

L1 TRANSFER EFFECTS ON SECOND LANGUAGE ACQUISITION: READING AND WORD RECOGNITION

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ABSTRACT

The orthographic characteristics of the first language and the similarities and differences between first and second language may affect both recognition of the vocabulary items in second language and the ability to understand it in a positive or negative way. The main aim of this study is to examine the possible effects of L1 on word recognition in English as a second language and to investigate whether the competence in reading skill affects this process. Reading in a second language and being understandable in it is even more complicated due to linguistic influences from the two (or more) languages of the reader. In particular it has been shown that interlanguage influences affect word recognition processes. This study investigated the possible effects of the orthographic features of the first language (L1) on word recognition in English as a second language (ESL). For this reason, the purpose of this study is to investigate whether the literary effects on L2 word recognition have changed as readers become more competent in reading a second language. In this study, experimental research method has been used and the participants group has been chosen from a state university, Translation and Interpreting students (N=23). According to the findings of the study, due to the spelling characteristics of the Turkish language, the mother tongue of the first language Turkish speakers will not have a visible effect on the recognition of the second language word. However, the increase in competence in reading skills will contribute to the development of the second language lexicon and thus to the dictionary access process and facilitate the identification of words by individuals.

Key Words: Transfer effect, second language teaching, reading, vocabulary teaching

KOTABARU, YOGYAKARTA: THE SOCIAL PROCESS FROM EUROPEAN ESTATE BECOMES JAVANESE *KAMPUNG*

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ABSTRACT

This research want to know the social process from Kotabaru, Yogyakarta. The social process means Kotabaru as European area until becomes Javanese area. Kotabaru was build at 1919 in the center of Yogyakarta city. This was also the period when the European peoples had to be able to live in the European style houses, read newspapers, and had a much closer relationship with indigenou peoples. Kotabaru had the best schooling facilities in the city, it also a sports park, and many European office. At the Japanese occupation, Kotabaru becomes military barracks. After the Japanese occupation, Kotabaru had a new face, it's not about European but about Javanese. This research combined between historical method and anthropological method. The steps are (1) collecting data from literature, (2) observing and interviewing, (3) verification data, (4) interpretation, and (5) writing a paper. From this research we got a results that (1) Kotabaru was an European estate from 1919 until 1942 and military barracks from 1942 until 1945; (2) After 1945 Kotabaru was reborn as Javanese indigenisation called "*kampung*"; and (3) as *kampung*, Kotabaru had a social process, such as a new atmosphere, a new paradigm, unique tolerance, and interesting phenomenon. In conclusion, social process at Kotabaru becomes representation from history to see the current situation.

Keywords: European, Javanese, *Kampung*, Kotabaru

A COMPARATIVE ANALYSIS FO START-UP ECOSYSTEM OF BRICS COUNTRIES

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ABSTRACT

The paper intends to study the growth of BRICS countries (Brazil, Russia, China, India and South Africa) start-ups after 2015. The study will specifically focus on comparative study of their growth rate in terms of funding. Also, it will consider the impact of ecosystem on the start-up life cycle.

Ecosystem is a term that conveys the pieces of economy coming together such that their interactions and strengths form an economic community that determines economic growth, and prosperity in order to organise a series of activities, mobilizes resources and creates competence using their networks in an environment in such a way to create value, which ultimately hampers and accelerate the pace of an economy in a versatile way. Fast-growing start-up companies tend to improve their chance of success when entering into an entrepreneurial ecosystem that encourages business development and innovation.

The BRICS countries are also looking forward to the acclaimed new height of developmental in the same footsteps and seem to contain a combination of the variable in their ecosystem that encourages the entrepreneurial activity to perceive start-ups to blossom. Furthermore, apart from Silicon-valley and Israel, the whole world is a witness that BRICS nations are also diversifying their ecosystem by building (through value-addition and adoption) their own entrepreneurial ecosystem that can encourage and appearance of the successful business platform to launch a variety of Start-ups.

The research effort starts from to who are the players composing the BRICS entrepreneurial ecosystem and what role they do play as they operate and evolve. Thus, this paper systematically identifies the factors that play a crucial role in the early stage of start-ups, when they are receiving their initial funding through private equity, seed funding and government research grants in BRICS countries focusing on the development of startups and becoming a relevant tool to pace the progress of entrepreneurial ecosystem of BRICS countries. The systematic study involves a comparative study of growth rate and factor affecting the growth rate of the start-ups emerge in the partner countries in 2015.

Keywords: BRICS Countries, Ecosystem, funding, start-ups,

CYBER BULLYING OR VIRTUAL RAPE: TRANSITION FROM TROLLS TO CYBER MOB THROUGH FACEBOOK

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ABSTRACT

Sexual harassment charges and allegations are rising in the film industry. Many of our actresses have come forward to share the bitter experiences they went through while pursuing a luminous career. Some of them assert that there exists a “casting couch” syndrome in the industry. Beyond being physically assaulted some of our actresses are victims of sexual repartee. Social media has become a virtual platform for this. Award winning South Indian actress Parvathy is one among them. She has launched a complaint for being viciously trolled and abused in social media. Some of the comments and posts were threatening and rancorous. Lewd and malicious comments and posts were hurled on Twitter and Facebook after she publicly criticized the misogynistic and sexist dialogues in Mammootty starrer ‘Kasaba’. Yes, cyberbullying is not a joke. Most of us are struck by the sexist keystrokes of cyber bullets. Internet trolls turned out to be cyber mob. The paper aims at examining the existence of cyberbullying or virtual rape against our celebrities in the social media and the response of general public on it taking the Parvathy issue as a case study.

Keywords: Trolls; Cyber mob; virtual rape; cyberbullying; Facebook; Twitter; Social Media

CREATING A VIRTUAL CONSULTANTSHIP FOR STUDENTS WITH DISABILITIES

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Imagine a new workforce of virtual consultants that have never been exposed to all of the corruption and shortcomings in today's business market, but who have a new approach to business with strong determination than most entering the workforce who have not met the diversity that they have experienced over time. This new breed of consultants could be adult learners coming back to the world of education to gain more skills and education, but also to see if they can make a difference in the world of work for themselves and others. Why depend on others and slowly move up the corporate ladder when you can make your own business, grow it, and practically make write your check and be responsible for your good days and bad ones - with one key difference -- you are your boss. The innovation, creativity, and entrepreneurship of the worker of tomorrow will help to define our economy, but only if education takes a more pro-active stance and helps facilitate learning towards a more goal-setting end, rather than just an academic degree. This presentation will focus on a 10-week course in which students learning about the various phases of consulting and how to set up their own virtual consulting business. The key here is the course is focus on the student's level of creativity, innovation, and entrepreneurship, rather than if they are a work with or without disabilities. This is an application that surpasses barriers and creates a new virtual playing field of all types of adult learners. Upon completion of the presentation, the audience will learn how to create such a virtual application, facilitate the learning, and help to motivate learners to consider not only domestic, but global consulting business strategies. This presentation will concentration on a "hands-on application" which will be finalized in an electronic portfolio for academic credit, as well as a portfolio for the student to use as a future interviewing tool.

ENTREPRENEURSHIP DYNAMICS: ENTRY, SURVIVAL AND FIRM GROWTH OF SMEs IN WEST AFRICA

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ABSTRACT

The purpose of the paper is to highlight the microeconomic entrepreneurial details of industrial dynamics (the entry and exit of firms) and to illustrate the founder's ex-ante structures in terms of potential ex-post business performance. The authors demonstrate that the parameters used in the model can be retrieved from public observations of sales and survival, and have estimated them by using quarterly data from Agricultural SMEs in West Africa (2005-2014). The authors' conclusion is that entrepreneurs observe the tenacious component of profit correctly. Therefore, the information they present is significantly better than that of the public.

Keywords: entrepreneurial; SMEs; West Africa; growth; business

INTRODUCTION

The aim of this survey paper is to present a critical discussion of the recent literature on firm formation, survival and growth of newly established companies in three behemoth economies in West Africa (Nigeria, Cote d'Ivoire and Ghana). The purpose of the paper is to highlight the microeconomic entrepreneurial details of industrial dynamics (the entry and exit of firms) and to illustrate the founder's ex-ante structures in terms of potential ex-post business performance. This paper presents a structural model of firm growth, learning, and survival using four hundred and twenty-five companies. It also considers the model's identification and estimation. In it, entrepreneurs have sequestered and perhaps blunder-ridden observations of tenacious and short-lived profit shocks.

RESULT AND ANALYSIS

The authors demonstrate that the parameters used in the model can be retrieved from public observations of sales and survival, and have estimated them by using quarterly data from Agricultural SMEs in West Africa (2005-2014). Also, by using an exclusive ten-year dataset (2005-2014) which comprises of the totality of new businesses which gained entry into the West African market in 2005, the authors contend that it is expected for the impacts of market concentration on firm subsistence to differ based on the static (low entry/exit) or dynamic (high entry/exit) nature of an industry. The authors' empirical analysis has supported this hypothesis. The concentration rates of industries have lowered the survival of new companies but only in static markets. Precisely, a 10%-increase in the Herfindahl index (five-firm concentration ratio) in a dynamic market increases the survival rate of new businesses to almost 2%.

CONCLUSION

The results in this paper suggest better tolerance towards established businesses in industries that have a high entry and exit rates. The authors' conclusion is that entrepreneurs observe the tenacious component of profit correctly. Therefore, the information they present is significantly better than that of the public.

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IMPACT OF GREEN PRODUCT QUALITY AND GREEN CORPORATE IMAGE ON GREEN CUSTOMER LOYALTY: MEDIATING ROLE OF GREEN CUSTOMER SATISFACTION

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ABSTRACT

The focus of this research paper is to determine the relationship between green product quality, green corporate image, green customer satisfaction, and green customer loyalty. The hospitality industry of Jordan was selected for the purpose of this study. The research hypotheses have been formed based on the theoretical background and theories. The sample of this research comprised of customers of Jordan hotels. The research methodology and the concluding remarks that are anticipated have also been presented.

Keywords: green product quality, green corporate image, green customer satisfaction, green customer loyalty.

THE USE OF RESEARCH-BASED LEARNING FOR ENHANCING THE STUDENTS' LEARNING SKILLS AND THE CREATIVE WAYS TO HELP SOLVE THE STUDENTS' ENGLISH PRONUNCIATION PROBLEMS

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ABSTRACT

English Pronunciation problem is still a factor that affects L2 students. Even Thai University students are not left out. The most common problem Thai students are facing in pronunciation is not being able to pronounce some English sounds that are not found in Thai language. To solve the aforementioned problem, Research-Based Learning is employed as a teaching method to improve Thai students' pronunciation. The aims of this study were to investigate the students' English pronunciation problems, to produce creative ways to help solve the students' English pronunciation problems, and to discover the students' learning skills which they gained from learning through research-based learning. The participants were 54 first year English major students in the faculty of education, Suan Sunandha Rajabhat University who were treated as researchers and 169 first year students majoring in Mathematics, General Science, Thai, Social Studies, Early Childhood Education, and Innovation and Educational Technology who were the target groups of the pronunciation problem survey. The instruments of this study were the English pronunciation problem assessment form, the creative English pronunciation problem solving evaluation form and the students' learning skills evaluation form. The data obtained was analyzed by the applications of percentage, mean, and standard deviation. The finding revealed that most students' pronunciation problem was the /ð/ sound (98.82%), next were the /θ/ sound (96.45%), the /v/ sound (91.12%), the /ɪ/ sound (86.98%), and the /ʒ/ sound (73.37) respectively. The creative ways to help solve the students' English pronunciation problems were the way to solve the /ɪ/ sound (90.00%) and the /v/ sound (85.00%). The students' learning skills were in a high level (mean = 4.48). The most learning skill they gained from learning through research-based learning were problem solving skill and research skill (mean = 4.83). Next were systematic thinking skill (mean = 4.50) and self-directed skill (mean = 4.49) respectively.

Keywords: Research Based Learning, Students' learning skills, English pronunciation problem

INTRODUCTION

Pronunciation is a vital key needed to be successful in speaking. If the speakers have unacceptable pronunciation, their utterances will not be comprehensible to listeners and as a result they will not be successful in their communication (Gilakjani, 2011) [1]. Furthermore, good pronunciation is the base of effective spoken communication. If speakers pronounce clearly and correctly, the audiences will be able to understand easily what they are trying to express. On the other hand, misunderstandings may occur when words are inaccurately pronounced or stressed (Garrigues, 1999) [2].

From teaching the Phonetics and Phonology for English Teachers course for the first year English major students at Suan Sunandha Rajabhat University, it was found that most students faced problems in pronouncing some consonant sounds like /θ/ sound or /ʒ/ sound. This is because these sounds do not occur in Thai phonology. This leads Thai students to likely pronounce English sounds by using Thai consonant sounds instead. As a lecturer who teaches this course, finding out the most consonant sound that causes students' pronunciation problem is necessary and how to solve the pronunciation problems was the birth of this study.

Research-Based Learning (RBL), is the teaching approach under the concept of active learning which emphasizes the student's investigating, experimenting, and discovering the answers on their own and encourages them to seek information for solving problems. This is used in teaching so as to find out the students' pronunciation problems and how to solve the problems. There are four models of the relationship between teaching and research in the following ways; research-led learning, research-oriented learning, research-tutoring learning and research-based learning (Hoskins & Mitchell, 2015) [3]. Among the four models, research-tutored and research-based learning provide the most benefit for students' learning and should be implemented in higher education (Spronken-Smith, 2009) [4]. Thus, research-based learning models, where students learn as researchers (Griffiths, 2004) [6] is focused and the students' learning skills they gained from learning through research-based learning will be discovered in this study as well.

OBJECTIVES

1. To investigate the students' English pronunciation problems
2. To produce creative ways to help solve the students' English pronunciation problems
3. To discover the students' learning skills which they gained from learning through research-based learning.

METHODOLOGY

In this study, research-based learning is used in teaching the topic of "Analysis of English pronunciation problems of Thai people and solutions" which is part of a course entitled "Phonetics and Phonology for English Teachers."

The participants

The participants were 54 first year English major students in the faculty of education, Suan Sunandha Rajabhat University who were treated as researchers and 169 first year students majoring in Mathematics, General Science, Thai, Social Studies, Early Childhood Education, and Innovation and Educational Technology who were the target groups of the pronunciation problem survey.

The instruments

The instruments of this study were 1) the English pronunciation problem assessment form, 2) the creative English pronunciation problem solving evaluation form and 3) the students' learning skills evaluation form.

The data collection

The learning activities through RBL are:

- 1) The research title was given and it was related to the topic and content.
- 2) The 54 first year English major students studied the research process.
- 3) The students wrote the proposal including research problems, objectives, hypothesis, research design, research methodology, data collection, analyzing data.
- 4) The students conducted a survey of 169 students from six majors: Mathematics, General Science, Thai, Social Studies, Early Childhood Education, and Innovation and Educational Technology to investigate their English pronunciation problems by recording their sounds as well as observations.
- 5) The recorded sounds were checked for the correctness of pronunciation according to the principles of phonetics and then the data were analyzed.
- 6) The research process and findings were discussed.
- 7) The assignments of how to create the way to solve English pronunciation problems were given to the students.
- 8) The students presented their research findings and creative ways to solve English pronunciation problems.
- 9) Two English teachers measured the creative ways to solve English pronunciation problems while the students' learning skills in conducting research were measured by the teacher and the students.

The data analysis

The data obtained were analyzed by the applications of percentage, mean, and standard deviation.

RESULTS

1. Most students' pronunciation problem was the /ð/ sound with the percentage of 98.82%, next were the /θ/ sound with the percentage of 96.45%, the /v/ sound with the percentage of 91.12%, the /ɪ/ sound with the percentage of 86.98%, and the /ʒ/ sound with the percentage of 73.37 respectively.

Table 1

The amounts of students and the percentages of students' English pronunciation

Phonemes	Correct pronunciation		Incorrect pronunciation	
	Amounts of students	Percentages	Amounts of students	Percentages
Plosives				
- [-b]	169	100	0	0
- [-p]	169	100	0	0
- [-t]	169	100	0	0
- [-d]	169	100	0	0
- [-k]	169	100	0	0

Phonemes	Correct pronunciation		Incorrect pronunciation	
	Amounts of students	Percentages	Amounts of students	Percentages
- [-g]	169	100	0	0
Fricatives				
- [-f]	169	100	0	0
- [-v]	15	8.88	154	91.12
- [-θ]	6	3.55	163	96.45
- [-ð]	2	1.18	167	98.82
- [-s]	169	100	0	0
- [-z]	163	96.45	6	3.55
- [-ʃ]	169	100	0	0
- [-ʒ]	45	26.63	124	73.37
- [-h]	169	100	0	0
Affricates				
- [-tʃ]	166	98.22	3	1.78
- [-dʒ]	137	81.07	32	18.93
Nasals				
- [-m]	169	100	0	0
- [-n]	169	100	0	0
- [-ŋ]	-	-	-	-
Lateral				
- [-l]	169	100	0	0
Approximant				
- [-ɹ]	22	13.02	147	86.98
- [-w]	146	86.39	23	13.61
- [-j]	169	100	0	0
Total		75.64		20.19

2. The creative ways to help solve the students' English pronunciation problems were the way to solve the /ɹ/ sound (90.00%) and the /v/ sound (85.00%).

Table 2
The percentages of the creative ways to solve the students' English pronunciation problems

Phonemes	Originality	Ideational Fluency	Adaptive Flexibility	Elaboration	Points	Percentage
/ð/ voiced dental fricative	3	3	3	2	11	55.00
/θ/ voiceless dental fricative	3	3	3	2	11	55.00
/v/ voiced labiodental fricative	5	4	4	4	17	85.00
/ɹ/ voiced alveolar approximant	5	4	5	4	18	90.00
/ʒ/ voiced postalveolar fricative	3	3	2	2	10	50.00

3. The students' learning skills were in a high level (mean = 4.48). The most learning skills the students gained from learning through research-based learning were problem solving skill and research skill (mean = 4.83). Next were systematic thinking skill (mean = 4.50) and self-directed skill (mean = 4.49) respectively.

Table 3

The percentages of the creative ways to solve the students' English pronunciation problems

Items	\bar{X}	S.D.	Level
1. Self-directed skill	4.49	0.50	High
2. Analytical thinking skill	4.17	0.38	High
3. Systematic thinking skill	4.50	0.50	Very high
4. Problem solving skill	4.83	0.38	Very high
5. Research skill	4.83	0.38	Very high
6. Working skill	4.34	0.48	High
7. Life and social skill	4.17	0.38	Hgh
Total	4.48	0.31	High

CONCLUSION AND FUTURE WORK

The findings show that most students' pronunciation problem was the /ð/ sound (98.82%), next were the /θ/ sound (96.45%), the /v/ sound (91.12%), the /ɪ/ sound (86.98%), and the /z/ sound (73.37) respectively. The result is in line with Sahatsathatsana's study which he studied pronunciation problems of Thai students learning English phonetics: a case study at Kalasin University (Sahatsathatsana, 2017) [7]. His study shown that some sounds especially /θ/, /ð/, and /dʒ/ caused students' serious problems of phonetics learning in the segmental level. It was illustrated that the above sounds were difficult for the students to pronounce them correctly because of the differences in the sound systems of English and Thai. For the creative ways to help solve the students' English pronunciation problems, the creative ways were the ways to solve the /ɪ/ sound (90.00%) and the /v/ sound (85.00%). It seemed that the students are more familiar to pronounce the /ɪ/ and /v/ sound than the /ð/, /θ/, /z/ sounds because the /ɪ/ and /v/ sounds are similar to ɿ and ʋ in Thai. Therefore, the ways to help solve pronouncing these sounds are easier to create. For the students' learning skills, it was found that it was in a high level (mean = 4.48). The most learning skill the students gained from learning through research-based learning were problem solving skill and research skill (mean = 4.83). This finding was consistent with Phongploenpis's study. Her study revealed that RBL is beneficial to develop research skills (Phongploenpis, 2017) [8]. Moreover, W. Munephhol found that research-based learning encourages students to have a learning habit, have social skills, and solve the problems (W. Munephhol, 2004) [9]. As the results above, further studies is proposed by the researcher to use RBL or other teaching approaches to develop the students' other skills which can be used in various courses but not limited to the phonetics course.

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THE DEVELOPMENT OF STUDENTS' SUMMARIZING SKILLS THROUGH MIND MAPPING AND THINK-PAIR-SHARE TECHNIQUE

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ABSTRACT

This experimental research aimed to study pre-service teachers' summarizing skills through mind mapping and think-pair-share techniques and to compare the skills before and after using mind maps and think-pair-share technique. The research was conducted with the first year pre-service teachers majoring in early childhood education who enrolled in the course 'Development and Learning of Early Childhood' in the academic year of 2017 (N=50) through cluster random sampling. The experiments were carried out through lesson plans with mind mapping and think-pair-share techniques. The data was collected through the summarizing skills tests for 12 weeks from January – March 2018. SPSS was used to analyze the data which was presented in the form of average and standard deviation. It was found that: 1) The use of mind mapping and think-pair-share technique helped improve the pre-service teachers' summarizing skills at good level ($\bar{x}=3.54$, S.D.= 0.65). 2) The research findings revealed that the scores of summarizing skills tests were good and get higher score after the use of mind mapping and think-pair-share technique. Both differences were statistically significant at the .01 level.

Keywords: Summarizing Skill, Mind Mapping, Think-Pair-Share Technique

INTRODUCTION

The national standard qualification framework of undergraduate study in Thailand is focusing based on the standard of learning outcomes of graduates for quality assurance and communicate to agencies and concerned stakeholders about the process of producing graduates that the degrees of the institution is to be accepted and be able to compare with the good institutions both in and outside the country. The standard of learning outcomes specific requirements (MOR. 1) aim to develop the learning in 6 aspects as following (1) Moral and Ethics (2) Knowledge (3) Intellectual Skills (4) Interpersonal Relationships and Responsibilities Skills (5) Numerical Analysis Skills, Communication and Use of Information Technology and (6) Learning Management Skills. The students who were developed during the study by studying and participating in the activities provided by the institute both in and out of the course, the standardized of the outcome learning of the graduate in each level will result in a higher complexity level and when refer to the higher level of education, the skills and knowledge will accumulate from the lower level to the higher level. [1]. To use the mind map, it is the teaching pattern that allows students to practice searching for the main component of the topic and practice connecting the main component of the topic which helps student develop a process of analyzing and summarizing learning information, they also can practice formatting the content of learning base on the understanding and basis of each of them. It also helps practicing the thinking process and how to apply the knowledge in each topic systematically which is useful in helping to develop a good student. To use think-pair-share techniques, it is the teaching pattern that the learning can pair and share their different ability, talent - untalented student to work together through the process that the teacher will gives the worksheet or problem to the student to solve in a timely manner. They share their opinion toward the answer and present their solution according to the learning management in 21st century scheme, which the student-centered system is very important to enable student in developing their learning respectively.

From the teaching of the early childhood education students, it was found that students have the problem of writing ability without being able to communicate and write irrelevant to what they have read, cannot compiled information and communicate to other to understand what they meant, and cannot linked the topic to the same subject. From this problem, the researcher was interested in researching the use of mind mapping and think-pair-share techniques in developing students' summarizing skills which will result in students having the ability to write conclusions and will result in learning achievement that can connect to the learning outcomes based on the undergraduate standards skills in 21st century learning management scheme.

OBJECTIVE

1. To study the students' summarizing skills through mind maps and think-pair-share technique.
2. To compare the students' summarizing skills pre and post-test through mind maps and think-pair-share technique.

METHODOLOGY

The research on the development student summarizing skills through mind maps and think-pair-share techniques was the experimental research. (Experimental Research)

A. Scope of Population

The target group in this research were the first-year pre-service teachers majoring in early childhood education who enrolled in the course 'Development and Learning of Early Childhood' in the academic year of 2017, 50 persons were selected from cluster random sampling.

B. Scope of Content

1. Summarizing skills mean the ability to write only key content which is the main idea and write in the author's language, write briefly, shortening the content and selecting the relevant information only. [3]

2. Mind maps means teaching pattern that allows students to explore the core element of studying topics and connect the main components of the studying topics to each other. This helps them to develop a process of analyzing and summarizing information of the study. Moreover, practice structuring the content that could help to train the thinking process and apply knowledge in a systematic way could help developing a good student in a future.

3. Think-pair-share technique means teaching pattern that allow different ability, talent-untalented students to work together which consists of 1) Teacher gives student a worksheet or problem to solve together 2) Every students solve the problem in a timely manner 3) Each students paired together and exchange, share their idea 4) Teachers randomly select group of students to present their idea and information. [4]

C. Research Instrument

The tools used in this research were knowledge management plan by using mind maps and 12 think-pair-share techniques together with the summarizing skills evaluation form. Researcher has developed and evaluated the quality of tools as follows:

1. The knowledge management plan that using mind maps and 12 think-pair-share techniques, researcher create the process to find quality by creating the learning plan using mind maps and think-pair-share techniques and implementing the plan and technique through the assessment via 5 experts by using IOC index. The IOC score was between 0.60-1.00 then applied to the first-year students for 3 hours per week for 12 weeks, which consists of 3 steps [5]

Step 1: Think: is the process implementing with the whole class, the teacher poses questions, worksheets, practice documents, activity cards or other teaching materials to the students. Each student has to think about their own answer and each of them have to analyze the importance of the content, memorize the importance by using mind mapping.

Step 2: Pair: is the process by pairing talented - untalented student and let them share their idea together by using the answer from mind mapping to discuss the content, discuss the process of finding the answer and checking each answer together toward their mutual understanding and correct it so called think-pair-share.

Step 3: Share: is the process that teacher randomly select students to present in front of the class room to examine the students' summarizing skills individually or by pairing, then combine the score of each pair of student into a group score.

2. The summarizing skills evaluation form, researcher constructed a written questionnaire for the pre-test and post-test, 4 items, 5 points, and 20 points by creating the scoring standard, rubric scoring criteria or rubric scale into 5 levels. This form will measure the ability of student to write main content of the story, write with their own idiomatic expression, write the sentence and spelling word correctly according to grammar in every sentence. There are 5 levels of evaluation which are excellent, good, moderate, fair and poor. Then submit the summarizing skills evaluation form via 5 experts by using IOC index. The IOC score was between 0.60-1.00 and the efficiency of the model was 80.22 / 80.45.

D. Data collections

This research has conducted through an experimental research which was carried out through lesson plans by using mind maps and think-pair-share techniques. The data was collected through the summarizing skills tests for 12 weeks from January – March 2018.

E. Analyzing the data and statistic

The data analysis and statistics used in this analysis include the content validity (IOC), the reliability calculation, and the reliability of Cornbrash's alpha coefficient (a-Coefficient), Mean (standard deviation) and t-test.

RESULTS

The result of the research on the use of mind maps and think-pair-share techniques to develop students' summarizing skills found out that the students summarizing skills after the use of mind maps and think-pair-share techniques (\bar{x} = 3.46, SD = 0.46) was better than before the use of mind maps and think-pair-share techniques at the moderate level (\bar{x} = 2.21, SD = 0.42). The findings may be concluded as a consequence of the use of the mind maps and think-pair-share techniques as shown in Tables 1 and 2.

