weaker	No change	Stronger	Much stronger
a) Friends and family members	2.08%	2.08%	22.92%	45.83%	27.08%
b) Better professional opportunities in the Philippines	0.00%	6.25%	14.58%	52.08%	27.08%
c) Feeling more comfortable in the Philippines	2.08%	16.67%	25.00%	31.25%	25.00%
d) Higher economic standard of living in the Philippines	0.00%	16.67%	25.00%	41.67%	16.67%
e) Better quality of life in the Philippines	0.00%	16.67%	16.67%	45.83%	20.83%

opportunities rate the highest, though also falls under the same “stronger” scale (52.08%).

The respondents considered that their South Korean diploma has made them experience the relaxed and eased feeling of life in the Philippines, (“stronger” at 31.25%), while it resulted to a superior economic way of living (“stronger” at 41.67%) and better quality of life, which was also rated to create a “stronger” impact at 45.83%.

The following table presents how the South Korean education has helped respondents on numerous aspects after returning to the Philippines:

**Table 13** How helpful was the Filipino scholar's South Korea education?

Responses	No help at all	Slightly helpful	Neutral	Fairly helpful	Very helpful
a) High occupational income	2.08%	4.17%	18.75%	39.58%	35.42%
b) Greater opportunity to advance in profession	2.00%	4.17%	10.42%	37.50%	45.83%
c) Better work environment (flexible hours, relaxed setting, etc)	10.42%	4.17%	27.08%	27.08%	31.25%
d) Greater opportunity in my field of study	4.17%	4.17%	12.50%	41.67%	37.50%
e) More satisfying social and cultural life	0.00%	12.50%	22.92%	37.50%	27.08%
f) Social security	0.00%	6.25%	38%	37.50%	18.75%
g) Personal growth	0.00%	0.00%	4.17%	45.83%	50.00%

On a more personal perspective, the participants were also assessed on how their education in South Korea has helped them in social and professional aspects. Income wise, majority of the respondents have agreed that the experience has been “fairly helpful” and “very helpful” to them, with 39.58% and 35.42%, respectively. An international diploma was considered by the participants to be “very helpful” (45.83%) in providing greater opportunity to advance in profession. This is a sound conclusion on the motivation of Filipino students

who decided to go abroad in order to improve skills and knowledge and later on use them in enhancing the opportunities in their chosen career.

Enjoying a more satisfying and cultural life has been considered to be a “fairly helpful” (37.50%), result of a study abroad experience, while social security is an impact of “neutral” effect (38.00%). Half of the respondents affirm that a graduate degree in South Korea has been “very helpful” (50.00%) in achieving personal growth.

The following table presents the respondent's assessment on the impact of numerous aspects concerning their reintegration to the Philippine social environment after finishing their South Korean education.

**Table 14** The impact of the Filipino scholar's South Korea education regarding social integration

	Not at all concerned	Slightly concerned	Somewhat concerned	Moderately Concerned	Extremely Concerned	Not applicable
a) Family members	20.83%	14.58%	8.33%	14.58%	35.42%	6.25%
b) Friends	19%	25.00%	10.42%	33.33%	10.42%	2.08%
c) Co-workers	22.92%	22.92%	16.67%	16.67%	12.50%	8.33%
d) Private companies/entities	33.33%	10.42%	12.50%	22.92%	10.42%	10.42%
e) Philippine government	25%	10.42%	2.08%	22.92%	27.08%	12.5%

Divided viewpoints were gathered on the family members' concern regarding the respondents' South Korean education. While 35.42% felt that their family members are extremely concerned, 20.83% believed that it “did not actually concern” them. Majority of the responses assessed that their friends were “moderately concerned” (33.33%). When it comes to people they work with, both 22.92% scored for both “not at all concerned” and “slightly concerned”, respectively.

When asked about private companies/entities' concern regarding their South Korean education, 33.33% expressed their belief that the private sector is “not concerned at all”, followed by 22.92% stating that these entities are “moderately concerned.”

While the effort of the Philippine government regarding this matter is interpreted to be “extremely concerned” according to the belief of 27.08% of participants, 25% could not totally feel the government's concern regarding the fact that they have returned from abroad bringing home an international diploma.

The respondents were also asked a question about the perception of the Philippines regarding returning scholars from South Korea. They were specifically asked

if they think the country is “open for changes (skills, ideas, and professional knowledge) introduced by returning Filipino scholars from abroad.”

Most respondents affirmed the country’s readiness and positive efforts towards receiving the returning Filipino graduates from abroad, highlighting the “high regard of foreign ideas, skills and knowledge,” noting the “relatively openness” of the Philippine market to these agents. Others have felt the “minimum support from the Philippine government,” evident with the way Filipino scholars are encouraged to “go home, share what they’ve learned and eventually give back to their home country.”

Some have seen affirmation on this matter with the growing presence of Korean entities in the construction industry in the Philippines highlighting the skills and professional knowledge offered by returning Filipino scholars. The Philippine academe, being “extremely receptive” also offers a welcoming affirmation as they are “more willing to send their faculty and staff abroad to gain more skills hoping that they will contribute more when they come back.” The country’s commitment to scientific research is also seen as a favorable step.

