Journal of Multidisciplinary in Social Sciences

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Journal of Multidisciplinary in Social Sciences

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Content

Theoretical Perspectives on Aging Workforce

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Abstract

The raising of the aging population that comes with the reduction of the workforce population is the problem that the world will have to encounter in the near future. The measure that are applied to cope with the mentioned situation is to encourage the elderlies to continue to work and help maintain the academic growth and reduce the pension problem caused by the imbalance between the workforce populations and the retirees that keep increasing each year. For the mentioned measure is a new thing for Thai society, this article aims to reflect the theoretical point of view from the experience in western society which have entered the Aging Society before Thailand in the issue related to working after retirement to the fundamental concept in human resource management in the changing situation of the population structure and workforce in Thailand.

Introduction

Aging Society is the major change in social structure that society is currently facing. It is the state where the aging population is increasing while the youth and work-force population are decreasing. This is the result of the success of the population and family planning policy including progress in economic and social development that allows people to experience a long and healthy life.

United Nation classifies the Aging Society into 3 levels: (1) Aging Society, the society where 60 plus years old seniors covers more than 10 percent of the whole populations. (2) Aged Society, the society where 60 plus years old seniors cover more than 20 percent of the populations and (3) Super Aged Society where the 65 plus years old seniors cover more than 20 percent of the populations. Therefore, the Aging Society in Thailand started in 2005 with the ratio of the aging population to

the whole populations is 10.3 percent. The yearly ongoing increase of number predicts that Thailand will become the Aging Society in 2022 and by 2032 will be a Super Aged Society due to the increase of the aging population that is happening at the same time with the decrease of the work-force population. One problem that Thailand will have to encounter in the near future is the labor shortage and the lack of human resource with the knowledge, skills and experiences that will affect the economic system of the country in the long term.

A key measure that helps a country to cope with the aging society situation is to encourage the seniors to continue working for as long as they are mentally and physically capable. The amount of contribution seniors can pay to the economy will affect the economic expansion. The more seniors are able to contribute the better. The demographer call the utilizing of the rise of the aging population ratio to develop the economic the

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"second period of demographic dividend". For example, Japan, the first country in asia that became an Aging Society, coped with the slowdown in consumption and domestic investment; that caused a long period of economic depression, by enforcing the aging employment promotion measures. Promotion measures included laws that forbids the employer from using the age limitation as an employment condition, extending the retirement age to 65 years old, applying the post-retirement employment system and developing the technology for the convenience of seniors. (Secretariat of the House of Representatives, 2018)

Thailand has been working on a measure for a while to extend the retirement age from 60 to 63 years old but excludes the measure for organizations that require physical skills. There has been the consideration and study on the appropriateness of the positions for the retirement age to be extended and the law amendment on retirement pension. (Malee, 2018). The said measure is a large challenge for the Office of the Civil Service Commission, which is the organization that is responsible for the human resource for the government. The Office of the Civil Service Commission needs to find a way to create high standard work from the aging employees and achieve the human resource management goal of the government to continue supporting the Aging Society.

Since the said measure is still new for Thailand, this article aims to reflect the theoretical perspective from the experience of western societies that have already experienced the Aging Society focusing on the workers in public and private organizations that have the clear limitation on the retirement age. This article presents issues that relate to working after retirement in order to gather ideas on the human resource management for a changing population and workforce of Thailand.

Retirement and Working After Retirement

Retirement refers to the situation where a person must leave regular work when they reach the age limit that the employer sets (Siriphanish, 2007). For example, Thailand has set the retirement age at 60 years old following the aging criterion of Thai society. Yet, Thailand does allow the private organizations to set a different retirement age for each position but mostly the retirement age is set at 60 years old; according to the government. In general, the retirement age relates to the age based on the idea that when the employee works until the certain age, the employee should not be allowed

to work beyond that age because the aging would decrease the physical ability and/or ability to work. Therefore, those who work until this age deserve to stop working and take a rest. The employer organization will provide some type of retirement pension to ensure the security in life after retirement.

However, one phenomenon that is found in the present society is the development in medicine and public health that allows people to live longer and grow old slower than before. It is also found that there are many people that continue to work for the rest of their life which rise the question whether the retirement age is still suitable for the current situation. Moreover, in the situation where the entire world is becoming an aging society and the number of senior population keeps increasing while the number of the workforce population decreases and the people that are reaching the senior age are the Baby Boomer generation. The Baby Boomer is largest generation which does has an effect on the retirement system. Problems are occurring with the retirement pension system such as the unbalanced number of the working people who pay tax and the retirees, problems are seen with the government's budget since the retirement pension system cannot afford to pay for the added years of retirement as well as the lack of human resources and the lack of people with knowledge, skill and experience that will decrease the productivity and competitive ability.

Based on the experience from western society where many countries have become the Aging Society and have applied the retirement age extension and post-retirement employment to cope with the changes in the workforce will be discussed in this paper. Such countries have seen benefits such as being able to slow the effects on the retirement system and retirement pension for the government, the retirees are able to rely on themselves and maintain their well-being and quality of life for themselves and their family. In such cases that the income is not enough for life after retirement, making the balance between working life and leaving job that smoothens the transition between working fulltime and retirement (Pengcharoan & Shultz, 2010). Moreover, it also benefits the labor organization by decreasing the lack of skilled people in the workforce and helps to maintain experienced human resource in the organization (SHRM Foundation, 2014). However, the increase of the average older age of workers causes changes in the working environment where there is more difference in age of the workers and differences in gender, race etc. that follows

(Truxillo, Cadiz, & Rineer, 2014).

From the prediction that the change will continue throughout the 21st century, the topic on the difference of age in the context of working attracts the interest of research in various fields. The examples for the research topics are the working motivation of the employees in each age, the relation between age and work result, work environment with differences of age, age stereotyping in the context of work, etc. These studies are valuable for the interference on work efficiency development of aging workers in this situation. (Truxillo, Cadiz, & Rineer, 2014; Hertel & Zacher, 2018)

The Decision to Work After Retirement

Studies on the retirement process and living after retirement including working after retirement approximately appeared in the late 20th century when world societies became aware of the impact of the transition to the aging society of developed countries. At that time, researchers adopted theories concerning the impact of aging on work that appeared in order to understand the transition from working to retirement and one's satisfaction on life after retirement.

The group of theories adopted in the first stage viewed retirement as one's decision making process. The decision to stop or keep working is the result of individual's from the information both relevant and irrelevant to work such as Rational Choice Theory (Gustman & Stenmeir, 1986) that explains that it is the result of the comparison between the source of income and necessary expenses after retirement. In the same time Image Theory (Beach & Frederickson, 1989) explains that it is one's perception of oneself and the expectation of society. Role Theory (Ashforth, 2001) is more integrative and future oriented than the 2 mentioned above. It explains that decisions are based on the acceptance of the changing role as life pasts. Theory of Planned Behavior (Ajzen, 1991) explains that retirement decision is the result of one's attitude towards work and social norms regarding work. From the above theories, the decisions to work after retirement are based on various variables, therefore, the organizational intervention focuses on providing information for decision making that can convince one to continue to work or to quit work.

One of the groups of theories that has been applied in order to understand the phenomenon takes the view that retirement is an adjustment process in order to reach a peaceful and satisfying state of mind. This group or theories views retirement as part of life planning based on both quantitative and qualitative of resource and capability that change over times. There are 2 theories contained in this group. There are "The Life Course Perspective" (Elder & Johnson, 2003) that views retirement as a phenomenon that must happen in one's life. The capability of one to cope with the change depends on personal history, demographic features, health, financial status, skills and abilities. Those who cope well with the changes in throughout their life are most likely to successfully cope with the changes that occur in life after retirement. For Continuity Theory (Atchley, 1989), this theory believes that normal people are most likely to maintain a steadiness of their life pattern, for that reason, the adjustment they make in life after retirement are focused on maintaining their lifestyle and relationship with others.

Besides on the above theories, recently there has been the theory that views retirement as a process of the career development. The Career Development Theory (Hansson, DeKoekkoek, Neece, & Patterson, 1997) defines retirement as a chance to choose a further career path instead of complete retirement. This theory focuses on the influence of personal factor, job description and organization's characteristic on the decision to work after retirement. For the personal factor, the skillful, efficient and experienced retirees are more likely to get employed because they help lessen the cost on resource development. For the job description factor, most of the retirees, give more priority to the flexible jobs and the respect between employees than the stability. For the organization's character, the organization culture with prejudice on aging and discrimination between people of different ages have a negative effect on the need to continue to work.

Biological and Psychological Changes Affecting the Work of Elderly

Based on the experiences of western societies, no matter how much the medical have approved, the symptoms indicating aging still appear, soon or late depends on each person. Physical changes that occur when one enters senior status undermine the body, physical abilities such as seeing, hearing, strength and flexibility of muscle, movement ability and immunity. Moreover, aging also reduces the ability to adjust to the changing environment. Normally, the heath problem starts when people reach the age of 50 starting from small things like joint pain, knee pain to losing the ability to

work, especially employment that demands physical potential.

Apart from the physical changes, there are also cognitive changes. It is found that aging has negative effect on brain such as the speed of thinking, memorizing and ability to stay focus. According to the Theory of Intelligence (Cattell, 1963), human's intelligence consists of two component which are fluid Intelligence (Gf) and crystallized intelligence (Gc). Gf is the intelligence that can be passed on through heredity such as the ability to think, memorize and solve problems without learning about the problem before which are the abilities that help people to adjust and solve unexpected problems. Gc is the intelligence that can be developed by learning and experiences as people age. The Theory of Intelligence says that Gf will reach the highest point at the age of 25 and then it retrogrades as people get older especially after the age of 60 but Gc can be developed by all people throughout their life as long as people do not stop learning and experiencing new things. Since Gc is important for working in high position, the consult and administrative position is suitable for older workers for they can use the advantage of Gc intelligence. However, how much the Gc can develop is different for each person and depends on the heredity and environment. The workers with higher education, good health and experiences in complex and challenging job will develop more Gc than the opposite type of workers (McClearn, Johansson, Berg, Pederson, Ahern, Petrill, & Plomin, 1997).

An important change of senior workers are personality changes. The five personality traits (Costa & McCrae, 1992) explains that there are five personalities of humans; neuroticism, extroversion, openness, agreeableness and conscientiousness. Some of the personalities are clearly shown at some point in individual's of life. When people get older, they tend to develop the conscientiousness and agreeableness personality and in the same time, decrease the neuroticism side. For the said reason, the strong points of senior workers are the orderliness, being purposive, dedication they put to finish the task, friendliness, understanding and having empathy and at the same time, they know how to let go and be optimistic.

For the affective changes, there is still a discussion on whether aging makes people mellow or tense up. Some research state that the maturity and emotional intelligence that develops as people age make the senior workers less moody, are more emotional stable and mentally healthier than younger workers (Ready, 2012). Senior workers emotionally protect themselves by avoiding the situations that cause the conflict between people and focus on situations that they find comfortable and meaningful. Moreover, the more relaxed personality allows older workers to recover from upsetting situation. However, some research states that if the upsetting situations are directly related to them, they tend to have more intense reaction than younger workers (Streubel & Kunzmann, 2011).

Another important change among senior workers are motivational changes which is what drives one to try to achieve the goal. According to Life-span Development Theories (Baltes & Baltes, 1990), entering old age makes people lose some of their abilities such as strength and physical abilities, cognitive ability called fluid intellectual abilities (Gf), personality changes that can cause negative perception such as the lack of enthusiastic, laziness, narrow mindedness, etc. but, in return, they gain cognitive ability called crystallized intelligence abilities (Gc) including personally changes that can be viewed in opposite way such as prudence and consciences etc., The changes that occur force the senior workers to adjust themselves which can be for two goals: working related goal and social related goal.

For the working related goal, the needs of senior workers tend to change from the basic needs to high level needs such ad esteem needs and self-actualization needs. For the above reason, the motivation to work of senior workers changes from achievement motives or the focus on the achievement to generativity motives or focusing on taking care of others, helping the society and passing on knowledge to the next generation (McAdams & de St. Aubin, 1998).

For the social related goal, for younger workers, interaction is to seek news, information and connections for the future compared to the senior worker, where social interaction is for emotional satisfaction and supporting one's identity.

Social Psychology Issues in Organization that Affect the Work of Older Workers

Social psychology focuses on the thoughts, feelings and behavior of humans that are influenced by expressions or implications in the expressions of people around them. The psychology issue that is widely studied is age stereotyping and discrimination that can be found in employment organizations. However, now that more organizations begin to transform to the aging workforce situation with more differences in age, more research on

new psychology issue in organizations can be found.

Age Stereotyping

Normally, age is one of the dimensions that tend to be criticized and the criticism occurred is influenced by age stereotyping that reflects belief and expectation of the society regarding the potential, attitude and behavior of people in each age. The term "Aging" for the majority of people is linked to the negative characteristics such as obstacle to work, the decrease of physical strength, the decrease of working ability, an increase in co-dependency and a burden to the society, etc. The negative characteristics leads to the idea that seniors should rest and not work as well as that senior employment disadvantage the productivity of an organization. Even though the working environment has been improved throughout the past decade there are still some stereotypes that are hard to change and lead to misperception and bias such as the idea that some task for example using computer program, information technology, etc. are more suitable for younger workers than senior workers. Apart from the age stereotyping that affects senior workers, self-perception is also influenced by the age stereotyping of the society. In psychological there is the idea that self-perception can lead to the situation called self-fulfilling prophecies which means one behaves according to the self-perception (Jussim, 2001) which eventually confirms the perception from others.

In prior research, examples of age stereotype on senior workers in western society found (Ng & Feldman, 2012) low work performance, low learning ability, against changes, tend to work for short time and costs high employment budget, not interested in self-improvement, etc. However, the research of Weiss & Maurer (2004) identified the age stereotype in positive way such as good attitude toward work, high work performance, behaviors that show the bond they have for their organization are also found. This positive age stereotype is the opinions of the baby boomers that currently play huge part in organizations.

Age Discrimination

It can be said that age stereotyping is the beginning of the age discrimination in workplace which causes the stress and creates obstacle for senior workers. It also influences the decision of the employer on the performance and career path that can be distorted from the truth. As the research of (Bal, Reiss, Rudolph, &

Baltes, 2011) finds that age influence the decision of many organizations for the belief that the aging is negatively associated with performance outcome. The said belief influences the employment decision, performance evaluation and career advancement.

Since the age stereotyping and age discrimination appear in the workplace where people with different ages work together, it affects the comparative decision between younger workers and older workers. The research of Finkelstein, Burke, & Raju (1995) finds that the job that is suitable for young people, the older applicants tend to be found unqualified but when it comes to jobs that is suitable for older people, the age is not the condition whether the applicants are young or old. Moreover, the research of Perry, Kulik, & Bourhis (1996) studies the employment with applicants from variety of ages and finds that the older applicants have less chance to get employed. The bias toward the older applicants can explained by career timetables (Lawrence, 1988) that reflects social norms on career advancement of people in each age group and that should follow the steps as set by society.

Age climate

Age climate refers to the concept to understand the environment where people from variety of ages work together. The research of Kunze, Böhm, & Bruch (2011) finds that the rise of differences in age is positively associated with discriminative working environment and it negatively affects organizational-level performance and commitment. However, the research of Böhm, Kunze, & Bruch (2014) states that there is the protocol that deals with the age differences. It's mostly the duty of the human resource to find methods to make the environment where people from different ages work together and have positive outcomes as well as decrease the turnover rate.

Besides the age climate that appears overall in an organization, the age difference can be found in groups of employees. The research of O'Reilly, Caldwell, & Barnett (1989) finds that the age difference in teams can have a negative effect on the unity of the team and lead to a higher turnover rate. Moreover, the research of Thatcher & Patel (2012) finds that demographic differences such as age, gender, nationality, etc. of the employees lead to the division in teams. However, these differences are clearly shown in the earlier phase of gathering but once team get to know each other the differences tend to fade away. The important issue of the team is the real personality and talent of each person. The research of Wegge, Roth, Neubach, Schmidt, &

Kanfer, (2008) finds that the age difference between team members have a negative effect on the routine job but have a positive effect on the complex job. The age difference will help the team when it comes to decision making.

Human Resource Management in the Aging Workforce Situation

From the point of view of the human resource management, every organization is a group of people that gather to work to achieve the goal of the organization. The process of the human resources plays an important role in encouraging employees to work in the higher position and ensure that employees will continue to keep the promise with the organization. In the current situation, every organization must have the efficient way to manage the human resource starting from developing the retirement system to be able to provide more options for the retiree's condition such as phased retirement system, post retirement employment, etc. to keep the skillful and experienced employees, creating the flexible working system to go along with the change of age, create various work options such as part time hours, work from home, etc., encouraging older workers to develop and learn new skills to maintain the productivity and efficiency in work, setting the way to transfer knowledge from generation to generation. Including coming up with creative ways to deal with the conflict between different ages and making good relationships where everyone supports each other to work for the benefit of the organization.

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Self-Learning Activity Package Promoting Life Skills in Communication Arts Careers for Undergraduate Students at Suan Dusit University

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Article info

Abstract

This research had the objectives to (1) determine the essential life skills for communication arts careers; (2) develop the self-learning activity package promoting life skills for communication arts careers; (3) study the usage results of the self-learning activity package. The sample used in this research were 24 lecturers and 40 students in Communication Arts Program at Suan Dusit University. The research tools were google form and website for used distributing the whole set of activities and research tools for experts and students, questionnaire of essential life skills for the instructors' opinion, assessment form and questionnaire for the experts' opinion, self-assessment after trying the activity package for students, and satisfaction questionnaire for students. The data were analyzed, using frequency, percentage, S.D. and descriptive writing. The research results showed that (1) The essential life skills determined for communication arts careers were the 3 sets of activity package consist; communication skill, interpersonal relationship skill and making contribution, and critical thinking skill and making decision, consisting of 11 competences, 31 indicators, 10 units and 13 activity plans with, in total, 35 group and individual activities, including the self-tests for during and after the usage of activity package; (2) the evaluation results of the experts was at the highest level, both for the consistency of the activity sets with the life skills and the website design; (3) the usage result of the activity sets demonstrated the ability of students to fully work, with the results of passing the 60% criteria in the second round, which were 72.5% (29 people), 77.5% (31 people) and 57.5% (23 people) for sets 1-3, respectively; (4) the students were satisfied with the content - utility and presentation style at the moderate level, respectively at 3.41 and 3.25.

Introduction

Nowadays, globalization has caused changes in economy, politics, society and culture in different forms and aspects. As a result of the advancement in information and communication technology, which makes communication to be fast and limitless, the influx of Western culture had transforms Thai society from a simple, peaceful with generosity to a consumer society that is highly competitive, where people both live without kindness and take advantage, regardless of

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morality and ethics. These things will affect the youth and students, changing them in terms of lifestyle, education, physical and mental dimensions as well as their future work. (Jeerungsuwan & Thaweesaksri, 2012; Baliphat & Chaiwan, 2016; Mudlam, Seree, Apinanthavej, & Yongyuan, 2018)

The idea of developing a person to have life skills then occurred in order to develop learners to have "the ability to adapt and behave in the right direction in order to face effectively various challenges that occur in everyday life" (WHO,1997); "Competences, consisting of knowledge, attitude and skills in dealing with the problems in current society and preparing for adjustment" (Department of Mental Health, 1997), and "the ability of individuals to deal with various problems in their current society and prepare for adjustment in the future" OBEC (2011), WHO (1997), UNICEF (2012), UNESCO (2001), as well as various organizations, have established the core life skills that are important to life, causing humans to encounter different situations in daily life, be able to adapt and behave in the right direction when faced with pressure or the impact of various environmental conditions around them. Considered as important tools in the development of children and youth, life skills therefore refer to the basic abilities of an individual to adapt and choose a suitable life path to face the problems surrounding in current society, including be effectively prepared for the future by the transferring of experiences through training. Students in the communication arts program are those who are required to pursue a career in journalism such as radio broadcasting, radio and television, newspapers, advertising and public relations, which are like an important medium of communication to public, having a great influence on the development of society, economy, politics and government.

If a journalist or a communicator is socially responsible by presenting information, criticizing or commenting creatively on the basis of facts and the role of being a mass media, it will benefit the development of the country in various ways. On the other hand, if the mass communication or communication media do not have social responsibility or do not have morality and ethics in performing their duties by seeing personal benefits better than the common good, the nation may not develop. There will be chaos and conflicts in society as we see from the news every day. Therefore, to enable graduates to meet the needs of entrepreneurs in the labor market and society, as well as being in line with the changing economic and social dynamics, the programs

or the faculties should therefore prepare students, especially in the development of life skills, before going out into the labor market or into the real professional world through the activities of student development by integrating in the teaching and learning process of internship preparation courses or in the short-term training which is in line with the Student Development Guidelines under the 2nd Higher Education Long Term Plan (2008-2022). Promoting the development of life skills while providing academic knowledge is also conforming to the higher quality standards for graduates, that higher education graduates must have knowledge, morality, ethics, ability to learn and to develop themselves, being able to apply knowledge to live happily in society, both physically and mentally and have the awareness and responsibility as country citizens and world citizens. (Office of the Higher Education Commission, 2010)

With awareness of the importance of life skills in communication arts careers, coupled with the research results of Surasit Naksamrit (2018), which found that the curriculum for developing students' life skills in the Campus of Rattanakosin Rajabhat College University has the most benefits and meets the needs of students. Together with the research of Sakuldilok (2017) that revealed the characteristics of new media for quickly creating a wide social network, with a distinct advantage in change when combined with some characteristics of globalization, it can easily stimulate public participation and eliminate complexity and resources waste. According to the mission of the Bachelor of Communication Arts program at Suan Dusit University, aim to on develop the learners with 21st century learning skills and enhancing life-long learning in order to support the needs of labor market and society. The researcher was therefore interested in developing a set of self-learning activity package to promote life skills in communication arts careers for the undergraduate students in communication arts program, Suan Dusit University, in accordance with the needs of lecturers in the program and the entrepreneurs in labor market, which will not only result in students being ready in life skills before the internship, but also may help the graduated students who already entered professional world to have self-learning media which can be used to learn to adapt and live continuously and sustainably in the professional world with quality and value both for themselves and for the society as a whole.

Objectives

1. To determine the essential life skills for communication arts careers.

2. To develop the self-learning activity package promoting life skills in communication arts careers for undergraduate students at Suan Dusit University

3. To study the usage results of self-learning activity package promoting life skills in communication arts careers for undergraduate students at Suan Dusit University.

Conceptual framework

Design and develop of self-learning activity package

| Studied the research results on the needs of the entrepreneurs towards the communication arts students. | Created the questionnaire to survey the essential life skills for communication arts graduates from communication arts instructors |

Analyzed and summarized the results in order to choose the skills with the highest level of opinions to define as essential life skills for communication arts students.

Framework of Self-Learning Activity Package

Searched activities for skills training and the standards used to assess life skills for the related competencies and indicators of the activity package framework.

Conducted the opinion questionnaire for the expert in order to assess the consistency of the activity sets with competencies and life skills indicators.

Self-Learning activity package

The study of usage results of self-learning activity package.

Collected data on the results of students' try out in round 1 and in round 2 from the Google Form program and Website.
- the self- tests and satisfaction questionnaire answering of the students
- the opinion questionnaire answering of the experts

Figure 1 Conceptual framework

Research methodology

1. Population and sample

The population is the instructors and the undergraduate students in communication arts program, Faculty of Management Science, Suan Dusit University.

The sample were divided into 3 groups as follows.

(1) 20 instructors in communication arts program which were selected, using purposive sampling, from 4 major branches in communication arts, consisting of radio and television, journalism, public relations and advertising, 5 persons per field, to be used to survey opinions on the essential life skills for students in communication arts.

(2) 4 instructors in communication arts program which were selected, using purposive sampling, from 4 major branches in communication arts, including radio and television, journalism, public relations, and advertising, 1 person per branch, to be used to assess the quality of self-learning activity package promoting life skills in communication arts careers.

(3) 40 undergraduate students in communication arts program which were selected, using simple random sampling from the students studying in the third year of the academic year 2019 in 4 main fields of communication arts, including radio and television, journalism, public relations and advertising, 10 persons per branch, for trying out the self-learning activity package promoting life skills in communication arts careers.

2. Research instrument

Research tools

(1) Documents, textbooks, journals, and websites related research articles for learning resources, life skills, and skills training activities

(2) Google form and presentation website for self-learning activity package

(3) Questionnaire of essential life skills for the instructors' opinion

(4) Assessment form and questionnaire for the experts' opinion

(5) Self-assessment after trying the activity package for students

(6) Satisfaction questionnaire for students

Research procedure

Step 1: Design and develop of Self-Learning Activity Package

(1) The researcher studied the research results on the needs of the entrepreneurs towards the communication arts students. "Trends in Communication Arts Curriculum Development for Job Market in Mass Communication Industry in Thailand" (Amornrat, Wannara, Saksit, Suwaluk, Chintana, Kajitkwan, Gritsanaporn, Sirima, Phuchit, Rarinthorn, Choosana, & Woraphat, 2019) and created the questionnaire to survey the essential life skills for communication arts graduates from a sample group of 20 communication arts instructors

by using the top 10 core life skills according to WHO (1997). The researcher collected data from the sample group, analyzed and summarized the results in order to choose the skills with the highest level of opinions to define as essential life skills for communication arts students. They will be used in the design of activity package framework and for the further development of self-learning activities promoting life skills in communication arts careers.

