ANALYZING THE TIME—VARYING LINK BETWEEN OIL AND EQUITY MARKETS IN THE USA

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ABSTRACT

The aim of this paper is to analyse the causal link between daily oil futures price and the S&P 500 stock index movements for the March 30, 1983 - March 7, 2008 period. The causal link between oil and stock markets are modelled using a rolling vector autoregressive model to allow time-varying parameters so as to reflect changes in Granger causality over time. In the case of time-varying causal relationship between the series, the results show that there is occasional predictive power between oil futures price and S&P 500 stock index during various sub-periods.

JEL classifications: Q43; E44; C32

Key words: Oil Price; Equity Markets; Time-varying Granger Causality

INTRODUCTION

The very important part oil has retained in the political and economic conjecture of the modern world cannot be underestimated. The modern history has witnessed a portion of this prominent part during the international crisis of 1991, September 11, 2001 attack, and 2003 second Iraq war. This being the case, the study of oil price and its relation to such macro-economic variables as economic growth, economic stability and current account deficits has managed to attract a great deal of interest. On this, Hamilton (1983) finds out that the higher the oil prices, the lower the real GNP. In their study Gilbert and Mork (1984) attempt to form a model of the macro effects of oil supply disruption and investigate alternative policies to closely deal with the problem. Loungani (1986), Burbridge and Harrison (1984), Mork (1989) and Lee *et al.* (1995) also reach similar results, using different data and statistical approaches. Mork *et al.* (1994), using data from six other industrialized countries, namely Germany, France, the United Kingdom, Norway, Canada and Japan, show that oil price shocks affect the GDP in all of these countries, but that the effects are stronger in the United States, Japan, and Norway. Considering this important role oil has in the economies of developed countries, in particular the US, as put by Hamilton (1983); Gilbert and Mork (1984); Mork *et al.* (1994), and

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others, it will not be wrong to assume that oil prices and stock prices might be correlated. If we hold that stock market and the oil futures market are efficient, then there should be a contemporaneous correlation between stock prices and oil futures prices owing to the swift reaction of markets to information shocks and the nature of investor expectations. Efficient markets are thought to be sensitive to new information, but a contemporaneous relationship among the markets is what is expected in general. This study sets out to examine the causal links between the stock market and oil futures market over the 1983-2008 sample period. Particularly, the causal link between the oil futures prices traded on the New York Mercantile Exchange (NYMEX) and U.S. stock prices is investigated.

Two studies with macro-economic focus, namely, Kaul and Jones (1996) using quarterly data and Sadorsky (1999) using monthly data, find that oil price movements do affect U.S. stock returns. Huang *et al.* (1996) investigate the impact of oil price shocks on the U.S. equity market from a financial markets perspective. Using a vector autoregression (VAR) model, they examine interactions between daily oil futures and stock returns. They find evidence for significant Granger causality from oil futures to stocks of individual oil companies; but they detect no impact on the S&P 500. They conclude that the much-touted influence of oil price shocks on the stock market is more of a myth than reality. Moreover, Papapetrou (2001) attempts to shed light into the dynamic relationship among oil prices, real stock prices, interest rates, real economic activity and employment for Greece utilising a VAR model. The results of Papapetrou's (2001) study indicate that oil prices are important in explaining stock price movements. El-Sharif *et al.* (2005) investigates the relationship between the price of crude oil and equity values in the oil and gas sector for the UK, indicating that the relationship is always positive and often highly significant, reflecting the direct impact of volatility in the price of crude oil on share values within the sector. Recently, Nandha and Faff (2008) examine whether the adverse effect of oil price shocks impact stock market returns and, if so, and to what extent, using the 35 DataStream global industry for the April 1983 to September 2005 period. Their findings underline that oil price rises have a negative impact on equity returns for all sectors with the exception of mining, and oil and gas industries, and are consistent with economic theory and evidence provided by previous empirical studies. The most striking finding of the study by Nandha and Faff (2008) is the little evidence of any asymmetry found in the oil price sensitivities.

However, Huang *et al.* (1996) may have reached their conclusion because the tests they used are not powerful enough to detect nonlinear linkages. Indeed, a number of authors, such as Mork (1989), Mork et al. (1994), Hamilton (1996, 2003), Balke *et al.* (1999), and Zhang (2008) argue that the relationship between oil and the economy is nonlinear. These studies show that oil price hikes are much more influential than oil price decreases and so create an asymmetric relationship between oil prices and the economic output, suggesting that nonlinear linkages between oil prices and the stock market could be uncovered. Ciner (2001) extends the relationship between oil prices and the stock market by testing for both nonlinear and linear linkages. Ciner (2001) uses the modified Baek and Brock (1992) test, developed by Hiemstra and Jones (1994), to examine nonlinear linkages and finds significant nonlinear Granger causality from crude oil futures returns to S&P 500 index returns. He finds evidence that stock index returns affect crude oil futures,

suggesting a feedback relation. Overwhelmingly, results obtained in these studies about the causal link appear to be sensitive with respect to the countries analyzed, sample period and methodology employed.

This study models the causal links between oil futures price and the U.S. equity market using a rolling VAR model that allows time-varying parameters to carry out Granger causality analysis in situations where causality is non-permanent. This approach is selected because it allows that parameter changes to be modelled as directly related to the changes in causality. The starting point in this paper is not to assume a permanent causal relation between oil prices and equity markets, but rather adopt a notion of "temporary" Granger causality, which is the causality that holds during some periods but not in others. Previous researchers, such as Silvapulle and Moosa (1999), Ciner (2001), and Hammoudeh and Li (2004), have noted that results from Granger causality tests tend to be sensitive with respect to changes in the sample period. They point out that direction of causality is sensitive to the choice of the sample period and also there are periods where no causality is found along with periods where bidirectional causality between oil futures returns and equity returns is found. Based on these findings, our strategy, then, consists of identifying the periods during which a particular type of causality holds, i.e., a period in which oil futures returns Granger causes stock market returns and *vice-versa*. This approach also allows us to identify the periods of non-causality and bidirectional causality. The methodology we adopt is based on a VAR model with time-varying parameters, which, given our objectives, directly reflects changes in causality. In order to show time variation in the causal links Granger causality tests are estimated using a linear fixed size rolling VAR. The evidence from the rolling window approach indicates that *p*-values of Granger causality tests are sensitive to sample period used. The rolling VAR estimates do find occasional predictive power between oil futures and S&P 500 returns.

The rest of the paper is organised as follows. The next section presents the methodology. Section 3 estimates and evaluates the empirical results. The fourth and the final section concludes the paper.

METHODOLOGY

To investigate whether the causal relationships between oil futures and stock market prices is stable over the sample period, we consider *F*-tests for Granger non-causality computed from rolling subsamples of a fixed size (Thoma, 1994; Swanson, 1998; Psaradakis et al., 2005; Balcilar et al. 2010; Balcilar and Ozdemir, 2012; Arslanturk et al. 2011). Consider conventional full-sample tests for Granger non-causality between oil futures returns (F_t) and S&P 500 price index returns (R_t) based on a bivariate linear Vector Autoregressive (VAR) model of the form

$$\begin{bmatrix} F_t \\ R_t \end{bmatrix} = \begin{bmatrix} \phi_{10} \\ \phi_{20} \end{bmatrix} + \begin{bmatrix} \phi_{11}(L) & \phi_{12}(L) \\ \phi_{21}(L) & \phi_{22}(L) \end{bmatrix} \begin{bmatrix} F_t \\ R_t \end{bmatrix} + \begin{bmatrix} \varepsilon_{1,t} \\ \varepsilon_{2,t} \end{bmatrix} \tag{1}$$

where $\phi_{ij}(L) = \sum_{k=1}^{p} \phi_{ij,k} L^k$, $i, j = 1, 2$, L is the lag operator defined as $L^k x_t = x_{t-k}$, p is the order of the VAR model and $\varepsilon_{1,t}$ and $\varepsilon_{2,t}$ are uncorrelated disturbance terms with zero means and finite variances. We estimate the VAR model in equation (1) for a time span of l=500 days rolling through $t = \tau - l + 1, \tau - l + 2,$ . . . , τ, $\tau = l, l + 1, \ldots, T$ and calculate the p-values of the null hypothesis that oil futures returns do not Granger cause S&P 500 index returns ($\phi_{21,1}=\phi_{21,2}=\sqcup =\phi_{21,p}=0$) and that S&P 500 index returns do not Granger cause oil futures returns ($\phi_{12,1}=\phi_{12,2}=\sqcup =\phi_{12,p}=0$). More specifically, the p-values of F-statistics testing the lack of Granger causality from oil futures to S&P 500 index or *vice-versa* are computed from the VAR models defined in equation (1) fitted to rolling windows of l=500 observations. In the application of rolling causality tests, window size l should be long enough to embody the local causality relation but at the same time should be short in a manner that it will not be affected by the global characteristics in the causality. In other words, the time period covered within the estimation window should neither be of long nor short characteristics. The length of the time span should be in a magnitude to represent the dynamic relations probable in the causality links. If the window size is large, it is expected that the results of rolling VAR will be similar to those of the full sample. A small window size will not be able to embody the dynamic change. In this paper, only the results of the window size with magnitude of 500, regarded as an average value, have been reported. We also compute the magnitude of the effect of oil futures returns on

S&P 500 index returns ($\sum_{k=1}^{p} \hat{\phi}_{21,k}$) and the impact of S&P 500 index returns on oil futures returns ($\sum_{k=1}^{p} \hat{\phi}_{12,k}$)

rolling through the whole sample with a fixed window size of 500 days. The estimates $\hat{\phi}_{21,k}$ and $\hat{\phi}_{12,k}$ are the least squares estimates from the VAR in equation (1).

3. Data and Empirical Results

The data consist of daily US dollar closing prices of nearby settlement crude oil futures contracts traded on the New York Mercantile Exchange and the S&P 500 stock index obtained from Datastream. The crude oil futures contract (henceforth crude oil future) used in this study is introduced in March 1983 and is presently the most actively traded energy futures contract. Therefore, the data span is taken from March 30, 1983 to March 7, 2008 and includes 6508 observations. Oil futures returns and S&P 500 stock index returns are defined as log returns and computed as follows:

$$R_t = 100 \times \log(PS_t / PS_{t-1})$$
$$F_t = 100 \times \log(PF_t / PF_{t-1})$$

where PS_t is the S&P 500 stock index prices in day t and PF_t is the nearby settlement price of the oil futures contract in day t. Table 1 shows the descriptive statistics for both oil futures returns and S&P 500 stock index returns.

<p style="text-align: center;">**Table 1**. Descriptive Statistics</p>

	S&P 500 stock returns (R)	Oil futures returns (F)
Mean	0.0085	0.0142
Median	0.0000	0.0100
Maximum	6.1800	3.7820
Minimum	-17.3930	-9.9160
Std. Dev.	0.9968	0.4435
Skewness	-1.1097	-1.9216
Kurtosis	23.0204	46.2395
Jarque-Bera (JB) Test	110006.4429	510913.9526
p-value of JB Test	0.0000	0.0000
Observations	6507	6507

Note: JB Test is the Jarque-Bera test of normal distribution.

We first apply the Augmented Dickey-Fuller (henceforth ADF) of Said and Dickey (1984) and Kwiatkowski et al. (1992) (henceforth KPSS) unit root test to the crude oil future and S&P 500 stock index series to determine whether they are stationary or not. The results are presented in Table 2. The critical values of the ADF test have been calculated using Monte-Carlo simulations calibrated for 20000 replications with sample size T=6507. The results presented in the Tables 2 have been generated using GAUSS 3.6. The results reported in the Table 2 indicate that the null hypothesis of a unit root can not be rejected at 1%, 5% and 10% levels for the oil future price and S&P 500 stock index series.

<p style="text-align: center;">**Table 2**. Unit root test results for the oil future price and S&P 500 stock price indexes</p>

	Level				First Differences			
	H₀: I(1)		H₀: I(0)		H₀: I(1)		H₀: I(0)	
Series	ADF_μ[a]	ADF_τ[b]	$KPSS_\mu$[c]	$KPSS_\tau$[d]	ADF_μ	ADF_τ	$KPSS_\mu$	$KPSS_\tau$
Crude oil future	-0.73	-2.03	14.92*	5.48*	-14.95*	-15.04*	0.28	0.02
S&P 500	-1.45	-1.31	32.54*	4.10*	-24.05*	-24.07*	0.19	0.06

Notes: *, ** indicate significance at the 5 and 10 percent levels, respectively.
[a]Test allows for a constant; one-sided test of the null hypothesis that the variable has a unit root; 10, 5, 1 percent significance critical value equals -2.59, -2.88, -3.45, respectively.
[b]Test allows for a constant and a linear trend; one-sided test of the null hypothesis that the variable has a unit root; 10, 5, 1 percent critical value equals -3.13, -3.41, -3.97, respectively.
[c]Test allows for a constant; one-sided test of the null hypothesis that the variable is stationary; 10, 5, 1 percent critical values equals 0.34, 0.46, 0.73, respectively.
[d]Test allows for a constant and a linear trend; one-sided test of the null hypothesis that the variable is stationary; 10, 5, 1 percent critical values equals 0.11, 0.14, 0.21, respectively.

Due to the stochastic trend in all the series, it is likely that they share a common stochastic trend; in other words, they are cointegrated. For this reason, Johansen's (1991) maximum likelihood method is used to examine whether or not the oil future price and S&P 500 stock index series are cointegrated. In order to apply the cointegration tests, we first determine the optimal lag length of the bi-variate linear VAR model. To find out the optimal lag length of model, we use the Schwarz Information Criteria (SIC). Starting with p=1, we sequentially increase the lag of VAR model up to ten. The optimal lag order of the identified VAR

model is 4 as suggested by SIC. The results of the Johansen cointegration trace test and λ_{max} test statistics are reported in Table 3. The test results indicate that the null hypothesis of no cointegration between the oil future price and S&P 500 stock index series is not rejected at 5 percent significance level. Therefore, we take the first difference to analyse the dynamic linkages between the series using the VAR model.

Table 3: Multivariate Cointegration test results between oil future price and the S&P 500 price indexes

Variables	Null Hypothesis [a]	Trace Test	λ_{max} Test
Crude oil future and S&P 500	$r = 0$	8.30	5.03
	$r \leq 1$	3.26	3.27

Note: [a] One-sided test of the null hypothesis that the variables are not cointegrated; reported critical values are the Osterwald-Lenum (1992) critical values; 5 percent critical value equals 15.41 and 3.76 for trace test and equals 14.07 and 3.76 for λ_{max} test for $r = 0$ and $r \leq 1$, respectively.

The results of pair-wise full-sample Granger non-causality tests between series are given in Table 4. The results show that S&P 500 has no predictive power for oil future price considered at 5% significance level. Also, oil future price has no predictive content for S&P 500 series at 5% significance level. These results show that neither S&P 500 returns have predictive power for oil future price nor oil futures returns have predictive power for S&P 500 index returns. Thus, there is no causal linkage between the series when the full sample is considered.

