Needs Analysis of Studying English for Medical Students in University with the Aim of ASEAN Economic Community (AEC)

Issariyapond Woragittanont¹ and Sumittra Suraratdecha²
¹²Research Institute for Languages and Cultures of Asia, Mahidol University, Thailand
¹E-mail: issariyapond.wor@student.mahidol.ac.th and ²E-mail: sumittra.sur@mahidol.ac.th

Abstract

This study employs a theory of Needs Analysis. It explores medical students’ problems, needs, and wants in studying English language in preparation for AEC. This study uses mixed methods of both quantitative and qualitative approaches. The subjects of this research include medical students, doctors, administrators, and foreign patients. This research paper presents the quantitative data of medical students including 162 medical students who are externs during the academic year of 2014 at four hospitals in the northeast of Thailand, and addresses only the problems and needs of medical students. Questionnaire is adopted as a research instrument. The Cronbach’s alpha reliability coefficient of the questionnaire was .93. Research data from the questionnaire is analyzed by descriptive statistics (including percentage, frequency, mean, and standard deviation). The research findings were as follows. (1) The medical students had problems with overall English language skills at a moderate level, but the main problem was speaking skill concerning English for Academic Purposes (EAP) which was at a high level. (2) The medical students needed overall English language skills at the highest level, but they perceived reading skill for General English as also being at a high level. The findings from this research provide guidance: to develop the content of English teaching so that medical students are more aware of the role of English language in the medical field in AEC; to promote better attitudes and motivations among students in English class; to design courses relevant to real situations; and to contribute the findings or data which support and benefit other researchers to apply in related or other research contexts.

Keywords: AEC, English for Academic Purposes, English for medical profession, needs analysis

1. Introduction

This section is divided into four parts: rationale of the study, theory and related literature reviews, objectives of the study, and research questions.

1.1 Rationale of the Study

English is accepted as the international language, according to Hutchinson and Waters (1987). English is considered to be the first language taught at all levels of education in Thailand where English is not the mother tongue. Especially in the medical field, English is needed for doctors for keeping up with developments in science and also needed by all medical students for study using textbooks and journals only available in English (Hutchinson & Waters, 1987). Moreover, English is also needed in an ASEAN context as the lingua franca.

As for General English, doctors and medical students use English in their daily life for social purposes. In the academic field of medicine, Naruenatwatana and Vijchulata (2001) said that English also plays a vital role in medical studies because the students have to read medical textbooks and professional journals which are mostly written in English. Moreover, medical students need to use English for studying their subject, furthering education, and also
for their careers in the future. In the medical field, the quality of medical services is more important. English is a vital tool for doctors to communicate with ASEAN and foreign patients. Although medical students are familiar with English, the emphasis is only medical studies because the students have to read medical textbooks and professional journals which are mostly written in English.

Preparing English skills should be initiated by the medical students because they will be professional labor (workers) in the future. The content of English language courses must serve the medical field in real situations. To design English language courses for medical students that serve the medical field in real situations, one of the necessary factors is to address the needs and problems of medical students in studying English language. Moreover, Thepsiri and Pojanapunya (2012) say that the attitudes and motivation of language learners have proved to influence the learner’s proficiency and success. Teachers have to prepare courses that will improve learners’ attitudes and motivation towards English language learning, and enhance learners’ English communication capabilities for further education and career. As for the content of the course, needs analysis is a reliable survey to identify the needs and problems of learners to identify the target English language content that learners need during and after the courses.

1.2 Theory and Reviews Related Literature

1.2.1 Needs Analysis

This study uses the needs analysis theory of Hutchinson and Waters (1987) in order to study the target needs of medical students in order to use English language in the target situation, and considers necessities, lacks, and wants which are determined by the desires of the medical field in an AEC context. The following is an explanation of the types of needs:

Hutchinson and Waters (1987) distinguish between target needs and learning needs which can be described as follows:

1.2.1.1 Target needs involve what the learners need to do in the target situation. This type is related to the target situation in terms of necessities, lacks, and wants.

- **Necessities** are needs determined by the desires of the target situation, which is what learners have to know for effective functions in the target situation.
- **Lacks** are the necessities which learners lack. In other words, the learner’s lacks are the gaps between the target proficiency and the existing proficiency.
- **Wants** are the learners’ perceptions of their needs. The learners’ perceptions possibly conflict with the perceptions of course designers, sponsors, and teachers. Hutchinson and Waters claim that the learners’ perceived wants can have a great impact on their motivation in the learning process, and cannot be underestimated.

1.2.1.2 Learning needs involve what the learners need to do in order to learn in the existing learning environment along with their knowledge, skills, and strategies. In other words, the learning need is the route as compared with the journey that starts from the starting point (lacks) to the destination (necessities), and there might be some dispute as to what the destination should be (wants).

In addition, needs (necessities) and problems (lacks) are linked for each other. If there is some dispute between needs and problems, it will reveal existing problems. In other words, the identification of needs is a process of addressing problems of a target population and solutions to overcome these problems toward the target situations.

1.2.2 English for Specific Purposes (ESP)

Over years, the teaching of English as a foreign language has developed increasingly rapidly and widely. English language teaching is considered as a trend and English for Specific Purposes (ESP) has become a popular term in recent years. The abbreviation ESP can be interpreted as representing either English for Special or Specific Purposes. These
terms are international terms and are mostly applied for English language for special purposes (Robinson, 1980).

The term of ESP itself has changed in significance. Formerly, ESP stood for English for Special Purposes, although an increasing number of scholars, practitioners and institutions now use English for Specific Purposes (Robinson, 1980). The history of the ESP movement has been long. This term can be traced back to economic activities in the 1950s and 1960s.

After the end of World War in the mid-1940s, English became increasingly more important as a lingua franca with international developments and expansion of technology and commerce, and the economic power of the United States made English an international language. As English is accepted as the international language of technology and commerce, it created a new generation of learners who had specific reasons for learning English, for example doctors who needed to keep up with developments in science and all medical students who needed to study from textbooks and journals only available in English (Hutchinson & Waters, 1987). Another main reason for the emergence of ESP, also identified by Hutchinson and Waters (1987), is the oil crisis of the early 1970s. English became big business, and its subject became the wishes, needs and demands of people.

1.2.3 English for Academic Purposes (EAP)

English for Academic Purposes (EAP) is one of the branches of ESP that focuses on the specific needs of the learner in an academic context and, as Holme (1996) mentions, EAP is a kind of ESP. Holme (1996) also said that ESP and EAP have developed together. It has been proposed more recently that EAP deals with a wider content area than ESP. EAP has identified particular kinds of skills such as listening and note-taking that students have to master, not just because it enables an understanding of terminologies subjects such as legal and engineering. So, EAP is specialized. Accordingly, an ESP course is given to students who have to specialize in an identifiable area of language or of skills. EAP offers such an area, but the zone of specialization is very wide. In other words, EAP is a wide-angle lens of ESP, but it can be more narrowly focused. Ewer (1975) said that the English Teaching Information Center (ETIC) makes a distinction between English for Academic Purposes (EAP) and English for Occupational Purposes (EOP) as the two main branches of ESP. EAP is concerned with English communication skills which are for study purposes in formal education systems. English for Science and Technology (EST) is the key area within EAP. On the other hand, EOP is concerned with the precise demands of specific occupations such as in medicine, commerce, and technology. It places emphasis on communicative ability in English.

1.3 Objectives of the Study
1.3.1 To explore the problems of medical students studying English in an AEC context.
1.3.2 To explore the needs of medical students studying English in an AEC context.

1.4 Research Questions
1.4.1 To what extent do medical students have problems for studying English in an AEC context?
1.4.2 To what extent do medical students have needs for studying English in an AEC context?

2. Method

This section describes the methodology of the study including population and participants, research instruments, and data collection and analysis.

2.1 Population and Participants

This research was conducted at four hospitals in the northeast of Thailand. The target populations of the present study include medical students, doctors, administrators, and foreign
patients. However, this research paper presents only the quantitative data of medical students including 162 enrolled medical students who were externs during the academic year of 2014 at a university in the northeast of Thailand, and no longer took English language courses. The reason for choosing this group is that they have experience in the learning process, and are important sources of information about English learning problems and needs. The sampling method for the medical students is purposive sampling. This group comprises final-year students including 271 medical students. Using the table for determining sample size proposed by Krejcie and Morgan (1970), the sample size was 162 students.

The participants of this study were 162 medical students. There were males (57.10%) and females (42.90%). The number of years that the participants have studied English is: 6-10 (6.20%), 11-15 (28.00%), 16-20 (29.20%), and 20 up (36.60%).

2.2 Research Instruments
A questionnaire is the instrument used to gather data regarding the problems and needs of medical student learning English for the AEC. The construction of the questionnaire is based on a review of the literature on English for Specific Purposes (ESP), English for Medical Purposes (EMP), English for Academic Purposes (EAP), needs analyses, and related research concerning needs analysis, as well as the medical students’ English subject textbooks.

The primary questionnaires were compiled from data gained during the preliminary interviews with the medical students, doctors, and English teacher concerning English uses, problems, and wants categorized into three kinds of English: (1) General English (2) English for Academic Purposes (EAP) and (3) English for Specific Purposes (ESP). The preliminary interviews were in Thai in order to avoid problems of ambiguity and word interpretation.

A research tool for a pilot study is questionnaire constructed from preliminary interviews as mentioned above. The aim is to test the questionnaire as to whether it is of appropriate length, whether the questions are clear and understandable, and whether the wording is appropriate. Also, additional comments and suggestions may be used to develop and adapt the questionnaire to compile the final version.

The questionnaires in the pilot study were given to thirty medical students and doctors. The respondents were required to fill out the questionnaire, identify ambiguous words or statements, provide some comments, suggestions, and also their opinions.

The data obtained from the pilot study, and draft questionnaire was evaluated for reliability by using Cronbach’s alpha coefficient. The Cronbach’s alpha reliability coefficient of the questionnaire was .93.

2.3 Data Collection and Analysis
When the respondents had completed the questionnaires, the researcher took back all questionnaires for analysis using descriptive statistics to explain demographic information, problems, and needs in studying English language.

2.3.1 Percentage and Frequency Distribution was used in the analysis of answers concerning: background information including age and number of years that the medical students have studied English.

2.3.2 A five-point Likert Scale was used to score the levels for the opinions as to problems and needs concerning four English skills in three kinds of English as mentioned in the item 2.2. A specific scale as can be seen in Table 1 was assigned for each specific criteria.
2.3.3 Arithmetic Mean and Standard Deviation were used to summarize the average level of English problems and needs of English language learning. The arithmetic mean provided average level of the data.

2.3.4 Cronbach’s alpha coefficient was employed to determine the reliability of the responses for the items which used a five-point Likert Scale.

3. Results

This section presents the results obtained from the questionnaire data. The findings of the needs analysis of medical students are reported in order to answer two research questions as follows: (1) To what extent do medical students have problems for studying English in an AEC context? and (2) To what extent do medical students have needs for studying English in an AEC context? The questions were divided into four English language skills: listening, speaking, reading, and writing. Each of these skills was categorized under three subtitles: General English, English for Academic Purposes (EAP), and English for Specific Purposes (ESP).

As can be seen from Table 2, the results for General English listening show that the biggest problem and need was listening to conversations concerning general topics – the problem was determined at a moderate level ($M = 3.30, SD = 1.04$), and the need at the highest level ($M = 4.56, SD = 0.71$). Then, the primary problem and need regarding EAP...
listening was listening to medical lectures/seminars – the problem was determined at a moderate level \((M = 3.39, SD = 1.13)\), and the need at the highest level \((M = 4.56, SD = 0.83)\). Finally, the participants rated the biggest problem and need for ESP listening was listening to foreign patients explaining concerns/asking questions – the problem was determined at a high level \((M = 3.41, SD = 1.15)\), and the need at the highest level \((M = 4.57, SD = 0.78)\).

The main listening problems were ESP listening, which was at a moderate level \((M = 3.38, SD = 1.15)\), followed by EAP listening, which was at a moderate level \((M = 3.22, SD = 1.16)\), and General English listening which was at a moderate level \((M = 3.19, SD = 1.07)\) by ranking. Besides, the results reveal that the main needs regarding listening skills were for ESP listening at the highest level \((M = 4.57, SD = 0.77)\) followed by EAP listening at the highest level \((M = 4.46, SD = 0.87)\) and General English listening at the highest level \((M = 4.26, SD = 0.91)\) respectively.

Table 3: Problems and needs of medical students regarding speaking skills

<table>
<thead>
<tr>
<th>Speaking skills of medical students</th>
<th>Problems</th>
<th>Needs</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>(M)</td>
<td>(SD)</td>
</tr>
<tr>
<td>General English</td>
<td></td>
<td></td>
</tr>
<tr>
<td>9. Speaking with native speakers</td>
<td>3.33</td>
<td>1.16</td>
</tr>
<tr>
<td>(British, American, and Australian</td>
<td></td>
<td></td>
</tr>
<tr>
<td>etc.)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>10. Speaking with non-native speakers</td>
<td>3.55</td>
<td>1.15</td>
</tr>
<tr>
<td>(ASEAN speakers such as Filipino etc.)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>11. Speaking when you travel</td>
<td>3.17</td>
<td>1.12</td>
</tr>
<tr>
<td>12. Pronunciation</td>
<td>3.43</td>
<td>1.16</td>
</tr>
<tr>
<td>Total</td>
<td>3.37</td>
<td>1.15</td>
</tr>
<tr>
<td>English for Academic Purposes (EAP)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>13. Academic discussions</td>
<td>3.62</td>
<td>1.07</td>
</tr>
<tr>
<td>14. Presenting professional research papers</td>
<td>3.63</td>
<td>1.10</td>
</tr>
<tr>
<td>15. Asking/answering questions in class</td>
<td>3.30</td>
<td>1.07</td>
</tr>
<tr>
<td>16. Asking/answering questions at medical seminars</td>
<td>3.60</td>
<td>1.14</td>
</tr>
<tr>
<td>Total</td>
<td>3.54</td>
<td>1.10</td>
</tr>
<tr>
<td>English for Specific Purposes (ESP)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>17. Making small talk with foreign patients</td>
<td>3.05</td>
<td>1.19</td>
</tr>
<tr>
<td>18. Asking about patients’ symptoms</td>
<td>3.37</td>
<td>1.09</td>
</tr>
<tr>
<td>19. Using open-ended questions instead of leading questions</td>
<td>3.34</td>
<td>1.13</td>
</tr>
<tr>
<td>20. Requesting/explaining procedures for physical examination</td>
<td>3.34</td>
<td>1.06</td>
</tr>
<tr>
<td>21. Vocabulary usage for diagnosis</td>
<td>2.99</td>
<td>1.22</td>
</tr>
<tr>
<td>22. Explaining side effects of medication</td>
<td>3.39</td>
<td>1.05</td>
</tr>
<tr>
<td>23. Precautions to be taken</td>
<td>3.43</td>
<td>1.05</td>
</tr>
<tr>
<td>24. Giving advices about condition fails to improve/worsens</td>
<td>3.56</td>
<td>1.04</td>
</tr>
<tr>
<td>25. Breaking/communicating bad news</td>
<td>3.83</td>
<td>1.09</td>
</tr>
<tr>
<td>Total</td>
<td>3.37</td>
<td>1.10</td>
</tr>
</tbody>
</table>

\((n = 162)\) M = Moderate \ H = High \ TH = The highest
As can be seen from Table 3, the most significant problem regarding General English speaking was speaking with non-native speakers concerning general topics (ASEAN speakers such as Burmese, Singaporean, and Filipino etc.) which was at a high level \( (M = 3.55, SD = 1.15) \). The participants rated the main need as being speaking with native speakers concerning general topics (British, American, and Australian etc.) which was determined at the highest level \( (M = 4.55, SD = 0.86) \). Then, the main problem and need regarding EAP speaking was presenting professional research papers – the problem was determined at a high level \( (M = 3.63, SD = 1.10) \), and the need at the highest level \( (M = 4.52, SD = 0.76) \). Finally, the participants had two major problems and needs concerning ESP speaking as follows: the first major problem and need was breaking/communicating bad news e.g. using sentences that sound less threatening. This problem was determined at a high level \( (M = 3.83, SD = 1.09) \) and the need at the highest level \( (M = 4.56, SD = 0.79) \). The second majority problem was giving advice when a patient’s condition fails to improve/worsens. This was recorded at a high level \( (M = 3.56, SD = 1.04) \), and the second majority need was asking about patients’ symptoms and history e.g. chief complaint, history of present condition, and family, which was at the highest level \( (M = 4.54, SD = 0.77) \).

The results reveal that the biggest problems participants had was with EAP speaking which was at a high level \( (M = 3.54, SD = 1.10) \), followed by General English speaking at a moderate level \( (M = 3.37, SD = 1.15) \) and ESP speaking at a moderate level \( (M = 3.37, SD = 1.10) \). Furthermore, they needed to speak EAP at the highest level \( (M = 4.45, SD = 0.80) \), followed by speaking ESP at the highest level \( (M = 4.45, SD = 0.85) \) and speaking General English at the highest level \( (M = 4.36, SD = 0.90) \) respectively.

Table 4: Problems and needs of medical students regarding reading skills

| Reading skills of medical students | Problems | | Needs | |
|-----------------------------------|----------|------------------|--------|
|                                   | \( M \)  | \( SD \) | Level | \( M \)  | \( SD \) | Level |
| **General English**               |          |                  |       |
| 26. Reading English for entertainment | 2.69     | 1.08  | M     | 3.98     | 1.12 | H     |
| 27. Reading English for information | 2.86     | 1.05  | M     | 4.15     | 1.00 | H     |
| Total                             | 2.78     | 1.07  | M     | 4.07     | 1.06 | H     |
| **English for Academic Purposes (EAP)** |          |                  |       |
| 28. Reading medical textbooks     | 2.81     | 1.25  | M     | 4.41     | 0.97 | TH    |
| 29. Reading professional research journals | 2.90     | 1.20  | M     | 4.39     | 0.97 | TH    |
| Total                             | 2.86     | 1.23  | M     | 4.40     | 0.97 | TH    |
| **English for Specific Purposes (ESP)** |          |                  |       |
| 30. Reading medical reports       | 2.66     | 1.22  | M     | 4.35     | 1.09 | TH    |
| 31. Scanning case histories       | 2.94     | 1.19  | M     | 4.44     | 1.01 | TH    |
| Total                             | 2.80     | 1.21  | M     | 4.40     | 1.05 | TH    |

\( (n = 162) \)  \( M = \) Moderate  \( H = \) High  \( TH = \) The highest

According to Table 4, the biggest problem and need regarding General English reading was reading English for information e.g. advertisements and newspapers. This problem was at a moderate level \( (M = 2.86, SD = 1.05) \) and the need at a high level \( (M = 4.15, SD = 1.00) \). Then, the principle problem regarding EAP reading was reading professional research journals which was at a moderate level \( (M = 2.90, SD = 1.20) \). Moreover, the primary need regarding EAP reading was reading medical textbooks which was at the highest level \( (M = 4.41, SD = 0.97) \). Finally, the participants rated the biggest
problem and need of ESP reading as being scanning case histories, with the problem at a moderate level ($M = 2.94, SD = 1.19$) and the need at the highest level ($M = 4.44, SD = 1.01$).

The results illustrate that the main problems regarding reading skills were EAP reading which was at a moderate level ($M = 2.86, SD = 1.23$) followed by ESP reading at a moderate level ($M = 2.80, SD = 1.21$) and then General English reading at a moderate level ($M = 2.78, SD = 1.07$) by ranking. The results identify the reading skills needed by the participants as being EAP at the highest level ($M = 4.40, SD = 0.97$) followed by ESP at the highest level ($M = 4.40, SD = 1.05$) and General English at a high level ($M = 4.07, SD = 1.06$) respectively.

### Table 5: Problems and needs of medical students regarding writing skills

<table>
<thead>
<tr>
<th>Writing skills of medical students</th>
<th>Problems</th>
<th>Needs</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>$M$</td>
<td>$SD$</td>
</tr>
<tr>
<td>General English</td>
<td></td>
<td></td>
</tr>
<tr>
<td>32. Social writing</td>
<td>3.10</td>
<td>1.14</td>
</tr>
<tr>
<td>Total</td>
<td>3.10</td>
<td>1.14</td>
</tr>
<tr>
<td>English for Academic Purposes (EAP)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>33. Taking notes from medical textbooks</td>
<td>3.04</td>
<td>1.14</td>
</tr>
<tr>
<td>34. Writing an examination/term paper</td>
<td>3.35</td>
<td>1.13</td>
</tr>
<tr>
<td>35. Formats/styles for writing articles</td>
<td>3.52</td>
<td>1.08</td>
</tr>
<tr>
<td>36. Vocabulary usage for writing articles</td>
<td>3.41</td>
<td>1.10</td>
</tr>
<tr>
<td>Total</td>
<td>3.33</td>
<td>1.11</td>
</tr>
<tr>
<td>English for Specific Purposes (ESP)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>37. Writing case histories/medical reports</td>
<td>3.23</td>
<td>1.13</td>
</tr>
<tr>
<td>38. Writing medical prescriptions</td>
<td>2.94</td>
<td>1.25</td>
</tr>
<tr>
<td>39. Using passive voice to write referral letters</td>
<td>3.33</td>
<td>1.12</td>
</tr>
<tr>
<td>40. Writing advices to patients</td>
<td>3.54</td>
<td>1.09</td>
</tr>
<tr>
<td>Total</td>
<td>3.26</td>
<td>1.15</td>
</tr>
</tbody>
</table>

($n = 162$) M = Moderate  H = High  TH = The highest

According to Table 5, the problem and need regarding General English writing were; writing English for social writing – the problem was determined at a moderate level ($M = 3.10, SD = 1.14$), and the need at a high level ($M = 4.22, SD = 0.95$). Then, the main problem and need regarding EAP writing were formats/styles for writing articles in medical journals. This problem was recorded at a high level ($M = 3.52, SD = 1.08$) and the need at the highest level ($M = 4.47, SD = 0.77$). Finally, the participants rated the primary problem and need concerning ESP writing that was writing advices to foreign patients. The problem was at a high level ($M = 3.54, SD = 1.09$) and the need at the highest level ($M = 4.51, SD = 0.75$).

The results suggest that the most significant problems regarding writing skills were EAP writing at a moderate level ($M = 3.33, SD = 1.11$) followed by ESP writing at a moderate level ($M = 3.26, SD = 1.15$) and General English writing at a moderate level ($M = 3.10, SD = 1.14$) by ranking. Moreover, the results show that the participants needed ESP writing at the highest level ($M = 4.43, SD = 0.85$) followed by EAP writing at the highest level ($M = 4.42, SD = 0.83$) and General English writing at the highest level ($M = 4.22, SD = 0.95$) respectively.
4. Discussion and Conclusion

This section is divided into three parts: a summary of the study, discussions of the results, and conclusion. The section will discuss with reference to the two research questions as follows: (1) To what extent do medical students have problems for studying English in an AEC context? and (2) To what extent do medical students have needs for studying English in an AEC context?.