(2) The researcher searched for information about life skills, activities for skills training at higher education level and the standards used to assess life skills from primary sources such as WHO (World Health Organization), UNICEF (United Nations International Children Emergency Fund) and other organizations, namely GEII: Global Education Innovation Initiative, Harvard Graduate School of Education for the related competencies and indicators of the Activity Package Framework. The 3 sets of life skills for self-directed learning activity package were developed, consisting of competencies, indicators, learning units, objectives, activity plans, and self-assessments.

(3) The researcher searched for the examples of life skills activities from the sources of knowledge on the internet according to the objectives set in each unit. They were collected for designing life skills practices using the content from 4 main branches of communication arts, namely radio broadcasting & Radio-Television, Journalism, Public Relations and Advertising. The skill training activity plans were created, consisting of group and individual activities, media, learning resources, self-assessment activities with guidelines for answering questions and a user manual.

(4) The researcher conducted the opinion questionnaire for the expert in order to assess the consistency of the activity sets with competencies and life skills indicators. The researcher collected data from all experts by sending an electronic letter to explain the information with the attached documents on activity package framework, the activity sets and the user manual. The appointment was made for data collection, They were brought back to be improved as being suggested until completely done.

Step 2: The study of usage results of Self-Learning Activity Package.

The researcher selected the samples of undergraduate students, currently studying in Year three of the academic year 2019 in communication arts program, consisting of 40 students from 4 major

branches of communication arts, 10 persons per branch, using Simple Random Sampling, lottery method for trying out the activity sets in the first round and the second round as follows.

First round of try out

The researcher asked the students to try out the self-learning activity package through the Google Form program by sending email to students explaining how to try the activity sets and the deadline for data collection, including attaching links to activity sets and user guides on Google Form, by submitting an appointment within 4 weeks. When the time limit is reached, the researchers collected data on the activities and self-evaluation of the students to summarize and improve the activity sets the second round try out.

Second round of try out

The researcher improved the activity package and created a website to present the activity package with self- tests after using the activity set and the satisfaction questionnaire, including conducting opinion questionnaire on the website design for the experts. The researcher asked the students in sample group to try out the activity sets through the website individually in the second round by doing the test after using and answering the satisfaction questionnaire. The appointment to collect all the data was within 4 weeks. When due, the researchers collected the data to analyze, summarize and prepare the research reports.

3. Data collection

In step 1, the researcher collected data by herself from searching, collecting documents, knowledge sources and research, including sample interviews and the coordination with experts. The data were summarized and completely improved after that by the researcher.

In step 2, the researcher also collected data on the results of students' try out in round 1 and in round 2 by herself. They were the self- tests and satisfaction questionnaire answering of the students, and the opinion questionnaire answering of the experts collected from the Google Form program and website.

4. Data analysis

The researcher analyzed the data in both steps by using frequency, data distribution, percentage, mean, standard deviation, and descriptive writing.

Results

Step 1: Design and develop of Self-Learning Activity Package

1.1 The 3 sets of Self-Learning Activity Package

promoting life skills in communication arts careers for undergraduate students at Suan Dusit University were developed, comp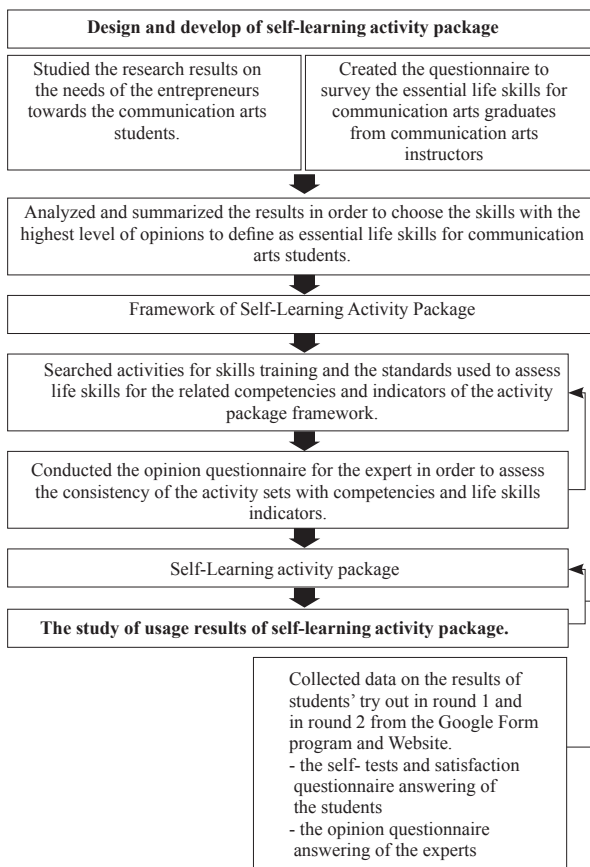osed of the activity package framework consisting of 11 competencies, 31 indicators, 10 learning units, 13 activity plans, along with a manual and self-assessment form during and after the trial. They were all created in electronic forms using Google Form program for the results studying of try out in step 2

Self-learning Activity Package Set 1: Communication Skills, consists of 2 competencies, 4 indicators, 2 learning units, 4 activity plans, 4 core activities, and 7 sub-activities, in groups, and individually.

Self-Learning Activity Package Set 2: interpersonal Relationship Skills and Making Contribution, consists of 4 competencies, 4 indicators, 3 learning units, 4 activity plans, 5core activities, and 8 sub-activities, in pairs, in groups, and individually.

Self-Learning Activity Package Set 3: Critical Thinking Skills and Making Decision, consists of 5 competencies, 15 indicators, 5 learning units, 5 activity plans, 8 core activities, and 20 sub-activities, in groups, and individually.

1.2 The 3 sets of self-learning activity package promoting life skills in communication arts careers were evaluated by the conformity of the experts on the consistency of activity package sets with competencies and life skills indicators at the highest level of agreement as shown in the summary table 1

Table1 Level of agreement on the consistency of activity package sets with the life skills

Evaluating lists	Opinion of Experts				Value IOC	Conclusion
	Person 1	Person 2	Person 3	Person 4		
1st package: Communication Skills						
Activity 1.1.1 and 1.1.2 consistency with competencies and life skills indicators: expression of thoughts, emotions, and motives	-1	1	1	1	0.75	agreement
Activity 1.2.1 and 1.2.2 consistency with competencies and life skills indicators: Assertiveness	1	1	1	1	1.00	agreement
2nd package: Intrapersonal Relationship Skills and Making contribution						
Activity 2.1.1 consistency with competencies and life skills indicators: social responsibility & cooperativeness	-1	1	1	1	0.75	agreement

Table1 (Continued)

Evaluating lists	Opinion of Experts				Value IOC	Conclusion
	Person 1	Person 2	Person 3	Person 4		
Activity 2.2.1 consistency with competencies and life skills indicators: empathy - respects and appreciates others	1	1	1	1	1.00	agreement
Activity 2.3.1 consistency with competencies and life skills indicators: establishing and maintaining relationships	1	1	1	1	1.00	agreement
3rd package: Critical Thinking Skills and Making Decision						
Activity 3.1 consistency with competencies and life skills indicators: self-reflection	1	1	1	1	1.00	agreement
Activity 3.2 consistency with competencies and life skills indicators: autonomy	1	1	1	1	1.00	agreement
Activity 3.3 consistency with competencies and life skills indicators: flexible and creative thinking	-1	1	1	1	0.75	agreement
Activity 3.4 consistency with competencies and life skills indicators: problem-solving	-1	1	1	1	0.75	agreement
Activity 3.5 consistency with competencies and life skills indicators: making decision	-1	1	1	1	0.75	agreement

Step 2: The Study of Usage Results of Self-Learning Activity Package.

2.1 The usage result of 3 sets of self-learning activity package promoting life skills in communication arts careers through Google Form by students.

Self-Learning Activity Package Set 1: Communication Skills consisting of 4 main activities and 7 sub-activities. The results showed that the students had the intention to learn, understood work and had the responsibility to complete the set of activities, both in group and individually. In the beginning, there were a few problems for submitting work through the Google Form program.

Self-Learning Activity Package Set 2: Intrapersonal Relationship Skills and Making

Contribution consisting of 4 main activities and 8 sub-activities. The results showed that students were responsible for completing all activity sets for both the activities in group and individually. They had a better understanding of activity work and learned to understand social and environmental problems.

Self-Learning Activity Package Set 3: Critical Thinking Skills and Making Decision consisting of 8 main activities and 20 sub-activities. The results showed that students spent more time in this 3rd activity set than the others because of activity amount as much as 20 sub-activities which were both the advanced analytical skills and the process skills to use together in doing the project type activities. Students therefore had a lot of questions to ask as well as for advice, which must be done online only.

2.2 The result of self-evaluation during and after the try out The usage result showed that:

2.2.1 For the self-evaluation during the try out via Google Form, only 21 students can pass the criteria 60%, equivalent to 52.5 % of students for the activity package Set 1 Communication Skills.

2.2.2 For the self-evaluation after the try out via Website, students can pass the criteria 60% for every set of activity package, 77.5 % (31) for Set2, 72.5% (29) for Set1 and 57.50% (23) for Set 3, as shown in the summary table 2.

Table 2 The result of self-evaluation during and after the tryout of activity package sets by 40 students.

List of the Activity Package Sets	Amount of Students		Mean	Standard deviation
	Pass (60-100%)	Fail (0-50%)		
1st evaluation during the try out of activity package sets				
1st package Communication Skills	21 (52.5)	19 (47.5)	2.330	1.270
2nd package Intrapersonal relationship skills and making contribution	6 (15.00)	34 (85.00)	4.030	1.440
3rd package Critical Thinking Skills and Making Decision	13 (32.5)	27 (67.5)	2.150	.860
2nd evaluation after the try out of activity package sets				
1st package Communication Skills	29 (72.50)	11 (27.50)	2.975	.920
2nd package Intrapersonal relationship skills and making contribution	31 (77.50)	9 (22.5)	6.475	1.520
3rd package Critical Thinking Skills and Making Decision	23 (57.50)	17 (42.50)	2.675	.730

2.3 The level of the expert opinions and the satisfaction of the students for websites and self-learning activity packages

2.3.1 The 4 experts in communication arts were agreed as a whole for the website design presenting self-learning activity package at the highest level, representing an average of 4.55, as shown in the summary table 3

Table 3 The level of the expert opinions for the website design presenting self-learning activity package

Evaluating lists	Amount of Experts (n = 4)		
	Mean	Standard deviation	Opinion level
Homepage			
1. Content and knowledge related with the activity goal	4.75	.500	Highest
2. Suitable and relatable learning resources	4.75	.500	Highest
3. Life skills for communication arts careers supporting learning activity	4.75	.500	Highest
4. Complete learning arrangement both learning and evaluation	4.50	1.00	Highest
5. Additional data provided	4.50	1.00	Highest
About			
1. Content and knowledge related with the activity goal	4.75	.500	Highest
2. Suitable and relatable learning resources	4.50	1.00	Highest
3. Life skills for communication arts careers supporting learning activity	4.50	1.00	Highest
4. Complete learning arrangement both learning and evaluation	4.50	1.00	Highest
5. Additional data provided	4.75	.500	Highest
Skill Packages & Manuals			
1. Content and knowledge related with the activity goal	4.75	.500	Highest
2. Suitable and relatable learning resources	4.50	1.00	Highest
3. Life skills for communication arts careers supporting learning activity	4.75	.500	Highest
4. Complete learning arrangement both learning and evaluation	4.50	1.00	Highest
5. Additional data provided	4.75	.500	Highest
Questionnaire & Tests			
1. Content and knowledge related with the activity goal	4.50	1.00	Highest
2. Suitable and relatable learning resources	4.25	.957	High
3. Life skills for communication arts car supporting learning activity	4.50	1.00	Highest
4. Complete learning arrangement both learning and evaluation	4.50	1.00	Highest
5. Additional data provided	4.25	.957	High
Main menu -Additional INFOS			
1. Content and knowledge related with the activity goal	4.75	.500	Highest
2. Suitable and relatable learning resources	4.50	.577	Highest
3. Life skills for communication arts careers supporting learning activity	4.75	.500	Highest

Table 3 (Continue)

Evaluating lists	Amount of Experts (n = 4)		
	Mean	Standard deviation	Opinion level
4. Complete learning arrangement both learning and evaluation	4.75	.500	Highest
5. Additional data provided	4.50	.577	Highest
Presentation model			
1. Content and knowledge related with the activity goal	4.25	.500	High
2. Suitable and relatable learning resources	4.50	.577	Highest
3. Life skills for communication arts careers supporting learning activity	4.75	.500	Highest
4. Complete learning arrangement both learning and evaluation	4.25	.500	High
5. Additional data provided	4.00	.000	High
Total	**4.55**	**.270**	**Highest**

2.3.2 The students in sample group were satisfied with the websites and the self-learning activity package promoting life skills in terms of content-utility and presentation style at moderate level with the average of 3.41 and 3.25 respectively, as shown in the summary table 4.

Table 4 The level of the students' satisfaction for the website and self-learning activity package promoting life skills in communication arts careers.

Evaluating lists	Amount of Students (n = 40)		
	Mean	Standard deviation	Level of Satisfaction
Content and utility			
1. Suitable content	3.41	.500	Moderate
2. Modern and interesting content	3.25	.500	Moderate
3. Content was in category easy to find	3.25	.500	Moderate
4. Content stimulated the life skills learning	3.50	.577	High
5. Clear citation of data sources	3.50	.577	High
6. Various learning resources suitable for self-learning	3.25	.988	Moderate
7. Interesting and useful activity package	3.25	.500	Moderate
8. More options for self-learning arrangement.	3.25	.500	Moderate
9. Support additional knowledge finding from internet	3.50	.577	High
10. A source of knowledge applying modern technology to improve life skills at any time as required.	4.00	.816	High
Overall	**3.41**	**.166**	**Moderate**
Presentation			
1. Website was modern and interesting	3.50	.577	High
2. Size and font of the letter was easy to read.	3.50	.577	High
3. Suitable and colorful pictures	3.25	.500	Moderate
4. Accurate, clear and easy to understand language.	3.25	.957	Moderate
5. Easy, not complicated menu.	3.00	.816	Moderate
6. Channel for suggestion and recommendation	3.50	.577	High
7. Convenient and rapid access to the required information.	3.25	.500	Moderate
8. Convenient and accurate link to other parts	3.25	.500	Moderate
9. Interesting presentation style	3.00	.816	Moderate
10. Satisfaction with the overall presentation style	3.00	.816	Moderate
Overall	**3.25**	**.169**	**Moderate**

Discussion

Issue 1 Determining the essential life skills for communication arts students and creating the framework of self-learning activity package promoting life skills in communication arts careers.

The determining of the essential life skills for communication arts careers and the development of framework for self-learning activity package promoting life skills in communication arts careers in which the researcher had combined different methods from (1) Conducting research and surveying the opinions on essential life skills for undergraduate from the instructors in communication arts program at Suan Dusit University, using 10 core life skills according to WHO concept (1997), including the findings from the research on essential characteristics and skills of graduate in communication arts the entrepreneurs need (Amornrat, Wannara, Saksit, Suwaluk, Chintana, Kajitkwan, Gritsanaporn, Sirima, Phuchit, Rarinthorn, Choosana, & Woraphat, 2019) to (2) Searching for life skills grouping and evaluation standards from key organizations such as UNICEF (2012), UNESCO (2001) and GEII: Global Education Innovation Initiative (2020). As a result, the successful creation in 3 sets of self-learning activity package promoting life skills in communication arts careers, using the competencies and indicators as the base of learning units and activity plans design, along with the searching for sample activities from knowledge sources on the internet, to combine with the content of communication arts in 4 main areas, namely radio and television, journalism, public relations and advertising. The success was proved by the evaluation results of the experts who agreed at the highest level with the consistency between the 3 sets of self-learning activity package and the life skills indicators and competencies.

Issue 2 The trying out success of self - learning activity package promoting life skills in communication arts careers and the satisfaction level of students in sample group.

From the usage results of self-learning activity package in the first round by students in sample group that showed students' success in completing all of the activities in 3 sets, totaling 16 main activities and 35 sub-activities in groups, in pairs and individually, but there are only 21 students who passed 60% criteria for self-evaluation, equivalent to 52.5 % of all students and for the only activity package 1 communication skills. All this causing the researcher to proceed with the improvement of the activity manual in order to have both

methods for answering, answers and work samples of all activities, including a step-by-step guide for students to understand more clearly how to use the activity sets through the website and the Google Form program. As a result, in the second round, there are more students who are able to complete the self-assessment through the 60 % criteria and complete all 3 sets of activities, which are 29 people in the 1st set, 31 people in the 2nd set and 23 people in the 3rd set, representing 72.5 %, 77.50 %, and 57.5 % respectively. However, the number of students who have achieved self-assessment is not large enough can be explained by the time factor that needs to be sufficient for the skill training according to individual ability. There are other components of self-learning that should be used, such as regular training for a long time, assistance and counseling systems both individually and in groups according to activity design. The most important thing that is indispensable is the self-learners who still have to develop and form a self-directed learning style. (SDI) as the concept of "3 NO, does not block the self-learning" mentioned by educators and SDL experts about the self-directed learning that will benefit all students by trying to define oneself in three positive mindset concepts, including motivation, ability, and self-classification as stated on The Potential website here below:

> … How can the idea of self-directed learning benefit all students? If we identify the roadblocks to lifelong learning, we see it boils down to mindset. Essentially there are 3 deconstructive mindsets that prevent self-directed learning: Motivation: I'm not self-motivated enough; Ability: **I'm not smart/talented enough; Type: I'm not that type of person ...**

(Centre for Teaching Excellence, University of Waterloo, 2020; Knowles, 1986; Hammond & Collins, 1991; Simpson, 2000; Kim, Olfman, Ryan, & Eryilmaz, 2014). And for the satisfaction of students toward the website and the activity package at a moderate level in terms of content-utility and presentation style which is different from the opinions of the experts for website design that are at the highest level. The researcher asked and got conclusion from students that the idea of liking and familiarity with presentations of online social media.

Suggestion

Communication arts students, instructors, and general users can contact and request the use of self-learning activity package to apply for self-development and learning management by having to study the information from the user manual in details, as well as to prepare the equipment and technology for effective use. Instructors should use a place with internet access devices to facilitate online teaching and plan to collect student work data on their Google Drive storage. For the next research, try to dig up self-learning activities promoting life skills with a greater number of communication arts students in sample groups to apply the results in improving the activity sets for undergraduate students of the communication program of all universities continue

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Revitalization of Cultural Heritage Virtue for Development of a Living Museum at the Wat Ket Area, Chiang Mai City, Thailand

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Abstract

The research paper entitled 'Revitalization of Cultural Heritage Virtue for Development of Wat Ket Area, Chiang Mai City Thailand as a Living Museum' is of two objectives (1) to examine and analyze on the distinctive of social and cultural value in the Long Sa Pao tradition and (2) to revitalize and convey the value of the Long Sa Pao tradition as part of a living museum development.

This research was conducted by the qualitative research method. It focused on a historical study and interviews with community leaders, religious leaders, seniors, knowledgeable and technologists in the Wat Ket Community to collect data. The analysis of core values was carried out using logical suitability between the historical story or events that evoke this tradition; finally, the "virtue" was changed, showing a difference. The difference from Loy Krathong in part of the living museum and the uniqueness of the social and cultural relations of the Wat Ket Community.

The results revealed that the Long Sa Pao Tradition was originated in the Haripunjaya period due to the great loss from the epidemic. It is a community merit-making tradition to dedicate merit to relatives and siblings who have passed away. In this research, it focused on the revitalization of the Long Sa Pao tradition of Wat Ket Community, Chiang Mai Province. The Long Sa Pao tradition has made better relationships among the people in the community. This showed the development potential of community-based tourism and retains an identity in the form of a living museum. This research, therefore, opens a new academic dimension to the practice of the Localization by deepening the values and power of the local capital and the practice of tourism and building a rejuvenating identity.

Introduction

In the past, Chiang Mai, Thailand was a center of prosperity and diversity in arts, culture, traditions, ethnicity and religion. It has an enhanced virtuous identity, but with economic and urbanization, development that is not coupled with conservation, has diminished the value of cultural heritage into unbalanced and unsustainable development. The Wat Ket District of

Chiang Mai was a prosperous center in the past, inhabited by people of various races, religions, and architecture and today has a unique Lanna identity (Chairat, 2006)

Despite the modern development into the Wat Ket community area, however, the people in the community desire the type of development that preserves the traditional way of life, culture, beliefs and architecture. For example, in 1999, there was a coalition fighting the development of a new urban plan from commercial and residential areas that cannot be used for more than 50% to the areas for conservation and the integration between the old and new things. It awaked both insiders and outsiders and sparked the sustainable development and conservation. (Chareonmuang, 2006; Chairat, 2000)

Therefore, research and development has been carried out in the area. It can be concluded that the Wat Ket area remains an important and outstanding area of 4 dimensions of cultural heritage with potential for sustainable urban development. It has the following components: (1) Visible Features of Lanna: buildings with traditional architecture, (2) Cultural Features of Lanna: people still follow the old traditions and culture, (3) Lanna and Lifestyle: lifestyles tied to religion, language and traditional dress and (4) the harmonious diversity between modern and traditional (Prabudhanitisarn, 2016).

However, if the community in Wat Ket does not undertake any action, social and cultural capital can be loss or lack the power to resist the transformation of capitalism. One of the things that will lead to sustainable development represent the development of the social and cultural capital that exists in the community to lead to identity, the power of cooperation, love and cherish one's own living space until the economic growth. (Prabudhanitisarn, 2016)

The key approach is discovering and restoring the hidden values in the society and culture and make practical use of it, creating the area of Lanna Wat Ket of Chiang Mai, the living country in the form of 'Living Museum' tourism which is the new concept of value research and leads to sustainable development.

In the Wat Ket area, there is a legacy of multidimensional Lanna, so the researcher has chosen a social and cultural capital called the 'Long Sa Pao' tradition as a case study. It is interesting and unique in itself, has a fascinating history. Many areas near the river have disappeared. However, the area of Wat Ket is still being renovated for conservation and extension to the new generation as part of the development of the Wat Ket area. And it became a Lanna conservation area and an ecotourism site called the Living Museum.

Objectives

1. To examine and analyze the outstanding social and cultural values in the Long Sa Pao tradition.

2. To revitalize and convey the value of the Long Sa Pao tradition as part of the development of a living museum.

Conceptual framework

There are two conceptual frameworks in this research: First, the general framework reveals the general development of the Wat Ket community, initiated from multiple perspectives for sustainable development of the Lanna Wat Ket. Second, the revitalization virtue of the Long Sa Pao Tradition for the development of a Living Museum, However, this research was selected to study the specific social and cultural funding of the Long Sa Pao tradition. Therefore, the results are focused on adapting to the practice and supporting the development of a specific residential landscape in the area of the Long Sa Pao tradition.

1. Conceptual framework of wat ket living museum development

Wat Ket community contains various dimensions of social and cultural capital including Lanna physical, Lanna culture, Lanna livelihood and a combination between old style and modern style. Each dimension consists of the minor capital component including a fundamental component and workable supporting components, which are moving and linking. Moreover, each dimension exists within a history, religion, culture, economic, ecosystem, habitation, social relationship and homogeneous context. This research identifies the relationship of social capital, workable supportive component and linkage of those components, for empowering localization power that copes with globalization.

The integration of four outstanding and valuable capitals to represent the identity of Wat Ket, have resulted in the "Lanna Wat Ket Living Museum", for requiring a significant symbol of the Wat Ket Community. Two key issues have changed, the first of which is that by promoting economical and knowledgeable management and integrating existing identity, value has increased to become a modern type of the Wat Ket Living Museum that affects to local development viz., better economic and higher-income without a change of livelihood. The

analysis can be summarized into steps as follows: value, revenue through creativity, capital, tourism resources, public relations packages, and living museums. regarding the second issue, the new development pathway that combines the ancient and modern styles results in those living within the Wat Ket Community to admire and be proud of their local heritage. (Prabudhanitisarn, 2015)

and knowledge management. These concepts consist of three parts of an action:

Action 1: Identifying the virtue of the social and cultural capital process by searching for an outstanding, powerful and living capital, this research selected Long Sa Pao Tradition in Wat Ket community. The researcher found that the Long Sa Pao Tradition in Wat Ket Community is composed of 2 important and meaningful components, they are instrumental as operational
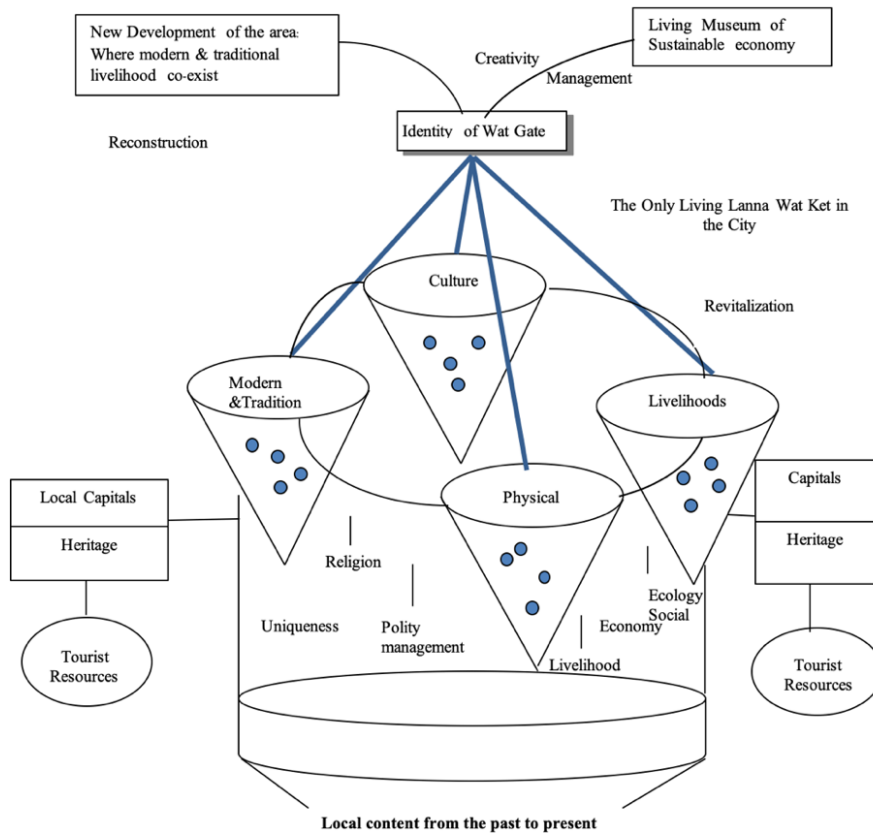
Figure 1 Conceptual framework of wat ket living museum development

2. Conceptual framework revitalization virtue of long sa pao tradition for development as a living museum

The conceptual framework is to restore the Long Sa Pao Tradition as the Living Museum. It is also based on the concept of neoliberalism, globalization, localization, social and cultural capital, and living museum. The development of the living museum is based on the concept of space-based cooperation, mechanisms

components. The instrumental components consists of material on making Sa Pao Luang (floating basket in the form of a ship) and decoration material, like Sa Pao Ngern (Silver Sa Pao), Sa Pao Kham (Golden Sa Pao), minor Sa Pao, Lanna flag, triangle flag, Lanna candlelight and Exorcise (things that are offered as means of misfortune expulsion). The operational component represents a component of the ceremony that includes operation processes since established main Sa Pao at the

temple to release the Sa Pao to the river, including some activities like Vessantara Jātaka preaching (story of the Buddha when he was born as Prince Vessantara), parade and exorcise worship.