Table 4 Pair-wise Granger causality test results between the oil future price return and S&P 500 return series

	H_0: S&P 500 return do not Granger Cause oil futures return		H_0: oil futures returns do not Granger Cause S&P 500 return	
Lags	Wald-Statistic	p-values	Wald-Statistic	p-values
4	3.44	0.486	3.55	0.469

Linear Granger causality tests reported above may be misleading, if the parameters of the VAR model are temporally unstable. Structural changes may create shifts in the parameters and the pattern of the causal relationship may change over time. If the parameters of the VAR model are not stable, then the results of the Granger causality tests will show sensitivity particularly to sample period used and order of the VAR model. Therefore, studies using different sample periods and different VAR specification will find conflicting results for the causal links between oil futures returns and stock returns. Salman and Shukur (2004) show that when the assumption of parameter constancy is violated, due to structural changes or regime shifts, Granger causality tests lead misleading inference about the underlying causality relationship. Various tests are used in practice to examine the temporal stability of VAR models (see Hansen 1990, 1992; Andrews 1993; Andrews and Ploberger, 1994). We us the Sup-LM, Mean-LM and Exp-LM tests developed by Andrews (1993) and Andrews and Ploberger (1994) to investigate the stability of the parameters of the VAR model. These tests investigate the presence of one or more unknown structural breakpoints in the sample for a specified equation. The idea behind these test is that a single Chow breakpoint test is performed at every observation τ between two dates, or observations, $t_1 = aT$ and $t_2 = (1 - a)T$, where α is a trimming parameter and T is total number of observations in the sample. Let LM(τ) be LM statistic of the parameter stability for the date τ. The Sup-LM, Mean-LM, and Exp-LM tests are defines as

$$\text{Sup-LM} = \sup_{\tau_1 \le \tau \le \tau_2} \text{LM}(\tau),$$

$$\text{Mean-LM} = \frac{1}{\tau_2 - \tau_1 + 1} \sum_{\tau=\tau_1}^{\tau_2} \text{LM}(\tau),$$

$$\text{Exp-LM} = \ln\left(\frac{1}{\tau_2 - \tau_1 + 1}\right) \sum_{\tau=\tau_1}^{\tau_2} \exp\left(\frac{1}{2}\text{LM}(\tau)\right)$$

These tests are based on the sequence of LM(τ) statistics which test the null hypothesis of parameter stability against the alternative of a one-time structural change at each possible time in the sample. We also report the parameter stability test that is put forward by Nyblom (1989) for I(0) series and extended to I(1) series by Hansen (1993). This test is denoted as L_c. The L_c test is computed as an LM test for randomly time-varying parameters against the alternative hypothesis that the coefficients follow a random walk. Following Andrews (1993), we implement the tests with 15 percent trimming from both ends of the sample, i.e., we set $a = 0.15$.

These tests are used to examine the constancy of the coefficients in the VAR model formed by NYMEX oil futures returns and S&P 500 returns. The analysis is based on the VAR specifications reported in Table 4. In Table 5, the outcome of the parameter stability tests for both oil futures and stock market equations along with the associated p-values are reported. These p-values are obtained from a bootstrap approximation to the null distribution of the test statistics, constructed by means of Monte Carlo simulation using 2000 artificial samples generated from a VAR model with constant parameters. The results reported in Table 5 indicate a strong rejection of the null hypothesis of parameter constancy in both equations. The evidence of parameter instability implies that the linear VAR models that assume constant parameters are not suitable for modelling lead-lag relationship between oil and stock markets. Therefore, any inference on the causal linkages, based on VAR models estimated assuming parameter constancy, between these markets may also be misleading.

Table 5: Parameter Stability Tests

Statistic	S&P 500 equation	Oil futures equation
Sup-LM	12.7980 (0.0097)	9.44996 (0.0390)
Ave-LM	3.3356 (0.0020)	3.1834 (0.0450)
Exp-LM	2.5689 (0.0453)	2.7061 (0.0324)
L_c	1.0204 (0.0223)	1.1385 (0.0405)

Notes: Bootstrap p-values are given in parentheses.

To investigate the potential changes in causality over the sample period between oil futures returns and S&P 500 index returns, we first examine whether oil futures returns have predictive power for S&P 500 returns or not over the sample period. Therefore, in order to test the null hypothesis that oil futures returns do not Granger cause S&P 500 series over the sample period, we calculate the p-values of the F-test statistics, computed from the VAR models defined in equation (1) fitted to rolling windows of 500 observations. The results are reported in panel (a) of Figure 1, where the horizontal axes show the final observation in each of

500 days rolling windows and vertical axis shows the *p*-values of the rolling test statistics. In addition to this, we also consider the sign of the effect of oil futures returns on S&P 500 series within the rolling estimation of VAR model. For this reason, we compute the sum of rolling coefficient estimates of the VAR model. The results of the sum of rolling window coefficients over the sample period are reported in panel (b) of Figure 1. When the results reported in panel (a) of Figure 1 are examined, it is observed that the *p*-values are greater than 10 percent significance level over the most of the sample. The plot indicates that the null hypothesis that oil futures returns do not Granger cause S&P 500 index returns is rejected at the 10 percent significance level during the five different sub-periods. This indicates that oil futures returns series appears to have predictive content for S&P 500 during these five sub-periods, which are January 22, 1986 – June 20, 1986, September 11, 1986 – May 14, 1987, September 10, 1992 – December 23, 1992, March 8, 1994 – August 12, 1994, and November 7, 2007 - March 7, 2008. In these sub-periods, the sign of the effect of oil futures returns on S&P 500 is positive for the January 22, 1986 – June 20, 1986, September 11, 1986 – May 14, 1987, September 10, 1992 – December 23, 1992, March 8, 1994 – August 12, 1994 sub-periods, while it is negative for the November 7, 2007 - March 7, 2008 sub-period as seen in panel (b) of Figure 1. This evidence indicates that oil futures have positive predictive power for S&P 500 index for these four sub-periods, while it has negative predictive content for the last sub-period.

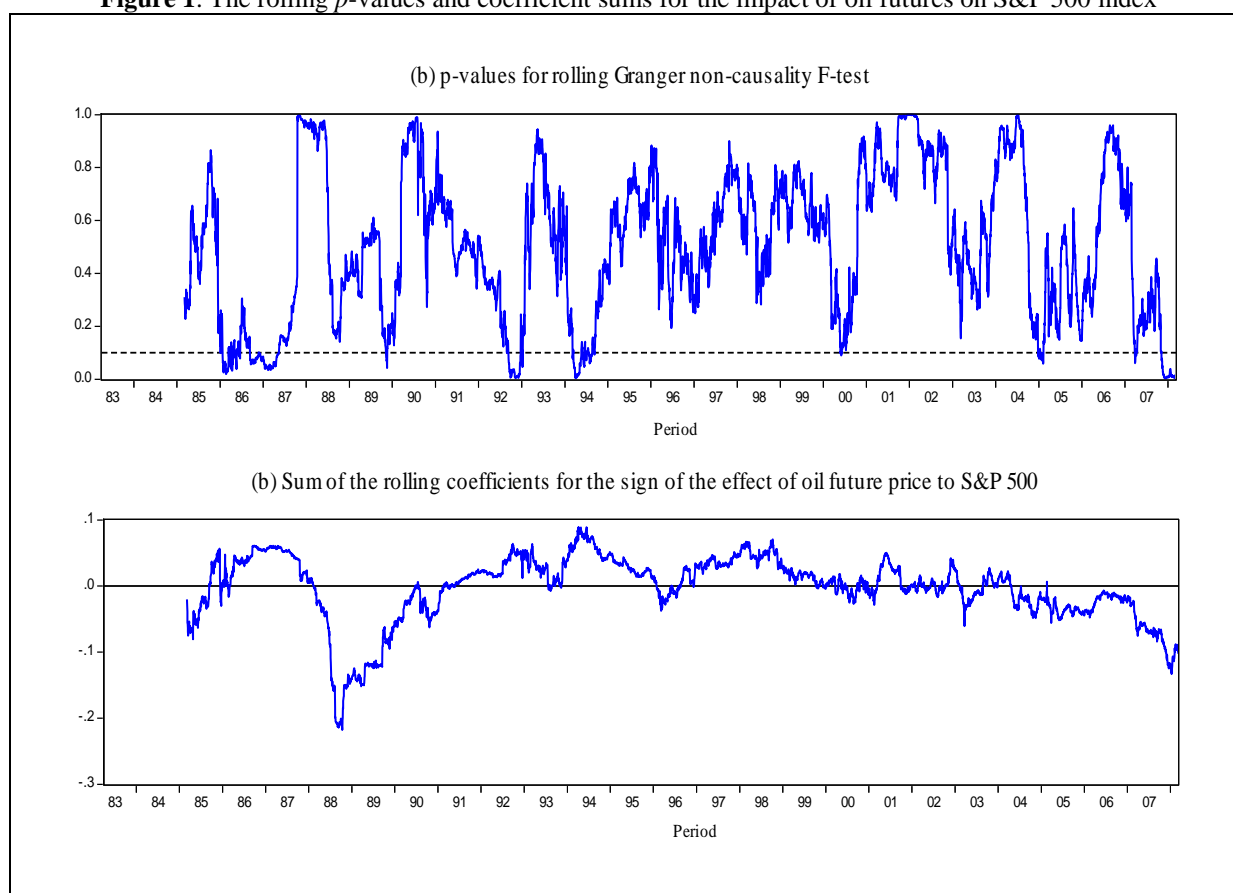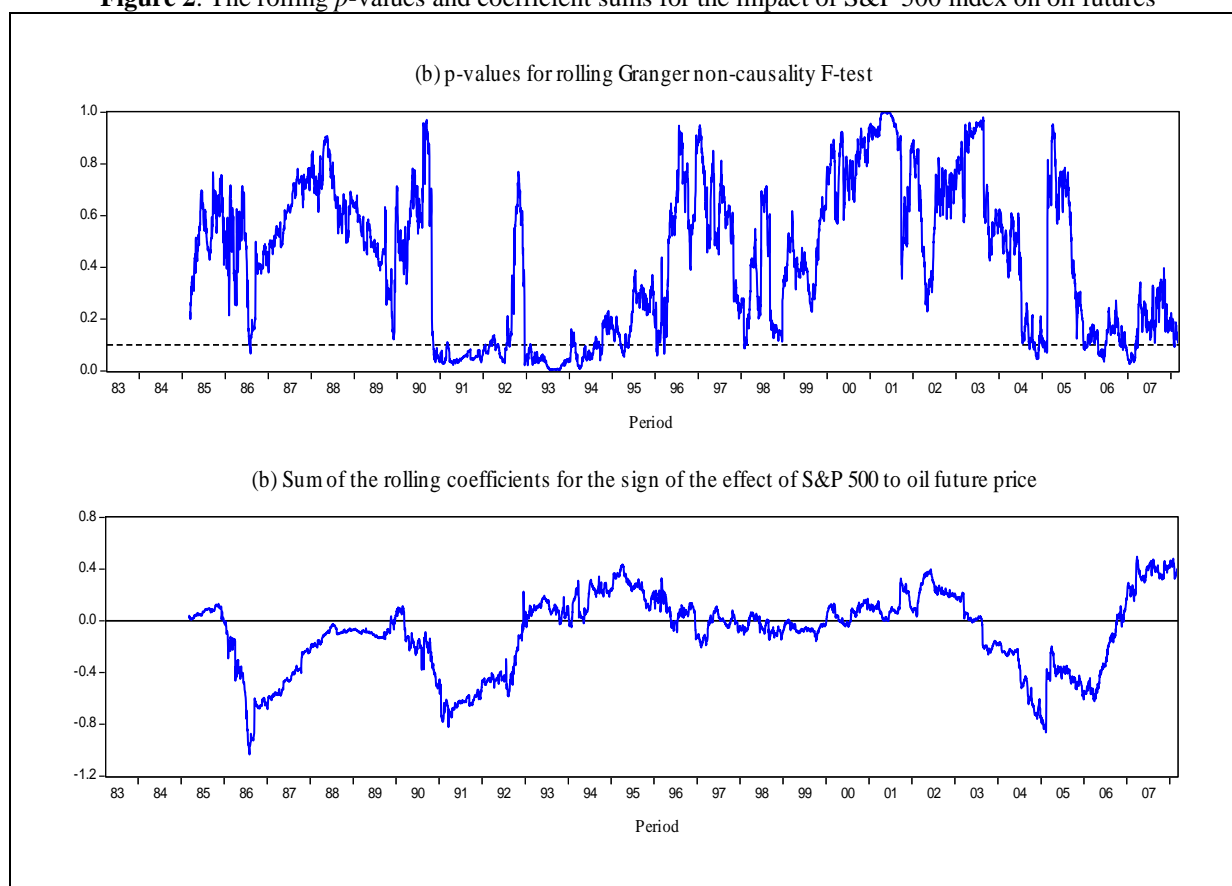**Figure 1**. The rolling *p*-values and coefficient sums for the impact of oil futures on S&P 500 index

Figure 2 reports the rolling estimation results for the effect from S&P 500 index returns to oil futures returns. The plot given in panel (a) of Figure 2 indicates the p-values of F-statistics testing the null hypothesis that S&P 500 index returns do not Granger cause oil futures returns computed from the VAR model defined in equation (1) fitted to rolling window of 500 observations. The plot in panel (b) of Figure 2 also shows the impact of the S&P 500 price on oil futures returns from VAR model in equation (1), the sum of the rolling coefficient estimates on the lags of R. According to the results given in panel (a) of Figure 2, it can be said that the null hypothesis that S&P 500 index returns do not Granger cause oil futures returns is rejected at 10 percent significance level in general during four different sub-periods, while it is not rejected at 10 percent significance level for the other sub-periods of the sample. These four sub-periods are November 5, 1990 – August 14, 1992, December 17, 1992 – October 10, 1994, April 24, 2006 – June 24, 2006, and December 8, 2006 – March 5, 2007. During these sub-periods, the signs of the effect of S&P 500 price on oil futures returns are negative, positive, negative and positive, respectively. These results point out that S&P 500 has positive predictive power for oil futures returns for the December 17, 1992 – October 10, 1994 and December 8, 2006 – March 5, 2007 sub-periods, while S&P 500 has negative predictive content for oil futures returns for the November 5, 1990 – August 14, 1992 and April 24, 2006 – June 24, 2006 sub-periods.

Figure 2. The rolling p-values and coefficient sums for the impact of S&P 500 index on oil futures

(b) p-values for rolling Granger non-causality F-test

(b) Sum of the rolling coefficients for the sign of the effect of S&P 500 to oil future price

When it comes to the full sample result in the linear framework, the evidence obtained from this study put forward that there is no predictive power between the oil and S&P 500 series. This result is parallel

to the evidence obtained by Huang et al. (1996) while it conflicts with the results of Kaul and Jones (1996) and Sadorsky (1999). Since there is conflict with existing literature in terms of the results regarding different time periods and methods used in the applications, we bring an explanation to those mixed results in causality findings by considering sub-periods with rolling estimation, which allows that parameter changes are modelled so as to be directly related to the changes in causality. The results, on the whole, from the rolling approach reveal that S&P 500 has predictive power for oil futures during sub-periods, from November, 1990 to August, 1992, from December, 1992 to October, 1994, from April, 2006 to June, 2006 and from December, 2006 to March, 2007. On the other hand, for the sub-periods from January, 1986 to June, 1986, from September, 1986 to May, 1987, from September, 1992 to December, 1992, from March, 1994 to August, 1994 and from November, 2007 to March, 2008, the results from the rolling approach show that oil prices has predictive power for S&P 500. The evidence from rolling approach shows that causal links between the series changed over the sample period so that full-sample results may not be reliable, because the full-sample are inconsistent when the parameters are temporally not constant.

CONCLUSION

The present study, using VAR model with time-varying parameters to carry out Granger causality analysis in situations where causality is non-permanent, examines the causal relationship between oil prices and the U.S. equity market for the March 30, 1983 - March 7, 2008 period. The results from the linear full-sample VAR estimates indicate that there is no significant predictive power between oil futures returns and S&P 500 series. However, the findings of the rolling VAR estimates show that the causal links between oil futures returns and S&P 500 series have changed over some sub-periods. The evidence from time-varying rolling estimates demonstrates that there is occasional predictive content between oil futures returns and S&P 500 series in the sub-sample periods. Additionally the significant causal links from oil futures returns to S&P 500 series are for different periods compared to the periods where significant causal links from from S&P 500 series to oil futures exists. The results of the study point two directions, one of which is that as far as the changes in the oil market and the developments in financial sector are considered, the findings on the time-varying nature of the predictive power of financial variables are not unexpected. Even it happens occasionally; the second one is that the causal relationship between oil futures returns and the stock markets implies predictive power for both markets. The economic implications of causal relationship with predictive content should be put under close investigation for efficient markets.