4.1 A Summary of the Study

Table 6: Problems and needs regarding English language skills of medical students

<table>
<thead>
<tr>
<th>English language skills</th>
<th>Problems</th>
<th>Needs</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>M</td>
<td>SD</td>
</tr>
<tr>
<td>General English</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Listening</td>
<td>3.19</td>
<td>1.07</td>
</tr>
<tr>
<td>2. Speaking</td>
<td>3.37</td>
<td>1.15</td>
</tr>
<tr>
<td>3. Reading</td>
<td>2.78</td>
<td>1.07</td>
</tr>
<tr>
<td>4. Writing</td>
<td>3.10</td>
<td>1.14</td>
</tr>
<tr>
<td>English for Academic Purposes (EAP)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Listening</td>
<td>3.22</td>
<td>1.16</td>
</tr>
<tr>
<td>2. Speaking</td>
<td>3.54</td>
<td>1.10</td>
</tr>
<tr>
<td>3. Reading</td>
<td>2.86</td>
<td>1.23</td>
</tr>
<tr>
<td>4. Writing</td>
<td>3.33</td>
<td>1.11</td>
</tr>
<tr>
<td>English for Specific Purposes (ESP)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Listening</td>
<td>3.38</td>
<td>1.15</td>
</tr>
<tr>
<td>2. Speaking</td>
<td>3.37</td>
<td>1.10</td>
</tr>
<tr>
<td>3. Reading</td>
<td>2.80</td>
<td>1.21</td>
</tr>
<tr>
<td>4. Writing</td>
<td>3.26</td>
<td>1.15</td>
</tr>
</tbody>
</table>

(n = 162) M = Moderate  H = High  TH = The highest

From Table 6, it can be seen that the medical students had problems with overall English language skills at a moderate level. That is, overall they sometimes encountered difficulties with English language skills related to General English, EAP, and ESP, although the speaking skill for EAP was perceived as being at a high level (M = 3.54, SD = 1.10). As for the needs of the medical students, they required overall English language skills at the highest level. These findings indicate, overall, that they are always required to use their English language skills for General English, EAP, and ESP. However, they usually also needed to use reading skill concerning General English at a high level (M = 4.07, SD = 1.06).

4.2 Discussions of the Results

4.2.1 Discussion of finding one

To what extent do medical students have problems for studying English in an AEC context?

According to the results in Table 6, the most significant language skill problems of the medical students related to EAP included speaking, reading, and writing. This may be because the medical students had difficulties in studying for, taking examinations in class, and researching/presenting/discussing professional research journals, although the biggest problem was with ESP listening skill. The reason for this could be that they had their own experiences in medical practice and communication with foreign patients. As summarized in Table 6, the participants had overall problems with English language skills at a moderate to high level. This was despite the fact that most of them had studied English for more than...
sixteen years (65.80%). In addition, every medical student needed to study the English language content provided in the curriculum. Therefore, teachers need to prepare lessons to help medical students obtain a greater awareness regarding the role of English in the medical field in AEC. Existing English language courses must serve the medical field in real situations, address their problems, and support their English communication capabilities for studies and work in the AEC context. Moreover, these courses will enhance students’ attitude and improve their motivation to learn English.

4.2.2 Discussion of finding two
To what extent do medical students have needs for studying English in an AEC context?

The findings set out in Table 6 reveal the needs of the medical students. They show that ESP skills were needed the most including listening, speaking, reading, and writing. This may be because these skills are required for future career advancement, for example, listening/speaking to foreign patients, reading medical reports or case histories, and writing medical prescriptions or advice for foreign patients. Moreover, EAP speaking and reading skills are also the most needed. This may be because EAP is also required for further education and career. More interestingly, from Table 6, General English was also rated at a high to the highest level. This suggests that General English is important for use in their daily lives and at work as well. Therefore, every skill is essential for all categories of English: General English, EAP, and ESP for medical students.

4.3 Conclusion
In conclusion, the medical students had problems and needs with overall English language skills. The biggest problem was encountered with EAP speaking; therefore, the content of English language courses for medical students needs to emphasize EAP in every skill. Moreover, teachers must increase the number of courses for ESP and General English in order to enhance medical students’ English communication capabilities. This is because all categories of English language are essential for medical students in their daily lives as well as in education and for their careers in an AEC context.

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Factors that Affect Thai Students’ English Communication Skills at University Level: A case study of students studying English at SakonNakhonRajabhat University, Thailand.

Kemal Abdela Kaso
Faculty of Humanities and Social Sciences, SakonNakhonRajabhat University, SakonNakhon, Thailand
Email: kemalorom@gmail.com

Abstract

English now stands at the very centre of the global language system. It has become the *lingua franca* par excellence and continues to entrench this dominance in a self-reinforcing process. It has become the central language of communication in business, politics, administration, science and academia, as well as being its dominant language of globalised advertising and popular culture at national, regional and global levels. Recognizing the importance of English, many countries, especially non-native speaking countries such as Thailand, are striving to improve English proficiency level of their citizens. However, the studies, English proficiency Index, and other reports reveal that the English communication skills of Thai university students, and Thai students in general is low when considering the years expended by the students studying English.

The purpose of this study was to investigate the English communication challenges faced Thai university students, and the factors affecting their communication performance. The participants of the study were one hundred English major students and ten English teachers in the faculties of Education, and Humanities and Social Sciences at SakonNakhonRajabhat University(SNRU). The research instruments used in this study were survey questionnaires and class observation.

The findings indicated that:
1. Student factors: lack of self-motivation, lack of confidence, shyness, lack of desire to practice and apply English in their daily life, and using Thai language in and outside classroom were personal factors affect students' peaking skill.
2. Teacher factors: the results also showed that the teachers lacked an adequate use of communicative language teaching techniques. And the teachers don’t motivate and encourage the students to practice and apply English in their daily lives. Moreover, Thai teachers often use Thai language in and outside classroom as it is their mother-tongue.
3. Environmental factors: include lack of up to date learning and teaching materials, the size of the classes, and a limited listening and speaking exercises for speaking skills in the curricula, and examinations in general do not involve an oral language test.

Thus, it is suggested that: firstly, the students have to be motivated and encouraged to use English language, and limit using Thai in English Language classes. Secondly, include speaking exam in the curricula, and develop the participatory and interactive English teaching strategies.
Thirdly, update learning and teaching materials. Fourthly, establishing English club or societies and English Medias such as TV or radio where the students may practice their communication. Fifthly, limit the Students’ number in listening and speaking classes. Finally, introduce capacity building through English trainings, workshops or seminars for both students and teachers.

This study aims to help students, teachers, researchers and policy makers to improve Thai students’ English communication performance. And it will encourage a more attention on oral proficiency of Thai university students.

**Keywords:** affect; communication; factors; motivation; skill; Thailand.

1. Introduction

English is found on every continent. It has major speech communities in over seventy countries. It is the language of the internet. It is language of air-traffic control, of international travel, and of international business. It is the language of science (English project, 2013). In the age of globalization, therefore, English plays a very important role in communication; that is to say, English is used as an international language across the world.

The role of English in development programs has come about, in part, because of the rise of English as a ‘global’ language. The current global status of English is the result of interplay of social, economic, political and historical factors that have had wide ranging implications for societies around the world (Crystal, 2003). One of the primary consequences of English’s global spread is that it now operates as the pre-eminent medium of international communication in the modern world. It is the *lingua franca* of many transnational political and economic associations, while also operating as a medium of global communication in domains such as science, technology, business and academia. Because of this, English language ability viewed by many—both at the level of governments and individuals as a fundamental element in the skill set required for full participation in the 21 century society. It is often seen as a resource that can contribute to the personal, social and economic development in a range of diverse contexts— as a medium that can provide access to education. It offers the ability to influence the global economic and political trends, yet at the same time it has led to social inequalities and injustices for individuals and groups around the world who do not have the ability to speak English. Not being able to communicate in English can exclude from many levels of social participations.

The clear implication is that learning English is a means of increasing one’s social, economic, political and cultural capital. This is particularly the case in Asia, where there the major intra-Asian institutions—the Asia-Pacific Economic Cooperation (APEC), the Association of Southeast Asian Nations (ASEAN), and the recently approved Trans-Pacific Partnership (TPP), use English as an official language. Accordingly, the members of Association of Southeast Asian Nations (ASEAN) are investing to improve the English proficiency of their citizens.

Recognizing the national, regional and international importance of English language, Thailand has been investing heavily in promoting the English language proficiency of its citizens. The Thai government has embarked on an ambitious nationwide program in 2012 to
teach English at least once a week in all state school students. The year 2012 was designated the “English Speaking Year”. This initiative was intended to ease Thailand's entry into the ASEAN Economic Community (AEC) in 2015, when Southeast Asia becomes one economic zone and a universal language is required for communication and business. The project commenced in 2012 focused on speaking English rather than written, with teachers providing training through media modules and partnerships with foreign institutions, including English-language schools.

Despite the efforts of government and other stakeholders, many sources reveal that Thai students’ English communication skills are low relative to the budget spent and time expend in promoting English. According to Bangkok Post (2012), Thai students' English-language skills rank below those of youngsters in at least three other member countries of ASEAN. The Office of the Education Council (ONEC), which revealed the results of the survey, stated that the level of English proficiency of Thai youth is below par in contrast to many other countries. Moreover, the recent university admission exam reports (NIETS) show that Thai students scored an average of 28.43 percent in English. And the English Proficiency Index (EPI 2014) report also revealed that the English proficiency level of Thais is still far from satisfactory, and exhibits a very low level of English proficiency. Likewise, the SNRU graduate and undergraduate students also have been experiencing the low level of English proficiency. Therefore, it is important for the stakeholders to co-operate and assist the students to overcome the English communication challenges at all levels.

There has been no specific research conducted at this university in this regard. This study aims to identify the factors that affect English proficiency in general and communication skills of Thai university students in particular, and provide the possible solutions to address this problem. The data collected during this study has been analyzed with a view to formulating recommendations to raise English proficiency level of SNRU students and Thai students in general.

Objectives of the study

The purpose of this study is to investigate the English communication problems of the Thai University students and the factors affecting their communication performance.

Literature review

Speaking appears to be the most important skills of all the four skills (listening, speaking, reading and writing) because people who know a language are usually referred to as speakers of that language (Ur, 1996). The major goal of all English language teaching should be to give learners the ability to use English effectively and accurately in communication (Davies and Pearse, 1998). However, not all language learners, after many years of English studying can communicate fluently and accurately because they do not have mastered all he nuances of this language. Many studies in the literature shed light on the factors that have impact on the English learning in particular, and communication skills. Hashemi (2011), identifies that the students’ weakness in English language learning are often due to the differences in social contexts, cultural and environments. For example, in the environments where the first and second or foreign languages learning take place such as Thailand, Cambodia, Laos, Vietnam and others.
promoting English. According to Bangkok Post (2012), Thai students’ English-language skills is low relative to the budget spent and time expend in teaching English at least once a week in all state school students. The year 2012 was designated the year of English proficiency in Thai education. And the English Proficiency Index (EPI 2014) report also revealed that the level of English proficiency of Thailand is below those of youngsters in at least three other member countries of ASEAN. The Office of the Education Council (ONEC), which revealed the results of the survey, stated that the level of English proficiency is ranked below those of younger learners in at least three other member countries of ASEAN. The Office of the Education Council (ONEC), which revealed the results of the survey, stated that the level of English proficiency is ranked below those of youngsters in at least three other member countries of ASEAN.

Previous Studies

Some earlier studies have identified factors affecting students’ relating to this study will be reviewed. These studies were carried out to identify the factors affecting students’ speaking performance and students’ speaking difficulties.

Macintyre, Clément, et al. (1998), studied the effects of self-confidence on oral performance. The results of their study showed that the learners’ willingness to communicate was determined partly by the level of confidence. Park and Lee (2005) also explored the relationships between L2 learners’ anxiety, self-confidence and oral performance. They reached the conclusion that self-confidence has significant impact on L2 learners’ oral performance. They stated that if the learners were more confident, they would have better oral performance. Tanveer (2007) also investigated the factors that cause language anxiety for twenty language learners in learning speaking skills and the influence of anxiety on communication in the target language and his result was similar to what Park and Lee figure out. The findings suggested that students’ feeling of stress, anxiety or nervousness may impede their language learning and performance abilities. He cites that “the higher the anxiety, the lower the performance”.

Lukitasari (2008) conducted a study focusing on students’ strategies in overcoming speaking problems in speaking classes. The population of her study was first semester students at Muhammadiyah University in Malang, Indonesia. The results of her study suggest that in speaking classes, the students faced some speaking problems including inhibition, “nothing to say”, low or uneven participation, and mother tongue use. The findings of the study also reveal that the students’ speaking performance was not good because they did not master the three elements of speaking namely vocabulary, grammar and pronunciation.

Some studies are also conducted in relation to the factors affect Thai students’ speaking skill. Kakar (n.d), has stated that, first, Thai students are not eager to learn English at primary school until higher schools. Second, they think English is less important than other subjects. Finally, they mostly avoid interaction with foreign languages even though electronic or paper media.

Chamkhien (2010) also stated some reasons why Thai students speaking skill limited. These are:

First, for Thai students, English speaking or oral communication in English is deemed to be difficult since English is not their native language. Second, most of Thai learners need their English to sound as native-like as possible which is a prestige norm of spoken English even...
though English is not widely used in the region of south East Asia, creating a great diversity of English e.g., Malaysian English, Singaporean English, etc. This scenario seems to limit their choice of their exposure to English. Next, since English in Thailand is a foreign language, the exposure of English to authentic language input of learners of English in Thailand is limited. Lastly, another dimension which should be taken into account lies into English pronunciation of Thai teachers of English. These serious problems are exclusively important, leading to a large volume of studies focusing on speaking ability of Thai learners. Moreover, Juhana(2012), explained that fear of mistakes, anxious, shyness, lack of confidence, and lack of motivation are the psychological factors that affect the students communication skills.

2. Methodology of the Study

Participants

The target population of this study was one hundred English Major Students and ten English teachers at the Faculty of Education and Faculty of Humanities and Social Sciences at SNRU.

Instruments

For the purpose of collecting data required for this study,survey questionnaires and class observation were employed. Two separate questionnaires were prepared for students and teachers. Each questionnaire was consisting of 15 close-ended questions, and 4 open-ended questions were included in the teachers’ questionnaire. The questionnaires were try out and piloted before finalization.

Data Collection

The teachers and students were given questionnaires which were completed in the presence of the data collectors. The data were collected in same from all participating students and teachers. The data were tabulated in percentages. There was also class observation concluded in randomly selected English classes in faculties of Education, and Humanities and Social Sciences. All recommendations and conclusions were based on the analyzed data.

3. Result of the study

The findings were:

A. From Student’s Questionnaires

All students agreed that competency the in English communication is very necessary. And more than 90% of the students reported that they are willing to speak English. However, majority of them think that English is a difficult language, and they lack confidence to speak English. These facts have impact on their social interactions at national and international levels. More than 60% of the students responded that they do not have guided oral practices inside and outside classrooms, speaking tests or exams, and the opportunities to speak with other English speakers. Moreover, more than half(55%) of the students agreed that the university support them to practice their English speaking. However, most of them stated that the university does not have enough English communication environments. They also stated that English teaching materials are not as such supportive to improve their English communication skills.
Moreover, the students have reported that the teachers mostly use Thai language while teaching English, and disagreed with the statement that the teachers use English as a medium of instruction for teaching. There is also low motivation towards speaking and practicing English from the teachers.

From the Teacher Questionnaires

All teachers agreed that competency in English communication is very necessary. However, the teachers stated that the students are not willing, and confident to communicate in English. And they do not use and practice English in their real lives.

About 75% of teachers stated that they use both English and Thai language in English classes. It means that the teachers assisted their instruction bilingually. More than half of the teachers reported that they teach English through interactive techniques. Moreover, the teachers communicate with their students inside or outside classroom in English. And they use different materials for the enhancement of speaking skill of the students. However, more than 90% of them stated that they do not have oral exams or tests, but they have only assignment presentation. More than half of teachers (51%) stated that the English teaching materials are good enough to improve the students’ English communication ability contrary to the 60% of students’ report. But all teachers also agreed that the university doesn’t have enough English communication environments.

The open-ended questions and their respective results were the following.

1. Do you think Thai culture can be the factor that affects Thai students’ English communication skills? If yes, how? The teachers agreed that with this statement and stated that because of Thai culture the students are shy and afraid to speak out, ask and answer questions. They also fear of mistakes, and prefer to be quiet.

2. Do you think environment has impact on the students’ English communication skills? If yes, please list the possible environmental factors. The teachers stated that direct access to foreign teachers is very limited, absence of English social Medias such as TV or radio stations in SNRU. Moreover, they reported that university public announcements are only in Thai language.

3. Do you think economic background of the students affect their English communication skills? If yes, How? Please, explain. It was reported that economic background has less effect on Thai students’ English communication skills.

4. Please list any other factors that affect Thai student’s English communication skills. Teachers reported the following are also the factors that affect students’ English communication skills. These were: the size of classroom, teaching and learning materials, not enough foreigners to speak with, peer pressure, and absence of motivation from both teachers and students.
Observation results

Class observations were carried out to see how students and teachers really performed and what problems they had in speaking classes. The findings were:

1) The students were not given enough time to prepare for a speaking task before the task was performed and to perform their task.
2) When the students were asked to work in groups, not all of them were eager to contribute their opinions in English. Some of them participated actively but the others spoke very little or not at all.
3) They tended to use Thai language when they discussed in groups.
4) While the students were making performances, the other students in class did not listen attentively. They even chatted with the people next to them when their classmates were speaking.
5) The students looked very nervous when they spoke in front of the class. Sometimes, they did not know what to say and kept silent.
6) There was low class participation i.e., the participatory techniques of teaching were not really promoted by the teachers, and the students were highly dependent on the teachers.
7) There was large number of students in English classroom in which the teachers may not reach all students, and assist them practice effectively. Thus, the role of the teachers was limited to facilitate the communication process.
8) The English teachers do not have enough teaching and learning materials i.e., audio, visual clippings, communicative games like role play based on the English speaking lessons.

4. Discussion and Conclusion

This study intended to investigate the English communication problems of the Thai University students and the factors affecting their communication performance. The questionnaires and class observation were used as the data collection instruments of this study to identify the possible factors that affect the students’ English communication skills. The participants were 100 English major students, and 10 English teachers in the faculties of Education, and Humanities and Social Sciences, SNRU. The data were collected and analysed carefully.

The results showed that there were several of determinant factors that contributed to the poor English oral communication skills of Thai students. Those factors drive from many components including the personal, institutional and environmental issues. These results were in the same line with those of the studies discussed in the literature review of this paper. Therefore, according to the findings, first, there were personal factors such as the lack of self-motivation, confidence, and desire to practice and apply English in their daily lives.

Second, the result also showed that there were some teacher factors. These are: 1) lack adequate use of communicative teaching techniques. 2) The teachers don’t motivate and
encourage the students to practice and apply English in their daily life. 3) Moreover, Thai teachers often use Thai language in and outside classroom, they do not prepare speaking exam (speaking is not part of the exam), and lack English language teaching experience. Therefore, the teachers need to improve their teaching techniques to assist the students improve their English communication skills.

The last but not least, environmental based factors such as lack of up to date learning and teaching materials, the size of the class, absence of speaking curriculum that contains enough exercises for speaking skills, and absence of English communication center factors that negatively affect the students’ English communication skill.

In nutshell, this study has shed some insights into the factors that affect Thai students’ English communication skill at university level, and the possible factors were identified. The findings showed three main factors (students, teachers and environmental) that negatively affected the students’ English communication skill.

Thus, it is suggested that: firstly, the students have to be motivated and encouraged to use English language, and limit using Thai in English Language classes. Secondly, include speaking exam in the curricula, and develop the participatory and interactive English teaching strategies. Thirdly, update learning and teaching materials. Fourthly, establishing English club or societies and English Medias such as TV or radio where the students may practice their communication. Fifthly, limit the Students’ number in listening and speaking classes. Finally, introduce capacity building through English trainings, workshops or seminars for both students and teachers.

This study aims to help students, teachers, researchers and policy makers to improve Thai students’ English communication performance. And it will encourage a more attention on oral proficiency of Thai university students.

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Development of English Listening Lessons based on Communicative Approach for the 2nd year Engineering Students

Wipanee Pengnate
College of General Education and Languages, Thai-Nichi Institute of Technology, Thailand
E-mail: ajarnfern@gmail.com

Abstract

The purposes of this research were 1) to investigate the most desired listening lesson of the 2nd year Engineering students based on communicative approach, 2) to compare the 2nd Engineering students’ listening proficiency before and after learning through listening lessons based on communicative approach, and 3) to find out the 2nd Engineering students’ satisfaction towards listening lessons based on communicative approach in terms of teaching materials and teaching process.

The subjects were 42 second-year Engineering students at Thai-Nichi Institute of Technology who enrolled English for Communication 3 (ENL-201) course during their first academic year 2014. The participants were derived through Simple Random Sampling Technique.

The duration of experiment was approximately 12 weeks which divided into three main research instruments: 1) 8 listening lessons with each unit test provided based on communicative approach; Pretest/posttest of English listening proficiency test; and a questionnaire to examine the students’ satisfaction on listening lessons focused on teaching materials and teaching process.

Research design and data collection were conducted as follows: 1) a 100- item of English listening proficiency test. This test was used as pretest to conduct the students’ scores before learning through listening lessons based on communicative approach; 2) 8 class periods of listening lessons with various listening activities, unit tests and satisfaction questionnaires; 3) a 100-item of English listening proficiency test. This test was the same set as pretest in order to compare the students’ scores after learning through listening lessons based on communicative approach. Data analysis of this study consisted of mean, standard deviation, t-test, and content analysis.

Research findings were as follows:
1. The highest mean score of the listening lesson was “Communication at the workplace” ($\bar{x}=4.60$).
2. The students’ pretest and posttest had statistically significant differences at 0.05 level.
3. The students had the highest satisfaction in both teaching materials and teaching process of listening lessons based on communicative approach for all eight class periods ($\bar{x}=4.51$ and $\bar{x}=4.55$ respectively).

Keywords: English Teaching-Learning Process, Teaching English Listening Skill, Communicative Approach
1. Introduction

Listening is an important factor in learning as it is one of the four major skills in language acquisition. Even though the other skills such as reading, speaking and writing are essential to develop language proficiency, listening contributes primarily for language expertise. Especially in terms of communicative language teaching, the basis for communicative competence is listening as it provides the aural input and enables learners to interact in spoken communication. Thus, listening forms the concrete basis for the complete language proficiency (Croom Helm Cross, 1998).

According to Yagang (1994), the problems in listening were accompanied with the four following features: the message, the speaker, the listener and the physical setting. The problems were believed to cause by the speech rate, vocabulary and pronunciation (Higgins, 1995). Further, it is pointed out by Flowerdew & Miller (1996) who state four main reasons of listening difficulty as: 1) Lack of effort to understand each and every word while listening; 2) Failure or laziness to build up their vocabulary regularly; 3) Problem with different pronunciation and accents; and 4) Distraction by the physical setting or the environment in which listening is to be carried out. Mendelsohn (1998), however, demonstrates that communicative approach makes learning more effective and improves learners’ listening skills.

Several researchers accept that communicative approach is a better way to teach second language to the students as it is developed and promoted authentic communication, real world simulation and effective task. One of the key factors of communicative approach is to promote the effective use of English for second language learners in social interactions. It concentrates on getting learners to do things with language, to express concepts and to carry out communicative acts of various kinds (Horwitz, 2008; Brown, 2001; Widdowson, 1990).

A more radical approach is advocated by Nunan (1991) who demonstrates five features of communicative approach as:

- An emphasis on learning to communicate through interaction in the target language.
- The introduction of authentic texts into the learning situation.
- The provision of opportunities for learners to focus, not only on language but also on the learning process.
- An enhancement of the learner’s own personal experiences as important contributing elements to classroom learning.
- An attempt to link classroom language learning with language activities outside the classroom.