The Long Sa Pao Culture and traditional components found value in three dimensions by reviewing history, the relationship of local people and traditions and the differences that made the tradition unique, local people proud of this identity both objective and subjective value.

Action 2, a driven virtue of Long Sa Pao Tradition by revitalization, for making the unique identity of the tradition to Wat Ket community. This tradition has to occur action annually, and this action must be based on indigenous tradition, including restoring and continuing. The explored value information from Action 1 should be

communicated in the form of a book, leaflet, exhibition, video, website, for communicating to the local community and visitors. Gaining value from these dimensions may influence appreciation from the people and boost the economy.

Action 3, organizing an annual event of gaining value from the dimensions may influence appreciation from the people and boost the economy. The Long Sa Pao Tradition includes collecting knowledge of tradition value and another component for communicating to visitors, and promoting Long Sa Pao Tradition to be the identity of Wat Ket Community that leads to an establishment of the living museum with a living tradition and culture. Therefore, all processes need to be synthesized including virtue identification.
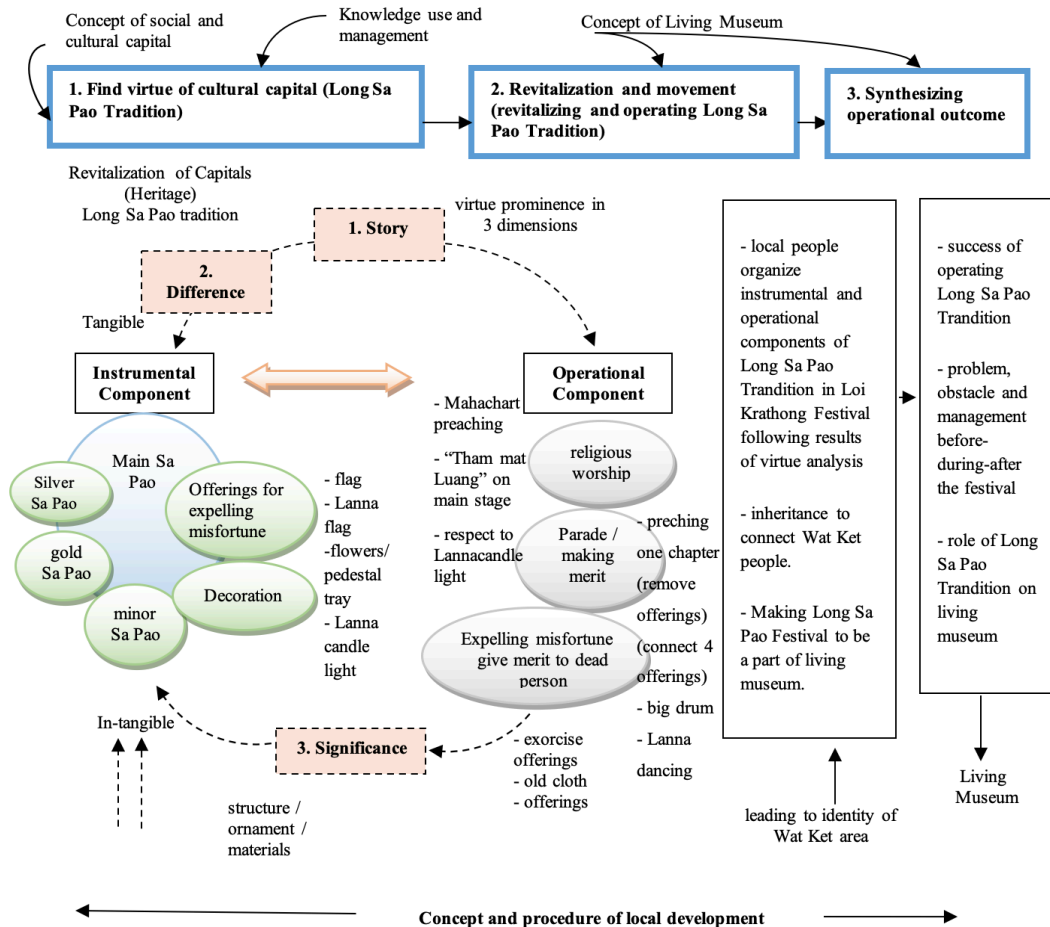

Figure 2 Conceptual framework virtue of long sa pao tradition for development as a living museum

Research methodology

This research was qualitative research and data was collected from various key informants by research tools as follows.

Tradition from the Haripunjaya period and the distribution of the Long Sa Pao Tradition to Chiang Mai.

1.2 Analysis of elements of the Long Sapa tradition (Components, tools, operational elements) How does each element have their own significance and value in order to form the Long Sa Pao tradition?

Table 1 Key informants and research tool

Application from theory to action	Data Source and key informants	Research tool
1. Find Virtue of Cultural of Capital (Long Sa Pao Tradition) - Identifying the virtue of Long Sa Pao Tradition (Data on dynamic of Wat Ket history from the past to the present and interesting background, historical data, story of Long Sa Pao Tradition since Haripunjaya period, distribution of Long Sa Pao Tradition into Chiang Mai, origin, construction) - Components of Long Sa Pao Tradition (Instrument component, Operational component) - Researching Virtue of three dimensions (Story, Significant, Difference)	Leader of community, religious leaders ,elderly persons, Knowledgeable people, technical officers in Wat Ket Community (20 Cases)	- Reviewing related development projects and dissertations that operated in Wat Ket area. - Group meeting and In-depth interview with stakeholders
2. Revitalization and operating Long Sa Pao Tradition - Organize the Long Sa Pao tradition during the Yi Peng Festival.	Leader of community, religious leaders, elderly persons, Knowledgeable people, technical officers in Wat Ket Community (20 Cases)	- Group meeting and In-depth interview with stakeholders
	General people in Wat Ket area in all four religions including youth, new generations and business owners. (50 Case) outsiders visited Wat Ket area and attended Long Sa Pao Tradition (50 Cases)	- Using questionnaires to all people who participated in including both local people and outsiders, all genders, all ages. - Ask the people who come to join the Long Sa Pao Festival. - Observing participants at Long Sa Pao Tradition
	Researcher of Chiang Mai University, Chiang Mai Municipality and Tourism Authority of Thailand. (5 Case)	In-depth interview
3. Synthesizing operational outcome - Guidelines for developing the identity of Lanna in Wat Ket community area: - Guidelines for the development of a living museum	Leader of community , religious leaders ,elderly persons, Knowledgeable people, technical officers in Wat Ket Community (20 Cases)	- Group meeting and In-depth interview with stakeholders
	General people in Wat Ket area in all four religions including youth, new generations and business owners. (50 Case) outsiders visited Wat Ket area and attended Long Sa Pao Tradition (50 Cases)	- Using questionnaires to all people who participated in including both local people and outsiders, all genders, all ages. -Ask the people who participated in the Long Sa Pao Festival whether they are interested or not, or how to develop it into a living museum and how it will develop. - Observing participants at Long Sa Pao Tradition in order to know how much they are interested in attending the event.
	Researcher of Chiang Mai University, Chiang Mai Municipality and Tourism Authority of Thailand. (5 Case)	In-depth interview: To inquire about the possibility of developing the Long Sa Pao tradition to be the identity of Chiang Mai Province and to drive it as a Living Museum in the Wat Ket community area and to develop it for Ecotourism.

Data Analysis

1. Analyze the virtue of Long Sa Pao Tradition

1.1 Analyze the historical dynamic of Wat Ket since the past to the present, the story of the Long Sa Pao

1.3 Virtue analysis of three dimensions (Story, Significant, Difference)

1.3.1 Story: historical virtue, story of Long Sa Pao Tradition since Haripunjaya period, rational and

concept of the tradition related to religion, belief and way of life, dynamic and historical background.

        1.3.2 Difference: analyzing virtue of difference by considering the virtue of prominent identity that differs from Loy Krathong Tradition, analyzing virtue of two core components by considering the difference between Long Sa Pao Tradition and Loy Krathong Tradition to highlight the prominence.

        1.3.3 Significance: virtue that significantly connects to the way of life, the significance of connection of Long Sa Pao Tradition's story and thought/way of life, belief, the religion of people from the past to present, genuine virtue and connection of the component and sub-component constructed the tradition that relates to Wat Ket people from the past to present and caused revitalization.

   2. Analysis of the revival and implementation of the Long Sa Pao / the unsuccessful organization of the Long Sa Pao Festival during the Yi Peng Festival. Analyze those who participated in the Long Sa Pao tradition of their feelings of satisfaction and their involvement in the community, how the traditions and cultures were restored and tend to foster continuity and sustainability; or not?

   3. Synthesize the performance from the probability of the participants and the trends of the Long Sa Pao tradition in the Wat Ket area for sustainable development, for the uniqueness of the temple and to establish a living museum.

Results

   The Long Sa Pao Tradition was re-operated in 2013 after 80 years of discontinuation, as the cultural capital for the localization process of Wat Ket. The focus of this research was on searching and synthesizing influential ideology and beliefs behind the operation of this tradition; in essence the core value, that is defined by this work as the "virtue." The "virtue" of Long Sa Pao Tradition was synthesized and presented as follows. This tradition considers an extensive historical background since the Haripunjaya period in 1397 A.D. with the hidden core values of ideology and beliefs grounded from Buddhism. They were associated with the gratitude dedicating to a considerable number of departed relatives from the massive epidemic; gratitude they owed since leaving the area for many years. The tradition was intentionally originated combining not only such core values but also the mindsets of people with the river way of life and experience from the Mon ethnic group. The

latter represents an intention to make a large and holy river vehicle that could transport the extraordinary merits and necessary materials to their deceased relatives.

   To be specific, it was Sa Pao that conveyed their gratitude through the river. In addition, that historical phenomenon of Haripunjaya was neither just individual nor family tragedy, but it was a collective one, regardless of being noble, ordinary, wealthy or poor people. This tradition was the community's efforts from preparation to operation and appreciation at the end. The collaboration of the robust community was equally able to describe as another core value of the tradition. Wat Ket people operated this tradition continually in the past but discontinued it for the past 80 years owing to the rapid economic, social and cultural change. Long Sa Pao has remained not only in good memory but also a deep desire of the previous generation of Wat Ket to revitalize it as their cultural belonging to create pride among the modern generation.

   The results then are further synthesized making logical sense of how each action from the components representing the manifestation of the virtue of the tradition. In addition, for validity confirmation, further analysis of the meaningfulness of significance of this tradition to Wat Ket people before and after the operation was conducted. Power of Long Sa Pao is further implemented from analyzing its uniqueness and differences from the Loy Kratong. The results were summarized and presented to Wat Ket people and their visitors during the tradition. Results of these analyses are presented by the analytical flow chart in Figure 3 as follows. (Northern Thai Information Center, Chiang Mai University Library, 2012)

   1. Virtues of Long Sa Pao Traditions

     1.1 Story Historical information

        1.1.1 Historical Background of Long Sa Pao Tradition

        According to historical records, there was a tremendous outbreak of the plague in Haripunjaya, causing many deaths from all walks of life. Those who survived migrated to the cities of Thaton and Hongsawadi in the Burmese Kingdom (known as Saterm in Thai). Dead bodies were left behind without cremation, therefore becoming food for vultures and animals. (Hfocus, 2013)

        The tremendous outbreak of the plague lasted for six years, after which the survivors returned home to Haripunjaya. Recognizing the state in which their deceased relatives had been left, they returned to
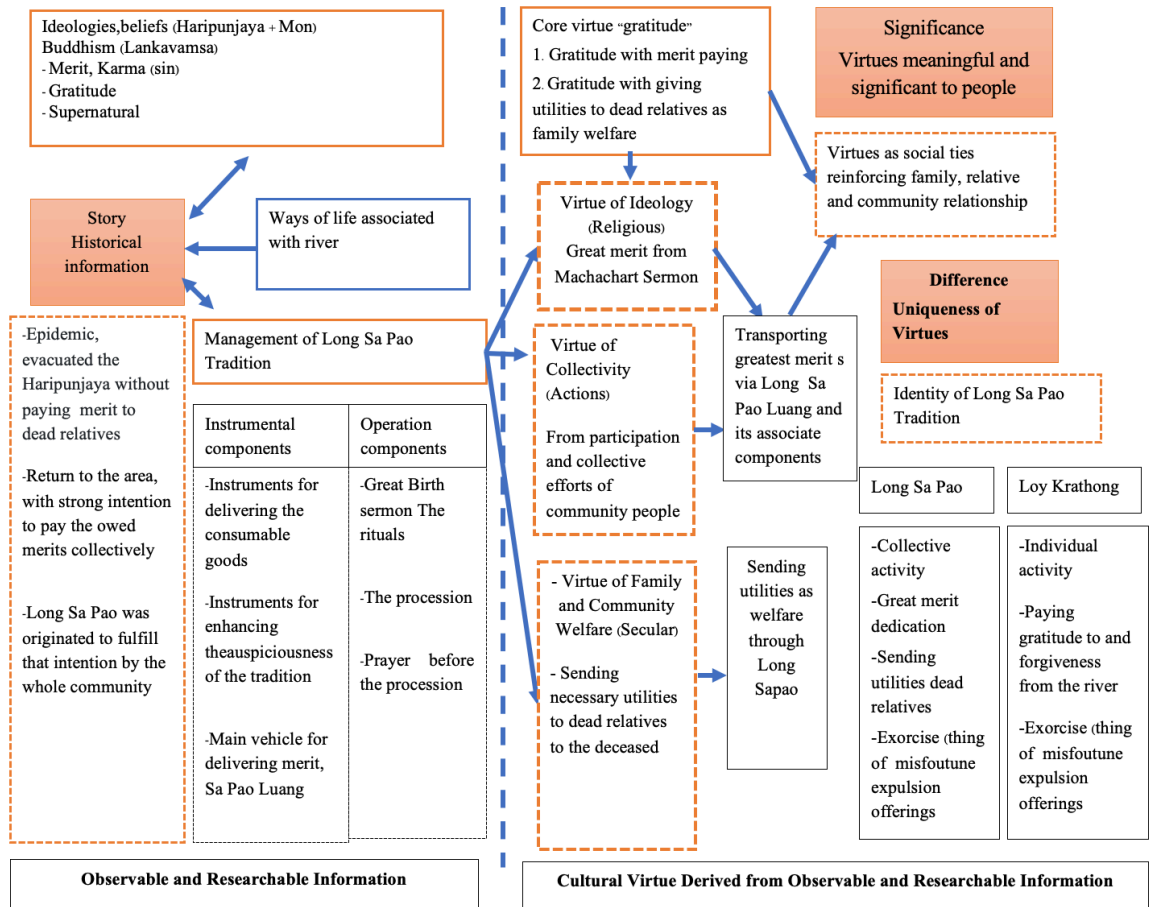
Figure 3 Virtues of long sa pao trandition

perform the cremation ceremony for those departed. The funeral ceremony considered to be the most important for the departed relatives, it was performed for delivering the departed souls to heaven or reborn in the blissful state.

On and after the historical records, it can be concluded that the people maintain a great need to manage this ritual. The Haripunjaya incident has determined the idea and management of traditions mixed between Mon tradition and the original via the integration of the ideology, belief and lifestyle considered to be leading to the chief power of the tradition and the creation of this tradition that consists of two components. (Benjakan, 2012)

1.1.2 Ideology and Beliefs
The tradition originated from an ideological combination among the Haripunjaya people and Mon people who practiced the Lankavamsa Buddhist tradition.

They believed in the Law of Kamma, merit, demerit, and gratitude to departed relatives. They believed that if the merits and transference of merit are made for the departed relatives, it would encourage them to be reborn in the higher plane of existence. If relatives who passed away had more merit, they would have more and more merit. If there was some demerit, it would support them to reduce that demerit. The faith combined with the concept of gratitude to relatives who passed away revealed their desire to abate any difficulties in the next world for their departed relatives.

In addition, it combined the lifestyle that bonded with the river that had nourished people since ancient times. It is the river of life that brings fruition to the beautiful goal. Therefore, in the tradition related to rivers, people used a Sa Pao, a junk-like figure, as the vehicle of merit by contributing appliances to make merit for the deceased in the whole community. In this

way, it has become a tradition for the entire community to devote merit to relatives who have passed away.

1.1.3 Instrumental Components

This refers to the instruments that build the vehicle for containing necessary sacrifice offerings and delivering merits such as Sa Pao Luang (Big Sa Pao), Sa Pao Ngern (Silver Sa Pao), Sa Pao Kham (Golden Sa Pao) and subordinate Sa Pao's or the instruments being used for auspicious enhancement. These instruments fall into four categories as follows.

(1) The Sa Pao Luang or a leading vehicle is made for all members and contains various items, utensils, necessary materials for making merit to the departed relatives considered as the first great merit in the ceremony, and the sacrificial offerings and necessary materials or the vehicle for delivering merit by blessing, spreading loving kindness, recalling for transferring to the departed relatives and also to increase merit and releasing them from the misery realm and encourage them to be reborn in a higher plane of existence.

(2) The instruments employed for the auspicious enhancement of the tradition are Sa Pao Ngern (Silver Sa Pao), Sa Pao Kham (Golden Sa Pao) and subordinate Sa Pao's, Lanna flag, Lanna candlelight and the Arch Made of Leaves (gate decorated by trunks of banana trees, sugar cane stalks and galangal as well as coconut leaves). Each of these acquires their own meaning of auspicious enhancement. Sa Pao Ngern, Sa Pao Kham and subordinate Sa Pao's stand for sustaining and protecting all sacrificial offerings in the Sa Pao Luang. Lanna flag likened to the symbol of goodness. Lanna candlelight stands for the navigation light to heaven. The Arch Made of Leaves stands for a symbol of hospitality Vessantara – the name of the Buddha in his tenth existence.

(3) The instruments used for delivering the sacrificial offerings and requisites.

(4) The instruments for exorcising or driving out or attempting to drive out a wicked spirit from a person or place is considered as the fourth instrument and does not exist in Haripunjaya historical record. Regarding the Wat Ket Community, the necessary materials and consumable things are placed in the Sa Pao such as the betel nut, Mieng (tea leaves used for masticatory purposes), tobacco, banana and sugar cane. All items are cut into small 108 pieces as sacrificial offerings to remove ill-fortune.

These instrumental components must be punctiliously produced collectively. The people must use the most excellent vehicle and materials to enhance the auspiciousness of the tradition for real powerful ideology creation. If it was in the Haripunjaya period, it would compare to delivering unfinished worthy merit to the departed relatives. (Northern Thai Information Center, Chiang Mai University Library, 2012)

1.1.4 Operation Components

This refers to the significant performance and ritual activities needed in the tradition for mobilizing the ideology and beliefs which consists of the concepts of karma, merit and gratitude for increasing merit to departed relatives materialized in three operations.

(1) Mahàjàtakadesanà is a sermon on the great birth story of the Bodhisatta Vessantara and is considered as the remarkable sermon that people listen to once a year on the full moon night of the twelfth lunar month at the time of floating Sa Pao on a river. Regarding the Mahàjàtakadesanà, the preacher sits on the pulpit among Buddhist devotees to preach from the first daylight to midnight. It is believed that the departed relatives will gain great merit if their living relatives can listen to all 13 chapters of the sermon within one day. According to the Wat Ket's Mahàjàtakadesanà, a Dhammàsana, a high pulpit is built with a seat where a monk mounts for preaching. It usually is elevated higher than the eye level of the listeners. In the morning, the villagers gather in the temple to continuously listen to the sermon all day for the sake of the enormous benefit from Mahàjàtakadesanà and recollect their departed relatives. The most significant thing for listening to Mahàjàtakadesanà at Wat Ket is Phaa Kampee or scripture cloth, the handmade fabric embroidered by Princess Dara Rasmi. This is brought to participate in the rituals as if those who are listening to the sermon would be in the rituals with the representative of Princess Dara Rasmi. Consequently, the powerful ideology created as the great merit by the listeners is transferred through the Sa Pao and on behalf of community members as well.

(2) Chanting holy stanzas before the procession refers to the chanting of Buddhist stanzas on virtue and morals to recall the goodness and the virtue of Triple Gem and sharing loving-kindness to the departed relatives and oneself.

(3) The Sa Pao Procession is a management process of bringing the sacrificial offerings and necessary materials to float on the river to complete the merit-making to departed relatives.

These operation components must also be

organized collectively in the community to transfer the great merit to departed relatives for the sake of liberating them from the misery realm and to reduce their bad deeds and send them to a higher plane of existence.

1.1.5 The Great Merit of Mahàjàtakadesanà

According to the ''Thang Tham Luang'' (Vessantara Jataka Preaching Ceremony) equally known as the Mahàjàtakadesanà, when people can listen to all 13 chapters of the sermon in one day, they will achieve great merit and be born in the land of Ariya Maitreya in the future. Moreover, it will produce the great benefits to the listeners because each chapter has its own meaning with specific virtue and doctrine that teach about merit, demerit, and alms giving, observing precepts and spiritual cultivation by following the footstep of the Vessantara. The listeners of Mahàjàtakadesanà derive pleasure and understand Dhamma without any boredom and feel delighted with giving of alms, observing the precepts and spiritual cultivation. In addition, the listeners not only gain the knowledge and appreciate goodness, but this sermon has an effect on the lyric rendering melody, producing good feeling, skillfulness and concentration in the listeners and arouses the great merit from sharing loving-kindness to the departed relatives and oneself to use for next life including all living being and hungry ghosts for liberating them from any misery from dreadful deeds and direct them to heaven.

1.1.6 The Virtue of Welfare Utility for the departed relatives of having good consumable things and comfortable life after death

This virtue relates to the sharing of loving-kindness to the deceased by putting the necessary materials, consumable things and clothing into the Sa Pao as if sharing things, donation and welfare to the departed relatives in order to use as the consumption in another plane of existence or for oneself to enjoy a pleasant life in the next life. These all reflect the virtue of welfare utility in terms of gratitude or another welfare as the sacrificial offerings and consumable goods in the Sa Pao are floated and allowed to drift for a while along the river until meeting with people on both sides of the river who lack food or consumable things that can take whatever they desire. This is considered as providing welfare, the donation for those who are still alive to make merit for their relatives, oneself and others.

The Satuang is a small container made from banana leaves, which is the vehicle for putting the sacrificial offerings to worship the wicked spirits that will harm us. It enables one to feel relaxed, relieve them

from misery realm or adversity they are faced with. This is the compensation for those who participate in an exorcise ritual to gain relief from any misfortune.

1.1.7 The Virtue of Collective Activity

The Long Sa Pao represents the traditional practice that is achieved by many people working together. Especially in the Haripunjaya period, community members and families gathered to help make a Sa Pao that was big enough for containing all kinds of practical items from multiple families to dedicate to their departed relatives. In the case of Wat Ket Community, presently the people gather to help the process of preparing Long Sa Pao Tradition, planning for making Sa Pao, designing Sa Pao pattern by brainstorming how and where the budget will come from. The result is the Wat Ket Community jointly donates the money to produce the Sa Pao.

In addition, they help to prepare an exorcise ritual; small 108 pieces of sacrificial offerings, the instrument ornaments, flag, bouquet, candles for decorating Sa Pao and making the Arch Made of Leaves; all of these are incapable to compete by a single person, rather, all community members participate. It takes approximately one month in advance for the collaboration from multiple households from different locations and students of Wat Ket School.

The participation in rituals such as listening to Mahàjàtakadesanà, dedicating to departed relatives, being a host for sermon preparation, chanting, making wishes or participating in procession together, create the virtue of collective activity in making merit and unity among the people in the community.