Table 1
Standard deviation rating score of students' summarizing skills before and after using the mind maps and think-pair-share techniques

Students' summarizing skills summary score	Pre-test		Rating	Post-test		Rating
	\bar{x}	S.D.		\bar{x}	S.D.	
Question 1	2.02	0.62	Poor	3.00	0.70	Moderate
Question 2	2.02	0.65	Poor	3.54	0.76	Good
Question 3	2.34	0.55	Moderate	3.54	0.65	Good
Question 4	2.46	0.73	Poor	3.78	0.71	Good
Total	2.21	0.42	Poor	3.46	0.46	Good

* Statistical significance level at .01

Table 2
The comparison number and percentage score rating of students' summarizing skills before and after using the mind maps and think-pair-share techniques

Level of summarizing skills.	Pre-test		Post-test	
	No. (N = 50)	Percentage	No. (N = 50)	Percentage
Excellent	2	4.00	4	8.00
Good	3	6.00	23	46.00
Moderate	19	38.00	18	36.00
Fair	26	52.00	5	10.00
Poor	0	0.00	0	0.00

The results of the pre-test and post-test stated that after the implementation of the mind maps and think-pair-share techniques, the students' level of summarizing skills was significantly higher at .01 level as a result of the use of the mind maps and think-pair-share technique, as shown in Table 3

Table 3
The comparison of mean scores and standard deviations of students' summarizing skills before and after using mind maps and think-pair-share techniques

SUMMARIZING SKILL	No. of Student (N = 50)	Ave (\bar{X})	Std (S.D.)	T Score (T)
Pre-test	50	2.21	0.42	-26.64**
Post-test	50	3.47	0.46	

t score at df = 49 = -26.64 **Statistical significance level at .01

CONCLUSION AND FUTUREWORK

Based on the findings, there are issues to be discussed as follows:

1. The students' summarizing skills after the experiment by using the mind maps and think-pair-share techniques is at a good level. It can be said that the students has developed their summarizing skills. This was because the mind mapping is the conceptual learning pattern that allows student to practice their thinking skills in a systematic way which can help them in summarizing the long story and apply their knowledge in order to explain and discuss with others accordingly. The activities started from simple activities to the difficult one. The content surrounding the students encouraged them to learn and to practice repeatedly, which will be the basis for learning at other level [6]. Moreover, to implement the think-pair-share techniques was the activity that allows student to work together, as a friend in helping each other to think and work together more easily and more smoothly. As they share and exchange their idea together, it helps in developing the ability to study in a higher level; they will be happier and have fun in learning [7].

2. The results of the comparison of the students' summarizing skills after the experiment by using mind maps and think-pair-share techniques were higher before the experiment. That was because they keep practicing until they create the skills. Moreover, the teacher gives their consulting, feedback and responds in a timely manner which enables faster development in learning. That is the reason why the students' development in summarizing skills was better than the pre-test [8] [9] [10]. Through this learning process, learning and accepting differences between individuals that each person has different ability, it creates cooperative while working with other and develops relationships with other which is an important skills of the learning management in 21st century scheme.

Suggestion for future use:

The positive reinforcement in encouraging and a responsive feedback to student in a timely manner will enable student to be more self-motivated. Furthermore, the development of students' summarizing skills should be studied continuously.

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A STUDY OF THE STUDENTS' ABILITY IN SPEAKING MEANINGFUL SKILLS, USING SMALL GROUP DISCUSSION AS A TEACHING METHOD AT SUAN SUNANDHA RAJABHAT UNIVERSITY

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ABSTRACT

This research aims to study the ability of the 1st year students of Suan Sunandha Rajabhat University in speaking meaningful skills by using the small group discussion as a teaching method and compare the ability of the 1st students of Suan Sunandha Rajabhat University before and after using the small group discussion teaching method. The sample used in this research was the 1st year students who studying in the Faculty of Education, majoring in Early Childhood Education and registered in language and literacy course for preschool children subject. There are 65 persons who were purposely selected as the sampling in this study. This research scope related to ability in speaking meaningful skills and small group discussion. Tools used in this research were derived from the knowledge management plan and subtracted as learning management plan, the evaluation survey form were conducted as a pre-test and post-test questionnaires about ability in speaking meaningful skills by using small group discussion as a teaching method, and analyzed the data by using average score, mean and standard deviation score. The research found out that, through small group discussion teaching method, enable students' ability in speaking meaningful skills. The mean score from speaking meaningful skills' post-test assessment was significantly higher than pre-test score at 16.26. The post-test standard deviation was at 1.82, in contrary, the pre-test score was at 8.23 and standard deviation was at 1.62 which was lower than post-test score respectively.

Keywords: Meaningful Speaking Skills, Small group discussion

INTRODUCTION

Effective communication is very important and for living as well as being an important learning skills in the 21st century, a time when social conditions and network are changing rapidly. Good communication will lead to a better understanding, collaboration and corresponding of information more effectively which contribute to the quality of education and work in various fields. Communication skills include many forms of composing and exposing message skills. Speaking is one of important communication skills as it is a tool that helps to understand each other. A Clear, proper, and relevant speaking skills will help in effective communication and it is a part that makes the job successful. In addition, speaking is also a popular message tools that lead to an achievement and a successful job. In contrary, if we do not communicate clearly, it might cause misunderstanding or confused listener or message receiver (Varaporn Thongsamrit and Wipawan Yuyen, 2015) [1]. However, speaking skills are the process of communicating between two or more people. The communication process consists of the key functions, such as the sender or the encoder, the message, the receiver or decoder, encoding process or interpretation of the information sent the feedback of receiver. The communication process will be composed of these following functions and cannot be missed of any processes and any functions.

Therefore, the ability of meaningful speaking skill, the message sender not only need to understand the content of communication, but also need to know the word, tone and improve their personality to communicate effectively with the audience. From the above mentioned, effective communication is an important part in life which is related to education. Moreover, job function could be smooth, successful because of an effective communication. Consequently, an effective communication skill is an important tool in helping to improve the quality of life for people, enabling them to learn and live a better live.

Knowledge management is an important process of educational management. The curriculum is implemented to achieve the setting objectives or learning outcome. The quality of education and the quality of learners or student, neither good nor bad outcome, it is significantly a part of the educational management and knowledge management process. Whatever types of the knowledge management in classroom are, the same skills that every learners or students have to use or have is speaking skills, how to communicate effectively, how to communicate an understanding meaning. However, undergraduates study placed the importance roles on effective communication as mentioned in the key element of the National Higher Quality Framework, 2009 (Office of the Higher Education Commission,2009) [2] which is a numerical analysis skills, communication skills and the use of information technology skills. It was said that "Students are able to study and understand the issues, and they can communicate effectively in both speaking and writing and can be able to select the proper presentation method to difference groups".

From the knowledge management in the past, the researcher found that, most of the 1st year students have to improve their ability in communication and their speaking skills, which could be due to many factors, such as lack of knowledge, understanding or did not study enough of the content of what the speaker said, the anxiety of speaking, lack of self-confidence, the voice is not clear, no consistency, no eye contact to the audience and not able to understand nor to get the main idea of the content. All these factors affect the communication effectiveness and affect to the emotional state and ability to work with others.

Therefore, researcher is interested to study the ability of speaking meaningful skills by using the small group discussion as a teaching method. The small group discussion method includes many steps that can be taken to improve the student's ability to speak in a better way. Everyone in the small group exchanges information and express their feedback and talk about their difference experience from the setting topics. The results of the discussion are summarized as the group results (Khonmanee, 2010:347) [3]. This could affect the student's understanding in the class content, increased their self-confidence, reduce their anxiety in presentation, be able to communicate and convey the message in a meaningful meaning.

OBJECTIVE

1. To study 1st year students' ability in speaking meaningful skills by using small group discussion as a teaching method at Suan Sunandha Rajabhat University.
2. To compare the 1st year students' ability in speaking meaningful skills before and after using small group discussion as a teaching method at Suan Sunandha Rajabhat University.

METHODOLOGY

The sample group consisted of the 1st year students, who studying in the Faculty of Education, majoring in Early Childhood Education and registered in language and literacy course for preschool children subject. There are 65 students who were purposely selected as the sampling in this study.

Duration between Octobers - December 2017

The variables used in the research were:

Dependent Variable: Small group discussion.

Independent Variable: Speaking meaningful skills

Research Methodology:

The research was conduct as following process:

Part 1: Tools used in this research and tools building process

Part 2: Data Collection

Part 3: Data analysis and statistic used

Part 1: Tools used in this research and tools building process.

1.1 Tools used in this research include learning management plan, pre-test and post-test evaluation questionnaire of the students' ability in speaking meaningful skills

1.2 The researcher created a research tools step-by-step by studied the basic information of the tools such as knowledge management plan, learning management plan, a survey documentary in speaking meaningful skills, theories, relevant researches, related papers and related articles then, set the research tools framework and finally, submitted for quality check.

1.2.1 Learning management plan that focus on learning in small group discussion

1) Study related document, theories, researches , relevant papers and articles

2) Create a language learning plan and literacy plan for pre-school children focusing on small group discussion management. Select specifically 4 - 6 members in each group. Each of 3 members in the group will be functioning differently as chairman, speaker, secretary, recorder and time keeper. Each member of the group has to speak meaningful manners at least 2 times in order to share their opinions about the content which was set for discussion. Finally, discussed and summarized as the results of the team discussion and present in meaningful speech content.

3) Submit language learning management plan and Literacy for Early Childhood that focusing on small group discussion of learning management plan to three professionals who have the expertise to validate and cover the content of the objectives and then, modify them according to the expert advice.

4) Implement the modified process and plan, in the research process accordingly.

1.2.2 Speaking meaningful Skills assessment

1) Study paper, research theories, and related articles

2) Create speaking meaningful skills assessment form that the researcher set the topic of speaking related to the language and literacy for pre-school children, in five aspects: 1) content; 2) language; 3) pronunciation; 4) proficiency; 5) intonation and eye contact. Each aspect scored at 4 points, total 20 points. The details of each aspect scoring will be shown as following:

The average scoring between 4.50 and 5.00, means, the ability in speaking meaningful skills is at the highest level

The average scoring between 3.50 and 4.49, means, the ability in speaking meaningful skills is at high level

The average scoring between 2.50 and 3.49, means, the ability in speaking meaningful skills is at moderate level

The average scoring between 1.50 and 2.49, means, the ability in speaking meaningful skills is at low level

The average scoring between 1.00 and 1.49, means, the ability in speaking meaningful skills is at the lowest level

3) Submit the tools to 3 professionals to validate the content (Content Validity) in order to improve and adjust accordingly

4) Proceed the test run of the modified skills assessment's version 'pre-test & post-test' with students respectively.

Part 2: Data Collection

2.1. Experimental model: This research was an experimental research that the researcher used "The single group pre- test: post-test design" (Suwimol tirakanan, 2008: 21). [4]

Table 1
Experimental model

	Pre – test	Treatment	Post – test
	O ₁	X	O ₂
When	O ₁ means	It is a pre-assessment	
	X means	Experimental research using small group discussion	
	O ₂ means	Post-test assessment	

2.2 Data collection Methodology: researcher collected the data for study as following:

2.2.1 Implement pre-test of speaking meaningful skills evaluation form with students

2.2.2 Conducted the teaching according to the pre-school language learning management plan and literacy learning focusing on small group discussion

2.2.3 Implement post-test of speaking meaningful skills evaluation form with students which is the same assessment as the pre-test evaluation form

2.2.4 Once the data collection has been completed, the researcher proceed to results analysis respectively

Part 3: Data analysis and statistic used

The researcher used the results from the students' ability in speaking meaningful skills evaluation form to process the analysis then present the analysis results as following

1. Analyzed the content validity score of the students' ability in speaking meaningful skills evaluation form by using IOC conformance index formula
2. Analyzed the pre-test and post-test score from students' ability in speaking meaningful skills evaluation then, compared the data by using "The single group pre-test : Post-test Design

The statistical analysis tools used with the ability in speaking meaningful evaluation form was by determining the validity (Validity) using the IOC consistency formula (Suwimol Tirakanan, 2008:148) and the basic statistics such as Mean, Standard Deviation

RESULTS

An analysis of the results from the students' ability in speaking meaningful skills evaluation form, after using small group discussion methodology, found that the small group discussion teaching method could help students in having the skills in that field. The students were able to improve their speaking meaningful skills after the use of group discussion. This is presented in two parts as following:

Part 1: Average score, comparing the students' ability in speaking meaningful skills between pre and post-test

Part 2: Average score, comparing each aspect of the students' ability in speaking meaningful skills between pre and post-test

Table 2

Part 1: Average score, comparing the students' ability in speaking meaningful skills between pre and post-test

Questionnaire	No. of Students	\bar{X}	S.D.
		Score 20	
Pre-test	65	8.23	1.62
Post-test	65	16.26	1.82

* Statistical significance level at .05

From table 2 shows that, students have the ability to improve their speaking skill after using small group discussion as a teaching methodology. The mean score at post-test was significantly higher than pre-test score at 16.26, while the pre-test score was at 8.23 and was significantly difference in statistic at 0.05

Table 3

Part 2: Average score, comparing each aspect of the students' ability in speaking meaningful skills between pre and post-test

N=65	Content		Language		Pronunciation		Proficiency		Intonation	
	Pre-test	Post-test	Pre-test	Post-test	Pre-test	Post-test	Pre-test	Post-test	Pre-test	Post-test
Mean	2.05	4.50	2.57	3.59	2.61	3.69	2.50	3.62	2.29	3.54
Std. Deviation	.50	.42	.70	.52	.52	.45	.57	.88	.52	.39
Post-test ability level scores	Highest level		High level		High level		High level		High level	

From Table 3, it was found that the mean score of pre-test and post-test in each aspect of speaking meaningful skills was sequentially run by the highest score to the lowest scores. The content of the post-test was the highest score at 4.50. The pronunciation post-test score was high at 3.69. The language post-test score was high at 3.59. The proficiency post-test score was 3.62 at the high level. Finally, the intonation post-test score was high at 3.54 respectively.

The research findings are as follows.

The 1st year students' ability in speaking meaningful skills by using small group discussion as a teaching method at Suan Sunandha Rajabhat University showed that the students had better speaking skills from post-test scores. The results of various aspects from post-test scores of the students' ability in speaking meaningful skills by using small group discussion as a teaching method also showed that students had above high level score and had better in speaking meaningful skills in all aspects especially the 'content' aspect has shown as the highest level. Although, the intonation post-test score shown at the lowest score but the results still indicated at high level. Methodology for group discussion that all students in the group need to speak, express their opinions on the information that they have researched and exchange comments with friends in the group creates depth understanding of content that, the content is accurate, complete, credible, and more relevant. (Churairat, Laksanasiri, 2007) [5]. which affects self confidence in speaking meaningful in front of the class, and it was related to the concept of Tissanana Khawmanee (2010) [3] which states that the advantages of teaching methods by using small group discussions are teaching methods that promote social interaction between learners or student. It also allows students to develop many skills such as speaking skills, opinion expression skills. Moreover, it is also consistent with the research results of Thiraporn Plailek (2010). [6], a study of the factors affecting English speaking of second year students in English subjects, Faculty of Education, Rajabhat University, Bangkok. The research results found that factors affecting English language ability include student factors, learning strategies, Therefore, in this research on the study of students' ability in speaking in meaningful skills by using small group discussion as a teaching method at Suan Sunandha Rajabhat University, Researcher has found and observed the role of the teacher, which affects the ability in speaking meaningful. The following recommendation will be presented as the benefit to those who interested in applying it as below listing:

1. Should start with a small group discussion with topics that interest group member in order to express their opinion, to show courage in thinking and more confident in speaking.
2. Should set the group member start from a small size at 2-3 persons then increase the number of group member to 4-6 persons. Moreover, emphasize every member that they have to express their opinion and share their idea with group at least 2 times and they have to see each other's face.

3. Should use the question to encourage some members of the group who are still unable to express their opinions. This is the result of multiple causes. Then use following question: Why, How, What does the message mean, which corresponds to the concept of Monishankar Prasad and Christine Garcia. (2015) [7].
4. Should practice the data analysis and summarization skills together with small group discussion. As an effectiveness of speaking meaningful skills should be emphasized both in conveying correct message and speaker' speaking skills.
5. Should provide feedback as soon as at the end of presentation by focusing on the setting for speaking meaningful criteria including self-evaluation, peer to peer evaluation, teacher – student evaluation and that comments should provide a greater proportion of an advantage than the ones that should be improved.
6. It should be possible to rotate the members and their roles within the new group when changing topics to reduce the gap, monopoly of leadership speculation.
7. Should create a friendly environment in small group discussion, no pressure. Focusing on everyone's participation and every answer will enable to a successful workshop as each member is different, Nathan Roberts. (2016) [8].

CONCLUSION AND FUTURE WORK

A small group discussion teaching methodology is one of the teaching approach that encourage students to develop their speaking meaningful skills effectively, as well as to link information and to understand the new knowledge that derived from practicing in speaking which related to an active learning management teaching approach. An Active learning is a learning management approaches that focused on both the information acquisition, collaboration and practicing in speaking. This is consistent with Emily Remus's [9] concept, which stated that group work offers the opportunity for learners to cultivate critical communication skills and enhance learners' learning significantly. These speaking meaningful skills is very important and is an essential skills for 21st century that could enable the right understanding and be able to communicate as a two-way communication effectively which affects in daily life, in working and in learning respectively.

Suggestions for further research:

The research should be conducted by using difference teaching method to encourage speaking meaningful skills and to study the cause and effect that is associated with other communication skills.

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FACTORS AFFECTING EMOTIONAL QUOTIENT OF THE TEACHER STUDENT, FACULTY OF EDUCATION, SUAN SUNANDHA RAJABHAT UNIVERSITY

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ABSTRACT

The present study aimed to investigate factors that affect emotional quotient of the teacher student in the Faculty of Education, Suan Sunandha Rajabhat University. The purpose of this study was to investigate the level of emotional quotient and factors affecting emotional quotient of the first-year teacher students in the Faculty of Education, Suan Sunandha Rajabhat University. The research sample used in this research was the first-year teacher students, who were studying in 1st semester and enrollment in 2016 in the Faculty of Education, Suan Sunandha Rajabhat University. The sample size was set from 214 students, and from 6 department fields. The tools used in this research were questionnaires and were asked about personal factors and emotional quotient factors which were done according to the survey method. Statistics used for data analysis were frequency, percentage, mean, standard deviation and the comparison of t-test and f-test statistic scores of emotional quotient level categorizing by individual factors. The study found that, 1. The level of emotional quotient of the overall population was normal at 62.15 %, followed by higher than normal at 33.18% and lower than normal at 4.67% respectively. 2. Factors affecting overall emotional quotient statistic significantly were difference in sex, age and to have a close friend at the level of 0.05, followed by the average total income per month of parents at 0.01. However, the level of emotional quotient was not significantly different to the career of parents at 0.05 level.

Keywords: Emotional Quotient, Student Teacher, Rajabhat University

INTRODUCTION

Today, Thai society is a society of development, youth, should be encouraged to develop academic skills and different technologies. The National Education Act of 2010 focused on the necessity to develop Thai people to be perfect human including body and mind, intellectual, knowledge, morals, ethics and culture in living happily with others [1]. The emotional quotient development enables youth development in all aspects which affects their adjustment ability and social living skills. From Songsiri Laosapcharoen's study (2011) of the synthesis of research on the development of emotional intelligence in adolescents, found that, increasing in the emotional intelligence of the trainees who participated in the program, also affects and enable them to cope with stress and improve their learning achievements [2]. The Faculty of Education, Rajabhat University is the educational institutes that provide major function of producing an undergraduate teacher to teach students in basic educational level such as primary, secondary and in high school. The Faculty of Education conducts teaching and learning according to the notification of the Ministry of Education regarding the standard qualifications of under graduate student in Education (Five-Year-Course) that the desirable characteristics requirement of the graduates must be sensitive to other's feeling, understand others, to have a positive attitude, emotional stability and social maturity.

The Faculty of Education, therefore, designed teaching and learning course to accommodate the first-year teacher students in developing their ability in self-understanding, positive attitude and emotional stability skills by providing the psychology course for teacher as the main subject in professional teacher's courses. The major goal by providing psychology subject for the first-year teacher students is to develop their ability of self-understanding skills and to have a positive attitude towards other people. (Faculty of Education, Suan Sunandha Rajabhat University, 2010) [3].

Many Factors surrounding undergraduate students' emotional quotient such as pattern of parenting style in each family, studying environment. Moreover, factors of students' participation in class that some students are full-time students, some students have to work for their living and some students have to work as a part-time job, to earn an extra income could affects to emotional quotient as well. Furthermore, the participation in students' activities at the university or faculty was an interesting factor that could affects the emotional quotient of the student.

Therefore, the study of factors affecting the emotional quotient of undergraduate students aimed to study the main factors and secondary factors in order to bring the results of research to the relevant person's consideration for university's policy formulation, academic planning, academic environment planning, activity arrangement planning, academic services planning for student accordingly. This could develop student to be the most valuable human asset of the country in the future respectively.

OBJECTIVE

1. To study the level of emotional quotient of the first-year teacher students in Faculty of Education, Suan Sunandha Rajabhat University.
2. To study factors affecting emotional quotient of the first-year teacher students in Faculty of Education, Suan Sunandha Rajabhat University.

METHODOLOGY

The population used in this study was the first-year teacher students in Faculty of Education, Suan Sunandha Rajabhat University, academic year 2011, The population size was set from 480 students, and from 6 department fields which were from Thai language Department, English Department, Mathematics Department, Early Childhood Education Department, Science Department and Social Studies Department. The sample size was determined from 214 students from Krejcie & Morgan and randomly sampled by systematic random sampling. The representative of the sampling teacher students group will be randomly selected from the total population.

The Variables study; included the independent variables and independent variables. The Independent variables included, gender, age, occupation of parents, marital status of parents, average monthly family income, grade point average results (GPA), the advisory support on counseling (counseling), an ability to have a close friend. The Dependent Variables included, factors affecting emotional quotient.

Tools used in this research was a questionnaire, which was divided into two sections, namely, section 1; is the questionnaire on personal factors including the checklist which cover all Independent variables and section 2; is the questionnaire on emotional quotient which created by the Department of Mental Health, Ministry of Public Health in 2000.

Researcher has conducted the research by issuing the letter to the Faculty of Education, Suan Sunandha Rajabhat University, asking for permission to conduct research with the first-year teacher students who are the sample group in this research. Then, researcher collected the data manually from the first-year teacher students of all majors during October to November 2016. When the emotional quotient assessment was completed, the researcher selected and checked the completeness of the data and analyzed by using the ready-made software program.

RESULTS

The sample of personal data analysis results shown in Table 1, the most respondents sample of the teacher students were female at 87% and the highest percentage aged of the sampling group was 20 years at 50.9%, followed by the age of 21 at 44.5% and the age of 22 at 2.8% respectively. The sampling group studied the subject mostly in Thai language at 21.5% followed by Early Childhood Education at 20.1% and social studies accounted for 19.6 % respectively.

The learning achievement's highest score of the sample groups were in the range between 3:00 to 3:49 at 49.1 % followed by the range of 3:50 to 4:00 which was accounting for 41.6%. In this research, the majority of parents were farmers at 54.8% followed by government officials/state government agencies at 17.7%, private business or trading at 12.6%. Most of their parent's monthly income was at the level of 10,000 – 30,000 Baht at 54.2% followed by the level of income per month lower than 10,000 Baht at 33.2% and level of income per month between 30,001-50,000 Baht was at 8.9% respectively. Most of teacher students who have the supportive source of counseling were at 54.2% and the remaining students without supportive counseling were at 45.8%. Most of teacher students were having a close friend, rating at 94.4% and the rest at 5.6% belongs to the group whom did not have close friends relationship.

Table 1

Number and percentage of sampling group divided by gender, age, occupation of parents, total income per month of parent or guardian, department of fields of study, grade point average (GPA), counseling and close friends relationship

Basic Data/Personal Factors	No.(person)	Percentage
Gender		
Male	28	13
Female	186	87
Total	214	100
Age		
19	4	1.8
20	109	50.9
21	95	44.5
22	6	2.8
Total	214	100
Occupation of Parents		
Farmer	117	54.8
Government officials/State government agencies	38	17.7
Employee	9	4.2
Private Business/Trading	27	12.6
Contractors	18	8.4
Unoccupied	5	2.3
Total	214	100
Total monthly income of Parents		
Lower than 10,000 Baht	71	33.2
Between 10,000 – 30,000 Baht	116	54.2
Between 30,001 – 50,000 Baht	19	8.9
Higher than 50,000 Baht	8	3.7
Total	214	100
Department/Fields of Study		
Mathematics	26	12.1
English	32	15.0
Sciences	25	11.7
Society Study	42	19.6
Thai language	46	21.5
Early Childhood Education	43	20.1
Total	214	100
Grade Point Average (GPA)		
2.00-2.49	8	3.7
2.50-2.99	12	5.6
3.00-3.49	105	49.1
3.50-4.00	89	41.6
Total	214	100
Counseling Sources (counseling)		
Yes	116	54.2
No	98	45.8
Total	214	100
Close Friend Relationship		
Yes	202	94.4
No	12	5.6
Total	214	100

The overall emotional quotient level of the sample was shown in Table 2. Mostly are in normal level at 62.15% and 33.18% shown in higher than normal level followed by 4.67% which was shown in lower than normal level respectively.

Table 2
Emotional Quotient of the sample.
Number of Percentage, Mean, and Standard Deviation

Emotional Quotient Level	No.	Percentage
Emotional Quotient Level		
Lower than normal	10	4.67
Normal	113	62.15
Higher than normal	71	33.18
\bar{x} = 165.69 S.D. = 15.28 Min = 122 Max = 19		

From the comparison of emotional quotient levels classified by personal factors shown in table 3, indicated that the female sample group was at \bar{x} =3.68, age 20 at \bar{x} =3.62, grade point average results between 3.00-3.49 at \bar{x} =3.63. The occupational of their parents was at \bar{x} =3.64. Total income per month of their parents was at \bar{x} = 3.62. The highest score from this table was a close friend relationship at \bar{x} = 3.64.

General factors that affect level of emotional quotient were significantly difference in gender, age, source of counseling support and having a close friend relationship at the 0.05. Another factor that affects level of emotional quotient was the level of average monthly income of their parents which was resulted in statistic significantly difference at the 0.01 level. Moreover, the factor that affects level of emotional quotient has no difference in statistical was their parents' job at 0.05 level.

Table 3
Comparison level of emotional quotient categorized with personal factors.

Personal factors	No	\bar{x}	S.D.	t/F-test	P-Value
Gender				t = 1.21	0.02*
Male	28	3.54	0.43		
Female	186	3.68	0.44		
Total	214	3.61			
Age				F = 2.74	0.04*
19	4	3.61	0.33		
20	109	3.62	0.36		
21	95	3.58	0.39		
22	6	3.57	0.35		
Total	214	3.59	0.37		
Occupation of Parents				F = 0.29	0.92
Farmer	117	3.64	0.34		
Government officials	38	3.62	0.37		
Employee	9	3.61	0.32		
Private Business/Trading	27	3.62	0.36		
Contractors	18	3.57	0.38		
Unoccupied	5	3.63	0.33		
Total	214	3.63	0.38		
Total monthly income of Parents				F = 0.7	0.055
Lower than 10,000 Baht	71	3.58	0.38		
Between 10,000 – 30,000 Baht	116	3.62	0.37		
Between 30,001 – 50,000 Baht	19	3.61	0.37		
Higher than 50,000 Baht	8	3.55	0.35		
Total	214	3.59	0.37		
Department/Fields of Study				F = 2.98	0.02*
Mathematics	26	3.59	0.35		
English	32	3.62	0.38		
Sciences	25	3.61	0.32		
Society Study	42	3.60	0.37		
Thai language	46	3.64	0.38		
Early Childhood Education	43	3.58	0.33		
Total	214	3.60	0.38		
Grade Point Average (GPA)				F = 2.74	0.04*
2.00-2.49	8	3.61	0.4		

Personal factors	No	\bar{x}	S.D.	t/F-test	P-Value
2.50-2.99	12	3.56	0.35		
3.00-3.49	105	3.63	0.35		
3.50-4.00	89	3.51	0.34		
Total	214	3.59	0.37		
Counseling Sources (counseling)				t = 0.09	0.4
Yes	116	3.62	0.38		
No	98	3.61	0.36		
Total	214	3.61			
Close Friend Relationship				t = 0.74	0.76
Yes	202	3.64	0.37		
No	12	3.62	0.38		
Total	214	3.63			

CONCLUSION AND FUTURE WORK

From the result of this research found that female students had higher levels of emotional quotient than male students which could be the result from their interpersonal skills and ability to control their emotional than male students. It could be the result from socialization which can be refer to the study from Prapath Panjiang (2005) of the factors influencing emotional intelligence of undergraduate student in Bangkok. The research results found out that female students had higher levels of emotional quotient than male students. It is likely that Bangkok's surrounding is similar to those of Songkhla as it is the same economic city [4]. Based on the finding that students over the age of 20 had higher emotional quotient than students aged 19 years, it may be due to their age that helps them to manage their emotions better.