According to Larsen-Freeman (1986), roles of teachers and students in communicative approach are indicated as the teacher facilitates communication in the classroom by acting as an adviser, answering student’s questions and monitoring their performance. At other times, the teacher might be a ‘co-communicator’ engaging in the communicative activity along with students. Students are, above all, communicators. They are actively engaged in negotiating meaning-in trying to make themselves understood and in understanding others—even when their knowledge of the target language is incomplete. Also, since the teacher’s role is less dominant than in a teacher-centered method, students are seen as more responsible managers of their own learning.

College of General Education and Languages, Thai-Nichi Institute of Technology has emphasized on the students’ competence in communication. However, it is found out that communicative ability of TNI Engineering student does not reach a satisfaction level, especially in listening skill. Therefore, employing communicative approach might help solve this problem, and use as a guideline for teaching-learning process in English courses.
The purposes of this research were
1) to investigate the most desired listening lesson based on communicative approach,
2) to compare the Engineering students’ listening proficiency before and after learning through listening lessons based on communicative approach, and
3) to find out Engineering students’ satisfaction towards listening lessons based on communicative approach in terms of teaching materials and teaching process.

2. Method
Population and Samples
Population of this study were 600 students who enrolled English for Communication (ENL-201) course at Thai-Nichi Institute of Technology. Samples in this study were 42 second-year Engineering students derived through Simple Random Technique.

Research design
The listening lessons in each class were followed by the listening framework as
- Pre-listening- to help students prepare to listen the text.
- While listening- to help students focus their attention on the listening text and guide the development of their understanding of it.
- Post-listening- to help students integrate what they have learned from the text into their existing knowledge.

Data collection
Data collection were conducted as follows: 1) a 100-item of English listening test. This test was used as pretest to conduct the students’ scores before learning through listening lessons based on communicative approach; 2) 8 class periods of listening activities combined with 8 unit tests and 8 satisfaction questionnaires; 3 a 100-item of English listening test. This test was the same set as a pretest used to compare the students’ scores after learning listening through communicative approach.

Data Analysis
Data analysis of this study consisted of mean, standard deviation and t-test.
1) Analysis of Questionnaire
The questionnaire used in this study were composed of two sets: to find out the most desired listening lesson and learning satisfaction. Mean and Standard Deviation were run to present the students’ satisfaction levels in each lesson and each lesson teaching-learning process.
2) Analysis of pretest and posttest
T-test was employed to indicate the different gap of students’ pretest and posttest scores.

3. Results
Phase 1: Results of the students’ most desired listening lesson
Table 1 Mean score (x) and Standard Deviation (S.D.) of each listening lesson

<table>
<thead>
<tr>
<th>Lesson</th>
<th>x</th>
<th>S.D.</th>
<th>Rank</th>
</tr>
</thead>
<tbody>
<tr>
<td>Describing people</td>
<td>3.73</td>
<td>0.78</td>
<td>5</td>
</tr>
<tr>
<td>Free time</td>
<td>4.06</td>
<td>0.78</td>
<td>3</td>
</tr>
<tr>
<td>Travel and Tourism</td>
<td>4.40</td>
<td>0.67</td>
<td>2</td>
</tr>
<tr>
<td>Education</td>
<td>3.87</td>
<td>0.81</td>
<td>4</td>
</tr>
<tr>
<td>News</td>
<td>3.60</td>
<td>0.66</td>
<td>6</td>
</tr>
<tr>
<td>Advertisement</td>
<td>3.56</td>
<td>0.67</td>
<td>7</td>
</tr>
<tr>
<td>Communication at the workplace</td>
<td>4.60</td>
<td>0.49</td>
<td>1</td>
</tr>
<tr>
<td>Natural disasters</td>
<td>3.43</td>
<td>0.62</td>
<td>8</td>
</tr>
</tbody>
</table>
The table presented that the most desired listening lesson of Engineering students was Communication in the workplace ($\bar{x}=4.60$), followed by Travel and Tourism ($\bar{x}=4.40$) and Free time ($\bar{x}=4.06$). However, the least desired listening lesson was Natural disasters as its mean score was 3.43.

**Phase 2: Results of students’ listening proficiency before and after learning by using listening lessons**

**Table 2** Comparison of pretest/posttest mean scores

<table>
<thead>
<tr>
<th>Tests</th>
<th>Total Scores</th>
<th>$\bar{x}$</th>
<th>S.D.</th>
<th>(D)</th>
<th>$t$</th>
<th>Sig</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pretest</td>
<td>100</td>
<td>37.73</td>
<td>6.01</td>
<td></td>
<td>40.678</td>
<td>0.000*</td>
</tr>
<tr>
<td>Posttest</td>
<td>100</td>
<td>67.28</td>
<td>4.91</td>
<td></td>
<td>88.805</td>
<td>0.000*</td>
</tr>
</tbody>
</table>

It was found out that the students’ pretest and posttest score had statistically significant differences at 0.05 level. The mean scores of pretest and posttest were 37.73 and 67.28 respectively. The different score between pretest and posttest was 29.55.

**Phase 3: Results of students’ satisfaction questionnaires towards teaching materials and teaching-learning process**

**Table 3** Mean score ($\bar{x}$) and Standard Deviation (S.D.) of satisfaction questionnaire

<table>
<thead>
<tr>
<th>No.</th>
<th>Satisfaction Aspects</th>
<th>$\bar{x}$</th>
<th>S.D.</th>
<th>Rank</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Examples of listening scripts in different situations are provided adequately.</td>
<td>4.47</td>
<td>0.68</td>
<td>3</td>
</tr>
<tr>
<td>2</td>
<td>Clip videos used in the classroom are effective.</td>
<td>4.53</td>
<td>0.69</td>
<td>2</td>
</tr>
<tr>
<td>3</td>
<td>Extra worksheets and exercises are practical.</td>
<td>4.54</td>
<td>0.54</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td><strong>Total mean scores for teaching materials</strong></td>
<td><strong>4.51</strong></td>
<td><strong>0.60</strong></td>
<td>II</td>
</tr>
<tr>
<td>4</td>
<td>Lesson plans and lesson objectives are described clearly for each lesson.</td>
<td>4.60</td>
<td>0.72</td>
<td>1</td>
</tr>
<tr>
<td>5</td>
<td>Using simple language to explain each listening lesson is demonstrated.</td>
<td>4.51</td>
<td>0.60</td>
<td>3</td>
</tr>
<tr>
<td>6</td>
<td>Learning evaluation is assessed every class.</td>
<td>4.55</td>
<td>0.58</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td><strong>Total mean scores for teaching-learning process</strong></td>
<td><strong>4.55</strong></td>
<td><strong>0.61</strong></td>
<td>I</td>
</tr>
<tr>
<td></td>
<td><strong>Overall mean scores</strong></td>
<td><strong>4.53</strong></td>
<td><strong>0.49</strong></td>
<td></td>
</tr>
</tbody>
</table>

It was indicated in above table that the students had the highest satisfaction level with both teaching materials and teaching-learning process ($\bar{x}=4.53$). When comparing each aspect, it was found out that the students had a higher level of satisfaction in teaching materials than teaching-learning process ($\bar{x}=4.51$ and $\bar{x}=4.53$ respectively).

**4. Discussion and Conclusion**

**Conclusion**

1. The most desired listening lesson of Engineering students was Communication in the workplace ($\bar{x}=4.60$), followed by Travel and Tourism ($\bar{x}=4.40$) and Free time ($\bar{x}=4.06$). However, the least desired listening lesson was Natural disasters as $\bar{x}=3.43$.

2. Posttest score was significant higher than pretest score at 0.05. The mean score of pretest and posttest were 37.73 and 67.28 respectively. The different score between pretest and posttest was 29.55.
3. The students had the highest satisfaction level with both teaching materials and teaching-learning process ($\bar{x}=4.53$). When comparing each aspect, it was found out that the students had a higher level of satisfaction in teaching materials than teaching-learning process ($\bar{x}=4.53$ and $\bar{x}=4.51$ respectively).

Discussion

1. The research findings presented that the most desired listening lesson of Engineering students was “Communication at the workplace”. This might be because most of students aim to work for an international company. Therefore, they mainly focus on how to communicate effectively in English. This is similar to Hunter (2007)’s study who states that employers will also expect effective English communication skills in areas of expertise such as marketing and advertising, finance, human resources, customer service, product analysis, management styles, and leadership. Current and prospective employees in sectors like customer service and the hospitality industry also need business-related English communication skills for phone calls, emails, presentations, meetings, negotiations, report writing, and CV preparation and interviews. Without developing effective English language communication skills among the workforce, it will be increasingly difficult for companies and individuals to build their staff capacity and long-term competitiveness and success.

2. The research findings illustrated that mean scores of the students’ pretest and posttest had statistically significant differences at 0.05 level. This could be because Engineering students are taught followed by three stages of listening lesson- Pre-listening, While listening, and Post-listening. These stages support students’ preparation, attention and understanding when they are listening. According to Saricoban (1999)’s study, it is stated that there is an association between expectation, purpose, and comprehension. Therefore a purpose should be given to students, then the students are trained to understand what is being said in conversations to get them to disregard redundancy, hesitation, and ungrammaticality. It is noted that a teacher should give a clear lead in what the students are going to hear; use some kind of visual back up for them to understand; give questions and tasks in order to clarify the things in their minds; and be sure that these tasks help in learning, not confusing.

3. The findings from the questionnaires clearly revealed that Engineering students had the highest satisfaction in both teaching materials and teaching-learning process. Thus, examples of listening scripts in different situations, clip videos used in the classroom and extra worksheets and exercises, are effective sources of teaching materials. Moreover, clear lesson plans and objectives, using simple language to explain each listening lesson and lesson assessment were essential to evaluate the students’ understanding. This is similar to Willis (2005) who advocates that when teaching listening skills, teachers should also evaluate students’ listening effectiveness regularly in order to improve their own listening teaching approaches. Teachers need to discuss the content and approaches of their teaching with students regularly, and they should make adjustments in response to students’ feedback.

5. References


Yagang, F. (1994). Listening: Problems and solutions. In T. Kral (ed.). *Teacher Development: Making the Right Moves*. Washington, DC: English Language Programs Divisions, USIA.
Needs Analysis of an English Instructional Model for Enhancement Critical Reading Competency Perceived by Thai-Nichi Institute of Technology Undergraduate Students

Bundit Anuyahong¹ and Pradit Muankid²
¹College of General Education and Languages, Thai-Nichi Institute of Technology, Thailand
²Faculty of Technical Education, King Mongkut’s University of Technology North Bangkok, Thailand
¹E-mail: Bundit-anuyahong@hotmail.com and ²E-mail: pradit.m@fte.kmutnb.ac.th

Abstract

The purposes of this research were 1) to investigate needs analysis of an English instructional model for enhancement critical competency perceived by Thai-Nichi Institute of Technology students in four aspects: critical reading strategies; English reading skills; English reading activities; and required topics and 2) to gather supplemental suggestions. Research samples were 269 Thai-Nichi Institute of Technology students derived through simple random sampling technique. The instrument used for gathering the data were the rating-scale and open-ended questionnaire. Statistics used for analyzing the data were frequency, percentage, mean, standard deviation and content analysis.

Research findings were as follows: 1. Needs of an English instructional model for enhancement critical competency of TNI students as a whole was at high level. When considered in each aspect, it was found that their needs was at high level in critical reading strategies, in English reading skills, and in English reading activities. For the rest aspect was at the highest level. 2. The TNI students had supplemental suggestions: critical reading skills should be taught in the classroom to enhance English reading comprehension and fluency in using language and summarizing the contents; critical reading activities should be applied in traditional classroom; topics should be familiar with background of learners.

Keywords: Needs Analysis, Critical Reading, Instructional Model

1. Introduction

Reading for comprehension involves the relationship between meaning and word symbol, the choice of appropriate meaning based on the context, the organization of meaning, and the ability to give arguments and catch ideas. Reading which means comprehension is actually a process of thinking to get appropriate meaning (Harris & Sipay, 1980; Smith & Robinson, 1980). The comprehension depends on the basic cognitive knowledge, previous knowledge, vocabulary command, knowledge of concepts, and language knowledge (Harris & Sipay,1980)

Critical reading means different things to different people. Generally, it refers to that type of reading in which the reader is preoccupied not only with what a text says but how it portrays the subject matter. It looks into how an opinion is expressed and infers what it means in a given context.

Furthermore, critical reading means judging or evaluating the correctness of what is being read. critical reading requires evaluation of printed material with some known standard or norm that relates to content or message of a printed text to determine its accuracy, consistency, truthfulness, value, tone, mood, bias etc. (Olson and Ames, 1972: 61). Following Wright's (1977) view, critical reading is a set of processes that occur when readers
correctly identify valid instances of argument, reasoning or presentation of evidence in written material. In addition, critical reading requires the learner to explore an author's purpose, to understand tone and persuasive elements and to recognize bias (Kurland 2000: 2).

Needs assessment from the individual learner's perspective is a vital part of any instructional program design and it can benefit both teachers and students alike (Lytle, 1988). The learner-centered approach to language learning builds on the principle that teaching/learning programs should be responsive to learners’ needs (Hutchinson & Waters, 1987; Robinson, 1991; Savignon & Wang, 2003). Hence, the needs analysis initiates and guides curriculum development, involving surveying the learners to collect data on their background and goals, linguistic and behavioural demands, and preferred learning/teaching strategies (Jasso-Aguilar, 1999). Students’ needs assessment remains elemental to English instructional model (Allison et al., 1994) and the unifying feature of any English course is the definition of objectives and content of each course according to learners’ functional needs in the target language and how the students are expected to perform in conforming to the norms and conventions of their academic disciplines. Needs assessment should be considered as an partial process designed to gather and analyse information about the target language needs of learners in an existing or proposed setting and to find out whether the learning's objectives and the learners' requirements are being achieved and for planning the learners' future directions and making informed decisions (Purpura & King, 2003).

It is highly important to consider the ‘need’ in relation to the unique characteristics of the educational context in which the study takes place. Students’ needs in different contexts are diverse and the analysis of needs can be effective if the academic language needs are accurately defined and seek greatest specificity within the specific target use (Deutch, 2003).

In conclusion, researcher studied needs of critical reading instructional model in order to investigate needs of TNI students in first semester of 2015 academic year. The results derived from this research will be guidelines for improvement and development of English instructional model by using critical techniques and instructional materials for further course.

**Research purposes**

1. to investigate needs analysis of an English instructional model for enhancement critical competency perceived by Thai-Nichi Institute of Technology students in four aspects: critical reading strategies; English reading skills; English reading activities; and required topics and

2) to gather supplemental suggestions of Thai-Nichi Institute of Technology students.

**Methodology**

*Population and Samples*

This research was investigation needs analysis of an English instructional model for enhancement critical competency perceived by Thai-Nichi Institute of Technology students which consisted of population and sample as follows:

Population of this research was 900 TNI students in 3 faculties; Faculty of Engineering, Faculty of Information Technology, and Faculty of Business Administration in first semester of 2015 academic year.

Samples of this research were 269 TNI students derived through Simple Random Sampling technique.

**Instrumentation**

The instrument used in this study is a questionnaire. The questionnaire was constructed by the researcher, based on needs analysis of an English instructional model for enhancement critical competency perceived by Thai-Nichi Institute of Technology students.
This research questionnaire was used to identify needs in four aspects; critical reading strategies; English reading skills; English reading activities; and required topics. In addition, this questionnaire was employed as a research instrument for data collection based on an ordinal-scale measurement of needs in four aspects of Thai-Nichi Institute of Technology students.

The first part (Part 1) of this questionnaire asks for the demographic information on their genders and majors. Part 2 deals with needs in four aspects; critical reading strategies; English reading skills; English reading activities; and required topics of TNI students.

The third part (part 3) asks for more suggestions and opinions of TNI students about needs in four aspects based on opened end questions.

Data Collection

Needs analysis of an English instructional model for enhancement critical competency perceived by Thai-Nichi Institute of Technology students were accessed through the questionnaire in first semester of 2015 academic year.

The administration of the research questionnaire was conducted in English classes. Part 1 concerns the demographic variables about their genders and majors. The 50 items of Part 2 cover needs in four aspects of TNI students. Therefore, the participants were requested to consider each item carefully and indicate how important each item was for their needs. A total of 269 TNI students from the three majors completed the questionnaires.

The statistics used for analyzing the data

The collected data was analyzed using computer program. The statistics used for analyzing the data were frequency, percentage, mean, standard deviation, and content analysis.

Results

Results of Data Analysis

Phase 1: The results of demographic variables of TNI students.

The analysis of the data from the student questionnaire reported by TNI students in the first semester of 2015 academic year is presented in the first section deals with the demographic variables from the students’ responses to Part 1 of the questionnaire: genders and majors as following table.

Table 1: Table of the results of demographic data of respondents

<table>
<thead>
<tr>
<th>Demographic data of respondents</th>
<th>N</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Gender</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1.1 male</td>
<td>145</td>
<td>53.90</td>
</tr>
<tr>
<td>1.2 female</td>
<td>124</td>
<td>46.10</td>
</tr>
<tr>
<td>Total</td>
<td>269</td>
<td>100</td>
</tr>
<tr>
<td>2. Faculty</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.1 Engineering</td>
<td>93</td>
<td>34.57</td>
</tr>
<tr>
<td>2.2 Business Administration</td>
<td>90</td>
<td>33.46</td>
</tr>
<tr>
<td>2.3 Information Technology</td>
<td>86</td>
<td>31.97</td>
</tr>
<tr>
<td>Total</td>
<td>269</td>
<td>100</td>
</tr>
</tbody>
</table>
Table shows that the percentages of the respondents in genders ranged from 53.90% for male and 46.10% for female; in faculty ranged from 34.57% for Engineering, 33.46% for Business Administration, and 31.97% for Information Technology.

Phase 2: the results of needs analysis of an English instructional model for enhancement critical competency perceived by Thai-Nichi Institute of Technology students in four aspects

Table 2: Table of mean and standard deviation of needs of an English instructional model for enhancement critical competency of TNI students in each aspect and in total

<table>
<thead>
<tr>
<th>Components</th>
<th>N</th>
<th>( \bar{x} )</th>
<th>S.D.</th>
<th>Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. critical reading strategies</td>
<td>269</td>
<td>4.44</td>
<td>0.58</td>
<td>high</td>
</tr>
<tr>
<td>2. English reading skills</td>
<td>269</td>
<td>4.37</td>
<td>0.69</td>
<td>high</td>
</tr>
<tr>
<td>3. English reading activities</td>
<td>269</td>
<td>4.32</td>
<td>0.73</td>
<td>high</td>
</tr>
<tr>
<td>4. required topics</td>
<td>269</td>
<td>4.71</td>
<td>0.66</td>
<td>highest</td>
</tr>
<tr>
<td>Total</td>
<td>269</td>
<td>4.46</td>
<td>0.66</td>
<td>high</td>
</tr>
</tbody>
</table>

The table above indicated that TNI students had needs of an English instructional model for enhancement critical competency at high level \( (\bar{x} = 4.46) \) when considered in each aspect. It was found that needs of critical reading strategies at high level \( (\bar{x} = 4.44) \), English reading skills at high level \( (\bar{x} = 4.37) \), English reading activities at high level \( (\bar{x} = 4.32) \), and required topics was at highest level \( (\bar{x} = 4.46) \) respectively.

Phase 3: The results of study opinions and suggestions about needs analysis of an English instructional model for enhancement critical competency of Thai-Nichi Institute of Technology students

Table 11: Table of frequency and percentage of number of opinions and suggestions of TNI students in needs about an English instructional model for enhancement critical competency

<table>
<thead>
<tr>
<th>Opinions and suggestions</th>
<th>n</th>
<th>Fre.</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Needs of English instructional model by using critical techniques</td>
<td>86</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Opinions</td>
<td>37</td>
<td>43.03</td>
<td></td>
</tr>
<tr>
<td>1. Teaching-learning activities about critical reading are necessary to enhance reading ability of all learners.</td>
<td>14</td>
<td>16.28</td>
<td></td>
</tr>
<tr>
<td>2. Critical reading is essential to TNI students.</td>
<td>12</td>
<td>13.95</td>
<td></td>
</tr>
<tr>
<td>3. Critical reading techniques are very important for the readers.</td>
<td>9</td>
<td>10.46</td>
<td></td>
</tr>
<tr>
<td>4. Reading is viral skill in learning English.</td>
<td>2</td>
<td>2.32</td>
<td></td>
</tr>
<tr>
<td>Suggestions</td>
<td>49</td>
<td>56.97</td>
<td></td>
</tr>
<tr>
<td>1. Critical reading skills should be taught in the classroom to enhance English reading comprehension and fluency in using language and summarizing the contents.</td>
<td>20</td>
<td>23.25</td>
<td></td>
</tr>
<tr>
<td>2. Critical reading activities should be applied in traditional classroom.</td>
<td>17</td>
<td>19.76</td>
<td></td>
</tr>
<tr>
<td>3. Topics should be familiar with background of learners.</td>
<td>10</td>
<td>11.62</td>
<td></td>
</tr>
<tr>
<td>4. Teachers should apply critical reading in learning both in classroom and outside classroom.</td>
<td>2</td>
<td>2.32</td>
<td></td>
</tr>
</tbody>
</table>
The table showed that students had opinions and suggestions about needs of an English instructional model for enhancement critical competency as following:

For needs of an English instructional model for enhancement critical competency, it revealed that the answers of 86 students were divided into 2 categories which were opinions and suggestions; 37 students (43.03%) and 49 students (56.97%) respectively. Teaching-learning activities about critical reading are necessary to enhance reading ability of all learners was equal to 16.28% (14 students); Critical reading is essential to TNI students 13.95% (12 students); Critical reading techniques are very important for the readers 10.46% (9 students); and Reading is viral skill in learning English 2.32% (2 students) respectively.

Suggestions from 49 students (56.97%) were, Critical reading skills should be taught in the classroom to enhance English reading comprehension and fluency in using language and summarizing the contents 23.25% (20 students); Critical reading activities should be applied in traditional classroom 19.76% (17 students); Topics should be familiar with background of learners 11.62% (10 students); and Teachers should apply critical reading in learning both in classroom and outside classroom 2.32% (2 students) respectively.

Conclusion

According to the study and data analysis, the result of this study was concluded as follows.

Phase 1: The results of demographic variables of graduate students.

The percentages of the respondents in genders ranged from 53.90% for male and 46.10% for female; in faculty ranged from 34.57% for Engineering, 33.46% for Business Administration, and 31.97% for Information Technology.

Phase 2: The results of needs analysis of an English instructional model for enhancement critical competency perceived by Thai-Nichi Institute of Technology students in four aspects

TNI students had needs of an English instructional model for enhancement critical competency at high level (X̄= 4.46) when considered in each aspect. It was found that needs of critical reading strategies at high level (X̄= 4.44), English reading skills at high level (X̄= 4.37), English reading activities at high level (X̄= 4.32), and required topics was at highest level (X̄= 4.46) respectively.

Phase 3: The results of study opinions and suggestions about needs analysis of an English instructional model for enhancement critical competency of Thai-Nichi Institute of Technology students

The TNI students had opinions and suggestions about needs of an English instructional model for enhancement critical competency as following:

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Acknowledgements
This research is supported by College of General Education and Languages, Thai-Nichi Institute of Technology, Bangkok, Thailand.