The synthesis of these influential virtues can be summed up as firstly, the virtue of great merit based on Mahàjàtakadesanà; secondly, the virtue of Welfare Utility for the deceased of having good consumable things and comfortable life after death and thirdly, the virtue of collective activity is the merit-making they work on together through Sa Pao Luang and subordinate Sa Paos. The welfare transferred through Sa Pao also creates the virtue of significance in both gratitude to departed relatives and the generosity of family members and community leading to the virtue of difference that is the identity of Long Sa Pao Tradition.

1.2 The Significant Virtue and Ways of life

The core value of Long Sa Pao remains the concept of gratitude that is considered as the most significant part of everyone's heart, especially the gratitude to parents and relatives. If anyone passes away,

there will be hope that he or she won't face a difficult situation in another world, hence the consumable things placed into the Sa Pao to dedicate the merit to the deceased. It is required to be performed once a year adding from the usual Buddhist practices to emphasize the gratitude and to let the Wat Ket community members revitalize this tradition.

The gratitude can also arise for oneself by placing the objects of welfare into the Sa Pao for dedicating to oneself in the next life. In so doing, villagers bring the consumable items to the Sa Pao with no specific recipients in mind, but they could be deceased people or spirits to whom past wrongs or offences had been committed, or other hungry ghosts to consume or secure themselves This results in good relations arising in oneself, family and community, helping to keep the community happy and safe from any misfortune.

The virtue of gratitude arises from collective activities or important rituals like the participation in Mahàjàtakadesanà (a sermon on the great birth story of the Bodhisatta Vessantara.), because the listeners have to chant and make wishes to departed relatives by pouring the water of dedication to transfer merit to other beings, meditating, sharing loving-kindness through the Sa Pao. All of these are parts of Buddhist life in general that are practiced in the Long Sa Pao Tradition.

1.3 The Virtue of Difference

The study of the virtue of difference represents not only the academic comparative study but also the study to develop the academic distinction toward the identity development of Long Sa Pao Tradition. This virtue of difference is twofold; it will make practical significance and concreteness, as well as sustainable, develops localization via the virtue conversion into the living museum tourism through Long Sa Pao Tradition. In addition, it embodies historical virtue and lifestyle associated with history from the past to the present. Originating before the general Loy Krathong Tradition of the Sukothai period, Long Sa Pao can be considered to represent an outstanding Buddhist tradition.

Regarding the Loy Krathong tradition in Lanna, it was introduced after the Long Sa Pao Tradition in Haripunjaya period. It is believed that Princess Dara Rasmi of Chiang Mai, the Royal Consort of King Rama V, was the one who initiated Loy Krathong tradition in Chiang Mai between 1917-1927 by lighting a candle on a coconut husk shaped like a narrowboat or swan and periodically managing just a piece of a wooden tree branch to make a narrowboat with some burning incense sticks. However, it was enormously unfavoured at that time as people preferred furnishing their houses and front gates with lanterns and tree leaves, and simultaneously attending the preaching of the Mahàjàtakadesanà or Tang Tham Luan. This means the Loy Krathong tradition was influenced by the Long Sa Pao Tradition, changing from the big Sa Pao to a smaller format. It was also influenced by the Indian Festival of Lights known as Diwali. This tradition refers to the veneration of the Trinity in Brahmanism-Brahma (creator), Vishnu (preserver), and Shiva (destroyer). The Thai people have adopted and modified the concept to incorporate their local beliefs. Loy Krathong in Thailand is a manner to ask for forgiveness from the goddess of water (the Ganges River in the Hindu tradition). This is because the chief factor in the livelihood of the country is agriculture, which relies heavily on rivers and waterways for cultivation. (Northern Thai Information Center, Chiang Mai University Library, 2012)

2. Analysis of Potential for being a Part of Living Museum

From the analysis of the virtues of Long Sa Pao Tradition, it was found that the tradition has several hidden concrete virtues that are reflected in the results such as the historical record of Mon people who believed in the supernatural power combined with the Buddhist beliefs in the concept of Kamma. The virtue of lifestyle connection originated from the way of life that connected to the river by using Sa Pao as the vehicle to the soul of the deceased. This has become the Buddhist traditional way of life that emphasizes on the concept of merit and demerit. The Long Sa Pao tradition is different from Loy Krathong tradition in various aspects i.e. the instrument for floating, the pattern for floating, the purpose for floating and the components to make up Long Sa Pao tradition, the virtue of bringing various components to seamlessly combine and the virtue of beliefs, an ideology that creates Long Sa Pao tradition in the concept of the gratitude with merit and gratitude with the continuation of the relationship in household and community in terms of welfare by having the virtue of collective activity for mobilization.

The result of information collecting of local residents and tourists during the Long Sa Pao tradition, which was held on the lunar day of the twelfth month. They understand and feel it by studying the value through the Infographic Documentation. At the same time, if tourists visit the area one month prior to the event, they will see the Sa Pao preparation, which is done in the

temples, such as Sa Pao Luang, Sa Pao Ngern, Sa Pao Kham, and its decorations such as Tung, Chor and Khom etc. Before the day of floating Sa Pao, they could see the preparation of expectorants such as cloth ribbons to devote for the deceased. Most of the target groups reflect the feelings they get from participating in the Long Sa Pao along the Ping River and from joining the parade. They feel the great merit received from the Great-Birth Sermon (a sermon on the great birth story of the Bodhisatta Vessantara) and the merit-making contribute to the deceased.

The results of the mobilization of Long Sa Pao tradition revealed that the participants of this activity increased among people of all ages. The traditionally important social engagement is the link between people participating in common activities. The appreciation of being a part of the tradition was once discontinued and has revitalized and the feeling of belonging and to own an admirable heritage. At the same time, the social tie made the people in the community more powerful to be able to fight with other development trends. The powerful heritage enhances the relationship of people in the community and makes people participate in collective activities. People in the area feel proud to be part of revitalizing cultural tradition that has different identities from Loy Krathong tradition. These are identities associated with ways of life and they can be built upon to create a Living Museum for the sustainable.

Driving the Long Sa Pao Tradition at Wat Ket, we can clearly recognize the success in developing the Lanna identity. By narrating historical stories, values restore within the event, there is a collaboration of people in the community and the government. In addition, Chiang Mai Municipality recognizes the importance of forgotten traditions and resurrects in the Wat Ket area. The harmonious blend of cultural and intellectual elements makes visiting the Long Saphao tradition as well as learning other aspects of the Lanna cultural heritage. At present, there is a problem with the epidemic situation, so the tradition has not been passed down continuously, but the information is still inscribed for the next generation to discover.

Discussions

Two methods are used for this discussion, a method of thinking (or epistemology) and an action method.

A: Thinking Method

The Epistemology found that it is not easy to use the social capital and cultural capital to cope with the Globalizations that will come along and bring the new from of development. It requires the empirical data and systematic analysis to create the Local Capital of the Localization.

The process of obtaining the virtues of social and cultural capital involves three components. Firstly, beginning with basic logical thinking, the obtaining of powerful social and cultural capital, must be the capital that has been selected and can be studied in-depth. Secondly, it must be the powerful community capital, meaning it has been practiced for a long time, even though it may have stopped, yet it is stationary in memory and in need of a new generation to revitalize it as well as some places where including sufficient operation traces remain that that can be studied in-depth and can be mobilized. Thirdly, the capital must be consistent with the community context and the current community situation and there shouldbe an impact occurring from the mobilization; especially if it coexist with the modern forms of development. (Kanchanaphan, 2001; Kitiarsa, 2003)

In the selection of social and cultural capital in the Wat Ket case, the researcher has examined the socio-cultural capital in Wat Ket area by starting with the joint research with Chiang Mai Provincial Social Development and Human Security Office in 2013. This has the multidimensional of local capital such as the visible features of Lanna that means possessing the identity in architecture, the lifestyle of Lanna that means food and religious ways of life, the cultural features of Lanna and the harmonious diversities among modern and ancient things. In conclusion, the researcher and the community leaders have considered that Long Sa Pao Tradition representing the powerful local capital that can be revitalized, the virtue found to build upon and continuously mobilize to be the identity of Wat Ket area. It was an outstanding tradition practiced in the past. Due to the influence of modern development, it has been discontinued for years. The revitalization produces the preservation and the continuation of Long Sa Pao Tradition that considers an unusual historical background associated to the way of life of people on the full moon night of the twelfth lunar month from the past to present. If the revitalization and continuation of the consistent tradition concerning the life of people in Wat Ket Community, it will help to convey a sense of belonging and the participation of the people inside and outside of the community in this tradition, therefore presenting

the identity of Lanna in Wat Ket area and return the community strengths. In other words, when bringing it to be part of the living museum, it will create the Localization in the operation process of the Wat Ket Community. In a logical way, this is the power to be used to fight against any changing trends that may be neglectful of Lanna or any changes that possess modern values, resulting in the lasting preservation of traditional culture and its values. (Kitiarsa, 2003)

B: Action Method

The action method to the acquisition of knowledge from the study of social and cultural capital as the discovery of virtue and build upon it to generate the power of Localization. The study based on the capital foundation to find the virtue or power has three important foundations of virtue analysis or the power of Long Sa Pao Tradition that can be divided into three aspects. In the first place, the story has referred to the historical background of Long Sa Pao Tradition since the past that has an interesting cause with the hidden ideological beliefs and ideas of Long Sa Pao Tradition creation. Next, the sign refers to the significant association with people's way of life from the past to the present. In the first two dimensions, this is the framework analysis of the virtue of social and cultural capital, when bringing them into operation process to cause the impact to the coexistence with the new development, which at this point, is the living museum. To maintain the association of people with the prominent identities of capital, the researcher introduced the third dimension of the difference, referring to the difference of Long Sa Pao Tradition that can construct the prominent identities to be a part of the Living Museum for obtaining the identity of Lanna for the Wat Ket area.

The results from the four times of the Long Sa Pao reflect the collaboration of people from different religions without restricting it to the Buddhist tradition. In the operation step, the common destination is to dedicate merit to the deceased. This reflects that Long Sa Pao Tradition is unlimited only for the Buddhist, but it is able to connect people from various religions.

The possible way to promote the cultural value of social capital that have been carefully examined through research to establish the Living Museum. The Long Sa Pao Tradition still functions and is traditionally practiced in the Wat Ket Community, while in some place of Chiang Mai it has already disappeared. Therefore, this tradition can be developed as the knowledge center because, it contains the conclusion of unusual historical

background through research work, documents, infographic brochure from the beginning of Long Sa Pao Tradition.

All of this is just a part of what makes up a living museum in the Wat Ket Community. During the Long Sa Pao tradition, where people both in the area and outside the area will come to study, learn and feel the true value. If the values of other social capital are studied to create a multi-faceted living museum, it can become a learning centre for life-based activities throughout the year, becoming an area where people come to admire the lifestyle. They can learn the value of the Lanna Heritage which can lead to the living Lanna area of Chiang Mai, a new type of tourism and economic income for the local people.

All of this reflects the model of thinking method and action method to the virtue synthesis for becoming the powerful virtue to create strong Localization called "Living Museum" and enables the community to fight against and endure globalization (Thiangburanathum, 2010).

Suggestions

From a literature review, it was found there is no researcher who has studied in-depth about the core virtue. This is an important study that leads to the action research that has the power of localization that creates a platform to fight against and withstand the globalization. It is the in-depth conceptualization and the tools expected to be effective and powerful which have been designed for the first time in order to make a thinking method. Importantly, the repeated research in socio-cultural capital and adherence to its concept and focuses on the continuous operation of capital is required to make the localization and enable its real practice for the local community.

In the case of Wat Ket Community, if wanting to create more power in preservation and collaboration, further studies on remaining local capital virtues like lifestyle and food of Wat Ket Community, a collaboration of four religions, religious sites and architectural style in Wat Ket Community by using the same thinking method would be useful. With the integration of all virtues, It became the area with various good things that have the virtue of Lanna that lead to Localization that can be used to cope with Globalization. There must be a new Lanna Wat Ket of Chiang Mai, where it is more approachable and full of real value that may become the Living Museum. Additionally, it can develop emotional awareness in the virtue of good things in the Wat Ket

Community and also create the social and economic benefit in return.

The academic research that confirmed that the Long Sa Pao tradition has its virtues that can be developed to be Wat Ket's identity. After 4 years, the collaboration of community, academic section and government organization is clearly shown.

Even though each level of collaboration occurred may be only at the co-operation level, it may lead to continuous sustainability and become the Lanna identity of Wat Ket area. In addition, it may create the living museum if people who have the power to make a decision in policy or related policies such as Municipality, The Tourism Authority of Thailand and Ministry of Tourism agree with the concept, envision the importance and continuously help to support and build upon. This not only proves that Localization can be achieved in the operation process, but it enables the Wat Ket Community to be living Lanna that exists with identity.

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Service Design of the Vehicle Rental for the Tourism Business in Chiang Mai by the Service Quality Analysis

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Article info

Abstract

This research aims to analyze the service quality of the vehicle rentals for the tourism business in Chiang Mai by utilizing research instruments, which are quantitative and qualitative research. The data collection tools of quantitative research are a questionnaire gathered from 400 relevant Thai tourists who visited Chiang Mai selected by nonprobability sampling and accidental sampling techniques and qualitative research implemented structured interview and focus group from 6 entrepreneurs of the rental vehicle business in Chiang Mai obtained by snowball sampling. The researcher studied service quality from 2 concepts which are the concept of customer relationship management which consists of database, electronics, action, and retention. The other concept is customer experience management which consists of tangibles, reliability, responsiveness, assurance and empathy. The results from quantitative research show that the opinion about customer relationship management of vehicle rental in Chiang Mai at the highest level of all aspects. The highest aspect is retention, followed by electronics, database, and action, respectively. The results also identify 4 new elements from the factor analysis, which are data management system, online services, strategies strengthening relationships and creating loyalty. In addition, the opinion about customer experience management of vehicles rental in Chiang Mai at the highest level. The highest aspect is empathy, followed by responsiveness, assurance, reliability, and tangibles, respectively. The results also identify 5 new elements from the factor analysis which are consistency in service, build confidence professional, understanding and paying attention to the customer, service concrete and service readiness. The results from qualitative research show that the car rental entrepreneurs attempt to understand the needs of individual customers to offer the best services for customers. Therefore, service design is the design process to help develop service and is the most convenient to use and impress the most users by developing a mobile application for car rental.

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Introduction

Tourism is an important industrial sector that can bring transformation as well as to aid a country to achieve its social, cultural and economic goals. Likewise, it can foster the growth of tourism industry in the main provinces, as well as stimulate tourism in the secondary provinces (Tangjitwattana, 2013). Especially in Chiang Mai, the main city of northern Thailand. Chiang Mai is a commercial center, a main industry and communication center. Moreover, it is also a city famous for its culture and tourism that attracts tourists all year round since the cost of living is not as high as other major cities (Chiang Mai Provincial Government Center, 2014). The above attributes of Chiang Mai contribute to an increase in investment in many service sectors, including tourism business, hotel business, food and beverage business, local goods and souvenirs business, transportation business, and entertainment business. Therefore, the transportation business becomes one of the tourism service systems. Because of the transportation, tourists can travel to their destinations and it increases convenience while traveling and encourages more tourists (Khaosaart & Suriya, 2008).

In a nutshell, transportation business can be considered as an important factor in the development of the tourism industry in Chiang Mai. The vehicle rental business is one of the businesses that has very high growth rate and is highly competitive. Because of public transport in Chiang Mai is insufficient to meet customer needs. oreover, in 2017, a public transport application business was started where users can use the app through a mobile phone under the name "Grab Taxi". Grab is a new taxi service, which is widely popular in Chiang Mai (Thansettakij Connecting Opportunity, 2016). There are different conditions for vehicle rental services that create dissatisfaction with the service and does not create loyalty to the rental vehicle organization which causes a bad experience (Reangjarupan, 2013). The results from the service design of the vehicle rental business is to focus on service quality that the customers can receive good experience which can directly lead to the loyalty and re-purchasing in the future (Pipatphokakul, 2013). Vehicle rental operators need to understand customer relationship management to manage customer relationships in order to gain confidence in the company. Customer relationship management can help a company create customer loyalty and help the company stop customers to switch to competitor and it helps the company to understand customer experience management

to service all touch points of the customers, focus on the experiences of each customer in order to create a memorable customer experience. Therefore, vehicle rental operators in Chiang Mai have to innovative services and differentiate from competitors presented to tourists both in terms of service quality, service model and improve service efficiency. Application development is a beginning of service innovation models using new technology on smart phone. Consequently, it can lead to the competitive advantage formation which allows the customers higher satisfaction . It helps the business to improve the service process to serve the customer's needs, focus on convenience and speed of service, and put effort to customer before-during-after service in order to create more efficient operation and to find new needs of customers that are rapidly changing owing to the rapid changes in service design (Thailand Creative and Design Center, 1996).

Objectives

1. Customer relationship management In order to study the vehicle rental of entrepreneurs to improve service quality and use the information obtained to analyze service design.

2. Customer experience management In order to study the vehicle rental of entrepreneurs to improve service quality and use the information obtained to analyze service design.
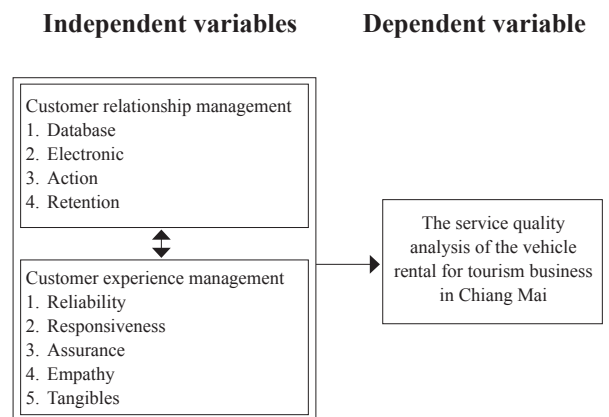
Conceptual framework

Independent variables   **Dependent variable**

Figure 1 Conceptual framework

Research methodology

1. Population and samples

They were classified on the basis of the research instruments as follows.

1.1 A set of questionnaires was administered to 400 Thai tourists. The Thai tourists are defined for this study as traveling to Chiang Mai, not domiciled in Chiang Mai, and use the rental vehicle business. The researchers utilized nonprobability Sampling and accidental sampling techniques to select the samples; suited the desired amount without any criteria, by using the method of calculating the size of the samples of Taro Yamane (Yamane, 1973).

1.2 A structured interview sample size was conducted with 6 entrepreneurs of the rental vehicle business in Chiang Mai obtained by snowball sampling.

2. Research instrument

A questionnaire, a structured in-depth interview and a focus group were used for data collection. The content comprised of the following:

Part 1: Personal data of the respondents (multiple choices, close-ended). This include sex, age, occupation, monthly income and domicile.

Part 2: The assessment of opinions of the respondents. The questionnaire consists of a question about the service quality from 2 concepts (1) customer relationship management which consists of 4 variables: database, electronics, action and retention and (2) customer experience management which consists of 5 variables: tangibles, reliability, responsiveness, assurance and empathy. In summary, the questionnaire used in the data collection consists of 9 variables. Each of the questions used a rating scale out of 5.

Part 3: Data related to the service quality of the rental vehicle business in Chiang Mai.

Part 4: Data about conclusion of the service quality by the entrepreneur of the rental vehicle business in Chiang Mai from focus group process. The questions were in interview form and given to the 6 entrepreneurs in the rental vehicle business in Chiang Mai.

3. Collection of data

This study is a mixed research method that consists of a quantitative research and a qualitative research (Creswell, 2013). This research aims to analyze service quality, which consists of 2 concepts about customer relationship management and customer experience management. For quantitative research, the first step was a letter that requested the cooperation in the collection of data to the rental vehicle businesses in

Chiang Mai. After getting official authorization from rental vehicle business administration, concerned executives have been requested to assist in the circulation of surveys to customers who rent the vehicles. 500 surveys have been distributed to customer and selected complete surveys of 400 surveys followed by Yamane (1973) were retrieved. Based upon the previous literature 9 elements and followed by a 5-item rating scale as it appeared in Sinjaru (2011). For qualitative research, concerned executives have been requested to assist in the circulation of surveys and invitation letter for focus group to 6 entrepreneurs of the rental vehicle businesses in Chiang Mai. Then collection of secondary data was obtained from the collection of related documents, a review of relevant literature, primary data obtained from interviews and focus group with representatives and the entrepreneur of the rental vehicle business in Chiang Mai. In addition, using questionnaires, evaluation forms, and interview forms by collecting data from the population and samples. Finally, the data collection is used for analysis, interpretation, synthesis, conclusion and research reports.

4. Data analysis

This study consists of a quantitative research and a qualitative research. First of all, for a quantitative research, in the first part of questionnaires is personal data of the respondent's descriptive statistics was employed by frequency distribution and percentage. In the second part of questionnaires is data of opinions of the respondents related to service quality descriptive statistics by mean and standard deviation. In addition, factor analysis of service quality was employed and 9 new components. Finally, for a qualitative research, analyze and summarize the interview surveys and focus group of 6 entrepreneurs of the rental vehicle businesses in Chiang Mai. Then, the assessment of opinions using service design that consists of 3 phases, which are exploration, creation and prototype.

Results

Part 1: Personal data of the respondents (Tourists)

Results of the study revealed that more than half of the respondents (65.25 %) were male. Their age range was 18-30 years (30.75 %), followed by 31-35 age range (28.75 %), 36-40 years (26.50 %) and only 14 percent were above 41 years old. Most of the respondents (35.75 %) were personal business occupation, followed by company employee (23.75 %) and only 2.5 percent were guides. Most of the respondents (23.75 %) had an

average monthly income of 25,001-30,000 baht, followed by 21.75 %, at 15,000 baht and below, and only 15.25 percent had an average monthly income range of 30,001-35,000 baht. Finally, more than half of the respondents (57.50%) had domiciled in the central region and only 4 percent had domiciled in the western region. The following section of Part 2 discusses the data about the tourist experiences of the rental vehicle business in Chiang Mai.

Part 2: Data about the service quality of the rental vehicle business in Chiang Mai.

The service quality analysis of the vehicle rental for tourism business in Chiang Mai. The research implements the 2 concepts which are the concept of: (1) customer relationship management, and (2) customer experience management as follows:

1. Customer relationship management

Table 1 The overview of the average and standard deviation of Customer Relationship Management of the vehicle rental business

Aspects	Mean	S.D.	Opinion Level
1. Retention	4.45	0.44	Highest
2. Electronics	4.39	0.48	Highest
3. Database	4.39	0.42	Highest
4. Action	4.33	0.51	Highest
Total	**4.39**	**0.37**	**Highest**

According to Table 1, the research results show that the questions regarding the customer relationship management have an average of 4.33 - 4.45. The informants gave opinion on customer relationship management in the highest level (Mean = 4.39). When considered in each aspect, it was found that the informants received the highest level of the services in all aspects. The highest service level is Retention (Mean = 4.45), following by Electronics (Mean = 4.39), Database (Mean = 4.39) and Action (Mean = 4.33) respectively.

2. Customer experience management

Table 2 The overview of the average and standard deviation of the Customer Experience Management of the vehicle rental business

Aspects	Mean	S.D.	Opinion Level
1. Empathy	4.58	0.33	Highest
2. Responsiveness	4.48	0.41	Highest
3. Assurance	4.46	0.40	Highest
4. Reliability	4.44	0.43	Highest
5. Tangibles	3.40	0.47	Moderate
Total	**4.27**	**0.28**	**Highest**

According to Table 2, The research results show that the questions in regards to the customer experience management received from the informants have an average of 3.40 - 4.58. The informants gave opinion on customer experience management of the vehicle rental business in Chiang Mai in the highest level. (Mean = 4.27) When considered in each aspect, it was found that the informants received the highest level of the services in all aspects. The highest service level is Empathy (Mean = 4.58), followed by Responsiveness (Mean = 4.48), Assurance (Mean = 4.46), and Reliability (Mean = 4.44), respectively. On the other hand, one of the aspects received a moderate service level in the customer experience management which is Tangibles (Mean = 3.40).

Part 3: Data related to service quality of the rental vehicle business in Chiang Mai.

The factor analysis was conducted as follows: Pearson's Product Moment Correlation Coefficient, Kaiser-Meyer-Oklin Measure of Sampling Adequacy: KMO, Communality: h2, Total Variance Explained, and Rotated Component Matrixa using Orthogonal Rotation by way of Varimax method to analyze the component identifiers. In which the researcher analyzed each element and discovered the survey results of service quality of the vehicle rental for tourism business in Chiang Mai. These factors were employed in order to analyze the indicators of each component, the results are as follows:

The factor analysis of the vehicle rental for tourism business in Chiang Mai. This research implemented 2 concepts which are the concepts of : (1) customer relationship management, and (2) customer experience management as follows:

Customer relationship management

1. The result of Pearson's Product Moment Correlation Coefficient

It was found that the coefficients of correlation were statistically related in significance at the level of 0.01 and 0.05, and in total of 120. This revealed that the variables were in relation, and thus could be categorized in the same component.

2. The result of Kaiser-Meyer-Oklin Measure of Sampling Adequacy: KMO

Table 3 KMO and Bartlett's Test of the customer relationship management.

Kaiser-Meyer-Olkin Measure	0.859	
Bartlett's Test of Sphericity	Approx. Chi-Square	2671.022
	df	120
	Sig.	0.000

According to Table 3, it reveals that Bartlett's Test of Sphericity is equal to 2671.022 in which p<0.01. The correlation matrix of the indicators was different from

unit matrix in statistical significance, thus, this set of data is suitable for future confirmatory factor analysis. It also conformed to Kaiser-Meyer-Olkin Measure of Sampling Adequacy; the analyzed result is equal to 0.859 which means the samples are highly suitable.