However, there are some noticeable challenges that the country faces, which hinder the way for returning Filipino scholars to maximize their potentials and enhance their capacities. There still exist instances that hamper successful integration of programs and policies regarding the return of Filipino scholars from abroad. Similarly, Heirweg, Carette, Ascari, & Van Hove (2020) noted that the experience has also been challenging to students with disability as they participate in study abroad activities.

One common issue discussed is about the “venue/opportunity for the usage of the knowledge and technology acquired in South Korea”, especially the highly scientific and technical ones, along with the “lack of funding”. The existence of “quality jobs to absorb the level of education” of the returning scholars is also considered problematic. The “limited program for returning scholars” is also seen as a challenge, while the issue in terms of salary still remains. With the effort and programs presented by the government for the returning Filipino scholars, one respondent admitted that the “implementation takes time”.

The final part of the research explores the relative advantage perceived by returning Filipino scholars from South Korea compared to those Filipinos who

have completed their studies in the Philippines. The responses of study participants range from advantages when it comes to the experience of technologies, Korean language skills, enhancement of personal and social values.

Understanding and experiences related to advanced technology and technical skills are the highest replies gathered from returning Filipino scholars. They see “technical expertise” as their primary advantage over those Filipino students who have completed their studies in the Philippines. This is associated with possessing necessary skills when it comes to “use of equipment and actual applications of learned theories.” Programming skills, database management, software proficiency and other expertise were also mentioned. A respondent in the nutrition and dietetics field also mentioned:

*“Hardcore nutrigenetics and nutrigenomics in my field are rarely practiced in Philippine academic institutions but I had the privilege to master the subject in Korea. This served as my edge over those who went to local graduate schools.”*

Being able to participate in conventions, workshops, and conferences were also seen as opportunities and advantages. Filipino scholars were also exposed to research and publication. Their research-writing skills were also considered a plus; specifically, being able to publish works in international journals.

Having studied in South Korea where a totally different language was used in all aspects of life, the respondents also gave credit to their Korean language proficiency as an advantage. Aside from this, “being exposed to another culture” was considered beneficial.

## Conclusions

With their South Korean education, returning Filipino scholars did not only see the academic, social and professional advantages of the experience along with the difficulties and challenges. They also considered several personal gains and benefits compared to their locally-educated counterparts. Being open-minded, independent, and the stability to work under pressure were also among the identified gains from the experience.

Aside from financial literacy, findings reveal that graduates possessed ability to deal with problems and people in a more mature manner particularly in an intercultural setting and being able to adapt to change better.

As Filipino scholars return to the Philippines, they

face another chapter in their academic lives as they re-integrate to the society they once belonged to. This comes with the appeal to provide opportunities to returning Filipino scholars to practice their crafts and expertise as an offering to the country. With sincere government support and commitment, the enhancement of the country's capability can be achieved, especially while working hand in hand with locals who have studied abroad.

A systematic pre-departure seminar should be instituted before Filipino students leave the Philippines to pursue graduate programs abroad. Joining with concerned agencies, a formal and organized approach towards life abroad could benefit future scholars with the needed skills and competencies towards a pleasant and successful stay abroad. Currently as research literature is being gathered since this relatively young trend is gradually gaining attention and popularity, it is also a timely approach worthy of investigation.

The government needs to seriously consider those who return to the Philippines after obtaining their degrees abroad. As future members of the Philippine academe and labor market, these individuals need to affirm their roles as they reintegrate to the society they once belonged to. Series of serious government efforts would be beneficial towards achieving a positive impact of the returnee's overseas diploma.

Future researchers under the same context could also explore other related facets of this phenomenon. Issues regarding financial and social gains could also be studied thoroughly, along with schemes on how to effectively revive brain gain efforts. Specific case studies could also help provide particular insights on the plight of those students who have chosen to go back home.

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## Digital Business Transformation : Digital Culture Before Technology

Pornchanit Kaew-nate\*

*Faculty of Management Science, Suan Dusit University, Bangkok, 10300 Thailand*

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### Abstract

This article is a study to highlight that digital transformation is something that businesses cannot avoid. However, the transition is not just about adopting the technology. The organizational leaders must also understand that the condition for transitional success is a harmonious change of people, systems, and contexts. This academic paper studies three issues: 1) Concept of Digital Thailand 2) Concept of Digital transformation 3) Promotion of personnel in organizations to have skills and digital culture. The study shows that digital transformation can be successful if important aspects are implemented. The principle aspects are the self-review of the organization from the vision, strategy, operational processes and value delivered to the customer as well as determining where the organization is in the digital age industry to see why there are operational delays and, most importantly, to see the qualifications of organizational leaders who need to understand digital transformation. All of this is the corporate culture in the digital transformation era, not just buying or importing technology into the organization without considering other elements. However, the definition of the word “Digital culture” is also diverse. In this academic article, it is used to define the meaning of “Digital culture” which refers to a modern corporate culture that focuses on changing the work and way of thinking of the people in the organization.