From the findings that students with grade point average (GPA) results was in between 3.00 – 3.49, was the group that has highest level of emotional quotient, in contrary, the group of students who had the grade point average (GPA) results lower than between 3.00 – 3.49, had low emotional quotient level. This may be due to the fact that it was a very important factor for undergraduate students to measure whether they could be able to graduate the schools or not. Leading to concerns of the student themselves, and thus could not deal with their emotion, low level of average grading result and emotional quotient are factors that affect each other.

According to the study conducted by Manasanan Hutthasak (2003) found out that the grade point average (GPA) was a common variable factor between leadership and emotional intelligence among students in undergraduate level in Bangkok [5]. The findings at parents' occupation, total average income of parents, monthly expenses and the accommodation environment were not the factors that affect emotional quotient which could be related to the study from Prapath Panjiang (2005) on factors influencing emotional intelligence in undergraduate students in Bangkok, of which the results shown that parents' occupation, total average income of parents has no relation to emotional intelligence of students.

According to the research of Walainaree Promla (2012), it was found out that the relationships between family members and personality were correlated with emotional intelligence [6]. Therefore, it is recommended to study the relationship between family members' relationship in the next research.

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THE STUDY OF THE EMPLOYERS' SATISFACTION TOWARD GRADUATES' QUALIFICATION FROM DEPARTMENT OF EARLY CHILDHOOD EDUCATION, FACULTY OF EDUCATION, SUAN SUNANDHA RAJABHAT UNIVERSITY

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ABSTRACT

This research aims to study employer's satisfaction towards graduate's qualification from department of Early Childhood Education, Faculty of Education, Suan Sunandha Rajabhat University the 2016 academic year consists of 1) Employer's satisfaction towards graduates' qualification related to the characteristics of the University's identity in moral and ethics, academic knowledge in the field of work. 2) Employer's satisfaction towards graduates' qualification related to qualification framework, National Higher Educational in identity in moral and ethics, academic knowledge in the field of work, intellectual skills, interpersonal relationships skills and accountabilities, numerical analysis skills, communication and information technology skills. The samples used in this research were supervisors of various businesses, both in public and private sectors which are not less than 20% of the graduate's number from Early Childhood Education department in the Faculty of Education, 2016. The research tools used, was a closed-end questionnaire. To answer the question is only to choose the answer provided into 3 parts as following, 1) Basic information 2) Employer's satisfaction towards graduates' qualification in their business 3) Recommendations towards graduates' development that university should proceed, statistics used for data analysis were percentage, mean and standard deviation.

The research result found that: The level of Employer's satisfaction towards graduates' qualification from Early Childhood Education Department, Suan Sunandha Rajabhat University in moral and ethics average score was at 4.65 and the standard deviation was at 0.125. The average score in academic knowledge was at 4.71 and the standard deviation was at 0.325 which is the highest score. The average score was high in Intellectual skills at 4.55 and standard deviation was very satisfied at 0.263. Interpersonal relationships skills and accountability average score was at 4.35 and standard deviation was very satisfied at 0.254. Numerical analysis skills, communication and information technology skills average score was at 4.89 and standard deviation was in high level at 0.678. Knowledge management skills average score was high at 4.61 and standard deviation was very satisfied at 0.840. The overall total average score of employer's satisfaction towards graduates' qualification from Early Childhood Education Department, Suan Sunandha Rajabhat University in 6 aspects was very satisfactory in high level at 4.63. This may be due to the fact that the Faculty of Education has educated students, by including moral and ethics with academic knowledge and ability. Moreover, Suan Sunandha Rajabhat University has been developed their curriculum in accordance with the national standard for higher education focused on the students 'quality related to the university identity

Keywords: Employers' satisfaction, Early Childhood Education, Faculty of Education

INTRODUCTION

Early childhood education programs were created by considered the alteration of social, cultural, technological, and technological advances that affect early childhood learning which will continue to grow to be the future of the Nation. The curriculum has been adapted to suit the context of Thai society and world society, in order to guide and use as a tool to propel people in the future to meet the desirable society requirement. The emphasis was on promoting and socializing in a conducive environment for learning to support graduates' ability in Early Childhood Education to organize activities for young children in order to develop their full potential and grow up into a rational, immune-minded person and has the good social adaptation skills. Higher Education level in Thailand nowadays, is to develop graduates in knowledge, moral and ethics and ability to live happily with other. Higher education institutes are a production source that produces graduates and major intellectual resources of the country, in response to local and national needs. Higher education institutions are a social institution that plays a significant role in the development of the country, to become a strong society of wisdom and learning consistent with morality.

At presents, Thailand Educational system has constantly developed. Including people has developed themselves to labor market competition. The schools, universities have to develop their academic curriculum perpetually. Early Childhood Education department has studied employers' satisfaction on graduates' quality in order to bring back the information to improve the process of producing graduates' ability in order to meet the needs of employer and the flow of changes in society which could affect the employment. Moreover, this is a reflection of the quality education of graduates each year.

Therefore, the Department of Early Childhood Education, Faculty of Education, Suan Sunandha Rajabhat University, created the study of employers' satisfaction toward graduates' qualification in order to obtain information that will be useful for the planning, for educational management and to create an effective graduates production process accordingly.

OBJECTIVES

To study employers' satisfaction toward graduates' qualification and performance of working through employers' assessment.

To improve the educational management process by using the results from the study, in order to meet the needs of the labor market.

METHODOLOGY

1. POPULATION AND SAMPLE GROUP

POPULATION: A total of 66 people including graduates who graduated from the Department of Early Childhood Education Faculty of Education academic year 2016.

SAMPLE GROUP: Employers, Entrepreneurs, Managers, Supervisors of Early Childhood Education' graduates in the academic year 2016

2. METHOD OF DATA COLLECTION

To collect information from Employers, Entrepreneurs, Managers, Supervisors, graduates from every department in Faculty of Education, have been cooperated with all the teachers in the course to follow up the questionnaire.

3. CREATING A QUESTIONNAIRE FORM

The Following are questionnaire creation steps:

1. The instructor will prepare the questionnaire related to the topic. The questionnaire is divided into 5 parts.

Part 1 Status of the Business and respondents

Part 2: Assessment of Graduate Performance and Graduate Qualifications

Part 3: Graduates identity

Part 4 Mission of Suan Sunandha Rajabhat University

Part 5 Comments and Suggestions

2. Submit the questionnaire to an expert for validation

3. Modifications process was carried out according to the recommendation.

4. Send the questionnaire to the teacher to follow-up the questionnaire feedback

Criteria Translation

Interpretation of scores is based on the following criteria.

Average score at 4.50 - 5.00 means the level of satisfaction is at the highest level

Average score at 3.50 - 4.49 means level of satisfaction is at high level

Average score at 2.50 - 3.49 means level of satisfaction is at a moderate level

Average score at 1.50 - 2.49 means level of satisfaction is at low level

Average score at 1.00 - 1.49 means level of satisfaction is at the lowest level

RESULTS

1. The satisfaction of the employers' toward graduates' qualification according to the standard framework of the National Higher Education of Early Childhood Education Faculty of Education had an average score of 4.627 and the standard deviation of 0.397 was at the highest level of satisfactory. This can be classified as follows:

1.1 The moral and ethics aspect: Employers' satisfaction toward graduates' qualification in Early Childhood Education Department, Faculty of Education on moral and ethics shown that the average score was high level of satisfaction at 4.65. Most of the Employers' satisfaction toward graduates' qualification on issues of honesty, to themselves and toward others, moreover, to be sacrificed, be generous to others, reverence, be punctual, be disciplined, be responsible for an assigned tasks, participate in corporate social responsibility, and

to have good attitude towards their job, furthermore, be compliance with the rules and regulations of the employer's business were also in the highest level of satisfaction.

1.2 Academic knowledge and skills in the field of study aspect: Employers' satisfaction toward graduates' qualification in Early Childhood Education Department, Faculty of Education on Academic knowledge and skills in the field of study average score was at 4.71 at high level. Most of the employers' opinion on these issues is at high level of satisfaction.

1.3 Intellectual Skills aspects: Employers' satisfaction toward graduates' qualification in Early Childhood Education Department, Faculty of Education on Intellectual Skills aspects score was at 4.55 in high level. Most of Employer's opinion on the issues of thoughtfulness, systematic thinking and ability to solve problem and to work under pressure of graduates was very satisfied at high lever.

1.4 Interpersonal Skills and accountability aspects: Employers' satisfaction toward graduates' qualification in Early Childhood Education Department, Faculty of Education on Intellectual Skills aspects score was at 4.35 in high level. Most of Employer's opinion on graduates' human relationships with other colleagues, diligence, patience, adaptation skills toward others, leadership, teamwork skills was very satisfied at high level.

1.5 Numeric Analytical Skills, Communication and Technology Skills aspects: Employers' satisfaction toward graduates' qualification in Early Childhood Education Department, Faculty of Education on Numeric Analytical Skills, Communication and Technology Skills aspects score was at 4.89 in high level. Most of Employer's opinion on graduates' ability in speaking, reading, writing Thai, English indicated that they have fluent skills, accurate and have creativity skills. Moreover, graduates also have the ability to use computer and information technology fluently in high level of satisfaction.

1.6 Knowledge Management Skills: Employers' satisfaction toward graduates' qualification in Early Childhood Education Department, Faculty of Education on Knowledge Management Skills aspect score was at 4.61 in high level. Most of Employer's opinion was very satisfied on graduates' Knowledge Management Skills on planning and organize learning activities in consistence with the curriculum.

Part 1: The status of the Business and respondents

The survey found that the majority of respondents were deputy directors or deputy heads at 69.2%. Head of department / supervisor was accounted for 15.2%, followed by Managing Director / Director General / Owner and other positions at 8.8% and 5.4% respectively. Details are shown in Table 2.

Table 2
Type of tenure

Department Categories	Percentage
1. Director of Division or Deputy / Head of Division	69.2
2. Manager / Supervisor	15.2
3. Managing Director / Director General / Owner	8.8
4. Others	5.4
5. Not Identified	1.4
Total	100.0

For the type of business, the results of the research found that respondents mostly belong to the government which was accounted for 63.5%, followed by the private sector and other business at 23.1% and 6.1%, respectively. Details are shown in Table 3.

Table 3
Type of Business

Type of Business	Percentage
1. Government	63.5
2. State Enterprises	5.8
3. Private Sectors	23.1
4. Others	6.1
5. Not identified	1.5
Total	100.0

The duration period of working in the organization more than 1 year was at 30.9%, followed by the period between 6 months - 1 year and the period between 3 months - 6 months was at 35.9% and 16.8% respectively. The details are shown in Table 4.

Table 4
Duration of work

Duration of work	Percentage
1. Less than 3 months	13.3
2. During 3 months – 6 months	16.8
3. During 6 month – 1 year	35.9
4. Above 1 year	30.9
5. Not identified	3.1
Total	100.0

In terms of the number of personnel in the organization, the number of respondents ranged from 10 to 50 persons, representing at 35.8%, followed by between 51 to 100 persons and less than 10 persons, at 24.7%. and 14.7% respectively. Details are shown in Table 5.

Table 5
Number of all personnel in organization

No. of personnel	Percentage
1. Less than 10 persons	14.7
2. 10 – 50 persons	35.8
3. 51 – 100 persons	24.7
4. 101 – 500 persons	11.5
5. 501 – 1,000 persons	5.2
6. Above 1,001 persons	8.1
Total	100.0

The majority of respondent's statuses shown that the majority age of the respondents were between 40-50 years at 40.4%. Followed by 51 years old and 30-40 years old, accounting for 27.3% and 23.4%, respectively. The duration period of employment from 21-30 years were the highest level at 27.2%, followed by 11-20 years and 5-10 years, 25.0% and 22.8%, respectively

For employer's educational level, the results found that the majority of employers have bachelor degrees at 60.8%, followed by master's degree and undergraduate at 30.9% and 5.4%, and only 2.9% of them have a Ph.D. Details are shown in Table 6.

Table 6
Respondents Status (Initial boss of graduates) age, duration of employment and educational level

General Information	Percentage
1. Age	
1. Lower than 30 years	8.9
2. Between 30 – 40 years	23.4
3. Between 41 – 50 years	40.4
4. Above 51 years	27.3
2. Duration of Employment	
1. Lower than 5 years	13.0
2. Between 5 – 10 years	22.8
3. Between 11 – 20 years	25.0
4. Between 21 - 30 years	27.2
5. Above 30 years	12.0
3. Highest Educational Level	
1. Lower than Bachelor Degree	5.4
2. Bachelor Degree	60.8
3. Master Degree	30.9
4. Doctoral Degree	2.9
Total	100.0

The factors used in recruitment criteria consideration, the research results found that factors that the employers will take into their consideration when recruit the new comer was graduates' majoring at 30.36% which was at the highest level. Followed by, graduates' educational level, graduates' expertise at 23.25% and 15.9%, respectively. Others factors was at 4.0% and are as shown in Table 7.

Table 7

Recruitment criteria Factors

Factors	Percentage
1. Educational level	23.25
2. Majoring	30.36
3. Institutions	10.89
4. Personality	15.6
5. Special ability	15.9
6. Others	4.0
Total	100.0

RESEARCH CONCLUSIONS

The satisfaction of the employers' toward graduates' qualification according to the standard framework of the National Higher Education of Early Childhood Education Faculty of Education had an average score of 4.627 and the standard deviation of 0.397 was at the highest level of satisfactory. In consideration of each factors, it was found that firstly, employers are satisfied with the skills of numerical analysis, communication and using information technology. Followed by knowledge, which can be used and apply their knowledge to their job that they were responsible for. Moreover, moral and ethics, kindness, helping, supporting skills and the collective interests of the organization and society skills, was the skills that should be taking into account. For Knowledge management aspects, graduates could be able to plan learning process in consistent with the learning activities. For Intellectual skills, they can be able to plan and manage time efficiently, take initiative in developing a responsible process. For Interpersonal relationships and accountabilities skills, they could responsible for assigned tasks and accepted the opinions of others and present their opinions in an appropriate order.

In consistent with Teerada Pinyo studied, (2011, Page 2) the desirable qualification of graduates were to have the academic skills, professional skills, responsibility skills which could lead to the development of the country in the globalization accordingly.

Moreover, according to the studied of Wanlapa Thephasadin na Ayuthaya, (2000, Pate 84), researcher has studied the desirable graduates that, in general, the minimum requirement knowledgeable of graduates students should listed as follows:

1. Comprehensive, consistent and systematic knowledge in the field / field of study. As well as an understanding of the concepts and principles involved.
2. An Ability to investigate complex problems and develop creative solutions to problems from your own insights depth understanding and knowledge from other relevant disciplines depending on slightly advice or recommendations.
3. The ability to find the appropriate mathematical and statistical techniques for analyzing and solving complex problems, as well as the selection of appropriate mechanisms to communicate the results to the various groups of information recipients.
4. In the case of vocational courses, it is important to have the knowledge and skills necessary to perform effectively in each profession.
5. In the case of academic courses that do not focus on professional practice, it is important to have a deep understanding of the research in the field. The ability to interpret, analyze and evaluate the importance of research in the extension of knowledge in that field.

RECOMMENDATION

1. Suggestions, the desirable graduates qualification that the employers needs were, to be disciplined, diligent, responsible, honest, creative, problem solving skills, humility, foreign language skills (English, Chinese), self-motivated, leadership skills, courage, presentation skills, morality, ethics, harmony, proper dress, good personality.

2. Employers' requirement for Graduate students toward university or others institute were, to produce graduate students by developing their English skills and leadership skills, have an ability to express their opinion, sharing their idea, have a decision maker skills, have an emotional control skills. Moreover, think systematically, problem solving ability, have an openness attitude to adapt to change. Having an ability to promote moral and ethics, courage, diligence, patience, honesty, and teamwork skills which create teamwork collaboration, coordination and teamwork responsibility, be able to sacrifice, having human relations and self-confidence accordingly.

3. Department and Faculty educational level can bring result from this research of employers' satisfaction toward graduates' quality to develop their curriculum and implement for self-assessment test and educational quality assessment.

4. The study of employers' satisfaction toward graduates' qualification according to the standard framework of the National Higher Education of Early Childhood Education Faculty of Education reflected that, there is a difference between the average of the satisfaction of the employers between government sectors and private sector in graduates' qualifications both from overall and the individual requirements. Therefore, the university should consider the difference between the average score of employers' satisfaction between government sectors and private sectors in order to identify the cause and effect. Moreover, improve the teaching method or the supplementary activities or curriculum to develop graduates students with academic / professional knowledge to suit in every organization respectively.

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THE RESEARCH ON 5TH YEAR INTERNS' RESEARCH PROBLEMS IN FACULTY OF EDUCATION, SUAN SUNANDHA RAJABHAT UNIVERSITY

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ABSTRACT

The objective of this research is to explore the problem of the 5th year interns in Faculty of Education, Suan Sunandha Rajabhat University and do the comparison of each problem by using sampling group base on interns' gender.

The sample group used in this research is the 5th year interns in the academic year of 2017. Samples including 205 interns who are studying in 6 majors; Bachelor of Arts in Thai, Bachelor of Arts in English, Bachelor of Mathematics, Bachelor of Science, Bachelor of Early Childhood Education, Bachelor of Social Studies.

The research tools adopted are questionnaire (Reliability 0.985). And the statistic which used to calculate are including; average, standard deviation and T-Test. The result found that (1) in holistic view, Interns faced moderate level of the research's problem. To review academic journals is considered as biggest problem for interns (2) Gender has few effects on interns' performance (Statistical significance 0.05) while female considered having this problem in higher lever when compare to male.

Keywords: Research Problem, Educational Research, Teacher

INTRODUCTION

Faculty of Educational basically rely on the 2003 The Teacher council of Thailand's act; section 49 indicate 3 standards of teacher profession.

- (1) Standard of knowledge and experience
- (2) Standard of performance
- (3) Standard of behavior.

The mentioned 3 standards consider to be most important educational tool which all academic personnel have to follow. This standard has a benefits on student because it made teachers to be knowledgeable in the following fields: research theory, research type, research design, research process, statistic of research, classroom research, research performance, research and research presentation. Moreover, the standard lead student to have higher performance and ability to research. The research's result, afterwards, will be used to develop student in classroom.

Therefore, Faculty of Education has developed the curriculum to build up students who are capable in doing research. The 4th year students have to concentrate in doing research is finally all student will be able to write, present conduct the research. [2] To develop research's capability of students is necessary. This is because of when student doing the research they will be in the process of learning by adopting the scientific method which is general accepted as the method that have rational and reliable. [3] To develop the research performance of student will make interns to be a good teacher in long run. They will be able to build up new knowledge in academic world.

The above reasons has lighten up author's interesting to study the problem which 5th year interns in Faculty of Education faced when they do the research. This research has an objective to identify problem that interns faced. Moreover, this research will dig down and will gauge the level of the problems. After get the research's result author will use this knowledge to develop academic curriculums in the future.

OBJECTIVE

1. To explore the research's problem of the 5th year interns in Faculty of Education, Suan Sunandha Rajabhat University
2. To do the comparison of each problem by using sampling group base on interns' gender.

METHODOLOGY

The process of research shows as below;

1. Population and Sample Group
 - 1.1 Population

The population group used in this research are the 5th year interns in the academic year of 2017. Population including 420 interns who are studying in 6 majors; Bachelor of Arts in Thai, Bachelor of Arts in English, Bachelor of Mathematics, Bachelor of Science, Bachelor of Early Childhood Education, Bachelor of Social Studies.

1.2 Sample Group

The sample group used in the research are experienced 5th year interns in the academic year of 2017. The sample group include interns who are studying in 6 majors; Bachelor of Arts in Thai, Bachelor of Arts in English, Bachelor of Mathematics, Bachelor of Science, Bachelor of Early Childhood Education, Bachelor of Social Studies. Author got size of sample group by using Taro Yamane reliable percentage is 95%. [4] The sample group include 205 intern. The research then adopts Simple Random Sampling method to get the final focus group.

2. Research Tools

2.1 The questionnaire regarding problems in classroom was adopted as the tool in the research. Questionnaire has 5 Rating Scale, the process of building and making a qualified questionnaire as below;

Study definition, theory and related researches/ documents to gathering the general knowledge in order to build up the questionnaire.

2.2 Compose the questionnaire regarding problem of classroom's research (5 Rating Scale)

2.3 Submit the questionnaire to three specialists who specialize in this field. This is check content validity by finding index of consistency (IOC) between question and objective, the index equal to 1.00 for every question

2.4 After checking bring the questionnaire to try out with 30 interns who are not in the sample group then take the result to check by rated them in 5 scales as below:

5 point means problem is very high

4 point means problem is high

3 point means problem is moderate

2 point means problem is low

1 point means problem is very low

Afterwards, bring the result to calculate mean and standard deviation. Then bring it to compare level of each problem. Rubric assessment as below: [5]

Mean between 4.50 – 5.00 indicates highest problem

Mean between 3.50 – 4.49 indicates high problem

Mean between 2.50 – 3.49 indicates moderate problem

Mean between 1.50 – 2.49 indicates low problem

Mean between 1.00 – 1.49 indicates very low problem

Afterward bring the result from questionnaire to find the reliability value by using Cronbach's Alpha coefficient which equal to 0.985

2.5 Publish the questionnaire which will be used in the research

3. Analyze the information and statistic

The statistic used in analyze information including mean, standard deviation and t-test.

RESULTS

1. The research found that the result found that in holistic view, Interns faced moderate level of the research's problem. To review academic journals is considered as biggest problem for interns.

Table 1
Mean and standard deviation of interns' research problems

No.	Research Problem	\bar{x}	S.D.	Level
1	Identifying research problem	3.56	0.81	High
2	Reviewing related journal and document	3.58	0.77	High
3	Innovation	3.30	0.99	Moderate
4	Research tool	3.37	0.87	Moderate
5	Collect and accumulate data	3.31	0.91	Moderate
6	Analyze the information and result	3.38	0.95	Moderate
7	Research writing and presentation	3.36	0.86	Moderate
Total		3.41	0.78	Moderate

2. Gender has few effects on interns' performance (Statistical significance 0.05) while female considered having this problem in higher lever when compare to male.

Table 2
Mean and standard deviation of interns' research problems

No.	Classroom's Research Problem	Male		Female		Level
		\bar{x}	S.D.	High	S.D.	T-Test
1	Identifying research problem	3.35	0.91	3.63	0.76	2.159*
2	Reviewing related journal and document	3.32	0.92	3.66	0.70	2.422*
3	Innovation	3.22	1.13	3.32	0.94	0.640
4	Research tool	3.19	0.96	3.42	0.83	1.606
5	Collect and accumulate data	3.13	1.00	3.37	0.87	1.501
6	Analyze the information and result	3.18	0.99	3.44	0.92	1.709
7	Research writing and presentation	3.17	0.89	3.42	0.85	1.770
Total		3.33	0.86	3.47	0.74	1.931

*p<.05

CONCLUSION AND FUTURE WORK

Result of Research of 5th Year Interns' Research Problems in Faculty of Education can be concluded as below:

1. The research problem of the interns in Faculty of Education, Suan Sunandha Rajabhat University is considered to be in moderate level. However, there are two most serious problems which are to Identifying research problem and to reviewing related journals and documents. The first problems is resulting from the inability to identify research question in the first state. The second problem caused by the limitation to accessed the new related journals and document, author found that interns use the document that is not up to date as the research's reference.

To develop above two mentioned points suggests as below:

- (1) Built up the research consulting center for students
- (2) Use online portal to allow student to be able to review research process, moreover, student should be instructed on how to search for an up to date academic journals/ documents.

2. Gender has few effects on ability to identify research question while female considered having this problem in higher lever when compare to male. The root cause of why female tend to have higher problem to identify research question is that female are always looking into detail and unable to see the holistic view of research. This made female come up with a lot of research questions which also made them unable to identify the core research question. To make an enhancement on this point, instructor should suggest student to choose the problem which is considered and critical and need urgency to be solved.

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THE CONTEXT OF SUSTAINABLE DEVELOPMENT IN COMMUNITY BASED TOURISM

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ABSTRACT

This article is aimed to study the sustainable tourism development context on a small community in Ranong Province in order to let community be able to solve problems by their own with efficiency about sustainable tourism development in the community. This can be defined as “the Community based tourism” which is local people in community do performance with solid work to find solution on how to make progress on tourism in the community. The study was applied research tools; observation form, questionnaire, in-depth interviewing form on target group who are tourists in community area, host people, stakeholders from both private and public sectors in Ranong Province by using analysis method and statistics which are content analysis, percentage mean and standard deviation by using data processing software for quantitative social science. The study could provide the guideline of sustainable development on tourism in community which is consistent to area; natural environment, culture and people. Finally, community can apply it to all natural resources and surrounding areas on their tourism activities.

Keywords: Community Based Tourism, Sustainable Dimension, Tourism

INTRODUCTION

The tourism industry, one of the biggest income-generating industries in the world, has been widely used as a development tool in both developed and developing countries. In an attempt to speed up the development for the objective of economic return, tourism development decisions usually come from ‘experts’ in a top-down approach which usually does not reflect the interest of the host community. As tourism is an interdisciplinary industry that depends on various parties including governmental bodies, private sectors, academia, and host communities to work together, a multi-stakeholder participatory approach is needed when making decisions concerning how tourism should be developed for the benefits of all.

The participatory action is an essential approach to sustainable tourism development for local area, especially, in remote area where there are many barriers; no budget, social problems, relocation problems as well as non-cooperation from other stakeholders in area. . Tourism development requires many stakeholders to work together to fill development gaps. There must be an agent who can link the gaps between local people and stakeholders to reduce their competitiveness in order to reduce barriers in the area. This should be the government support on the development plan to achieve the goal in specific area with collaboration between all stakeholders and community. This will be the answer of sustainable development in community with participatory approach as the research goal.

In Thailand, the tourism industry has been one of the highest income generating industries, but it does not always bring a positive impact to the tourism destinations around the country.

Community-based tourism (CBT) has, for over three decades, been promoted as a means of development whereby the social, environmental and economic needs of local communities are met through the offering of a tourism product. However, whilst many projects have been funded in developing countries, their success (or otherwise) has not been widely monitored and, therefore, the touchable benefits to local communities remain controversial in any area of developing countries.

A good CBT action is costly investment in long term but it is worth to do study community capacity from the beginning to estimate the power and possibility to achieve the goal for its target because without basic information of people income, it is very difficult to say whether people waste time to do progress on CBT or it will provide much more benefit to them in the future. Thus, the participation of community plays role very important to this research observation because, people should have the right to participate on democratic development to the area in terms of the way of life on both socialization and political socialization for the development and the strength with social institutions under the regime of the democratic (Veerapong, V. 2016).

METHODOLOGY

Research process

This research was done as with an action research by using mixed research method both a quantity and quality research. The quantitative method was applied to get a data of community demography on one who is relevant to tourism activities in the area by a questionnaire while in depth analysis was applied to both focus group interviewing and accidentally interviewing to people coming to the area to get their observation and opinion. Moreover, the researcher focused on in depth interviewing to tourists who spend their time in the area to have a homestay experience as well as other stakeholders; chief of village, academic research, representative from private and public sector in Muanggluang area. The questionnaire is the research tool to get an idea and problems from all stakeholders in order to retrieve lessons from them by using typical analysis and statistical analysis to find guideline to do sustainable tourism in community in long term appropriately.

In addition, in order to create participatory process, it is important to recognize the social, cultural and political constructs of the stakeholders and governance systems where community are in. The success of their collaboration will depend on how much they understand for their circumstances and to deal with those in the right manner with solidarity. Putnam and Feldstein (16) have said that the process of community learning has to let them know their capacity to their connection within their capabilities to develop their own area. This can result in collective action at larger scale. Strategic interventions should derive from engaging with key stakeholders in various form to find culturally, politically, as well as environmentally appropriate actions.

Objectives

The CBT with appropriate manner to surrounding area is a key success to develop and manage efficiently tourism activities to local host. It will make correctly a functional system to tourism strategy by empowering community to participate and cooperate with government to strengthen their living and to promote their local business by using CBT strategy at the same time. This will significantly sustain community by improving their livelihood and reducing social problems in area.

The success of community encouragement to conservative environment is the way to protect their original way of life; agriculture, local fishing and farming as well as local tourism. After the research, community will have a managing system in tourism with community based participatory approach in order to improve their own land and attract more visitors in years to come.