3. The result of Communality: h2

The study found that the result of communality was from 0.463 to 0.786. Therefore, this could explain the result of the variation of the variables, and also each message could be measured in terms of communality components.

4. Total Variance Explained

It was found that the % of variance of the 1st component was equal to $5.951/16 \times 100 = 37.196$ % which means the 1st component could be used to explain all of the 37.196 % of the variance. While the % of variance of the 2nd component was equal to $1.745/16 \times 100 = 10.905\%$; this means that the 2nd components could be used to explain all of the 10.905% of the variance. When all 4 components are combined, they could explain the variance of all 16 questions by 62.422%, and this number is enough to be a representative of the components considering its Eigenvalue that is more than 1.

5. Rotated Component Matrixa

The components are categorized into 4 components, and the value indicator was between 0.495 -0.821. The 4 components are as follows: (1) data management system; (2) online services; (3) strategies strengthening relationships and (4) creating loyalty.

Customer experience management

1. The result of Pearson's Product Moment Correlation Coefficient

The study found that the coefficients of correlation were statistically related in significance at the level of 0.01 and 0.05, and in total of 300. This reveals that the variables are in relation, and thus could be categorized in the same component.

2. The result of Kaiser-Meyer-Oklin Measure of Sampling Adequacy: KMO

Table 3 KMO and Bartlett's Test of the customer experience management.

Kaiser-Meyer-Olkin Measure	0.823	
Bartlett's Test of Sphericity	Approx. Chi-Square	3442.293
	df	300
	Sig.	0.000

According to Table 3, it reveals that Bartlett's Test of Sphericity is equal to 3442.293 in which p<0.01. The correlation matrix of the indicators was different from

unit matrix in statistical significance, thus, this set of data is suitable for future confirmatory factor analysis. It also conforms to Kaiser-Meyer-Olkin Measure of Sampling Adequacy; the analyzed result is equal to 0.823 which means the samples are highly suitable.

3. The result of Communality: h2

The study found the result of communality at 0.357 to 0.789. Therefore, this could explain the result of the variation of the variables, and also each message could be measured in terms of communality components.

4. Total Variance Explained

The study found that the % of variance of the 1st component is equal to $6.404/25 \times 100 = 25.617\%$ which means the 1st component could be used to explain all of the 25.617% of the variance. While the % of variance of the 2nd component is equal to $2.464/25 \times 100 = 9.855\%$; this means that the 2nd components could be used to explain all of the 9.855% of the variance. When all 5 components are combined, they could explain the variance of all 25 questions by 52.185%, in the social sciences, where information is often less precise, it is not uncommon to consider a solution (Hair, Black, Babin, & Anderson, 2014) and this number is enough to be a representative of the components considering its Eigenvalue that is more than 1.

5. Rotated Component Matrixa

The components are categorized into 5 components, and the value indicator is between 0.494-0.856. The 5 components are as follows: (1) consistency in service; (2) build confidence profession; (3) understanding and paying attention to customer (4) service concrete; (5) service readiness.

Part 4: The conclusion of the service quality by the entrepreneur of the rental vehicle business in Chiang Mai.

The researcher compared all the questions involving the service quality of the rental vehicle business in Chiang Mai containing 9 components. The results of the interview and focus group are as follows:

1. Data management system

The data management system allows the vehicle rental business to acknowledge the needs of customers. The business is able to give the advice, and recommendation correctly which can create good relationship and enhance the possibility of re-purchasing in the future. Non-collecting customer information in depth is a bad customer relationship management because it does not create service loyalty to the customer which should keep a customer database to obtain exhaustive

information. And the accurate database management in the operation of the system can enable users to the ultimate utilization, as well as help support the service to be more efficient, facilitate both service providers and users, and boost the amount of service usage.

2. Online services

The vehicle rental business in Chiang Mai mainly uses mobile application which applied the modern technology to the business in order to facilitate various aspects, such as checking information more efficiently regarding the business public relations. As Danthamrongkun & Udon (2006) noted that choosing the right technology and system is important to facilitate the success of the customer relationship management. Supported by the research of Rowley (1994), findings that technology recalls the customers to use the service again.

3. Strategies strengthening relationships

The strategies strengthening relationships is a method of building good relationships with customers to keep customers with the business as long as possible, and create customers loyalty which is consistent with the research of Danthamrongkul & Udon (2006). It was discovered that setting action can maintain customers and create loyalty effectively. Allied with the research of Petprasom & Donkaew (2010), noting that adapting action in the customer relationship management for relationship building brings the most direct impact on customer experience management.

4. Creating loyalty

Creating loyalty can boost the frequency on purchasing products or services. It can engage more marketing interaction and lead to a closer relationship, which is coherent with what Danthamrongkun & Udon (2006) mentioned in their research. They claimed that the consideration of service users and pay attention to every element is important for providing good service. That is why the informants gave the same opinions on every aspect. Similar to Limpanavech (2004) who found that customer relations management is the process of creating loyalty to the business towards products and services,

5. Consistency in service

In term of consistency in service of the vehicle rental business in Chiang Mai, the users value the importance of payment security, and the integrity of the organization as the core. It is in line with the concepts of Zeithami, Parasuraman, & Berry (1990), They found that the customers gain confident in the services

when they gain good service from service provider. Danthamrongkun & Udon (2006) also found that the success of customer experience management comes from putting effort in customer experiences management, consistency, creating a unique experience, create the truly desired and valuable experience to the customers, good cooperation from all business units to make all parts work well together, and having good experiences among the staff to create the highest efficiency in providing services to the customers.

6. Build confidence professional

In term of assurance of the vehicle rental business in Chiang Mai, customers value this aspect at a high level which means the customers trust in the service received. That is why they evaluate this aspect in a positive direction by the staff smiling, good reception, knowledge and ability to provide advice to service recipients and the ability to provide professional rental vehicle information. Employees are punctual when picking up and delivering rental vehicles and focus on the personnel. In accordance with Zeithaml Parasuraman & Berry (1990), findings that building trust, and honesty in providing services will allow the customers to evaluate the highest service quality.

7. Understanding and paying attention to customer

The informants have an opinion on understanding and paying attention to customer. Showing that the friendliness, care, and understanding of the need of customers have exceeded expectations. This is in line with Samuejai (2006), found that service quality is the basic expectation that businesses must meet. The service providers should be willing to provide services, be friendly with customers, and also pay attention to customers. The customers often expect that they will receive the least that they expect. If the service does not meet their expectations, they will seek another relevant business.

8. Service concrete

The tangibles of the vehicle rental business in Chiang Mai is at a moderate level. It shows that the service user pays attention to the service touch point and have high expectations at the first touch point that they meet with the employees. Therefore, the service provider must provide customer service with customer in mind. It corresponds to the research of Limmanon (2007). He found that creating a positive experience for customers at every touch point that can be received by the five senses, namely seeing, tasting, smelling, hearing

and touching. In every process that the customer contacted the organization from start to finish, is the heart to create good feelings among each in order to keep short-term and long-term customers. Every experience that customers received from each touch point will accumulate into a holistic experience about the service.

9. Service readiness

Service readiness of the vehicle rental business in Chiang Mai is when the customers are well taken care of by the right and efficient assistance of staff. Customers are extremely satisfied beyond their expectations resulting in the loyalty and good word of mouth to the business. This is consistent with Serirat & Laksitanont (1996) which discovered that service quality is one of the most important points in creating a difference in the service business and maintaining superior service levels by offering the service quality that the customers expect. Customers will be satisfied if they get what they want, where they want and how they want.

Discussion

The end result implies that the existence of service design favorably affects to create quality tourism experiences, helps organizations understand services from a tourism perspective, to service improvement and designing new services. The results obtained from the service design are service standard to deliver services to tourists until they create continual customer loyalty for the vehicle rental tourism business. In addition, a formal and informal connection with tourism and fit perfectly with business and the task perfectly action through service quality. The results can be concluded that the services quality have a direct relationship with confirm or disconfirm expectation. The vehicle rental tourism business operators must take the quality management seriously in order to meet the customers' expectations and to differentiate the business from competitors. Therefore, service design is essential to improving service quality to respond to the customers need through the systematic work of employees. Moreover, the vehicle rental for tourism application is a new service and designed for the primary purpose of responding to the needs of customers, focusing on the customer. It is also designed to encounter the operations of the business to be able to respond to the customers' needs promptly and most effectively.

The vehicle rental tourism business in Chiang Mai has a very high growth rate and is highly competitive especially for local business. Chiang Mai has many

tourists due to the increasing number of low-cost airlines and as a result a higher demand for rental vehicles for tourism. Therefore, the vehicle rental tourism business in Chiang Mai has to set service standard for each tourist by service quality to manage customer relationship management and customer experience management. It is important to organize the work system of employees in accordance with the tourist experience. The entrepreneur of the rental vehicle business in Chiang Mai should improve the quality of tangibles to be more efficient, such as GPS (navigation), payment technology such as a swipe card, welcome message label or the name tag of the customer when traveling to pick up the rental vehicle, paying with QR Code and the place to deliver the rental vehicle that is more secure in order to create a good experience and maximize customer satisfaction. In addition, the entrepreneur of the rental vehicle business in Chiang Mai should understand the business, service and customer needs to manage the rental vehicle business that has quality that relates with the needs of the customers. Moreover, the rental vehicle business has provided the potential to compete with competitors efficiently. Finally, service design in the ever-changing tourism sector has new technologies to make operations more fluid and efficient. Creating a service innovation model by using new technologies on smart phone can respond to the new needs of tourists who are changing rapidly from the exposure to new types of services and designed to suit the operation that can respond to the needs of customers quickly and most effectively.

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The Interdisciplinary Citizenship Education Curriculum Innovation for Higher Education Students in the Northern Border Area of Thailand

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Article info

Abstract

The objectives of this research were to; (1) study the necessary citizenship identity of higher education students in the northern border area of Thailand, (2) design the interdisciplinary citizenship education curriculum innovation for higher education students in the northern border area of Thailand and (3) study the effect of using the designed curriculum. This research utilizes a research and development approach with an integration of documentary research and experiment research. The sample of this research was 25 of the undergraduate students. The tools used include the interdisciplinary citizenship education curriculum, pre-test, post-test, the assessment for interdisciplinary citizenship identity of students in the northern border area of Thailand, and the satisfaction assessment form of the interdisciplinary citizenship education curriculum. The findings indicate that the interdisciplinary citizenship identity of higher education students in the northern border area of Thailand consisted of 4 components that are; (1) professional characteristics, (2) global citizenship characteristics, (3) characteristics of literacy and (4) citizenship's behavior characteristics. In regards to the curriculum design, it was found that the course structure consisted of 4 interdisciplinary learning units that are; (1) global studies, (2) environmental studies, (3) border studies and (4) local studies. In reference to the curriculum implementation, it was shown that the students' test scores of the post-test were higher than the pre-test scores at the statistical significance level of 0.01. That means the students' learning achievement was improved after the curriculum implementation. In regards to the assessment of the interdisciplinary citizenship identity of higher education students, it was found that the interdisciplinary citizenship identities of the students were at a high level with the mean of 4.14 and the evaluation of student's satisfaction on learning activities showed the highest level with the mean of 4.59.

Introduction

Every society desires to live in peace, develop society continuously, and an important factor that can help drive society forward as expected is the citizens of the country. Citizens are an important base of country development. Citizenship in society affects the quality of society, leading to the development of a sustainable society. Its value is also a tool to help the country survive

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and overcome various crises. Many developed countries attach importance to civic education. The citizenship development policy is an issue that many countries in the world prioritize . (Thewanarumitkun, 2012; Udompong, 2014) Citizenship education in Thailand has the same process as in many countries that provide learning through formal education. As shown in the National Education Act 1999 and the 4th amendment in 2019, the aims and principles of education management are as follows: Must be to develop Thai people to be a perfect human, both physically, mentally, intellectually, knowledge and morality, ethics and culture in life in order to live together in society. It is a tool for socialization, nurturing ideas, actions that are in line with social, cultural, and political systems. Which is the concept of civic education. Therefore, an important tool used for developing citizenship is education. But the learning process of Thai students mainly focuses on lecture-based and evaluated by a test. They focus on learning from listening to lectures and teachers as the center of learning does not focus on the thinking process. Hence, the lecture-based method cannot develop a strong citizen for society. (Tantisunthorn, 2011; Wangkanon, 2011) Citizenship education in Thailand has been established in the Social Studies subject, its designed to enhance the citizenship potential for students. Therefore, important factors for citizenship education are the thinking process and focusing on the development of citizenship identities for students. In providing civic education at the higher education, higher education institutions must develop graduate qualifications in accordance with the Higher Education Qualifications Framework (TQF: HEd) and the standard of learning in accordance with the Undergraduate Standards Framework. It is also important to develop an interdisciplinary citizenship identity in order to develop graduates to be able to work with non-self-discipline fields (Spelt, Biemans, Tobi, Luning, & Mulder, 2009). With an emphasis on the development of identity and skills, the ability to understand multiple perspectives on social phenomena, analytical thinking skills, develop structured knowledge to solve complex problems and to manage conflicting situations. Realize the interdisciplinary understanding of different disciplines based on a variety of alternative methods that influence each other. These skills will be essential tools for graduates who face challenges to the dynamics of the world's phenomenal, encompassing the interdisciplinary reach of diverse sciences and knowledge and to be a base

for solving social problems.

Chiang Rai Rajabhat University is a vulnerable area located on the border of Laos and Myanmar where most of the students are ethnic students who are disadvantaged and lack educational opportunities. Therefore, the development of graduate identity, in addition to developing according to the standard framework, must also take into account the development of the area-based citizenship identity. This will give graduates an understanding of the complexities of social phenomena in the area.

For this reason, the researcher conducted a study on the interdisciplinary curriculum innovation for higher education students in the northern border area of Thailand in order to develop the interdisciplinary citizenship identity for higher education students in the northern border area of Thailand. The researcher expects that this research will be a way to develop graduates' interdisciplinary citizenship identities and for the quality of citizenship in a sustainable society.

Objectives

1. To study the necessary citizenship identity for higher education students in the northern border area of Thailand.

2. To design an interdisciplinary citizenship education curriculum innovation for higher education students in the northern border area of Thailand.

3. To study the effect of using the interdisciplinary citizenship education curriculum innovation for higher education students in the northern border area of Thailand.
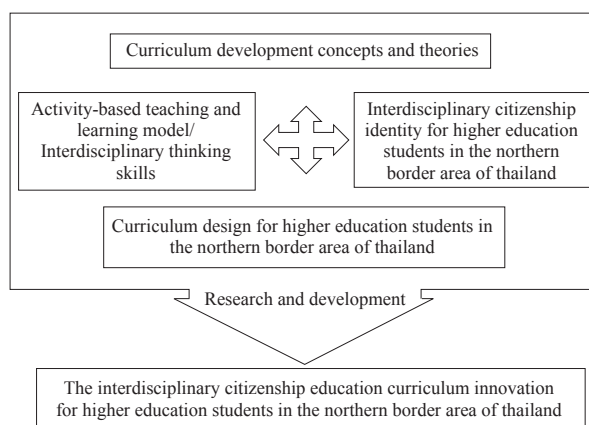
Conceptual framework

Figure 1 Conceptual framework

Research methodology

This study implements a research and development model (R&D). The research was conducted in 3 steps as follows:

Step 1: Study the interdisciplinary citizenship identity of higher education students in the northern border area of Thailand by document synthesis. These include: (1) study the research related to citizenship identity, Interdisciplinary citizenship, and citizenship development and implement as a base for creating an interdisciplinary citizenship identity synthesis form, (2) create an interdisciplinary citizenship identity synthesis form by arranging issues according to the theories, principles, and concepts from the studied issues, (3) analyze and examine Item Objective Congruence (IOC) of an interdisciplinary citizenship identity synthesis form from 5 experts. The values were between 0. 80-1.00 which could be further used and (4) perform an interdisciplinary synthesis of citizenship identity with documentary research. The sample groups are citizenship development policy documents, citizenship development research and related research and then create an interdisciplinary citizenship identity assessment form as follows: (1) study relevant research to be a base for creating an interdisciplinary citizenship identity assessment form, (2) create the conformity assessment form for the interdisciplinary citizenship identity of higher education students and sort the relationships and importance of the interdisciplinary citizenship identity of higher education students in the northern border area of Thailand needed and (3) propose the form to 5 experts to examine Item Objective Congruence (IOC) of the interdisciplinary citizenship identities. The value was between 0.60 -1.00 which could be used.

Step 2: The design and development of interdisciplinary citizenship education curriculum innovation for higher education students in the northern border area of Thailand has the following steps: (1) study the theories, principles, concepts in curriculum development from relevant research to synthesize a curriculum development model for interdisciplinary citizenship education curriculum, (2) study the principles of course structure from the regulations of Chiang Rai Rajabhat University and Thai Qualifications Framework for Higher Education (TQF: HEd). Then, determine the structure of the course curriculum, (3) develop the interdisciplinary citizenship education curriculum innovation for the Faculty of Education, Chiang Rai Rajabhat University course entitled "Civic Education."

This entailed a total of 4 interdisciplinary units in 15 weeks, which focus on learning activities for developing the student's interdisciplinary citizenship identity from Step 1, (4) create a curriculum's structural evaluation form for 5 experts to examine Item Objective Congruence (IOC). The value was between 0.60-1.00. which could be used, (5) proposed curriculum to 5 experts to examine Item Objective Congruence (IOC) of evaluation of the curriculum's structure, the value was 0.70-1.00 which could be used, (6) create 50 pre-test and post-tests and Item Objective Congruence (IOC) examined by experts. Results used with values between 0.60-1.00. Then, sample the test with students who were not in the sample. The result showed that the Difficulty (p) was 0.2-0.80 and the Discrimination (r) was 0.20-0.88, the Reliability was 0.79. The test was chosen that had a Difficulty from 0.20-0.80 and the Discrimination was 0.20-1.00. There were 30 quality tests for use, (7) create interdisciplinary citizenship identities of higher education student's assessment form by using 5 level rating scale. The form consisted of 4 areas: professional characteristics, global citizenship characteristics, characteristics of literacy, and citizenship behavior characteristics. Then, proposed to 5 experts to examine Item Objective Congruence (IOC) and the value was between 0.80-1.00 that could be used. The forms were sampled with 24 non-sample students in order to find reliability using the Alpha-Coefficient formula, resulting at 0.95 that could be used, (8) create the student satisfaction assessment toward interdisciplinary civic education learning activities form consisting of 4 areas, the content of interdisciplinary civic education, the interdisciplinary learning activities, learning methods, and application. Proposed to 5 experts to examine Item Objective Congruence (IOC) and the value was between 0.60-1.00 usage. The forms were sampled 24 non-experimental students in order to find reliability using the Alpha-Coefficient formula; resulting at 0.97 which could be used in the research, (9)Sample the interdisciplinary citizenship education curriculums with 24 non-sample students to find out the effectiveness of the course by finding the effectiveness index (E.I). The results of the finding for the effectiveness index of the interdisciplinary citizenship education curriculum were equal to 0.60, indicating that the learners gained increased knowledge of 0.60 or 60 percent.

Step 3: The study of curriculum implementation by applying the interdisciplinary citizenship education curriculum to the sample students. The quasi-experimental research design was used with 25 students who enrolled

in the Civic Education Course (ESS3703) in Semester 1, Academic Year 2019. The steps were as follows: (1) students took the pre-test before studying, (2) organized instruction according to the interdisciplinary civics education curriculum with students until the end of the semester, (3) students were asked to fill out an assessment form of the course 5 times during the semester, (4) students took the post-test, (5) students completed the satisfaction assessment after the course ended. The tools used include the interdisciplinary citizenship

education curriculum, pre-test, post-test, the assessment for interdisciplinary citizenship identity of students in the northern border area of Thailand, and the satisfaction assessment form of the interdisciplinary citizenship education curriculum. The data obtained was analyzed by using statistical analysis of mean, standard deviation, and t-test at .01.

Results

1. The study results of necessary citizenship identities of higher education students in the northern border area of Thailand is shown in the following table.

Table 1 shows that the interdisciplinary citizenship identity of higher students in the northern border area of Thailand consists of 4 components; (1) professional characteristics, (2) global citizenship characteristics, (3) characteristics of literacy and (4) citizenship behavior

Table 1 Interdisciplinary citizenship identity of higher education students.

Professional characteristics	Global citizenship characteristics	Characteristics of literacy	Citizenship behavior characteristics
• Have a professional ethics. • High responsibility for academic, professional, economic, social and environmental. • Patience, diligence. • Have expertise in learning management. • Ability to consider and recommend solutions to professional problems. • Integrate interdisciplinary and multidisciplinary science to enhance sustainable development. • Learn in-depth knowledge to develop and solve social problems.	• Personally responsible citizens • Participatory citizens • Justice-oriented citizens	• Multicultural literacy • Media information and digital literacy. • Political literacy • Human rights • Environmental literacy	• Self-reliant and self-responsible. • Respect the rights of others. • Respect the differences. • Respect for equality. • Respect the rules. • Corporate social responsibility. • morality and ethics. • Thai and international consciousness. • Preserving culture, Thai and local knowledge.

characteristics.

2. The results of the interdisciplinary citizenship education curriculum design for higher education students in the northern border area of Thailand is shown in the following table.

Table 2 Curriculum structure for an interdisciplinary citizenship education curriculum.

Week	Unit	Topic	Field of study	Learning Method	Literacy	Skill	Characteristic
1		Introduction					
2-4	Global studies	• Conflict • Inequality • Power • Cooperation	• Historical group • Thai history • History of Southeast Asia / Eastern Asia / South Asia • European history • American history • Political Science, Law, Sociology and Economics • Basic knowledge in political science • Basic legal knowledge	Project based learning / Problem Based Learning/ Cooperative Learning/ Dialog	• Multicultural literacy • Media information and digital literacy	• Collaboration respect • Acceptance • Debate • Searching for in-depth learning across sciences • Problem solving through interdisciplinary thinking	• Responsible citizenship • Participation citizenship • Justice oriented citizenship • High responsibility for academic, professional, economic, social and environmental
5-7	Environmental studies	• Global warming • Plastic • Quality of life	• Political Science, Law, Sociology and Economics • Basic knowledge in political science • Basic legal knowledge • Basic knowledge in sociology • Basic knowledge in economics • Politics and government in Thailand • Thailand and the world economy • Social and cultural change • The relationship between economy, society and politics		• Human rights literacy • Environmental literacy • Media information and digital literacy	• Collaboration Respect • Acceptance • Debate • Searching for in-depth learning across interdisciplinary and multidisciplinary integration to promote sustainable development	• Respect the rights of others. • Respect the differences. • Respect for equality • Respect the rules • Ability to consider and recommend solutions to professional problems

Table 2 (Continued)

Week	Unit	Topic	Field of study	Learning method	Literacy	Skill	Characteristic
8-11	Border studies	• Cooperation • Conflict • Human rights • Trade	• Geography, Environment and Population Group • Thailand geography • Geophysics • Geographic Information System / Map • Environment and Population • Political Science, Law, Sociology and Economics • Basic legal knowledge • Religious and philosophical groups	Project based learning / Problem Based Learning/ Cooperative Learning/ Dialog	• Multicultural literacy • Media information and digital literacy • Political literacy • Human rights literacy • Environmental literacy	• Problem solving through interdisciplinary thinking • Learn in-depth cross-science knowledge to develop and solve social problems.	• Responsible citizenship • Participation citizenship • Justice oriented citizenship
12-14	Local studies	• Quality of life • Social problems • Cooperation	• Political Science, Law, Sociology and Economics • Basic knowledge in political science • Basic legal knowledge • Basic knowledge in sociology • Basic knowledge in economics • Politics and government in thailand • Thailand and the world economy • Social and cultural change		• Multicultural literacy • Media information and digital literacy • Political literacy • Human rights literacy • Environmental literacy	• Problem solving through interdisciplinary thinking • Learn in-depth cross-science knowledge to develop and solve social problems.	• Morality and ethics • Thai consciousness and international consciousness • Preserving culture, Thai and local knowledge.
15		• Present final project/ exhibition					

Table 2 shows that the structure of the interdisciplinary education curriculum has 4 interdisciplinary learning units; world studies, environmental studies, border studies, and local studies. There were teaching and learning processes in the learning model as in the following figure:
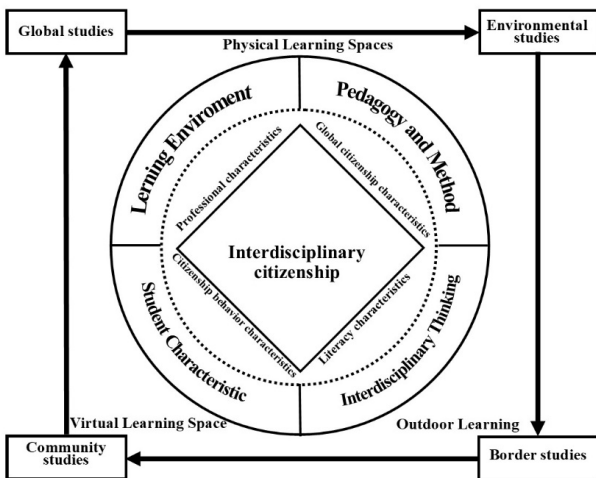

Figure 2 The interdisciplinary civic education learning model.