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HISTORY AND STATUS OF EDUCATION PSYCHOLOGY IN IRAN: A VIEW FROM INSIDE

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ABSTRACT

Educational psychology is a ground of psychology relating to the scientific study of education and learning, which studying the processes of teaching and learning from cognitive and behavioural point of view. Educational psychology tries to improve educational processes and activities and to facilitate learning mechanism in different educational systems across the generations. The starting point of this new and growing field of study dates back to the late eighteenth century (e.g. the work of Johann Herbart); although, it can date back to the time of Aristotle and Plato. This new field of knowledge has faced with rapid development and growth as a profession among European nations and the United States during the past fifty years.

In Iran, scientific perception about teaching and psychological approach to education came into sight in the 1950s; nonetheless prior to that, there are several traces of interest towards and practices of educational psychology in the country. For instance, in 1851, Amir Kabir, known as Iran's first reformer established the first modern university. In addition, from the age of the Persian Constitutional Revolution (1905-1907) onwards many efforts had been done to develop the modern knowledge of education. However, knowledge of educational psychology scientifically formed in Iranian public and higher education in the 1970s.

This article shall describe the historical journey and position of educational psychology in Iran. To this aim, this work briefly portrays the growth of this field of study around the world, and then it explains how this modern psychology and education have been moved to and developed in Iran. This paper shall also indicate who were (and still are) involved in forming/ reforming educational psychology in the country; and then it depicts the current status and the application of educational psychology in Iran.

Keywords: Educational psychology, Iran, history of education, history of psychology

EXPLORING COMMON MISCONCEPTIONS AND ERRORS ABOUT FRACTIONS AMONG COLLEGE STUDENTS IN SAUDI ARABIA

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ABSTRACT

The purpose of this study was to investigate what common errors and misconceptions about fractions exist among Saudi Arabian college students. Moreover, the study aimed at investigating the possible explanations for the existence of such misconceptions among students. A mathematical test and short interviews were conducted among a total of 106 (N=106) college students. The findings suggested that the majority of college students in Saudi Arabia hold common misconceptions about fractions and mathematical calculations involving fractions. The reasons behind these misconceptions are the methods of instruction during their k-12 schooling years, as well as the lack of early detection and remediation regarding those misconceptions. Further findings and recommendations for addressing this issue are discussed.

Keywords: **Mathematical Understanding, Fractions, Common Misconceptions.**

SCHOOL GIRLS AND RESISTANCE TO VEIL: THE CASE OF PUBLIC GIRLS SCHOOL IN TEHRAN

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ABSTRACT

In this article, we examine how the central component of cultural policy in post-revolutionary Iran, "Hijab" [veiling policy], contested by high school girls in Tehran. Qualitative data gathered through in-depth interviewing among 3 girls public schools in 3 zones of Tehran (1, 6, and 12) and analyzed by thematic analysis. Accordingly, we concluded that Hijab, a formal and obligatory ideological cods in girls schools, resisted by the students in different ways. Paradoxically, Hijab provokes students to create their new but hidden and separated world which is departed from "state/school ideal" one. In fact, challenging with formal wearing codes is the main characteristic of the girls' everyday life in high schools.

Keywords: Cultural policy, Girl school, Hijab, Iran, Resistance.

THE EVALUATION OF INTERNATIONAL FREIGHT FORWARDERS SELECTION CRITERIA AND RELATIONSHIP WITH CUSTOMER SATISFACTION AMONG SHIPPER'S PERPECTIVE IN THAILAND

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ABSTRACT

The purposes of this research are identify factors of freight forwarder quality's services and study how effects shipper's selection of freight forwarder providing services. According this research divided to seven objectives. First, study freight forwarder selection criteria related to six dimensions of SERVQUAL evaluation. Second, study customers satisfaction overall in price and service evaluated for freight forwarders selection criteria. Third, explore important level on six dimensions of SERVQUAL which are analysis of services decision making. Fourth, explore the level of important on overall customer's satisfaction and fifth identify relationship between perceived service under key services quality attributes of shippers and 7Ps evidence in marketing affect customer satisfaction. Sixth, identify the relationship between expected service factors (7Ps) and W.O.M. affect 6 dimension of SERVQUAL Last, Study different of demographic of shipper perspectives.

This research is developed conceptual framework from SERQUAL, Marketing Mix for finding the results of selection Criteria International Freight Forwarders and relational performance on customer satisfaction and loyalty in Business to Business (B2B). The rapid increase amount of importing and exporting quantities in Thailand made IFFs industry grow up in 3PLs logistics market. This research focus on how to develop marketing strategies in competitive market.

Keywords- Freight Forwarders, Selection Criteria, Decision Making, Customer Satisfaction, 3PLs.

INTRODUCTION

This paper aims to Thai International (TIFFA) indicates the rapid expansion of Thailand's economic going to a large part exporting countries sectors Logistics activities especially Third Party Logistics (3PLs) are considered important role for supporting export and import activities. Consequently freight forwarding industry in Thailand is the way high competition in the market. The 3PLs managements are not only ways to cost saving but also enhance competitive advantage provided variety of service's functions.

Thus, this research examines to identify selection criteria and evaluation finally decision making which is related to customer satisfaction among Shipper's in Thailand. The strong freight forwarding industry is imperative if the country is to capitalize on emerging opportunities as well as enhancing the efficiency of vulnerable industries. The increasing complexity of global trade practices comprising multi- modal transportation, cargo consolidation at regional hubs, distribution at destinations and multiple documentation have increased the importance of intermediaries providing logistics solution (International Asset Management Company, 2007).

In additions, Freight forwarders assist exporters in preparing price quotations by advising on freight costs, port charges, consular fees, costs of special documentation, insurance costs, and their handling fees. Recommend the packing methods reserve the necessary space on a vessel, aircraft, train, or truck. The cost for

their services is a legitimate export cost that should be included in the price charged to the customer (Vishwash, 2007).

Table 1

Number of International trade Value (Import and Export value) 2010-2015.

Year	Export (Million Baht)	Import (Million Baht)
2011	6,707,988.27	6,982,719.15
2012	7,078,420.21	7,786,132.18
2013	6,909,741.17	7,657,345.59
2014	7,313,066.40	7,403,898.06
2015	7,227,160.85	6,906,078.41

Source: Thai Customs Department, 2016

Thai Customs Department, 2011-2015 has shown the record that Thailand has been increase a number of import and export products quantity and also shippers and consignees firms into international traders in the market, nowadays. International Trading process has many logistics activities and supply chain, so it is not surprise if Thailand has been going to be a large number of IFFs firms in 3PLs market.

Statement of Problems: As above introduction refers to transportation or 3PLs business has been increasing and enhancing competitive advantage. Therefore decision making of their customer is very important to make more understanding because it can refer to measurement customer's satisfaction (Pizam, Neumann and Reichel 1978). In addition, among international trade company which means customer decision making to select Freight Forwarder Company is very important because import-export processing has complicate of process and need connective performance (J. & Wong, V., 2001). The problem can be occurs at all time, so they need to have any firm who can provide high quality service and perform as a working professional. Thus, this problem is how classified the best of Freight Forwarder Selection Criteria measure customer satisfaction and customer expectation among shippers perspective. The results, if international freight forwarders fully understand the needs of shippers or customer satisfaction they would be in better position market share and right position to satisfy the increasingly competitive market (TIFFA, 2010).

LITERATURE REVIEW

In this part will include 6 sections and states with internal trade business and the factors as International Freight forwarding industries, Selection Criteria, SERVQUAL 6 dimensions, Customer Satisfaction, Expected Service and Perceived Service. Introduce the basic concept of logistics collaboration and definitions of measurement relevant to orchids supply chain in Thailand. The logistics collaboration includes demand forecasting, inventory management, warehouse and storage, order processing and transportation management there are several activities that stake holders can collaborate and develop in business from upstream to downstream. (Chattrarat Hotrawaisaya, 2014). Vishwash, 2007 indicated about the role of freight forwarder in the execution of export that a freight forwarder is a third party logistics provider. As a third party provider a forwarder dispatches shipments via asset-based carriers and books or otherwise arranges space for those shipments. Carrier types include waterborne vessels, airplanes, trucks or railroads. Freight forwarders typically arrange cargo movement to an international destination. Also referred to IFFs, they have the expertise that allows them to prepare and process the documentation and perform related activities pertaining to international shipments. Some of the typical information reviewed by a freight forwarder is the commercial invoice, shipper's export declaration, bill of landing and other documents required by the carrier or country of export, import or transshipment. V. Kannan, S.K. Bose and N.G. Kannan, 2011 studied about an evaluation of ocean container carrier selection criteria; case of an Indian shipper's perspective and indicated that there were

several criteria modes such as freight charges, transit time, SERVQUAL and customer satisfaction. SERVQUAL (Parasuraman et al., 1988) is the most popular service quality measurement. Basically carrier selection studies shall be classified into three categories viz., shipper-only studies, carrier versus shipper studies and carrier versus export & import shipper studies. Shipper-only studies are uni-dimensional studies which study the perceived importance of selection criteria only from shippers' perspective. Carrier versus shipper studies are bi-dimensional studies which study the perceptual difference of various criteria between carriers and shippers. Nyeck, Morales, Ladhari and Pons, 2002 stated the SERVQUAL is a measuring tool " remains the most completes attempt to conceptualize and measure service quality" and also defined "main benefit to the SERVQUAL measuring tool is the ability of researchers to examine numerous services industries such as healthcare, banking, financial services, and education".

Focusing on transportation industry, SERVQUAL is measurement service quality is the result of the discrepancy between customer's expectations on services and their perceptions actually received (K. Yousapronpaiboon, 2002) . The theoretical foundations, in early 1980s to 1990s had several studied disaffirmation paradigm related to discrepancies between prior expectation and actual perceptions of performance service quality future more (Parasuraman, Zeithaml and Berry, 1994 and 1998).

METHODOLOGY

The methodology of this paper can be separated into 2 parts, first part is develop conceptual framework on the Figure 1 in order to determine which international freight forwarders services attributes. The conceptual framework of this study is to identify how we can measure in order to understand customers' requirement and expectation of service quality and related firms can implement and develop to CRM and build loyalty of customer base on customer satisfaction in term of quality and price available. Moreover, 3PLs business can create the competitive advantage strategy by using the information from this research as the benefit.

Figure 1 : Conceptual Framwork
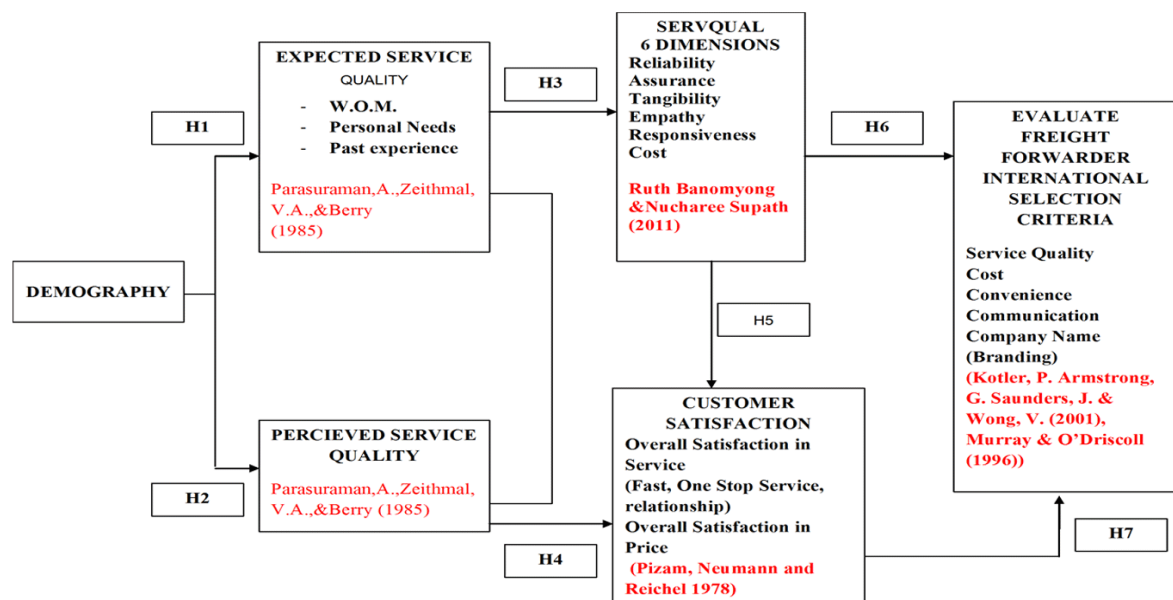
Hypotheses are based on the theories discussion in related on this research articles.(H1): Expected Service Quality is dependent on firm demographic. (H2) : Perceived Service Quality is dependent on firm demographic. (H3): There is significant relationship between Expected Service Quality and SERVQUAL 6

dimensions.（H4）：There is significant relationship between Perceived Service Quality and Customer Satisfaction.（H5）：There is significant relationship between Customer Satisfaction and SERVQUAL 6 dimensions.(H6)：There is significant relationship between Evaluate Freight Forwarder International Selection Criteria and SERVQUAL 6 dimensions.（H7）：There is significant relationship between Evaluate Freight Forwarder International Selection Criteria and Customer Satisfaction.

The second part of methodology is collection tools conducted survey by questionnaire was developed base on relevant to the objectives and conceptual framework of this study by separating to 6 divided parts. The results of analysis from primary research by using questionnaires to be a tool of the data collection method. The total sample size in this study consisted of 400 international trade companies in Thailand including importer and exporter firms, addition the questionnaires were designed appropriate with respondents who has decision making power or authority to select 3PL provider services. The data analysis is presented in five sections as follows: Demographic of the respondents, respondents on level of important and level of satisfaction, the results of statistical analysis for Expected Service Quality and Perceived Service are dependent on demographic, regression analysis, the result of statistical analysis for Expected Service Quality are dependent on SERVQUAL included between Perceived Service Quality and Customer Satisfaction and regression analysis, the results of statistical analysis for evaluation freight forwarder international selection criteria are dependent on SERVQUAL and Customer Satisfaction.

CONCLUSION AND RECOMMENDATIONS

This study had demonstrates level of important and level of satisfaction to the respondents. The results of statistic for expected service quality and perceived service and firm demographic. The analysis the relationship between expected service quality and SERVQUAL. Also analysis relationship between perceived service quality and overall customer satisfaction.

Firm Demographic: This study found that all firm demographic which are department of international trading, position level, number of employees in company, number of countries are international trading and types of manufacturing are related to expected service quality. While only two characteristics which are department of international trading, and number of countries are international trading that are related to perceived service quality.

Expected Service Quality: This study found that expected service quality which are service, price, place, promotion, process, people, physical evidence and word or mouth had the relationship with all factors in SERVQUAL which are reliability, assurance, tangibility, empathy, responsiveness and cost.

Perceived Service Quality: The study found that perceived service quality which are service, price, place, promotion, process, people and physical evidence has no significant relationship with customer satisfaction.

SERVQUAL 6 dimensions and Customer Satisfaction: This study explored that SERVQUAL 6 dimensions that reliability, assurance, tangibility, empathy, responsiveness and cost had the relationship with customer satisfaction.

Evaluate Freight Forwarder International Selection Criteria: This study found that evaluate freight forwarder international selection criteria which were service quality, cost, convenience, communication and company name / loyalty had the relationship with SERVQUAL 6 dimensions which are reliability, assurance, tangibility, empathy, responsiveness and cost. While only 2 factors which are convenience and communication had the relationship with customer satisfaction which are overall customer satisfaction in service and overall customer satisfaction in price.

Recommendation to International Freight Forwarders Company: International Freight Forwarder Company should provide the best service (over standard in SERVQUAL) and should provide the quickly response or set up KPI in any matter related matter and solves all customers' problems also attempt to build customer loyalty among shippers or build good relationships with customer and International Freight Forwarders should enhance distribute channel for customer convenience purpose.