RESULTS AND DISCUSSION

Community based with participatory approach

CBT or Community based tourism is referred to the activity and business in local area controlled with development and management by their own people in which their benefit and loss will produce depending on how they perform. Therefore, it is very challenging to stakeholders in area how they can help community to develop local tourism as a CBT with efficiency. As community will be the main actor and decision-maker in planning, developing, and managing resources to suitably provide service to tourists. However, to succeed the goal of CBT, the participation among local people is necessary inside the developing strategy. Moreover, CBT of local people should have sufficient knowledge of tourism in order to organize an appropriate strategy during the development. For the community participation to be effective, it is important to put the community's needs and ways of life in the center of tourism decision-making in order to avoid potential conflicts and problems raised by the unwillingness of the community. Therefore, the success of CBT development through the participatory process is the performance which community can overcome all challenges and barriers occurring on community area and implement it to the developing plan in sustainable way.

Muanggluang community has a guideline to do CBT planning in sustainable dimension which is appropriate to environment and culture in the area. This can make community know how to do resilience on tourism business when there are any situation occurred. Moreover, government should support the activities of people in community to do a sustainable tourism by funding support or regularly organizing seminar of all stakeholders to acknowledge people who want to become a local tourist guide or tour agent in community and implement this to other area.

Barriers to developing plan

Participation is one of the key success factors in tourism development, but is practically hard to achieve especially in the context of developing countries such as Thailand due to several reasons. As Tosun [5] mentioned,

participation in developing countries is usually in the form of passive participation or pseudo participation due to 3 types of barriers which are: 1) The limits at the operational level, 2) The structural limitations, and 3) Cultural limitations which are details as following:

1. The limit of operation level
 - Centralization of public administration.
 - Lack of co-ordination between public and private sectors.
 - Lack of information.
 - Time consuming.
2. Structural limitations
 - 'One size fits all' attitude of tourism professionals.
 - Lack of expert manpower in tourism development.
 - Elite domination in tourism enterprises.
 - Lack of a suitable legal system to enforce community participation.
 - Lack of a trained local workforce.
 - High cost of participation with lack of financial resources.
3. Cultural limitations
 - Limited capacity of poor people to participate in tourism.
 - Low level of awareness in local community.
 - Social hierarchy systems affect power relationship among stakeholders.

From mentioned barriers, community will find difficult on the development in CBT in the future unless stakeholders both public and private sectors try to help them reduce problems and obstacles in the development. They should meet the target as win-win negotiation and reduce their own benefit from tourism activities. This can help community achieve the tourism business in sustainable dimension according to people's expectation.

CONCLUSIONS AND SUGGESTION

Community Based Tourism in Sustainable Dimension is a strategic plan on tourism industry which is very important to all stakeholders in research area. The best action in CBT to sustain community at the same time has to be a participatory approach by their own people. In that case, community has to be solid and help each other to strengthen their society in any dimension; social, economic and environment by being supported from government and other relevant organizations because there are still many barriers to set up a developing plan in order to achieve a goal of CBT in the area, especially, the area where there are a difference of proportion significantly on social status and each benefit of its own.

In addition, CBT is an efficient tool to let community have an opportunity to develop their own land and their own livelihood. Such an empowerment approach of community, this will let them practice to know how to live and gain living with their local business such as tourist activities. Meanwhile, government organization in area should do more contribute to the area and support them until it can truly be a sustainable tourism development. With an ongoing research, the assessment of study should have done frequently with accountability.

Finally, researcher will go on study to finish the project and also follow up as frequent as it could be. Thus, the community will gain an assessment from researcher to use it as a guideline to do sustainable local tourism by a participation of their own people. With the work, the sustainability of tourism development by local people in the community will be understood thoroughly and also become a tourism development practices to apply and implement in other areas.

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A GUIDELINE FOR ACCOMMODATION BUSINESS DEVELOPMENT IN RATCHABURI PROVINCE IN PREPARATION FOR FORMULATING A SERVICE STANDARD FOR SENIOR TOURIST GROUPS

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ABSTRACT

The objective of this study was to 1) investigate behaviors of senior tourist visiting and spending nights in Ratchaburi Province 2) estimate senior tourist needs 3) evaluate potentials of accommodation business in Ratchaburi Province, based on the current standard of services provided to senior tourists 4) seek a guideline for accommodation business development in Ratchaburi Province, to meet the needs of 400 senior tourists visiting Ratchaburi Province whereby the coincident sampling technique was used, and the research instrument was a questionnaire. The value of the questionnaire reliability was 0.93. The deployed analytical statistics was namely frequency, percentage, average, deviation standard and analysis of different values between variables.

The study results found that 1) in terms of behaviors, senior tourists visiting mountains and other natural tourist attractions in Ratchaburi Province, spent 2 nights on a vacation or long weekend with their families in hotels with affordable prices: under 1,000 Baht/PAX/night 2) In terms of accommodation business standards, senior tourists required the written forms of regulation documents as well as services rendered with appropriateness, politeness and modesty; in terms of environment and facilities, the senior people needed non-slip surface with grab bars to avoid accidents 3) the result of the estimated accommodation potential in Ratchaburi Province, based on the current standard of services provided to senior tourists, revealed that the management; the services; the environment and facilities, were at the less and the least levels respectively. 4) In terms of management, a guideline for accommodation business development in Ratchaburi Province, should be prepared in written forms; in terms of services, the frontline staff for senior tourists, should be specifically trained. In terms of environment and facility, there must be additional panic buttons installed where needed including bathing seats in hotels/accommodations.

Keywords: accommodation business; senior tourists; Ratchaburi Province

INTRODUCTION

Thailand is now becoming an Aging Society. By 2020, its population with over 60 years of age, will exceed 13 million, or 19 percent out of 14 percent of the total population. In 2013, based on this statistical figure, there were more service business investments emerging to accommodate this aging society, especially, tourism site development for the elderly that has enabled such a tourist to travel more conveniently. One of major tourism factors developed in parallel with tourism resources, is the accommodation business. Currently, there are some certain services for senior tourism with non-qualified service standards. It is the result of the recent and unfamiliar models of tourism together with the senior tourism market groups, which have just emerged. They delay the progress of adjustments or improvements for this kind of tourism. Therefore, the accommodation business preparedness for the elderly, is crucial to effectively make it happen in the full range of senior tourism services within the next 4-5 years.

Ratchaburi Province is one of major tourist attractions and destinations with the continuously increasing number of tourists. The more the tourism grows in this area, the larger market of accommodation business services becomes. However, the emerging accommodation business is going on, regardless of the practical concrete pattern of services for senior tourist groups (National Statistical Office of Thailand, 2014). As a result, the fewer number of such a tourist group come to this province, despite the fact that the potential tourism resources are available such as cultural tourist attractions and so on. Therefore, the study of "A Guideline for Accommodation Business Development in Ratchaburi Province in preparation for Formulating a Service Standard Formation for Senior Tourist Groups", is conducted and proposed as a solution to the problem. The study results will bring about a standard of services and preparedness of accommodation business to practically serve senior tourist groups in response to their needs. In addition, such a standard may be a practical pilot model contributing to the senior tourism development for the neighboring areas of Ratchaburi Province, as well as providing the greater chances of senior tourism, and generating additional incomes to the communities.

OBJECTIVE

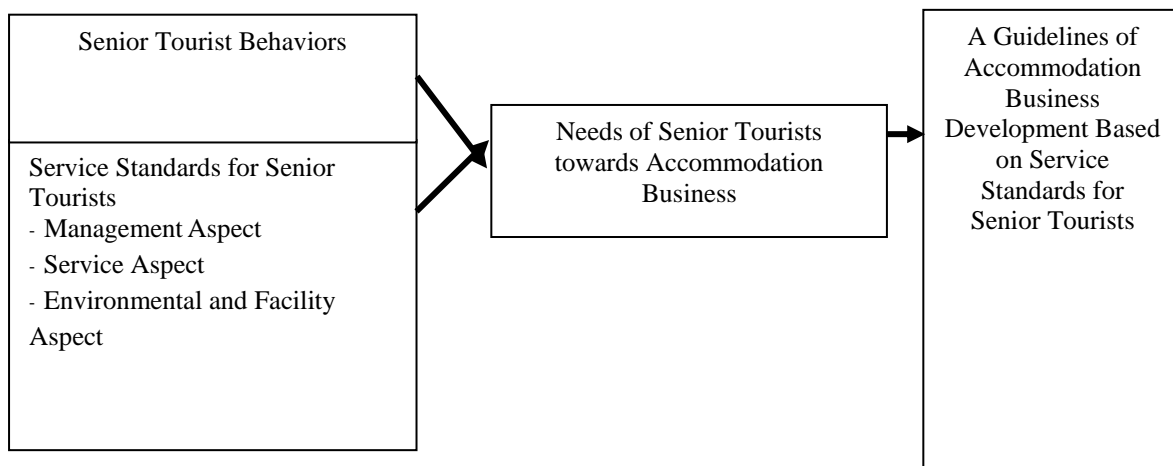
1. To investigate needs of senior tourist groups towards the services of accommodation business in Ratchaburi Province
2. To assess potentials of accommodation business based on the service standards for senior tourist groups
3. To search for a right model for drawing up a guideline for the accommodation business development in Ratchaburi Province in order to meet the needs of senior tourist groups

METHODOLOGY

Population and Sampling Group:

1. The population used in this study was the senior tourists (aged over 60 years) travelling and using accommodation services in Ratchaburi Province
2. The sampling group used in this study was the group of 400 senior tourists (aged over 60 years) travelling and using accommodation services in Ratchaburi Province

Research Framework:



Research Methodology:

The research instrument used in this study is a questionnaire passing the test of confidence interval with Alpha value = 0.938.

Data Collection

Primary Sources: journals, textbooks, standards relating services for tourism

Secondary Sources: data collected from senior tourist groups visiting Ratchaburi Province

Statistics Deployed for Data Analysis

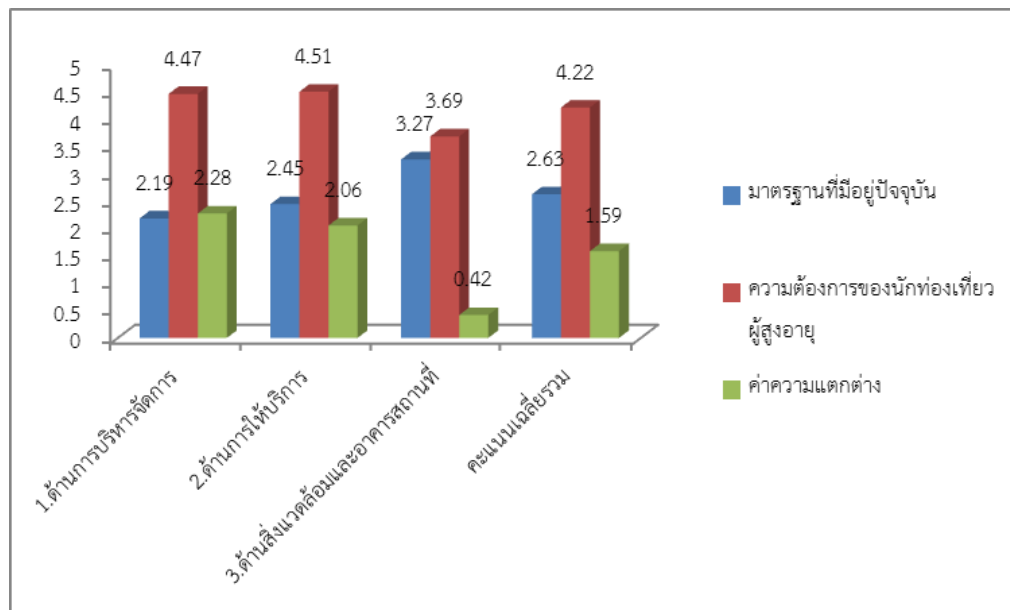
Descriptive Statistics consist of

1. General data analysis and data analysis relating senior tourists' behaviors deploying frequency and percentage distribution
2. Data Analysis relating service standard evaluation for tourism of Tourism Department, in terms of the accommodation business in Ratchaburi Province, using mean and standard deviation (S.D.) as well as the comparison between the potential evaluation of accommodation business according to the service standard for tourism; and the senior tourists' needs. After that the different values were assessed in order to seek a guideline for developing the accommodation business in Ratchaburi Province in preparation for formulating a service standard for senior tourist groups.

RESULTS

1. In terms of *behavior analysis*, it was found that senior tourists travelling to mountains and other natural tourist attractions in Ratchaburi Province, spent 2 nights with their families on a vacation or long weekend in hotels with affordable prices, under 1,000 Baht/PAX/night.
2. In terms of *needs and current service standards for tourism relating accommodation business in Ratchaburi Province*, it was revealed that senior tourists required the written forms of relevant regulation documents, as well as services rendered with appropriateness, politeness and modesty; *in terms of environment and facilities*, senior tourists needed non-slip surface with grab bars to avoid accidents. Moreover, the result of

the estimated accommodation potential in Ratchaburi Province based on the current service standard provided for senior tourists, revealed that the management; the services; the environment and facilities, were at the less and the least levels respectively as in **Figure 1**.



*(Translation of Fig1 : 1. Management 2. Services 3. Environment and Facilities, total average, current standard, needs of senior tourists, different values)

Fig. 1 showed the comparison between the needs of senior tourists and the current service standard for tourism in Ratchaburi Province.

3. A guideline for accommodation business development in Ratchaburi Province, based on the service standard for senior tourism, in terms of behavior, was analyzed as follows

3.1 Senior tourists visiting and spend the nights in Ratchaburi Province because they enjoy travelling along mountains and other natural tourist attractions.

Improvement Guideline:

As senior tourists have paid attention on travelling along mountains and natural tourist attractions in Ratchaburi Province, it has to offer Suan Phueng District and Chom Bueng District where natural tourism resources such as mountains and forests, are plentiful. However, it is a must to improve the quality of accommodations in the districts to meet the needs of senior tourists. Further details relating the service standard for senior tourism, will therefore be identified.

3.2 Most of senior tourists were accompanied by their families.

Improvement Guideline:

A larger room for accommodating a family as well as additional space for family activities, should be provided.

3.3 Length of stay : 2 nights

Improvement Guideline

There should be hotels/accommodations together with family activities provided for 2 night stay and room cleaning services during the daytime.

3.4 Period of travelling and spending nights, was on a vacation or long weekend.

Improvement Guideline

Hotel/accommodation business networking needs to be established so as to meet the room reservation demands of senior tourists travelling during a vacation or long weekend. Such a cooperative networking among the similar types of business operation, will be able to bridge the gap of inadequate rooms for senior tourism. That will help impress senior tourists while winning their expectations.

3.5 Hotels/accommodations should be at affordable prices, not exceeding 1,000 baht / night

Improvement Guideline

Building a cooperative accommodation networking among the similar types of business operation, will enable to set room prices to meet the demand of senior tourists.

3.6 Improvement Guideline for *Management*

The hotel/accommodation service specifications for senior tourists in Ratchaburi Province, need to be in written form.

3.7 Improvement Guideline for *Senior Tourism Services* in Ratchaburi Province:

It is recommended for senior tourism operators to render services to their customers in appropriate, polite and modest manners. Moreover, the hotel management should pay attentions to its frontline staff while providing trainings as needed.

3.8 Improvement Guideline for *environment and facilities*:

Hotel/accommodation operators in Ratchaburi Province must install panic buttons for senior tourists where needed as well as bathing seats in the rest rooms and signage indicating directions to the elderly's facilities.

DISCUSSIONS

1. The study result, *in terms of senior tourist behaviors*, revealed that senior tourists visited and spent nights in Ratchaburi Province for the purpose of exploring mountains, natural trails and historical sites. Most of them spent 2 nights with families on long weekend in hotels with affordable prices, less than 1,000 baht /night/PAX. That information is matched with the Study of **Kulwadee Klaewkla (2007)**, investigating the tourism behavior of retired government officers. The research results indicated that the retiree sampling group primarily visited natural attractions; secondary was to enjoy the historical sites along with archaeological artifacts and antiques. That is why the sampling senior tourist groups tended to be accompanied by their families, who shared the same leisure times on weekends or holidays, free from schools or works. That is the peak period for senior tourists to travel. Second preference was to travel during working days (Monday-Friday) and consecutive holidays making 3 days and 2 nights package of tourism that is the most suitable period for the elderly. In terms of studying on the most popular accommodations for senior, it was found that the sampling groups preferred to stay in hotels due to the adequate services and facilities rendered with variety of prices, while resorts offered more expensive prices.

2. The study result of senior tourist needs for the service standard of accommodation business in Ratchaburi Province, *in terms of management*, revealed that the senior tourists visiting and spend nights in this area, required the accommodation service standard for tourism relating management of service specifications for senior tourism in written forms. Inside hotels/accommodations, there must be complaint boxes for senior tourists to evaluate the services rendered. That was in response to the standard of Department of Tourism, Ministry of Tourism and Sports (2012) stating that the commitments and scopes of services must include those of the senior tourist groups in written forms with clarified functions and responsibilities contained therein. Regarding the handling of customer complaints and suggestions, there must be an active listening and acknowledgement of customer complaints including fixing complaint approaches and dealing with customer suggestions such as suggestion boxes for customers to evaluate services rendered. That was matched with the Study of **Wanphen Taengtang (2003)** revealing the European Tourist Satisfaction towards the Tourism Management at Damnoen Saduak Floating Market, Damnoen Saduak District, Ratchaburi Province. The study results found that the satisfaction level towards the overall tourism management, was very good. *In terms of services*, the senior tourists were found to require the overall service standard for tourism relating accommodation business in Ratchaburi to be at the level of an average of maximum values. That might result from the elderly's service requirements to be provided with appropriateness, politeness and modesty in response with the service standard of Tourism Department of Tourism, Ministry of Tourism and Sports (2012). It was stated that the services rendered to senior tourist groups needed to be in appropriate, polite and modest manners; and quick response to tourists' needs. *In terms of information and communication services*, it was needed to provide website services displaying the information of relevant working units for senior tourists to use (W3C); Braille letter application and other applicable technological approaches. *In terms of facility provision*, it was necessary to provide a platform for resting at every 200 meter range. Along with this, medical treatment services needed to be provided, e.g. unexpired and ready to use sets of home remedies; first aids kits; rapid and efficient local medical network; and primary medical treatment unit or first aids room within the communities. *For travelling services*, it was needed to include mobility devices for the elderly such as mobile transfers (entry and exit vehicles); vehicle devices to facilitate the elderly which is in line with the Study of **Wanphen Taengtang (2003)** revealing the European Tourist Satisfaction towards the Tourism Management at Damnoen Saduak Floating Market, Damnoen Saduak District, Ratchaburi Province. The study results found that the highest satisfaction level towards the overall tourism service, was achieved. *In terms of environment and facilities*, the senior tourists were found to require the service standard for tourism relating accommodation business in the areas of Ratchaburi at high level. Probably, the senior ones needed the accommodations with smooth and non-slip surface of floor that helped reduce accidents together with panic buttons installed where needed. That was matched with the Study of **Montri Prangsungruen (2008)** investigating the tourist satisfaction towards facilities provided in Phlew Waterfall, Namtok Phlew National Park, Chantaburi. The study results found the satisfactory level of tourists towards each of facilities provided there namely pathways, roads, parking space, trash bins and waste management system, restrooms/toilets, signage, caution signs, symbol signs, tourist centers, natural trails, camping grounds, tourist accommodations, food stalls, benches, tables and office buildings. The

satisfactory level given by tourists, referred to the tourists' satisfaction towards the facility development provided in the park.

3. The study results of the evaluation of accommodation business potentials in Ratchaburi Province, based on the current service standard of senior tourist groups, stated that *in terms of management*, the accommodation standard of Ratchaburi Province, was overall at the least level. It may result from the lack of written service specifications for senior tourists in the province. Moreover, there is an inadequacy in providing complaint boxes as well as well-trained service providers for senior tourism. This study results were matched with the Study of **Chirawadee Rattanaphaitoon (2014)** revealing that the additional incentives and stimulus for senior tourism in Thailand, needed to be continually adopted through clarified plans and policies. Along with this, the relevant necessary infrastructure must be improved, while the prompt facilities and services needed to be provided to accommodate the target groups. *On service side*, it was found that the overall current service standard for hotels/accommodations was at an average of minimum level. This might result from no efficient and prompt networking available between hotels/accommodations and medical treatment units, including no primary medical care units or first aid rooms in such a hotel or accommodation. Due to the low cost type of hotel/accommodation services, probably, there were neither first aid rooms nor emergency medical treatment and first aid kits available for the senior ones. However, the service standard for tourism of the Department of Tourism, Ministry of Tourism and Sports, states that the elderly have to be treated with appropriateness, politeness, modesty and promptness by the frontline staff. *On information and communication side*, it was needed to provide website services displaying the information of relevant working units for senior tourists to use (W3C); Braille letter application and other applicable technological approaches. *On facility provision side*, it was necessary to provide a belonging deposit room and a platform for resting at every 200 meter range. Along with this, medical treatment services needed to be available, e.g., unexpired and ready to use sets of home remedies; first aids kits; rapid and efficient local medical network; and primary medical treatment unit or first aids room within the communities. *For Travelling Services*, it was needed to include mobility devices for the elderly such as mobile transfers (entry and exit vehicles); vehicle devices to facilitate the older people. *In terms of environment and facilities*, it was found that the service standard relating hotels and accommodations in Ratchaburi Province, was at an average of minimum level. This might result from no space for pets, no signage of directions to the facilities for senior tourists, no reading corners (libraries) available in the area. According to **McPherson (1983 referred to Somsak Srisantisook 1996)**, getting frequent active movements and playing activities, keep the elderly happy, physically and mentally. They can learn to live their lives happily with self-respect of being a useful person to their societies. Therefore, the hotels/accommodations should reserve certain space for conducting senior tourists' activities which was matched with the Study of **Sart Sukprasert (2015)** investigating the facility standard for senior citizens in residences and public domains. It was found that the elderly's needs for the overall standard provision of facilities, safety and basic amenities in Nakhon Ratchasima Province, was at high level. In other words, if the elderly are provided with appropriate facilities together with safety and basic amenities, their quality of lives will be better. This study result indicated that as people grow older, their bodies are going downhill. That is why the formulation of facility standard for the senior citizens is crucial.

4. A guideline for accommodation business development in Ratchaburi Province, adopted to meet the requirements of senior tourists, revealed that the service specifications for senior tourism relating management, should be in written forms in response to the service standard for tourism of the Department of Tourism, Ministry of Tourism and Sports (2012). In addition, **Chirawadee Rattanaphaitoonchai (2014)** stated in her study that Thailand is geographically advantageous over ASEAN Countries on tourism side, still it focuses on the accommodation management for general tourists rather than paying attention to senior tourist needs. Thus, it is recommended to put an emphasis on required services for senior tourism such as provision of necessary trainings for qualified frontline staff in delivering the quality of services for senior tourists. *On environment and facility aspect*, it is recommended to install more panic buttons where needed as well as bathing seats, since most of the senior ones are found to have diseases related to ankles and bones. **Trirat Jarutach, et al., (2007)** claimed in the Study of the Minimum Standard of Housing and Environment for the Elderly, that the majority of the senior citizens have diseases related to bone, ankle, muscle/tendon; while the elderly prefer to use safe and user-friendly kits. **McPherson (1983 referred to Somsak Srisantisook, 1996)** revealed that when people grow older, their cells inside the bodies will gradually malfunction more and more that leads to the state of declining and obsolete cells. As a matter of fact, inside the bodies of human and living things, particularly aging people, there are abundant free radicals. Such unstable radicals cause genes to malfunction leading to surplus forming of collagen and elastin, major protein components, which bring the loss of tissue elasticity in aging people. That is why senior tourists need assistance from others in case of emergency.

BENEFITS GAINED FROM THE STUDY RESULTS:

1. New models of accommodation business emerged in response to the service standards / frameworks of the Tourism Department for senior tourist groups, in terms of general service; information and communication services; facility and basic amenity services, and so on.
2. New tourism types emerged in response to needs of senior tourist groups, for instance, slow tourism or long stay tourism bringing about incomes generated from additional accommodation business; relevant communities and organizations such as hotel and resort groups; vendors and travel agencies.
3. New important findings can be applied for developing accommodations to be aligned with standards and needs of senior tourists. These measures can be used to stimulate older tourists' motivation as well as promoting senior tourism activities in Ratchaburi Province, and making this area known to public to a greater extent.

RECOMMENDATIONS

1. In terms of management, the accommodation business operators in Ratchaburi Province, should prepare the service specifications for senior tourists in written forms together with provision of additional suggestion boxes for collecting senior tourist feedback on services provided.
2. *In terms of services*, the accommodation business operators in Ratchaburi province, should provide more needed trainings for frontline staff so as to take a good care of senior tourists.
3. *In terms of environment and facilities*, the accommodation business operators in Ratchaburi Province, should install additional panic buttons where needed including bathing seats in the restrooms; elderly's basic amenities and clearly viewed signs with large formatted letters.

RECOMMENDATIONS FOR FURTHER STUDY

1. It is recommended to conduct further studies on models of senior tourism in Ratchaburi Province for the purpose of getting information to formulate additional guidelines for accommodation business development in Ratchaburi Province.
2. It is recommended to study a guideline for accommodation business development in Ratchaburi Province in preparation for formulating a service standard for senior tourist groups thereby grouping hotels/accommodations according to their sizes so as to get deep in relevant details as well as match the context of hotels/accommodations in each group.

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SOLID WASTE MANAGEMENT BY LOCAL COMMUNITY IN PHRAYA PRASIT COMMUNITY, DUSIT DISTRICT, BANGKOK

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ABSTRACT

The objective of this research was to study and examine the level of satisfaction of solid waste management by local community in Phraya Prasit Community, Dusit District, Bangkok, Thailand. A total of 100 samples was determined by simple random sampling method. Questionnaire was designed and developed as research tool. Statistics analysis included percentage, mean, and standard deviation as well as t-test, F-test, and one way ANOVA and Least Square Difference. The findings of the research revealed that the overall solid waste management was rated at medium level ($\bar{x} = 3.77$, S.D. = 0.187) and when evaluated in each item, it found that solid waste eradication was rated at a high level ($\bar{x} = 4.41$, S.D. = 0.328), solid waste transforming and recycling was rated at high level ($\bar{x} = 3.49$, S.D. = 0.482), solid waste collection was rated at medium level ($\bar{x} = 3.40$, S.D. = 0.290). In addition, the hypothesis testing of the differences of demographic such as gender, age, education, occupation, marital status, family status, and family income that have on the level of satisfaction of solid waste management in Phraya Prasit Community, Dusit District, Bangkok in the areas of solid waste collection, solid waste transforming and recycling, and solid waste eradication have no differences.

Keywords: Solid Waste Management, Recycling, Reuse, Solid Waste Collection

INTRODUCTION

Solid waste, trash, or garbage is one of the most detrimental environment problems which have serious ramifications to vast majority of local communities in Bangkok. In fact, the high growth rate of the population and the continuous increasing of social and economic as well as industries results in the high growth rate of consumption which, in turn, increase the quantity of garbage today and in the near future (Ninwan, 2018). However, the solid waste management has been ineffective, lack of land to use as the solid waste eradication, limited of budget, and low participation and cooperation from general public such as high consumption of luxury goods, not separate the garbage, and not enough use of reuse and recycle. Therefore, there are numerous problems of solid waste or garbage which directly and indirectly impacts on local environment such as pollution, waste and toxic water, garbage mismanagement, and health problems from many diseases from the garbage mismanagement. The effective way of solid waste management should be based on the principles of waste minimization and from cradle to grave which considered as the most effective way to get rid of garbage (Department of Toxic Control, 2017). However, in real situation, the participation of local people and local community at the source of solid waste and garbage to separate each kind of garbage and to reduce the quantity of garbage each day will be considered as the most effective way and sustainable way of solid waste management.

There are 44 sub-districts in Bangkok areas. Dusit district is one of the community that has high quantity of garbage in the top tenth highest garbage quantity of Bangkok. However, the community of Phraya Prasit Community, Dusit District, Bangkok is one of the best example for case study due to the fact that it has strong community leadership with competent knowledge in solid waste management. Moreover, the Phraya Prasit Community, Dusit District is the area in responsible for academic service community under Suan Sunandha Rajabhat University. Therefore, the researcher is interested in studying the solid waste management by local community in Phraya Prasit Community, Dusit District, Bangkok in order to use the findings and insight information to be the guidelines for the community development to be free of garbage and to have solid waste management effectively and sustainably.