3. The study of the effect of using the interdisciplinary citizenship education curriculum for higher education students in the northern border area of Thailand

aimed to; (1) learning achievement before and after learning by the interdisciplinary citizenship education curriculum, (2) assess the interdisciplinary citizenship identity of higher education students in the northern border area of Thailand and (3) explore satisfaction of students towards learning by the interdisciplinary citizenship education curriculum. The results shown as follows:

Table 3 Paired-sample t-test between the pre-test and post-test of interdisciplinary citizenship education curriculum. (N = 25)

scores	Full scores	Mean	S.D.	t	Sig.
Pre-test	30	10.40	2.198	18.208 **	0.000
Post-test	30	22.20	2.566		

** The significant level of 0.01

The pre and post test scores of learners is shown in Table 3. The mean score of pre-test was 10.40. The mean score of post-test was 22.20. When comparing the scores of both tests, it was found that the post-test scores were higher than pre-test scores at the statistical significance of 0.01.
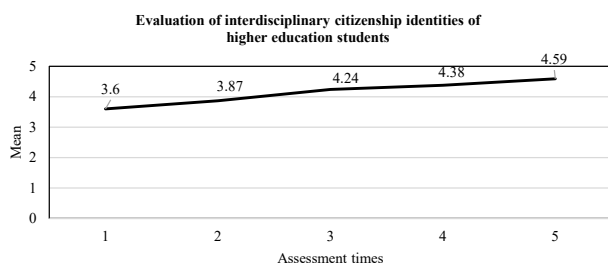
Table 4 shows that the interdisciplinary citizenship identities of students are at a high level (Mean = 4.14). By comparing each aspect found that the global citizenship characteristics at a high level (Mean = 4.16), followed by professional characteristics (Mean = 4.15)

Table 4 Results of the 5 interdisciplinary citizenship assessments of students

Interdisciplinary citizenship identity of higher education students	First		Second		Third		Fourth		Fifth		Mean		
	Mean	S.D.	Mean	S.D.	Mean	S.D.	Mean	S.D.	Mean	S.D.	Mean	S.D.	Level
Professional characteristics	3.66	0.61	3.88	0.53	4.23	0.51	4.40	0.40	4.58	0.45	4.15	0.50	Much
Global citizenship characteristics	3.56	0.45	3.94	0.54	4.25	0.49	4.44	0.51	4.60	0.43	4.16	0.48	Much
Literacy characteristics	3.49	0.55	3.90	0.55	4.32	0.50	4.35	0.48	4.63	0.48	4.14	0.51	Much
Citizenship behavior characteristics	3.69	0.64	3.76	0.48	4.17	0.49	4.32	0.49	4.55	0.49	4.10	0.52	Much
Conclusion	**3.60**	**0.56**	**3.87**	**0.53**	**4.24**	**0.50**	**4.38**	**0.47**	**4.59**	**0.46**	**4.14**	**0.50**	**Much**

literacy characteristics (Mean = 4.14), and citizenship behavior characteristics (Mean = 4.10), respectively. NOTE: global citizenship professional characteristics

The results of the 5 interdisciplinary citizenship assessments of students during their studies found that the students highly improved in 4 identities of interdisciplinary citizenship, as shown in Figure 3:

Evaluation of interdisciplinary citizenship identities of higher education students

Figure 3 The graph shows the development of the mean of the interdisciplinary citizenship identity of students.

The result of evaluating the level of student satisfaction on interdisciplinary civics education activities after the course was completed is shown as follows:

Table 5 Results of the student satisfaction assessment with interdisciplinary civic education activities

Satisfaction assessment issues	Mean	S.D.	Level
Content of Interdisciplinary civic education	4.41	0.50	Much
Interdisciplinary learning activities	4.55	0.43	Most
Learning method	4.68	0.37	Most
Application	4.70	0.42	Most
Conclusion	4.59	0.38	Most

Table 5 shows that the satisfaction of the students with the Interdisciplinary civic education activities had the highest level (Mean = 4.59), when comparing each aspect, it was found that the application had the highest level (Mean = 4.70), followed by learning methods (Mean = 4.68), then interdisciplinary learning activities (Mean = 4.55), and the content of interdisciplinary citizenship (Mean = 4.41).

Discussion

According to the 1st objective, it was found that the interdisciplinary citizenship characteristics of higher education students consisted of 4 areas: (1) professional characteristics, (2) global citizenship characteristics, (3) characteristics of Literacy and (4) citizenship behavior characteristics. Graduate production is a mechanism for social change. The expression of the desired characteristics of graduates is a reflection of the quality of the curriculum and the educational philosophy of each institution; an important part of the success in the production system. This is in line with the research of Chumnasiew (2016), Chanchai (2016), who studied citizenship and competency of citizens and found that the good characteristics of citizenship consisted of 3 areas: (1) rights and duties of citizens that consisted of 3 characteristics; understanding and realization of citizenship rights and duties, community involvement and respect for the rules and regulations of the community or society, (2) citizen's social relationships consisted of four attributes; a sense of belonging to the hometown, interaction with community self-reliance and pride and effort in building knowledge in community wisdom, (3) citizenship morality consisted of 3 characteristics; public consciousness, rationality, and moral conduct. The public core competency of citizenship under democracy comprised of; (1) a core competency of citizenship under democracy in terms of character traits and motivation, (2) core competency of citizenship in cognitive democracy, (3) citizenship competency in democratic skill. This is related to Yurarach (2013) who noted that higher education institutions need to build confidence in society tin order to develop knowledge and produce graduates in response to national development strategies.

The goals of higher education institutions in Thailand are to develop graduates with the knowledge, academic skills, professions, and life learning, international competency, lifelong learning ability, morality, ethics, discipline, responsibility, and leadership, intelligence and judgment, systematic and systematic thinking that can solve problems, understand the realities of Thai society and the world, keep up to date with changes in international competition, and the ability to adjust oneself happily, being democratic, conscious and proud in being Thai, being able to use the philosophy of the sufficiency economy as the foundation for sustainable development and ready for future changes (Jaichalad, 2016; Office of Higher Education Policy and Planning, Office of the Higher Education Commission, 2018). In addition, Office of Higher Education Policy and Planning, Office of the Higher Education Commission (2018) has stipulated the desired characteristics that graduates must possess as follows: thinking skills, working skills with others and world citizenship skills. For the aforementioned reasons, it reflects that the interdisciplinary citizenship identity covers the desirable characteristics of graduates in many dimensions, including the standard framework for higher education qualifications in Thailand, the desirable characteristics of the university graduates, the desirable graduates of the Office of Higher Education Commission, democratic citizenship, world citizenship and characteristics in accordance with the standard framework of the graduates. For the above reasons, these four interdisciplinary citizenship identities of all higher education students in the northern border area of Thailand are related to the role of graduates to build a good society in the future.

In regards to objective 2, the results of the interdisciplinary citizenship education curriculum design for higher education students in the northern border area of Thailand, the researchers will summarize and discuss as a total perspective. The interdisciplinary citizenship education curriculum aims to provide students with a comprehensive understanding of the meaning, principles of citizenship, and citizenship education to provide students with interdisciplinary civic skills and to provide students with an interdisciplinary citizenship identity consistent with their future profession. It consists of 4 interdisciplinary learning units; Global Studies, Environmental Studies, Border Studies, and Local Studies. The 45 hours for 15 weeks in class, and 45 hours for self-study are the course regulations. There are 4 components of teaching and learning management, which

are, (1) student characteristics, (2) learning environment, (3) pedagogy and teaching methods that focus on interdisciplinary learning, active learning and (4) the teaching process that emphasizes situation confrontation process, using social phenomena that occur in society as a subject for students to learn repeatedly with emphasis on interdisciplinary thinking skills. In addition, the learning areas of the students are defined in 3 spaces; (1) Physical Learning Space, (2) Virtual Learning Space and (3) Outdoor Learning Space. The developed interdisciplinary citizenship education curriculum is a program that emphasizes on the development of an interdisciplinary citizenship identity with a student-centered approach and integration of a variety of teaching styles and also focusing on actions rather than lecturing. The Civic Education is not a lecture teaching, but the instructor must use the teaching model in the form of "activities" and "practices" or teaching through the process of "thinking process". This is to enforce students to understand the significance of the connections. The school is an institution for educational enhancement to produce a qualified citizenship, to give knowledge for citizens. The education can be organized both inside and outside the schools or beyond the education system. (Samkoset, 2011; Laohathamat, 2008) In accordance with The Secretariat of the Council of Education (2016) which proposed that the learning management method for citizenship is a learning management process through analytical thinking, practice through the learning process that focuses on student-center and active learning, both in formal and non-formal learning. This is congruent with the research of Lomsri, (2016) that described the learning management model to create citizenship as an integrated learning process that allows learners to participate, ask questions, argue, reasoning, learning to live as a team, using community-based problems. For the above reasons, the emphasis of the interdisciplinary citizenship education curriculum is placed on interdisciplinary learning from various disciplines in order to analyze, connect phenomena, explain and solve situations and phenomena with knowledge of various sciences. The researcher has designed that the students visit the community area to study the phenomena that occurs in the community. In regards to global problems, national problems and community problems, the design is to train students to use interdisciplinary thinking skills to explain and propose new ways to solve problems. Students will work on projects to solve problems they have encountered. This is congruent with Thammasat

University, which provides education for citizenship development in higher education by conducting citizenship and social responsibility programs to develop learners to be democratic citizens by focusing on student-center learning and the use of activity based learning process, based on problem based learning, to implement project-based learning, and cross-classroom learning. In addition, encouraging learners to practice interdisciplinary thinking skills will enable students to work using a variety of science to observe the phenomena under study, analyze the strengths and weaknesses of those phenomena. Integrating insights into new innovative synthesis methods or pointing to new methods for better understanding of phenomena. The prior research of Spelt, Biemans, Tobi, Luning, & Mulder, (2009); Mansilla, Miller, & Gardner (2000); also considered the important process for citizenship development and agree it is the cultivation of students' awareness and importance in the development of their own ideas based on the changes of the community, society and the world in the future.

In regards to objective 3, the results of using the interdisciplinary citizenship education curriculum, shows that the pre-test had a mean of 10.40, the standard deviation was 2.198, and the post-test had a mean of 22.20, standard deviation was 2.566. There was a statistically significant difference at the level of 0.01. The results of the 5 assessment of interdisciplinary citizenship identities for higher education students founded that the level of practice was at a high level with a mean of 4.14, and also showed that students had a higher trend of identity development, respectively. Regarding the satisfaction towards the interdisciplinary civic education activities, found that students' satisfaction was at a high level, the mean was 4.59. This could be due to the fact that the interdisciplinary civics education course has 90 hours of operation time. In addition, an important part that creates success in learning management is the student-centered learning management, focusing on participation, practice, management of interdisciplinary learning, and creating a variety of learning areas. This is related to Mangkhang (2017) who stated that the concept of participatory learning would encourage learners to be enthusiastic, assertive, and the group process would help them learn more, each student has a role in group work and enable them to summarize knowledge issues by oneself. Doing this responds to the educational management policy for graduate development (Office of Higher Education

Policy and Planning, Office of the Higher Education Commission, 2018) that aims to develop modern graduates by focusing on teaching and learning, integrating cross-disciplinary learning into real work, focusing on life skills, digital society and responding to individualized learning needs and also to collaborate on the development of competencies of learners by using technology as a learning base.

Suggestions

1. Suggestions for further research: research should be conducted to create an interdisciplinary curriculum for learners at various levels, including studying guidelines for designing interdisciplinary civic education programs with an emphasis on participation of all sectors.

2. For the instructor, in designing the learning management of interdisciplinary civics education at the operational level, the instructor must change the paradigm in the lecture from lecturing to teaching that focuses on activities-based learning, participation, and interdisciplinary learning, practice interdisciplinary thinking and reflection skills and use a variety of learning spaces to encourage learners to learn holistically, leading to the creation of citizenship identity.

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The Interdisciplinary Citizenship Education Curriculum Innovation for
Higher Education Students in the Northern Border Area of Thailand

Wattanaporn et al.

Exclusive Memorable Experiences of International Cruisers at Thailand's Ports of Call

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Article info

Abstract

This study investigated key factors contributing exclusive memorable experiences among international cruisers who disembarked from foreign cruise ships at three ports of call in Thailand: Laem Chabang, Phuket Island and Samui Island. Questionnaires were distributed on site to 1,216 international cruisers from November 2015 to January 2016. The data was analyzed in two phases to propose exclusive memorable experiences model (Ex-Me-Exs). The first phase aimed to verify factors and to reduce the number of indicators in questionnaire items by using exploratory factor analysis (EFA). The second phase was conducted by using confirmatory factor analysis (CFA) to ascertain that the proposed exclusive memorable experiences model (Ex-Me-Exs) was well-fitted with the data. The Ex-Me-Exs Model consists of ten key factors influencing international cruisers' exclusive memorable experiences. They include (1) conspicuousness, (2) prestige, (3) quality, (4) learning, (5) meaningfulness, (6) involvement, (7) refreshment, (8) interaction, (9) novelty, and (10) hedonism. This study yields implications in two layers. The first is for academic purposes. Since studies on cruise tourism in Thailand are underexplored, this study helps bridge the literature gap. The second is for national tourism development reasons. Due to the rapid growth of cruise tourism in Thailand, the Thai government and stakeholders can use the findings from this study as a guideline to develop ports of call countrywide to serve an escalating number of international cruisers.

Introduction

Cruise tourism is one of the fastest growing businesses compared to other business domains in tourism industry. It welcomed a great number of international cruisers and an increase in number of cruise ships (Sun, Jiao, & Tian, 2011). To elaborate, during the period of 2011-2016, there was a 20.5 percent growth of cruisers globally. As a result, 449 new cruise ships were built to serve the higher demand. Additionally, the increasing number of ports of call worldwide also affirms the continuing expansion in cruise tourism. The number of ports of call across the globe expanded from 270 to

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350 between the year 2009 and 2010 (Cruise Line International Association: CLIA, 2014).

At present, more cruise line companies tend to extend their routes to Asia, consequently, this region has become a new global market with strong potentials (Florida-Caribbean Cruise Association, 2012). Considering the total number of routes in Asia between 2013 and 2017, there was a 55 percent increase in routes to Thailand (Asia Cruise Trends, 2014); which influenced Thailand to rank top 3 for accommodating cruise line routes in South East Asia.

Due to the tremendous growth in cruise tourism business, the Thai government has adjusted its 12th National Economic and Social Development Plan (2017-2021) to develop cruise tourism in Thailand with an emphasis on fostering fundamental service system, service quality, and safety of ports of call. This aims to improve its competitiveness in the region. Furthermore, the 2nd National Tourism Development Plan (2017-2021) aimed to alter the image of Thailand from being a destination with great value for money to being a high-value destination. This is to welcome high-quality tourists including international cruisers whose spending power is deemed greater than other types of tourists.

Aside from the growth in tourism infrastructures, tourists in the modern era tend to take many new factors into account when purchasing tourism products and services based on social and emotional benefits and values. These new factors include exclusiveness and uniqueness which bring new senses for them aside from what they are used to. As a result, they are willing to pay higher prices to obtain new experiences in new exotic destinations. They also want to experience new ways of life, cultures, and foods in places they have never been before. Thus, many stakeholders in tourism industry have developed their strategies to be aligned with such trends to have an edge over their competitors, and are able to maintain their high-quality customers in a long term (Pine & Gilmore, 1999).

When focusing on port of call, it includes both tangible and abstract items. To explain, it is not merely about the port where cruise ships dock to let cruisers embark and disembark; it also includes the proximity areas where cruisers can enjoy every touchpoint they experience. This includes facilities at the port itself, local infrastructure, and surrounding areas. These cruisers often take part in a variety of tourist activities such as sightseeing, joining local activities, and purchasing souvenirs. Furthermore, port of call also includes human professional and cultural interactions with local tourist guides, staff members, and local people (Gui & Russo, 2011; Greenwood & Barron, 2005).

In Thailand, there are three ports of call-one in Laem Chabang, one in Phuket Island and another in Samui Island. Laem Chabang Port of Call covers the area of Chon Buri Province and Bangkok. That means once cruisers disembark from a cruise ship, they experience the Laem Chabang Port itself. Then, they usually get on a coach provided by the cruise line company and local travel agency to take part in various excursions such as Nong Nooch Tropical Botanical Garden in Chonburi Province, world's heritage sites in Ayutthaya Province, and the Grand Place in Bangkok. These locations are not located merely in Chonburi Province where the port itself is located, but it also includes surrounding areas where cruisers can enjoy an excursion (Thangthong, 2011; Thangthong, Inmoonnoi, & Khuanmuang, 2019). The port of call on Samui Island covers a myriad of tourist attractions on the island ranging from beaches, mountains, waterfalls, rubber plantation, elephant sanctuary, and fisherman village. As soon as cruisers disembark from a cruise ship, they can experience these exotic local activities provided by local tourist companies (Thangthong, 2017). In Phuket, cruisers can enjoy local settings and activities on the island, as well as nearby islands such as Phi Phi Islands and James Bond Islands (Thangthong, 2016).

Realizing the importance of ports of call as destinations contributing to creating exclusive experiences among international cruisers, the researchers aimed to investigate factors leading to such exclusive memorable experiences among these tourists during their visits at Thailand's ports of call. This study yields implications in two layers. The first is for academic purposes. Since studies on cruise tourism in Thailand are underexplored, this study helps bridge the literature gap. The second is for national tourism development reasons. Due to the rapid growth of cruise tourism in Thailand, the Thai government and stakeholders can use the findings from this study as a guideline to develop ports of call countrywide to serve an escalating number of international cruisers.
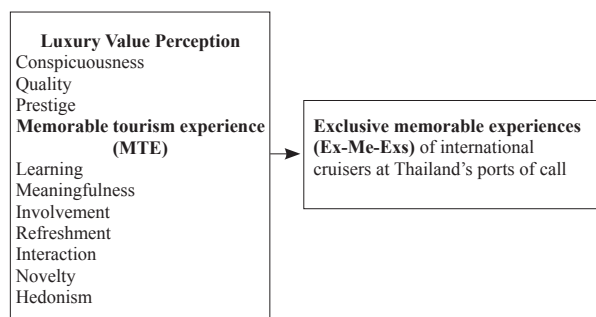
Conceptual framework

Figure 1 Conceptual framework

Objectives

This study explored the exclusive memorable experience of international cruisers at Thailand's ports of call. To do so, two research objectives need to be achieved.

1. To investigate key factors contributing exclusive memorable experience of international cruisers' perception while at Thailand's ports of call,

2. To propose a conceptual model to explore exclusive memorable experience of international cruisers while at Thailand's ports of call.

Research methodology

1. Population and samples

The population of this study consists of international cruisers who disembarked from cruise ships in three ports of call in Thailand: Laem Chabang, Samui Island and Phuket Island. These locations are where international cruisers had an opportunity to visit attractions which allowed them to have pleasurable experience at each port of call. Since the actual number of population was unknown, 380 samples must be included in the study to ensure the 95 percent of level of confidence (Cochran, 1953). As a result, the samples in this study included 400 respondents at Laem Chabang, 415 at Samui Island, and 401 at Phuket Island, making the total of 1,216 respondents. They were selected based on accidental purposive sampling.

2. Research instrument

The total of self-administered 1,216 questionnaires were employed in this study. Each questionnaire includes 5-point Likert type response scale, ranging from 1- strongly disagree to 5-strongly agree. There were 38 questionnaire items reflecting the respondents' perception towards their experiences while at Thailand's ports of call.

3. Collection of data

The data was collected on site using accidental purposive sampling from November 2015 to January 2016 at the three ports of call in Thailand: 400 respondents at Laem Chabang, 415 at Samui Island, and 401 at Phuket Island, making the total of 1,216 respondents.

4. Data analysis

The data was analyzed in two phases to create exclusive memorable experiences model (Ex-Me-Exs). The first phase aimed to verify factors and to reduce the number of indicators in questionnaire items by using exploratory factor analysis (EFA). By doing so, factor loading scores and factors influencing exclusive memorable experience were determined. The second phase of data analysis was conducted by using confirmatory factor analysis (CFA) to ascertain that the exclusive memorable experiences model (Ex-Me-Exs) is well-fitted with the data.

Results

To achieve the first research objective-to investigate key factors contributing exclusive memorable experience of international cruisers' perception while at Thailand's ports of call, exploratory factor analysis (EFA) was used with the 38 observed variables based on 10 selected key factors contributing to exclusive memorable experiences to find out the suitability of each factor as displayed in Table 1.

Table 1 The results of exploratory factor analysis

Factors (KMO)	Loading	Eigen value	Variance explained
Conspicuousness (0.58)			
I can proudly present the place I have been to.	0.82	1.66	55.53
I can go to the place that my friends want to go.	0.71		
I tend to show off the souvenirs that I have bought.	0.69		
Prestige (0.54)			
I participate in this port of call trip to obtain social approval.	0.85	1.68	56.17
I travel to this port of call to have certain status.	0.72		
I have a feeling of being liked and respected by the service providers.	0.65		
Quality (0.87)			
The local transportation facilities are upscale.	0.73	3.63	40.43
The historical and cultural tours are exclusive.	0.73		
The foods are clean and taste excellent.	0.71		
Local employees show genuine care for customers.	0.68		
Traveling in this place is worth the money, time, and effort.	0.67		
The places that I visit are beautiful, nice, and clean.	0.64		
The local guides are always supportive and informative.	0.55		
The infrastructures are of high standard.	0.53		
The service staff members are courteous and hospitable.	0.64		
Learning (0.63)			
The tour program makes me more knowledgeable.	0.82	1.78	59.57
I learn from new cultures.	0.77		
I enjoy activities and have an opportunity to do something by myself.	0.71		

Table 1 (Continued)

Factors (KMO)	Loading	Eigen value	Variance explained
Meaningfulness (0.62)			
The trip helps me improve my self-confidence.	0.86	1.91	63.72
The trip helps me develop my personal identity.	0.83		
I do something meaningful during this tourism experience.	0.68		
Involvement (0.5)			
I visit the place where I really want to go.	0.87	1.54	77.13
I am interested in the main activities of the tour experience.	0.87		
Refreshment (0.69)			
I feel refreshed and revitalized.	0.85	2.05	68.47
I enjoy the sense of freedom.	0.82		
I relief my stress and tension.	0.80		
Interaction (0.65)			
I can touch the local ways of life.	0.76	1.96	49.11
I can immerse myself in local festivals and cultural ceremonies.	0.69		
I visit authentic local restaurants/ food outlets/ local markets.	0.69		
Local people in the trip are friendly and helpful.	0.64		
Novelty (0.84)			
The architectures are exotic.	0.80	2.90	58.09
I cannot find something like this in any other places.	0.78		
I feel that I am in a different world during the trip.	0.77		
The trip is a once-in-a-lifetime experience.	0.73		
The trip includes tailor-made activities.	0.70		
Hedonism (0.65)			
I feel excited during the trip.	0.84	1.91	63.84
I really enjoy this tour experience.	0.77		
I indulge myself in the activities during the trip.	0.77		

Exploratory factor analysis (EFA) was conducted with the 38 observed variables to determine the dimensionality of the proposed Ex-Me-Exs Model. The criterion used to select suitable key factors was based on the number of the Kaiser-Meyer-Olkin Measure of Sampling Adequacy (KMO) which must be higher than 0.5, the loading factor values which must be higher than 0.6, eigen value which must be higher than 1 (Kaiser, 1958).

Table 1 illustrates that the KMO scores for all 10 key factors are higher than 0.5 indicating that all key factors presented are suitable. Also, the factor loading scores of 38 observed variables are higher than 0.6 showing that all 38 observed variables are also suitable. Additionally, the scores for eigen value are higher than 1 illustrating that all key factors presented are suitable.

To achieve the second research objective-to create a conceptual model to explore exclusive memorable experience of international cruisers while at Thailand's ports of call, all key factors were analyzed by using confirmatory factor analysis (CFA) to ascertain that the exclusive memorable experiences model (Ex-Me-Exs) is well-fitted with the data as displayed in Figure 2.
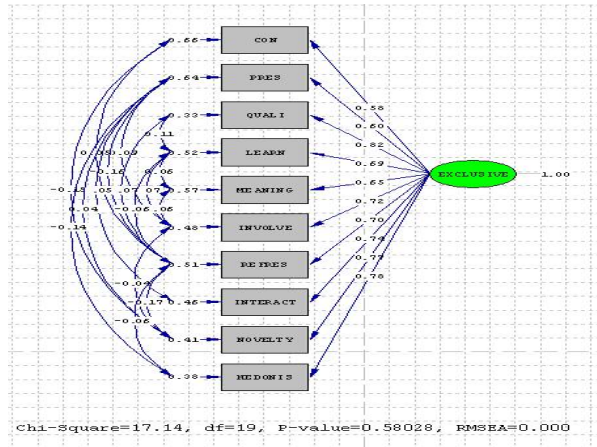

Chi-Square=17.14, df=19, P-value=0.58028, RMSEA=0.000

Figure 2 The results of structural equation model

To analyze the goodness of fit index of model, Figure 1 shows that the model has comparative fit with empirical data, all the indexes pass the criteria: $\chi^2 = 17.14$, df = 19, p-value = 0.58, CFI = 1.0, GFI = 1.0, AGFI = 0.99, RMSEA = 0.000, SRMR = 0.000. Thus, the structural equation model fits with the empirical data (Criteria: χ^2/df < 2.0, RMSEA < 0.05, CFI ≥ 0.95, AGFI ≥ 0.90). The results show exclusive memorable experiences of international cruisers at Thailand's ports of call comprising of 10 factors ranking from the most memorable: (1) involvement (2) interaction (3) hedonism (4) meaningfulness (5) refreshment (6) novelty (7) quality (8) learning (9) conspicuousness (10) prestige.