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FACTOR OF RELIGIOUS TOURISM FOR ASIAN TOURIST WHO SPEAK ENGLISH, A CASE STUDY OF THE FOUR FACE BUDDHA (ERAWAN SHRINE) AT RATCHAPRASONG INTERSECTION

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ABSTRACT

The objectives of study of Factor of religious tourism for Asian tourist who spoke English ,a case study of the Four face Buddha(Erawan Shrine) at Ratchaprasong intersection were : 1) to study the behavior of Asian tourists who made religious travelling on the case of the Four face Buddha at Ratchaprasong Intersection ; 2) to study the factor level of religious tourism for Asian tourists who speak English on the case study of the Four face Buddha at Ratchaprasong intersection, and 3) to compare the differences between the factor level of religious tourism for Asian tourists who spoke English on the case study of the Four face Buddha at Ratchaprasong intersection based on personal characteristic, using Questionnaires as a tool to collect data from a sample group, which were 385 Asian tourists who spoke English and traveled to worship the Four face Buddha at Ratchaprasong intersection. The statistics used in the descriptive analysis were frequency, percentage, mean and standard deviation. The statistics used in testing the hypothesis were, t-test and F test. If any difference was found, the LSD pairwise comparison method was implemented.

Keywords-Cultural tourism, religion tourism, the four face Buddha

INTRODUCTION

Hospitality business is a service industrial business which important to enlarge the economy of country. It encourages tourists to spend great amount of money and links to the directly service businesses such as transportation, hotel business, restaurants and travel agencies. Additional, detour related business such as agricultural industry, souvenir business, entertainments etc. This offers income and circulates to different regions. It's also being a catalyst to develop the related businesses. 40 years ago, Thailand started focus on how important of the hospitality business, became created the marketing & promoting plan. Thai government supported to discover the natural tourist attractions where can promote or advertise to Thai travelers and over tourists. This project opened new view points on the hospitality. The modification changed from Modern Tourism which focuses on quantity to Post-Modern Tourism that emphasizes particularly purpose of visiting example religious tourism or cultural tourism.

Another definition is changing from regular tourism to sustainable tourism which encourages people to preserve environment or natural. It called Community Based Tourism, local people organized or managed by self. Nowadays, the trend adapted from traveling in big group to smaller group or solo-traveler instead. The modern tourism activities need harmoniously create to the purpose of travelers for memorable experiences.

In additional, the travelers will become repeating tourists later. Main reason for changing is the tourists prefer tailor-made. Defining strategic research agenda of national tourism during 2012 – 2016 by The National Research Council of Thailand focuses on researching which set as one of the strategic research agenda to promote the national tourism. Current, the religious and cultural tourism is one that receives special attention for Buddhist and Hindu. The highest belief of Hindu is respecting to god and a famous holy place in Bangkok is The Four Face Buddha or Erawan Shrine at Rajaprasong intersection, affects the nearby business to earn good profits and area to be well-known.

As it is importance, researcher realized that there are many people come to pay respect to the Four Face Buddha at this place. The researcher initiated made a research about the factors that affect the travel behavior of English Speaking Asian Religious Tourists.

LITERATURE REVIEW

World Tourism Organization (WTO) defined as Tourism comprises the activities of the person traveling to and staying in places outside their usual environment for not more than one consecutive year for leisure, business and other purpose not for the sake of occupation or staying permanently. Tourism is a leisure activity involving the movement of people to destinations away from their usual residence. It is often international in character. According to the definition of the Association of International Scientific Experts in Tourism (AISET), tourism is travel to a country outside of the one's residential country.

World tourism Organization (UNWTO) classified tourism into three categories which are natural based tourism, cultural and religious based tourism and special interest tourism with the objectives of recreation, business or other within less than one year (Rowe, Smith, Borein,2002).

Tourism Authority of Thailand (2548) said promoting on cultural tourism is a specifically lifestyle option of the people who interested in religion's culture, the historical of those people, their art, architecture or leisure fellowship purpose. They concerned that religion tourism had become an important parts of tourism product to support the economy in the future and can be good representative for new product of Tourism industry.

Religion tourism is subset of the conception cultural based tourism; religion tourism has the main leisure purpose same as another tourism classification but also emphasized about seeking peaceful, belief and hopefully to fulfillment of dream including faithful and belief for miracle of religion. (Wongwipak, Chanan,2012)

The assessment of destination potential was related to the five major components of destination or 5A consist of attraction, accessibility, amenities, accommodation and activities. (Dickman, 1996) said the attraction and purpose are an important factor for tourist to choose travel destination as natural attraction, built attraction cultural attraction and social attraction.

Mc Coll et al (1994, p116) defined consumer behavior as the actions a person take towards purchasing and using products and services, including decision making process that precedes and determines those actions that can show how to understand the tourist behavior and become successful manager in the tourism industry by understand consumer needs and wants and subsequently market programs.

Factors impact to Tourist behavior (Taechataweewan Sureerat, 2002) to understanding the tourist behavior, there are many factor that impact to behavior of the tourist as following economic factor, demographic factor, geographic factor, political factor, media factor, factor of timing, situation and healthy, technology factor.

Needs/Interest toward Destination Kotler(1999) states that buyer decision process is composed of five stages: firstly need recognition, information search, evaluation of alternatives, purchase decision and post purchase behavior History of Four faced Buddha (Erawan Shrine)
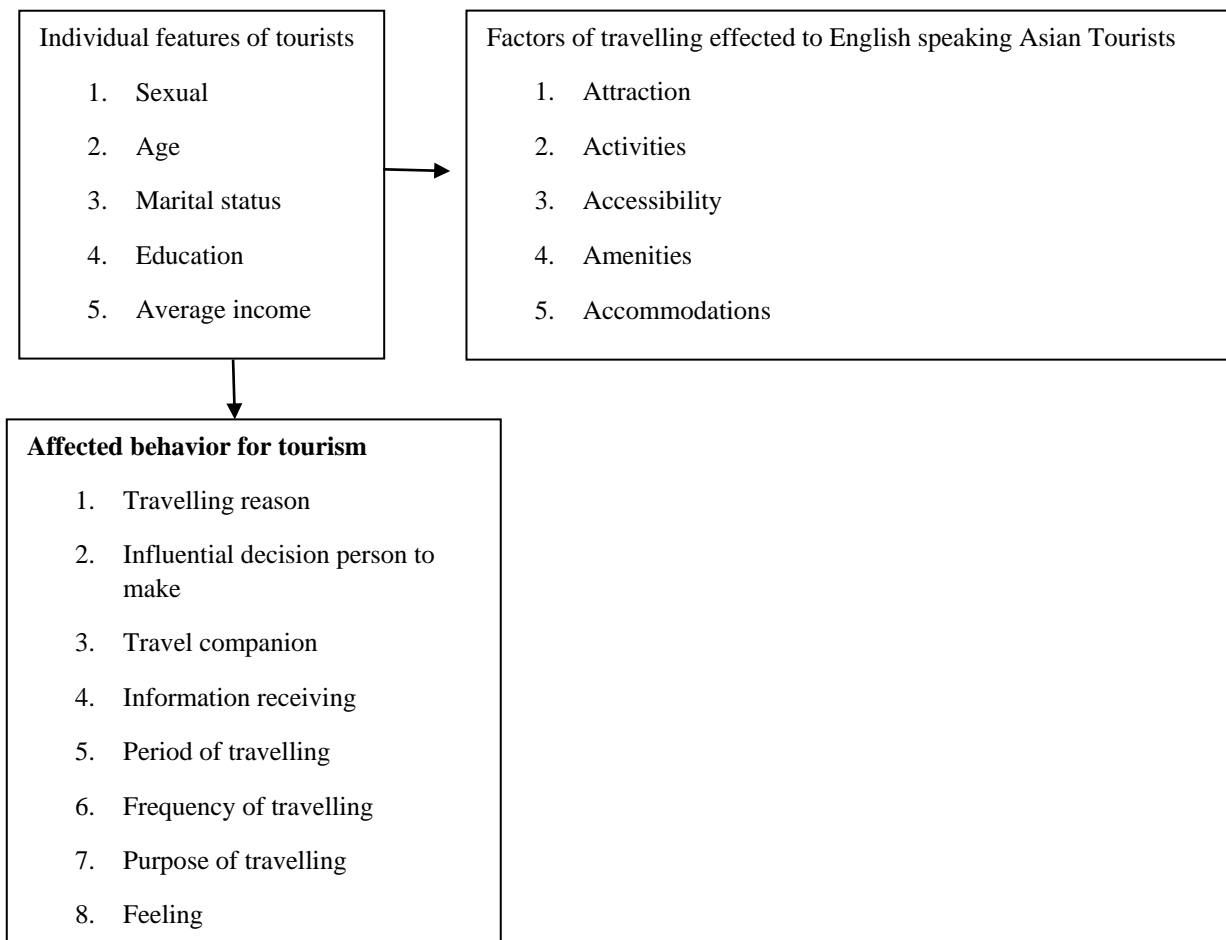
The four faced Buddha (Erawan Shrine) is located in Erawan hotel at the Ratchaprasong intersection, formally the Thao Maha Phrom Shrine was built in 1965 as part of the government owned Erawan hotel to eliminate the bad karma believed caused by laying the foundations of the building was not laid on an auspicious date. The advice of a well-respected astrologer who advised building the four faced Buddha to counter the negative influences. The four face Buddha was designed and built by the department of Fine Arts and enshrined on 9 November 1956 a date carefully chosen this time. After that the construction of hotel proceeded without any further delays problem and the building was soon finished. The four face Buddha stands majestically in glittering gold at Ratchaprasong intersection in the heart of downtown Bangkok.

Everyday thousands of devotees both foreigners and Thai pray at the four face Buddha to seek blessings, fulfillment of dreams, success in personal lives and careers.

Research Framework

Independent Variable   Dependent Variable

Individual features of tourists
1. Sexual
2. Age
3. Marital status
4. Education
5. Average income

Factors of travelling effected to English speaking Asian Tourists
1. Attraction
2. Activities
3. Accessibility
4. Amenities
5. Accommodations

Affected behavior for tourism
1. Travelling reason
2. Influential decision person to make
3. Travel companion
4. Information receiving
5. Period of travelling
6. Frequency of travelling
7. Purpose of travelling
8. Feeling

Research Hypothesis

Different of sexual, age, marital status, education and average income are important to factors of making decision on religious tourism for English Asian Tourists.

Tools

Section 1 Individual features of tourists such as sexual, ages, occupation, residence location and income. The questionnaire is check list.

Section 2 Behaviors of religious tourism for the English Speaking Asian Tourists reason for travelling, influential person to make decision, travel companion, information receiving, frequency of travelling, purpose of travelling, feeling about tourist attractions, possibility of returning. The questionnaire is check list.

Section 3 The Factor of hospitality (5A) such as attractions, religion activities, accessibility or transportation, amenity such as information, banner and restrooms and last on accommodation. The questionnaire is Likert Scale. Base on the overall respondents opinion (strongly agree, agree, neither agree or disagree, disagree and strongly disagree)

METHODOLOGY

This research used quantitative methodology. The survey was answered by 385 Asian tourists who speak English, and travelled to visit the Four Face Buddha (Erawan Shrine) at Ratchaprasong intersection Bangkok. Non-probability sampling technique of judgmental and convenience sampling are employed in this research. This research used quantitative methodology. The sample sizes for this research were 385 Asian tourists who spoke English and traveled to worship the Four Face Buddha (Erawan Shrine) at Ratchaprasong intersection. The statistics used in testing the hypothesis were, t-test and F test. If any difference was found, the LSD pairwise comparison method was implemented.

Respondent Profile

The result showed that the majority of 203 foreigner tourist who traveled to worship the Four Face Buddah were female (52.73%), aged below 30 years old (57.66%), single (69.35%), with bachelor degree (34.55%). Most of them had monthly income between 40,000-50,000 Baht (36.88%).

RESULT

Based on the behavior of Asian tourist who came as religious travelling on the case of the Four face Buddha at Ratchaprasong intersection, it was found that most tourist had their reason of visit to vow/pray for their wishes (37.14%). Member in the family were persons who influenced the decision making (47.01%)., traveled with friends (44.68%), received the information from friends (45.55%)., visited during 9:01-11:30 pm., visited for the first time, intentionally visited to worship the Four Face Buddha in particular, was very impressed with the visited place and would come back again because of having admiration and faith in the Four Face Buddha.

The purpose of making worship is being success in the business (37.14%), health concerned (18.44%), personal relationship (11.43%), and study (3.64%).

The overview on the factor level of religious tourism of the Asian tourist who spoke, English, a case study on the Four Face Buddha, Ratchaprasong intersection was at the high level having an average of 4.02. In consideration of individual aspect it was found that the accommodation aspect had the highest average level followed by, transportation aspect, followed by communication aspect, tourism attraction aspect, religious tourism and facilitating aspect respectively. The overview for the attractions was at the high level having an average of 4.08. In consideration of individual by the beauty of sculpture of the Four face Buddha aspect, following by beliefs about motivation of prayers to reinforce in commercial business, health and education aspect, scenery in tourist attraction of Ratchaprasong Intersection aspect, the worthy statue of worshipfulness and respectability lastly about history and reputation of the Four Face Buddha.

Factor about the activities was at the high level having an average of 4.01. In consideration of individual by make a merit and worship aspect, sight-seeing aspect, vow or fulfill the vow aspect and lastly to purchase scared object aspect respectively. Factor about facilities consideration of individual by the reasonable price for flower, joss sticks and offerings vendor's aspect, safety for tourist's property aspect, good environment management for cleaning and arrangement aspect, cleared signage and banner aspect, staff provided good information aspect respectively. The factor of transportations consideration of individual by safety for travelling to visit aspect, easy to find a public transportation aspect, outstanding location aspect, reasonable fare of transportation aspect and lastly enough transportation lines available for travelling to visit aspect respectively. Factor about accommodation was at the high level having an average of 4.30. In consideration of individual by department stores and shopping centers located nearby aspect, well-known hotels located nearby aspect, good location as BTS stations nearby aspect, the hotel promoted religious activities aspect respectively.

Tourist of different gender, age, educational level and average monthly income had factor level of religious tourism for Asian tourist who spoke English, a case study of the Four Face Buddha at Ratchaprasong intersection differently at the significance level of 0.05 while the status was not very much different.

CONCLUSION AND FUTURE WORK

The survey showed that the behavior of Asian religious tourists mostly for vowing. Mostly of tourist their visit because their family member influenced about decision making and their visited with family during 9:01-11:30 and 18:01-21:00 pm. Visited for the first time intentionally visited to worship the Four Face Buddha in particular, was very impressed with the visited place and would come back again because of having admiration and faith in the Four Face Buddha. For all above shown that the behavior of tourist are related to the concept of 5 steps making decision Kotler(1999) states that buyer decision process is composed of five stages: firstly need recognition, information search, evaluation of alternatives, purchase decision and post purchase behavior. *Firstly* the tourism promotion by offering tourist information to potential tourists on public channels or concerned organizations, needs by when the potential tourist received the information it will cause internal demand in their mind, motivation step by there are 2 factor for push factor which caused demand for travelling and pull factor which is attraction to the destination, *step* 2 *information search* is encouraged to create tourist image of local destination to decide whether to travel anywhere. Step 3 evaluations of alternatives by comparing all the information and then purchasing decision step. Lastly post purchase behavior. So related to tourism organizations and the hotel should develop and promote the destination nearby the areas which influence tourist future travelling intention by:

1. To increase publicize on history and reputation about the Four Face Buddha by provide more historical information.

2. Developing the facilities by provide enough restrooms for tourist and responsible to ensure about cleanliness facilities.

3. Organize for more convenience about amulet purchasing to tourist.

4. To announce the nearby hotels for promoting about religious tourism.

5. The knowledgeable staffs are required to give details of the background of the places in order to satisfy tourists' interest in religious tourism activities.

From this research found that the data collection was conducted with only foreigner tourists from Asia most of them have an average age (middle ages). Thus, this average age might have interest in religion tourism. Then more study for this will provide tourist an opportunity to gain tourists repeat travelling (post purchase behavior) and engagement in tourism activities in the future and positive recommendation to others. And hope that this survey made to find out about the behavior of the English speaking Asian tourists which can lead for business or tourism development later.