OBJECTIVE

1. To study the level of satisfaction in solid waste management of local community in Phraya Prasit Community, Dusit District, Bangkok.

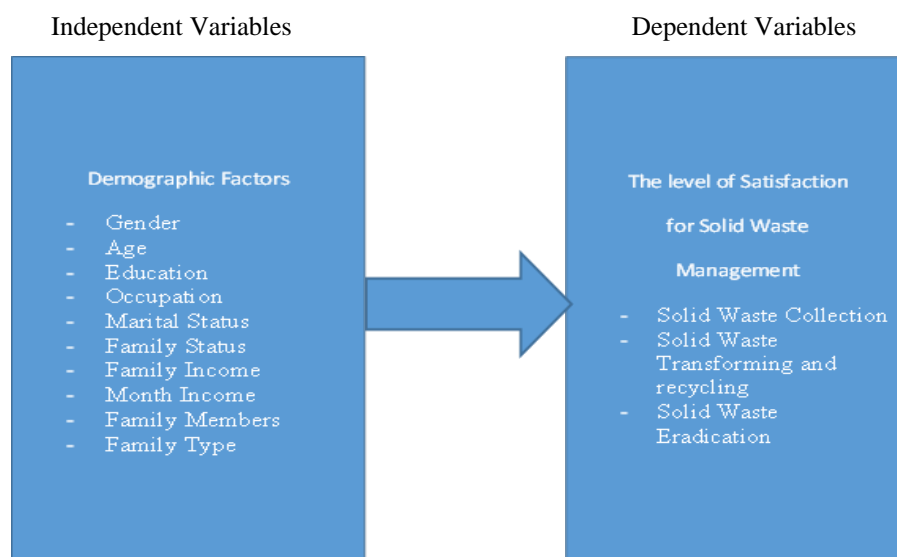
2. To compare the level of satisfaction in solid waste management of local community in Phraya Prasit Community, Dusit District, Bangkok by demographic factors.

METHODOLOGY

In order to search for the answer of research questions, a mixed research method of qualitative method was utilized. The population of the study for quantitative research included all 140 people in the local community who are at least 25 years old. By utilizing Taro Yamane (1973) method, a total of 100 sample was obtained by random sampling method. The IOC test for research tool was 0.6 and test of reliability was 0.82. Statistics analysis included percentage, mean, and standard deviation as well as t-test, F-test, and one way ANOVA and Least Square Difference.

Figure 1.

Research Framework



RESULTS

From the findings, it reveals the demographic information that the majority of the respondent are female or about 73 and male of 27. The majority of the respondents have the age between 41-51 years old or about 36 percent. In terms of education, the majority of the respondent have education at high school or lower about 93 percent. Also, the majority of the respondent have an occupation for hire about 85 percent. Most of the respondents are married or about 65 percent. Major income of the majority of the respondents, however, come from for hiring or about 52 percent. Most of them have the income between 5,001-10,000 baht per month or about 80 percent. The majority of respondents have 3-5 family members in the house or about 55 percent. Finally, the majority of the respondents live in the house or about 90 percent.

Table 1
The overall means and Standard Deviation of Level of Satisfaction

Level of satisfaction from local community	Satisfaction		
	Mean	S.D.	Meaning
1 Solid waste collection	3.40	0.290	Medium
2 Solid waste transforming and recycling	3.49	0.482	High
3 Solid waste eradication	4.41	0.328	High
	3.77	0.187	Medium

Table 1 reveals the overall means and standard deviation of level of satisfaction. The findings show that solid waste eradication was rated with the highest mean or 4.41, S.D. of 0.328, the solid waste transforming and recycling was rated with the second highest mean or 3.49, S.D. of 0.482, and solid waste collection was rated the lowest mean or 3.40, S.D. of 0.290.

Table 2

The means and Standard Deviation of Level of Satisfaction. In terms of solid waste collection

No.	Satisfaction		
	Mean	S.D.	Meaning
1. Sufficient trash cans available	3.71	0.456	High
2. Position of trash cans	3.47	0.502	High
3. Round of trash collection	3.51	0.503	High
4. Time off trash collection	3.25	0.435	Medium
5. Number of employees for trash collection	3.27	0.548	Medium
6. Trucks for trash collection	3.27	0.790	Medium
7. Effectiveness of trash collection	3.35	0.480	Medium
Overall	3.40	0.290	Medium

Table 2 reveals the means and standard deviation of level of satisfaction in terms of solid waste collection. The findings show that sufficient trash cans available was rated with the highest mean or 3.71, S.D. of 0.456. Round of trash collection was rated as the second highest mean or 3.51, S.D. of 0.503. Position of trash cans was rated as the third highest mean or 3.47, S.D. of 0.502. The overall mean was rated as 3.40, S.D. of 0.290.

Table 3

The means and Standard Deviation of Level of Satisfaction. In terms of solid waste transforming and recycling

Level of satisfaction from local community	Satisfaction		
	Mean	S.D.	Meaning
1. The work of recycle	3.48	0.560	High
2. Activities for Income from solid waste	3.48	0.502	High
3. Bring trash to use effectively	3.50	0.503	High
Overall	3.49	0.482	High

Table 3 reveal the means and standard deviation of level of satisfaction in terms of solid waste transforming and recycling. The findings show that bring trash to use effectively was rated with the highest mean, 3.50, S.D. of 0.503. Whereas, work of recycle and activities for income from solid waste were rated the same level of mean, or 3.48, S.D. of 0.560 and 0.502.

Table 4The overall means and Standard Deviation of Level of Satisfaction
In terms of solid waste eradication

Level of satisfaction from local community	Satisfaction		
	Mean	S.D.	Meaning
1. Health and sanitary of waste eradication	4.77	0.566	Highest
2. Waste eradication without complains	4.86	0.349	Highest
3. Fees collection for waste eradication	3.59	0.534	High
Overall	4.41	0.327	Highest

Table 4 reveal the means and standard deviation of level of satisfaction in terms of solid waste eradication. The findings show that waste eradication without complains was rated with the highest mean or 4.86, S.D. of 0.349. Whereas health and sanitary of waste eradication was rated as the second highest mean or 4.77, S.D. of 0.566. And fees collection for waste eradication was rated at the lowest mean or 3.59, S.D. of 0.534.

Finally, the hypothesis testing if differences of demographic information results in difference level of satisfaction of local community in terms of solid waste management. the hypothesis testing show that the differences of demographic information such as gender, age, education, occupation, marital status, family status, and family income that have on the level of satisfaction of solid waste management in Phraya Prasit Community, Dusit District, Bangkok in the areas of solid waste collection, solid waste transforming and recycling, and solid waste eradication have no differences in level of satisfaction.

CONCLUSION AND FUTURE WORK

It is imperative that local community of Phraya Prasit Community, Dusit District, Bangkok, Thailand needs to focus on the separation of the garbage from the starting point of garbage collection, separation of garbage, garbage reuse and recycling. The solid waste management is the responsibility and accountability of Dusit District which must go on and encourage the reduction of the quantity of garbage daily. More important, there must be a promotion of activities of turning solid waste into income and energy for local community. Moreover, it is important to provide both knowledge and awareness to local community to participate in the reduction, reuse, and recycle of the solid waste management to be effectively and sustainably.

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GUIDELINE ON STEM LEARNING EXPERIENCE MANAGEMENT FOR EARLY CHILDHOOD

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ABSTRACT

The purposes of this research were to synthesize guidelines on STEM learning experience management for Early Childhood. The process of the research consisted of two stages as follows 1) Studying concept and relevant literature of the STEM Education. 2) synthesize guidelines STEM learning experiences management. Focus group discussion and assessment of STEM learning experiences management. Which consist of specialist in STEM Education two people, specialist in curriculum two people, specialist in learning management , measurement and assessment of the STEM education one people. Research tools include: 1) Group discussion recordings 2) Learning Plan for Early Childhood Education 2) The quality assessment record of the learning management plan of the teacher. 3) Evaluation of STEM learning experiences management.

The results of this research revealed that 1. Continuous development of early childhood teachers. In various ways the training to educate, training workshop Learning through network or database 1.1) knowledge and understanding about the full education. 1.2) Skills in organizing learning experiences full screen. 1.3) Good attitude toward learning experience. 2. Planning the learning experience in a full study 2.1) Study the essence of early childhood curriculum and science, mathematics, occupation and technology and engineering design processes in the way of integration. 2.2) Teachers should analyze the learning management unit to organize the learning activities according to STEM learning experiences management for early childhood. 2.3) Analyze the learning management unit to organize the learning activities according to the study plan. 2.4) Prepare a plan for learning experience based on learning. 3. Organize learning experiences in class that focus on group work. Exchange of learning and feedback to students. 4. Measure and evaluate the learning according to the Authentic Assessment.

Keywords: Guidelines, STEM learning experience management, Early Childhood

INTRODUCTION

Developing Students for living skills in the 21st century are Learning skills and Innovation Creativity and Innovation, Critical Thinking and Problem Solving, Communication and Collaboration, Information Literacy, Media Literacy, Information, Communications and Technology Literacy etc. (Wijarn Panich. 2555: (17; Partnership for 21st century skills; Bellanca, J. and Brandt, R.2010) In the era of advanced information technology, interpersonal communication is more convenient .Students can access to a lot of information and can search for information on their own in the fast time and get the update information so In the current learning management, Teachers must change their role from the education teller to be a coach to develop Students achieve those skills. One concept used in study is STEM education, This is the concept of integrated learning management in 4 different sciences contains Science, Technology, Engineering and Mathematics (The Institute for Promotion of Teaching Science and Technology. 2552: 18-20)

Integrated learning management based on STEM learning concept is important to the Students, It encourage students to have Critical Thinking Skills and Innovation that use knowledge in Science, Mathematics, Technology and Engineering design. The students understand the Knowledge and the process of Science and Math more, Make the students transfer the learning. Students can link the relationship between ideas in various sciences and make students understand the knowledge that mean to them. Students see the relationship and the value of what they learn and they can link the lessons together.

Early childhood education is the mainstream of the educational process. Education to promoting Skills in the 21st century should start at Early Childhood. Integrated Learning management has category, Each category has different meanings. So the management of STEM learning, Teacher has a very important role because there must have knowledge and basic and recognize the importance of STEM learning management for early Childhood includes 1) Encourage students to love and value the science, technology, engineering and

mathematics. 2) Encourage students to connect concepts in science, mathematics, occupation and technology. 3) Encourage students to understand the subject and the process of science and mathematics more. 4) Encourage students to engage in active learning and realize the meaning of learning specific content. 5) Encourage students to have higher thinking skills. 6) Enhance problem solving skills. 7) Encourage students interested in a STEM career more. (Mehalk, Doppelt& Schunn,2005 ; Rece Herbold sheimer, Paige Gordon.2014 : 1-4 ; Metric 2012 ; Klem& Connell .2004 ; National Association of Research in Science Teaching (NARST). 2557: 5) Management of education by STEM learning, Teachers be an important role. They are facilitators and coaches of the students. Construct a problematic situation that challenges the thinking of the students and let student engage in Problem Solving using scientific process skills. To make this learning management as effective as possible, Teachers need to have knowledge and understanding about STEM learning management. In-class learning is integrated into the interests of the students and classroom context. In addition to STEM learning management will be successful or not, Teachers should measure and evaluate learners' perception of their skills and attitudes toward learning management.

From the above reasons, I am interested in studying the guideline on STEM learning experience management for early childhood for be a learning management guideline for early childhood teachers.

OBJECTIVE

1. To synthesize documents and research related to STEM learning.
2. To study the guideline on STEM learning experience management for early childhood.

METHODOLOGY

The research methodology is divided into 2 stages contains

Path 1: Document and research related To STEM Learning

Study concepts and theories related to STEM learning by synthesizing relevant documents and research.

Steps in the documents and related research includes

- 1.1 Determine the focus on study and research related documents.
- 1.2 Search select and supply from source of required documents.
- 1.3 Reading literature intently and taking notes.
- 1.4 The synthesis of studies and research related documents about STEM learning.
- 1.5 Synthesis report from the study.

Path 2: Synthesize guidelines STEM learning experiences management. Focus group discussion and assessment of STEM learning experiences management. Which consist of specialist in STEM Education two people, specialist in curriculum two people, specialist in learning management , measurement and assessment of the STEM education one people. Research tools include: 1) Group discussion recordings 2)_Learning Plan for Early Childhood Education 2) The quality assessment record of the learning management plan of the teacher. 3) Evaluation of STEM learning experiences management.

RESULTS

Study Guide to the STEM learning experience management for early childhood contains 2 parts Chapter 1 Synthesis of documents and research related to STEM learning and Chapter 2 ind a way to learnon STEM learning by organizing group meetings as following detailed

Chapter 1: Synthesis of documents and research about STEM learning found that it has many issuescontains

1. STEM Education is integrated across 4 science includes Science, Technology, Engineering and Mathematics, Taking advantage of nature and how to teach each subject and integration (Capraro, capraro, & Morgan. 2013; Gonzalez &Kuenzi. 2012; Zollman. 2011) It is an integration that can be used to manage learning at all classes since kindergarten to senior high school.

2. Learning of Early Childhood is early life, It is very important. STEM learning management should be starts from early Childhood Level because it is the age that is the foundation for learning science in the future, it is the age of the development of the physical, emotional, social, Intelligence and skill. Children of all ages have the ability to observe, explore, and discover the world around them. (National Research Council (NRC), 2012)

3. Learning Management for Early Childhood, Teachers use learning management methods by engineering design through art for early childhood. Teachers can evaluate the engineering process of the students includes 1. Brainstorming 2. Development of prototype model and 3. Team work (Chairat Sutthirat. 2554: 104-110; The Institute for the Promotion of Teaching Science and Technology. 2557: 18-20; Edward M. Reeve.2013: 12-15)

4. Measurement and Evaluation of STEM Learning is Authentic Assessment. The method can be measured and evaluated in several ways contains 1. Observation of operational behavior 2. interview 3. Showcase 4. Student record 5. Self reporting 6. Practical evaluation 7. Assessment of competence 8. Use of portfolio 9. Testing 10. Questionnaire

Chapter 2: STEM learning Experience Management Guidelines for Early childhood. From Group discussion meetings on January 25, 2018 at 9.00 am – 12.00 pm at room 1124 Meeting room in Faculty of Education Suan Sunandha, Rajabhat University

From the research found that Learning Experience and evaluation on STEM learning should practice following

1. Continuing development of teachers in various forms, The training to educate, Training workshop, Learning through network or database, Document and STEM learning management Manual 1.1) Knowledge and understanding about STEM learning.

1.2 Skills in STEM learning experience learning

1.3 Attitude toward STEM learning experience

2. STEM learning experience planning

2.1 Study the essence of science, mathematics, Career and Technology and Engineering design process in the nature of integration.

2.2 Analysis of learning management units to organize learning activities on STEM learning.

2.3 The design of the STEM learning experience.

2.4 Make plans to organize on STEM learning experience.

3. A learning experience in the classroom, focusing on the students to work together as a group, exchange of learning and Provide feedback to students 4. Authentic Assessment

CONCLUSION AND FUTURE WORK

Chapter 1: Synthesis of documents and research about STEM learning.

From the synthesis of documents and STEM Learning Research found that it has many issues contains

1. STEM Education is integrated across 4 science includes Science, Technology, Engineering and Mathematics, Taking advantage of nature and how to teach each subject and integration (Capraro, capraro, & Morgan. 2013; Gonzalez & Kuenzi. 2012; Zollman. 2011) It is an integration that can be used to manage learning at all classes since kindergarten to senior high school.

2. Learning of Early Childhood is early life, It is very important. STEM learning management should be starts from early Childhood Level because it is the age that is the foundation for learning science in the future, it is the age of the development of the physical, emotional, social, Intelligence and skill. Children of all ages have the ability to observe, explore, and discover the world around them. (National Research Council (NRC), 2012)

3. Learning Management for Early Childhood, Teachers use learning management methods by engineering design through art for early childhood. Teachers can evaluate the engineering process of the students includes 1. Brainstorming 2. Development of prototype model and 3. Team work (Chairat Sutthirat. 2554: 104-110; The Institute for the Promotion of Teaching Science and Technology. 2557: 18-20; Edward M. Reeve.2013: 12-15)

4. Measurement and Evaluation of STEM Learning is Authentic Assessment. The method can be measured and evaluated in several ways contains 1. Observation of operational behavior 2. interview 3. Showcase 4. Student record 5. Self reporting 6. Practical evaluation 7. Assessment of competence 8. Use of portfolio 9. Testing 10. Questionnaire

Chapter 2 : guidelines on the STEM Experience Management for Early childhood.

From the research found that Learning Experience and evaluation on STEM learning should have Developing the potential of early childhood teachers to have knowledge and understanding in Skills and Attitudes to STEM learning experiences By training to educate, Training workshop Learning through network

database or document, A Guide to the STEM Learning Experience and Teachers must organize their own STEM learning activities according to the self-study model before learning activities for preschool children. Pilot test before actual learning activities for students. To study the possibility of experimental results, it may help the instructor to have a deep understanding of the STEM learning management. This is consistent with the concept of scientific inquiry that focus on the evidence or empirical evidence obtained from experiments rather than the knowledge obtained from the theory only (The Institute for Promotion of Teaching Science and Technology. 2552 : 18-20 ; Bruce R. Joyce, Marsha Weil, Emily Calhoun : 215-216)

The way to knowledge and understanding about STEM learning 1.2) Ability to organize STEM learning experiences, All involved teachers must be aware of the importance of STEM learning and must have the right knowledge about STEM learning (The Institute for Promotion of Teaching Science and Technology. 2558 : 38) 1.3) Attitude toward STEM learning experience 2. STEM learning experience planning 2.1 Study the essence of science, mathematics, Career and Technology and Engineering design process in the nature of integration. 2.2) Analysis of learning management units to organize learning activities on STEM learning 2.3) The design of the STEM learning experience 2.4) Make plans to organize on STEM learning experience 3. A learning experience in the classroom, focusing on the students to work together as a group, exchange of learning and Provide feedback to students 4. Authentic Assessment

Seksan Sansornrapit (2558) has been suggested that the content of science, mathematics and The situation must comply with the measure in Classes that students study, Regardless of how learning and learning ability of students in each age group. In the same way, Pakdee Hamtanon (2558 : 1) comments expressed that school administrators must support the teacher's integrated work in 3-4 related subjects on STEM learning and To encourage mutual learning of teachers, Create a community of teachers. To help teachers adjust their learning to teaching and Awake to use STEM learning.

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NURSE PRECEPTOR AND NEW NURSE PERCEPTIONS OF PRECEPTOR CLINICAL TEACHING BEHAVIO

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ABSTRACT

Background: The clinical teaching behaviors (CTB) of nurse preceptors (preceptors) affects how well newly graduated nurses learn when they become new nurses, along with their retention rate, job satisfaction, and successful adjustment to the clinical work environment.

Purposes: This study (1) investigates and compares the CTB of preceptor as perceived by preceptors and new nurses; (2) examines the differences in CTB by preceptors' individual characteristics; and (3) examines the differences in CTB by new nurses' background.

Methods: This descriptive and correlational study used a cross sectional survey of a convenience sample of 290 preceptors and 270 new nurses from five teaching hospitals across Taiwan. Of these, 521 completed questionnaires for an effective response rate of 93.0%. Participants were surveyed using the Clinical Teaching Behaviors Inventory (CTBI) developed by the researchers for data collection. The content validity, construct validity, and reliability of CTBI achieved satisfactory standards. The CTBI consists of 44 clinical teaching behaviors that are ranked on a five point Likert-scale ranging from 1 (strongly disagree) to 5 (strongly agree).

Results: (1) In general, preceptors and new nurses averaged 4.03 and 4.28 in CTBI, and new nurses perceived scored the preceptors higher than the preceptors scored themselves ($t = 5.529, p < .001$). (2) A higher CTB score as perceived by preceptors was associated with the nursing clinical ladder, total working experience in years as a nurse, total years as a preceptor, and willingness to be a nurse preceptor. (3) A higher CTB score as perceived by new nurses was associated with willingness to recommend their preceptor.

Conclusions / Implications for Practice: New nurses tended to rate preceptor' performance of CTB higher than the preceptors themselves. Clinical educators should recognize the preceptor characteristics that influence CTB to help achieve optimal learning outcomes for new nurses.

Keywords: clinical teaching behaviors (CTB), nurse preceptors, new nurses

I. INTRODUCTION

Clinical education has a major goal to produce competent, motivated, caring professional nurses. Nurse preceptors are the key facilitators in the transformation of new nurses into competent staff nurses [33]. Clinical education is a dynamic process that occurs in a variety of socio-cultural contexts. One critical aspect of clinical education is clinical teaching behaviors (CTB). Clinical teaching behaviors encompass those actions, activities, and verbalizations of the nurse preceptors which facilitate new nurse learning in the clinical setting [30]. The quality of the preceptor-new nurse interaction in the clinical field can either facilitate or hinder the new nurses' integration of theory to practice [28]. It has been postulated that preceptors must possess effective clinical teacher characteristics if they want to facilitate students' learning in a complex and dynamic work environment [9].

According to the studies, nurse preceptors can help new nurses increase their professional competence, job satisfaction, and successful adjustment to the clinical work environment [23, 26, 41]. New nurses hope that preceptors could teach them as well as provide support and guidance to help them adjust to the new socialization and role transition period [34, 41].

Beginning in 2007, the Taiwan Ministry of Health and Welfare gave grants to teaching hospitals for the development of training programs for new nurses (preceptees). Hence, designated preceptors are available to facilitate almost all new nurses in their orientation to their new responsibilities. In 2012, qualifications for nurse

preceptors were established by the Taiwan Joint Commission on Hospital Accreditation (TJCHA). The new qualifications stated that nurse preceptors must have at least 3 years clinical experience in a teaching hospital and at least 10 hours of preceptor training courses [40]. Consequently, preceptors have to update their clinical teaching competence yearly. Despite the new guidelines, turnover rates among new nurses in the first three months remained as high as 20-29% [35].

In the majority of reviewed literature, most studies focus on both the faculty and/or student perceptions of effective and ineffective CTB [1-5, 10, 16, 32, 37, 39]. Though the preceptor/new nurse relationship is analogous to the faculty/student, some aspects of the instructional focus are different [38]. Few studies have examined the perceptions of CTB among nurse preceptors and new nurses. Therefore, to address the learning outcomes of new nurse preceptoring programs, this study describes and compares the clinical teaching behaviors (CTB) of preceptors as perceived by preceptors themselves and by their preceptees in five hospitals in Taiwan. The results of this study show the CTB of preceptors which new nurses and the preceptors themselves felt were fairly good. Study results may help improve clinical nursing teaching quality and may be used as a reference for redesign of preceptor training programs in Taiwan.

II. LITERATURE REVIEW

2.1. Clinical teaching behaviors

As reference [33] observes, the purpose of nursing education is to prepare nurses to become nursing professionals and to help them learn the actual practice of nursing. Effective clinical teaching behaviors (CTB) are “those actions and activities transmitted through verbal and non-verbal interactions of the preceptor and facilitate new nurse learning in the clinical setting” [28]. Reference [29] contend that caring preceptor-preceptee relationships can turn new nurses into caring practitioners and competent preceptor positively affect learning in the clinical environment.

The literature affirms the key role of preceptors in facilitating new nurse orientation to the new environment [29]. Though preceptor expertise is necessary, other clinical teaching behaviors, such as concern, evaluation and feedback skills, and emotional support for the preceptee, are considered important [25, 27]. Effective clinical teaching behaviors identified by researchers include nursing competence [1, 13], creating a positive learning environment [41], interpersonal relationship [1, 36, 41], teaching ability [1, 22, 41], personal characteristics [15], communication skills [41], feedback and evaluation [22, 41] and enthusiasm for teaching [31, 41].

2.2. Factors associated with clinical teaching behaviors

The teaching context in clinical settings for new nurses is varied and complex. Factors which may influence preceptor effectiveness include age, personal characteristics, willingness to teach, level of education, years of service, patient workload ratios, and level of position [8, 21, 24]. For example, reference [6] found that personal characteristics influence preceptor teaching skills in nursing administration practice. Reference [7] found that voluntary nursing preceptors have a higher sense of achievement than nonvolunteers. Reference [12] found that age, years of teaching experience, years of clinical nursing experience, and advanced education affect the teaching effectiveness of clinical nursing instructors. Reference [17] and [19] show that when precepting new nurses, the preceptor experiences increased stress and workload, a reduction in the time spent with patients, and little reward. Reference [41] conducted focus group interviews in five hospitals in Taiwan and explored the teaching experiences of 63 nurse preceptors who had instructed new nurses in the previous 12 months, finding that preceptors experienced difficulty in balancing patient care with the preceptoring of new nurses.

New nurse perceptions of their preceptors' behaviors impacts the learning process of new nurses. “Usually students are in the best position to judge the effectiveness of their clinical instructors” [4:327]. However, while numerous studies explore the preceptor-student interaction, few studies have investigated the preceptor-new nurse interaction from both the preceptor and new nurse point of view. Thus, this study examines the CTB of preceptors using both preceptor self-evaluations and preceptee (new nurses) evaluations of preceptors.

The purposes of this study were to (1) investigate and compare the CTB of preceptors as perceived by preceptors and new nurses and (2) examine the differences in preceptor CTB by preceptor' individual characteristics; and (3) examine the differences in perceptions of preceptor CTB by new nurse background variables.

III. METHODS

3.1. Participants

This was a descriptive and correlational study using a cross-sectional survey. A convenience sample was used to recruit participants from five teaching hospitals across Taiwan, consisting of one regional hospital (south), one medical center (central), and two medical centers and one regional hospital (north).

Preceptors who had instructed new nurses in the previous 12 months and new nurses who were still in their first six months of work were considered eligible and recruited as participants.

3.2. Data Collection

Surveys were conducted between March of 2013 and March of 2014. A total of 290 preceptors and 270 new nurses voluntarily participated in this study. The Clinical Teaching Behaviors Inventory (CTBI) questionnaires were distributed, with results and signed consent forms collected by research assistants during the nurses' break time on working days. Of the 560 questionnaires distributed, 521 were completed and returned (valid response rate = 93.0%).

3.3. Survey Instrument: the Clinical Teaching Behaviors Inventory (CTBI)

The 44-item Clinical Teaching Behaviors Inventory (CTBI) questionnaire was developed, constructed and validated by this research team. Based on a review of the literature, focus group interviews with 63 preceptors and 24 new nurses with clinical preceptor experience in five hospitals across Taiwan, two rounds (15 experts) of the Delphi study, and exploratory factor analysis (EFA) were conducted. The content validity index for the CTBI questionnaire was calculated as .97 and .99, respectively. The construct validity of this 44-item instrument was examined by EFA using principal components with Oblimin rotation. A 4-factor explaining 66.277% of the total variance. Factor 1 included 15 items measuring passion for teaching and interpersonal interaction; factor 2, 10 items measuring teaching skills; factor 3, 11 items measuring communication, collaboration and feedback; Factor 4, 8 items measuring guidance and support. The internal consistency of Cronbach's α for each factor and the CTBI was .95, .95, .95, .91, and .98 respectively.

The CTBI uses a 5-point Likert scale ranging from 1 (strongly disagree) to 5 (strongly agree), with a range of total scores from 44 to 220. Higher scores reflect more effective clinical teaching behaviors.

3.4. Ethical Considerations

The human research ethics committee of the participating five hospitals approved this study. Participation was voluntary, and each participant signed a consent form before completing the questionnaire.

3.5. Data Analysis

Data were analyzed using SPSS version 20.0 (IBM Corp., Armonk, NY, USA)

IV. RESULTS

4.1. Demographic Characteristics

Table 1 shows participants' demographic characteristics. Most preceptors were female (97.9%), averaged age was 33.97 years (SD = 5.43), 78.6% had a BSN degree, 48.3% were N3 on the clinical nursing rank, 56.6% had total working experience more than 10 years as a nurse, and total years as a preceptor, < 2 years, 2-5 years, and > 5 years, was 30.7%, 32.1%, 33.1 %, respectively, and most (90.7%) had willingness to be a nurse preceptor; Most new nurses were also female (94.8 %), averaged age was 23.05 years (SD = 1.80), 65.8% had a BSN degree, most (60.2%) had interacted with 1 responsible preceptor and most (95.7%) had willingness to recommend their preceptor.