### Introduction

The COVID-19 pandemic affects business operations and activities in organizations around the world. The important policy of organizations to stop the widespread pandemic of COVID-19 is a Work from Home (“WFH”) scheme. The interview of Sharad Mehrotra, the Chief Executive Officer of Total Access Communication Public Company Limited (DTAC), offers an example of a WFH policy. He said, “Today, thousands of DTAC colleagues and I work from home or offsite without coming to the office. This is the

preparation for the situation and a test for functions that we can continually work in a different environment, especially in a necessary situation. All the working forms of DTAC are uploaded to the Cloud system, such as SharePoint or Microsoft Teams. The staff can work conveniently by logging in to the internet, access and manage the files by the software management everywhere. DTAC also uses ‘Workplace’, an online tool with Facebook features for teamwork, as a communication tool for all employees. This tool facilitates the work flow and reduces traditional steps of

work procedures, including ways for the employees to access to information of the company easily and speedily,” (dtac blog, 2020).

Meanwhile, Mr. Puttipong Punnakanta, a minister of Digital Economy and Society Ministry, spoke at a press conference about Work from Home guidelines during the COVID-19 pandemic on 17 March B.E. 2563 stating: “The purposes are to determine operational guidelines of Work From Home for the public and to create a working model of government units to become Digital Government. The conclusion is that application service providers will support government agencies and state enterprises with free online meeting systems to facilitate offsite operations via computer equipment or mobile phones (both iOS and Android). The guidelines of government agencies are for adapting a new working culture to become Digital Government. Public officials can work through the systems and digital channels at anyplace and anytime, without daily and regularly working at the office. This system can enhance work-life balance and motivate employees through result-based performance in a relaxed and fun environment. The public officials can concentrate on their jobs in which it helps to improve efficiency of work and develop creativity. This is such a starting point of innovation development” (The National Commission for Digital Economy and Society. 2020).

### **Digital thailand concepts**

The need for national digital competitiveness was apparently shown when the Thai government announced the national policy and plan of Digital Development for Economy and Society (B.E. 2562-2580), issued in the Royal Gazette Volume 136 Section 47a on 11 April B.E. 2562 (Gazette, 2019). “Digital Thailand” refers to a period of Thailand that can create and fully use digital technology in the development of infrastructure, innovations, data, human capital and other resources, in order to drive the national economic and social development towards stability, wealth and sustainability. The plan divides Thailand Digital Landscape in 20 years into four phases: Phase 1 Digital Foundation; Phase 2 Digital Thailand I: Inclusion; Phase 3 Digital Thailand II: Full Transformation; and Phase 4 Global Digital Leadership.

To achieve the goals of the Digital Development for Economy and Society Plan, there are six aspects of development: infrastructure; economy; society; government; human capital; and confidence. Phase 1

(1-year-and-6-month plan) aims to build infrastructure with hi-speed internet access to all the villages, which is a fundamental of socioeconomic activities. In an economic aspect, doing business activities through a digital system must be seamless. SMEs, community enterprises and farmers can operate in an online system and build up a base for investment in digital clusters. The social sector can access to hi-speed internet and basic government services thoroughly and equally. Government agencies work on inter-organizational and integrated data. Labors with digital skills are well accepted in domestic and international labor markets. The government can enact digital laws that can reform relevant public organizations to drive for a success.

Phase 2 (5-year plan) aims at making hi-speed internet infrastructure to be accessible to all the villages and connected with other regions of Thailand. Agriculture, manufacturing and service sectors have changed the way of doing business with digital technology and data. Digital Technology Startups and digital clusters increasingly play roles in the Thai economy. People are confident about using digital, and access to digital education, health and lifelong learning services. Government works are linked and integrated as a single organization. The workforce can work through a digital system with borderless. Foreign digital experts will work in Thailand. Thailand will have an environment that supports digital transactions with a convenient and standardized system.

In Phase 3 (10-year plan), Thailand becomes Digital Thailand, which fully uses digital innovations to drive a country. Hi-speed internet accessibility is available for all households and supports the integration and connection of all the devices. Agriculture, manufacturing and service sectors can compete with digital innovations and connect Thailand with regional and global trade. People use technology or data in all daily activities. The public sector provides services based on people-driven needs, disclosed information and people’s participation. Thailand creates high value jobs and enough manpower with digital expertise, as needed. Thailand has laws and regulations that do not obstruct trade and digital transactions.

Phase 4 (20-year plan): Thailand is in a group of developed countries and uses digital technology to create sustainable economic and social values. The internet connection is seamless at anytime, anywhere and with all the devices. All economic activities are digital connected within and between countries. These bring

about the wealth of a nation, a decrease in digital inequity and the digital use for local development. Thailand becomes a regional leader of digital government for public management and citizen services. Thailand also becomes a regional center for digital manpower for specific fields and digital experts. In addition, Thailand is a model of development and continuously and pragmatically reviews digital regulations.