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THE INFLUENCE OF CONSUMER ATTITIDES AND BEHAVIOURS AFFECTING TO STARBUCKS BY TWO CASE STUDY OF THAI AND UK CONSUMERS

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ABSTRACT

The customers are the most significant in all businesses in the global scene. This is due to the fact that clients are the majority reason for the commercial business to drive towards their goal. In similar, this study also seeks for the various characteristics and behaviours of Thai and British customers of Starbucks. Consumer behaviour is composed of personal, social, cultural and psychological factors. In this study has the mixed methods of research and survey questionnaires were delivered among 200 Thai and British Starbucks customers, with the main goal of determining the consumer attitudes and behavioural factors towards Starbucks which two states. With the 125 of 200 questionnaires analysed by the SPSS program, the results indicated the significant relationship between the respondents' demographics, consumer behaviour and attitudes towards a certain coffee brand, regardless of their nationality or demographical nature. With these identified, it is very clear that Starbucks was able to use the different marketing tools and the market environment analysis tools, considering the fact that it was able to gained Thai customers.

Keywords – Attitudes, Consumer behaviours, Starbucks

INTRODUCTION

In the currently, the customers are the most significant in all businesses in the global because the clients are the majority reasons to drive the commercial to their goal similar to this research was festinating in consumers who are various characteristics and behaviours.This research wanted to concentrate on Cultural factors that there have three sub-culture elements. First, start with culture and customer behaviours, it will be defined to a complex and many terms, widely and broad also depend on originally states from. Furthermore, culture is influenced to customer behaviour purchasing. In contrast, client behaviours and culture were not completed without culture dimensions as power distance, expectation avoidance or privacy collectivism.Starbucks Overview, stated that Starbucks was mainly a local coffee shop which in Pike Place Market in Seattle Washington, more 30 decades it expanded business to over 5,500 stores in 50 states. And Starbucks was ranked at the 97th among the top 100 international brands. In this research, there has two cases study of consumer behaviour in Thailand and UK what are different in many behaviour factors. As Starbucks in Thailand is very strongly stimulate Thai customers' belief, attitudes and behaviours (Simon, 2009). It has more investment in Asian markets especially Thailand (McPherson, 2013) because Thai consumers do the essential role by increasing and developing plan of it in across Southeast Asia. Whereas, Starbucks in UK is also having large plans to expand its business. It has over 700 Starbucks shops in this country.

Figure 1

The Model of consumer behaviour: The consumer's black box (Kotler and Armstrong, 2008)

ENVIRONMENTAL FACTORS	BUYER'S BLACK BOX	
ENVIRONMENTAL FACTORS	BUYER CHARACTERISTIC	DECISION PROCESS
Economic	Attitudes	Need recognition
Technological	Motivation	Information Search
Political	Perceptions	
Culture	Personality	Evaluation of Alternatives
Demographic	Lifestyle	Purchase decision
Natural	Knowledge	Post purchase Behaviour

LITERATURE & THEORY

The main purpose is to present detailed consumer behaviours that are the main factors of this literature review. It would define to four majority elements; Culture, Social, Personal and Psychological factors that there have sub-factors relevant to present how consumer behaviours are influenced to customers and grow its business significantly in two different countries to Starbucks brand. According to Akar and Topc¸u (2011), the attitude is able to define like " a person's enduring favourable or unfavourable evaluation, emotional feeling, and action tendencies toward some object or idea." Moreover, attitudes can make or control human thinking to be yes or no, right or wrong also move them forward to the purpose or escape from them as the same time. Therefore, the consumer attitudes are important to consumer behaviour because of they make them characters and conducts in fit to the right way toward purposes (Akar and Topc¸u (2011). Culture is widely recognised as a complex and multi-faceted term. It is generally understood to be wide and broad, or dependent on a certain country of origin, such as in the case of consumer behaviour. In this aspect, Nayeem (2012, p.78) identified culture as "a powerful force in regulating behaviour." This indicates the strong influence of culture in terms of consumer behaviour, which includes buying and purchasing decisions. According to Reynolds (2013), the Starbucks management also has the huge plans of increasing its franchise business in the UK. According to James (2009) the Starbucks' brand is perceived by the average earning Thais as a high priced coffee. This is primarily has given the fact that a cup of Starbucks coffee is priced with at least half of the total amount of the average salary earned by a Thai. Based on a recent study conducted, the British consumers of Starbucks have been described as "discerning coffee" drinkers. Indeed, a large number of British consumers are big coffee drinkers who can tell the difference between the coffee being sold by another brand and the Starbucks coffee (Baker, 2012). The same study also presented that Starbucks in the UK have boosted its sales and revenue in the recent years because of the success of the Cappuccino and Latte improvements that the company implemented to suit the sensitive taste choices of the British consumers (Baker, 2012). This is an obvious revelation that British consumers of Starbucks expect the taste of the coffee drinks and products of the brand to be customised based on how they define what a good tasting coffee is (Baker, 2012). This research has mainly elaborated the concepts related to the consumer behaviour and the various factors affecting it as illustrated by the consumer behaviour models. These factors are mainly categorised to be under personal, cultural, psychological, social or economic. In support for what the research seeks to pursue, this chapter as well looked into the various literatures illustrating to the consumer behaviours and attitudes of both Thai and British consumers. These consumer attitudes are specifically directed towards the coffee industry through Starbucks, in the attempt of identifying the potential linkages.

RELATED WORKS OR DISCUSSION

The purpose of eliciting specified conclusions based on how data is analysed, this section will further explain the research results and attempts how other supplied data will be integrated. These will make up as the answers to the research questions of the research, prior to the identification of the consumer attitudes and behaviour concepts that are known in literature. The results of the research indicated that more female respondents consider price of Starbucks products, although factors of atmosphere and environment, quality of product and brand reputation showed equal distribution regardless of the gender. Such response could indicate how females, regardless of their age, educational background, occupation or whether they are Thais or British have always looked into the price factor of coffee products. Apparently, this could illustrate two sides that may represent both the positive and negative connotations. For the purpose of discussion, females tend to be concerned on the price of coffee products, which might only purchase based on their allocated budget. This aspect drags the females' incomes and occupation and their capacities of Starbucks purchase while Focusing on the Thai consumers, there are differentiating factors that elaborate and could even explain their approach on purchasing Starbucks who they see as different from other coffee brands. This research has indeed further justified other similar research studies like James (2009), who regarded that most of the Starbucks customers in Thailand are wealthy. They are those who belong to the high-income individuals considering that the price of one Starbucks coffee is almost half the average daily income of ordinary Thais; or about £2.00 GBP out of £6.00 GBP average salary (James, 2009). This can also explain the expectations raised towards the quality of Starbucks products. However, this instigation is mainly undertaken for the sole purpose of justifying the connection between price and consumer attitudes. Hence, Starbucks was able to attract Thai consumers as reflected by the respondents of this research.

METHODOLOGY

In this lesson have provided methodology to approach the purposes. In terms of the appropriate numerical test, it has to concentrate on the total research design and performance (Pallant, 2010). Therefore, the study utilised the frequency to obtain the descriptive statistical for variable sections to illustrate the respondents attribute. There is one segment of a questionnaire to spit out the stats such as gender, age, highest education level, nationality, occupation and income in order to encourage the researcher knows to the sample background. Kolmogorov-Sminov test for the normality test has applied for the score dependent variant division. And raw data from questionnaire should be anatomised by SPSS. The results of research will be explained to tables and charts. For Inferential statistical refers to hypothesis test by frequency, independent T-test and Pearson relations that can search the correlation between dependent and independent variant. The hypothesis of this research is an attitudes and behaviours among Thai and British consumers towards Starbucks. To analyse ascriptions are shown the level of confident at 95 % and 5% tested that typical significant range is made at □0.05 (Coakes, and Steed, 2003).

RESULTS

This research was 125 samples in various genders, nationalities, age ranges, educations and incomes that there were respondents of the questionnaire. The results were processed by SPSS software in order to reach the research questions through hypothesis testing. First, the outcomes were from demographical participants that females had more pricing consideration than males. Then, age factor was related to different customer's quality attitudes. Whereas, various incomes were relevant to quality of product such higher incomes would expect more quality of goods. Moreover, genders had relation to frequency in purchasing as well as the results shown that nationalities differed related to consumer behaviours and product choices were affected to an individual's economics. Therefore, the cause of different economic condition and situation between Thailand and UK customers, it made consumer behaviours of both countries differed. Likewise, Thai respondents purchased Starbucks products less than UK. Also, Thai participants spent times on Starbucks shops were lower than British's. In term age, there were variety behaviours of buying and spending times on the product while,

income factor was influenced to customer frequency purchasing. So the most influenced factor was the atmosphere and environment method that increased and improved the frequency in purchasing product such good attitudes towards quality of the product and raise demanding up.

CONCLUSION AND FUTURE WORK

This final suppositions about the conducted research study, prior to the methods undertaken in order to acquire the primary and secondary data. Fundamentally, the research seeks to identify the varying attitudes and behaviours factors of Thai and British consumers of the famous coffee brand, Starbucks. Doing so constitutes essentiality on the marketing and advertising fields, which further reinstates how attitudes and behaviours influence the important components of a brand that further depict sales. Hence, the results indicated the significant relationship between the respondents' demographics, consumer behaviour and attitudes towards a certain coffee brand, regardless of their nationality or demographical nature. Each of these components can be broken down into more specific constituents that will further provide concepts and significant thoughts differentiating the Thai and British Starbucks customers. Within the main concept presented in this research, the recommendations are directed towards the Starbucks Company and even other company managers in utilising the consumer attitudes and behaviours in a deep manner. This is better illustrated in the creation and establishment of strategies for the better marketing design.

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POTENTIAL POINTS OF ATTRACTIONS AND TOURISM PRODUCTS TO BE DEVELOPING AS THE TOURISM DESTINATION: THE CASE STUDY OF SAMUTSONGKRAM PROVINCE, THAILAND

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ABSTRACT

The tourism products of Samutsongkram Province, Thailand are aimed to study in an aspect of developing points of attractions and destinations. The author attempts to empirically analyze the tourist destination, Samutsongkram Province, Thailand, by using components of the tourism inventory as including: attraction, accessibility, accommodation and amenity. An understanding of existing tourism product is very important in order to find out strength and weakness at the destination.

A qualitative research design is deemed appropriate for this study because the available article as it relate specifically to tourism in Samutsongkram province is immature. Therefore, the author will carry out primary research with ten respondents in different government organizations and companies related to tourism, and local people. An in-depth interview with several open-ended questions will be preferred in order to get deep detail of necessary data for analyzing in tourism product's importance, four components of tourism product, and strength and weakness aspects.

The results are concentrated on potential places and sites, and existing tourism product. As, there are many types of tourist attraction in Samutsongkram province to support various types of tourists for example; natural resources sites, learning center attractions, historical sites, and religious sites, where tourists can visit there by many modes of transportation such as waterway, and land by train and car. They can also choose the accommodation types from their preferences with the full amenities of infrastructure and superstructure. As well as, the results on strength and weakness can assist the provincial authority to keep developing more on the destination.

Keywords-Destination Development, Tourism Inventory, Tourism Product

INTRODUCTION

Samutsongkram is the province of fertile land, of plants and food grains, the production source of vegetables and fruits, as well as a vast variety of seafood products. It is also an interesting historical source for the early Rattanakosin period. It is an ancient province with a long history. Originally, it is believed that this province was once a part of Ratchaburi provinc. Then, towards the end of the Ayutthaya period going on to the Thonburi period, it was separated from Ratchaburi province and was called Mueang Mae Klong.

Therefore, it is known as the beautiful small province in the central region of Thailand, and it has convenient transportation by water and land ways. In another word, it can be said that an accessibility to and within the province is very convenient. Samutsongkram has many types of accommodation including facilities for serving to tourists, depending on their preference. They are located both at downtown and at uptown with

different themes of hotels, homestays and resorts. Furthermore, the amenity is also available in the province. Although, it is not much as other nearby tourist destinations such as Bangkok, Ratchaburi and Kanchanaburi, there are infrastructure and superstructure, provided to tourists in order to be comfortable.

This paper reports on a study of Samutsongkram by critical analyzing to its existing tourism product, and strength and weakness. With awareness of tourism development in Samutsongkram, this research deems it important to explore opportunity for the province to host unique tourist attractions in the central Thailand, thus evolving into a popular destination in the Kingdom. An exploratory research on Samutsongkram's potentiality to become tourist destination is needed to help gain insights to the tourism planning of Samutsongkram Provincial Administration Organization. Study of strength and weakness of the destination must be included in the interview process.

It is the aims of this paper to; explore the potentials of places and sites developed into tourist destinations, delineate and understand existing tourism product as a function of development, identify strength and weakness of such places, as well as suggest a way for Samutsongkram Provincial Administration Organization to continue develop in the destination.

REVIEW OF LITERATURE

The tourism product is composite in nature and includes everything tourists purchase, see, experience and feel from the time they leave home until the time they return. It includes the journey to and from the destination, accommodation and travel while at the destination, and everything purchased including food and beverage, souvenirs, amusement and entertainment. The tourism product also involves experience and expectations that cannot be directly purchase but still form part of the overall package.

Tourist destinations are composed of attractions, accessibility, accommodation and amenity. Kozak and Rimmington (1998) identifies that primary elements contributing to the attractiveness of a tourist destination as being climate, ecology, culture and traditional architecture, and secondary elements specifically for tourist groups, e.g. hotels, catering, transport and entertainment. The following lists show components of tourist destination, used to delineate and understand existing tourism product of Samutsongkram province.

- Attraction: scenery/natural resources, climate, culture, food, history and ethnicity
- Accessibility: bus/train stations, airport and port
- Accommodation: types (e.g. boutique, budget, guesthouse and home-stay), service and facilities
- Amenity:
    - Infrastructure: water system, power source and road
    - Superstructure: communication network, health care, security system, tourist information center, shopping center and restaurant
- Activity: e.g. shopping, playing water sports, massaging, climbing and picnicking

The SWOT analysis helps in analyzing the advantages and disadvantages of the tourist destination. This also helps in sound understanding of elements, process and practice of local institutions. Following that, strategic alternatives are selected in the light of the strengths, weaknesses, threats and opportunities as determined through internal and external environment analysis. SWOT analysis is intended to maximize strengths and opportunities, minimize external threats, and transform weaknesses into strengths and to take advantage of opportunities along with minimizing both internal weaknesses and external threats.

METHODOLOGY

A qualitative research design is deemed appropriate for this study because the available article as it relate specifically to tourism in Samutsongkram province is immature. Therefore, the author will carry out primary research with ten respondents in different government organizations and companies related to tourism, and

local people. An in-depth interview with several open-ended questions will be preferred in order to get deep detail of necessary data.

The in-depth interviews took about two months at Samutsongkram. The ten respondents were a Samutsongkram governor, a president administration of Samutsongkram province, a policy and framework analyst from Office of Tourism and Sport-Samutsongkram, and a member of city municipal and a chief of tourism promoting from Samutsongkram City Municipal, which these five persons considered as the representatives from government organization. The five local businesspersons considered as the representatives from companies in the tourism industry. Moreover, there were twenty local people taken the interview too.

The key-informants are selected based on convenience sampling size because of time limitation. Interview data are recorded on audio tapes and notes are taken. The interviews are useful in gaining a more detailed perspective of desired forms of public participation by interest groups, power relationships, and the structure of the public administration system, local cultural and traditional values and other pertinent factors.

RESULTS

1.1 Potential Places and Sites

There are many potential places and sites of Samutsongkram Province where can be the magnet to attract more tourists to travel and visit as follows.

1.1.1   Bang Khae Noi Temple

The temple is located along Mae Klong River. In the temple, much woodcarving is very noticeable and rare, because it took money, time and skill to carve it delicately by technicians who have the expertise. Makae Mong Wood used as a cradle for the principal Buddha image in the temple is very large.

1.1.2   Bang Kung Camp

Bang Kung Camp is a navy campsite with historical significance, particularly during the reign of King Taksin the Great. Within the camp is an ordination hall built in the Ayuttaya period. There is also a replica wall and this was built to celebrate King Taksin's battle with the invaders.