Table 1
Participants' demographic characteristic (N=521)

Variables	Preceptors (n = 290) n (%)	New nurses (n = 231) n (%)
Age		
Range	22 — 52	20 — 32
Mean (SD)	33.97 (5.43)	23.05 (1.80)
Median	34	23
Gender		
Female	284 (97.9)	219 (94.8)
Male	5 (1.7)	10 (4.3)
Educational level		
AND	47 (16.2)	75 (32.5)
BSN	228 (78.6)	152 (65.8)
MS	14 (4.8)	1 (0.4)
Primary specialty		
Medical	120 (41.4)	73 (31.6)
Surgical	43 (14.8)	45 (19.5)
OB-GYN	14 (4.8)	22 (9.5)
Pediatric	28 (9.7)	16 (6.9)
Psychiatric	6 (2.1)	4 (1.7)
ICU	42 (14.5)	32 (13.9)
Emergency	18 (6.2)	20 (8.7)
Operating room	9 (3.1)	4 (1.7)
Others	7 (2.4)	12 (5.2)
Nursing clinical rank		
N1 & N2	99 (34.1)	
N3	140 (48.3)	
≥N4	47 (16.2)	
Total working experience in years		
< 5 years	29 (10.0)	
5-10 years	97 (33.4)	
> 10 years	164 (56.6)	
Total years as a preceptor		
< 2 years	89 (30.7)	
2-5 years	93 (32.1)	
> 5 years	96 (33.1)	
Willingness to be a preceptor		
Yes	263 (90.7)	
No	24 (8.3)	
Precepting by number of preceptor		
1		139 (60.2)
2		47 (20.3)
≥3		42 (18.2)
Willingness to recommend your preceptor		
Yes		221 (95.7)
No		8 (3.5)

Note. Percentages for some demographics do not sum to 100% due to a small amount of missing data.

4.2. CTB of preceptors as perceived by preceptors and new nurses

4.2.1. Preceptor's perception

Overall, preceptors had a mean of 4.03 (SD = 0.44) in self-evaluated clinical teaching behaviors, reflecting a medium level of agreement or better that preceptors exhibited these behaviors (Table 2). Ranked by mean

score, the factors were teaching skills (4.13±0.47), communication, collaboration & feedback (4.02±0.50), teaching passion & interpersonal interaction (4.01±0.47), and guidance & support (3.97±0.54). The three items of the CTBI with the highest mean scores were “I provide timely support during the new nurses’ learning process to ensure the safe care of the patients” (4.26±0.57), “I provide timely encouragement to the new nurses” (4.24±0.59), and “I guide new nurses in differentiating the seriousness of the patient conditions” (4.23±0.53). The three items with the lowest mean scores were “When not working, I actively contact the new nurses to show concern about their work” (3.63±0.86), “I do not bring my personal emotions into the instruction” (3.76±0.79), and “I let the new nurses speak openly to me about the stress and frustration of their work” (3.80±0.75).

4.2.2. New nurses’ perceptions

In general, new nurses scored an average of 4.28 (SD = 0.53) in evaluated preceptors’ clinical teaching behaviors, reflecting medium level of agreement or better (Table 2). Ranked by mean score, the factors were teaching skills (4.34±0.55), communication (4.33±0.56) teaching passion & interpersonal interaction (4.22±0.58) collaboration & feedback, and guidance & support (4.17±0.63). The three items of CTBI with the highest average scores were “I exhibit professional behavior so I can be a good role model for the new nurses” (4.51±0.62), “The new nurses benefit from my teaching” (4.44±0.61), and “I guide new nurses in differentiating the seriousness of the patient conditions” (4.43±0.61). The three items of CTBI with the lowest scores were “I let the new nurses speak openly to me about the stress and frustration of their work” (3.90±0.90), “I do not correct the new nurses’ mistakes in front of others” (3.97±0.90), “When not working, I actively contact the new nurses to show concern about their work” (3.99±0.94).

4.2.3. Comparison of preceptor and new nurse’s perceptions

While both preceptors and new nurses perceived that preceptors’ performed clinical teaching behaviors at an acceptable level, new nurses scored the preceptors significantly higher (4.28±0.53) than the preceptors scored themselves (4.03±0.44) ($t = 5.529, p < .001$). This difference appears to reflect the preceptors’ own view that were sometimes unable to perform clinical teaching behaviors.

Table 2
Comparison of nurse and preceptor perceptions of preceptor CTB (N=521)

Items	Preceptor (N = 290)		New nurse (N = 231)		t test
	Mean (SD)	rank	Mean (SD)	rank	
Factor 1 Teaching passion & interpersonal interaction	4.01 (.47)	3	4.33 (.56)	2	-7.079***
1. The new nurses benefit from my teaching.	4.06 (.62)	(19)	4.44 (.61)	(2)	-7.020***
2. No matter how the new nurse behaves, I am always willing to provide instruction.	3.94 (.70)	(35)	4.37 (.67)	(13)	-7.192***
3. I am able to tolerate poor performance by the new nurses, and offer them the opportunity to let them learn it again.	4.04 (.59)	(23)	4.42 (.67)	(4)	-6.638***
4. No matter what questions the new nurse asks, I am always willing to respond.	4.11 (.63)	(13)	4.42 (.69)	(4)	-5.349***
5. I am willing to offer extra time to teach the new nurses.	3.98 (.70)	(33)	4.35 (.71)	(14)	-6.069***
6. I exhibit professional behavior so I can be a good role model for the new nurses.	4.06 (.66)	(19)	4.51 (.62)	(1)	-8.031***
7. I make the new nurses like approaching me.	3.87 (.72)	(38)	4.28 (.75)	(24)	-6.317***
8. If new nurses have a problem they cannot solve, they always ask me.	4.02 (.65)	(24)	4.40 (.67)	(6)	-6.594***
9. I do not bring my personal emotions into the instruction.	3.76 (.79)	(43)	4.13 (.84)	(39)	-5.148***
10. I plan learning objectives together with the new nurses.	3.99 (.61)	(30)	4.25 (.66)	(28)	-4.621***
11. I provide timely encouragement to the new nurses.	4.24 (.59)	(2)	4.38 (.64)	(12)	-2.487*
12. I praise the new nurses when it is appropriate.	4.18 (.65)	(5)	4.27 (.70)	(25)	-1.498
13. I guide the new nurses in learning on their own.	4.06 (.63)	(19)	4.35 (.67)	(14)	-5.001***
14. I inspire the nurses to be willing to perform their clinical nursing work.	3.87 (.69)	(38)	4.16 (.72)	(38)	-4.697***
15. I use appropriate teaching methods with the new nurses.	3.91 (.61)	(36)	4.26 (.68)	(26)	-6.209***
Factor 2 Teaching skills	4.13 (.47)	1	4.34 (.55)	1	-4.618***

16. Through asking questions, I guide the new nurses' analysis of clinical problems.	4.08 (.59)	(17)	4.29 (.65)	(23)	-3.917***
17. I guide the new nurses in vocalizing their thinking processes in making decisions.	3.99 (.61)	(30)	4.21 (.68)	(31)	-3.950***
18. I guide the new nurses in finding problem-solving methods.	4.10 (.55)	(14)	4.31 (.65)	(20)	-3.901***
19. I guide the new nurses in judging clinical work priorities.	4.20 (.57)	(4)	4.39 (.62)	(9)	-3.598***
20. I guide new nurses in differentiating the seriousness of the patient conditions.	4.23 (.53)	(3)	4.43 (.61)	(3)	-3.955***
21. I assist new nurses in implementing the concept of time management.	4.10 (.62)	(14)	4.26 (.69)	(26)	-2.813**
22. I guide new nurses in gradually becoming able to independently hand over to incoming shift nurses.	4.16 (.58)	(7)	4.39 (.71)	(9)	-4.061***
23. I guide new nurses in gradually being able to independently perform clinical practice requirements.	4.13 (.60)	(11)	4.40 (.68)	(6)	-4.761***
24. Based on the new nurses' learning response and clinical performance, I adjust the new nurses' learning schedule.	4.16 (.55)	(7)	4.39 (.68)	(9)	-4.184***
36. I use concrete facts to let the new nurses understand the strengths, weaknesses, and improvements of their work performance.	4.16 (.59)	(7)	4.32 (.66)	(19)	-2.851**
Factor 3 Communication, collaboration & feedback	4.02 (.50)	2	4.22 (.58)	3	-4.160***
25. I guide the new nurses in combining the most recent literature and consideration of the patients' condition in order to provide the most effective nursing care.	3.81 (.71)	(41)	4.01 (.83)	(41)	-2.887**
26. I guide new nurses in improving patient communication with the new nurses.	4.08 (.60)	(17)	4.23 (.71)	(29)	-2.626**
27. I guide new nurses in improving family member communication with the new nurses.	4.10 (.60)	(14)	4.21 (.73)	(31)	-1.872
28. I guide the new nurses in understanding the professional functions of inter-professional team members.	4.00 (.66)	(28)	4.21 (.72)	(31)	-3.402**
29. I guide new nurses in performing inter- and intra-professional team member communication and coordination.	4.02 (.64)	(24)	4.21 (.73)	(31)	-3.023**
30. I guide new nurses in respecting the professional point of view of inter-professional team members.	4.00 (.61)	(28)	4.20 (.68)	(35)	-3.337**
31. I guide new nurses in expressing the nurse's point of view about patient care to the inter- and intra-professional team members.	4.02 (.60)	(24)	4.23 (.67)	(29)	-3.761***
32. I bring the new nurses to participate in the inter-professional team consensus meeting for patient care planning.	3.95 (.67)	(34)	4.13 (.69)	(39)	-2.986**
33. I give timely feedback to the new nurses about their learning performance.	4.12 (.59)	(12)	4.31 (.64)	(20)	-3.447**
34. Based on the learning objectives, I regularly perform learning evaluation together with the new nurses.	4.01 (.60)	(27)	4.30 (.65)	(22)	-5.363***
35. I use the evaluation form to objectively evaluate the performance of new nurses.	4.06 (.58)	(19)	4.35 (.65)	(14)	-5.284***
Factor 4 Guidance & support	3.97 (.54)	4	4.17 (.63)	4	-3.725***
37. I do not correct the new nurses' mistakes in front of others.	3.84 (.82)	(40)	3.97 (.90)	(43)	-1.790
38. I let the new nurses speak openly to me about the stress and frustration of their work.	3.80 (.75)	(42)	3.90 (.90)	(44)	-1.254
39. When the new nurses need assistance, they can always approach me.	3.99 (.67)	(30)	4.20 (.73)	(35)	-3.347**
40. When new nurses encounter problems, I always actively provide a helping hand.	4.15 (.61)	(10)	4.34 (.70)	(17)	-3.197**
41. I am actively concerned with the work performance of	4.18 (.61)	(5)	4.34 (.70)	(17)	-2.755**

the new nurses.					
42. I actively express concern about the new nurses' lives outside work.	3.91 (.73)	(36)	4.18 (.77)	(37)	-3.975***
43. I provide timely support during the new nurses' learning process to ensure the safe care of the patients.	4.26 (.57)	(1)	4.40 (.68)	(6)	-2.512*
44. When not working, I actively contact the new nurses to show concern about their work.	3.63 (.86)	(44)	3.99(.94)	(42)	-4.565***
Total	4.03 (.44)		4.28 (.53)		-5.618***

Note. * $p < .05$, ** $p < .01$, *** $P < .001$

4.3. Differences in CTB by preceptor's individual characteristics

Four statistically significant differences were found between preceptor nursing clinical rank, total working experience in years as a nurse, total years as a preceptor, and willingness to be a nurse preceptor. There were no significant differences between preceptor educational level and primary specialty (Table 3).

For "nursing clinical rank", N4 nurses scored highest among all the nurse preceptors, significantly higher than N1 and N2 in "total clinical teaching behavior" and in the factors of "teaching skills", "communication, collaboration & feedback" and "guidance & support". For "total working experience in years as a nurse", preceptors with more than 10 years working experience scored highest among all the preceptors and were significantly higher than those with working experience between 5-10 years in "total clinical teaching behavior" and in the factors of "teaching passion & interpersonal interaction", "teaching skills", and "communication, collaboration & feedback". For "total years as a preceptor", preceptors with more than 5 years or 2-5 years as a preceptor scored significantly higher than those with less than 2 years as a preceptor in "total clinical teaching behavior" and in the factors of "teaching passion & interpersonal interaction", "teaching skills", and "communication, collaboration & feedback". For "willingness to be a nurse preceptor", preceptors indicating willingness to be a nurse preceptor had significantly higher overall scores on the CTBI.

Table 3
Self-Evaluated CTB of preceptors by background (N=290)

Variable	n	Mean (SD)				
		Total	Factor 1	Factor 2	Factor 3	Factor 4
Educational level						
1 ADN	47	4.00 (.39)	4.00 (.43)	4.07 (.44)	3.92 (.42)	4.03 (.50)
2 BSN	228	4.03 (.45)	4.01 (.48)	4.14 (.47)	4.03 (.41)	3.95 (.54)
3 MS	14	4.07 (.53)	4.05 (.50)	4.16 (.53)	4.03 (.64)	4.06 (.57)
<i>F / Scheffe</i>		0.167	0.066	0.492	1.001	0.572
Primary specialty						
1 Medical	120	4.09 (.42)	4.07 (.44)	4.18 (.43)	4.07 (.50)	4.04 (.52)
2 Surgical	43	4.01 (.48)	3.96 (.59)	4.12 (.47)	4.03 (.45)	3.93 (.61)
3 OB-GYN	14	4.12 (.49)	4.08 (.54)	4.26 (.54)	3.99 (.52)	4.19 (.60)
4 Pediatric	28	3.86 (.51)	3.81 (.46)	4.02 (.62)	3.80 (.58)	3.82 (.56)
5 Psychiatric	6	4.04 (.37)	3.99 (.34)	4.22 (.47)	4.12 (.45)	3.83 (.31)
6 ICU	42	4.00 (.38)	3.95 (.40)	4.08 (.39)	4.04 (.50)	3.92 (.48)
7 Emergency	18	3.97 (.41)	3.97 (.43)	3.99 (.39)	3.96 (.48)	3.93 (.46)
8 Operating room	9	3.91 (.56)	4.01 (.57)	4.01 (.66)	3.66 (.53)	3.93 (.65)
9 Others	7	4.09 (.49)	4.10 (.52)	4.20 (.43)	4.09 (.48)	3.93 (.57)
<i>F / Scheffe</i>		1.068	1.079	0.882	1.548	0.971
Nursing clinical rank						
1 N1 & N2	99	3.96 (.40)	3.97 (.45)	4.04 (.41)	3.93 (.46)	3.92 (.50)
2 N3	140	4.03 (.43)	4.00 (.48)	4.16 (.46)	4.04 (.46)	3.93 (.54)
3 ≥N4	47	4.19 (.52)	4.12 (.51)	4.29 (.55)	4.19 (.63)	4.22 (.58)
<i>F / Scheffe</i>		4.294*	1.742	4.956**	4.342*	6.059**
		3 > 1		3 > 1	3 > 1	3 > 1, 2
Total working experience in years						
1 < 5 years	29	3.91 (.34)	3.90 (.40)	3.98 (.30)	3.87 (.38)	3.89 (.46)

Variable	n	Mean (SD)				
		Total	Factor 1	Factor 2	Factor 3	Factor 4
2 5-10 years	97	3.92 (.43)	3.91 (.45)	3.98 (.42)	3.90 (.50)	3.87 (.53)
3 > 10 years	164	4.12 (.45)	4.08 (.49)	4.25 (.48)	4.11 (.51)	4.04 (.54)
F / Scheffe		7.736**	4.618*	12.858***	6.653**	3.485*
		3 > 2	3 > 2	3 > 1, 2	3 > 2	3 > 2
Total years as a preceptor						
1 < 2 years	89	3.89 (.41)	3.88 (.45)	4.00 (.42)	3.85 (.48)	3.84 (.53)
2 2-5 years	93	4.08 (.37)	4.06 (.40)	4.17 (.42)	4.07 (.43)	4.01 (.46)
3 > 5 years	96	4.14 (.51)	4.12 (.53)	4.24 (.53)	4.13 (.56)	4.08 (.60)
F / Scheffe		8.093***	6.617**	6.526**	8.004***	4.870**
		2, 3 > 1	2, 3 > 1	2, 3 > 1	2, 3 > 1	3 > 1
Willingness to be a preceptor						
1 yes	263	4.07 (.43)	4.05 (.45)	4.16 (.46)	4.04 (.49)	4.01 (.52)
2 no	24	3.67 (.42)	3.58 (.52)	3.81 (.43)	3.76 (.53)	3.56 (.59)
t		4.286***	4.800***	3.664***	2.689**	4.043***

Note. * $p < .05$, ** $p < .01$, *** $P < .001$; Factor 1= teaching passion & interpersonal interaction. Factor 2 = teaching skills. Factor 3 = communication, collaboration & feedback. Factor 4 = guidance & support.

4.4. Differences in CTB by new nurses' background

Only one significant difference was found between new nurses' willingness to recommend their preceptors: their scores were higher on all the items of the CTBI. There were no significant differences between new nurses educational level, primary specialty, working experience and precepting by number of preceptors (Table 4).

Table 4
CTB for new nurse evaluations of preceptors, by new nurse background (N=231)

Variable	n	Mean (SD)				
		Total	Factor 1	Factor 2	Factor 3	Factor 4
Educational level						
1 ADN	75	4.19 (.59)	4.24 (.64)	4.24 (.62)	4.16 (.60)	4.10 (.68)
2 BSN	152	4.32 (.50)	4.39 (.52)	4.40 (.51)	4.25 (.57)	4.21 (.59)
t		-1.754	-1.832	-2.045*	-1.085	-1.235
Primary specialty						
1 Medical	73	4.29 (.49)	4.34 (.54)	4.35 (.50)	4.19 (.52)	4.24 (.59)
2 Surgical	45	4.41 (.54)	4.48 (.51)	4.45 (.59)	4.39 (.60)	4.26 (.66)
3 OB-GYN	22	4.07 (.51)	4.14 (.51)	4.16 (.52)	4.02 (.57)	3.91 (.63)
4 Pediatric	16	4.44 (.48)	4.57 (.47)	4.45 (.52)	4.29 (.64)	4.38 (.48)
5 Psychiatric	4	4.49 (.39)	4.53 (.40)	4.57 (.40)	4.39 (.48)	4.44 (.44)
6 ICU	32	4.12 (.51)	4.17 (.57)	4.20 (.56)	4.09 (.58)	3.99 (.59)
7 Emergency	20	4.10 (.66)	4.12 (.74)	4.23 (.68)	4.04 (.67)	3.96 (.79)
8 Operating room	4	4.38 (.34)	4.50 (.21)	4.28 (.62)	4.41 (.34)	4.22 (.68)
9 Others	10	4.60 (.52)	4.62 (.71)	4.74 (.51)	4.62 (.42)	4.35 (.65)
F / Scheffe		1.982*	2.094*	1.563	1.927*	1.599
Precepting by number of preceptor						
1 1	139	4.30 (.54)	4.36 (.57)	4.35 (.57)	4.23 (.59)	4.20 (.64)
2 2	47	4.14 (.52)	4.17 (.56)	4.22 (.53)	4.09 (.61)	4.07 (.61)
3 ≥3	42	4.38 (.49)	4.45 (.53)	4.48 (.51)	4.32 (.51)	4.20 (.62)
F / Scheffe		2.317	3.008	2.426	1.775	0.737
Willingness to recommend your preceptor						
1 yes	221	4.32 (.49)	4.38 (.52)	4.38 (.51)	4.26 (.54)	4.22 (.58)
2 no	8	3.15 (.52)	3.19 (.55)	3.25 (.66)	3.23 (.62)	2.86 (.67)
t		6.646***	6.341***	6.138***	5.227***	6.488***

Note. * $p < .05$, ** $p < .01$, *** $P < .001$; Factor 1= teaching passion & interpersonal interaction. Factor 2 = teaching skills. Factor 3 = communication, collaboration & feedback. Factor 4 = guidance & support.

V. DISCUSSION

5.1. Preceptor and new nurse evaluation of preceptor CTB

The findings of this study indicate that overall the new nurses were more satisfied with the precepting and the CTB of the preceptor than the preceptors themselves during their transition to the ward. The new nurses gave a higher score (4.28 ± 0.42) for preceptor CTB than the preceptors gave themselves (4.03 ± 0.43). This is a rather striking finding, at odds with previous studies of preceptor-student interactions [1, 3, 5]. There are three possible explanations for this outcome. First, this survey was conducted between March of 2013 and March of 2014, meaning that the new nurses had already worked in the hospital around 3-6 months. Nurses who had worked 3 months and failed to pass their trial period had already left the hospital. Hence, the sample consists of nurses who may have come to view their preceptors as colleagues and thus gave them higher scores, while those who might have given lower scores had left the work unit. Second, the TJCHA mandated that Taiwan teaching hospitals should offer preceptor training courses covering six required topics: curriculum design, teaching skills, assessment skills, feedback skills, production of teaching materials, and inter-professional practice education yearly [40]. These nurse preceptor training courses focus on teaching skills. Thus, preceptors may not have been confident with “giving guidance and support” [30] and gave themselves lower scores on this factor. Three, this scale evaluates on a strongly agree-strongly disagree axis, not frequency of performance. Hence, it is possible that new nurses checked “strongly agree” for actions that had happened only once but left a deep impression. Overall, preceptors scored an average of 4.03 in self-evaluated CTB, reflecting results similar to those of reference [32] who studied clinical preceptors in Taiwan. The preceptors in reference [32] gave themselves an average self-evaluation for teaching competence of 4.06 points on a similar “strongly agree/disagree”, 5 point Likert scale instrument. The similarity in outcomes suggests our study results are not unreasonable.

Among the four factors of CTBI, both preceptor rated themselves and new nurses rated their preceptors’ “teaching skills” highest and “guidance & support” the lowest. There are two likely reasons for this. First, in the preceptor training courses, guidance and support are not formally taught. Second, preceptors may choose to reduce their expressions of guidance and support in order to maintain the distance necessary for criticism and instruction, as well as reduce their own emotional investment in someone who might leave them in a month or two.

On the results of the preceptor self-evaluation, preceptors gave themselves the highest scores for “I provide timely support during the new nurses’ learning process to ensure the safe care of the patients” (4.26 ± 0.57), “I provide timely encouragement to the new nurses” (4.24 ± 0.59), and “I guide new nurses in differentiating the seriousness of the patient conditions” (4.23 ± 0.53). This indicates that even when preceptors are instructing the new nurses, patient care remains the most important responsibility for the preceptors. For the new nurses, the highest scores were given for “I exhibit professional behavior so I can be a good role model for the new nurses” (4.51 ± 0.62), “The new nurses benefit from my teaching” (4.44 ± 0.61), and “I guide new nurses in differentiating the seriousness of the patient conditions” (4.43 ± 0.61). The new nurse evaluation most likely reflects the emphasis in the preceptor curriculum on teaching skills and transmitting competence in nursing tasks.

The lowest scores were given by both preceptors and new nurses for “When not working, I actively contact the new nurses to show concern about their work” (3.63 ± 0.86 / 3.99 ± 0.94) and “I let the new nurses speak openly to me about the stress and frustration of their work” (3.80 ± 0.75 / 3.90 ± 0.90). These two items reflect the preference of the preceptors for distance identified in the discussion above. The preceptor self-evaluation for “I do not bring my personal emotions into the instruction” (3.76 ± 0.79) and the new nurse evaluation of preceptors “I do not correct the new nurses’ mistakes in front of others” (3.97 ± 0.90), were also low. This may have affected new nurse evaluations of the item “I let the new nurses speak openly to me about the stress and frustration of their work” because new nurses may not have been able to speak about the stress of being publicly corrected to the very preceptors who had corrected them. However, virtually all new nurses said they would recommend their preceptors.

5.2. Background Factors Affecting Preceptor Self-Evaluations

Background factors affecting preceptor self-evaluations include nursing clinical rank, total working experience in years as a nurse, total years as a preceptor, and willingness to be a nurse preceptor. However, educational level has no significant effect on clinical teaching behavior. For nursing clinical rank, our results are

similar to those of reference [18] and [30], who also found that rank is a significant factor in Taiwan preceptor performance. This is because to rise to N3 rank as a nurse, a nurse must have teaching competency and accumulate teaching hours, while N4 requires even greater competence and experience. For total working experience in years as a nurse, reference [12] and [20] also found that nurses with more working experience performed better as preceptors. For total years as a preceptor, reference [14] found that nurses with more than two years of experience as a preceptor performed significantly better as preceptors. For willingness to be a nurse preceptor, our results are similar to those of reference [7] and [11], who found that willingness and voluntary decision to be a nurse preceptor is a factor in nurse preceptor performance. For educational level, reference [12] and [30], in studies of Taiwan preceptors, also found that educational level had no significant on preceptor performance. In our study, none of the four factors, “teaching passion & interpersonal interaction”, “teaching skills”, “communication, collaboration & feedback”, and “guidance & support”, were significantly affected by educational level. This is because irrespective of educational background, few nurses enter the hospital with any teaching experience, and all rise through the same N1-4 ranking system, taking the same courses in education in order to reach N3, the level at which a nurse may legally be considered for precepting in Taiwan. Further, to be a preceptor, a nurse must have worked in a teaching hospital for at least three years. Thus, all potential preceptors pass through the same system, which shapes them all similarly.

5.3. Background Factors Affecting New Nurse Evaluations of Preceptors

No background factors were found to affect new nurse evaluations of preceptors. However, willingness to recommend the preceptor has a significant effect on the evaluation. The majority of studies have explored only preceptor background, limiting our ability to draw comparisons with the literature.

VI. LIMITATIONS

This study has several limitations. First, it uses a convenience sample from five medical centers in Taiwan, which may limit the generalizability of results. Second, the use of a convenience sample also limited our sample to nurses who had remained at the hospital. We did not survey nurses who had failed to complete their three month trial period.

VII. CONCLUSIONS

The 44 item CTBI constructed in this study usefully depicts clinical teaching behavior of nurse preceptors in Taiwan. Future scholars may use it to further explore this field. Our findings show that new nurses are generally satisfied with their preceptors, would recommend them, and score them highly on items related to teaching skill for patient care. However, on items related to guidance and support, the new nurses rated their preceptors lower. This suggests that the preceptor training program should add curriculum related to guidance and support. Clinical educators should recognize the preceptor characteristics that influence CTB to help achieve optimal learning outcomes for new nurses. Hospital supervisors should also pay attention to this issue in their effort to train and retain nurses, and overcome the nursing shortage problem in Taiwan. Head nurses typically assign nurses to precepting, meaning that some will be unwilling. Further, only minimal incentives are given to preceptors in Taiwan. Hospital administrators may also consider expanding the incentive framework for preceptors in order to increase new nurse retention rates.

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CUSTOMER SATISFACTION AND OPERATIONAL EFFECTIVENESS AMONG CASUAL FINE DINING RESTAURANTS IN SELECTED SOUTHEAST ASIAN COUNTRIES: BASIS FOR A PROPOSED QUALITY FUNCTION DEPLOYMENT MODEL

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ABSTRACT

Southeast Asian is composed of eleven (11) countries and they have a lot of differences. Because of its diversity, operations and services differ from one country to another. The predominant purpose of this study was to determine the customer satisfaction and operational effectiveness of selected casual fine dining restaurants in selected Southeast Asia countries. This study was conducted in the casual fine dining theme sector of the restaurant industry and has been chosen by the researcher as an arena of study due in large part to the dynamic change of the segment as a whole. The outcomes of this research will help the managers and restaurant owners to achieve customer satisfaction and loyalty as well as healthy working environment for the employees and achieved profit maximization. Likewise for restaurateurs this study will serve them as a basis on what to develop and enhance in a fine dining experience. The researcher delimited his study to six (6) selected fine dining restaurants in each country namely: Singapore (Singapore City), Malaysia (Kuala Lumpur), Thailand (Bangkok), and Philippines (Manila). The researcher used descriptive research method and the respondent of this study includes the managers, staffs and customers of selected casual fine dining restaurants in Southeast Asia. After gathering the data, tabulating and summarizing the results, the researcher proposed a model on how to translate the voice of the customer into reality which is also known to be the Quality Function Deployment to improve the performance and efficiency of casual fine dining restaurants in Southeast Asian Countries.