Although the government prioritize efforts to become a digital country, the development of labor with digital skills is challenging. The pushing force to develop people and organizations' digital skills rapidly is the COVID-19 pandemic. However, many organizations use information technology without readiness. The word "Digital transformation" and "Digital business transformation" can be substituted by each other. It is because "Digital transformation" is the delivery of digital technology adapted well to every fragment of business which will change the fundamental of business until developments add value to customers. It changes organization form purposefully with serving of technology. For the conditions of success in digital transformation, Chareonwongsak (2019) said that "Business organizations cannot avoid digital transformation. Digital transformation is not only the use of technology, but the leaders of organizations also need to understand the conditions of success in transformation: cohesive changes in people, systems and contexts". Similarly, Saikat Chatterjee (Chatterjee, 2020) a senior advisor of Gartner, said that "We are being pushed to move forward to the world's largest test of Work from Home. Until now it is not easy for many organizations to succeed". Saikat said that personnel department of the organizations should specify the main roles, skills and activities of required work. To work smoothly and be able to get work done via Work from Home, particularly in the crisis, the requirements or plans should be flexible. It is necessary for personnel departments to offer different help or work support, which may lead to introducing new work forms. Saikat analyzed the framework of responsibility, work content and roles, to consider which types of work should be adapted to work from home. Personnel department should offer help in the following situations.

Case 1 The impossible case. For example, production and assembly employees cannot work offsite. If the organization wants the employee, even one person, working on-site, personnel department should well prepare all-rounded safety measures such as hygienic

masks, the division of work, including support and mental care for reducing anxiety.

Case 2 The possible case. For example, the sales team can work from home. However, they will receive advice and help from their supervisors and experts, who will suggest the solutions for transportation and cultural challenges in the organization.

Case 3 The most possible case. For example, employees, who have critical thinking skills, analysis and working knowledge, sometimes can work from home. Therefore, the organization should build up the confidence in the supporting teams, by regularly interacting with the colleagues for more productive work from home.

### **Digital transformation concepts**

Technology trends, which play a role at present and future times, are MOOC (Massive open online course) or free online courses from open systems for massive registration at the same time; Cloud computing or computer technology innovations with processing through the internet on large computing structures, sharing processing resources and having the ability of data processing and web applications via multiple platforms and devices; Open data or free access to data without restrictions and the possibility to be reused and redistributed. The sources of data and conditions must be specified as the original sources or specified by the owner. Data must be easy to use and to revise as well (Tanprasert, 2019). However, many organizations have faced obstacles for driving their organizations towards the up-to-date situations. (Thanabodithammachari, 2016). Ssummarized problems as follows.

1) The executives do not recognize the importance of technology or still think that technology is unnecessary. They assume that the success of an organization has come from conventional methods as in the past. Hence, there is no need to adjust.

2) There are political issues within the organization. Therefore, it is difficult to drive the organization in the same direction.

3) There is a lack of coordination between the supervisors from different departments in reviewing the mutual successes and plans to improve up-to-date services.

4) Management of change lacks the understanding of organizational culture. Hence, there are resistance from the employees at all times.

5) There is a lack of time allocation for the

employees' learning. This increases overloaded work, reduces the value of work and does not respond to present needs.

6) There is a lack of knowledge for applying modern technology to the organization.

Bringing the business to the digital age depends on the perception of a relationship between internal structures and external data. Operation processes must be simple with these questions: Why, When, Who, What and How. As a result, the organization can adopt technology with a wise manner. Thanabodithammachari (2016) presented a model of digital transformation called: "Digital transformation reference model," with five main components: (1) Vision & mission statement; (2) Business service & business objective; (3) Digital organization; (4) Business process as a service; (5) Digital platform (as detailed in a diagram).

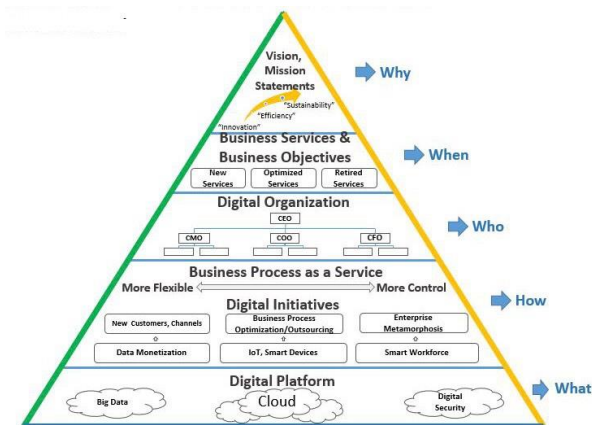


Figure 1 Digital transformation reference model Thanabodithammachari (2016)

According to the diagram, there are interrelated relationship of each question. The first question is "Why". The organization should ask about, "Why does our organization need to be in the digital age?" "When the society changes into the digital era, can we look at our organization the same way as before?" To answer the 'why' questions, it requires both internal and external information, and honest answers, to adjust organizational visions and values. This is because when the business environment has changed, the customer needs and delivery of business values would have changed with up-to-date situations.

The second question is "When". This is an important question for improving technology-oriented services to customers. That is finding the answer to the

question, "When will the service be completed?" To answer this question, the organization should specify the objectives of each service to be suitable for actual assessments. These include providing services to the internal and external customers or the development of new services. In this respect, the overall work of the organization will be in the same direction with no conflict between the operators and the evaluators.