1.1.3   Bang Kung Temple

It is the old temple from Ayutthaya period. This temple has many interesting things, for instance: ancient texts that talk about ancient medicines. The front of the temple is adjacent to the Mae Klong River with many freshwater fish living in this river.

1.1.4   Charoen Sukharam Worawiharn Temple

In the temple, there is Luang Pho To, its principal Buddha image. It is made of laterite. Luang Pho To was enshrined at the temple that had been abandoned in Ratchaburi before being respectfully engaged to this temple. The front of this temple is adjacent to Damnoen Saduak canal. This area also offers pedal boats for visitors to ride along the canal.

1.1.5   Nativity of Our Lady Cathedral

This cathedral was built over a century ago. It is Gothic art of France. Furthermore, it was built from burnt bricks, mortared with low sugar syrup from black cane. The interior is decorated with stained glass from France. It tells about a narrative of the Virgin Mary from the Bible and images of male and female saints, has statues as are described in the Bible. It is a beautiful church and located on Mae Klong River.

1.1.6   King Rama II Memorial Park

This park is a project in honor of King Rama II and has been recognized by UNESCO. It is on the land to commemorate the King's patronage of arts and culture. The park is divided into six sections and these show art objects of the early Rattanakosin period, and show the way of life of people during the period. Some of

these are the main hall, with the king's statue and old artifacts. There is also a men's' and a women's' dormitory, which shows the lifestyle of the genders in that era. In addition, there is an outdoor theatre, a botanical garden, and souvenir shops.

1.1.7 Amphawa Floating Market

The Floating Market is the second most popular floating market near Bangkok after Damnoen Saduak Floating Market but more authentic, with visitors almost exclusively Thai. It has become such a magnet for Thais and foreigners that food stalls have grown from the riverbanks and stretched far into the surrounding streets. All along each side of the canal, old charming wooden shops sell Amphawa souvenirs during the weekend only.

1.1.8 Mae Klong Railway Market

Talad Rom Hoop or Mae Klong railway market is known as an ordinary fresh produce market located by the railway tracks. The market turns into a tourist attraction when a train passes through it eight times a day. As train approaches slowly, the makeshift stalls start pulling back their wheels and closing overhead shelters, and umbrellas. The vendors, customers and tourists move to side and watch the train pass from where they were standing few minutes before.

1.2 Existing Tourism Product

There are four components of tourism product: attraction, accessibility, accommodation and amenity. In order to develop Samutsongkram province to be tourist destination, it is necessary to understand the existing tourism product of each component.

1.2.1 Attraction

Samutsongkram province has many types of tourist attraction to support various types of tourists for example; (1) natural resources site such as Mae Klong river which lies along the province, the tourist can touch and feel at Wat Bang Khae Noi, Wat Bang Kung and Amphawa Floating Market. (2) Learning center attractions and historical sites for the tourists who would like to get more knowledge about Thai history, culture, tradition, arts, and way of life by visiting at Bang Kung Camp, King Rama II Memorial Park, Mae Klong Railway Market and Amphawa Floating Market. And, (3) religious sites for studying and learning about the importance of temples in the past time at Wat Bang Khae Noi, Wat Bang Kung, Wat Charoen Sukharam Worawiharn, and Nativity of Our Lady Cathedral.

1.2.2 Accessibility

It is very easy and comfortable to go to Samutsongkram province. The tourist can go traveling in this province by driving their own car with the paved roads and clear direction signs along the road. Or, if the tourists are in Bangkok, and they would like to go to Samutsongkram province, there are also many scheduled public buses and vans to provide the tourists at Victory Monument, Southern Bus Terminal, Pin Klao, Chatuchak, Bangna, Bangpakok, Bang Prakeaw, and Chaengwattana.

The scheduled trains also available for the tourists from Bangkok to Mae Klong station which will let tourists to enjoy the beautiful scenery and view along the way with the cheap price.

1.2.3 Accommodation

There are many accommodation types in Samutsonkram where the tourists can select for their preferences, starting from one to five star hotels, guesthouses, resorts, but the most popular type is homestay. Homestays (or home stays) in Thailand are just what they sound like, staying as a guest in someone's home. In most cases, Thailand homestays are in rural areas where guests have opportunities to learn about Thai culture, including local handicrafts production and rural Thai lifestyle. The homestays are provided throughout the province and popular for the tourists because they are in an appropriate price with the friendly service from the local people.

1.2.4 Amenities

Due to the province is the target of both Thai and international visitors, then there are many facilities as the infrastructure and superstructure to provide to the local people and visitors for their convenience and comfortable. Moreover, the province also very near and is not far from the capital city of Bangkok, therefore it is the result that why Samutsongkram province has many infrastructures and superstructures to support the visitors and local people. The examples of infrastructure provided in the province are water system, power source, and paved road; and the superstructures are communication network, hospitals and health care centers, shopping centers, and restaurants.

1.3 Strength and weakness

1.3.1   Strengths

Most of the tourist attractions in Samutsongkram province are along and by the canals, and Mae Klong River where is the main river of the province. In addition, that can add more interesting and charming to the attraction sites where can create the beautiful ways of life along the river.

There are many orchards owned by the local people, producing a great variety of fruit, especially coconuts, pomelos, lychees and bananas and also an abundance of flowers such as orchids that can make the local people can earn money by selling to the tourists as the souvenirs and local products.

There are many local products and souvenirs selling at Amphawa floating market and Mae Klong Railway Market such as coconut, palm sugar, Thai desserts, Benjarong products (name of Thai porcelain with designs in five colors), silks, silverwares, and coconut shell's products. There is also Soontraporn band that is the Thai traditional musical band. All these are the uniqueness making the different with other markets in Thailand.

1.3.2   Weaknesses

Some tourist attractions such as Amphawa floating market and Mae Klong Railway Market, they have a restriction in the numbers of visitor because they are quite small places, and do not have any limitation about the carrying capacity for one day. Then, during the peak season, there can be many problems occurring due to the high number of visitor arrivals, for example insufficient in restaurants, car parks and accommodations for visitors, large amounts of garbage, as well as double-price product to visitors.

A problem of traffic jam is a serious trouble for Samutsongkram province due to the small of province with narrow roads. This problem always happens during the weekends when many tourists come to travel around the province. Moreover, sometimes it can make bad feeling to the local people who do not involve in the tourism business because it effects with their daily life to go to the other places.

There are also problems of water and noise pollutions from the noise of firefly tour boats at night that become the serious problem of local people because they cannot fall asleep in the night time.

CONCLUSION

Samutsongkram province has many types of tourist attraction to support various types of tourists for example; (1) natural resources site such as Mae Klong river which lies along the province, the tourist can touch and feel at Wat Bang Khae Noi, Wat Bang Kung and Amphawa Floating Market. (2) Learning center attractions and historical sites for the tourists who would like to get more knowledge about Thai history, culture, tradition, arts, and way of life by visiting at Bang Kung Camp, King Rama II Memorial Park, Mae Klong Railway Market and Amphawa Floating Market. And, (3) religious sites for studying and learning about the importance of temples in the past time at Wat Bang Khae Noi, Wat Bang Kung, Wat Charoen Sukharam Worawiharn, and Nativity of Our Lady Cathedral.

The tourists can visit there by many modes of transportation such as waterway, and land by train and car. They can also choose the accommodation types from their preferences with the full amenities of infrastructure and superstructure.

The research is useful for studying the potential sites of Samutsongkram province, Thailand. Moreover, the development of the research is so significant for increasing the number of sampling group in order to

enhance more information of tourism in the local area. Furthermore, the research is needed the longer period for survey and interviewing in each homestay for receives the empirical information.

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ENGLISH PROFICIENCY AND ENGLISH LEARNING STRATEGIES IN ENGLISH CAMP OF MASTER STUDENTS (PREMIUM 1) IN MATHEMATICS EDUCATION, INTERNATIONAL COLLEGE, SUAN SUNANDHA RAJABHAT UNIVERSITY

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ABSTRACT

Abstract—The purpose of this study aimed to investigate English learning achievement and English learning strategies of 22 PSMT students (Premium 1), International College, Suan Sunandha Rajabhat University during three-month English camp in Asian University, Chonburi. The research instruments in this study were scores of English achievement tests and questionnaire of English learning strategies (Oxford's Strategy Inventory for Language Learning (SILL) version 7.0). The researcher analyzed data by calculating percentage, mean and standard deviation. The findings showed that pre-test and post-test scores of students' English learning achievement were significantly different at the significance level of 0.05 (p=0.000). According to the results of scores in each part of listening, grammar, and reading, there were significantly different between pre-test and post-test score in the part of grammar and reading (0.000 and 0.033). There was no difference between pre-test and post-test score in the part of listening (0.398). Students gained the most progressive achievement in the part of grammar, followed by reading and listening, respectively. Besides, students used English learning strategies before the camp more than after the camp. Students who were higher and lower English achievement employed English learning strategies differently. Students who were higher English achievement tended to apply Cognitive Strategies the most.

Keywords—English achievement, English learning strategies, English proficiency.

INTRODUCTION

The Institute for the Promotion of Teaching Science and Technology (IPST) is the independent authority under the Ministry of Education, responsible for the development of national curriculum, educational media and tools, standard and quality assessment on science, mathematics and technology education from elementary to upper secondary schools. IPST is also tasked with re-training teachers and students, promoting science talents and advising science education policy.

IPST works closely with a wide range of stakeholders including government education authorities, teachers, principals, students, community and general public to ensure the comprehensive, efficient and sustainable science learning and teaching, and cultivate the scientific thinking culture in our children.

IPST partners and collaborates with regional and international organizations as well as individual science and mathematics educators and professionals in sharing knowledge and best practices to continuously improve Thailand's science education to world-class standard. International College, Suan Sunandha Rajabhat University is one of IPST's partners providing the program of Mathematics Education for students who are awarded scholarships from the Thai government to study in a two-year Master of Mathematics Education

Program. This program is under the management of the Project for the Promotion of Science and Mathematics Talented Teachers (PSMT), a Thai government agency concerned with the development of national science and mathematics curricula, sponsorship of science education, and the promotion of science in general. The main objective of this project is to produce highly qualified science teachers for teaching gifted students in Enrichment Science Classrooms within Thai secondary schools. Before beginning the Master of Science Education Program, the students had completed a bachelor degree in science, but neither had prior experience with science teaching.

Due to the importance of English language particularly in the context of teaching and learning, students have to meet the requirement of this project, especially English exit examination. They have to pass, the easiest option, the Chulalongkorn University Test of English Proficiency (CU-TEP) score at 62 or above. It is not easy for students to gain that score. Therefore, IPST offered English camp for students for approximately three months. The research would like to investigate English learning achievement and English learning strategies of 22 PSMT students (Premium 1), International College, Suan Sunandha Rajabhat University during three-month English camp in Asian University, Chonburi.

LITERATURE & THEORY

1.1 Classification of Language Learning Strategies

Oxford's (1990) categorization of language learning strategies included two main types, direct strategies and indirect strategies. Direct strategies consist of memory, cognitive, and compensation strategies while indirect strategies include metacognitive, affective, and social strategies.

1.1.1 Direct strategies are divided into three categories as follows:

A. Memory strategies relate to how students remember language in order to store and retrieve new information.
   (a) Creating mental linkages (grouping, associating/elaborating, placing new words into a context)
   (b) Applying images and sound (using imagery, semantics mapping, using keywords, representing sounds in memory)
   (c) Reviewing well (structured reviewing)
   (d) Employing action (using physical response or sensation, using mechanical techniques)
B. Cognitive strategies relate to how students think about their learning, and comprehend and perform new language by various methods ranging from repeating to analyzing and summarizing.
   (a) Practicing (repeating, formally practicing with sounds and writing systems, recognizing and using formulas and patterns, recombining, practicing naturalistically)
   (b) Receiving and sending (getting the idea quickly, using resources for receiving and sending messages)
   (c) Analyzing and reasoning (reasoning deductively, analyzing expressions, analyzing contrastively, translating, transferring)
   (d) Creating structure for input and output (taking notes, summarizing, highlighting)
C. Compensation strategies enable students to make up for their limited knowledge and overcome limitations in target language skills.
   (a) Guessing intelligently (using linguistics clues, using other clues)
   (b) Overcoming limitation in speaking and writing (switching to the mother tongue, getting help, using mime or gesture, avoiding communication partially or totally, selecting the topic, adjusting or approximating the message, coining words, using a circumlocution or synonym)

1.1.2 Indirect strategies include three categories as follows:

A. Metacognitive strategies involve the ways students manage their learning, establish their cognition, arrange plan and evaluate their progress.

    (a)   Centering your learning (overviewing and linking with already known material)

    (b)   Arranging and planning your learning (finding out about language learning, organizing, setting goals and objectives, identifying the purpose of a language task, planning for a language task, seeking practice opportunities)

    (c)   Evaluating your learning (self-monitoring, self-evaluating)

B. Affective strategies relate to students' feelings, emotional reaction and anxiety.

    (a)   Lowering your anxiety (using progressive relaxation, deep breathing, or meditation, using music, using laughter)

    (b)   Encouraging yourself (making positive statements, taking risks wisely, rewarding yourself)

    (c)   Taking your emotional temperature (listening to your body, using a checklist, writing a language learning diary, discussing your feelings with someone else)

C. Social strategies involve learning interaction with others.

    (a)   Asking questions (asking for clarification or verification, asking for correction)

    (b)   Cooperating with others (cooperating with peers, cooperating with proficient users)

    (c)   Empathizing with others (developing cultural understanding, becoming aware of others' thoughts and feelings)

RELATED WORKS OR DISCUSSION

There are a number of studies relevant to language learning strategy use, including the factors that affect the use of strategies. Those studies investigated language learning strategy use of the second and foreign learners from many countries, including Germany, New Zealand, Iran, China, Japan, Korea, Taiwan, and Thailand. The researchers employed the Strategy Inventory for Language Learner (SILL) to measure strategy use and examine the effect of variables such proficiency level, motivation, and ethnicity. Many studies explored the relationship between strategy use and language proficiency level. Some researchers placed a greater emphasis on motivation. They pointed out that motivation is an important factor that influences learners' choice of language learning strategy use. Overall, those studies demonstrated a positive relationship.

Some studies focused on proficiency level of English. The findings revealed that students in different levels of language proficiency employed different learning strategies. The results of many studies such as Anderson (2005), Hong-Nam & Leavell, (2006), Rahimi et al. (2008), Plylek (2012), Thu (2009), Yang (2010) and Zhao (2009) showed that high language proficiency students use language learning strategy more widely and frequently. These studies investigated the differences of language learning strategy use among different effective language learners. The students who had effective use of language learning strategies tended to match the appropriate strategies with the particular task requirements. Additionally, some factors such as more confidence and less anxiety were found to be involved with task performance.

METHODS

1.1 Participants

The participants of this study were 22 PSMT students (Premium 1), International College, Suan Sunandha Rajabhat University attending three-month English camp in Asian University, Chonburi.

1.2 Instruments

The instruments applied in this study included students' scores of CU-TEP, pretest and posttest, and questionnaire relating to English language learning strategies.

1.2.1 Scores of CU-TEP, Pretest and Posttest

A. Scores of CU-TEP and Pretest before Attending English Camp

The researcher collected students' scores of CU-TEP before attending English camp that they took the test on July 19, 2015. Also, the researcher obtained students' scores of placement test or pretest conducted by this camp.

B. Scores of CU-TEP and Posttest after Attending English Camp

The researcher collected students' scores of CU-TEP after attending English camp that they took the test on October 11, 2015or November 8, 2015. The researcher also received students' scores of posttest conducted by this camp.

1.2.2 Questionnaire Relating to English Language Learning Strategies

A. Part I

Part I questionnaire consisted of the questions about personal information, GPA, class level and CU-TEP scores before and after attending English camp.