5. References


Correlation between the Socio-Cultural Background and the English Language Competence of the Students of the Faculty of Humanities and Social Sciences at the University of Ruhuna, Sri Lanka.

Palitha Rathnayake
Faculty of Humanities and Social Sciences, University of Ruhuna, Sri Lanka
E-mail: palithaniroshan@yahoo.com

Abstract

The Faculty of Humanities & Social Sciences at the University of Ruhuna covered in this case study is situated on the southern coast of Sri Lanka and has a history of over 30 years of teaching undergraduate courses in the respective disciplines. Its eight departments usually cater for an annual intake of 450 to 600 students. So far all the courses in this faculty have been conducted in the Sinhala medium and there is not much of enthusiasm among the students to convert the medium of instruction in their subject courses from Sinhala to English or learn English at a comprehensive level. It is observed that their disinterest in learning or working in English is caused by their lack of exposure to English communication. In the job market and in other competitive events the students of the Faculty of Humanities and Social Sciences become failures and the blame goes to the students as well as to the faculty. In this research it is aimed at examining the correlation between the socio-cultural background and the English language competence of the students in an investigation into the cause of their disinterest in cultivating a working knowledge of English.

Keywords: Correlation, hindrance, language competence, socio-cultural background

1. Introduction

The University of Ruhuna is the only national university in the Southern Province of Sri Lanka. It comprises seven faculties and the Faculty of Humanities and Social sciences is the largest of them all in every aspect. The Faculty of Humanities and Social Sciences caters to nearly 1500 students and it has eight departments and two units.

The most serious criticism leveled at the students of the Faculty of Humanities and Social Sciences is that they are weak in English. The faculty itself has tried so many ways to improve the English language competence of the students. However, although some improvements have been noticed in their performance at the examinations, no spectacular change has appeared in the use of English by the undergraduates. The other faculties of the University have been conducting their academic programs in English for quite a long period of time and the students’ competence in English has become reasonably high over the years. Especially the Faculties of Medicine,
11th International Conference on Humanities & Social Sciences 2015

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E-mail: palithaniroshan@yahoo.com

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In this background there is a general agreement within the university community that the knowledge of English of the Arts students or the Humanities and Social Sciences students is not up to desired standard and they cannot perform in English in their daily communication. In fact this is considered true and there are various projects to help the Arts students to improve their English though they have not succeeded so far. Therefore in this research focuses on the socio-cultural background of the students to find out whether there is any correlation between the socio-cultural background and the English language competence of the students.

1.1 Methodology and the Sample
The sample consists of the students of Faculty of Humanities and Social Sciences at the University of Ruhuna selected from the first year and the third year batches. They were given a questionnaire to elicit details of the administrative districts they come from and their family background and thereafter the researcher personally interviewed them one by one for further details.

Table 1: Administrative Districts the Students Belong to

<table>
<thead>
<tr>
<th>District</th>
<th>No: of Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hambanthota</td>
<td>25</td>
</tr>
<tr>
<td>Matara</td>
<td>31</td>
</tr>
<tr>
<td>Monaragala</td>
<td>8</td>
</tr>
<tr>
<td>Rathnapura</td>
<td>6</td>
</tr>
<tr>
<td>Badulla</td>
<td>3</td>
</tr>
<tr>
<td>Galle</td>
<td>5</td>
</tr>
<tr>
<td>Kaluthara</td>
<td>3</td>
</tr>
<tr>
<td>Ampara</td>
<td>2</td>
</tr>
<tr>
<td>Gampaha</td>
<td>2</td>
</tr>
<tr>
<td>Not mentioned</td>
<td>5</td>
</tr>
<tr>
<td>Total</td>
<td>90</td>
</tr>
</tbody>
</table>

According to the Table 1, it is clear that most of the students have come from less developed and less urbanized districts. The highest number of students is from the Matara District and the reason for it is found that the students’ choose it because they like to go to a university close to their home. The second highest number of students is from the Hambanthota District. Which is considered a less developed and less urbanized as well as a less privileged district. There are 8 students from Monaragala and it is considered as one of the least developed district in the country, and there not a single student from the Colombo District, which is the most developed and urbanized district in the country.

As the occupational status of the parents is considered crucial in the children’s interest and exposure to English it was surveyed to find the vocations of their parents.
### Table 2: Vocation of Father

<table>
<thead>
<tr>
<th>Vocation of Father</th>
<th>No: of third-year students</th>
<th>No: of first-year students</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Farmer</td>
<td>26</td>
<td>07</td>
<td>33</td>
</tr>
<tr>
<td>Businessman</td>
<td>08</td>
<td>02</td>
<td>10</td>
</tr>
<tr>
<td>Mason</td>
<td>02</td>
<td>-</td>
<td>02</td>
</tr>
<tr>
<td>Driver</td>
<td>04</td>
<td>02</td>
<td>06</td>
</tr>
<tr>
<td>Teacher</td>
<td>02</td>
<td>-</td>
<td>02</td>
</tr>
<tr>
<td>Clerk</td>
<td>01</td>
<td>01</td>
<td>02</td>
</tr>
<tr>
<td>Postman</td>
<td>01</td>
<td>-</td>
<td>01</td>
</tr>
<tr>
<td>Hospital Attendant</td>
<td>01</td>
<td>-</td>
<td>01</td>
</tr>
<tr>
<td>Laborer</td>
<td>09</td>
<td>01</td>
<td>10</td>
</tr>
<tr>
<td>Samurdhi Officer</td>
<td>01</td>
<td>-</td>
<td>01</td>
</tr>
<tr>
<td>Fisherman</td>
<td>01</td>
<td>-</td>
<td>01</td>
</tr>
<tr>
<td>Accountant</td>
<td>01</td>
<td>-</td>
<td>01</td>
</tr>
<tr>
<td>Retired</td>
<td>05</td>
<td>03</td>
<td>08</td>
</tr>
<tr>
<td>Not living</td>
<td>04</td>
<td>01</td>
<td>05</td>
</tr>
<tr>
<td>Not mentioned</td>
<td>06</td>
<td>01</td>
<td>07</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>72</strong></td>
<td><strong>18</strong></td>
<td><strong>90</strong></td>
</tr>
</tbody>
</table>

### Table 3: Vocation of Mother

<table>
<thead>
<tr>
<th>Vocation of Mother</th>
<th>No: of third-year students</th>
<th>No: of first-year students</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Housewife</td>
<td>49</td>
<td>08</td>
<td>57</td>
</tr>
<tr>
<td>Farmer</td>
<td>02</td>
<td>02</td>
<td>04</td>
</tr>
<tr>
<td>Teacher</td>
<td>02</td>
<td>01</td>
<td>03</td>
</tr>
<tr>
<td>Hospital Attendant</td>
<td>01</td>
<td>-</td>
<td>01</td>
</tr>
<tr>
<td>Laborer</td>
<td>02</td>
<td>01</td>
<td>03</td>
</tr>
<tr>
<td>Samurdhi Officer</td>
<td>01</td>
<td>-</td>
<td>01</td>
</tr>
<tr>
<td>Directress</td>
<td>-</td>
<td>01</td>
<td>01</td>
</tr>
<tr>
<td>Retired</td>
<td>02</td>
<td>-</td>
<td>02</td>
</tr>
<tr>
<td>Not living</td>
<td>07</td>
<td>05</td>
<td>12</td>
</tr>
<tr>
<td>Not mentioned</td>
<td>06</td>
<td>-</td>
<td>06</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>72</strong></td>
<td><strong>18</strong></td>
<td><strong>90</strong></td>
</tr>
</tbody>
</table>
In the Sri Lankan society (particularly the rural society) it has been noticed that the vocation of the parents largely determine their socio-economic background, and to a great extent the education level of their children. It has also been observed that, while most parents strive to send their children to local universities, those who have higher income levels attempt to send their children abroad for education/higher education. Anyone who understands the Sri Lankan ground realities will not deny that there is a correlation. This is the kind of contextualization that the researcher sought for by presenting the above data pertaining to the students’ parents. accordingly majority of the students do not come from affluent backgrounds and this affects their eagerness to become fluent in English.

1.2 Students Performance at the Examinations

The researcher used the students’ examination records also as a source of information about their general background. Accordingly, the researcher, with the permission of the Head of ELTU (English Language Teaching Unit) accessed the students’ examination records pertaining to 3000 level English in the academic years 2009/2010, and 2010/2011. These records are in the form of lists with students’ index number, registration number, continuous assessment marks (of two assignments), marks obtained at the semester-end examination, and the total marks (continuous assessment + semester-end examination marks). Out of hundred marks, continuous assessment contributed to 40%, and the semester-end examination contributed to 60%. Each list had recorded the names of about 600 students that compose (the total number of students on the respective level and the results were subject to assessment by ELTU.) The lists contained results of all the FHSS students which come to about 1200 students. The researcher selected the first 200 from each list. In the academic year 2009/2010, third year, second-semester examination (2010 August), out of the first 200 students in the list (total number of students in the list was 549), 136 students received below 30 marks for the second-semester end examination. This is out of 60% marks allocated for the end-semester examination whereas the remaining 40% was to be obtained from two continuous assessment assignments. The majority of these 136 students also passed the examination as they have scored more in the continuous assessment. Nevertheless, the fact that the relevant 136 students could not obtain half the amount of total marks for the final examination- that is at least 30 out of 60, and it does not show a good picture. This result is shown as a percentage in the following Pie Chart.
Pie Chart 1: **Students’ performance at the final examination- 2009/10**

In the 2010/2011 list, there were 431 students, which is slightly below the number in the 2009/2010 list. Thus, in the academic year 2010/2011, at the second-semester examination (2011 October), out of the first 200 students in the list, 89 students received below 30 marks for the second-semester-end examination. This is also out of 60% of the marks allocated for the end-semester examination, whereas the remaining 40% was to be obtained from two continuous assessment assignments. Compared to the previous year’s results, this seems to indicate a slight improvement. But one should also consider the fact that, here, the overall number of students is less than that of the previous year, and therefore, there isn’t a significant improvement. Here too, the majority of these 89 students passed the examination as they scored more in the continuous assessment. Nevertheless, the fact that the 89 students could not obtain half the amount of total marks for the final examination- that is at least 30 marks out of 60 –and it does not show a good picture. The results are given in the form of percentage values in Pie Chart 2.
In the 2010/2011 list, there were 431 students, which is slightly below the number in the 2009/2010 list. Thus, in the academic year 2010/2011, at the second-semester examination (2011 October), out of the first 200 students in the list, 89 students received below 30 marks for the second-semester-end examination. This is also out of 60% of the marks allocated for the end-semester examination, whereas the remaining 40% was to be obtained from two continuous assessment assignments. Compared to the previous year’s results, this seems to indicate a slight improvement. But one should also consider the fact that, here, the overall number of students is less than that of the previous year, and therefore, there isn’t a significant improvement. Here too, the majority of these 89 students passed the examination as they scored more in the continuous assessment. Nevertheless, the fact that the 89 students could not obtain half the amount of total marks for the final examination—i.e., at least 30 marks out of 60—does not show a good picture. The results are given in the form of percentage values in Pie Chart 2.

The overall performance of students in both examinations is summarized in Table 3.

### Table 4: Students’ Overall Performance

<table>
<thead>
<tr>
<th>Year</th>
<th>Total number of students in the list</th>
<th>Number considered for the study</th>
<th>Total marks</th>
<th>No: of students obtaining less than 30 marks</th>
<th>As a percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>2009/2010</td>
<td>549</td>
<td>First 200 in list</td>
<td>60</td>
<td>136</td>
<td>63%</td>
</tr>
<tr>
<td>2010/2011</td>
<td>431</td>
<td>First 200 in list</td>
<td>60</td>
<td>89</td>
<td>44.5%</td>
</tr>
</tbody>
</table>

As indicated in Table 3, 136 students could not obtain half the amount of total marks for the final examination i.e. at least 30 out of 60 in 2009/10. Similarly, 89 students could not obtain half the amount of total marks for the final examination—i.e. at least 30 marks out of 60 in 2010/11. Compared to 2009/10 results, there seems to be a slight improvement in the results in 2010/11. But one should also consider the fact that in 2010/11, the overall number of students is 431 compared to 549 in the previous year. Therefore, there is no significant improvement.
2. University Sub Culture

In the National Universities of Sri Lanka, there is a sub culture. In this sub culture they have a different jargon that is quite different from the language used by the general public and they have some customs unique to the university.

The individual discussions with the students revealed some shocking facts. If they speak in English the others will look at them mockingly, and will be subjected to insult. Especially the student union activists do not use English and they discourage the others from using it as well. Most of the Student Union leaders are from very remote areas and their English knowledge is very poor and they do not let the other students to converse in English. There is a reason for this. The union activists think that if students speak in English, which is totally difficult for them, will distract students from them. The union activists are showing off that they are having leadership qualities and they are the leaders among students and they do not like students who challenge their authority. As a result of that a few students who come from urban middle class families, having a reasonably good command of English (because of their family background or school) are treated as outsiders. They do not get a chance to speak in English with the average students. So, it badly affects the average students, because they miss a good opportunity of peer learning.

Outside the University, in urban and semi urban areas, speaking in English is an issue about class status. But in the University of Ruhuna especially in the Faculty of Humanities and Social Sciences it is interpreted as a shame.

Another reason is the student’s fear of English. The Students tend to think that English is a very difficult language that they can not learn it easily. They have the misconception that they should start speaking English when they become fluent in it and they do not think that they can not learn a language without having an exposure to it. They are afraid to make mistakes, suspecting that the others will laugh at them. So, they refrain from speak in English. Yet the reality is that nobody laugh at them for their ignorance of the correct usage but they laugh at the others who try to speak English, to make them feel disappointed and to derive from it some sadistic pleasure.

2.1 Party politics in the University

University is the first place where students find that they can directly join with national level politics. Most of the students, who come to university, are away from their parental guide for the first time in their life and they love this freedom and senior students try to win their hearts for their political movement and ragging is the trick the seniors play to win the new comers to their side. Though, however hard the authorities try to eradicate ragging it is still happening in some universities and specially in the Arts faculties The Faculty of Humanities and Social Sciences at the University of Ruhuna is no exception. During the period of ragging seniors use various methods to keep the new comers under their control and as a result of that, the union activists and other seniors who hate English become successful in giving a wrong impression on English to the new comers and this happens every year and it heavily affects the Arts students in achieving English language competency.

The socio-cultural background most students come from does not impose any demand on English language competence. They believe that they can survive any situation in Sri Lanka
being monolingual and they do not consider that learning English is of any importance. That culture has an impact on one’s personality is realized in the claim made by Ivanscewich and Matteson (1996: 92) that patterns of thinking, feeling and potential activity are learned throughout life. According to them, “culture is learned, not inherited and it drives from one’s social environment and not from one’s genes” (Ivanscewich and Matteson, 1996: 92). In an ELT context, the impact culture has on these learners’ needs to be looked at with this understanding. Accordingly, a strong environment filled with positive social, cultural, and economic conditions for learning English can change their attitudes. However, the absence of such an environment hinders the students’ serious engagement in the study of English. Thus it could be argued that there is a close link between culture and learner attitudes.

3. Observations

Based on the survey findings I make the following observations. An awareness program is essential to make students aware about the importance of English language and various opportunities available for students who have a good command of English. University authorities should implement a system to win new comers and eradicate ragging, which is a critical hindrance to the development of the student’s English speaking ability.

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The Effectiveness of Communicative Grammar Activities on M.5 Students’ Grammatical Competence.

Thunsinee Muangthong\textsuperscript{1} and Anchalee Jansem\textsuperscript{2}
Faculty of Humanities, Srinakharinwirot University, Thailand
\textsuperscript{1}E-mail: thunsinee.m@gmail.com and \textsuperscript{2}E-mail: anchalej@swu.ac.th

Abstract

Grammar Translation Method has been used to teach students in schools for decades. This method is used to prepare learners for doing grammar tests in class or the national examination. However, Communicative approach is used and applied as an alternative method in the process of teaching—learning that focuses on language as a medium of communication. Therefore, Communicative approach might be a useful method for teaching grammar. The purpose of this study was to investigate whether the Communicative Grammar Activities was effective in terms of students’ grammatical competence, and their attitudes towards this teaching method. The results of the study focus on both grammatical competence and students’ attitudes. These lead to two major conclusions that the Communicative Grammar Activities can influence students’ grammatical competence and students’ attitudes positively.

Keywords: Communicative grammar activities, Grammatical competence

1. Introduction

In the past three decades, the role of grammar tends to vary in the field of language teaching, for example, Grammar-translation, Audio-lingua, product teaching, and process teaching. However, work over recent years has led to the adoption of new (or at least re-ordered) taxonomies for grammar instruction, originally made by Long (1991), between Focus on Form and Focus on Meaning approaches. Focus on Form encourages students to form their own grammatical sentences to communicate in a social context. However, Focus on Meaning gives little attention to the forms and the focus of classroom activity is on communication of meaning only. The combination between Focus on form approach and Focus on meaning approach has similar components to Communicative approach which is the method that focus on the communicative skills but enhance linguistics competence as well. As a result, a crucial need arose for teachers to integrate meaning-focused instructions and form-focused instruction. Therefore, communicative approach has been proved to be an effective way of learning grammar (Richards 2006; Canale and Swain 1980).

In this paper, the term “Communicative Grammar Activities” is used to refer to teaching grammar with appropriate activities. Communicative Grammar Activities focus on practicing students to use correct grammatical structure and it varies in many kinds of activities such as explicit grammar and implicit grammar combination activity, activities within authentic and meaningful contexts and grammar correction activities.

To acquire English language and use them in communication meaningfully, we cannot avoid studying grammar or structure of English language. Grammar is a system of meaningful structures and patterns that are governed by particular pragmatic constraints.
(Larsen-Freeman, 2001). Thornbury (1999) defined grammar as a description of the rules for forming sentences, including an account of the meanings that these forms convey. To be an effective language user, learner should study grammar to have sufficient knowledge to organize words and messages and make them meaningful when both encoding and decoding messages. Learners with more grammar knowledge will be able to construct better sentences in writing and understandable turns in speaking. Accurate grammar influences them to make sentences clear enough to understand. Azar (2007) also highlights the significance of teaching grammar that it helps learners discover the nature of language.

Some problems tend to occur if people use wrong grammar in communication. If there were no grammar, language would be a messy collection of separate words “without the indispensable guidelines for how they can be ordered and modified” (Batstone, 1994, p. 4). Errors that researchers sometimes observe in experimental studies, therefore, may be a reflection of the inability to use the available knowledge. People now agree that grammar is too important to be ignored, and that without a good knowledge of grammar, learners’ language development will be severely constrained (Richards, 2002).

That is to say, the current study is conducted with two primary aims: (1) to investigate if there is a significant difference between the mean score of pretest and posttest of the students in the control group and the experimental group and (2) to study students’ attitude on Grammar Translation Method and Communicative grammar activity in studying grammar. To obtain the above purposes, the study addresses the following research questions:

1) Is there a significant difference between the mean score of pretest and posttest of the students in the control group and in the experimental group?
2) What Are the Students’ Attitudes towards the use of Grammar Translation Method and Communicative Grammar Activities in grammar class?

2. Method

Participants

For this study, the two classes of 11th grade at Srinakarinwirot University Prasarnmit Demonstration School (Secondary) were selected to take part in the experiment as the control and the experimental group. The two classes were recruited through a simple random sampling from five classes, according to which class the researcher was assigned to teach. In other words, the quasi-experimental design was adopted with two groups pretest-posttest experimental design (Fraenkel & Wallen, 2006). The two groups were equivalent in the language background and the program of the study. They were all at the age of 16-18 and had compulsorily learnt English for four years at school. Their overall performance in English proficiency was equivalent.

Design of the Study

This research was designed to examine the effectiveness of communicative grammar activities on M.5 Students’ Grammatical Competence as well as their attitudes in relation to the grammar teaching method. For this purpose, the study followed a quasi-experimental study design in the form of pre-and post-tests with a control group.
Procedure

The study lasted nine weeks from the beginning of the first semester of 2015, including the orientation, the administrations of pre- and post-tests. The six lessons of grammar with communicative grammar activities were taken into the treatment for the experimental group while the normal curriculum was used for the control group.

Pre-Training Phase

Before the treatment, the researcher prepared the lesson plans. There were six lesson plans including three units of grammar: subject verb agreement, tenses and parts of speech. These three units were the topics that M.5 students have to study in the first semester of the grammar course. In each unit, the researcher designed Communicative grammar activity which was appropriate to each grammar topic. Next, the six grammar lessons were planned in two different methods of Communicative Grammar Activities and Grammar translation for two-group training practices afterwards. All the six grammar-lessons were designed in the same model of 5E (Engagement, Exploration, Explanation, Elaboration and Evaluation). However, the lesson plans for the treatment group were quite communication-oriented; tasks, techniques, and classroom activities were communicatively exploited in all five phases. Finally, the students’ perception questionnaire was designed to collect the students’ perception after studying grammar in a certain period of time. Also, the pre- and the post-tests were developed beforehand. All of these study instruments were taken into tight pilot within a pilot group of students. The instruments were revised for practicality and appropriateness.

While- and Post-Training Phase

In the first week of the first semester, students attended the orientation class to prepare themselves to participate in class. Then, the second week, the pre-tests were officially administered to all participants of the two groups, which aimed at confirming the equivalence in English capacity of the two groups as well as providing data for the investigation on statistically significant differences afterwards. From week 3 to week 8, all the six treatments were respectively conducted on six separate days in accordance with the prescribed curriculum. In the last week, both groups were assigned the post-tests, which measured students’ grammatical knowledge. After that, the questionnaire was distributed to both groups to explore students’ perceptions towards the treatment.

Training Process

The training procedure took place within six weeks from the beginning of week 3 to the end of week 8. The five stages of Engagement, Exploration, Explanation, Elaboration and Evaluation of each treatment were demonstrated in details as follows.

In the stage of Engagement, teacher engaged students in which the student’s interest was captured and the topic was establish. Teacher tried to draw students’ attention through some activities that link to the topics they had to study. For example, teacher presented some flash cards, showed some photos or video clip or asked questions to elicit the answers from students about that topic.

In the Exploration stage, the grammar points were inductively introduced to students through activities such as an interview in which the target structure was embedded. Students were asked to deal with the tasks in groups or in pairs. They had to use the language to get the information in each situation provided by the teacher. Students had to share their own ideas and discuss the answers together.
Then, the Explanation stage, some prompting questions were posed by the teacher so as to get students involved in the target structures embedded in the activities. Students were often asked to work in pairs to discuss the guiding questions and then derive the grammar rules with the teacher’s facilitation. Once the students had shaped the new grammar rules, the teacher summed them up. Teacher might also give some brief explanations.

Next, the Elaboration stage, the students were asked to participate in more activities to expand their knowledge on each grammar point. Mostly, they were grouped and help each other to complete the tasks such as sentence building-up or matching activities. Teacher let them see the rules in the meaningful sentences or the situation that can happen in their daily life.

In the Evaluation stage, the students were usually asked to work in pairs, groups or individually to do both mechanical and meaningful practice. For mechanical practice, both kinds of oral and written practice were exploited with the aim of developing accuracy. With meaningful practice, they had to use the target structures to fulfil one or two of such fluency-based tasks as information gaps, role-plays, discussions, and often one parallel writing exercise. The students were asked to produce the structures through some real-life situations, especially their own real life.