The third question is "Who". The organization should answer the question, "Who are responsible for such service and digital development?" The responsible persons include both the supervisors and evaluators. This question starts when the organization has clearly defined its tasks. Answering this question will lead the organization to define the roles of internal and external staff. In addition, the organization can plan the digital skill development of staff effectively.

The fourth question is "What". When the organization designates the responsible persons in each task, it is necessary to brainstorm ideas from all relevant staff for improving the processes with digital technology. The organization must answer the question, "What does the organization need to plan?" There will be an improvement of the process at this step; the initiation of projects comprising technology and necessary information; the considerations of budget, including regulations and new policies. These will support a complete digital transformation of organization at this step.

The fifth question is "How". This step is the last step of implementing processes by using digital technology as a main tool to change the organization. The organization must answer the question of "How to do?", for the achievement of actual service outcomes from the given plan. These include activities relating to digital system development, system installation, communication and public relations of work system, training for practical implementation, transparent and accountable evaluation.

As previously stated, digital transformation needs well planning from the beginning. If the organizations invest in digital technology before planning, such organizations will encounter difficulties and cannot achieve their goals in the digital era.

The above statements are in line with the concept of Malisuwan (2017) noted that the strategy of digital transformation requires four-step implementation: strategic and technical plan, design, integration and implementation. However, integration is a key of success.

Often, the formulation of the strategic plan and design are not connected with the fundamental of business, with systems and processes as a mainstream of operation. As a result, the organization cannot succeed in digital transformation.

A summary below presents the four-step implementation.

1. Strategic planning is a step to review an organizational vision whether it is appropriate for the digital era. The operation with traditional methods and conventional thinking cannot respond to digital transformation. A strategic planning should start from defining the end goal of the organization, then creating the experience to change customers' awareness. These needs are essential rather than software or technology purchases. For example, the insurance company should consider the experience of customers in making easy and fast claims by using compatible modern technological systems rather than starting with the purchase of software. This step requires the speed of planning because the faster process will lead to the more competitive advantages. The way to speed up for digital organization is hackathon. Organizing a hackathon is an important tool for brainstorming ideas for solutions or innovations of business and industry. It draws capabilities of people in various fields for a strategic planning within limited time (Spaulding, 2016). A hackathon concept will speed up the planning process to determine the way to reform and convince people in the organization to understand the values and be able to adapt further.

2. Design is a process that focuses on creating new experience for customers. According to the Actual-experience digital experience quality report (Shayon, 2016), Ninety-three percent of business leaders believe that the digital experience of customers is very important to organizational success. Eighty-eight percent of business leaders believe that the digital experience of staff is very important to the organizational success too. Although the corporate leaders know that the digital experience is important to both customers and internal staff, they still do not know how to achieve the required results. Therefore, the process of design is very important for creating customers' experiences. The organization should emphasize employees' participation and collaboration with customers, including how customers interact with the organization. All the above leads to changes in digital skill and culture.

3. The third step is integration. The first two steps lead to having strategies and techniques. The success of

digital transformation should integrate various segments as one piece, or so-called the business ecosystem for the digital era. Nikolaus Lang (2019) said that the business ecosystem in this age is complex and rapidly changeable. Integration is very challenging. Strategic questions that the executives must answer are: "how different are collaborative forms of work within the ecosystem?", "which kind of the ecosystem is suitable for those who want to dominate the market?" and "how can the market occupiers create strategies by using a digital system for competitive advantages?". For example, the university wants to provide one-stop service to students. It is important to link all units together such as the registration and assessment, information and library service, payment and other systems. All relevant systems must be linked and operated seamlessly. As a result, the students who use the service become satisfy with the one-stop service.

4. Implementation is the final step of digital transformation. All work must be operated seamlessly via cloud computing or other systems, which support the operation of organization constantly. The organization must consider an action plan, which is a map for guiding the work and operational structure with up-to-date situations. The consideration of interrelated organizational structures, flexible management and supports from the experts will lead to practical implementation and become a digital organization, eventually.

### **Promoting digital skills and culture for personnel**

Organizations are necessary to build up transformation skills for their staff to become a digital organization. Jack Ma, the president and co-founder of Alibaba group, lectured about good leadership at the United States Military Academy-West Point (Ma, 2019). He said that the essential skills in the digital age are competitive and collaborative skills at the same time (Co-competition). Being digital organization must always keep in mind "don't be evil". Rather, the organizations should create good values and responsibility for their own actions. To promote digital skills and culture for personnel, various executives offer their opinions as follows.

1. Steps Academy (2017) said that the definition of digital era is not only limited to technology, but it is also about changing the ways of life. The problem of transformation is the generation gap. The older generation could not adapt to technology and have different ways of thinking compared with the younger generation.



Collaborative culture between these two groups is essential for the organization. However, the development of organizational culture needs to start with the vision of organizational leaders because the vision is a key to create other creative policies. Creating environment can increase the desire of work, which will provoke organizational culture and ideas of staff according to such an environment.