B. Part II

Part II questionnaire was developed by Rebecca Oxford (1990), Oxford's Strategy Inventory for Language Learning (SILL) version 7.0 that the researcher adapted by translating into Thai and rewriting some words appropriate for Thai context. The questionnaire had 50 items scored on 5-point Likert scale ranging from "never or almost never true of me" to "always or almost always true of me". All 50 items were divided into six scales: Memory Strategies (item no. 1-9), Cognitive Strategies (item no. 10-23), Compensation Strategies(item no. 24-29), Metacognitive Strategies (item no. 30-38), Affective Strategies (item no. 39-44), and Social Strategies(item no. 45-50).

1.3 Data Collection

1.3.1 The researcher collected students' scores of CU-TEP that students took on July 19, 2015 as well as pretest.

1.3.2 The researcher asked students for completing the questionnaire before attending the camp.

1.3.3 The researcher collected students' scores of CU-TEP that students took on October 11 or November 8, 2015 as well as posttest.

1.3.4 The researcher asked students for completing the questionnaire after attending the camp.

1.3.5 The researcher analyzed data, make conclusion and discuss the results.

1.4 Data Analysis

The researcher analyzed data by calculating the data as percentage, mean, and standard deviation. According to the first objective, the researcher compared students' scores of CU-TEP before and after attending English camp as well as pretest and posttest by using mean, standard deviation and t-test dependent. For the second objective, the researcher analyzed data from the questionnaire of English language learning strategies by calculating percentage, mean and standard deviation following to student's English proficiency level.

RESULTS

1.1 English Language Proficiency before and after Attending English Camp

The researcher analyzed students' English language proficiency before and after attending English camp by collecting the scores of CU-TEP that they took on July 19, and October 11 or November 8, 2015 as well as pretest and posttest. The findings were demonstrated in Table 1.

Table 1
Scores of CU-TEP

CU-TEP score	No. of students	Average score (120)	S.D.	Sig. (2-tailed)	95% Confidence Interval of the Difference	
					Lower	Upper
Before camp	22	49.55				
After camp	22	58.14	9.43	.000	-12.77	-4.41

Tables 1 showed that students' CU-TEP scores before and after attending the camp were significantly different at .05 level (0.000). The average scores of CU-TEP before and after camp were 49.55 and 58.14 respectively. In addition, the researcher analyzed students' scores of pretest and posttest conducted by this camp. The results were divided into three parts, listening, grammar, and reading shown in Table 2.

Table 2
Scores of pretest and posttest

Part	Score	No. of students	Average (%)	S.D.	Sig. (2-tailed)	95% Confidence Interval of the Difference	
						Lower	Upper
Listening	Pretest	22	39.95				
	Posttest	22	41.64	9.15	.398	-5.74	2.37
Grammar	Pretest	22	47.18				
	Posttest	22	59.49	10.95	.000	-17.16	-7.45
Reading	Pretest	22	42.45				
	Posttest	22	47.06	9.48	.033	-8.81	-0.41
Total	Pretest	22	42.71				
	Posttest	22	47.34	6.15	.002	-7.36	1.91

According to Table 2, the results showed that students' pretest and posttest scores were significantly different at .05 level (0.002). The average scores of pretest and posttest were 42.71 % and 47.34 % respectively. Additionally, the findings of students' scores from pretest and posttest consisting of three parts, listening, grammar and reading revealed that the scores of grammar and reading parts in pretest and posttest showed significant difference at the level of .05 (0.000 and 0.033). Average scores of pretest and posttest were 47.18% and 59.49% in grammar part and 42.45% and 47.06% in reading part. In listening part, there was no significant difference (0.398) between pretest and posttest. Average scores of pretest and posttest in listening part were 39.95% and 41.64%. Moreover, the results showed that average scores between pretest and posttest in the part of grammar were different most, followed by the part of reading and listening, respectively.

1.2 English Learning Strategies before and after Attending English Camp

The researcher analyzed the results from questionnaire relating to English language learning strategies before and after attending English camp and compared the results by dividing the results of CU-TEP scores into three levels, beginner (1-32 points), intermediate (33-68 points) and advanced (69-120).

Table 3
English language learning strategies

English Learning Strategies	No. of students	Mean $\bar{x}$ Pre/Post	S.D. Pre/Post
Memory Strategies	22	2.92	.51593
		3.35	.32220
Cognitive Strategies	22	2.97	.41448
		3.13	.34639

English Learning Strategies	No. of students	Mean $\bar{x}$ Pre/Post	S.D. Pre/Post
Compensation Strategies	22	3.08	.64391
		3.39	.51790
Metacognitive Strategies	22	3.38	.54834
		3.60	.48208
Affective Strategies	22	2.76	.59479
		3.14	.45611
Social Strategies	22	3.02	.59073
		3.30	.57490
Total	22	3.03	.43964
		3.30	.36691

From Table 3, the findings presented the frequency of using English learning strategies after attending English camp was higher than that before attending the camp. Before attending the camp, students most frequently applied Metacognitive strategies (3.38), followed by Compensation strategies (3.08), Social strategies (3.02), Cognitive strategies (2.97), Memory strategies (2.92) and Affective strategies (2.76). After attending the camp, students most frequently applied Metacognitive strategies (3.60), followed by Compensation strategies (3.39), Memory strategies (3.35), Social strategies (3.30), Affective strategies (3.14) and Cognitive strategies (3.13).

Table 4
Comparison of English Learning Strategies before and after Attending English Camp

Level		Strategy 1	Strategy 2	Strategy 3	Strategy 4	Strategy 5	Strategy 6	Total
Beginner	Average	2.72	2.70	2.25	2.94	2.29	2.67	2.64
	Number	4	4	4	4	4	4	4
Intermediate	Average	2.95	2.98	3.22	3.43	2.89	3.02	3.08
	Number	17	17	17	17	17	17	17
Advanced	Average	3.22	3.93	4.00	4.33	2.33	4.33	3.74

	Number	1	1	1	1	1	1	1
Total	Average	2.92	2.97	3.08	3.38	2.76	3.02	3.03
	Number	22	22	22	22	22	22	22
After Attending English Camp								
Level		**Strategy 1**	**Strategy 2**	**Strategy 3**	**Strategy 4**	**Strategy 5**	**Strategy 6**	**Total**
Intermediate	Average	3.33	3.10	3.40	3.59	3.08	3.29	3.29
	Number	19	19	19	19	19	19	19
Advanced	Average	3.44	3.29	3.33	3.67	3.50	3.33	3.42
	Number	3	3	3	3	3	3	3
รวม	Average	3.35	3.13	3.39	3.60	3.14	3.30	3.30
	Number	22	22	22	22	22	22	22

The results form Table 4 showed that before attending the camp, students mostly applied Metacognitive strategies (3.38), followed by Compensation strategies (3.08), Social strategies (3.02), Cognitive strategies (2.97), Memory strategies (2.92), and Affective strategies (2.92), respectively. According to each level of English proficiency, the findings revealed that the students who were in beginner level mostly applied Metacognitive strategies (2.94), followed by Memory strategies (2.72), Cognitive strategies (2.70), Social strategies (2.67), Affective strategies (2.29), and Compensation strategies (2.25), respectively. The students who were in intermediate level mostly applied Metacognitive strategies (3.43), followed by Compensation strategies (3.22), Social strategies (3.02), Cognitive strategies (2.98), Memory strategies (2.95), and Affective strategies (2.89), respectively. The students who were in advanced level mostly applied Metacognitive and social strategies (4.33), followed by Compensation strategies (4.00), Cognitive strategies (3.93), Memory strategies (3.22), and Affective strategies (2.33), respectively.

After attending the camp, students mostly applied Metacognitive strategies (3.60), followed by Compensation strategies (3.39), Memory strategies (3.35), Social strategies (3.30), Affective strategies (3.14), and Cognitive strategies (3.13), respectively. According to each level of English proficiency, the findings revealed that after attending the camp students were in only the level of intermediate and advanced. The students who were in intermediate level mostly applied Metacognitive strategies (3.59), followed by Compensation strategies (3.40), Memory strategies (3.33), Social strategies (3.29), Cognitive strategies (3.10), and Affective strategies (3.08), respectively. The students who were in advanced level mostly applied Metacognitive strategies (3.67), followed by Affective strategies (3.50), Memory strategies (3.44), Compensation and social strategies (3.33), and Cognitive strategies (3.29), respectively.

It can be concluded that students differently used English language learning strategies and the students who were in different levels of English proficiency differently employed English language learning strategies.

CONCLUSION AND FUTURE WORK

The results of this study showed that students who were in advanced level of English proficiency mostly applied Metacognitive strategies. As a result, lecturers should integrate this strategy in teaching and learning. Metacognitive strategies refers to methods used to help students understand the way they learn; in other words, it means processes designed for students to 'think' about their 'thinking'" (Fogarty, 1994). Lecturers who use metacognitive strategies can positively impact students who have learning disabilities by helping them to develop an appropriate plan for learning information, which can be memorized and eventually routine. As students become aware of how they learn, they will use these processes to efficiently acquire new information, and consequently, become more independent thinkers, for example, a student learns about what things help

him or her to remember facts, names, and events; a student learns about his or her own style of learning; and a student learns about which strategies are most effective for solving problems.

Recommendations for further study are that the researcher should study English learning strategies in other programs of study and compare with other variables such as individual learning styles, culture, and context. The researcher should investigate English language learning in four skills. Furthermore, the researcher should conduct this study as qualitative and long term research in order to examine how English language learning strategies can improve students' English proficiency effectively.

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STUDENTS' PERCEPTION ON FEMALE TEACHERS

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ABSTRACT

As one of the pedagogic activities, teacher plays important roles to make students learn directly from their teachers in order to develop their cognition, affection, and psychomotor. In this case, there are some competencies have to be performed by all teachers, namely pedagogic, professional, personal, and social competencies as the requirements to be professional teachers. The facts show that many female teachers perform teacher competencies better than male teachers because of the meekness and good appearance. This study was conducted to know the students' perception on male teachers in English Education Department of Unismuh Makassar. The data were collected through interview, and analyzed descriptively in qualitative way. The findings indicated that the students as the respondents mostly like female teachers because they perform almost all teacher competencies better than male teachers. Therefore, it was concluded that female teachers are better than male teachers in English Education Department of Unismuh Makassar.

Keywords: male and female teachers, pedagogic, professional, personal, and social competencies, performance, appearance

INTRODUCTION

Teaching is an art, a teacher is an artist. Because being an artist, a teacher should be able to perform an interesting teaching in order to make his/her students interested, happy, and enjoy the teaching during the class. If the students are happy and enjoy the teaching during the class, it will be easy for them to understand and master the materials presented by the teacher. On the other hand, if the teaching is not interesting, the student will not be happy, and enjoy the teaching. In this case, Harmer (1998: 2) says that a good teacher is an entertainer (in a positive sense, not in a negative sense) who can make the students enjoy being entertained and amused during the teaching and learning process.

The term "teacher" and "student" here are used to represent not only teacher and student at school but also "lecturer" and "student" in university. The question will next appear is what can make the teaching presentation interesting for the students? The answer of the question will be variously given by different students.

Based on the previous research results, teaching presentation is interesting when the teaching techniques are effective, the teacher has pedagogical competence and professionalism to apply the teaching techniques, the materials presented are really needed by the students, the facility is provided, the media are suitable with the materials, etc. Those answers come from different students with different level and cultural backgrounds (Harmer, 1998: 1-4)

Some students say that a teaching presentation can be interesting when it is done by female teachers, and this answer come from so many students in all levels of educational institutions. This answer can be rational because one of the natural characteristics of woman in general is "meekness". Woman is usually meek and tender-hearted. Woman is also identified as a patient creature of God. Therefore, when a woman plays her role as a teacher, she can make students very happy, interested and curious to learn seriously, and this

accelerate the success of the students. In addition, the appearance of male teachers is very attractive, nice, and interesting from their beautiful face, nice dresses, good voice and intonation, and their way of walking and talking.

However, this answer is not always true because it depends on the person individually. Some women do not have this character, but they are so uncouth. In other side, male teachers or men in general are not always so uncouth like people think and experience. There are some men (male teachers) who are very meek and tender-hearted. Therefore, it is important to investigate which one is more meek and tender-hearted between man and woman.

In relation to the teaching activities performed by male and female teachers, the performance of both kinds of sex is very influential to the students' achievement. In this case, students are usually interested in the good and nice appearance like the one usually performed by female teachers. Talking about teaching and teacher, it is important to elaborate effective teaching and effective teacher. In this study, they are elaborated separately in different section although they are closely related.

Effective teaching is idealism by every teacher that has to be dedicated in his or her career as an effective and professional teacher. Most of the great dedication is usually given in the form of effective teaching as an effort to improve the students' ability in certain subject matters. However, what the teacher dedicates in his teaching is sometimes far from what is expected. This is the major problem usually faced by most teacher s. They want to give their best to their students but could not do it. They want to present an effective teaching but their teaching is not effective. They want to teach effectively but they are not familiar with effective teaching. They do not know what kind of teaching is categorized as an effective teaching. That is why, the writer is going to present the characteristics of effective teaching (Omagio, 1986:41-56).

The following is the characteristics of effective teaching as suggested by Blum (1984) as quoted by Richards & Renandya (2002:21). First, instruction is guided by a preplanned curriculum. The curriculum has to be adapted to the work place in order to provide and produce the competence and skilful output of the educational institution. Second, there are high expectations for student to learn many things from the curriculum designed by the educational institution. Third, instructional groups formed in the classroom fit instructional needs. Fourth, the students are carefully oriented to the lessons that can construct their basic knowledge, skills, and experiences because the curriculum and syllabus are designed based on the need of the students, the society, and the work place. Fifth, instruction is clear and focused on certain topic in order to make the students professional based on their talents and interest (Gebhard, 2000:21-46).

Sixth, learning progress is monitored closely by the teacher. By monitoring the students, the lecturer can help the students solve their problems. In addition, the teacher can also have *authentic assessment* as the evaluation for the students and the feedback of the teacher's success in managing teaching-learning process. Seventh, when students do not understand, they are retaught by providing *remedial teaching* to ensure the success of teaching-learning process. Eighth, class time is used for learning. All the time provided has to be maximized to empower the students in many kinds of classroom activities and outdoor activities. The students have to be given many tasks to improve their understanding (Gebhard, 2000:21-46).

Ninth, there are smooth and efficient classroom routines. The class is managed in enjoyable and relax situation by implementing many effective teaching strategies. Tenth, standards for classroom behaviour are high by focusing the instructional activities to the students. Eleventh, personal instructions between lecturer s

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and students are positive. In this case, the teacher has to give stimulus to the students in various ways, situation, and condition. Twelfth, incentives and rewards for students are used to promote excellence. Appreciation from a teacher to the students for their achievement and success is mostly important in order to motivate the students to learn more outside the classroom (Gebhard, 2000:21-46).

By recognizing the characteristics of effective teaching, a language teacher can do a reflection of teaching to know whether his or her teaching is effective or not. Then, he can do an exploration of teaching. Finally he can do some efforts to improve his performance towards an effective teaching.

As explained above that effective teaching and effective teacher are very closely related, and they cannot be divorced one another. They are two dependent variables that are always performed in one moment. Therefore, the researcher thinks it that is important to briefly describe the concept of effective teacher and what should be done by an effective teacher dealing with dedicating effective teaching in order to improve high quality of education and the graduates of educational institutions.

An effective teacher has to perform the four teacher competencies namely pedagogical, professional, personal, and social competencies. The performance of an effective teacher has to be reflected in his/her daily teaching activities as the main dedication to the improvement of the quality of education. The competencies performed by the teacher have to be measured and enjoyed by the students. In this case, the teacher has to make his/her teaching interesting and enjoyable for the students in order to accelerate the students' academic achievement consisting of cognitive, affective, and psychomotor domains. Shortly, it can be stated that a teacher is categorized as effective when he/she can perform an effective teaching that can be interested and enjoyed by the students. In other words, the teacher has to be able to act like an artist who enjoys his/her teaching. He/she has to be able to make the students enjoy his/her teaching as well. In order to get this level of teacher's performance, it is important for a teacher to do apply some tips.