Keywords: Casual Fine Dining Operations, Customer Satisfaction, Quality Function Deployment

INTRODUCTION

In today's competitive environment, casual fine dining operations are more focused than ever on quality. Customers are the reason for business growth and customer satisfaction is what keeps them coming back. It takes a tremendous effort to gain a new customer and only seconds to lose one. Service must be exemplary to sustain and grow customer base and ultimately the business. Customer service in a casual fine dining restaurant is much more attentive than in any food establishments. Casual fine dining service goes far beyond taking an order and delivering food and it should takes continuous effort to maintain high customer satisfaction levels.

1.1 Setting of the Study

Southeast Asia is a contemporary convergence of environments and peoples, the influence of empire and economic globalization, and the delicate balance of completion and cooperation. Proximity to water and coastal access dominate the region's physical situation. Many regional countries consist of numerous to even thousands of islands. Particularly, this research focuses on the operations of selected casual fine dining restaurants in Singapore, Malaysia, Thailand and Philippines.

1.2 Statement of the Problem

The predominant purpose of this study was to determine the customer satisfaction and operational effectiveness of selected casual fine dining restaurants in selected Southeast Asia countries. Specifically, this study attempted to answer the following: (1.) Profile of selected casual fine dining restaurants in terms of its location, type of casual fine dining restaurant, type of business ownership, size of the restaurant, number of managers and staff, years of operation (2.) Managers and staff perception on the operations of the restaurant in terms of: organizational set-up, goals and objectives, policies, rules, and regulations, personnel benefits and incentives, services offered to the customers, projects and programs being implemented (3.) Perceptions of the managers compare when grouped according to its type of casual fine dining restaurant, type of business ownership, size of

the restaurant, number of managers and staff, years of operation (4.) Perceptions of the managers and staff compare across four countries (5.) The operations of the casual fine dining restaurants as perceived by managers and staffs compare in terms of its organizational set-up, goals and objectives, policies, rules, and regulations, personnel benefits and incentives, services offered to the customers, projects and programs being implemented. (6.) Customers perception the quality of operation of the selected casual fine dining restaurants in terms of its ambiance, menu items, menu prices, food quality, service. (7.) What quality function deployment model maybe proposed.

1.3 Significance of the Study

Despite double-digit growth in the number of fine dining units being developed over the past ten years, the industry, in large part, still has not achieved the same growing pains prevalent within the quick-service dining market. The outcomes of this research will help the managers and restaurant owners to achieve customer satisfaction and loyalty as well as healthy working environment for the employees and achieved profit maximization. For restaurateurs this study will serve them as a basis on what to develop and enhance in a fine dining experience. For casual fine dining managers this study will help them exceed the customers' expectations that could lead to loyalty and retention. For future restaurateurs this study will guide them to become more competent in this field, value service and treat customers beyond quality. And lastly, to all service practitioners this study will help them realize on how to make their service close to customers, employees and providers.

1.4 Scope and Delimitation of the Study

The study focused on the operations management of selected fine dining restaurants in selected Southeast Asian country in the year 2013-2014. At the same time, it included the possible impact of these selected fine dining restaurants on the food and hospitality industry. The researcher delimited his study to six (6) selected fine dining restaurants in each country namely: Singapore (Singapore City), Malaysia (Kuala Lumpur), Thailand (Bangkok), and Philippines (Manila).

LITERATURE

To well-managed hospitality organizations (Ford, 2012), guests are not statistical entities, vague concepts, or abstractions. They understand that within the heterogeneous mass of people they serve or want to serve, each is an individual, each is unique and some companies use the term VIP to remind their employees that they are serving "very individual people". The hospitality organization must not only strive to satisfy each of the guests it seeks to serve in its target market but also adapt what it does to account for the changes in expectations, wants, needs, and capabilities that those guests may have from visit to visit.

Along with lodging, food services (Mancini, 2012) represent a vital part of the hospitality sector. Dining is a significant aspect of anyone's journey and often shapes one's satisfaction with a trip and in some cases, it's the reason some people travel. Moreover, the food service industry provides a growing wealth of career opportunities and it's estimated that it provides 8 percent of all jobs and lastly many of the well-known brands in travel and tourism began in food services.

Managers working in operations typically have four related overall objectives. First, they are concerned about and manage activities designed to ensure that the services and products produced for customers have the appropriate quality. Second, operations managers have to also use tools and techniques to ensure the right quantities of the products and services are produced. Third operations managers must use a number of techniques to ensure that the products and services get to the customer at the right time. Finally, operations managers must also focus on delivering the three previous objectives at the best possible cost implications (Hitt, Black and Porter, 2012).

In the dissertation of Seyanont (2007) it was stated that as the service sector continues to expand, the issue of service quality has received increasingly more attention. The casual dining customer has many choices when dining out in restaurants. The customer is impatient and sophisticated. If the restaurant is not providing satisfaction, service quality, and value, he/she will leave to another restaurant.

Asperin's (2007) dissertation "Exploring Brand Personality Congruence: Measurement and Application in the Casual Dining Restaurant Industry" suggested that having a well-established brand personality could be a competitive advantage, particularly in sustaining brand loyalty. However, focusing on merely establishing the personality is not enough, it must be able to give consumers something they can relate to. The researcher also

revealed that the casual dining foodservice operations information on personality attributes as they relate to the brand personality that they would like to project.

According to Ginger Arboleda, attracting a huge crowd to restaurants or fast foods require more than just good food. Though important, good food is only a part of the total dining experience. Equally important is believed to be the way people feel while in the restaurant. This physical and emotional response is a result of the atmosphere, the total environment to which customers are exposed. The proper atmosphere can make the food, service and whole dining experience seem better. For that reason a restaurant or a fast food must take care of the following to please its customers. This includes checking the cleanliness of the place and freshness of the food, guarded premises, parking area where people can park, ambiance and landscaping, building design, lighting, and even music (Manila Reviews, 2010).

Customer satisfaction (Kuzob, 2008) must remain a central tenet of all relationship management efforts in the hospitality sector. Hospitality organizations typically strive to make customer satisfaction a focal point of their core values, visions and mission. However, in consideration of steady growth and expansion, global competition, and the influx of seasoned travelers, organizations face cumbersome obstacles in delivering quality service. It appears that quality service is the cornerstone to industry success; thus, those organizations that focus on quality become the flagship for on-going customer satisfaction, engendering loyalty and influencing future behavioural intentions, loyalty through quality service and on-going customer satisfaction that in which all service organizations should strive to achieve.

METHODOLOGY

The main purpose of the study was to assess the level of customer satisfaction of operation effectiveness of selected casual fine dining restaurants in Southeast Asia. In order to gather the data, the researcher used descriptive research method. Descriptive involves methods of organizing, picturing and summarizing information from samples or population (Brase and Pellilo, 2009). The study made use of descriptive type of research because the researcher can productively yield the resources and information needed to learn the ropes of the operations management of selected fine dining restaurants in Southeast Asia. The researcher examined and determined all the information gathered and presented them in a simple way to make a layman reader understand the operations management of a fine dining.

3.1 Respondents of the Study

The respondents of this study are the managers, staffs and customers of selected casual fine dining restaurants in Southeast Asia. The respondents were from Singapore, Malaysia, Thailand and Philippines will be the main respondents of this research. Casual fine dining restaurants have different variations, these are: brasserie and bistro, buffet and smorgasbord, cafe, cafeteria, destination restaurant, tabletop cooking, mongolian barbecue, pub, and teppanyaki style.

3.2 Sampling Technique

The researcher of this study employed the purposive technique for the guests and employees while convenience sampling was used for the managers since the study was concerned on improving customer's satisfaction and the operations management of casual fine dining restaurants in Southeast Asia. The researcher believes that the respondents chosen could possibly give the desired information regarding the present study. They were selected on the basis of the criteria set.

3.3 Data Gathering Techniques

The researcher used the questionnaire and interview guide to gather data and information to find out the operational effectiveness of selected casual fine dining establishments. Documentary analysis was used as an additional technique to gather information. Published and unpublished dissertations, circulars, books, handbooks, periodicals and research journals were perused to gain intensive background of casual fine dining operations.

3.4 Instruments Used

In order for the researcher to obtain necessary information and to justify the scope of the present study, certain research instruments were used.

Questionnaire. The survey questionnaire basically serves as the main tool in gathering the data. It is a list of planned and written questions related to a particular topic, with space provided to

indicate the response to each questions intended for submission to a number of persons for reply, so that the answers could be used as answer to the problem or solution to the study. Two sets of questionnaire were prepared by the researcher and utilized for 384 respondents across four countries. One set for seventy two (72) for managers or from the management level but only seventy (70) managers responded and one hundred twenty (120) for employees or staff. The other set was for customers, one hundred ninety two (192) in all, and covered both domestic and foreign customers of each country.

To make the responses easily understood by the respondents and to ensure simplicity, the Five-point Likert scale was used. The interpretations of the data gathered from the respondents were made with the aid of scales and descriptions.

Interview. It is the process of obtaining information through conversation and discussion. An interview is considered as an expert or knowledgeable source of the subject matter in consideration.

3.5 Validation of the Instrument

The draft of the questionnaire was presented to the adviser and 3 Hotel and Restaurant instructors for comments to improve the contents and presentation of the study. After getting the feedbacks, the researcher incorporated the suggestions and recommendations to improve the instrument. The approved questionnaire was pretested to 45 managers, staffs and customers of local casual fine dining restaurants. The people who validated the questionnaire were not included in the final group of respondents. The dry run was done to fine out if there were items in the questionnaire which were not understood.

To obtain relevant information necessary for the study, the researcher went to Singapore, Malaysia, Thailand, and Manila for Philippines to gather information about the customer satisfaction operational effectiveness of selected casual fine dining restaurants.

To avoid confusion, the researcher also gave instructions to the respondents regarding the study and on filling up of the questionnaires. The questionnaires were immediately retrieved from the respondents. The data were tabulated and analyzed to come up with a reliable interpretation.

3.6 Statistical Treatment of Data

In order to determine the validity and reliability of the researcher's instruments and to give meaning and interpretation to the data that had been gathered, tallied, and tabulated, the researchers made use again of certain statistical formulas appropriate to the research problem such as frequency and percentage, weighted arithmetic mean, standard deviation, T-test and ANOVA or analysis of variance.

All data were submitted at Centro Escolar University Center for Data Analysis (CEUDA) for processing.

FINDINGS

Based on the results of findings, the following are enumerated:

4.1. Profile of the Casual Fine Dining Restaurants

1.1 Location. Thailand, Singapore and Philippines have an equal distribution of 25.7 percent while Malaysia has the least distribution of respondent of 22.9 percent

1.2 Type of casual fine dining restaurant. Cafe got highest frequency of 18 or 25.7 percent. Cafeteria is in the second spot with a frequency of 17 or 24.3 percent.

1.3 Type of business ownership. Most of the casual fines dining restaurants across four countries are corporation with a frequency of 43 or 68.6 percent.

1.4 Size of the restaurant. Most of the casual fines dining restaurants were large in size with a frequency of 38 or 54.28 percent

1.5 Number of Managers and Staffs. Most of the casual fine dining restaurants have 11-15 staffs including managers or from the administrative positions with a frequency of 23 or 32.9 percent.

1.6 Years of operation. Majority of the casual fine dining restaurants operated 11-15 years with a frequency of 24 or 34.3 percent.

4.2. Managers and Staff Perception on the Operation Management of the Restaurant

2.1 *Organizational Set-Up*. Managers and staffs have an overall interpretation of great extent in the organizational set up of a casual fine dining

2.2 *Goals and Objectives*. Casual fine dining restaurants' goals and objectives are achievable and realistic. Its computed mean perception from managers of 4.25 while the mean perception of staffs with 4.17 and has an interpretation of great extent.

2.3 *Policies, Rules and Regulations*. Employees are treated equally and given penalty or sanctions if liable got a mean perception of 4.43 and standard deviation of 0.55 with a verbal interpretation of great extent.

2.4 *Personnel Benefits*. Managers and staffs perceived that every employee is paid according to the nature of work or service with an overall verbal interpretation of great extent.

2.5 *Services Offered to the Customers*. Most of the casual fine dining restaurants considers service as their main product with great extent as its verbal interpretation.

2.6 *Projects and Programs Being Implemented*. Managers and staffs perceived that casual fine dining restaurants implement projects and programs and has an interpretation of great extent.

4.3. Comparison between the Perceptions of the Managers with regards to the Profile Casual Fine Dining Restaurants

3.1 *Type of casual fine dining restaurant*. It was revealed that there was a very significant difference in the perception of managers in the organizational set up and significant difference in the projects and programs being implemented.

3.2 *Type of business ownership*. Managers perceived that there was a very significant difference in the organizational set up and goals and objectives when grouped according to type of business ownership.

3.3 *Size of the restaurant*. Managers perceived that there was a significant difference in the organizational set up and very significant difference in the goals and objectives of the casual fine dining when grouped according to size of the restaurant.

3.4 *Number of managers and staffs*. There was a significant difference in manager's perception in the organizational set up and very significant difference in the goals and objectives of the casual fine dining restaurant.

3.5 *Years of operation*. It was revealed that there is a significant difference in the perception of managers in the goals and objectives when grouped according to years of operation of casual fine dining restaurant.

4.4. Perceptions of the Respondents Compare Across Four Countries in the Operations Management of the Casual Fine Dining Restaurant

4.1 *Perceptions of managers compare across four countries*.

There is a very significant difference in the organizational set up and goals and objectives of the restaurant across four countries.

4.2 *Perceptions of staffs compare across four countries*.

There is a significant difference in the services offered by the casual fine dining to the customers in terms of projects and programs being implemented.

4.5. Comparison between the Perceptions of the Manager and Staff with regards to the Operation Management of the Restaurant

5.1 *Perceptions of Managers compare across four countries in the operations management of the restaurant*. It was revealed that there was a very significant difference in the perception of managers in the organizational set up and goals and objectives of the restaurant in terms of its operations.

5.2 *Perceptions of Staff compare across four countries in the operations management of the restaurant*. Staffs perception has a very significant difference in the services offered and projects and programs being implemented of the casual fine dining restaurants in terms of its operations.

4.6. Customers Perception on the Quality of Operations of the Restaurants

There was a very significant difference in the perception of managers and staffs when compare particularly in personnel benefits and projects and programs being implemented by the restaurants.

4.7. Proposed Quality Function Deployment Model for Casual Fine Dining Restaurant

The researcher's proposed quality function deployment model based on the findings of the study.

1. Develop new products to tap new markets.
2. Enhancement of designed products and services.
3. Reengineering of products and services.
4. Introduction of new products.
5. Improvement on the delivery of products and services.

5. Conclusions

Based on the foregoing, the following conclusions were drawn:

1. Service, price and ambiance are the important factors of every casual fine dining restaurant.
2. Casual fine dining restaurant helps promote the area or destination.
3. There is no significant difference in the operations of casual fine dining restaurants in the four countries, however, the Philippines ranks higher in terms of services offered to the customers as well as projects and programs being implemented compare to other respondents.
4. Implementation of projects and programs lead to better services to customers.
5. The selected casual fine dining restaurants are properly managed.

6. Recommendations

Based on the conclusions, the following are recommended:

1. To management level and owners of the casual fine dining
 - 1.1 Continue improving the services as the main product of the restaurant.
 - 1.2 Conduct regular trainings or seminars for staff development.
 - 1.3 Treat staff with respect and provide them a right and just compensation package.
 - 1.4 Upgrade facilities regularly based on the accreditation laws mandated by the government.
(Department of Tourism for Philippines)
 - 1.5 Continue maintaining the high level of management operation and service to provide job opportunities for hospitality graduates so as to decrease the employment problems of the country.
2. To the Government
 - 2.1 Set more specific guidelines for restaurant in order to comply with international standard.
 - 2.2 Coordinate with local organizations of restaurant for the upgrade of information about the service and operation management of a casual fine dining.
 - 2.3 Increase the promotional activities and campaigns in order to tap tourist market that will benefit the hospitality and tourism industry.
3. To the future researchers
 - 3.1 Similar studies should also be undertaken regarding the competency level of effectiveness of operation management in food sector
 - 3.2 Conduct studies on food culture and culinary science to increase the marketability of the local casual fine dining restaurants.
 - 3.3 To further study on indicators of customer satisfaction and operational effectiveness in casual fine dining restaurants in Asia.
 - 3.4 Implement Quality Function Deployment as a tool for continuous improvement.

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SLUM TOURISM AS A REMEDIAL MEASURE FOR PRO-SUICIDE BEHAVIOUR OF YOUTH GENERATION IN USA

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ABSTRACT

This study aims to provide valuable insights for future slum tourism market segmentation by targeting the young depressed adults in United States. Doctors suggest that long time deprivation, loss of love, death of beloved one, parent negligence and other reasons of depression influence young people to commit suicide at an earlier stage of their life. Suicide is one of the major causes for developed world's young death and surprisingly bigger cause than cancer or other fatal deceases for this aged group people and especially for young male adults. While this group cannot find any reason to live longer in this beautiful world, people in other parts of the same planet are struggling for food, shelter or for basic needs by living in slums of the cities in developing nations. Although humanitarians are working hard for both of these two groups to stop suicide focusing on mental health and to eliminate poverty but none of them have focused earlier thinking of the remedy measures for each other by linking them together. Since suicide rate reduction and poverty eliminations are two different areas of study in formal higher education system as well as research streams, not much link has been found in previous research studies to kill these two tigers with the same bullet. While traveling to slums as slum tourists, pro-suicide adults may find the motivation and love for life to see the struggles of slum people in their daily lives, slum residents can also get direct monetary benefit from slum tourists to remove poverty.

Keywords: Slum tourism, Poverty elimination, Market segmentation, Targeting, Mental health, Pro-suicide.

INTRODUCTION

The third largest cause of young adults death in United States is suicide (11%) after injuries including motor vehicle accidents (48%) and homicide (13%) as reported by NCHS (2006). However, 48% American population strongly believes that suicide prevention is possible as found in a survey by Research America, (2006). Further, National Action Alliance for Suicide Prevention's (Action Alliance) Research Prioritization Task Force (RPTF) emphasized on the help seeking stage of victims before committing suicide. Suicide prevention researchers stated that potential victims go through several stages of mental struggling before suicide such as problem recognition, seeking help, range of services required etc. where other people can help them to divert their dangerous path to suicide (Niederkröthaler et al., 2014).

While these youth generation are mentally struggling and living in isolation, other parts of the same planet are struggling physically and financially to live their livelihood by living in the slums of developing countries. In such situation, slum tourism can open the door for these high-risk youth to visit the slums and to view the alternative way of observing the life. Slum tourism will help them to recognize how precious the life is and how slum residents including the children are involved in working not in education just for food and shelter.

This interdisciplinary exploratory study attempts to make a bridge between these two distinct disciplines of research streams and tries to find the possible ways about how each other may help. The study will try to provide valuable insights about the niche market segmentation for 'Slum Tourism' as well as an instant remedy for high-risk youth. Findings of this study on the target market (high risk youth group) will help to customize slum tourism suitable for this vulnerable target group. Since, youth in United States belongs to a free and open society to visit different places and not much budget required for accommodation and food in developing countries, slum tourism could be a possible answer to remove their depression and frustration in life.

Therefore, the objective of this study is to explore the potential use of slum tourism for reducing the rate of suicidal attempts among youth adult generation in developed countries as well as to understand the current viewpoints and potential acceptance of slum tourism among slum people.

LITERATURE REVIEW

Slum Tourism

The word 'Slum' has no unique meaning rather it is largely context specific, vague and relational (Gilbert, 2007). In general, slum tourism is a kind of tourism where tourists visit a specific urban area characterized by poverty and violence (Durr and Jaffe, 2012). Slum tours are of two types – cultural and entertainment. While entertainment tours are like 'Safari' type tour, cultural tours are highly educational and focus on the reality of slums (Ma, 2010). For instance, how the slum residents live their livelihood or how does the slum community survive etc. (Ma, 2010). This study focuses on the 'cultural' type of slum tourism.

Slum Tourism vs. Suicidal Behavior

Although 'Slum Tourism' and 'Suicidal Behavior' are two different disciplines of research, there are few common criteria embedded both of these concepts that make them linked with each other. This section has been organized based on the common phenomena exist in these two distinct areas of human study.

Motivations

Earlier studies reported that travel motivations are determined by the complex interactions of 'Push-Pull' factors. Push factors are intrinsic, personal desires regarding travel destination (Gartner, 1993; Kim & Lee, 2002; Moutinho, 1987; Sirakaya, McLellan & Uysal, 1996) whereas 'Pull' factors are extrinsic and largely dependent on the destination attributes (Ma, 2010). Finally, tourists arrive on the decision about a travel plan that suitably matches with 'Push' and 'Pull' factors (Lundberg, 1971; Jang and Wu, 2006; Nicholson and Pearce, 2001).

On the other hand, common motivations for suicidal attempt are mental illness (Nock, et al., 2010; Nock et al., 2009), intense emotional reactivity (Nock et al., 2008) and aggression (Mann et al., 1999) and cognitive or problem solving insufficiency (Neuringer, 1964). All of these factors also may work as a 'Push' factor for suicide victims and they also look for alternative ways of suicide, which act as 'Push' factor for them.

Inequality

Slum tourism is about experiencing the inequality in terms of race, social class and nationality (Durr and Jaffe, 2012). In slum tourism encounters, slum dwellers and slum tourists both parties come to recognize the global inequalities and figure out more about this differences and inequalities by involving in person with each other (Durr and Jaffe, 2012).

Likewise, Dour et al. (2011) in their study on prediction of suicidal attempt reported that inequality in emotion-cognition interaction procedure leads to commit this fatal behavior. They stated that people experience high unequal emotional reactivity and poor problem solving cognitive skills are responsible for influencing them to make decision about suicide.

Urge for action

Travel comes from an urge to get involve something or to go somewhere. Potential tourists make a travel plan, search for information and look for convenient time and place for travel. Similarly, most of the victims committed suicide; also feel an urge to do something and start thinking how to make the end of his or her life.

Mental Relief

Slum tourism is about escaping from one's own surroundings and having mental relief from observing someone who is struggling more than the tourist. Earlier slum tourism critics therefore criticized this 'entertainment of poverty', but in other way, slum tourism provides mental strengths to the tourist to fight with their own problems.

Similarly, the suicide victims also think that suicide is also a way of mental relief for one. Refocusing on the interaction between huge emotional stress and poor problem solving reasons for suicide, in fact, inspire victims to get rid of mental stress and to give oneself the mental relief. They have a false expectation that suicide will end up their current stressful situation and they will get an instant mental relief after it. In such a way both slum tourism and committing suicide work as a mean of getting mental relief.

METHODOLOGY

The study will be conducted at three different slums in Dhaka city, Bangladesh. Reasons for selecting this city are – this is the highest densely populated city in the world. It is host of 15.4 million people but they fitted only in 134 square miles. Surprisingly, while there are numbers of slum tourism studies conducted earlier on neighboring country India, there is no significant academic research study has been conducted before on this largest populated urban city of the World, Dhaka.

The study will use mixed method analysis by using both qualitative and quantitative techniques. Qualitative analysis will be used for having deep understanding of current slum residents' intention to participate, expectations and readiness for accepting slum tourism in their slums. Quantitative analysis will be conducted on the potential patients who are identified by the mental health centers as 'high risk' stage for committing suicide.

Qualitative Analysis

In qualitative phase, research assistants in Bangladesh will take in-person interview at the slums. Initially, the biggest slum in Dhaka city, 'Korail Bosti' has been chosen for the study. It has 1.5 lakh inhabitants and becomes the largest slum in this city (Burri, 2013). A sample of 250 slum residents will be interviewed on one to one basis to get their personal opinions on the potential acceptance of 'slum tourists' in their living area. Additional queries will also be made on their expectations from slum tourism initiatives and their intention to participate in slum tourism by selling some souvenirs.

Quantitative Analysis

In quantitative phase, lead researcher will contact with different mental health centers in Boston, USA and based on their information, prepare a list of 350 potential high-risk young adults and will invite them to take part in a survey. Five point 'Likert' scale will be used for data collection. Survey questionnaire will include the item scales to identify their intention to participate in slum tourism. The survey will be conducted online mostly by using social media networks and/or by mail. Since the potential suicide adults may feel uncomfortable with face-to-face interview or in-person survey, online, email or mail survey questionnaire will help them to feel comfortable to answer freely and it will raise the response rate as well as will get the true results. For the nature of the subject matter, non-personal, without face-to-face survey will help respondents to avoid the social pressure too.

The study will use different software for qualitative and quantitative analysis. To explore the major themes of qualitative data, 'LEXIMANCER' software will be used for mapping the interview data. On the other hand, 'Structural Equation Modeling' will be used with 'Partial Least Square Method' for analyzing the quantitative survey data. Finally, data interpretation will be made based on the findings of both phases of data analyses.

CONCLUSION

The aim of this exploratory study is to find out the possible use of slum tourism as a remedy to reduce the suicide rate of youth generation in USA. In implementing this aim, the study will conduct mixed method analysis on both slum residents and on high-risk suicide victims. The study will try to measure the participation intention of young depressed adults to visit slums and will also understand the current slum residents' level of interest to accept slum tourists in their locality.

In theory, there are very limited research has been carried out to find the applications of slum tourism for curing mental illness, depression and suicidal attempts. While the application of 'Push-Pull' theory has been separately applied before in identifying slum tourism or investigating the motivations for suicidal attempts but how this theory works by combining these two disciplines of research streams together has not been explored yet.

There are huge potential of practical implications of this study if implemented properly. First, thousands of dollars spending on counseling to the high risk youth generation could be saved only by arranging comparatively cheaper slum tourism packages in developing countries. Second, universities and higher educational institutions in developed countries can initiate educational training and student exchange programs collaborating with developing country educational institutions for including slum tourism package in study program. So undergraduate students (targeted high risk group) can get in hand real life experience of slum life and can discover human struggling to survive in this world. Finally, suicide research centers and mental illness treatment centers who have better understanding about the depression stage and capabilities of their patients can

suggest slum tours in developing countries for their patients. They may also develop collaborations with mental illness treatment units in the different hospitals in developing countries as well for arranging slum tours.

In future, eventually, we are expecting that slum tourism will merge with medical tourism and will be an important remedy to reduce and to remove mental depression as well as suicidal attempts in youth generation in developed countries. This study will serve as a pioneer platform to call for future tourism theorists to explore new area of slum tourism research for applying in mental health sector.

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ENTREPRENEURSHIP DEVELOPMENT IN NIGERIA: ISSUES, PROBLEMS AND PROSPECT

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ABSTRACT

Many researchers and policy makers in industrialized countries of the world emphasized entrepreneurship development as the way to a sustained good standard of living of the nationals. The article point out that entrepreneurship development in Nigeria is very slow despite all the numerous programme and schemes that have been designed by different government at different times. Descriptive survey research method was used in this study whereby data collected from both primary and secondary sources were analyzed using percentages and mean scores, while the hypothesis were tested with Chi-square. The result indicated that apart from the known problems of inadequate capital and lack of competent and skilled management, there are other challenges that hinder entrepreneurial activities in the economy. The Nigerian business environment is facing a lot of problems as a result of epileptic power supply, violent clashes of militant groups, kidnapping, looting, arson, and so on. The study concludes among others that with the introduction of business incubators into the system, proper handling of political and social economic problems, privatization and commercialization of power sector and provision of alternative source of power supply, entrepreneurship development has a lot of prospects in the country.

INTRODUCTION

Entrepreneurship is a key factor in any economic activity. For a sector to be competitive and contribute effectively to sustain growth, it requires increased private investment. This development must result in an enhanced productivity to stimulate and to be proper; it must also generate employment opportunity.

There can be no gain-saying that Nigeria has long recognized the importance and valuable contributions that small and medium enterprises (SMEs – often disaggregated into micro-enterprises and SMEs) as a major source of new competition can make to poverty alleviation, wealth creation, employment generation and private sector development. The SMEs, especially micro –enterprises have for long offered safety net for the survival of the poor, unemployed youths and women including the emergent “new poor”, this is as well as being the nursery-bed of entrepreneurship development in the nation. These SMEs have consistently served as a vehicle not only for the poor to raise their income but also acquiring and applying skills to raise productivity for indigenous (and may be multinational) private sector growth, providing better wage earning opportunities for the majority of the polity (70%) that are poor while raising our national income. It is for these reasons that successive Nigerian governments, since independence, have always tried to promote SME sector through a complementary range of fiscal, financial and advisory services.