2. The previous concept is in line with (Bhaktibutr, 2019), the president of Osotspa company. He said that digital transformation relies on corporate culture evolution. This is to support key persons to overcome the big test of digital transformation. The concept of 'agile' is one of business strategies for responding to changes in customer behaviors and technology. Agile working is a process that supports workflow by reducing the procedures and paperwork. It focuses on team communication for product development, testing and suggestions for further improvement. This will cause fast product development and response to more users (Lupang, 2019). The key importance of agile working are people, communication and self-development. Personnel department is necessary to create the culture in the organization or within the team to support the use of agile concept effectively.

3. Digital investment must reduce the complexity of customer service and use digital to fulfill the customers' feeling. The final goal is to satisfy the customers with reduced cost. Before considering a great amount of digital investment, an organization needs to create customer-based culture to reflect what customers' concerns and happiness are (Papasaratorn, 2018). For example, if the customers suffer from being on a long queue, do not replace staff with digital queuing cards. Rather, digital usage should eliminate or ease down the queues. Digital culture is about people who feeling confidence in information and prompt culture. Leaders must be ready to accept the flaws of action too. When the staff have confidence in the information, they put an effort for data collection for analysis. They can analyze for what happened and how it happened, and turn data to be key contents and knowledge for planning. The process emphasizes compiling and analyzing data simultaneously. No matter how much information is available, the opportunity of making a mistake still exists. Products of leading digital companies are still needed to be updated. As mentioned, digital culture comes with the leaders who always accept the flaws of action.

4. Creating digital culture of organization should

start from the leaders. The leaders should promote digital transformation with strong and concrete manners. Such action will support all employees to understand organizational goals and operate in the same direction immediately and quickly. Leesakul (2018) suggested that the essential qualification of leaders nowadays is the ability to use data for organizational benefits, starting from day-to-day operation to strategic planning. Particularly, the use of data will improve the experience of customers. In addition, the leaders must be an active digital user and can apply digital concepts in daily life for communicating with the talents in the organization efficiently.

5. Organizations with hierarchy may have been efficient in the past, however, at present time, the world is always changing. The hierarchical organization may affect work efficiency in the digital era and a reduction in creativity. Organizations with fewer levels of hierarchy will support the decision making of leaders quickly and efficiently. Each unit can collaborate its operations smoothly.

## Conclusion

The reason why "Digital Culture" must come before technology it is because the term "Digital Business Transformation" is not just bringing digital touchpoints or technologies into the organization. But a successful change of digital organization depends upon following factors: a revision of organization itself – beginning from organizational vision, strategies, operations and values delivered to the customers; a consideration of organization positioning in the industry during the digital age; and the causes of operation delays. The most important aspect is a characteristic of leaders in understanding digital transformation. These are the organizational culture for digital transformation, not just purchasing or importing digital to the organization without considering other factors.

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## Book Review

Woravit Kitjaroenpaiboon



**Book Title:** English for Research Writing  
**Author:** Kanyarat Getkham  
**Publisher:** Chulalongkorn University Press

English is widely used as a major language for research writing (Grabe & Kaplan, 1997; Hyland, 2012; Kaplan & Baldauf, 2005). However, not all researchers (particularly non-native English and novice researchers) can use English efficiently for this purpose (Cho, 2004; Flowerdew, 1999). When competing with experienced native English researchers for publication, the non-native English and novice researchers are at a distinct disadvantage (Burrough-Boenisch, 2003). They sometimes feel marginalized from the international academic community. Reasons for non-native English researcher's feelings of marginalization could be due to: i) writing the research article is linguistically, culturally, and disciplinary specific (Swales, 2004) and / or ii) some researchers might not be familiar with the lexical, grammatical, syntactical, semantic, and pragmatic conventions regarding a research article (Kaplan & Baldauf, 2005).

As in many other countries, several researchers in Thailand, where English is considered a foreign

language, are also facing this problem. Presently, Thai researchers, teachers, and graduate students are encouraged to carry out research studies and need to have these published in international journals. However, writing the research article may be beyond their abilities. According to Kaplan & Baldauf (2005), to rectify this problem, researchers should learn the lexico-grammatical patterns associated with research journal articles. That is why I am reviewing the book titled 'English for Research Writing'.

The book is written by Kanyarat Getkham and published by Chulalongkorn University Press (Getkham, 2020). The book has been posited in several university libraries, used in a number of English for academic courses in many universities. Rarely has knowledge (or know-how) about writing research, in the reviewer's own point of view, been so beneficial toward inexperienced and novice researchers, teachers and students that they are able to apply the knowledge contained in the book as powerful academic resources for professionally crafting academic papers.

The book is divided into 11 chapters. Chapter I begins with how to write correct sentences which is the

first step of writing a paragraph. Chapter II explain how to use modifiers. Chapter III offers methods on how to make sentences concise. Chapter IV provides empirical number of evidence of sentence problems. Chapter V describes academic stylistic features. Chapter VI exemplifies hedging often used for writing research studies. Chapter VII shows how to use evaluative stances. Chapter VIII explains tenses and their aspects particularly in research reports. Chapter IX tells us how to link ideas into paragraphs and essays. Chapter X teaches how to write an effective research abstracts. And most importantly in Chapter XI shows ways to cite other works correctly and properly. All chapters in the book, in my opinion, are very useful and a fundamental knowledge for researchers.