Table 2 Results of testing the construction validity of exclusive memorable experiences

Variable	Factor loading				
	Coefficient	SE	t	Factor Score	R²
CON	0.58	0.027	21.36	0.58	0.34
PRES	0.60	0.029	20.53	0.60	0.36
QUALI	0.82	0.024	33.72	0.82	0.67
LEARN	0.69	0.026	26.22	0.69	0.48
MEANING	0.65	0.026	24.87	0.65	0.43
INVOLVE	0.72	0.026	27.60	0.72	0.52
REFRES	0.70	0.028	24.54	0.70	0.49
INTERACT	0.74	0.025	29.23	0.74	0.54
NOVELTY	0.77	0.025	30.14	0.77	0.59
HEDONIS	0.78	0.025	31.61	0.78	0.62

Chi-Square (χ^2) = 17.14, df = 19, p-value = 0.58028, RMSEA = 0.000, GFI = 1.00, AGFI = 0.99

To determine the Goodness of Fit of a proposed model, the chi-square (χ^2) score was divided by the degree of freedom (df) score: (χ^2/df). The result must be less than 2. According to Table 2, $\chi^2 = 17.14$ and df = 19. That is, 17.14 / 19 equals 0.90 which was below 2. Also, the

p-value score must be higher than 0.05. Table 2 reveals that the p-value score of the proposed model was 0.58028, which is over 0.05. Additionally, the Root Mean Square Error of Approximation (RMSEA) values must be less than 0.08. The data in Table 1 indicates that the RMSEA score was 0.000. What's more, the Goodness of Fit (GFI) score must be 0.95 or above. As can be seen in Table 2, the GFI was 1.00. Finally, the Adjusted Goodness of Fit (AGFI) must be 0.90 or above. As displayed in Table 2, the AGFI for the proposed model (Kline, 2005; Hooper, Coughlan, & Mullen, 2008). As a consequence, the findings indicate that the fit of the proposed exclusive memorable experiences model was satisfactory.

Discussion

The exclusive memorable experiences of international cruisers towards ports of call in Thailand are as follows: (1) The *conspicuousness* that the cruisers attempt to impress others by displaying their wealth throughout their journey. Attractions at Thailand's ports of call are well known and worth for cruisers to present to their acquaintances and loved ones, notably through social networking platform. (2) The *prestige* can be consumed from travel experience in Thailand's ports of call. It also includes being liked and respected by the service providers. (3) The *quality* is a fundamental characteristic of products or services that the cruisers perceived through the informative tour guides as well as the friendly, courteous and supportive staff members, nice meals, fully-infrastructure, tourist attraction's beauty and hygiene. (4) The *learning* is a cognitive aspect of the tourist experience during their journey. The cruisers gain more knowledge from tour programs, Thai cultures, Thai history and ceremony, and Thai cooking recipe. (5) The meaningfulness is impressed by every one of the cruisers' perspective when they feel that their lives are meaningful during their trips in the different atmosphere as mentioned by (Uysal, Perdue, & Sirgy 2012). (6) The *involvement* reflecting the success of creative tourism organized through community tourism. This calls for the involvement of the tourists or cruisers to learn new things in the new culture by getting involved in the Thai cuisine cooking classes, riding elephants, and rubber tapping as mentioned by (Swinyard, 1993). (7) The *refreshment* is concentrated on the cruisers' experiential engagement in activities such as sunbathing, nice breeze by the sea, getting massage on the beach, beach sport activities as mentioned by (Croce & Peri, 2010). (8) The *interaction* with local people gives the cruisers the opportunity to exchange ideas, to learn local wisdom, and to learn and share the way of living especially at the floating market. This notion supports the previous findings that interaction with local culture brings the understanding of other cultures through cultural activities in high levels of recollection of travelers' past experience (Kim, Ritchie, & Vincent, 2010). (9) The *novelty* is a core input for memories that are linked to the cruisers' experience in novel tour programs, Thai architecture, Thai ways of life, authentic activities and exotic cuisine as mentioned by George & George (2004). (10) The hedonism is somewhat visible through facial expressions on the faces of the cruisers, particularly the voices of positive comments on the activities they have been involved in as mentioned by (Kim, Ritchie, & McCormick, 2012).

From these 10 factors, international cruisers gained exclusive memorable experiences as viewed through their points of view and their understanding of the different cultures. Such cultural differences are not perceived as strange, but rather intriguing. These also help form their personalities at a later time. The most impressive experience are the involvement and the interaction with local people through hand-on activities. In addition, they gain more self-confidence, and are glad to be noticeable by the people in their social environment. Importantly, the ports of call in Thailand bring the quality and the novelty because the cruisers learn new architectural styles, new cultures, and new ways of living. That is, they witness and learn something different from their own cultures. To sum up, these 10 key factors signify what exclusive memorable experiences at Thailand's ports of call means to the international cruisers.

Suggestions

The findings from this study yield implications in two layers. The first is for academic purposes. Since studies on cruise tourism in Thailand are underexplored, this study helps fill the literature gap. The second is for business reasons. Due to the expending pace of cruise tourism growth in Thailand, the Thai government and stakeholders can use the findings from this study as a guideline to develop Thailand's ports of call to serve an escalating number of foreign cruisers. To elaborate, the Thai government and stakeholders should develop Thailand's ports of call in four main areas. The first one is the advertisements. The uniqueness of the three ports of call should have more advertisements on social media

platforms where high-end tourists such as cruisers gather. Moreover, a corporation with international online influencers or celebrities through movies or short films may be another option to help boost the popularity of the ports of call among a wider audience. The second area is the infrastructure. Since cruisers only spend a short period of time at port of call, great transportation system should be built to provide access to as many local attractions as possible. By doing so, a more variety of trips and excursions at each port of call can be created. For the convenience of these tourists, accommodations and restaurants should also be located at places where cruisers are taken to. The third area is local authenticity. These cruisers expect something different from what they have experienced, therefore, the well reserved nature and the Thai ways of living can build exclusive experience. This can be done by offering more activities where these cruisers can participate and interact with the locals. They can learn new culture and gain exclusive experience via the interaction and hospitality of the locals. The fourth area is the manpower. Because the locals can directly create exclusive experience among these cruisers, they should be professionally trained in the domain of communication and customer handling skills. By doing so, the local hospitality can be transferred and perceived by the cruisers without barriers in language and cultural differences.

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Job Satisfaction and Performance of the Secondary School Teachers in the Schools Division of Sulu, Philippines

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A b s t r a c t

This study's objective was to determine the underlying factors that influence the secondary school teachers' job satisfaction and performance in the Division of Sulu, Mindanao, Philippines. The respondents of the study included 139 secondary school teachers and 30 school administrators of the different secondary schools selected for the study. A structured questionnaire was used to gather the needed data. The statistical tools used were frequency counts and percentages, weighted mean, simple correlation, and multiple regression. The results of the study revealed that the administrators sometimes performed their duties as expected of them. The secondary school teachers were satisfied with their present pay; supervisors, and their colleagues were neutral with their safety and working conditions. The secondary school teachers were rated "Good" in the presentation of their lessons, expected student behavior, and wrap up. The teachers' personal and professional characteristics did not significantly influence their performance. The administrators' leadership behavior was significantly related to the job satisfaction of the teachers. There was a significant relationship between job satisfaction and performance of the secondary school teachers in the Division of Sulu, Philippines. In order to improve educational output specifically on teaching performance, secondary school teachers need to keep pace with the educational advancement through in-service training. The school administrators should maximize their efforts to improve teachers work and put measures in place to ensure the safety and security of the teachers.

Introduction

In the educational dynamism, many factors have come into play, but most analysts agree that the human resource component is the major determinant for coping with this ever-evolving educational trend (Telef, 2011; Aydin, 2010; Aydin, Sarier, & Uysal, 2013). It is generally agreed that human resources management practices have a direct influence on the performance of an organization (Zieger, Sims, & Jerrim, 2019; Sun & Xia, 2018). For an institution to meet its obligations to its stakeholders, its management must build a strong relationship between the institution and the employees

that help realize the goals of the institution (Rice, Park, Hong, & Lee, 2019; Veldman, van Tartwijk, Brekelmans, & Wubbels, 2013). Teachers are the key architects of knowledge, and they play an essential role in nation-building. This makes very vital to find out how contented the teachers are in their place of work. It is also important to investigate the factors that influence teacher job satisfaction or dissatisfaction. Satisfied teachers effectively perform their duties and work to ward achieving the development and success of the institution. (Sun, & Xia, 2018; Klassen, & Tze, 2014).

Many studies have predicted the relationship between job satisfaction and performance among teachers. For instance, Shila & Sevilla (2015); Maqbool (2017); Mirzaii, Riazi, Vares, & Alamgard (2014); Bachtiar, Sudibjo & Bernarto (2018) report that teachers job satisfaction is positively related to formalization in terms of general rules of teachers but negatively related to the centralization of decision making about curriculum and instruction. This implies that that job satisfaction is an essential educational component of school effectiveness and job performance.

In the study of Shila & Sevilla (2015); Sadasa (2013), the researchers highlighted that job satisfaction greatly contributes to the overall commitment and productivity of the school organization. They emphasized that the teachers' job satisfaction is significantly correlated to their commitment to the institution and that teachers who are content with their jobs always get committed to the organization. Therefore, the satisfied feeling of the teachers towards their institution positively affects their performance, thus, contributes to school success as a whole.

Past literature has highlighted several factors contribute to job satisfaction and performance. For instance, Karavas (2010), Halkos & Bousinakis (2010); Eyal & Roth (2011) emphasized that factors such as achievement, interpersonal relationship, recognition, work and responsibilities, policies and administration, physical working condition, status, prestige and personal life influence job satisfaction and performance. Halkos, & Bousinakis (2010); Bachtiar, Sudibjo, & Bernarto, (2018) further explain that other factors such as the absence of incentives, commendations, promotions, salary increase, work tenure, fringe benefits, inadequate facilities and equipment, and noninvolvement in decision making within the institution are factors that could hinder teaching effectiveness.

Aside from school-related factors, Pandu (2017);

Yildiz (2012) suggest that there is a strong and significant relationship between work-life balance and work-family conflict, family-work conflict, and feelings. According to the researchers, how a teacher feels about his or her work is the most influencing factor of work-life balance. Similarly, attitudes about work, conducive home environment, reduced work-family conflict, and reduced family-work conflict could lead to a stable work-life balance and job satisfaction for teachers.

In the Philippines, few studies have been conducted on the job satisfaction and performance of secondary school teachers (Baluyos, Rivera, & Baluyos, 2019; Javier & Deligero, 2014; Adeyemo, Sehoole, & Cueno, 2015). Kalaw (2014) reports of his study on the job satisfaction of both teaching and non-teaching staff. According to the study, teachers who were satisfied with their teaching assignments or jobs were predominantly female with a Master's degree, and with an average teaching experience of nine years. This could mean that gender and length of service could as well relate to job satisfaction of teachers. The Philippines, over the past decade, has experienced a massive brain drain. A lot of teachers seem to leave the country to seek greener pastures. Ironically, professional teachers vacate their white-collar jobs and engage in blue collar-jobs in other countries. This could mean that the teachers are not satisfied with their jobs. The question is what are the factors related to job satisfaction, the level of satisfaction of the Philippine Secondary School teachers, especially in the School Division of Sulu? Knowing this will the department of education and the central government of the Philippines to implement policies to ensure teachers are satisfied and reduce the issue teachers leaving the country in search of high paying jobs.

Objectives

1. To determine the secondary school teachers' demographic profile in the Schools Division of Sulu, Philippines.

2. To find the level of leadership behavior of the administrators of the Schools Division of Sulu as rated by the secondary school teachers

3. To investigate the level of job satisfaction of the secondary school teachers of the Schools Division of Sulu in terms of (1) Present Work; (2) Present Pay; (3) Supervision; (4) People on Present Job, and (5) Safety and Working Conditions.

4. To analyze the level of the job performance of the secondary school teachers in the Schools Division

of Sulu in terms of (1) Presentation of the lesson; (2) Development of the class lessons; (3) Expected Student Behavior, and (4) Wrap-up.

    5. To determine the relationship between the Administrators' Leadership Behavior and the teachers' Job Satisfaction.

    6. To predict the relationships between personal professional characteristics and job satisfaction.

    7. To find the relationship between teachers' job satisfaction and the secondary school teachers' job performance in the School Divisions of Sulu

Conceptual framework

    The schematic diagram below presents the two variables of the study. The independent variables were the respondent characteristics and the factors associated with job satisfaction and performance. The factors were grouped into the teacher-related- factors, the administrator-related factors, and the students' related factors. The teacher-related factors included the teachers' age, sex, marital status, monthly income, educational attainment, teaching experience, rank, facilities, and major area of specialization, tenure, numbers of preparations, and the number of teaching load and mental ability. The administrator related factors pertained to the administrators' leadership style/supervision particularly in the areas of leading and managing, problem-solving and decision-making learning, structural conditions, interpersonal relations, organizational effort, and community relations. Meanwhile, student-related factors pertained to the students' academic performance measured by their mean percentage score (MPS) and their proficiency level in the reading achievement test.

    The dependent variables were job satisfaction and job performance. Job satisfaction involved opportunities for promotion, respect, pay or salary, supervision. In like manner, teachers' job performance involved attendance, technical skills, and quality of work, initiative, and communication. The teachers' job performance and satisfaction, and the relationship between and among variables, if any, provided important bases for policy suggestions to improve teacher's job satisfaction and performance.

    The framework which iterates that an individual's academic background, social and economic status, his prospects for more education, and desires for advancement are emotions that are inherent among workers and could, therefore, influence job satisfaction. Job performers and satisfaction is greatly affected by

various factors like job satisfaction, kind, and style of supervisor leadership, mental ability, teamwork within the organization, and even work values. Moreover, factors related to dissatisfaction include remuneration, supervision, job security, working conditions, and administrative organizations and the presence of certain factors increases an individual's job satisfaction, but the absence of these factors does not necessarily produce job satisfaction.
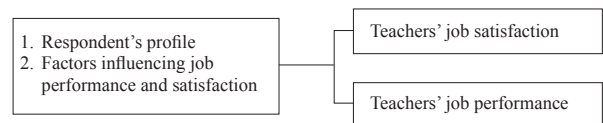

Figure 1 Conceptual framework

Research methodology

1. Population and samples

    The study was conducted in the Province of Sulu situated along the Southern Hemisphere of the Autonomous Region in Muslim Mindanao, Philippines. The study comprised of 30 secondary schools in the province. The criterial for selection was based on the ranking of the school. Only the grade A and B schools were selected for the training. The respondents of the study included 139 secondary school teachers and 30 school administrators of the different secondary schools selected for the study.

2. Research instruments

    The study used the descriptive-correlational method. Descriptive research was used to provide a snapshot of the current state of the teachers' job performance and satisfaction levels. However, it did not assess relationships among the variables, and therefore correlational research to was used to discover relationships among the variables and to allow the prediction of future events from present knowledge.

    A structured questionnaire was adapted and modified to meet the objectives of the study. The instrument included items on the teacher's present work, present pay/salary, supervision, and, Safety and working conditions. Teacher Learning Observation Chart (TLOC) was used to determine the level of the job performance of secondary school teachers. The TLOC is a tool recommended by the Dep. Ed. Memorandum No. 74 s. 1991. It was used to determine the level of job performance on the following aspects: Presentation of the lesson, development of the lesson, and then wrap up. It also included a checklist for Leadership and

performance indicators taken from Harris (1989), in his book 'High-Performance Leadership Strategies'. It included three sub-items, namely, ways of leading and managing, approaches to problem-solving and decision making, and concern learning.

The questionnaire was divided into four (4) main parts. The first part covered the characteristic profile of secondary school teachers. The second part comprised the checklist for leadership. While the third part dealt with job satisfaction and the last part was the Teaching-Learning Observation Chart (TLOC) for job performance.

The TLOC focuses on the teaching-learning process covered in the three stages of the lesson: presentation, development, and wrap-up. Both teacher and student behaviors are assessed. The monitoring of teaching-learning under the new system is collaborative rather than evaluative. No numerical or descriptive rating is involved but a simple checking consisting of three columns are given: the first column is labeled "Observed"; the second "No opportunity to observe"; and the last is intended for comments about each behavior being observed by specifying the comments, it will be easy for the observer to follow up and monitors the teachers' and students' progress vis-a-vis behaviors covered in the observation. The TLOC is limited to those behaviors that are considered critical to effective teaching-learning. Other behaviors that are not covered in the TLOC but which may surface during teaching-learning shall be noted in "Others" as additional observations and comments.

3. Data collection

Quota sampling was used to select the participants for this study. Quota sampling, a non-probability sampling method was used to create a sample involving respondents that represent a population. The researcher chose these respondents according to specific traits or qualities of being a grade and grade B school.

The researcher sought formal permission from the School Division Superintendent of Sulu for the administration of questionnaires to the respondents. Upon approval, the questionnaires were distributed to all the selected secondary Schools through their respective school heads. Completed questionnaires were retrieved by the teaching assistants and handed over to the researcher. The questionnaire administration and retrieval lasted for a month. Teacher Learning Observation Chart (TLOC) was administered to

secondary school teachers, while the checklist for Leadership and performance indicators taken from Harris (1989), was administered to both teachers and administrators. All questionnaires distributed were retrieved, accounting for a 100% response rate. This rate was achieved because the author continuously followed up on the school heads who were in charge of the questionnaire administration.

4. Data analysis

Frequency Counts and Percentages were utilized to analyze the personal and professional profiles of the respondents. Weighted Mean was used to analyze the administrators' leadership style/supervision, particularly in the aspects of leading and managing, problem-solving, and decision making, interpersonal relations, organizational effort, and community relations. The same tool was used to measure the Students' Mean percentage Score (MPS) and proficiency level in the achievement result. This was further used to compute for the level of job performance and job satisfaction of the secondary school teachers. Simple Correlation was used to determine the degree of correlation between the job satisfaction and performance of teachers. Multiple Regression was employed to determine the relationship between the predictor variables combined and measured against the teachers' job satisfaction and job performance.

Results

1. Profile of the respondents

Table 1 provides the results of the respondents' profile. The following distribution was found: Age-the majority (60.4%) ranged 32 years old and above; Gender-the majority (51.8%) were females; Monthly income-the majority (61.9%) had an income of 10,000 pesos and below; Educational attainment-the majority (88.5%) were taking up master's degree; Length of service-the majority (37.4%) had served for 4 to 9 years; Rank-the majority (69.8%) were Teacher I; Work status-Majority (62.6%) were permanent teachers; Teaching load-the majority (47.5%) had 4-6 preparations or load.

Table 1 Profile of respondent

	Characteristics	Frequency	Percent
Age	21 yrs. And below	2	1.4
	22-26	18	13.0
	27-31	35	25.2
	32 Above	84	60.4
Sex	Male	67	48.2
	Female	72	51.8
Marital Status	Married	44	31.7
	Single	95	68.3

Characteristics		Frequency	Percent
Monthly Income	P 10,000 and below	86	61.9
	10,010-13,000	42	30.2
	13,010-16,000	9	6.5
	16,010-Above	2	1.4
Educational Attainment	Bachelor degree	16	11.5
	Master's degree	123	88.5
Length of Service (in years)	3 and below	26	18.7
	4-9	52	37.4
	10-15	35	25.2
	16-20	8	5.8
	21 and above	18	12.9
Rank	Teacher I	97	69.8
	Teacher II	25	18.0
	Master Teacher I	8	5.7
	Master Teacher II	9	6.5
Employment Status	Non-permanent	52	37.4
	Permanent	87	62.6
Number of Preparations/loads	3 subjects and below	62	44.6
	4-6	66	47.5
	7 &- above	11	7.9

2. Leadership behavior of the administrators as rated by the secondary school teachers

Revealed in Table 2 are the results of the leadership behaviors of the administrators as rated by the teachers. The overall mean for leadership behaviors was 2.84. The individual means are as follows: ways of leading and managing (Mean = 2.94), approaches to problem solving and decision making (Mean = 2.86), interpersonal relationship (Mean = 2.97), organizational effort (Mean = 2.93), and community relations (Mean = 2.76).

Table 2 Leadership behavior of the administrators as rated by the secondary school teachers

Leadership Behavior	Mean	Description Interpretation
Ways of Leading and Managing	2.94	Sometimes
Approaches to Problem Solving and Decision Making	2.86	Sometimes
Interpersonal Relationship	2.97	Sometimes
Organizational Effort	2.93	Sometimes
Community Relations	2.76	Sometimes
Overall mean	**2.89**	**Sometimes**

Mean: Never =1.0-1.49; Seldom = 1.50-2.49; Sometimes = 2.50 – 3.49; Often - 3.50-4.49; Always = 4.50-5.00

3. Level of Job satisfaction of secondary school Teachers

The level of job satisfaction of the teachers is provided in Table 3 below. The overall mean for job satisfaction was 3.67, with an interpretation of 'satisfied'. On the individual indicators, the means were present work (Mean = 3.91), present pay (Mean = 3.72), supervision (Mean = 3.54), people on present job (Mean = 3.85), safety and working conditions (Mean = 3.33)

Table 3 Level of job satisfaction of secondary school teachers

Area	Mean	Descriptive Interpretation
A. Present Work	3.91	Satisfied
B. Present Pay	3.72	Satisfied
C. Supervision	3.54	Satisfied
D. People on Present Job	3.85	Satisfied
E. Safety and Working Conditions	3.33	Neutral
Overall mean	**3.67**	**Satisfied**

Mean: Very dissatisfied = 1.00-1.49; dissatisfied = 1.50-2.49; Neutral = 2.50-3.49; Satisfied 3.50-4.49; Very satisfied; 4.50- 5.00

4. Level of job performance of secondary school Teachers

Table 4 portrays the level of performance of the teachers. The overall mean for the teachers' performance was 3.44, interpreted as 'good'. The means for the individual indicators under job performance were as follows: presentation of the lesson (Mean = 3.49), development of the lesson (Mean = 3.44), expected student behavior (Mean = 3.43), wrap-up (Mean = 3.41)

Table 4 Level of job performance of secondary school teachers

Expected Behavior	Mean	Verbal Description
Presentation of the lesson	3.49	Good
Development of the lesson	3.44	Good
Expected Student Behavior	3.43	Good
Wrap-up	3.41	Good
Overall performance	**3.44**	**Good**

Mean: Poor = 1.00 – 1.49; Fair =1.50 – 2.49; Good = 2.50 – 3.49; Very Good = 3.50 – 4.49; Outstanding = 4.50 – 5.00

5. The administrators' leadership behavior and the teachers' job satisfaction in terms of safety and working conditions

The results of the administrators' approach to problem solving and management are presented in Table 5. The overall R = 0.401 and p = 0.125. the other detail on regression analysis is provided in table 5 below.

Table 5 Administrators' leadership behavior and the teachers' job satisfaction

Relationships	Multiple R	F-value	Probability
Leadership administrative behavior and the performance	0.261	1.941	0.092
Administrator's leadership behavior and the job satisfaction	0.487	8.256*	0.000
Administrator's leadership behavior and the job satisfaction in terms of the present work	0.160	0.700	0.625
Administrator's leadership behavior and the job satisfaction in terms of administrators' Supervision	0.716	28.038*	0.000
Administrator's leadership behavior and the job satisfaction with colleagues	0.488	8.326*	0.000
Administrator's leadership behavior and the teachers job satisfaction in terms of safety and working conditions	0.295	2.537*	0.031
Average	**0.401**		**0.125**

6. Multiple Regression analysis of the relationships between personal professional characteristics job satisfaction

Indicated in Table 6 are the results of the multiple regression analysis of the relationships between personal professional characteristics job satisfaction. Overall, the R value was 0.352, f = 1.582, and p = 0.360. The other details of the results are provided below.

Table 6 Multiple regression analysis of the relationships between personal professional characteristics job satisfaction

Relationships	Multiple R	F-value	Probability
Personal professional characteristics and the job performance	0.263	1.067	0.392
Personal professional characteristics and the job satisfaction in terms of present work	0.208	.217	0.290
Personal professional characteristics and the Job satisfaction in terms of present pay	0.286	1.281	0.253
Personal professional characteristics and the job satisfaction in terms of administrators' supervision	0.199	1.592	0.802
Personal professional characteristics and the job satisfaction with colleagues on present job	0.248	0.938	0.495
Personal professional characteristics and the job satisfaction in terms of safety and working conditions	0.456	3.763*	0.000
Personal and professional characteristics and the overall job satisfaction	0.208	1.217	0.290
Average	**0.352**	**1.582**	**0.360**

7. The degree of relationship between teachers' level of job satisfaction and job performance

In school, teachers exhibit different levels of performance. When a teacher performs his assigned task, it is always associated with the degree of satisfaction. As indicated in Table 6, the overall correlation between teachers' level of job satisfaction and job performance was weak (r = 0.214). I was also observed that no significant relationship exists between the two variables. This means for secondary school teachers; job satisfaction is never a predictor of job performance. This seems to oppose the report of earlier literature that job satisfaction of a precursor of job satisfaction (Gil-Flores, 2017; Cameron & Lovett, 2015; Liu, & Werblow, 2019).