Data Collection
Pre- and Post-Tests
Pre-test and Post-test was a grammar test to assess students’ development of grammatical competence. The researcher conducted a multiple choice exam of 80 questions on grammatical structures of subject verb agreement, tenses and parts of speech. The experts in English language teaching and learning examined the exam based on the concept of content validity. The revision of the exam was accomplished and used with a pilot group of students and calculated the reliability of the exam. After the researcher revised and modified the exam again, both pre-test and post-test were identical 45 multiple choice exam to evaluate students’ grammatical competence.

Students’ perception Questionnaire
After the treatment was finished, the questionnaires were given to the students to collect their attitude after studying grammar through Grammar-translation method and Communicative grammar teaching. The questionnaire consisted of 3 parts of open ended items which deal with students’ view on the improvement in grammatical competence, and learning through the use of Grammar-translation method and communicative grammar activities.

3. Findings and Discussion

Research Question 1: Is there a significant difference between the mean score of pretest and posttest of the students in the control group and the experimental group?

To respond research question 1, the descriptive statistics data from the pre- and the post-tests of the control and the experimental group were calculated and analyzed. In this study, the measurements of mean (M) and standard deviation (S.D.) were taken into analysis. The results of the pretest and the posttest of the two groups in Table 1 showed the difference of the mean score of the pre- and post-test. This can indicate the development of students’ grammatical competence which was shown that the experimental group got the mean score of difference between pretest and posttest higher than the control group. There was a significant difference between the two mean score at the level of .05.
Table 1: Summary of the difference of the mean score between the pre- and post-test

<table>
<thead>
<tr>
<th>Group(post-pre)</th>
<th>n</th>
<th>M</th>
<th>S.D.</th>
<th>t</th>
<th>p</th>
</tr>
</thead>
<tbody>
<tr>
<td>Control</td>
<td>39</td>
<td>2.1026</td>
<td>5.45698</td>
<td>-2.171</td>
<td>0.033</td>
</tr>
<tr>
<td>Experimental</td>
<td>39</td>
<td>4.4103</td>
<td>3.78166</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

From the result, the students in the experimental group got statistically higher scores than the control group. It was likely that the activities related to each grammar topic could help students understand and remember the form of grammar better than study only on the textbook and doing the exercises. This also influenced the scores of students’ exam because students could apply the knowledge they had learned in class. All the activities promoted students’ participation in class. Students shared their ideas and helped each other to finish the assignments. After they completed all tasks, they had a chance to construct the rules for each grammar point before the teacher’s explanation. In addition, the situations provided in each activity were meaningful and students could apply it in their daily life.

Research Question 2: What Are the Students’ Attitudes towards the use of Grammar Translation Method and Communicative Grammar Activities in grammar class?

The questionnaires on “The students’ attitude of learning grammar” was analyzed based on open coding and axial coding based on grounded theory (Strauss & Corbin, 1990). The questionnaire consisted of 2 parts of open ended items which deal with students’ view on the improvement in grammatical competence, and learning through the use of Grammar-Translation Method and Communicative Grammar Activities. There are two main aspects which can be described from students’ attitude.

The first interesting aspect of the students’ attitude concerned about their satisfactory about the activities in class. Most of the students in experimental group enjoyed participating in various types of activities such as games, interviews, role plays and information gaps. Students were active in sharing some ideas and worked in group to complete each task together. This helped attract students’ attention to study grammar which they felt bored when learning in the class without activities. For instance, some students commented that “Doing many activities in class gives me a lot of fun and I don’t feel bored at all” and “I love doing the activities with my friends because we can share some ideas and discuss each topic together”. Almost all of the students loved joining activities and the class was livelier when the teacher was not the only person in the class who talked about grammar rules which happened in the control group. Unlike the students in the experimental group, students in the control group cannot think of what they liked to do in class. They were just satisfied when they were able to do the exam or got higher scores. Students can remember only the rules of grammar but cannot think of the pleasurable moments in class since they only listened to the teacher and practiced doing a lot of exercise in the worksheet. Some of the students also suggested that the teacher should apply some activities in class such as games, songs or movies. From the students’ attitudes, an activity is necessary for studying grammar because it did not make students feel stressful. Students feel more relaxed and comfortable when working in team. When the result of the exam is not only what students want, teachers should make every class interesting with activities so that the process of learning can be the process of their lifelong learning.

The meaningful activities did not serve only students’ satisfaction, but also they were useful in several aspects. First, students thought that using activities in class enabled them
understand each grammar topic than before. Most of the students stated that the activities they had done in class helped them understand each grammar point better. One of the students answered that “studying grammar is not only remembering the rules but we have to understand how to use it and the activities in the class give me an opportunity to do so”. When students know the rules of grammar, it would be better for them to try using them in the meaningful situation. This was the element that was lacked in the control group so students answered that “doing a lot of exercises make me do the test automatically but without the real understanding. Second, students in the experimental group thought they can remember grammar rules very well because of the activities. For example, one of the students commented that “the use of materials in class such as flash cards or photos make s me remember what was going on in the class”. When students wanted to recall their memory about the grammar structure they had learned, they imagined what they had done in class and the conversation they practiced in class popped up in their mind. This is a reason why they can remember the grammar better than just sit and listen to what the teacher said in class as the students from the control group did. Students in the control group said that they can remember the rules because we do exercise again and again. Also, one of the students said that “It depends on individual capability of remembering the rules”. Third, the students in experimental group said they can apply the knowledge in a communicative way. Most of the students’ answers related to the communication as one of the students said that “we can apply it to communicate with foreigners”. Students were practiced a lot in class to use the forms of grammar, so the first benefits that they thought of is to use their grammar knowledge in communication. On the other hand, most of the students in the control group thought that they can apply their grammar knowledge only in the exam. For instance, one of the students said that “I can apply the grammar points I studied in the writing and reading exam”. Therefore, all the process of learning influenced students’ opinions. Students in the control group rarely had a chance to practice using grammar forms in class, so they did not see the advantages about communication and focus only on doing the exams.

4. Conclusions and Limitations

Conclusions

The result of the study confirmed that Communicative Grammar Activities can enhance students’ grammatical competence more effectively than Grammar Translation Method. Students in experimental group can perform better in grammar test. Communicative Grammar Activities can be considered as a useful method to teach grammar as it does not only promote students’ communicative skills but also grammatical competence which is one of the most important elements in communicative competence. Activities in each lesson support students learning ability because students have to practice the form of grammar and use it in various situations which gave them an opportunity to practice using it in their real life. This is the element that lack from Grammar Translation Method as they never have a chance to use the language in communication but just listen to the teacher and do the exercise.

In addition, students in the experimental group had positive attitudes towards activities taken place in the classroom. They enjoyed participating in activities related to grammar topics and found that the class was more interesting. Students thought the activities made them understand and remember each grammar point more deeply. Moreover, they can apply the knowledge in communication and also in the exam.

Communicative Grammar Activities can be one of the useful methods in teaching grammar as it can develop students’ grammatical competence with positive attitude among students.
Limitations

The limitation of this study was the time limit as there were only nine weeks for the experiment. If the lesson had been extended by using Communicative Grammar Activities, the result of the study might be more reliable. From this limited time, it related to the limited topics. Only three main topics of grammar were integrated in this experiment which did not cover all the grammar topics. Therefore, the scope of grammar topics may be questionable. Additionally, the study was conducted in a small scale of subjects—Srinakarinwirot University Demonstration School (secondary). Therefore, the findings are not intended to be generalized to other schools that have different demographic backgrounds.

5. References
The importance of English Language for Career Opportunities in the ASEAN

Khan Eric Mbu
Kanchanaburi Vocational College, Department of Basic Sciences, Kanchanaburi, Thailand
E-mail: Khaneric11@gmail.com

Abstract

This article presents the reasons why students must study English Language in order to be better placed in the forthcoming ASEAN job market. Another preoccupation of the article is to define and understand what the words career and English for career means. The article also includes a proposed syllabus for career English. That is the various topics that teachers should teach students in order to prepare them for the ASEAN job market. In order words, the proposed syllabus is based on English for communication at the workplace.

However, no matter how intelligent and knowledgeable a teacher is, if he or she has no grasp of good teaching techniques or methods, it will be difficult to transmit knowledge to the students. As a result, this article also examines some teaching method that ESL (English as Second Language) teachers should adopt in order for students to be able to grasp the four language skills which are listening, speaking, reading and writing.

Key words: English language, Importance, Career, ASEAN, Teaching methods

1. Introduction

First of all, three million dollar questions resonate in my mind. Why is English language so important to (ASEAN students)? What do we understand by the word career? And thirdly, what is the importance of English language for career opportunities in the forthcoming ASEAN? In order to fully understand the importance of English language for career opportunities, it is absolutely necessary to first of all define the word career.

In my opinion, that is the most important word in life. Life becomes interesting and meaningful once a person finds a good career for his or herself. As educators, we are not only in charge of disseminating knowledge to students but we must make sure that what we teach them has a direct impact on their future. In my opinion, the word career is synonymous to the word future.

My article is divided into three parts, in the first phase of the article; I will define some useful terms and outline the importance of English language for career opportunities in the ASEAN, and this will be followed by a proposed syllabus for middle school and high school students and teaching methods.

2. The importance of English language in the ASEAN

First of all, why is English language so important to (ASEAN students)? What do we understand by the word career?

Before I talk about the importance of English language for Career Opportunities in the ASEAN, it is important to understand the meaning of the word career. What is a career?

The Merriam Webster’s dictionary defines Career as “A job or profession that someone does for a long time or a period of time spent on a job. A critical examination of this definition reveals that a career is very important because it is something that someone
does for a lifetime. A million dollar question is “Is English language so important for career opportunities in the AEC?” Before we answer this question, I think we need to first of all understand what English for career signifies.

From my understanding, English for career is an ideal course designed for pre-work students, who will need to use English in work situations. English for career has a close relationship to English for specific purposes or real life English. This implies that the goal of English for career is to equip students with basic communication skills that are needed at the workplace. Students with adequate knowledge in English for career will be able to work in an English language speaking environment with ease.

Article 34 of the ASEAN Charter states that, ‘The working language of ASEAN shall be English’. This implies that Job seekers who can communicate effectively in English will easily find a job. Given that there will be free mobility of labor in the ASEAN job market, students need to be fluent in English or else they will be out-smarted by citizens of other ASEAN countries.

Jessie Cheong, the director of the Educational Testing Service (ETS) in Singapore said that “People, especially ASEAN workers, should realize the importance of mastering English as an important tool of communication of ASEAN Community 2015 so that they will not get left behind,” she said this in the opening of the seminar titled ‘ETS Leadership Seminar Series 2011: Towards a Community of Nations’ (ASEAN 2015) at Borobudur Hotel, Jakarta.

The founder of the Center for Professional Assessment Thailand, Robert E. Woodhead also pointed out that, “ASEAN needs to make some standards for professional, especially related to their English skills. There are three pillars of ASEAN community that will challenge its people to communicate in English, they are politic and security, social and culture, and economy”, said Robert.

Wall Street English Thailand on its part stated in an article titled “Wall Street English prepares you to get ready for AEC 2015” that, “AEC 2015 will bring a new era of Economic Cooperation to all 10 countries. Investors can invest anywhere in these countries. Workers can go to work anywhere in these countries also with no tight restriction like before. Competition will get fiercer for those who are not well-prepared”. They also assert that the job market in Thailand will be affected directly because many people from ASEAN will have the right to work in Thailand and Thai people will also be able to work in other ASEAN countries.

H.E. Le Luong Minh, Secretary-General of ASEAN. Also stated that “With the diversity in ASEAN reflected in our diverse histories, races, cultures and belief systems, English is an important and indispensable tool to bring our Community closer together,” SG Minh also emphasized the importance of education; science, technology and innovation; and youth programs as ways to learn, practice and improve ASEAN students’ English competency.

From the above mention points it is crystal clear that students who are equipped with the four fundamental English language skills will have greater career opportunities in the ASEAN job market as opposed to those that don’t.

I quest it is now time to take a close look at English for career by focusing on the needs of middle school students on one hand on High School students on the other hand. In this section, I will provide a course outline for English for career, i.e. the various lessons or topics which in my opinion should be taught to middle school students and high school students. Below is a tabular presentation of the various lessons which I think should be included in the curriculum of both the middle school and the high school.
### 3. Proposed Curriculum

<table>
<thead>
<tr>
<th>Unit numbers</th>
<th>Units of the course</th>
<th>Objectives, Expected outcome</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Self introduction and giving personal information</td>
<td>Be able to introduce themselves and others</td>
</tr>
<tr>
<td>2</td>
<td>Jobs, occupations and places of work</td>
<td>Students will able to identify jobs, occupations and places of work</td>
</tr>
<tr>
<td>3</td>
<td>Telephoning</td>
<td>Make and receive calls in English</td>
</tr>
<tr>
<td>4</td>
<td>At the office</td>
<td>Students should master office vocabulary and basic conversations at the office</td>
</tr>
<tr>
<td>5</td>
<td>Computers and internet</td>
<td>Know the various parts a computer and internet (English)</td>
</tr>
<tr>
<td>6</td>
<td>The social networks</td>
<td>Be able to identify and use social networks</td>
</tr>
<tr>
<td>7</td>
<td>Welcoming visitors</td>
<td>Students will be able to welcome visitors</td>
</tr>
</tbody>
</table>

**Figure 1:** Proposed curriculum for middle schools and high school

<table>
<thead>
<tr>
<th>Unit numbers</th>
<th>Units of the course</th>
<th>Objectives/Expected outcome</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Business greetings and introductions</td>
<td>Students will be able to greet and respond to business greetings</td>
</tr>
<tr>
<td>2</td>
<td>Job Interview skills</td>
<td>Be able to ask and respond to job interview questions</td>
</tr>
<tr>
<td>3</td>
<td>Writing a Resumes and cover letters</td>
<td>Be able to write Resumes and Cover letters</td>
</tr>
<tr>
<td>4</td>
<td>Writing emails and business letter</td>
<td>Be able to write emails and business letters</td>
</tr>
<tr>
<td>5</td>
<td>Telephoning (Reception skills)</td>
<td>Make and receive calls at the office</td>
</tr>
<tr>
<td>6</td>
<td>Company Description and job responsibilities</td>
<td>Be able to talk about their companies and their job responsibilities</td>
</tr>
<tr>
<td>7</td>
<td>Invitations</td>
<td>Be able to make and respond to invitations</td>
</tr>
</tbody>
</table>

**Figure 2:** Proposed curriculum for High schools
4. Teaching methods

If we assume that we have a good course outline, there is a great question that I will like to ask of you. What are the best teaching methods that will deliver the best possible results? In other words, how can we teach students in such a way that they don’t just understand but practice what we teach them? We as educators have to understand is that no matter how academic and rich our course content is, if we do not adopt good teaching methods, we will be throwing water on the back of a duck. Teaching methods are very important because, lesson plans are design according to the teaching method.

I have two teaching methods that I will suggest to us. The most important method of teaching a second language according to me is the direct method, according to this method; teaching is done entirely in the target language. The learner is not allowed to use his or her mother tongue. Grammar rules are avoided and there is emphasis on good pronunciation. Teachers should teach with the aid of media sources, the projector, power point and pictures or flashcards.

From my observation, the method that is common among Thai English teachers is the grammar translation method, according to this method; Learning is largely by translation to and from the target language. Grammar rules are to be memorized and long lists of vocabulary learned by heart. There is little or no emphasis placed on developing oral ability. In my opinion, this is the major reason why Thai students find it difficult to speak English.

I have a third teaching method which I developed by myself and I call it “The Semi-translation method”. According to this method, the teacher speaks only the target language in the classroom and he teaches with the aid visuals but the students are free to consult a dictionary to look for the meaning of words that they don’t understand. If the teacher understands the native language of the students, he can also ask them “what is the word…………in Thai? The students will then consult their dictionaries and say the word aloud. The teacher should make sure that the students repeat the word or the sentence at least three times in order to get the correct pronunciation.

In my opinion, this method is effective because the students are actively involved in the learning process. It should be use alongside the play and learn method. There is a popular saying that learning without play makes Jack a dull boy. Learning should be done with the use of fun games and interactive activities.

5. Conclusion

I will like to conclude with a million dollar question. Why is the English language proficiency of Thai’s still very low despite the numerous years spent in studying English?

According to Sripathum Noom-ura hai, “Students spend twelve years studying English in primary and secondary schools, but the results are questionable” he also pointed out that “Upon examining the English-language classes, many researchers pointed to a few main factors contributing to the failure of English-language teaching-and-learning: unqualified and poorly-trained teachers, poorly-motivated students, learners of mixed abilities in overly large classes, and rare opportunities for student exposure to English outside of class time” from his point of view something needs to be done urgently or else Thai graduate will find it difficult to gain employment and career opportunities in the ASEAN.

In my opinion, school employers should make sure that they recruit more foreign teachers who are well qualified academically and ethically and the Ministry of Education should provide adequate training to Thai English teachers.

Finally, both Thai and foreign English teachers should remind themselves of the four language skills which are listening, speaking, writing and reading and they should both adopt teaching methods that will motivate the students to be able to speak. The primary goal of
teaching students a second language should be to enable to listen and speak. Reading and writing skills should be acquired in the long run.

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The Survey of the Reading Strategies Used of Mae Fah Luang University 1st Year Students, Academic year 2014

Thanagorn Lohajinda¹ and Bhornsawan Inpin²
¹,²School of liberal Arts, Mae Fah Luang University, Thailand
¹E-mail: thanagorn.loh@mfu.ac.th and ²E-mail: bhornsawan@mfu.ac.th

Abstract

Reading is a very important skill for University tertiary students who need to improve and develop their academic knowledge. The teacher needs to develop the reading skills of the students as well as improve other skills. Thus, understanding the reading strategies which have great impact to reading abilities is very important for the teacher to develop their teaching. This research is the study of the reading strategies used of 1st Mae Fah Luang University for further use in the curriculum, course content or extracurricular activities. This research used the 39 questions reading strategies, cognitive, meta-cognitive and compensatory questionnaires to survey the 1st year students of Mae Fah Luang University. The expected sampling size is 370 students. The aim was to find out which reading strategies Mae Fah Luang university 1st year students used. As the result, the research found that many Mae Fah Luang university students use many reading strategies but the quality and the frequency of using those strategies might not be at a sufficient and competent level.

Keywords: Cognitive Strategies, Compensatory Strategy, Metacognitive Strategies

1. Introduction

Reading is a very important skill for university students who have to be able to understand and cope with academic texts or materials. Especially, the 1st year students who need to extend their knowledge and skills in the academic field as they need to gain more reading ability in order to understand and practice their new knowledge. Also, reading is a fundamental skill which leads students to find or update new discoveries which can be used in their daily lives or the academic arena. In other words, reading skills play an important role in every life of university students both in their first language or others.

Anderson (1999, p. 1) revealed that reading skills is a very important skill for students who study English as the second language. Students who have good reading skills performed better learning in languages. Also, good reading skills provided wide range of vocabularies and helping students to understand the sentence structure and grammar. Reading ability also helps students to have better abilities to complete and answer the English questions (Senchantichai, 2010). This is because reading skills can help students not only extend their vocabularies but also helping them extend their knowledge in variety of fields. As a result, students who have better reading skills will learn the target language better than others.

Reading ability and reading strategies also relate to each other. According to Paris, Lipson, & Wixson, (1983); Paris, Wasik, & Turner, (1991), reading strategies are like a plan selected deliberately by the reader to accomplish a particular goal or to complete a given task (Seidel et al, 2007). When students are able to select and use a strategy automatically, they have achieved independence in using the strategy. Along with the strategies that expert readers use, they also use a number of comprehension and study skills. It is clear from research that readers develop the use of strategies and skills by reading and writing and being
given the support their need to grow in these processes (Wells, 1990). The importance of reading strategies is becoming increasingly recognized. This recognition is perhaps best exemplified by the inclusion of a Reading Strategies strand in English Language Arts College Board Standards for College Success™ published in 2006 by the College Board College Board Standards (McNamara, Ozuru, Best, & O’Reilly, 2007). This strand was adopted by the College Board underlines growing recognition that high ability students use reading strategies and these strategies are essential, not only for successful comprehension, but overcoming reading problems and becoming a better reader and comprehender.

Hence, studying the reading strategies of MFU 1st year students is essential and needs to be investigated so that teachers can provide teaching material which is suitable for students and the results can be used to improve their reading strategies for improving their language skills and other skills in their learning and daily lives.

The purpose of the study is to find out about the use of reading strategies of Mae Fah Luang university 1st year students. And the main research question of this study is: which are the reading strategies that the Mae Fah Luang university 1st year students use?

**Literature Review**

Mcgrath (2001) presented that reading is one part of communication and more than saying words. Reading is an active thinking process of understanding an author’s ideas, connecting those ideas to what readers already know, and organizing all the ideas in order to remember and use them. In real life, it is necessary for readers to read for different purposes. This is because readers read for different purposes and they will always collect information from many different sources such as books, articles, announcemests, advertisements, and other resources. Undoubtedly, reading becomes important segment in human’s life.

With this in mind, it is quite important for students to study and apply some reading strategies in order to help them read with comprehension.

**Theories of reading**

According to Brown (1994), reading comprehension is primarily a matter of developing appropriate, efficient comprehension strategies and some strategies are related to top down and bottom up processes. Alderson (2000, as cited in Cheuawong, 2005, p. 10) emphasizes that good readers are flexible users of strategies. That means the ability of readers to comprehend a text is crucially dependent on the strategies employed by the readers.

The reading strategies are divided into 3 point of views which are:

1. The traditional view. According to Dole et al. (1991) reveal that readers in beginner level have a set of hierarchically ordered sub-skills that sequentially build toward comprehension ability. Readers get and gain information passively from the text. Meaning resides in the text and the reader has to reproduce meaning.

   As Nunan (1991) states that reading in this view is basically a matter of decoding a series of written symbols into their aural equivalents in the quest for making sense of the text. He referred to this process as the 'bottom-up' view of reading.

2. The cognitive view. According to Nunan (1991) and Dubin and Bycina (1991), the psycholinguistic model of reading and the top-down model are in exact concordance. The 'top-down' model is in direct opposition to the 'bottom-up' model. Cognitively based focuses that reading comprehension involves with the interactive nature of reading and the constructive nature of comprehension. Dole et al. (1991) have stated that, besides knowledge brought to bear on the reading process, a set of flexible, adaptable strategies are used to make sense of a text and to monitor ongoing understanding.

3. The metacognitive view
According to Block (1992), there is now no more debate on "whether reading is a bottom-up, language-based process or a top-down, knowledge-based process." It is also no more problematic to accept the influence of background knowledge on both L1 and L2 readers. Metacognition involves thinking about what one is doing while reading.

To review, cognitive and meta-cognitive reading strategies play important roles in reading comprehension because readers are involved with the reading texts in many aspects. These two reading strategies views readers that they have abilities to think and select the meaning and understanding by themselves. These two views are different from the traditional one which views the reader just form the meaning from the text. However, to survey the reading strategies which are used by the readers, compensation reading strategies should be included in the survey. Compensatory strategies are thinking strategies that empower the reader to have a reflective cognitive learning style that renders interactive and meaningful dialogue between the reader and the printed page. Thus, the researchers will cover all the important strategies that readers might use in reading. Hence, the model in reading strategies which will be used is created by Anderson.