Simply put, English is currently developing a status of world academic lingua franca, (Mauranen, 2008), with English used as a medium language for writing research articles. However, not all researchers have the potential to write in English proficiently, with numerous non-native English and novice researchers being intimidated by the prospect (Wu, 2011). Thailand is a non-native English speaking country where English is not the country's first or even the second language. Most Thai graduate students, teachers, and researchers are not eloquent in English. Many Thai researchers are not proficient in English writing to write adequate research articles. In the writer's own opinion, and in agreement with Kaplan & Baldauf's (2005), this might be because of their unfamiliarity of linguistic patterns used in the research articles. Furthermore, academic writing is no one's first language, topic specific, and a skill not naturally acquired. It needs to be learned and practiced. Necessitating empirical evidences in the book helps shed light on lexical, grammatical, syntactical,

semantic, and pragmatic conventions and their communicative functions used for writing research. The objective of the author of the book is to benefit ESP/EAP teachers, non-native English and novice researchers, and students to understand writing correct sentences, using modifiers, making sentences concise, avoiding sentence problems, academic stylistic features, hedging, and so on in writing research papers.

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## **Guidelines for Writing and Submitting Original Manuscripts for Publication in Journal of Multidisciplinary in Social Sciences**

Journal of Multidisciplinary in Social Sciences is an academic publication that aims to publish manuscripts such as original articles, review articles, and book reviews concerning multidisciplinary knowledge related to the field of humanity and Social Science and other related fields. The journal is published thrice annually. All manuscripts accepted for publication are copyrighted by Suan Dusit University; reproduction, in whole or in part, requires written approval from Suan Dusit University. Excluding errors incurred during the printing process, all content contained within articles is the author's responsibility.

### **Publication Process**

1. The journal accepts original manuscripts for consideration, from January to December.
2. The editorial board adjourns to consider the merits or submitted manuscripts and the scope of the journal. During this phase the integrity and accuracy of the manuscripts content is assessed.
3. An editorial letter is issued to the author for manuscripts that the editorial board deems inappropriate for publication. If the editorial board approves the manuscripts, an editorial letter will be sent to the author and the article will be subjected to peer review.
4. Articles that are deemed appropriate for publication are subjected to peer review by a panel of three experts in the appropriate field. In order to be deemed appropriate for publication, an article must be by recommended two of the three experts.
5. The qualitative assessments of the expert panel returned by the manuscript's author. The author is expected to make the appropriate alterations indicated by the experts' feedback.
6. The author returns the edited document; the editorial staff examines the changes to make sure they are congruent with the experts' recommendations as well as the journal format.
7. The revised version is granted the University's recognition of "Accepted" for publication status with the Journal of Multidisciplinary in Social Sciences Stamp on every page. Information regarding publication status (Accepted) is located on the journal's website (<http://research.dusit.ac.th/new/e-Journal>)
8. The editorial team conducts an accuracy check for all articles before sending the manuscripts to the printer to create a draft journal issue.
9. The editorial board conducts a review of the draft journal issue before publication on the journal's website (<http://research.dusit.ac.th/new/e-Journal>). Suan Dusit University will place their official seal of approval on each page of the manuscript and to verify before formal publication.
10. Upon approval by each author, the final version of the journal will be published as a online publication, accessible on website (<http://research.dusit.ac.th/new/e-Journal>).

### **Publication Criteria**

1. The original manuscript is concise and interesting to the academic community.
2. The content of the manuscript represents quality and theory of the discipline and also possesses knowledge with practical applications.
3. The manuscript's content is consistent with the aim and scope of the journal.
4. Manuscripts submitted to Journal of Multidisciplinary in Social Sciences must not have been published previously in or actively involved in the publication process of another journal.
5. All content within the manuscript must be the product of the author himself. Any use of intellectual property within must be appropriately credited to its original authors.
6. The author must comply with the writing style established by Journal of Multidisciplinary in Social Sciences.



7. There are four levels of assessments given to reviewed manuscripts:
  - 7.1 Requires minor or no revisions prior to publication.
  - 7.2 Requires moderate revisions prior to publication.
  - 7.3 Requires intensive editing and revisions followed by a future evaluation.
  - 7.4 Unsuitable for publication

In order to be assigned the "Accepted" status, an article must be assessed as "Requires minor or no modification prior to publication" by two of the three experts from the peer review process.

## Formatting Guidelines

It is the author's responsibility to format manuscripts to the standards of Journal of Multidisciplinary in Social Sciences. The details of format style are contained herein,

### 1. Format

1.1 Single page printing on A4 paper with a width of 19 cm and height of 26.5 cm. The vertical and horizontal spacing from the margins must be 3.5 cm and 2.5 cm, respectively.

1.2 Typefaces and layout: English must be typed using TH SarabunPSK using Microsoft word. Specific font format guidelines are as follows.