Table 7 The Degree of Relationship between job satisfaction and performance of the secondary school teachers

Job satisfaction variables	Correlation Coefficient r	Probability
Present Work	0.260	0.002*
Present Pay or Salary	0.089	0.297
Supervision	0.269	0.001*
Safety and Working Condition	0.234	0.005
People on Present Job	0.217	0.010*
Overall Correlation	**0.214**	**0.063ns**

ns = not significant at 5% level; * = significant at 5% set level

8. Comparison of the teachers' performance of the administrators, themselves and students

Table 8 portrays the mean comparison of teachers' performance as rated by the administrators and the students. The result shows a significant difference between the teachers' performance as rated by the administrators and the students. The areas include presentation of the lesson with (F-value = 37.864); development of the lessons (F-value = 53.39); expected student behavior (F-value = 17.636); wrap up (F-value = 20.081) with the overall p = 0.000. For the presentation of the lesson, the rating given by the students was comparable to that of the administrators. The same observation was seen in the areas of the development of the lesson, expected student behavior, wrap up, and finally the overall teachers' performance.

Table 8 Comparison of teachers' performance as rated by the administrators, and the students

Area	Group ratings				
	Administrators	Self	Students	F-value	Probability
A. Presentation of Lesson	3.16	3.91	3.32	37.864*	0.000
B. Development of Lesson	3.25	3.85	3.26	53.39*	0.000
C. Expected Student Behavior	3.43	3.74	3.29	17.636*	0.000
D. Wrap up	3.20	3.76	3.37	20.081*	0.000
Overall Performance	**3.26**	**3.83**	**3.28**	**50.595***	**0.000**

* = Significant at 5% set level of significance
1/ in a row, means with common letter do not differ significantly by Scheffe's test

Discussion

1. Profile of the respondents

It could be inferred that the majority of the secondary school division teachers in Sulu are female above thirty years old with income below 10,000 pesos. Over 85% of the teachers did not have a master's degree and had just begun their teaching careers. This could partly explain why the teachers were satisfied with their work. It reported that male employees demand a higher salary than female as most of the financial burden of the family rest on them. Bachtiar, Sudibjo, & Bernarto (2018)

2. Leadership behavior of the administrators as rated by the secondary school teachers

From Table 2, it could be deduced that the administrators sometimes demonstrated the leadership behaviors described in the study. The teachers attested that their administrators sometimes created a motivating school environment, worked toward the attainment of school goals and objectives, encouraged the teachers to make use of their potentials, demonstrated examples of

high standards and productivity, and emphasized power through people rather than that by people. The administrators' authority was based more on professional knowledge and competence rather than on position and rules. They sometimes facilitated, guided, coached the faculty members to improve performance; sometimes provided support for the teachers, and created a culture of teamwork, and encouraged innovations.

With the administrative approaches to problem-solving and decision making, the mean was 2.86. This indicates that the administrators sometimes encouraged discussion and accepted inquiries on school practice, shared information and made the decision with faculty and staff, solved school problems with school personnel and community members, tried to seek more opinions before solving important problems, followed consensus and inclusive way of decision making and opposed to top-down and non-participatory approaches; sometimes accepted conflict as normal and used it as a basis change.

It was also revealed that the administrators sometimes promoted a friendly atmosphere with the teachers, maintained an "open-door policy" as the mean was 2.97. They sometimes showed flexibility in dealing with teachers' behavior, listened to teachers' personal and official problems, showed real concerns for teachers' welfare and growth, shared instructional aids with the teachers, and promoted teamwork among peers in the school.

Further, the administrators sometimes participated in group discussions, conferences, seminars, and symposia related to school activities; sometimes made sure that teachers have considerable autonomy and discretions of planned curriculum and organized instructions within an overall framework. They sometimes used teams for planning and implementation as opposed to the traditional chains of command; sometimes created an environment that is safe, supportive, and conducive for learning.

As to community relations, the mean was 2.76. The administrators sometimes encouraged the active participation of the parents, community members, students, teachers and staff, and sometimes empowered parents, teachers, and community members in decision making about the school-linked a variety of health and human services with the school got along with the principals, colleagues, students, and other public officials. They sometimes demonstrated a sense of responsibility and self-confidence, strictly observed rules affecting public service, participated actively in community-related programs, conducted community surveys and gave suggestions for community-related programs, conducted community surveys, gave for community development, and initiated projects like sports, health, and sanitation, etc. Further, the administration was sometimes involved in local businesses with the school.

The above findings resonate with the report of Aydin, Sarier, & Uysal (2013). The researchers demonstrated that the principal's role must change from that of the top-dependent supervisor to a facilitator, architect, steward, instructional leader, coach, and strategic teacher. This means that traditional boss-workers leadership is not valid for successful school management. Cetin, Basim, & Karatas, (2011) further highlights that managing change in a school is one of the most complex tasks of school leadership, and therefore points out that school leaders need to understand the change process to lead and manage change effectively. This involves school leaders working with teachers to create a high achieving learning environment.

3. Level of job satisfaction of secondary school teachers

A closer look at the results on job satisfaction of secondary school teachers means that the teachers were happy with their work. According to them, they are content with their present work (with a mean of 3.91) assignment or load in school; they were not overburdened with preparing lesson plans, reports, attending to students' academic problems, promoting a healthy classroom, and maintaining students' discipline in school. Besides, they also felt their present salaries commensurate to their position (Mean = 3.72). They were pleased with their bonuses and other incentives offered periodically; assistance and benefits extended in terms of loans, Medicare, retirement, and the like were appreciated. However, they shared that their salaries were not enough to pay for social obligations e.g., weddings, birthday parties, funerals, and other social functions.

In the area of supervision, the teachers felt satisfied (Mean = 3.54) with how their bosses monitored their performance, classroom observations, a delegation of responsibilities, conflict resolution, interpersonal relationships, personal and assistance in attaining school goals and objectives. However, dissatisfied with the supervisors' approach to reprimanding teachers, and how their bosses helped in finding opportunities for their promotion. Further, the teachers were satisfied (Mean = 3.85) with their relationship with colleagues. They were satisfied with the degree of acceptance of their colleagues,

the applicability of mentoring and team teaching, the loyalty and commitment of co-teachers to work with, the spirit of sharing personal and work-related problems, the spirit of common concerns to any circumstances, the expression of positive feelings in dealing with co-teachers, the willingness to assume group roles, the willingness to extend help in times of crisis, how they tolerated each other's shortcomings and the feelings of being loved by co-teachers.

Moreover, the teachers felt neutral (Mean = 3.33) in terms of safety and working conditions. They are neutral regarding the peace and order situation in their area of assignment, their freedom from harassment and threats from the people in the community, their accessibility and means of transportation to their workplace, the availability of school sports and laboratory facilities and equipment, availability of school laboratory facilities and equipment, availability of school references and other reading materials. However, they felt satisfied in terms of their freedom from harassment and threats from their students and the attractiveness of the classrooms and their surroundings.

In line with this finding, the study of Hasbay & Altındag (2018) reveals that teacher performance is affected mostly by management factors, followed by the working environment and then wages. Wages did not seem to show any effects that directly increased teacher performance. The study emphasized that the right attitude of school management, together with effective communication and career investments and developments for teachers has a greater bearing on teachers' job satisfaction. Consequently, the performance of teachers is increasing when the right working conditions in which teachers feel comfortable and under no pressure are provided. Similarly, Dedebali (2010) pointed out that satisfaction precedes productivity, and that a happy teacher is a productive teacher. This means school management should design an environment that is physically, mentally, socially, economically, and spiritually satisfying to bring out the best in teachers. This is supported likewise, by Klassen, & Chiu (2010) who pointed out that job satisfaction and performance have a reciprocal relationship. A satisfied teacher tends to be motivated to work and is productive.

4. Level of job performance of secondary school teachers

The level of job performance of secondary school teachers was below the standard performance expected. The teachers had the highest score for the presentation of the lesson (Mean = 3.49). However, its descriptive interpretation did not differ from other dimensions. Parallel to this result is the finding of Baluyos, Rivera, & Baluyos (2019). In the study by Baluyos, Rivera, and Baluyos, the overall performance of teachers indicated that the teachers were good in the teaching-learning process, in initiating activities that promote parents and community members' participation, and in updating themselves through attending seminars, workshops, and conferences.

Nonetheless, the teachers were excellent or outstanding in monitoring and evaluating pupils' progress and providing remedial instructions for slow learners beyond class hours. Oluremi, (2015) suggests that teacher's performance could be improved through attitude modification, work motivation, and favorable organizational culture in schools. Contrary to this result very good performance of teachers observed in lesson planning. The most dominant factor that affected the teachers' performance and innovation was competence.

5. The administrators' leadership behavior and job satisfaction in terms of present work

The results of the administrators' ways of leading and managing, approaches to problem-solving and management, interpersonal relationships, organizational effort, and community relations are provided in Table 5. The result reveals that the administrators' leadership behavior significantly influences the teacher's job satisfaction in terms of present work (F-value = 8.256, p = 0.000). It was further observed from among those variables that the leadership style is the most significant predictor in terms of teacher's present work (t- value = -3.063, p = 0003). The result further revealed that the administrators who have lower performance in terms of leading and managing do influence the teachers' present work. The lower the administrators' performance, the lower the satisfaction of the teachers in terms of their present work.

It is a fact that the educational trend today is swiftly moving at a faster rate. Teachers' work is constantly changing to keep pace with their dynamism. It, therefore, demands the school managers to provide a leadership model for teachers who can create a motivating school environment, demonstrate examples of high standard and productivity, facilitate, coach, guide faculty members to improve performance, and create a culture of teamwork within the organization. According to Westergård, Ertesvåg, & Rafaelsen (2018), the concept of school leadership concentrates on two areas:

the leader's strategic vision about the direction of the organization, and the leaders' non-coercive skill at drawing subordinates into the active pursuit of the strategic vision. Pianta (2016) explained that a leader is not a president of the organization or head of the department, but one "who can see all around the situation; one who sees it as related to certain purposes and policies; one who sees it evolving into the next situation. The leader is an expression of a harmonious and effective unity that can organize the experience of the group and transform it into power. Pianta (2016) further stressed that leaders are not only born but can be made through education and training in the organization and management. Thus, leadership is for the man with the knowledge of the situation, who understand its total significance, and who can see things through.

6. Administrators' leadership behavior and job satisfaction in terms of present pay

Table 5 illustrates the relationship between the administrators' leadership behavior and teachers' job satisfaction in terms of present pay. The result of multiple regression analysis revealed that administrators' ways of leading and managing, approaches to problem-solving and management, interpersonal relationship, organizational effort, and

community relations do not significantly influence the level of teachers' satisfaction in terms of present pay (F- value = 0.700, p = 0.05). It was also further noticed that none of the combined independent variables mentioned influence teachers' present pay.

7. Administrators' leadership behavior and the teachers' job satisfaction in terms of administrative supervision

As indicated in Table 5, the administrators' leadership behavior significantly influenced the teachers' job satisfaction in terms of administrators' supervision. The result is further attested by multiple regression analysis (F- value = 28.038, p = 0.000). From among the independent variables mentioned, organizational effort served as the significant predictor of teachers' satisfaction in terms of administrators' supervision (t-value = 5.313, p = 0.0000). The result connotes that the greater the degree of the administrators' performance on organizational effort, the higher the teachers' satisfaction in terms of supervision. Sancar (2009) shares about school principals expressing the overall job satisfaction of teachers in North Cyprus was positive. He emphasized that the predictors ('consideration' and 'initiation of structure' behavior) together showed a high relationship

with the overall teacher job satisfaction. Further, beta coefficients revealed that the perceived 'consideration' behavior of state school principals make a great contribution to the prediction of teachers' expressed job satisfaction, however, 'initiation of structure' behavior did not influence the expressed teacher job satisfaction on its own. By relative order of importance, it could be said that 'consideration' behavior is more important in predicting overall teacher job satisfaction than the 'initiation of structure' behavior of school principals.

8. The administrators' leadership behavior and the teachers' job satisfaction with colleagu*e*

As portrayed in Table 5, the result of the multiple regression analysis delineates the teachers' level of job satisfaction with their colleagues is significantly (t-value = 2.609, p. = 019) influenced by administrators' leadership behavior (F-value = 8.326, p = 0.000). Among the independent variables, community relations were found to be the best predictor. Relatively, teachers usually reacted to the leadership style of the principals. Their reactions became the school climate. The administrators gained the loyalty and commitment of the teachers by emphasizing power through people, encouraging teachers to harness their potential, guiding, and coaching faculty members to improve performance. The presence of the PTA and its role in creating a school climate paved the way to smooth interpersonal relations among teachers, parents, and stakeholders. As shown in Table 5, the administrators' behavior such as ways of leading and managing, organizational effort, and community relations influenced teachers' colleagues in the present job.

Several studies attest to the relationship between leadership behavior in creating a conducive school atmosphere and teachers' job satisfaction. For example, Basaka & Ghoshb, (2011); Ghavifekr & Pillai (2016); Nurmi & Kiuru, (2015) showed that job satisfaction is significantly connected with different areas of the school environment and locus of control. In a stepwise regression analysis, the researchers reported that job satisfaction can be significantly predicted by the locus of control and maximum domains of the school environment. Reckless decisions on the part of the administration will be detrimental to the teachers (Cameron & Lovett, 2015).

9. Respondents' characteristics and job performance

The relationship between the personal and professional characteristics and job performance of the

teachers is given in Table 6. The multiple regression analysis attested that the combined contribution of the teacher's age, sex, marital status, monthly income, educational attainment, length of service, academic rank, number of preparations, or teaching load do not significantly influence their job performance (F-value = 1.067, p = 0.392). Besides, none of the mentioned independent variables was found to influence the teachers' performance if their contribution is taken singly. In contrast to this finding, Hasbay, & Altındag (2018) earlier documented that respondent characteristics such school type, employee number, foundation year of institution, teachers' age, teachers' gender, educational status, total operation time, and operation time in teacher current institution correlate with teachers' performance.

10. Respondents' characteristics and job performance

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11. The administrators' leadership behavior and the performance of the teachers

Presented in Table 6 includes the relationship between the administrator's leadership behavior and the performance of secondary school teachers. The multiple regression analysis confirmed that the combined contributions of administrator's leadership behavior such as a way of leading and managing, approaches to problem-solving and decision making, interpersonal relationship, organizational effort, and community relations do not affect significantly the performance of the secondary school teachers (F-Value = 1.941, p = 0.092). It could also be observed that the individual contributions of the administrative factors do not

significantly affect the teachers' performance. This could be because the administration only sometimes performed their duties. This means the presence or absence of the administrators made no difference in the work output of the teachers. Opposed to this, Anastasiou, & Papakonstantinou (2014) posit that factors that have a positive effect on teachers' work performance included the provision of ethical rewards, good working conditions, motivation by the school principal, and participation in school administration and decision making.

12. Personal and professional development and job satisfaction in terms of present work

As shown in Table 6, the teacher's combined contribution of personal and professional characteristics such as age, sex, marital status, monthly income, educational attainment, length of service, employment status, and the number of preparations or teaching load did not significantly influence the present work of the secondary school teachers in the Division of Sulu. This finding is attested by the result of multiple regression analysis (f-Value = 1.247, p = 0.290). Thus, it declares that the teachers' personal and professional characteristics do not significantly influence teachers' present work. Moreover, it was further noted that the independent variables mentioned, such as employment status was considered to be a significant predictor of job satisfaction in terms of their present work. The result further denotes that as the teachers feel more secure in the job being permanent, the higher is their level of satisfaction in their present work.

The Weberian Model of Bureaucracy emphasized the need for employees to have a security of tenure to ensure their maximum security in the organization. Also, Maslow's Hierarchy of Needs placed security or safety next to physical needs. Security needs refer to the things that help employees to secure themselves from the danger of losing health, wealth, or job. With this theory, the security of tenure or employment status of the public-school teachers, therefore, has a significant influence on the teacher's present job. Moreover, Stoll-Lollis (2015) posited that teachers need a work environment that provides security, challenge, and opportunities for self-development throughout their entire career cycle.

13. Personal and professional characteristics and job satisfaction in terms of present pay

The relationship between personal and professional characteristics and teacher's job satisfaction in terms of present pay is shown in Table 6. The multiple

regression analysis concluded that the combined contribution of teachers' age, sex, marital status, monthly income, length of service, academic rank, employment status and the number of preparations/ teaching load does not have a significant influence on teachers' job satisfaction in terms of present pay (F-value = 1.281, p = 0.253). It further noted that none of the independent variables mentioned influenced the teachers' job satisfaction in terms of present pay if their contribution is taken singly.

The finding explicitly views that the teachers are contented enough with their monetary incentives in their profession. This might probably be because the respondents were from the province, and the costs of living are lower relative to living in the urban areas. according to Spilt, Koomen, & Thijs (2011), there is still a need to improve extrinsic rewards and benefits of teachers to attract good people to the profession.

14. Personal and professional characteristics, and job satisfaction in terms of administrators' supervision

As presented in Table 6, the multiple regression analysis shows that the combined contribution of teachers' personal and professional characteristics such as age, sex, marital status, monthly income, educational attainments, length of service, academic rank, employment status, and the number of preparations of teaching load (F = 1.592 ns, p = 0.802) do not significantly influence the level of teachers' job satisfaction in terms administrators' supervision. Also, none of the mentioned independent variables was found to influence the teachers' level of job satisfaction if their contribution is taken singly.

According to Halpin & Kieffer (2015), it is indeed a fact that the leadership style of the effective administrator is characterized by genuine balance and concern for the goals of the school organization and the personal goals of the individual staff members. Effective administrators take time out of their busy schedules to listen to teachers' ideas or suggestions and attempt to see the value of their ideas. They solve problems by sharing information with their teachers, and by involving them also in setting goals and objectives. The administrators who believe that educators have personal goals which must be satisfied are usually aware of their role as an educational leader. The administrators who perform in this manner are usually identified as democratic leaders, and their leadership styles enable them to create a desirable motivational school climate (Grossman, Loeb, Cohen, & Wyckoff, 2013)

15. Personal and professional characteristics and the teacher's job satisfaction with colleagues

The result of the multiple analysis given in Table 6 denotes that the combined contribution of the personal and professional characteristics of the teachers does not significantly influence their job satisfaction in terms of the people on the present job (F-value = 0.938, p = 0.495). However, from among the variables, the employment status served as the significant predictor of teacher satisfaction considering the people on the present job (t-value = 2.137, p = 0.034). The result further indicates that the teachers with permanent status had a higher level of satisfaction concerning the degree of acceptance by their colleagues. The greater the mentoring and team teaching, the greater their feeling of acceptance, and the higher is their tolerance of each other's shortcomings.

It is a common belief that permanent teachers are often regarded as superior to non-permanent teachers. As a result, they can be easily accepted by peers in the profession. Besides, in the school organization, a strong force of coordination is not only a must but a primordial responsibility of everyone. Hence, the need to strongly adopt the concept of mentoring and team teaching is vital in secondary school.

In academic institutions, the employment status of the teachers usually varies. Some are permanent and while others are probationary. Still, there are lots of volunteer teachers. There are also newly recruited teachers. Ingersoll (2012) points out that the newly recruited teachers should have a buddy to guide them in preparing lessons acquainting them to some school works. Maslach & Leiter (2017) affirm that the newly recruited faculty members should only be given normal teaching loads because they are not yet familiar with the task. Very often, the permanent teachers slack toward their work assignments on the basis that the administrator cannot easily recommend them for any adjudication like termination because they are protected by civil service rules. However, an optimistic probationary teacher is willing to handle advisory class, participate in community activities, implement school rules and regulations, maintain students' discipline in school because they consider them as their springboard for permanent status (Skaalvik & Skaalvik, 2014)

16. The personal and professional characteristics and the teachers' job satisfaction in terms of safety and working conditions

The result of the multiple regression analysis

in Table 6 indicates that the teachers' level of job satisfaction in terms of safety and working condition is influenced by the combined contribution of their personal and professional characteristics (F- value = 3.763, p = 0.000). However, among the characteristics, the teachers' employment status (F-value = 3.004, p = 0.0003) and the number of preparation/teaching load (F-value = 3.004, p = 0.002) were found as best predictors of the level of job satisfaction in terms of safety and working conditions. Besides, the result signifies that permanent teachers have a lower level of job satisfaction regarding safety and working conditions as compared to non-permanent teachers. Moreover, it was also noted that the greater number of preparations or teaching load the teachers do have, the lower is their level of job satisfaction in terms of safety and working conditions.

According to Maslach & Leiter (2017), as teachers move toward middle age, the security of employment status tends to become a factor of increasing importance while they are also craving their freedom from external threats and danger. It is an instinct of a person to ensure safety in life e.g., security from sickness, threat and danger, maintenance, and savings by having a permanent status job. Relatively, in Herzberg's Two Factor Theory, he classified job security as satisfier for one's life in a work environment. Hence, employment status is an important factor because it could create dissatisfaction, if not properly attended to especially on safety and working conditions.

On the other hand, the determination of teachers' preparations and workload is also critical as it reflects the administrators' attitudes towards teachers. Teachers who have more preparation and workload are expected to develop low morale and therefore affect their working conditions. Moreover, Virtanen, Pakarinen, Lerkkanen, Poikkeus, Siekkinen, & Nurmi, (2018). pointed out that aside from the regular load, teachers must be compensated for the extra teaching load. This ensures their security in terms of monetary reward. The researchers further highlight that the teaching assignment must be reasonable and accepted by the faculty members. Therefore, the number of preparations or teaching load is a vital component for the teachers' satisfaction in terms of safety and working conditions.

17. Personal and professional characteristics and overall job satisfaction

As indicated in Table 6 is the relationship of the combined contributions of teachers' personal and professional characteristics and the overall job satisfaction. The result of the multiple regression analysis attests that the overall job satisfaction of the secondary school teachers is not significantly influenced by the combined contributions of their personal and professional characteristics such as age, sex, marital status, monthly income, educational attainment, length of service, rank, employment status, and the number of preparations or teaching load (F - value = 0.618, p = 0.780). Taken singly, none of the teachers' personal and professional characteristics demonstrated a significant influence on overall job satisfaction.

Given all the findings, the following conclusions can be drawn: The administrators' sometimes' performed their duties as expected of them. The secondary school teachers were satisfied with their present pay, supervisors, and their colleagues. They were neutral with their safety and working conditions. The secondary school teachers were rated "Good" in the presentation of the lesson, expected student behavior, and wrap up. Teachers' personal and professional characteristics did not significantly influence their performance. The administrators' leadership behavior was significantly related to the job satisfaction of the teachers. There was a significant relationship between job satisfaction and performance of the secondary school teachers in the Division of Sulu, Philippines.

To improve educational output specifically on teaching performance, secondary school teachers need to keep pace with the educational advancement through continuous training. The school administrators should maximize their efforts to improve teachers working conditions and ensure that teaching load and assignments are distributed equitably. To ensure the smooth operation of the school specifically on dealing with conflict, the school administrators should improve their problem solving and decision-making skills. Further research on job satisfaction and job performance among state colleges and universities in Region IX and X in the Philippines is suggested.

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Book Review

Teeradet Chuenpraphanusorn
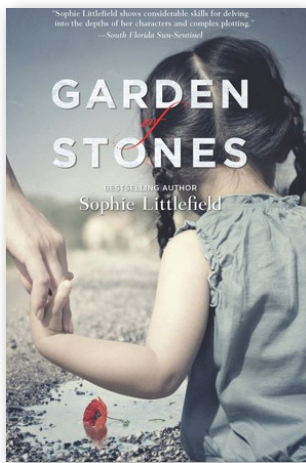
Title: Garden of Stones
Author: Sophie Littlefield

The famous novel named "Garden of Stones", is the last historical fictional novel by Sophie Littlefield. The author tries to answer the secret question that has appeared in prior novels; "If you are the mother of a beautiful girl, how far will you go as a mother to keep your child safe from harm ?

This novel takes place during World War II after the Japanese Army bombed Pearl Harbor in 1941. The author creates a mysteriously moving account of the internment of Japanese-Americans. The story focus is on one Japanese family, living in America and are American citizen. The main character is the beautiful mother "Miyako Takeda" and her teenage daughter Lucy, who are only two people of the thousands of innocent Americans compulsorily detained in prison camps due to their Japanese ancestry. The author tries to explain that every part of the world was affected from the chaos of World War II .

The story begins thirty years later, one American soldier, was found

murdered in a camp. It's a mystery and a source of terrible concern for Patty, Lucy's daughter, when her mother is implicated in this situation. The story moves from one point of view to another by the ripple effects that flow through generations. Fast forward to 1978 and Lucy's daughter Patty is affected by her family's history. It can be said that the social conflicts between the nations also influences the psychological conflicts of the people as individuals. So, Patty focuses on her mother's past and the painful secret history and experiences of violence from World War II., But the fear and the pain still lives inside her mother's mind from the past until the current time such as Lucy's silence and loneliness. The author uses flashbacks to reveal the harrowing experiences of two people living in the poorly constructed and under resourced Japanese internment camp in America. It is unbelievably shocking situation and reason of why Miyako's desperate act to keep her daughter safe. I believe that the reader should not pass judgment but it is beyond distressing that one gentle mother feels she was left with no choice but the one she selects.

This novel by Sophie Littlefield shows the reader the inside of the human mind (dark and bright), especially, the real love of a strong mother like Miyako Takeda, who sacrifices and survives the unfathomable cost of fear and social prejudice on innocent people. Finally, it can be said that this novel offers an extremely important value in teaching the psychology of personality or moral quotient that transfers from the wonderful characters such as Miyako Takeda, Lucy and Patty in the form of an intriguing storyline. The reviewer believes that Garden of Stones is a heartbreaking, charming and emotional novel of struggle and existence whose bittersweet ending haunts you long after putting the book down.

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