Anderson (1999, pp. 82-83) identified reading strategies which are important for the second language learners into three different groups: cognitive reading strategies, metacognitive reading strategies, and compensating reading strategies as follows:

**Cognitive Reading Strategies:**

A cognitive strategy helps to support the learner to improve the internal thinking and learning process that help them to accomplish the complicate task (Rosenshine, 1997). In the reading strategies there are 3 main group of strategies which are rehearsal, elaboration, and organizational strategies and in this research used some strategies of Anderson (1999, pp. 82-83) checklist as follow:

- Predicting the content of an upcoming passage or section of the text.
- Concentrating on grammar to help you understand unfamiliar constructions.
- Understanding the main idea to help you comprehend the entire reading.
- Expanding your vocabulary and grammar to help you increase your reading.
- Guessing the meaning of unfamiliar words or phrases to let you use what you already know about English.
- Analyzing theme, style, and connections to improve your comprehension.
- Distinguishing between opinions and facts in your reading.
- Breaking down larger phrases into smaller parts to help you understand difficult passages.
- Linking what you know in your first language with words in English.
- Creating a map or drawing of related ideas to enable you to understand the relationships between words and ideas.
- Writing a short summary of what you read to help you understand the main ideas.

**Metacognitive Reading Strategies:**

Metacognitive strategies is the process which help students to understand what is the better way to help them learn and understand the way they use to learn new knowledge in other words, it means processes designed for students to 'think' about their 'thinking'. Metacognitive strategies related to the thinking process in learning as planning, monitoring, and evaluating of the way students learn. In this research used some strategies of Anderson (1999, pp. 82-83) checklist as follow as followed:

- Setting goals for yourself to help you improve areas that are important to you.
- Making lists of relevant vocabulary to prepare for new reading.
- Working with classmates to help you develop your reading skills.
- Taking opportunities to practice what you already know to keep your progress steady.
- Evaluating what you have learned and how well you are doing to help you focus your reading.

**Compensating Reading Strategies:**

Compensatory strategies is the used of the strategies to cope with the difficulty in learning. Students might use some other technique or different vocabularies to help them understand the new knowledge in learning. In this research used some strategies of Anderson (1999, pp. 82-83) checklist as follow as followed

- Relying on what you already know to improve your reading comprehension.
- Taking notes to help you recall important details.
- Trying to remember what you understand from a reading to help you develop better comprehension skills.
- Reviewing the purpose and tone of a reading passage so you can remember more effectively.
- Picturing scenes in your mind to help you remember and understand your reading.
- Reviewing key ideas and details to help you remember.
- Using physical action to help you remember information you have read.
- Classifying words into meaningful groups to help you remember them more clearly.

**The Relationship of English Language Proficiency, Reading Strategy Use, and Reading Comprehension**

There have been many researchers who revealed that the reading strategies has had great impact to the abilities of the English language use for students. According to Shang (n.d.) whose study revealed that students frequently use many reading strategies in English reading process. Students who have high abilities of using English used more testing strategies than students who had lower abilities in English reading and using skills in Taiwan. Also, Lian Zhang’s research shows that there was great relationship between metacognitive strategy use of the students and their English reading achievement. This reveals that student who use various reading strategies have a better English proficiency and it can be inferred that students who have high reading abilities can read and comprehend better than students who use few reading strategies. Furthermore, research of Thanaporn Sri-SunaKrua reveals that students in both high level abilities us and low level ability users of English used similar reading strategies, the quality and frequency of using reading strategies are different. High ability English students tend to use better strategies and the frequency of using strategies is higher. Moreover, Zhang Shuhua (2001) reveals in her own study that reading strategies of the students is very important for the teacher to know and use it in class. Thus, to investigate the reading strategies of students is very important for the educator, teacher and students.

**2. Method**

**2.1 Purpose of study**

In the literature review revealed showed that language-learning strategy research provides evidences to show that language teaching and learning practices and language learning are related and significant (Shang, n.d, Zhang, 2001; and Zhang, n.d.). Mae Fah Luang University uses English as the median in teaching and improving the learning and teaching English especially reading is essential. The purpose of this study is to investigate the following research questions: (1) which are the reading strategies that the Mae Fah Luang university 1st year students use? This is to investigate the use of strategies of students...
(cognitive, metacognitive, compensatory, and testing strategies). The researchers expect that the result of the research will be useful to help teacher and students in their learning in the international environment.

2.2 Population

This research studied the reading strategies used by Mae Fah Luang University 1st year students in the Academic year of 2014. The population includes 4300 1st year students. The sampling size technique of Taro Yamane (1997) will be used in this research to find the size of the population of the research. The researchers will use the size of the population to find the reliability at 95% and the error at +/- 5%

\[ n = \frac{N}{1+N(e)^2} \]

\[ n = \frac{4300}{1+4300(0.05)^2} \]

The minimum sampling size of this study is 370 students. So researchers do the survey of is 370 1st year students. These students are the participants and receive the questionnaires to answer. These participants study in different schools and majors.

2.3 Research Tool

The tool of this research is reading strategies questionnaires which contains 39 questions and there are 3 reading strategies relied upon in these question as follow (table 1)

<table>
<thead>
<tr>
<th>Strategy</th>
<th>Number of Items</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cognitive</td>
<td>items 1-13</td>
<td>13</td>
</tr>
<tr>
<td>Metacognitive</td>
<td>items 14-26</td>
<td>13</td>
</tr>
<tr>
<td>Compensation</td>
<td>item 27-39</td>
<td>13</td>
</tr>
</tbody>
</table>

The questionnaires are reviewed by the 3 expert and then give to the participants (MFU students) who study in different majors and schools.

2.4 Data Analysis

This research uses the program SPSS to calculate the means and standard deviations of the strategy use scores also search for the frequency of strategy use. The significant difference of each question in the questionnaires is p < .05. This shows that the questions were reasonable and appropriate.

3. Results

Research question 1: Which are the reading strategies that the Mae Fah Luang university 1st year students use?

As the result of the statistics of the means and the standard deviations of the 3 strategies (see Table 1) show that the most frequent use of reading strategy is cognitive reading strategies (M = 3.31, SD = .90), the second strategies is compensatory reading
strategy (M = 3.28, SD = .94), followed by metacognitive strategy (M = 3.20, SD = .94). These findings show that the overall frequency of reading strategy use is almost “usually”. This can be interpreted that 1st year students of Mae Fah Luang university used many strategies when they read and also it can infer that students might combine the reading strategies when they have to accomplish the reading tasks.

Table 2 Mean Scores of Reading Strategy Use

<table>
<thead>
<tr>
<th>N</th>
<th>Cognitive M (SD)</th>
<th>Meta-cognitive M (SD)</th>
<th>Compensatory M (SD)</th>
</tr>
</thead>
<tbody>
<tr>
<td>370</td>
<td>3.31/0.90</td>
<td>3.20/0.94</td>
<td>3.28/0.94</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Range 1</td>
</tr>
</tbody>
</table>

4. Discussion and Conclusion

4.1 Discussion

As the result of the survey it outlined 3 strategies where cognitive reading strategies was the most often used by 1st year Mae Fah Luang university students followed by the compensatory strategies and metacognitive strategies. However, the frequency of using the reading of students is only often. Thus, the researcher further observed the sampling of students work and found that many students only used reading strategies in the text or passage that they feel that it is not too difficult for them or the passage that they are only interested in. This can be inferred that students might use the strategies in the certain type of reading material. Organizational and Elaboration are the set of reading strategies which students use more often when they read. The example of these are students like to find the context clue to guess the meaning of the new word or students try to find the transitional word to help them understand the main idea of the passage. It is not a surprise to find out that students usually use these strategies because they have been trained since they were in secondary school or high school. This can be proved that some strategies can be trained and improved on. Apart from cognitive reading strategies Mae Fah Luang university students often use compensatory reading strategies. This might be because MFU students encounter different contexts in texts and subject specific vocabulary that they might have to study for. As a result, MFU students might have to use compensatory strategies to cope with their difficulties more so than metacognitive strategies. As it shows in the questionnaires MFU students usually ask themselves which of new vocabularies they need to understand to remember and this revealed that MFU students face with these difficulties when they study English in every subject. Another example is that they try to imagine the picture of the text that they read to help them understand, this shows that MFU might use this strategies when they have to face the new vocabularies, passage or text in the examination so they cannot use dictionaries or other strategies to help them to comprehend. As usual reading strategies such as asking friends and teachers to explain the meaning of the vocabularies or use of the dictionary are the sub-strategies which are very popular and often used for students. However, for MFU students, they cannot use these strategies as always and they need to face the new vocabularies or context all the time when they study or taking on an examination. Hence, as the research result can be assured that MFU students use many reading strategies and sometimes they might have to combine the strategies to help them understand the text or
content in English. This can be also proved that MFU students, study in the international environment, have many chances to practice their reading strategies and it can be opportunities for both teacher and students to improve the abilities of using English throughout improving reading skills and reading strategies. This research also reveals that even MFU students use various set and types of reading strategies but they need to improve their reading strategies to help them gain more benefits from the use of strategies.

4.2 Suggestion for further study

This study reveals that MFU students use many reading strategies to help them cope with the difficulties in reading and learning. It also reflects that MFU students have a great chance to practice their reading abilities, thus the further study in this area might focus on how to develop the reading strategies of MFU students. Furthermore the further study can focus or compare the reading strategies of different year of students to investigate that students of MFU who have to

5. References


The Role of Subdistrict Administrative Organization to Encounter a Disaster Mitigation: a Case Study of the Saikao Subdistrict Administrative Organization, Paan District, Chiang Rai Province, Thailand

Wanwalee Inpin
School of Social Innovation, Mae Fah Luang University, Thailand
E-mail: wanwalee@mfu.ac.th

Abstract

Earthquake is a natural disaster causing damages to life and property to the public. And whenever the earthquake occurs, the government is responsible for providing its people urgent services and restoration in order to reduce the severity that influenced by the disaster. Of course, the implementations providing goods and services to the public according to the earthquake disaster are not only by the central government which manages all obligations, but also the local government, which in this case referred to the Subdistrict Administrative Organizations. In the case of Thailand, the Subdistrict Administrative Organizations remain facing difficulties in implementing their responsibilities on the earthquake disaster prevention and mitigation because the earthquake disaster becomes a new problem which does not happen frequently, comparing to the drought, water shortage, or flood. Since disaster from the earthquake appears to be one of significant issues for the Subdistrict Administrative Organizations that needs to be concerned, then, the organizations must support the community as well as to act promptly with tractability and efficiency. This means the Subdistrict Administrative Organizations must enhance their capabilities in dealing with the disaster, and endeavoring to operate the preparedness and mitigation to communities that being affected by the disaster. This study aims to examine the roles of Subdistrict Administrative Organization toward local participation in implementing the disaster prevention and mitigation. The sample of this research is focused on Saikao Subdistrict Administrative Organization, Paan District, Chiang Rai Province because this area was currently affected by the earthquake on May 5th, 2014. It was found that the Subdistrict Administrative Organization realized how dangerous the earthquake could damage its community or even kill its people. Whilst, the staff of the Subdistrict Administrative Organization still lack of experience in performing their work, they attempt to comprehend and review their existing disaster prevention and mitigation plan as well as elaborate more issue in concentrating to the earthquake disaster. The data of this study will be prepared for the recommendations and a guiding manual on a disaster management to the Saikao Subdistrict Administrative Organization and the others regarding “Preparedness” and “Mitigation”.

Keywords: Earthquake, Local Autonomy, Mitigation, Subdistrict Administrative Organization
1. Introduction

In order to increase the effectiveness of local government, the Thai government’s decentralizing of decision-making powers to the local level and increasing people’s participation in community development have become one of the most important development issues discussed over the past two decades. This is because there is a political demand for self-governing bodies at the Tambon and sub-district levels as Tambons of Subdistricts are considered as the fundamental governing units at the provincial administrative level (Sopchokchai, 2001, p. 3). However, the sustainability of the decentralization policy was mainly managed and implemented by the national government, which can still be seen that the partial bureaucrats who work in the community are appointed by the central government (through provincial level) rather than to the local community. As a result, if a decentralization sustainably develops and people in a local area realize and participate together in steering and implementing development activities, an effort to establish a bottom-up approach to develop a community will begin (Mektrairat, n.d., unpaged). Unfortunately, in practice, people’s real participation in planning their future and in development processes seems unobtainable as long as administrative power and resources are in the control of the central offices, even though the idea of sustainable development was initiated to administer rural development which was the beginning of the fifth National Economic and Social Development Plan since 1982 (Sopchokchai, 2001, p 3).

In the case of Thailand, generally, the local government is not familiar with the earthquake disaster, but drought, wildfire, storm, flood, and conflagration. Since there was an earthquake happened, it was challenging to the Subdistrict Administrative organizations which were acted to have important roles in the local administration and one of the most important obligations was for public service system with disaster prevention and mitigation, the working proficiency of officials’ was highly required.

During May 5, 2014 around 18.08 hrs, there was a magnitude 6.3 earthquake happening in the Northern part of Thailand. The epicenter of the earthquake was located on the upper part of the Phayao fault line which was around seven kilometers underground in Paan district, Chiang Rai Province (Bangkok Post, 2014). During that time, the earthquake destroyed seven districts, 50 Subdistricts, 609 Villages, 8,935 houses, including the death of one person. The Seismological Bureau, Meteorological Department initially reported that the focus located in Sai Kao Subdistrict, Paan District, Chaing Rai Province. And then, the Department of Mineral Resources and the Seismological Bureau had re-calculated and announced that the new earthquake focus was Dong Mada Mae Lao District, Chiang Rai Province (Seismological Bureau, 2014, unpaged).

From this, since decentralization has been promulgated at local level, not only the Subdistrict Administrative Organization is required to provide good and services to the community, but also those people who actually live within the local community are expected to participate in order to accomplish the government’s decentralization policy.

Of course, with the situation of the earthquake disaster happening during May 5, 2014, it is then necessary for the community members to response to and participate in the earthquake disaster plan launched by the Saikao Subdistrict Administrative Organization. However, the Subdistrict Administrative Organization remained facing with several difficulties in creating effective community participation in an earthquake Disaster Mitigation because the Subdistrict Administrative Organization itself has limited experiences dealing with this disaster.
Subdistrict Administrative Organization under a Decentralization in Thailand

For decades, even though decentralization in Thailand was first introduced in 1897, the Thai government always paid attention to centralization and a top-down approach because of its political style (Dhiravegin, 1996, p. 255). However, after 1995, through the national planning process, the government has initiated decentralization which allows local government to have more power in national administration. As a result, an effort to establish a bottom-up approach is necessary to be considered and this requires the local government to practice over times. This is not only for staff at a local level, but also for people who are a part of society as well.

During 1997, the Constitution of the Kingdom of Thailand was promulgated and it stated an issue regarding decentralization, which included power transmission to the local people and to enable them to participate in policy making (Woothisarn, n.d., p.2). This assisted the Subdistrict Administration Organization which was established in 1995 to play an important role at local government level because it is the lowest level of local government organization and it has to work together with people at local level to determine and establish policy, which will later be carried out by the organization’s staff to provide goods and services (Office of Committee of Decentralization to Local Government Organization, 2002, pp. 20-21).

In Thailand, the Subdistrict Administration Organizations are under supervised from central government to function an efficient local organization in providing public services which is expected not only from the central government but also people in local areas (Phong-ngam, 2006, p.7). From this, the establishment of Subdistrict Administration Organizations is seen as one of the most important mechanisms improving and developing remote areas.

However, the government only focuses on the process and the system and does not pay enough attention to the staff of the Subdistrict Administration Organizations who also play an important role not only as initiators, but also as implementers in carrying out national policies as Charoenmuang (2005, p. 89) said decentralization within Thailand was by government officials because rather than allowing local government to perform their obligations by themselves, the administrative system at local level is mainly over seen by appointed government officials from central level.

Since the Subdistrict Administration Organizations’ staff have to work under supervision of the appointed government officials, they have less opportunity in making decision and practice themselves working under decentralization. As a result, a possibility of the Subdistrict Administration Organizations staff who lack of capability to carry out policy can occur. In addition, to implement what the central government determines, the local government needs to be aware of what the central government requires. This means, somehow, there is the potential for policy implementation gaps as it takes a long process to transmit information. Consequently, the Subdistrict Administration Organizations must have good experience in order to gain more capability to serve and provide public service effectively.

Of course, this also refers to the participation of people in a local area as they are the group directly affected by Subdistrict Administration Organizations. However, even though central government provides its local government’s autonomy, local governments, especially Subdistrict Administration Organizations, still lack of capability to work and carry out their policy. As a result, as stated in the Tenth National Economic and Social Development Plan, the government then promoted more power to its local government (National Economic and Social Development Board, Office of the Prime Minister, 2007, p. 118).

In addition, according to the Thailand’s National Economic and Social Development Plan, as stated in the Eleventh Plan, in order to work develop a country, one of several
strategies is that the Thai government urges a plan in promoting decentralization as well as to encourage people’s participation so that the development of the local area can develop further (National Economic and Social Development Board Office of the Prime Minister, 2012, p. 21). A Subdistrict Administration Organization’s ability to implement policy is the key to investigate whether it has capability in order to develop and eliminate its local area’s problems or it has enough experience in dealing with these.

**Local Participation under Decentralization**

People’s participation is citizen power and with the local participation, it could be in different stage from 1) Manipulation, 2) Therapy, 3) Informing, 4) Consultation, 5) Placation, 6) Partnership, 7) Delegated power, and 8) Citizen control (Arnstein, 1969, p. 216). However, as mentioned by Hague and Harrop, 2004, p. 122), a degree of people’s participation depends on the establishment of democracy in that country. And that is one of the vital factors that may launch effective decentralization. That is because, once people in the local area realize their roles and participate in such a thing, like elections, local policy planning or respond to local politics, it will help those people over time to improve the quality of life in their community. Moreover, once they participate, they can provide information on what they need or the problems that may need to be fixed and that would help the local government to implement their obligations more effectively (UNESCAP, n.d., unpaged).

From this, to increase the effectiveness of local government, the Thai government’s decentralizing of decision-making powers to the local level and increasing people’s participation in community development have become one of the most important development issues discussed over the past two decades.

As a result, during 1994, the Royal Thai Government announced the Tambon Council and Tambon Administration Organization Act, which became effective on March 2, 1995. This act aimed to decentralize administrative power to local people and to revitalize local people’s participation in community development affairs (Sopchokchai, 2001, p.4). In addition, in 1997, the Thai government had launched the Constitution of the Kingdom of Thailand B.E. 2540, which aimed to promote the Thai’s participation both at local and national levels. Consequently, a supreme law emphasizes decentralization of power to the local government (Tanchai, n.d., p.2).

Even though the Thai government promulgated decentralization policy as well as to encourage local participation at local level, the sustainability of the program were mainly managed and implemented by the national government also needed to be considered. This is because bureaucrats who work in the community are being supervised and appointed by the central government rather than to the local community. As a result, if a sustainable development takes place and people in a local area realize and participate together in steering and implementing development activities, an effort to establish a bottom-up approach to develop a community could be created.

Unfortunately, in practice, people’s real participation at local level in development processes seems unobtainable as long as administrative power and resources are in the control of the central offices, even though the idea of sustainable development was initiated to administer rural development which was the beginning of the fifth National Economic and Social Development Plan in 1982 (Sopchokchai, 2001, p.3). In addition, as stated by Arghiros, conflict between member of different class and status groups within the community could also lack of participation at local level as well (Arghiros, 2001, p. 94).

From this, under the concept of good governance which was in the Ninth Plan the government encouraged the concept of decentralization of work and responsibility to local administrative organizations. This meant not only capabilities of local administrative organizations are to be enhanced but only opportunities for participation by community participation (Burns et al., 2004, p.2). As a result, bureaucrats who work in local administrative organizations, such as a Subdistrict Administrative Organization will play
important roles and must create its community members’ awareness to participate in local politics. In addition, the Ninth Plan focuses on decentralization of functions and responsibilities to local administrative organizations so that public services are in line with the people’s needs and are equitably distributed (National Economic and Social Development Board Office of the Prime Minister 2006, pp. 29-31). Consequently, the Subdistrict Administrative Organization must have experience in order to gain more capability to serve and provide public service. This then also refers to the participation of people in a local area as they are the group directly affected by a Subdistrict Administrative Organization.

However, even though the Thai government had stated that:

“The State shall decentralise power to localities for the purpose of independence and self-determination of local affairs, develop local economics, public utilities and facilities systems and information infrastructure in the locality thoroughly and equally throughout the country as well as develop into a large-sized local government organisation a province ready for such purpose, having regard to the will of people in that province.” (The Constitution of the Kingdom of Thailand B.E. 2540 (1997).

As stated by Sopchokchai (2001, p. 9) there are many problems that have surfaced after establishing a Subdistrict Administrative Organization and one of the problems is there is a lack of participation in planning and decision-making processes which causes a major problem in localizing the policy implementation. As a result, the collaboration between the Subdistrict Administrative Organization staff and community members are not performed well and it seems to be ineffective.

Significance of the Study

As emerged in 1995, the Subdistrict Administrative Organization was established organization and played an important role in a local government level. The followings are several reasons why the Subdistrict Administrative Administration is important to Thailand’s decentralization:

1) a Subdistrict Administrative Organization is a foundation unit of a local administrative Organization;

2) to emerge a Subdistrict Administrative Organization for providing people in a community more rapidly than from a central government;

3) to emerge a Subdistrict Administrative Organization for making its more self-dependent and vigorous because a Subdistrict Organization will have an autonomy to create jobs and develop its community (The Constitution of the Kingdom of Thailand B.E. 2540, 1997, p. 19);

4) and Subdistrict Administrative Organization can work together with people in local area to determine and establish a policy which will later carry out by an organization’s staff to provide good and services. (National Economic and Social Development Board Office of the Prime Minister, 2012, p. 27).

From the above, since there was an earthquake disaster occurring, the Subdistrict Administrative Organization was then highly expected from its central government as an efficient local organization providing its public services because its functions including a policy implementation is more expected from not only a central government but also people in local areas. This is because it is a local organization at a first stage and closet to people. And to implement what the government determines needed to be aware as it is foundation unit of a local government. This means, somehow, there might be not only struggle from staff’ limited experience of for the Subdistrict Administrative Organization to provide goods and services because of number of earthquake that happens in its area. But also, it is a readiness of the community member that may take a long process to create local participation.

However, it is noted that even though the central government provides its local governments an autonomy under decentralization plan, several local governments, especially the Subdistrict Administrative Organization, lack of its capability to work and carry out a
policy. Since they lack of their capability of carrying out their policy, it is very difficult for them to promote effective local participation within their area of response. As a result, local community awareness in disaster prevention and mitigation could not create well.

2. Methodology

Objectives of the Study
The purpose of the study aims to explore the role of Saikao Subdistrict Administrative Organization, Paan District, Chiang Rai Province in a mitigation of earthquake disaster.

Participants
This study is a survey research which is emphasized on the area of Saikao Subdistrict Administrative Organization. This area became the center of earthquake on May 5, 2014. The populations of the study are divided into two parts: government agencies which are referred to the staff of Saikao Subdistrict Administrative Organization and community members who live within 17 villages of Saikao Subdistrict, Paan District, Chiang Rai Province.