1.2.1 The header contains the page number, aligned on the right side, in 12 pt. font.

1.2.2 The title in English languages must be 16 pt. font, bolded, and center aligned. The title should not exceed two lines of text.

1.2.3 The author's name in English language must be typed 14.5 pt. font and centered below the title. Asterisks (\*) should proceed the authors' names which is correspond to the appropriate author.

1.2.4 Affiliations should match each author with their appropriate affiliated institutions and organizations. In case of different affiliations, superscript numbers should follow the surname<sup>1</sup> and affiliation<sup>1</sup>.

1.2.5 A footnote must be placed on the first page of the article with the text "\*Corresponding Author", the next line of text should contain "e-mail", and the final line "\*\*Affiliations" which specifies funding sources and agencies, for example "This research was supported by research grants from Suan Dusit University".

1.2.6 "Abstract" in English must be 14.5 pt. font, bolded, left aligned, and placed below the Thai keywords section. Abstract text must be 14 pt. font, with 1 tab indentation from left and right margins.

1.2.7 "Keywords:" should appear in English language in 14.5 pt. font, placed beneath the English abstract text and be aligned with the left margin. English keywords must be 14 pt. font, and should not exceed four words. Each keyword should be separated by a comma (,) and space.

1.2.8 Regardless of language choice, the main text headings used throughout the paper must be 14.5 pt. font, bolded, and aligned with the left margin.

1.2.9 Bulleted items must appear as 14 pt. font, bolded, and be indented 1.5 tabs from the left margin.

1.2.10 Body text must appear as 14 pt. normal font, and be indented 1 tab from the left and right margins.

1.2.11 "References" must be 14.5 pt. font, bolded, and be aligned with the left margin. Individual entries must be 14 pt. font and should follow American Psychological Association (APA) formatting guidelines. Any lines of text for a single entry that exceed the first line should use a "hanging indent" of 1.5 tabs from the left margin.

1.2.12 Authors' names in Thai must be 14.5 pt. font, bolded and be aligned with the left margin. Name should contain Mr., Mrs. and academic title for each author. Affiliations should be below in both Thai and English as 14 pt. font. An address must be listed for each author.

1.3 An appropriate page length for publication in the Journal is approximately 15 pages.

## 2. Citing

Should follow American Psychological Association (APA) formatting guidelines. Guidelines for references can be found on the journal's website: <http://research.dusit.ac.th/new/th/pr/>

## 3. Ordering of Titles in Journal of Multidisciplinary in Social Sciences

The written manuscript may contain only English. The content should be easy to understand and clear. If the author uses abbreviation, full word must appear before any abbreviation.

- 3.1 The title should be brief, the length should not exceed 100 characters.
- 3.2 The authors if there are more than six authors only the first author is listed, followed by "et al."
- 3.3 Affiliated entities associated with the author should appear in English languages.
- 3.4 The abstract must be written in English language. The abstract should briefly summarize the research and not exceed 250 words or 15 lines of text.
- 3.5 The "Keywords" section must contain no more than four keywords that allow for appropriate searching and selection based upon the article's topic.
- 3.6 The "Introduction" section should provide background information relevant to the research and provide information regarding the manuscript's content.
- 3.7 A statement of purpose should accompany the article to explicitly state the purpose of the study.
- 3.8 The framework clarifies the dependent and independent variables examined in the study.
- 3.9 The "Methodology" section delineates the procedures, how the research was conducted, sampling method (i.e. simple random samples) and population, and the creation and development of research tools used for data collection and analysis.
- 3.10 The "Results" section presents data obtained during the research and may be displayed as tables, graphs, illustrations, and accompanying explanations. Tables should be not have left and right borders and are normally black and white printed. No more than five tables should be present in the "Results" section. Pictures within the section should be clear and use simple black and white coloring with an accompanying caption, the author wishes to use colors for any item they may do so; however, the author will be responsible for the additional costs of color printing.
- 3.11 The "Discussion" section should include a summary of the findings and address whether or not the data support the research hypothesis and compare research findings to other similar research works.
- 3.12 The "Suggestions" section should provide recommendations for the application of the current work as well as potential areas for future research inquiries.
- 3.13 A final section should include contact information, address and e-mail, for each author. The list of authors should match the same order presented below the title on the title page.

## Sending Original manuscript

1. Compose the manuscript using the format of the Journal of Multidisciplinary in Social Sciences.
2. Send the manuscript via the R-Sytem research database website <http://research.dusit.ac.th/r-system>.

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- If there are conflicts of interests, reviewers should inform the editorial staff. Editors will decide whether the reviewer is appropriate for the manuscript or not.

### **Author Regulations**

- The authors should write the manuscript related to the theme of multidisciplinary in Social Sciences. The research manuscript should contained relevant background information, proper methodology, APA style citation, accurate results, and reasonable discussion.

- The authors should follow the journal guidelines strictly.

- Any opinion or perspective made in the manuscript must be explicitly highlighted as “opinion” or “perspective”

- The authors must be aware that fraudulent information and omission of important information are unethical author behaviors.

- The authors must be able to provide research data if the Editor see needed.
- Authors must reference other works properly. Any work involved in the manuscript also must be well credited.
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