Entrepreneurship is the dynamic process of creating incremental wealth. The wealth is created by individuals who assume the major risks in terms of equity, time and career commitment or provide value for

some products or unique, but value must somehow be infused by the entrepreneur by receiving and locating the necessary skills and resources. Entrepreneurship is also the process of getting into the managing your own business enterprise.

Whereas entrepreneurs are individuals or persons, entrepreneurship is a process. At times the terms “entrepreneur” and “owner manager” are used interchangeably as if they mean the same thing because entrepreneurship is inextricably linked to small business management. Entrepreneurs are often both owners and employees and a considerable number of them are of them are small business owners or managers. Such people are risk takers, creative, innovative, independent, hardworking and posses other qualities that are driving force behind any entrepreneurial activities in the economy. These entrepreneurial activities significantly affect the economy of an area by building the economics of an area by building the economic base and providing jobs.

The focus of this paper is therefore, to explore the different new sets of entrepreneurship education in Nigeria, to determine what the problems, issues militate against entrepreneurship development in Nigeria and proffer solutions to them.

Statement of the Problem

The main problem of this study is to identify the issues and problems that militate against entrepreneurship development in Nigerian and the prospects.

Objectives of the Paper

This paper seeks to contribute to the analysis of entrepreneurship development by exploring the different models of entrepreneurship development in Nigeria. Therefore, the objectives of the study are to:

- i. Identify the problems that militate against sustainable entrepreneurship development in Nigeria.
- ii. Examine critically the sources of these challenges.
- iii. Examine the prospects of entrepreneurship development in the nation’s economy.
- iv. Proffer solutions to these issues and problems that militate against entrepreneurship development in Nigerians.

Hypotheses Formulation

These hypotheses were formulated for collection of data for the study.

- i. Lack of competent and managerial skills by the entrepreneurs militate against the development of entrepreneurship in Nigeria.
- ii. Relationship exists between adequate provisions of capital to the entrepreneurs and the success of entrepreneurship development in Nigeria.

- iii. Relationship exists between socio-economic, political and environmental factors and the development of entrepreneurship in Nigeria.

The following research questions will be answered in order to identify and examine entrepreneurship development programme in Nigeria and proffer solutions to them.

1. To what extent does availability and accessibility of capital affect entrepreneurship development in Nigeria?
2. To what extent does lack of competent and management skills of the entrepreneurs affect entrepreneurship development?
3. How do socio-economic and political environmental factors affect the development of entrepreneurship practice in the economy?

Entrepreneurship Definition and Theoretical Overview

These are many definitions of entrepreneurship in the literature as there are entrepreneurs. It is by no means a new concept and its origin can be traced back to the 118th century when Richard Cantillon first grouped economic agents into three categories; land, finance and wage earners and those economic agents who engage in market exchange for profit at their own risk. Others like J.B. say actually coined the word entrepreneur to denote one who shifts economic resources from an area of lower into an area of higher productivity and greater yield (Drucker, 1985:23). Schumpeter in his theory of economic development perceived the entrepreneur as the mechanism for economic change. It was indeed Schumpeter who differentiated that the entrepreneur is not a manager who supervises the productions process, carrying out routine activities on the basis of past experience without any exploration of change but one who risks uncertainty and engages in activities that have not been undertaken before. In other words, the entrepreneur is one who makes “new combinations” in production.

An entrepreneur then, is one who fills the role of an entrepreneur outside the organization. The entrepreneur dreams, invents, creates and figures out how to convert an idea or dream into a profitable reality. The entrepreneur is an agent of change and societal hope for tomorrow. This is a person who demonstrates the capability to see and evaluate business opportunities, to gather the necessary resources to take advantage of them and initiates appropriate actions to ensure success. The entrepreneur is action oriented, highly motivated and takes calculated or moderate risks to achieve goals

What then is Entrepreneurship

Entrepreneurship is the function of being creative and responsive within and to the environment. Entrepreneurship activity is a destabilizing force, which starts the process of creative destruction which is the

essence of economic development. Drucker (1985) defined entrepreneur as one “who always searches for change, respond to and exploits it as an opportunity. In summary, entrepreneurship is simply the practice of creating new products/services and depending on the degree of activities, different forms of entrepreneurship exist: opportunistic, acquisitive, incubative, initiative and administrative entrepreneurship” etc.

Entrepreneurship Theory in Nigeria

The development of entrepreneurship theory in Nigeria according to Akeredolu – Ale (1975:5-6) is of the opinion that the entire entrepreneurial theory today differs from what it had been in the pioneers, in its orientation and its substance. Kilby (1971:2) describes the entrepreneurial function as the bringing together of the factors of production and the provision of continuing management as well as risk bearing.

Efforts aimed a stepping up indigenization of the private sector in Nigeria were made early in 1956 when the Federal Loans Board was established to carry on the lending activities of the British Colony department board which was disbanded. Onah (2004) summarizes these programmes and shares as follows:

- a) The small-scale industries scheme (1970s).
- b) The Nigerian Bank of Commerce and Industry Loan scheme
- c) The Special fund for small scale enterprises loan scheme 1980.
- d) The National Economic reconstruction fund 2001 to date.
- e) Small and medium equity investment scheme 2001 to date
- f) The small and medium enterprises development Agency of Nigeria (SMEDAN)

Problems of Entrepreneurship Development in Nigeria

Some studies have been carried out on entrepreneurship development in the Nigerian industry. Some of the early studies are those of Schaty and Edo Kpayi (1962) and Akeredolu-Ale (1972). The 1962 study of Edokpayi was to determine the reactions of Nigerian businessman to government to encourage Nigerian private enterprises. The study was limited to western Nigeria and has serious reliability problem. Notwithstanding these short comings, the result of the findings shows that:

- Inadequate capital is the main problem
- Lack of organizational and management skills is another important problem; and
- Most of the businessmen misapplied the loan for another purpose.

From another perspective, Schatz and Edokpayi also report in their study of economic attitude of Nigerian business that inadequate capital is a major setback, but were silent on management skills and expertise. However, a review of Oranpo’s (1967) findings in his 1968 – 1970 study re-echoed that entrepreneurship

development is challenged by inadequate capital and lack of management and organizational skills and expertise.

Onuoha (1994), Obeleagu Nzebulo (2000) are all of the opinion that inadequate capital, incompetent management, lack of technological and infrastructural facilities are the common problems, among others. Ndubuisi (2004), from another perspective, is of the opinion that apart from the known problems that have been mentioned earlier, other challenges include the following:

- Arbitrary challenges in the administration of law by the government which spreads the element of uncertainty among the entrepreneurs.
- Lack of insufficient infrastructure and high cost of production.
- Market imperfections, which deny potential entrepreneurs the resources, they need for organizing new entrepreneurs.
- High risk involved in new enterprises.
- Low status of business in the eyes of the public and
- Restrictive effects of customs and traditions.

Sources of Funds by Entrepreneurs

There seems to be no ending of entrepreneurs complaining of inability to source for enough fund and difficulty in doing so successfully. There has been a decline in percentage of total loan portfolio advanced to SMEs by Banks. Alamode (2007) discloses that in 1992 total loan from banks to SMEs decline in 2006. Percentage of banks total loan to SME declined from 9% to 32%. At current 100%, it is less than 22% in South Africa and 20% in India. Even at that there is still the difficulty in accessing these loans by these entrepreneurs because most of them are unable to prepare good and bankable business plans/feasibility reports.

Entrepreneurial Environment

A nation's environment has a significant impact on the level of entrepreneurship while a number of ingredients point to the continual growth of environment that is conducive for entrepreneurship development in other parts of the world. It is not so in Nigeria. More so, the importance of environment for entrepreneurship development is not lost to modern leaders. This is because they believe that when human beings are liberated to become entrepreneurs, their self interest becomes harnessed to the needs of the market place. The more freedom created for entrepreneurs to please customers, the greater the opportunity that one will have the chance to buy what one wants and live in the manner in which one chooses to live (Zaki, 2007).

This is not so in Nigeria where socio economic problems, political instability and religious intolerance have been identified as the major challenges of entrepreneurship development. Socio economic problems have mixed up with political aberrations in Benue, Plateau, Niger Delta Regions, Lagos and in almost the entire country giving birth to violent armed robbery, arson, vandalisation of oil pipelines and most recently kidnapping by Niger Delta militants. Under this type of environmental conditions, entrepreneurs suffer as their properties are destroyed. In the Northern states of Nigeria, the Muslim fanatics attack non indigenes (especially the Igbos) at a slightest excuse, looting and burning down their shops, as well as killing some of them; all in the name of Boko Haram,(which means that western education is bad and evil). These actions have discouraged many entrepreneurs that survived the mayhem, while those who are aspiring to start a small business in such areas have relocated or completely changed their businesses.

Prospects of Entrepreneurship Development

The depressing scenario of poverty painted by current human development indices is indicative of the challenges and prospects of our EDP strategies for promoting SME as vehicle for poverty reduction. Going by available trends of macro-economic indications, Nigeria might attain the level of wealth it had 40 years ago and unless the political will changes policy wise it could take another 40 years before the nation returns to the level of per capita income of post independent 1960s. This then is the situation that calls for a strong repositioning of our EDP strategies.

In Nigeria, entrepreneurs face challenges such as tightening corporal governance, pulling financial systems; technologies and processes and introducing quality assurance. Presently, with the on-going economic transformation in Nigeria, a solid foundation for economic growth and efforts to create an environment where businesses can grow profitably is being made. Entrepreneurs in Nigeria are therefore encouraged to recruit experienced hands – on management from abroad or mentor and train their staff so that they can build skills throughout the business.

Another important scheme the Federal government has embarked upon is the conversion of the community Banks to micro finance banks in Nigeria. This micro finance scheme is the provision of money to entrepreneurs or individuals for short period without the traditional forms of collateral.

Many new forms fail, not because they are not innovative enough but because in their stage they have difficulty in competing. Therefore the basic concept of incubator is to nurture entrepreneurial activities so as to provide start-ups with necessary services and support until they mature and ready to enter successfully into the competitive business environment.

In Central and Eastern Europe where entrepreneurial activity like in Nigeria has been low, incubators are sought to play an important role in initiating entrepreneurial activities. The idea of designing incubators in rural areas like those we have in Nigeria is to:

1. Encourage skilled and professional people who have left the community to come back to the region to start new companies.
2. Provide job opportunities for high-tech graduates.
3. intensify training programme to build the vocational skills of its members and
4. Foster greater access to capital for startup firms.

Research Methodology

The objective of this study and the nature of the data gathered determined the appropriateness of the descriptive method that was adopted for this research. This study therefore worked with both primary and secondary data. The primary data were sourced through sets of questionnaires designed for collecting data from the entrepreneurs and managers/accountants of Micro Finance Banks in Enugu State of Nigeria.

Purposive sampling method was adopted for collecting data from micro finance banks in Enugu State. Fifteen (15) micro finance banks were selected from thirty-six (36). Both the managers and the accountants of these 15 selected MFBs were selected with 30 copies of the questionnaires and all of them were duly completed and returned. Based on the known fact that entrepreneurship is linked to small businesses management, a sample of 364 entrepreneurs was drawn from an estimated populations of 1,500 of small business entrepreneurs found with the locality of the 15 selected MFBs in Enugu State. With 290 returned copies of questionnaires from the research expert assistant, the response rate of 80% was deemed impressive and adequate. The data were presented in tabular form and analyzed percentages and mean scores, while the hypothesis was subjected to chi-square test.

The secondary sources used both published and unpublished materials from text books, journals, dailies and magazines.

Results and Discussion

The findings of the results are analyzed under three headings:

- a) Challenges of entrepreneurship development in Nigeria – The problem of inadequate capital.
- b) Lack of competent and skilled management of the business enterprises.
- c) The effect of turbulent socio-economic political environment and entrepreneurship development.

Challenges of Entrepreneurship Development

The study shows that there are many problems and challenges that have affected entrepreneurial activities in the economy:

1. Connotes no problems
2. Connotes problem
3. Connotes serious problem
4. Connotes very serious problem

Table below shows whether they have encountered problems/challenges or not in their entrepreneurial activities.

Table 1:

Options	Frequency	Percent
Yes	259	89.2
No	31	10.8
Total	290	100

Source: Field Survey

Table above shows that inadequate capital, lack of competent and skill managers and misapplication of loans for other purposes are very serious challenges that have worked against entrepreneurship development in Nigeria.

Hypothesis Testing

The first hypothesis which states that relationship exist between adequate provision of capital to the entrepreneurs and the success of entrepreneurship development in Nigeria was tested using chi-square (X^2) which measures the degree of associating between variables. In other words, the problem of making adequate capital available to entrepreneurs has remained the major constraint in entrepreneurship development.

The establishment of Small and Medium Industry Equity Investment Scheme (SMIES) by CBN and the creation of Bank of Industry (BOI) by Federal Government were supposed to have helped solved this problem. This is because some entrepreneurs that are seeking for financial assistance do not operate within the growth sectors of the economy, while some banks shy away from giving loans to entrepreneurs.

Table 2: Inadequate capital as major challenge of entrepreneurship development

Options	Micro Finance Banks Manager & Accountants	Entrepreneurs	
Strongly Agree	15 (50)	220	235
Agree	10	56	66
Disagree	3	10	13
Strongly Disagree	2	4	5
Total	30	290	320

Table 3: Lack of competent and skilled management as a major problem of entrepreneurial development.

Options	Response		Total
	Micro Finance Banks	Entrepreneurs	
Strongly Agree	19	170	189
Agree	5	55	60
Disagree	4	41	45
Strongly Disagree	2	24	24
Total	30	290	320

Hypothesis Testing

The second hypothesis states that the problems of entrepreneurship development in Nigeria are due to lack of capital and management skills of the entrepreneurs and this was tested with chi-square. This clearly shows that apart from adequate sourcing of capital, lack of competent and management skills of the entrepreneurs is still a serious handicap in entrepreneurship development in Nigeria.

This is an agreement with Onah (2004) that apart from other known problems like lack of inability to source adequate capital, most Nigerian entrepreneurs are not competent because they lack management and technical skills to operate. Directors, captain of industries misapply the loan from banks to taking chieftaincy titles and other projects. In addition, some entrepreneurs lack management skills to run the business might lead to inability to manage available resources wisely.

Table 4: Environmental influence on entrepreneurship development

Options	Micro Finance Banks	Entrepreneurs	
Strongly Agree	15	169	189
Agree	8	50	58
Disagree	4	45	49
Strongly Disagree	3	26	29
Total	30	290	320

Table 5 above shows that both the managers and accountants of banks and entrepreneurs are positive that socioeconomic and political uncertainties affect their business activities.

Hypothesis Testing

Hypothesis three states that relationship exist between political, economic and socio cultural environmental factors and entrepreneurship development in Nigeria was further subjected to statistical test using chi-square (X^2). This shows the environment of any nature significantly impact on the level of entrepreneurial activities. An environment that experiences eruption of violence, vandalism of property, armed robbery, looting can never be conducive for entrepreneurship growth.

In summary, the study has shown the entrepreneurship development in Nigeria is faced with many problems, but recent development in the country have increased these challenges.

Recommendations

The findings of the study indicate that entrepreneurship is a prime mover in development and that is why nations, regions and communities promote entrepreneurship development demonstrate much higher growth rates and consequent higher levels of development. The study therefore recommends that:

1. There should be sound national economic policy with respect to SMEs, including recognition of the vital contribution of entrepreneurship to national economic development.
2. There should be programmes for the development and channeling of entrepreneurial talent. The banks should therefore redirect entrepreneurs' efforts to the right duration through provision of special financial packages and expertise in a given field of business.
3. There is the need to revitalize the institutions supporting the development of entrepreneurship as well as strategic development alliances in order to provide quick fund and expertise to entrepreneurs in Nigeria.
4. Business incubators should be established as they play very crucial role in initiating entrepreneurial activities.
5. A stable national environment should be created both good foundations policies for macroeconomic stability. This should involve producing a panacea to all the factors that a responsible for turbulent, unstable and violent environment.

CONCLUSION

This study has revealed that development of entrepreneurs and entrepreneurship is important and can be stimulated through a set of supporting institutions. However, there are a lot of challenges, but there are also prospects especially when resources in form of capital and human resources one made available in a conducive environment.

In conclusion, the challenges of entrepreneurship development in Nigeria are largely that of sourcing of a capital, expertise in management of the business, poor investment decisions. The present government indicates that there is bright future for Nigeria entrepreneurs.

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COUNSELLING INTERVENTION STRATEGIES FOR SUSTAINABILITY AND DEVELOPMENT: THE ROLE OF WOMEN SCIENTISTS.

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ABSTRACT

Abstract Science is the bedrock for any sustainable development. This is because science is an inevitable tool and its mastery is a basic condition for Sustainability and Development of any emergent world. In Africa and with reference to Nigeria, despite the fact that science is a veritable tool women are still under represented in science related disciplines. This may be attributed to some factors including; attitude, culture, beliefs, parental factors, societal norms and low self concept. It is for the above reasons that counselling intervention strategies are needed from the women scientists themselves so that our young ones will have a better chance of changing the society through science. It is against this backdrop that the study was carried out. The study adopted the descriptive study design. The study was carried out in the south east states of Nigeria. The south east is made up of five states; namely Anambra, Abia, Ebonyi, Enugu and Imo. The population comprised all the women scientists who are members of organization of women scientists in a developing world (OWSD) in their various states in the south east, Nigeria,. The population of the women scientists in the south east is 125. There was no sample due to the fact that the population is small. The instrument for data collection was a researcher designed structured questionnaire. The instrument was face and content validated by three experts from Guidance and Counselling Department of Nnamdi Azikiwe University, Awka, Anambra State, Science Education Department of Ebonyi State University, Abakiliki, Ebonyi State and Department of Computer Science , Federal University of Science and Technology Owerri, Imo State. The reliability of the instrument was done using test-retest method. Also five trained research assistants were used in the administration of the questionnaire. Findings from the study indicate that attitude, low self concept, culture, beliefs, and societal norms among others play significant role in influencing students choice of science subjects. The study agrees that a sustainable development needs science to back it up. Women scientists' participation in all sectors is critical and goes a long way towards achieving sustainable development. Recommendations include that the counsellors in conjunction with the OWSD members in the south east should counsel the young girls on attitudinal change, assertive social skills, self-concept and interest among others. Keywords: Counselling, Sustainability, Development, Women Scientist.

THE MODERATOR EFFECT OF CONSUMERS' REGULATORY FOCUS ON THE RELATIONSHIP BETWEEN E- SERVICES CAPES, SATISFACTION AND BEHAVIORAL INTENTION

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ABSTRACT

The emergence of the Internet has redefined to physical environment and has created the virtual service environment; in other words, e-servicescapes. E-servicescapes defines how consumers feel when they visit a web site which in itself is pretty important for such service businesses. E-servicescape in tourism companies (i.e. hotels, food and beverage companies, airlines) is especially important, since a web site provides customers with diverse opportunities to preview the property before they actually visit the location. Based on Stimulus-Organism-Response (S-O-R) and Regulatory Focus Theory, in this study explores the relationships of e-servicescapes (design, ambient and social factors), affective appraisal and behavioral intentions. Further, the aim of this study is to determine whether individual differences (prevention focused or promotion focused) have a moderator effect on the relationship between e-servicescape, affective appraisal and behavioral intentions. The data was collected from 220 online consumer who used to online food order website. Exploratory and confirmatory factor analyses, partial least squares (PLS) approach were employed to analyze the data

Keywords: e-servicescape, regulatory focus, satisfaction, behavioral intention.

THE POSITIVE PERSPECTIVE CAREER: A CASE STUDY OF AIRLINE BUSINESS STUDENTS

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ABSTRACT

Airline business is one of the most popular new curriculums of this decade. The aims of this research were to investigate the image of an airline business career from the perspective of university students in Bangkok and to examine the level of interest to pursue an airline business career. An English questionnaire was designed and developed specifically to collect the data. Also, small in-depth interviews were also conducted to gain their opinions about the image and their level of interest in the airline business. A quota sampling and non-probability random sampling was conducted to obtain 400 sample group. To get rid of gender effect, half the sample group came from male students and the other half came from female students.

The findings of this study unclosed that the majority of respondents had a high level of interest in airline business career. Female students were more interested in airline business career than male students with a 0.05 level of significance. The image of airline business career was rated as a high paying career, good benefits, beautiful uniform, and with a chance to travel to various countries. In addition, the findings from the in-depth interviews also, revealed that the major obstacles that prevented high school students from choosing a career with a chance to travel as a career were their inability to communicate in English, poor body proportions, and lack of beauty.

Keywords: Airline Business, Students, Image, Career

INTRODUCTION

For the last two or decades, the economy and social of Thailand have been developing. There are many new and important curriculums in the universities that want to prepare students for many important modern occupations (Wongleedee, 2013). In the modern globalization, Airline business career is one of the most popular career among newly graduates from various colleges and university. Both male and female students often dream of the job that they can earn high income, beautiful uniform, and chance to travel around the world. It is, in fact, a job that requires the ability to communicate in English, trained personality, and highly beauty of physical proportion. In fact, the jobs in airline business is not only flight attendants, but also various job duties such as ground crew, ground operation, aviation management, airline customer services, cargo carriers and many other jobs which may require the strengths in many different skills, knowledge, and experiences.

The career in airlines business nowadays involved both domestic airlines and international airlines as well as full service airlines and low-cost airlines. However, to be in the airlines business occupation, it is important to know that there are many factors of success including personality development, business acumen, service mind, and communication skills. For example, English and other languages such as Chinese, Japanese, and Islamic languages is so vital to the success of this occupation. The entry of low cost airlines in Thailand has rapidly increased in number as well as the demand for flight attendants and ground workers. There are many reasons for the booming of low cost airlines. First, there are a big group of customers who are price sensitive and will travel with low cost airlines only without the need for full services. Second, the full service airline cannot cover many areas and many short and direct destinations effectively. Third, the demand of airlines business is a seasonal demand and it often peaks at many holidays and seasonal demand. This actually means that the demand for flight attendants and ground crews often increase and decrease with the demand of the airline business.

However, there is an important fact that the majority of airline business and industry requires for flight attendants with a strict training program in order to develop perfect and pleasant personality, beauty and grace that be able to fit in the beautiful uniform, strong enough to be able to swim at least 50 meters or 100 meters, and have basic knowledge and be able to understand the details of rules and regulation of airline business. However, because there is limited research about this airline business career, this research aims and focus the study areas to investigate the airline business career image from the perspective of students in the Bangkok, Thailand.

LITERATURE REVIEW

The image of the airline business is to hire talented employees, train them, and empower them to perform their duties which is the key of success. This is because airline business and industry must rely on high performance human resources to drive their high performance business forward, foster good teamwork, think strategically, and delivering a high standard of quality and results. The study of the airline business career in the

perspective of students was based on the theory of business image. Philip Kotler (2000) the guru of business marketing, who stated that image as is an essentials of the belief, thought, and satisfaction from the perspective of customers for the product, service, or the business which also includes the attitude of customers towards that particular product, service, and business organization [1] [2]. Moreover, many researchers and experts in the business image have agreed and have suggested three important techniques to measure the image of product, service, and business organization's image from the eyes of stakeholders. The three techniques include interview stakeholders directly, use questionnaires with target customers and stakeholders, and observe customers and stakeholders talking about the products or services, as well as purchasing and using products [3]. In general, the image of airline business is very good career in perspective of consumes and stakeholders. However, Tieasan (2002) studied the image of airline business of low cost airlines and reported that airline business career was rated a good, but did not have very good image [4]. This is because low cost airline seem to be hard work and low income than the full airline business in the past. Since the career in airline business involves service quality, the understanding of SERVQUAL, which developed by Parasuraman (1988), as a tool for service quality is so vital to the airline business career. There are five dimension of this service quality. First is reliability which means the ability to perform the service in an accurate and dependable manner. Second is assurance which means the knowledge and courtesy of employee and their ability to convey trust and confidence. Third is tangible which means the appearance of physical factors such as equipment, facilities, and personal. Fourth is empathy which means the providing of individual care and attention to customers. Finally, responsiveness which means the willingness to provide help and prompt services to customers.

METHODOLOGY

This was a mixed method of research both quantitative and qualitative method. The population of study included all students in various universities around Bangkok. By using Taro Yamane method and power analysis, the 400 sample groups were selected from the students who have been studying at least one years in various universities. An English Likert five scales was designed and developed to elicit the information from sample group. By distribute all envelops with questionnaire to 400 students and expected to receive the returned mails by four weeks. For the qualitative method, about ten informants was selected from ten universities for an in-depth interview. The content of validity was tested by using experts who had a long experiences in airline business and industry to read and approve the questionnaire. The content of reliability was tested with the pilot study of 30 target samples and utilizing Cronbach's Alpha Coefficient. All the question is expected to pass at least 0.75 of Cronbach's Alpha coefficient. Statistical analysis was performed by using mean and standard deviation.

FINDINGS

The findings of this research study revealed that, in order to reduce the gender effects, male and female students have been collected in the same proportion, or 50:50 respectively. The majority had at least one year of learning experience in university. The majority of respondents were interested in airline business career and often seek for more information later.

Table 1
Level of Interested in each factor.

Level of Interested in each factor.	Mean	S.D.	Rank
1. Opportunity to travel and explore the world	4.83	0.978	1
2. Opportunity to earn a high income and excellent benefits	4.78	0.778	2
3. Opportunity for high standard of training	4.66	0.670	3
4. Opportunity for wearing high image of uniform	4.54	0.799	4
5. Opportunity for working with world class team.	4.45	0.455	5
6. Opportunity to communicate in English.	4.31	0.936	6

Table 1 revealed the important perspectives students about the factors influencing the image of airline business as follows: 1) the respondents overall rated opportunity to travel and explore the world as the number one image of airline business career with a mean of 4.83 and 0.978 SD. 2) the respondents overall rated opportunity to earn high income and excellent benefits as the number two image of airline business career with a mean of 4.78 and 0.778 SD. 3) the respondents overall rated opportunity for high standard of training as the number three image of airline business career with a mean of 4.66 and 0.670 SD. 4) the respondents opportunity for wearing high image of uniform as the number four image of airline business career with a mean of 4.54 and 0.799 SD. 5) the respondents overall rated opportunity for working with world class team as the number five image of airline

business career with a mean of 4.45 and 0.455 SD. 6) the respondents rated opportunity to communicate in English as the number six image of airline business career with a mean of 4.31 and 0.936 SD.

From the findings of this research study, it can be concluded that the majority of respondents had a high level of interest in airline business career but need more information later. When examined in detail, the images of airline business career can be ranked according to the mean average as follow:

1. Opportunity to travel and explore the world
2. Opportunity to earn a high income and excellent benefits
3. Opportunity for high standard of training
4. Opportunity for wearing high image of uniform
5. Opportunity for working with world class team.
6. Opportunity to communicate in English.

Finally, the findings from the in-depth interviews with a small group of stakeholders revealed that the major obstacles that will prevent many university students who may interested in airline business career from pursuing airline business as a their jobs and long term career were their ability to communicate in English, lack of beauty of body proportions, not interested in service mind, lack of real information for applying and preparing for the jobs, and lack of physical stamina in long working hours and flexible working hours. It is important to know that service business is a very competitive work areas both in domestic level and international level. Therefore, a well prepare all in knowledge, skills, and experience are significant to the success of career in airline business. In addition, it is important for newcomers in the airlines business to understand the service quality in details. The service quality is a customer's perception that occurs when the need of service is met above average and should be more than adequate. In other words, the newcomers in airlines business must have ability to provide service quality to meet the level of customers' expectation.

FUTURE STUDIES

The limitation of this research paper was the sample group which included only high school students in Bangkok. It should include other students such as vocational students or other forms of international high school students which may represent opinions from a variety of high school students in Bangkok, Thailand. Hence, the findings may not be generalized to find the image of airline business career. Therefore, future research should use a proportion sampling technique with a diverse group of high school students. Moreover, future studies should use more in-depth interviews to find the reasons behind their interest in airline business career.

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