Selecting Samples
Purposive random sampling is used in order to acquire the information. There are two main groups of samples as in the followings:

1. Official staff from Subdistrict Administrative Organization:
   1.1 1 Chief Executive of Saikao Subdistrict Administration
   1.2 1 Chief Administrator of Saikao Subdistrict Administration
   1.3 1 Chief of the Saikao Department of Disaster Prevention and Mitigation Section
   1.4 3-5 Official staff of the Saikao Department of Disaster Prevention and Mitigation Section

2. Saikao populations from 17 villages (San Sai, Mae Kaw Wong, Rong Tharn Tai, Nong Pak, Sai Kao, Ta Ho, Nong Tum, Pong Daeng, Rong Tharn Noaw, San Ton Muang, Rong Tharn Klang, Pong Daeng Mai, Ruam Thai, Samanmitr, Sai Thong, Pong Tawee, and Dong Lan). Each village is aimed to:
   2.1 1 village headman
   2.2 3 volunteers of village Civil Defense
   2.3 5 volunteers of village (They are nominated from the representative of the village.)

The Research Procedures
After the researcher studied a background information and a study of related theories, the questions for the in-depth interviews and focus group interviews were designed as to seek for evaluating the information regarding to the Subdistrict Administrative Organization’s plan to create community awareness to the earthquake disaster prevention and mitigation, and attitudes and willingness of the community member to participate in the Subdistrict Administrative Organization’s plan to the earthquake disaster prevention and mitigation. The research procedures can be divided into three stages as follows:

Stage 1: to survey basic information about plan or policy of Saikao Subdistrict Administrative Organization, Paan District, Chiang Rai Province in a mitigation of earthquake disaster

With the purpose of provoking the information from both groups of participants: Subdistrict Administrative Organization and community members, focus group and in-depth interview are used. The focus group and in-depth interview topics are formed into questions.
The areas of questions are involved with issues regarding to creating of community awareness of community member in participating of program and plan organized by Subdistrict Administrative Organization on the mitigation of earthquake disaster.

Stage 2: to study approaches in creating awareness of community members of Saikao Subdistrict Administrative Organization, Paan District, Chiang Rai Province in a mitigation of earthquake disaster

There is a synthesis form used to study approaches in creating awareness of community members of Saikao Subdistrict Administrative Organization, Paan District, Chiang Rai Province in a mitigation of earthquake disaster. It is to evaluate several factors perceived from the first stage with the related theories.

Stage 3: to explore the solutions for Saikao Subdistrict Administrative Organization, Paan District, Chiang Rai Province to create better awareness of community member in a mitigation of earthquake disaster in order to meet the upcoming preparedness and mitigation.

In addition, all factors identifying as factors influencing effective community awareness of Saikao Subdistrict Administrative Organization, Paan District, Chiang Rai Province in a mitigation of earthquake disaster are listed to find solutions.

3. Results

The information from the in-depth interview depicted that after the earthquake hit Chiang Rai and damaged several households many areas in May 2014, both the Subdistrict Administration Organization staff and community people were more concerned and aware of the danger and consequences of the earthquake that may affect their lives and properties as explained below:

The Subdistrict Administration Organization Staff

For the staff of the Subdistrict Administration Organization consisting with the Chief Executive of the Subdistrict Administrative Organization, Deputy Chief Executive of the Subdistrict Administrative Organization, Chief Administrator of the Subdistrict Administrative Organization, Deputy Chief Administrator of the Subdistrict Administrative Organization, and official staff who got involved with the Disaster Prevention and Mitigation Sector, they provided the information that the Saikao Subdistrict Administrative Organization already had a disaster prevention and mitigation plan. However, the focus of the plan was on drought, water shortage, flood or wildfire, rather than earthquake disaster which was not happened frequently. As a result, then the earthquake happened, the Subdistrict Administrative Organization staff then face difficulties in performing on disaster prevention and mitigation as they lack of experience in implementing their obligation.

However, after the situation in May 2014, the Subdistrict Administrative Organization staff had considered to review its existing disaster prevention and mitigation plan as well as elaborate more issue in concentrating to the earthquake disaster. So, if there is any earthquake happens again in the future, they could perform their plan more effectively.

Community Members

According to the interview, the populations who live in Saikao Subdistrict never faced any strong earthquake before. However, according to them, after the 6.5 magnitudes earthquake happening in May 5, 2015, they became more realized and be more aware to a danger of the earthquake. To explain this, with their own experiences being in the earthquake, the Saikao community members are more enthusiastic when the Subdistrict Administrative Organization initiate or launch program related to the earthquake. In addition, when asking
about the disaster prevention and mitigation plan launched by the Subdistrict Administrative Organization, the local people not only agreed, supported and paid attention, but also realized and attempted to participate more in the action plan.

4. Discussion and Conclusion

Even though the interview indicated that the Subdistrict Administrative Organization realized how dangerous the earthquake could damage its community or even kill its people as well as they reviewed the existing disaster prevention and mitigation plan as well as elaborate more issue in concentrating to the earthquake disaster, the staff of the Subdistrict Administrative Organization still lack of experience in performing their work. From this, there would a possibility that the Subdistrict Administrative Organization’s staff could make difficulty for sketching an action plan.

For example, during the earthquake, the Subdistrict Administrative Organization staff could not perform their work well as they were uncertain whether what they had to respond to their obligation because they never had much experience in dealing with the earthquake. However, it is noted that even though it did not take them a long time to figure out what they have to react, if they could not enhance their skill of lack of practice, there would always a possibility for the Subdistrict Administrative Organization staff to make their work delay again.

In addition, as a unitary state, a Subdistrict Administration Organization is appointed by a provincial government like the Kamnan and Phuyaiban who are also appointed by the Ministry of Interior and a Governor, and as a result, sometimes those two officials may assist the Subdistrict Administrative Organization by persuading the local people to understand their role under decentralization and participate more in whatever the Subdistrict Administrative Organization may launch its policy.

Besides limited experience of the Subdistrict Administrative Organization, another issue being mentioned in the interview was that the Subdistrict Administrative Organization has limited tools and equipment in order to serve its community members. Of course, even though the Subdistrict Administrative Organization may request for further support from other local government nearby or even the government sectors at higher level, to have its own tools and equipment would assist the Subdistrict Administrative Organization work faster and more effectively.

For community members, the awareness of community member in responding to the earthquake disaster is very important. To explain this, while the Subdistrict Administrative Organization staff would have to provide services and supports to the community members, the community member’s actions are also required. This means not only them to react to the preparedness when the situation occurs, but they are required to participate when the Subdistrict Administrative Organization launch any action plan in disaster prevention and mitigation. This is because training and practicing regularly would keep those community members to prepare themselves well and be ready to the disaster.

However, because local people still have limited experience participating under decentralization, it requires times from them to learn and practice. And because of the local people’ awareness of their lives and properties safety, local participation within Saikao Subdistrict could be created quietly within the local people. This is a good sign for the Subdistrict Administrative organization to be able to launch its program and action plan on earthquake prevention and mitigation more effectively.
5. References


India's “Look East Policy” and Its Implication on Southeast Asia

Napasakorn Suwanraksa
Faculty of Political Science, Thammsat University, Thailand
E-mail: napasakornsuwanraksa@gmail.com

Abstract

Since 1991 transformation of International System, none of states can deny the progress of Indian economy, which is remarkable, as well as the increasing of India’s role in the global context. One of the main strategies for India to develop its economy is “Look East Policy”. During the Cold War period, India seemed to be a threat to the Southeast Asian countries due to its intimate association with the Soviet Union and its attempt to become the region’s naval power. Before (re)initiation of “Look East Policy”, India faced a hardship in country's administration because of the transformation in both internal and external affairs. Domestically, India was in economic and security turbulence caused by political instability and terrorism. Consequently, New Delhi needed to liberalize its economy as well as secure national stability. Nevertheless, the change in international community: the dissolution of the Soviet Union; the 1990 Gulf War Crisis; the unstoppable ascent of China; the frustrating integration with South Asian countries; and the trends of globalization and regionalism, enormously forced India to alter its manner as well. Significantly, in the early 1990s, Southeast Asia, actually the entire Asia-Pacific, is the most economic vibrant region in the world. On geographical aspect, India needed to cooperate with Southeast Asia to facilitate state's development and maintain position in Asia.

Hence, in 1991 India under the Prime Minister Narasimha Rao was officially (re)initiate “Look East Policy”, which aims to cultivate and strengthen economic and strategic relations with Southeast Asia. In the first phase of implementing the policy, India focused only on Southeast Asia region, but after 2003 the policy is extended to cover the East Asia region. By adopting the “Look East Policy”, India pursues the engagement with the ASEAN nations in many level including bilateral integration; regional integration; and multilateral integration. All these levels of engagements have been encouraged the intimate relations between India and Southeast Asia as well as distribute developments throughout the region.

Keywords: India, Look East Policy, Southeast Asia
1. Introduction

India's engagement with the Southeast Asia established since the first century. The relations between India and the Southeast Asian countries had been developed constantly until the beginning of Cold War when India had an intimate association with the Soviet Union. The involvement brought an mistrust spreading through the Southeast Asia region. As a result, the engagement between India and Southeast Asia was frozen temporarily. However, the relations was motivated again because of the End of Cold War and India's economic liberalization. In the beginning of 1990s, Southeast Asia as a economically vibrant region was fascinating for India to reform an engagement with this region. In responding to the necessity, India has (re)initiated the “Look East Policy” in 1991 under the Prime Minister Narasimha Rao. This is the watershed to mobilize relationship between India and Southeast Asian countries.

1.1 Background

The Look East Policy's evolution can be characterized into four period including historical period or pre-colonial period; colonial period; post-colonial period; and contemporary period. In the historical period, the engagement was limited in culture and commerce which begun at the first century and lasted until the 12th century. During the colonial period, the strategic interest were brought upfront with the commercial interests due to the cost of cultural and civilizational links. Next, after the Indian independence in 1947, it was the major step of Look East evolution because of the Nehru's vision which gave an crystal intention of engaging with Asian countries in particular Southeast Asian nations. Latest period, the modern period of the “Look East Policy”, the policies was officially (re)initiated under the government of the Prime Minister Narasimha Rao in 1991.

1.2 Significance of Study

The emergence of India as a new regional power is perceived by the countries in the same region to concern on the role and direction which india is able to have toward them especially the Southeast Asia nation. Since Southeast Asia is the focal point to respond to the “Look Eat Policy” so the understanding of Indian manner favors ASEAN nations to gain mutual benefits with India. Moreover, the engagement of India to Southeast Asia is also beneficial to ASEAN nations in counter-balancing with the unstoppable ascent of China. Significantly, the study of this topic has pictured a policy adjustment in the time of turbulent global politics.

1.3 Objectives

This research’s objective is to define the “Look East Policy” as well as study the paradigm shifts which encourage India to adjust the policy. Moreover, in this research the relationship between India and Southeast Asian countries under the implementation of look East policy has been elaborated in bilateral, regional, and multilateral sphere.

1.4 Research Questions

The research is doing to answer: what is the “Look East Policy”; Why does India (re)initiate the “Look East Policy”; and How does India implement the “Look East Policy” towards Southeast Asia.

1.5 Conceptual and Theoretical Frameworks

The study is conducting under the framework of policy, paradigm shift, and implementation. The “Look East Policy”, is the key cornerstone of the study was initiated by an encouragement of paradigm shift during the late 1980s to the early 1990s. And India has implemented the “Look East Policy towards Southeast Asia.
In the research, I employ the Neo-liberalism to explain. For India's “Look East Policy”, it mainly adjusts in responding to the economic liberalization. Previously, India's market is limited by India's protectionism policy but after the economic degradation the India's government had to rethink on its economic policy. Besides at the time of 1980s to 1990s, the international politics was dramatically changed so it directly affected to India's position in the forum. For facilitating India's economy and preserving India's position, India (re)initiated the “Look East Policy” in order to seek for cooperation. India as a state needs to pursue other market when a exist market did not functional in term of economic development. Therefore, engagement with Southeast Asia possibly creates an opportunity for India's economy.

1.6 Literature Reviews


The journal is focusing the relationship between India and Southeast Asian Countries. The author has written on the relationship since the Cold War period that the relationship was not good as nowadays. During the Cold War period, India seemed to be a threat to Southeast Asia because its intimate association with the Soviet Union and its attempt to become regional’s navy power. However, after the end of Cold War and India had liberalized its economy, India has attempted to build to friendly and good image especially for the Asia-Pacific. Later, it has launched the “Look East Policy” as one of the important foreign policies. At the same time, after the end of the Cold War, “Southeast Asia countries braced themselves for an inevitable shift in the international order, with the United States as the sole superpower and China growing rapidly.” In the 1990s, India sees the Southeast Asia as a new economically dynamic region while the countries sees India as a new source of economic interest and regional security especially for counterbalancing with the unstoppable ascent of China. Therefore, it can be said that while the India has “Look East Policy”, the Southeast Asian countries also have the “Look West Policy”. Moreover, the author has also written about the Indian-Southeast Asian Relations in both bilateral and multilateral level for example, India and ASEAN relations, and India and the individual member states. Finally, as the China has the great power in the region so the author also analyzes the Sino-Indian relations in the context of Southeast Asia.

Journal of International Affairs, Spring/Summer 2011, Vol64, No.2 “Mediating from Middle ground: ASEAN, China and India”. P.227-233. Columbia University, New York

The journal is written the dialogue of interview between Journal of International Affairs, Columbia University and Dr. Surin Pitsuwan, the Secretary-General of ASEAN. The interview is mostly talking about ASEAN’s view on China and India. However, Dr. Surin Pitsuwan had gradually mentioned the views on China rather than India in many questions. From my point of view, China is likely to be more important than India in the eye of ASEAN because Dr. Surin could get into detail when he talked about China but touch a few on India. The emerging economic of the two major giant in Asia will contribute our economic consistently if they can avoid any major differences which can affects the confidence. As China and India grow, ASEAN grow with them. However, historically, every time if the major power like China and India failed, the whole Asian countries will be affected. Nowadays, China has grown rapidly but actually it still faces its domestic challenge, so in this case if China failed, it would be the potential threat to ASEAN.

The book explores on the complementarities, coincidences and contradictions in economic, strategic and security between India and the Southeast Asian region, and the role of major powers, notably the United States and China, in determining the nature and extent of interaction between India and ASEAN. Firstly, the book was written about the isolation period of India which is during the 1947 to 1990. It elaborates the driving force and constraints for Indian economic liberalization. Moreover, the book also explore on the role of China and the United States which distract ASEAN to have the good relationship with India instead of revival in relations same as in the Cold War period. In the term of security, the Southeast Asian countries see India as an actor to balance the power of China in the region.

Vinod Anand, 2013 “India’s Look East Policy Gains Momentum”, ITS-Institute for Transnational Studies, Landshut Germany

The paper explores on the Indian and Southeast Asia relations by looking through the ASEAN- India Commemorative Summit held in New Delhi during December 20-21, 2012. In the paper, it summarized the success and failure on the Indian and Southeast Asian relations. Firstly, for the economy and trade, India has a robust economic relationship with ASEAN. The trade volume between ASEAN and India has surpassed crossing the target by 2012 set in 2009. However, China is still the largest trading partner with ASEAN and it is unlikely that India is able to catch up with China in the near future. Secondly, for political and security cooperation, India has been advocating further cooperation to ensure maritime security and freedom of navigation, and safety of sea lanes of communication to facilitate movement of trade in accordance with international law. Lastly, for Socio-Cultural and Development Cooperation, both parties promotes the people-to-people interaction through increasing exchanges in culture, education, youth, sports, creative industries, science and technology, information and communication, and so on.


The book explores on the Indian economic development since the eve of independence. In the first and second chapters which I am interested are talking about the roles and practices of the British during the colonialism and the legacy of colonialism which make the Indian suffered. Moreover, it also provokes the Indian economic policy after the 1947 Independence along with advantages and disadvantages from the policies. The ideas of the book are pro-Indian, and see the British as the offender. In various events, the book has been discussed only the disadvantages of the British rule and overlooked the advantages.

2. Method

In doing the research, the researcher would like to employ qualitative method by using descriptive analytical approach to clarify what is the “Look East Policy”; why does India (re)initiate the “Look East Policy”; and how does India implement the Look East Policy towards Southeast Asia. The base of study is documentary research which covers both primary and secondary sources. The primary sources are the State documents, statements, and speeches which launched by Indian government agencies and the leaders of India. Moreover, the secondary sources including books and academic journals which provide details relating to India’s “Look East Policy” and India and Southeast Asian relations will be understood and analyzed.
3. Result

3.1 Definition of “Look East Policy”

“The Look East Policy” is an effort being made by the Indian government to cultivate and strengthen economic and strategic relations with the nations of Southeast Asia in order to solidify its standing as a regional power (Haokip 2011). Since the adoption of Look East policy in 1991, the objective of the policy extends broadly due to the changing of regional context. At the first phase, the policy aims to fulfill the regional economic integration and mobilize the liberal economic reform. Furthermore, the policy's objectives are going beyond, the purpose of sustained economic growth is brought to the intention of policy's implementor and in order to stabilized the growth development of the North-Eastern region is also brought upfront. For making a successful stories of “Look East Policy” implementation, there consists of three approaches including geographical focus; negotiation tactics and sub-regional cooperation.

3.2 Encouragement of “Look East Policy” Initiative

As India could not stand in isolation, the domestic and international environment have affects on its foreign policy. Foreign policy constitutes a set of responses to external challenges and opportunities (Mann 2000: 1). During the 1980 to early 1990s, there were transformations in both domestic and international arenas which encouraged India to rethink about its direction of foreign policy in order to mobilize itself through the era of transition. Firstly, domestic arena, India faced an increasing of terrorism and insurgency in its countries as well as neighboring countries. Moreover, the non-continual of government brought a political instability and economic degradation so India had to reform its economic system. On the other side, an external affairs, during the late 1980s to the early 1990s, the international circumstance was turbulent in some region however it directly affected to India's economy and security. For instance, there were the end of Cold War, the 1991 gulf Crisis, and the frustrating integration with South Asian countries. Conversely, in the East Asia region, there were a blooming of Southeast Asia and emergence of East Asian tigers. Furthermore, the global trends also come into the transition, the regionalism and globalization were taken concerns in adjusting the foreign policy. To sum up all these changing caused India to rethink about its foreign policy in order to maintain its interests.

3.3 Implementation of “Look East Policy”

“Look East Policy” is an attempt of India's government to pursue an economic interests as well as cooperative security by engaging with one of the fastest economically growing in the world; Southeast Asia. India and Southeast have been related with each other since the first century and it becomes more and more engaging together due to the development of transportation and communication technology. In this part, I would like to clarify an attempt of India to engage with Southeast Asia through the lens of “Look East Policy”. The relationship will be scoped in between 1991 until today. The implementation of the “Look East Policy” towards Southeast Asia is able to be captured in three main aspects including bilateral integration, regional integration, and multilateral integration.

3.3.1 Bilateral Integration

In the sphere of bilateral integration, the relations between India and some ASEAN member states will be illustrated including India-Thailand relations, India-Indonesia, India-Malaysia relations, and India-Singapore relations.

3.3.1.1 India-Thailand Relations

Since the initiative of “Look East Policy” the engagement has been tied gradually. The visit in high-level has been done often. Most of cooperation are created in the field of economics. Currently India is an important trade partner for Thailand and it seems to be expanded greater for exports and investments. On the other hands, India would like to keep
Thailand as an good alliance to get through the Southeast Asia region as well as contribute its interests in Thailand and ASEAN. For the other aspect of cooperation, it may not be distinguish but it is also important such as a cooperation in connectivity which favors in facilitating and encouraging regional economy. Although some agreements are still in the negotiation stage but both countries have shown their intention to complete. Finally, Indo-Thailand relations, the relations is ongoing to more and more engagement.

3.3.1.2 India-Indonesia relations

India and Indonesia have enormously intimate relations. Since the historical period until nowadays, India and Indonesia have shared many identity and experience together. Some religions, cultures, arts, and languages, which have been used in Indonesia, have influences from India. They shared colonial experiences, post-colonial political and economic pathway. These indicators encourage the bilateral relations between India and Indonesia. Therefore, the Indo-Indonesia cooperations in many fields have been generated and improved constantly.

3.3.1.3 Indo-Malaysia relations

“Look East Policy” shown the potentiality mostly in economic integration for Indo-Malaysia bilateral relations. Economic cooperation seems to be the mainstay of the relations. The large amount of exports from Malaysia to India is imbalance, it gives the favor to Malaysia to captivate more benefits in Indian market. On the other hands, India has a deficit to Malaysia's trade. Significantly, in Malaysia, there is one of the largest Persons of Indian Origin community in the world. These Indian origin people are able to be one of the Malaysian political parties. This position reflects the amount and importance of Persons of Indian Origin in Malaysia.

3.3.1.4 Indo-Singapore relations

Although the bilateral relations between India and Singapore were established since 1960s but the proactive relations have been proposed remarkably when India launched “Look East Policy” and liberalized its economy. Significantly, Singapore is a multi-cultural society. Indian culture is one of main culture in Singapore.

3.3.2 Regional Integration

Under the framework of regional cooperation among India and Southeast Asia nations, there are two highlighted integrations which are functional since the establishment until today including India-ASEAN relations and The Bay of Bengal Initiative for Multi-Sectoral Technical and Economic Cooperation (BIMSTEC).

3.3.2.1 India-ASEAN relations

In the Cold War period, India asked to become a dialogue partner with ASEAN but the request was denied due to the Indian manner on Kampuchea crisis. However, after the ideological war was ended, it impacted on India's position in global politics as well as regional circumstance. Plus, at that time India needed to reform its economy. The India's answer was to propose a new foreign policy, “Look East Policy”. After the (re)initiation of “Look East Policy”, India improved its image to the eye of Southeast Asia countries. As a result, India became a sectoral dialogue partner in 1992 and escalated to a full dialogue partner in 1996. Since then India and ASEAN have engaged in every pillars of ASEAN community including political and security; economics; and socio-culture. However, India does not come to ASEAN as only a exploiter but at the same time India is a contributor. Since India is the second largest population in the world, this opportunities are beneficial for the Southeast Asia countries to captivate interests. Moreover, in the time of Chinese power expands throughout Asia, in particular the East Asia, the coming of India to counter-balance China is needed for increasing a bargaining power of ASEAN to China. Currently, China's
The economy seems to be temporarily in a downturn because of the internal reformation. This situation directly affects to ASEAN counties which mostly have China as a largest trade and investment partner. Fortunately, the India's economy is growing gradually, it may not be distinguish as Chinese economy but it is constant. There, India is a spectacular state for Southeast Asian counties to jump in.

3.3.2.2 The Bay of Bengal Initiative for Multi-Sectoral Technical and Economic Cooperation (BIMSTEC)

Due to the fact that India could not accomplished its goal economically and strategically with SAARC because of India and Pakistan's rivalry, beside with an uncertainty of India's position was created by the dissolution of the Soviet Union, therefore, India had been encouraged to go with other options. Composing with the adoption of “Look East Policy, India would like to engage with Southeast Asia increasingly. At the same time, Thailand proposed “Look West Policy” in corresponding to the “Look East Policy” so India and two South Asia nations couple with Thailand had established BIST-EC, lately became BIMSTEC after the joint of Bhutan, Nepal, and Myanmar. BIMSTEC is more functional than SAARC because member states are looking for economic interests rather than political interests. Moreover, by forming BIMSTEC, it favors India to get through the Southeast Asia via Myanmar where India has built infrastructure to facilitate trade and other kinds of cooperation. However, the Northeastern part of India is a area of insurgency so this is a obstacle which often blocks a regional connectivity.