Firstly, the teacher should always do a reflection of teaching to evaluate whether his or her teaching is good or effective and enjoyable or not. The reflection of teaching can be done by asking some information from the students who are taking his course or joining his class. The information from the students can be gained through the students' test results, questionnaire, and interview done by the teacher himself, or helped by another teacher. Secondly, the teacher should do an exploration of teaching. The exploration of teaching can be done by a teacher by applying some steps, namely collecting samples of teaching, analyzing the samples of teaching, appraising teaching based on the analysis, and deciding on changes in teaching behavior (Gebhard, 1996: 21-26). Thirdly, the teacher should always be innovative and creative to find, produce, and apply some new strategies of language teaching. To find, produce, and apply the new strategies, the teacher can do some ways. One of them is conducting classroom action research (CAR) (Latief, 2003: 102-104).

Dealing with gender, the above performance is usually easily apply and performed by female teachers because they have natural characteristics that can make people more interested. Although it is depends on the person (teacher individually) but most of female teachers deal with this characteristics.

Based on the preliminary study through informal observation and interview done by the researcher as a teacher, he found that many students like female teachers better than male teachers. This preliminary study encourages him to conduct a research dealing with the students' perception on the female teachers. Because the researcher also teaches at Muhammadiyah University of Makassar, so he conducted the research in this campus.

METHODOLOGY

This study deals with a qualitative research designed that aims at getting information about teachers' appearance and performance based on the students' perception in English Department, Faculty of Teachers Training and Education, Muhammadiyah University of Makassar. It means that all data collected are analyzed and described qualitatively. The instruments of data collection are also set in this way.

In order to get the students' perception about the appearance, performance, and professionalism of their teachers concerning with gender, the researcher interviewed students giving information orally. The researcher recorded the students' information (talks), and then he analyzed the information in qualitative way to be described as clear as possible. The students' genuine information were presented descriptively in order to take a final conclusion about the importance and influence of male and female teachers in performing their teaching.

The research was conducted at the English Department, Faculty of Teachers Training and Education, Muhammadiyah University of Makassar in academic year 2015/2016. This setting is chosen based on his observation and experience in teaching TEFL course in the institution.

The subjects of the study were the students of the English Department, Faculty of Teachers Training and Education, Muhammadiyah University of Makassar. The idea of the study is the perception of the students on the appearance and performance of the English teachers concerning with pedagogical, professional, personal, and social competencies. There were 40 (forty) students interviewed to get their ideas and comments about the appearance and performance of the teacher, both male and female teachers. The students were chosen randomly from the first semester until seventh semester. Each semester were only 10 (ten) students, 5 (five) are male students and 5 (five) are female students. So, the number of the students is balanced (fifty-fifty). The data were taken from December 2015 to January 2016 through interview.

In conducting this research, the researcher applied some procedures. Firstly, The researcher enter their classrooms and gave a brief description about the study. Then, asked them make a lottery set to be chosen and taken randomly 10 (ten) students consisting of 5 (five) male students and 5 (five) female students for each class (semester). Secondly, the researcher asked questions to the students orally based on the script of interview guide, and then the students answered the questions based on their perception on their teachers' appearance and performance in terms of pedagogical, professional, personal, and social competencies. The students' answer or comments were recorded by using tape-recorder and documented using camera. Thirdly, after getting the data from the respondents, the researcher synthesized, sorted, analyzed, and described in qualitative way. The results of the data analysis are used as the judgement to conclude and to state that female teachers met the indicators of teacher competencies and they are better than male teachers or not. The results can be used as the consideration of the decision makers of Muhammadiyah University of Makassar to recruit more female teachers or male ones in the next process of new teacher recruitment.

The researcher collected data from the respondents by interviewing them using some questions. The questions were contained in the interview guide. The students were asked detail questions orally based on their experiences and their perceptions on their teachers, especially male teachers. All questions and answers were recorded as well as the students' brief personal data.

After obtaining the data, the researcher synthesized, sorted, and analyzed them qualitatively. The results were described clearly in qualitative way. Data reduction was also done in the process of analyzing data in order to avoid repetition of explanation.

FINDINGS

The Findings of the Study

This section covers the students' comments as their perception on the female teachers in English Department, Faculty of Teachers Training and Education, Muhammadiyah University of Makassar. Their comments deals with the teachers' appearance and performance concerning with pedagogical, professional, personal, and social competencies. Discussion part elaborates the data presentation. They become the consideration of the research to take a final conclusion about the appearance and performance of their teachers and male teachers particularly. The followings are quotations of interview between the researcher and the respondents:

> "Actually I like all teachers (male and female teachers) but if I am asked to choose one of the two kinds of gender, I like female teacher better than male teacher because female teacher is very meek. In addition, female teachers are better than male teachers in material mastery" (BU, MA, MAI, MZBZ Nas).

Based on the comment above, it can be stated that many students like meek teacher, and the meekness is usually performed by female teachers. Most of female teachers master the materials they are teaching. Here are some more comments of the students:

> "I mostly like female teachers because they usually meek and they high feeling in teaching, they understand the students much more" (MA and MZBZ)

The comment above indicates that besides the meekness, female teachers usually understand the students' situation, condition and their contexts.

In other words, the students mostly like female teachers because they are full of understanding. By understanding the students, interaction between teacher and students will run well. This mostly interests and motivates the students to learn without hesitation, anger, and handicap. Some students also gave their comments as follow:

> "I like female teachers but it depends on the situation because sometimes male teachers are angry with us and sometimes female teachers are too" (Nas, MAI, Na, RIR, AQB, UHC, and DPR)

The above comment indicates that not all female teachers are meek, sometimes they are angry with the students like male teachers. It depends on the individual of particular teacher.

In relation to pedagogic and professional competencies, most of the students said that generally male teachers are more professional than female ones. Male teachers have higher discipline than female teachers although they mostly like female teachers. Male teachers have higher frequency in the classroom meeting than female ones. Female teachers have more intelligence and mastery on the materials than male ones although it depends on the individual of the teacher. That is why, most of the students like female teachers very much. Here are some comments from the students:

> "Female teachers master more materials than male teachers". (KA, NS. RN, BU, MAI, MA).

This comment was stated by the above with the same reasons. They know this because of the treatment given by the teacher during their study there. In addition to learning, they also evaluated their teachers, so their

gave comments about their teachers' performance, especially female teachers. The following comments focuses on the discipline of the female teachers especially in their regular meeting during the semester..

> "Female teachers have higher discipline and high frequency of teaching in the classroom" (KA, MZBZ, RIR, Su, Na).

> "Female teachers have higher discipline and their meeting of teaching in the classroom is more than male teachers" (MA, RN, MZBZ, BU).

The above comments have the same ideas although they are different in sentences. The main points of the comments above are the number of the male teachers' regular meeting in the classroom and other view of discipline performed by the teachers. The following comment was stated by 4 (four) students about their scores of certain subjects that they have got from the female teachers.

> "I mostly like the scoring of male teachers" (MZBZ, KA, Su, WR).

The comment above indicates that female teachers usually give high scores to the students for many subjects. Based on this scoring system, most of the students like female teachers. However, it depends on the individual of the teacher. Sometimes this way was performed by the male teachers, and vice versa.

Dealing with social competence, female teachers were more competent than male teachers because they were easier to approach and get the sympathy of the students.

> "The number of classroom meetings in teaching is male teachers, but I like female teachers because they were easier to get the sympathy of the students, we are interested in their way of making relationship with us" (AC, BU, RAR, KA, Na).

Another statement were also given by students as follow:

> "I like the human relation of male teachers. They are easy to approach us and make us interested in their teaching. Therefore, we are very happy to be taught by them" (KA, Nu, SU, RN, WR).

Some students also gave their comments that are almost similar to the above statements, but theirs are shorter than above. Although more than one the student gave comments but they have the same statement, so they are combined into one short comment, namely:

> "I mostly like human relation of female teachers" (MZBZ, WR, Na, KA, Nu, RIR).

Based on the above comments, it can be concluded that good and professional teachers are those who easily approach and build a good human relationship with their students. The criteria are performed by female most teachers in English Education Department, faculty of Teachers Training and Education, Muhammadiyah University of Makassar.

DISCUSSION

It has been obvious that effective teaching requires effective teachers. It means that effective teaching atmospheres can be easily done by effective teachers. Effective teachers must have been able to perform the four teacher competencies consisting of pedagogical, professional, personal, and social competencies. Based on the research findings, the criteria and indicators of effective teachers have been performed by female teachers in English Education Department, Faculty of Teachers Training and Education, Muhammadiyah University of Makassar.

Almost all of the students agreed that female teachers are better than male teachers both in their appearance and performance of the four teacher competencies. Most of the students gave the same comments as their perception that they mostly like female teachers. Not only senior students, junior ones (first semester students) gave the same statements as well. They students gave the statements although they have not been taught by male teachers. It means that they have got information about the performance of male teachers so they compared these two kinds of gender as their teachers.

Based on the students' comments, the pedagogical and professional competencies covering the way of teaching, female teachers are intelligent and good at teaching. They master the materials to be taught and they always implement effective teaching strategies in the process of teaching and learning. However, there are some comments stating that male teachers are more professional, but they say they like female teachers very much. They also gave "good scores" to the students, but they did not explain in what case and context the phrase "good scores" is. There was no comment whether they mean objective or subjective scoring the female teachers gave, but the most important thing is the students' statement about one of the reasons of their sympathy is the system of scoring.

In relation to personal and social competencies, the students' comments indicated that they like female teachers very much because they easily approach the students and make good relationship with the students. Most of the female students like female teachers by reasoning that they are not reluctant to approach female teachers because they have the same kind of sex. Other students gave their comments about their sympathy to the female teachers because of their meekness. Based on these comments, it can be concluded that most of the students like female teachers because they can perform personal and social competencies well.

CONCLUSIONS AND SUGGESTIONS

After analyzing the data of the research qualitatively, it is concluded that most of the teachers in English Education Department, Faculty of Teachers Training and Education, Muhammadiyah University of Makassar are women. Their appearance is good and attractive. They perform teacher competencies better concerning with pedagogical, professional, personal, and social competencies. Based on the comments from the students on their performance, most of the students like female teachers with their own reasons. The reasons cover the four teacher competencies. However, almost all of the students' comments are similar, so the comments are not displayed all in the research findings section.

In addition, the students' comments dealt with not only with teacher competencies but also out of the teacher competencies like their appearance. The students also said that they absolutely like female teachers and expected to have more female teachers for the new recruitment. Therefore, it is judged that female English teachers are really ideal and accepted by the students.

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FACTORS OF SUCCESSFUL TRANSITION OF INDIVIDUALS WITH INTELLECTUAL DISABILITIES FROM SCHOOL TO EMPLOYMENT

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ABSTRACT

Transition of adolescents with mild intellectual disabilities (ID) from secondary level to post-school employment level is a critical step for them and their families. Transition of adolescents with mild ID to postsecondary levels faces serious difficulties and challenges. The current research highlighted the important factors related to the success of transition of students with mild ID to post-school employment such as vocational training, Self-determination skills, Social skills, and family involvement.

Keywords Individuals with intellectual disabilities, employment, and successful transition.

INTRODUCTION

All over the world, completing high school education is one of the most exciting moments for several young people, with or without disabilities. When students finish school, several things may change their daily life in different ways. Students with disabilities have the same goals as their colleagues without disabilities. These include attending higher education and training, acquiring employment, along with increased freedom. Most of the students with disabilities find acquiring employment as a major goal (Newman et al., 2011).

Employment is a significant indicator of success among adults in the society. Employment provides several benefits, which include financial security, self-sufficiency (Andrews & Rose, 2010), self-confidence and worthiness in the society (Szymanski, Enright, Hershenson & Ettinger, 2003; Test, Aspel, & Everson, 2006). Some youth may find it difficult to cope with the challenges associated with post-school employment transition, especially youth with disabilities, including youth with mild intellectual disabilities (ID) who may encounter other challenges (Black & Rojewski, 1998). Transition may be defined as organized activities for

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individuals, which are created through a process that is based on outcomes which enhance movement from school to post school options, such as post-secondary school learning, community participation, independent living, higher and adult literacy, integrated employment, as well as vocational training (Fabian, Lent, & Willis,1998).

LITERATURE

To improve the transition of individuals with mild ID from high school to the job sector, it would be imperative to establish the factors that are linked to positive employment results. Numerous factors which influence employment outcomes amongst individuals who have mild ID have been identified. A major influencing factor is participation of the family. Kohler (1993) conducted a literature review on best practices during transition and established that parental participation emerged as one of the three most widely cited practices in over 50 percent, out of the 49 articles that were evaluated. Family involvement plays a crucial role in enhancing positive transition outcomes amongst students with disabilities (Halpern, 1994). A significant quantity of research has revealed that successful transition to the employment sector for individuals with mild ID requires participation of parents to develop and implement all transition plans (Griffin, McMillan, &Hodapp, 2010). Such findings were further confirmed by Heal, Gonzalez, Rusch, Copher, and DeStefano (1990), who established that adults with mild ID, who had been working for about six months, shared significant levels of family participation when they were moving from secondary school towards adulthood. Moreover, there was emphasis on the significance of training in life skills for individuals with disabilities, coupled with promotion of socialization skills.

High social skills emerge as another important factor of successfully moving towards post-high school era. Well-developed social skills may help youth with disabilities to develop robust and constructive peer relations, succeed in school, and begin successful exploration of the adult roles, for instance, as employed people (Wagner, Newman, Cameto, Garza, & Levine, 2005). Various studies have revealed that high school students with high social skills during exit had more chances of landing post-school employment (Black and Langone, 1997; Heal et al., 1990). Benz, Yovanoff, and Doren (1997) established that individuals with ID were twice or thrice more assured of getting a competitive job one year after completing school, when they left school with vast social skills ratings.

Another major factor that influences successful employment for individuals with ID is vocational training. Vocational training not only provides practical training, but also offers students with the necessary knowledge and skills required to pursue a career straight away. It offers individuals with courses, which are directly

connected to securing a job within a selected profession and skilled trade (Shapiro & Lentz, 1991). A considerable amount of studies reported employment percentages significantly increased for individuals who had enrolled for vocational education (Fabian, 2007).

Additionally, acquiring a job while still schooling, has emerged as a strong predictive tool for post-school employment. Carter, Austin, and Traino (2012) suggested that students with ID's were employed, while those still at school had higher chances of getting employed, compared to those who lacked one. Employment during high school may provide individuals with disabilities a chance of exploring career interests, developing basic occupation skills, alongside workplace social skills, which can be transferred to other work-related settings (Benz et al., 1997).

Self-determination skills, such as decision making, understanding his or her strengths and limitations, goal setting, coupled with self-advocacy is another important factor that affects post-school employment. It provides self-direction for the transition of youth, with disabilities towards adulthood, by practicing independence, expressing ideas, preferences as well as interests (Payne-Christiansen, & Sitlington, 2008). Numerous studies have established that people with ID having higher levels of self-determination were considered to lead independent lifestyles, acquire financial independence, acquired employment and progress towards acquisition of benefits that emanate from employment (Pierson, Carter, Lane, & Glaeser, 2008). Beale and Holinswortb (2002) observed that people who were employed in jobs that were not in line with their personal interests showed low productivity, job dissatisfaction, as well as personal distress. The correlation between job preferences and job opportunities has been cited by several career theories to be essential factors in the phases of career planning for individuals with disabilities (Pierson, et al., 2008). Thus, Wehmeyer and Palmer (2000) inferred that school-to-work transitions required adjustment skills, self-assessment, independent performance and instructive decision – making, which students with disabilities should develop for improving their post-school adjustment. However, it should be noted that studies which focused on self-determination of individuals with disabilities showed that adults with ID tend to lack self-determination (Wehmeyer & Metzler, 1995).

CONCLUSION

Employment for individuals with ID remains a great concern amongst stakeholders. Improvement of employment results could be achieved by having a better knowledge of the factors, which has a huge influence on the employment success of the youth with ID. The current research would go a long way in helping improve

the efficiency emanating from special education initiatives, with regard to preparation of people with intellectual disabilities to workplace settings.

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