3.3.3 Multilateral integration

India's “Look East Policy” have gone beyond two regions; South Asia and Southeast Asia. It has brought India to the East Asia to reap more benefits. The multi-regional integration is occurred by ASEAN which cooperates with three and six countries group respectively. ASEAN+6 or the East Asia Summit has included India as well. Under the East Asia Summit, India does not seems to be a major player comparing to China and Japan. However, it does not mean that the East Asia Summit cannot contribute interests for India economically and strategically. In this sector, the relations between India and Southeast Asia countries will be elaborated under the East Asian Summit as another mechanism.

3.3.3.1 East Asian Summit

Although the role of India's in the East Asia Summit might not distinguish as other member states such as China and Japan, but the intention of India still be crystal clear in the eye of ASEAN that India mostly focuses on an economic cooperation rather than other dimension in particular, political sphere. Nevertheless, India sometimes comments and suggests on political problem but India's comments and solution will be expressed in an peaceful mean.

4. Discussion and Conclusion

4.1 Challenges

Currently, Southeast Asia region, entirely the Asia-Pacific region, is increasingly persuasive for major powers to spread their influences in order to maintain their power as well as secure their significance. However, in this region there also has China as a big boss who is enthusiastic to expand its power throughout the whole region and extending to the world. The manners of our regional major power, China, coupled with the Pivot to Asia of the United States would challenge the role of India which efforts to increase its influences and significances in both economic and security spheres. Moreover, the global economic doldrum is another challenge which every countries in the world are not able to avoid.
Under these circumstances, the India's role in Southeast Asia would be oppressed. India needs to prove itself for ASEAN nations that it could be an alternative for Southeast Asian countries to rely on apart from China, United States, and the European Union.

4.2 Recommendations

In this research, I would like to propose two recommendations which seems to be favorable for developing the engagement between India and Southeast Asian countries.

Firstly, India and ASEAN nations should focus on bilateral integration rather than regional or multilateral integration. When actors increase, complications are also accrued. Currently, India has accomplished to have Free Trade Area (FTA) and Comprehensive Economic Cooperation Agreement (CECA) with some ASEAN nations such as Thailand, Malaysia and Singapore, these attempts have facilitated the trades and investment between India and partners. The bilateral agreements are able to finalized faster than the multilateral agreement because of less actors.

Secondly, the benefit's sharing should be acceptable in order to continue the engagement between India and Southeast Asian nations. As I have researched, currently India seems to be deficit from trade and investment with ASEAN nations. Therefore, both India and ASEAN nations should give and share adequate interests for a sustainable relations. For instance, India expresses its interests in joining the Regional Comprehensive Economic Partnerships (RCEP) with ASEAN but the agreement have not been signed yet due to the possibilities of losing more than gaining.

To sum up, India and Southeast Asian engagement would be potential and effective if it is established in term of bilateral integration and the benefits are sharing in acceptable manner.

4.3 Conclusion

The engagements between India and Southeast Asian nations have been established since the first century but the relations among these countries are developed in a large scale since the official initiative of “Look East Policy” in 1991. Due to the transformations of both internal and external arena during the late 1980 to early 1990s which encouraged India's policymakers to rethink on their foreign policy in order to stand in the turbulent international community. As a result, the “Look East Policy” was launched to cultivate the extensive economic and strategic relations with the Southeast Asian countries. In addition, after the year of 2003, scope of Look East policy was extended to cover the East Asian region. However, the coming of India does not perform only as a exploiter but also a contributor. Since India is the second world largest population country, it means the large market for Southeast Asian investors to extend trade and investment. Moreover, in the age of rising China, ASEAN nations need other regional power to counter-balance China. The attempt of India in cooperating with Southeast Asian nations is able to capture in three integrations including bilateral, regional, and multilateral integrations. Nevertheless, the bilateral integration seems to be more functional and effective in term of successful agreements and tangible performance due to less involved actors. Currently, India under the Prime Minister Narendra Modi has changed “Look East Policy” to “Act East Policy” in order to emphasize more proactive role of India in East Asia Region.
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Forsaken to their Fate: The Widows in Indira Goswami’s *The Blue-necked God* and *The Moth Eaten Howdah of the Tusker*

Lakhimai Mili  
Assistant Professor, Dr., Dept of English, Pondicherry University. India.  
E-mail-lakhimai99@yahoo.com

**Abstract**

Indira Goswami’s writings have a strong presence of women characters. Unfortunately, they are strong women in deplorable circumstances imposed by societal norms in the name of religion culture and caste. Saudamini, the protagonist of the novel, *The Blue-Necked God*, goes to Vrindavan to live a life of piety and sing Lord Krishna’s praises in the temples and collect the pittance as a saving for her last rites. But she ends up in grave deprivation, hunger and thirst due to the rigorous rituals meant for the widows. Similarly, Durga, Saru Gossainee and Giribala in *The Moth-Eaten Howdah of the Tusker* depict the heart-wrenching stories of the Gossain (Brahmin) widows under the veil of social practices. This Paper is an attempt to highlight the plight of widows a section of the Hindu society and the characters and their practices in their region in particular. It tries to draw attention to the pitiable conditions of widows in India even in the present era where women have the right to fight for equality. Sadly, widows in Indian society still have to struggle, marginalized by the constructed social norms in the name of culture, religion and caste. They are made incapacitate in all aspects of social life and are compelled to live in internalized prison of marginalization.

**Key words:** Culture, Religion, Caste, patriarchy, widowhood and Marginalization

**Conceptual Background:** Some of the issues discussed in the paper are based on the understanding of Concepts such as Patriarchal system, Religion, Culture, Caste System and Marginalization. According to Allan G Johnson, Patriarchal System is “organized around an obsession with control, with men elevated in the social structure because of their presume ability to exert control (whether rationally or through violence or threat of violence and women are devaluated for their lack of control), women are assumed to need men’s supervision, protection or control”. (Allan. G Johnson, 2005). The concept of religion and religious practices also plays a vital role in restricting the members of the society from several domains of human affairs. According to Emile Durkheim, “Religion is defined as a “unified system of beliefs and practices relative to sacred things”’. (Durkheim, Joseph Ward Swain, 1965). Tradition and culture, a part and parcel of the society as shared knowledge also make us respond to the surroundings where we live as community. J.P Lederach in his work, *Preparing for Peace: Conflicts Transformation across Cultures* defines Culture as “shared knowledge and schemes created by a set of people for perceiving, interpreting, expressing and responding to the social realities around them”.( J.P Lederach,1995). Belonging to a social group make us an integral part of social class
division which exist in every society. According to Kroeber A.C, “Caste system is a special form of social classes which in tendency at least are present in every society. Abbey Dubois opines that “The caste system originated and developed in India because of Brahmins imposed severe social restrictions on ‘non Brahmins, especially on the “Sudras” to preserve their purity”. In the process of class divisions there are certain section of people who are marginalized due to disadvantages or systematically deprived and dominated by the socially powerful class in society. So marginalization is a term used to describe the “socially disadvantage” community or groups and which is understood as exclusion in areas such education, politics and economies. It extends to sociological and psychological level. Indira Gogswami’s novels- The Blue-necked God and the Moth-Eaten Howdah of the Tusker deals with women characters who are victims of marginalization due to patriarchal confinements, cultural and religious restrictions based on rigid caste system.

Introduction

Indira Goswami, is an established writer from Assam, India. Her literary output is well marked by her prolific writing career. A Recipient of several awards, she was the winner of the “Sahitya Akademi award” in 1983 for the novel The Rusted Sword, “the Bharat Nirman” award in 1989, “Hindi Sansthan of Government of India in 1992, “Komal Kumari Foundation National award”, in 1996. She was also the winner of India’s highest literary award the Jnanpith award. Her writings in various genres such as the novels, short stories and poems mostly deal with social problems. Her fictional works provides an opportunity for her to vent out her frustration and anger against the atrocities committed against the women in the name of religious practice and the constructed societal norms. In her works Goswami highlights the cruelties and subhuman treatment on the marginalized section of people especially the women and the widows. Amitav Ghost, a well known Indian author rightly states: “Indira Goswami is one of the pre-eminent literary figures in India and a woman of remarkable courage and conviction…She has also been an important voice in championing women’s causes, and has done much to highlight the plight of widows.”

In her novels The Blue-necked God, The Moth-Eaten Howdah of the Tusker, and The Man from Chinnamasta, there is a strong presence women characters. But they are strong women made weak by the rigid patriarchal norms imposed on them by the society and their lives are bound by the cultural and religious practices. The women characters are always treated as the “other” and are objects of men’s scorn and atrocities and society’s burden. Women are the marginalized section of people who have to writhe through the many layered structures of the social ethos and religious bindings. The widows are the worst sufferers in the cauldrons of the patriarchal society where the norms of culture and tradition and religious teaching are often imposed so as to maintain their dominance over women. Indira Goswami’s writings throw light on the problems of women in general and widows in a section of the Hindus. The rigid caste system leaves no space for freedom and the widows are caged under the prism of religious practices. Goswami’s women characters buckle down under the pressures of the constructed societal norms. The paper is an attempt to
highlight the problems and plight of widows in Indira Goswami’s *The Blue-necked God* and *The Moth-Eaten Howdah of the Tusker*. Both the novels have women characters- the widows and through these characters, Goswami focuses on the evil and the dark side of the religious practices and the caste system which play a major role in the degradation of the status of Hindu widows. The caste system creates major havoc in dividing people based on their religion, rank and status in the society.

**Major Themes in the Two Novels:** Goswami’s *The Blue-necked God* is a sensitive and true portrayal of the plight of widows living in the holy city of Vrindavan. Semi autobiographical in nature, it depicts the unspeakable suffering and abject poverty and miseries of the widows in the land of Lord Krishna. After the death of her husband, Saudamini is brought by her father to Vrindavan to lead a life of piety. Though she wants to marry a Christian Youth, her status as a Hindu widow turns her desire into an impossible dream. Rigid religious restrictions compel her father to bring her to Vrindavan where she is expected to live her life singing praises of Lord Krishna and live on the pittance donations from the devotees and save them also for her funeral rituals. Widows in Vrindavan are known as Radheswamys who live within the temple premises. Goswami through her characters reveals the evil practices and exploitation of the women both physically and mentally and voices for their cause. By exposing the predicament of the widows Goswami questions the very foundation of the imposed practices of widowhood. Though Saudamoni is considered as a rebel and is depicted as a strong character, she is crushed down by the orthodox norms of the Hindu Brahmins.

The novel *The Moth-Eaten Howdah of the Tusker* is based in Amranga Sattra of Assam around the time of India’s Independence. History therefore intrudes in the novel to highlight the changing socio political scenario where there were uprisings against the existing feudal system. Against this backdrop the novel highlights the heart wrenching stories of three widows of the Gossain Brahmins who live under the shadows of the rigid religious rituals and social practices. They live a marginalized life deprived of freedom and human dignity. Though revolutionary changes were taking place as India was preparing for Independence; the harsh and rigid caste system became a major barrier in improving the life of the widows. Their marginalized existence make the author familiarize the reader with the myriad colored contradictions in the Indian society where gender equality, justice and emancipation of women and widows in particular are debated on. *The Moth-Eaten Howdah of the Tusker* deals with pathetic and deplorable condition of widows of the Gossain Brahmins and how the patriarchal society framed iron rules to cage the women in the name of the so called ‘refine’ ethos of religious practice and caste system.

The writer through the gripping stories of the women characters, gives us an insight as to how different traditions, sanctified and sanctioned by the society become tools for enforcing dictums against the widows in the society. Caste system and religion conspire to frame laws for the believers and act as the surveillance tool. Religious ideologies are used to propagate the concepts on practicing chastity, purity and
sanctity of the high caste Brahmin women and widows. The women characters in
Goswami’s novel are victims of social prejudices. The novel is also autobiographical
in nature as the author herself was a high caste widow who had gone through the
street of Varanasi to research on the Ramayana.

**The Widows in The Blue-necked God:** The background of the novel is set in the
holy city of Vrindavan, a sacred place of the Hindus. The novel gives the vivid and
disturbing condition of the widows who live a life of deprivation and hunger, forsaken
by the society. She throws light on the unimaginable mental suffering and exploitation
of the widows who lived in utter misery and dilemmas confounded by religious
dictums.

The protagonist of the novel is Saudamani, a young widow who falls in love with a
Christian youth soon after her husband’s death. But she is forced to leave him and she
is brought to Braj (Vrindavan). The widows in Vrindavan are supposed to live in
singing praise to lord Krishna and to earn their living with the pittance and also save
enough for their funeral rituals after their death. Though in the eyes of the society
they are expected to live in piety and devotion, they are exploited by the men in
religious garbs. A rebel by nature, Saudamani tries to escape from the clutches of the
sexual predators and tries to find answers to her lonely and miserable existence when
she says, “Was there ever another girl who had to face such situation? Has anyone
like me ever come to this sacred land of Braj? (Bhattacharya 2013: 107). In her quest
for answers Saudamani discovers the hidden and duel life of the widows who are
victims of systematic oppressions. She encounters characters like Shashiprava who
was kept as a helper to a priest during the day for performing rituals and made to
share their room in the evenings in the name of Jugal Upasana: a form of worship in
pair or couple. Thus Shivaprabha becomes a victim of sexual exploitation in the name
of religious ritual. Mrinalini, another widow is compelled to lead a life of deprivation
and loneliness as she has to take up the responsibility of looking after her father who
was mentally imbalance and almost blind. They are abandoned by relatives and
friends where the stigma of widowhood followed them wherever they went. Their
windows to the world are closed by the social structures which came in the form of
religious rituals. They are denied the life of dignity and self respect. In the name of
providing security, widows like Shashiprava are abused physically and tortured by
sexual predators that go scot-free from hand of justice. In all these exploitation and
inhuman treatment the widows are expected to die like the street dog left to their
wretched fate. Thus the widows in The Blue-necked God are victims of man-made
norms which have marginalized them to the brink of despair. Saudamani, though a
strong women succumbs to the pressures of the society. She is a forsaken victim left
to her fate in the land of lord Krishna where Hindu widows went to find solace and
consolation.
The widows in *The Moth-Eaten Howdah of the Tusker*: The setting of the story is in Amranga, in south Kamrup district in Assam. The theme is also woven around the socio-economic and political scenarios at the advent of India’s freedom from the British rule. Goswami highlights the ill treatment of the women characters especially the widows of the Gossain Brahmins in the Sattras of Assam. There the widows are considered as polluted, inauspicious and unlucky for the rest of womenfolk. Gossain widows are made to live within the premises with no hope of redemption. The story of the novel revolves around three widows of the Gossain family- Durga, Saru Gossain and Giribala. Durga is the eldest of the three and is an epitome of patience and obedience; the traditional Gossain widow who takes whatever comes to her life as a gift of fate. After the death of her husband, she never demands for her right to property. Saru Gossain the other widow is attracted to one Mahidhar, a young man, in whom she finds some compassion and affection. But she too becomes a victim of the scheming and cunning Mahindhar who uses her soft corner for him as a weapon to exploit her and deprive her of property by fraudulent means. Shocked by such betrayal, Saru relapses into the world of hopelessness and misery. Her world comes crashing down by the ruthless behavior of the man whom she had invested her love and trust. Giribala, the youngest and the smartest among the three is depicted as a non-conformist widow who has a mind of her own and would like to have a space of her own and live life on her own terms. When her husband dies, she goes back to her parental home and helps a foreign missionary by the name Mark Sahib who worked for the poor and the needy. But when she gets the news that she has to go back to her in-laws as a part of the social norms, she shows her rebellious side. She also hated the fact that she has to remain as a widow within the four walls of the house which was under the constant scrutiny and surveillance of the society. She did not want to live like a widow where rigorous routine of restrictions in food habits and dress code had to be faithfully followed as was expected from the society. Her sense of reasoning and probing led her to look for individual freedom and disassociate herself from the subversive clause of the Brahmin society where widows did not have the right to freedom and independent life. Even in her parental home, she is seen as a sinner and subjected to meticulous and rigorous rituals as a part of her widowhood. The married women with sindoor (vermillion spot) on the forehead were expected avoid any form of close contact with her. She is restricted from attending any public functions and made to live a secluded life. She is locked up in an isolated room whenever there is a function. On one such occasion she gets a strong aroma of mutton curry hidden in the room where she was locked up. Unable to resist the smell of the tasty curry she stared eating the curry only to be caught. She is thus accused of transgression an act of bringing about sacrilege to her caste and her status as a widow. When she returns to her in-laws home, the neighbors and her community scandalize Giribala’s reputation for her close association with Mark Sahib. When the male members from her in-laws have come to take her she escapes to Mark Sahib seeking protection and acceptance from his side. But Mark Sahib, himself a marginalized person could not gather courage to forego his missionary life to take up the case of Giribala. So when she is discovered with Mark, the purification process of expiation of her sin is being
arranged amidst chants of mantra of purification. But Giribala takes up this act on
herself with her life by immolating herself in the fire of purification from which she
does not come alive, a symbol of defiance against patriarchal establishment and
orthodox norms.

**Marginalization by Society, Culture, Religion and Caste system:** The widows in
Indira Goswami’s novels are victims of the social structures where caste system and
religious practices intermingle to frame laws and norms for women. Those who dared
to challenge the established norms are considered impure and treated as transgressors.
Outcast in their own society, they are compelled to accept their widowhood and their
sufferings as a part of their life. Two categories of women are visible in the novels-
one that submits to the established and prescribed norms of the society without any
resistance and the other category where the women resist and question the social
structures, thus exposing the loopholes in the constructed system. The characters like
Giribala and Saudamini are taken as rebellious characters in contrast to the docile
characters like Durga, Saru Gossainee and Shashiprava and Mrinalini, who adhere to
the traditional beliefs and practices of the society they belong to. Never the less both
these categories of women meet the same kind of fate and treatment from the society
irrespective of their assertive attitude towards the dictums of religion and society.
They are rendered with the same fate of being marginalized, being imprisoned in the
internalized marginalization. Saudamini and Giribala show resistance but are not
allowed to gain their freedom from the established norms of the society based on
culture, patriarchal tradition, Caste system and religious dogmas. They are weighed
down by the enormity of the unbreakable social chains and get burnout in the process
of breaking it down. Unable to cope with social stigma that is associated with the
widows, Saudamini sacrifices her desire to marry the Christian youth and jumps into
the river Jamuna as an offering following her father who also sacrificed his life as an
offering after giving her the permission to live her life of freedom. Giribala too was
made to take up the extreme step of dying by the fire of purification when her
attempts to escape for freedom fail at every step. She crosses boundaries and enters
forbidden zones only to be broken down physically and mentally. Left with no option
she chooses death. Some scholars and researchers consider these characters as birth or
“germination of New Women” (Papari Das, 2014), but at deeper analysis, we find
that these are characters who fail to attain their freedom in true sense. They are made
to internalize their marginalization and accept them as act of fate or destiny. In a
nutshell their attempts to break free from the clutches of the iron chains of social
norms and are always bulldogged down by the strictures and tools of patriarchal
dominance.
Conclusion:

The widows in Indira Goswami’s novels *The Blue-necked God* and *The Moth-Eaten Howdah of the Tusker* are forsaken victims of the society where freedom is only imaginary or wishful longings. They are prisoners of the multilayered caste system in the Hindu society where they fade into the wrinkles and folds of the undisputed and unbreakable practices in society. The caste system practiced by the various communities has local coloring where the degree of rigidity depends on the kind of region and the community they belong to. The caste hierarchy is portrayed by the characters in adhering to the strict regimes of maintaining purity and their constant effort made; to remain unpolluted from the low caste society. Goswami also tries to highlight the degree of discrimination in the name of religion, caste and culture that goes beyond the ordinary understanding of rituals which are used as weapons of suppression, oppression and inhuman sexual crimes. In all these practices the Brahmin widows are the most affected ones. They remain as mere ‘bodies’ tortured and tormented till they die. They find no solace even in the temples where they sing God’s praise waiting for their eternal call. The widows are the marginalized lot where society forsake them and leave them to their fate. Through the novels the writer locates them in historical time zone that is before and after India’s Independence. Mahatma Gandhi, our father of the nation along with Ishwar Chandra Vidyasagar and Raja Ram Mohan Roy made several reformations for the emancipation of women but the miseries of widows remain same by and large. Indira Goswami, with the power of her pen portrays the lamentable state of the Brahmin widows whose lives are full of grief afflicted by in discernable rules scripted by the overbearing and imperious Patriarchy. Goswami’s writings act as a mouth piece for the ‘silent lamb’ left to their fate ‘unheard’ and ‘unsung’ by deaf and dumb society where walls of religion and caste create an unbreakable chain. Goswami’s voice for the widows is a wakeup call against gender discrimination in the Hindu society. Interest rekindles now on this issue due to the present Governments moves towards rehabilitation of these widows. Media has also taken up issues related to the problems of widows. Deepa Mehta’s film “Water”, produced by David Hamilton focuses on social issues like child marriage and widowhood. Popular Hindi serial ‘Ganga’ also deals with the story of a child widow with an indomitable spirit to survive against the rigid norms of the society on widows.
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Wage Difference Between Thai and Foreign Workers:  
A Case Study of Unskilled Female Construction Workers in Pasi Charoen District,  
Bangkok, Thailand

Pichit Eamsopana  
Faculty of Business Administration, Siam University, Thailand  
E-mail: pichit@siam.edu

Abstract

The purpose of this study was to investigate the wage difference between Thai and foreign workers that predominantly came from the neighboring countries. The study put emphasis on the unskilled female construction workers in Pasi Charoen District, Bangkok, Thailand. Field surveys were conducted. Random sampling provided 67 Thai workers, 40 foreign workers, and 31 employers to be interviewed. The techniques of Oaxaca (1973) and Blinder (1973) were used to examine the wage difference. The study found that wage difference was prevalent in the area with the average of 37.65 Baht per day. Productivity characteristics contributed approximately 96 percent of the wage difference and bias gave approximately 4 percent.

Keywords: construction workers, wage difference

1. Introduction

This study was initiated by the author’s self observation and conversation with construction workers in the area of Pasi Charoen District, Bangkok, Thailand, especially in construction sites around Siam University concerning to wage and employers’ treatment to workers. The author found a piece of information and it called the author’s attention to conduct further research. The information was that foreign workers (aliens from neighboring countries) received lower wages than Thai coworkers in jobs that did not require construction skill and craftsmanship (unskilled construction works) such as coolie work, cleaning work, or messenger-person work. In general, these kind of works are classified as “unskilled work” and a person who does it is called “a laborer” (Archavanitkul and Vajanasara, 2009; Prasertsit, 2015; Changthong, 2015). Furthermore, many foreign workers whom the author talked to inclined to say that they were paid lower wage than the Thais only because they were foreigners. Similar to the Thai workers met who said that they were paid higher because they were Thai.

Different wage payment due to nationality in this way, if in fact occurred, violates the international labor law (International Training Centre of the International Labour Organization, 2008) and human rights (Blaney, 2003). The author, therefore, is interested in finding clear evidence of the wage difference to support or refute the above foreign and Thai workers’ remarks by putting emphasis on unskilled female construction workers in Pasi Charoen District, Bangkok, Thailand so as it can be used for the successful implementation and enactment of labor policy and law enforcement.

In principle, a firm must pay its employees the same wage if employees perform the same work and create production of equal value (Oelz, Olney, and Tomei, 2013). In case of a firm pays its employees different wages due to employees’ characteristics unrelated to productivity, the firm is likely to have an issue of wage discrimination hidden
Wage discrimination causes a firm to carry cost of production higher than it should do (Becker, 1957), contravenes human rights (Cornish, 2012), weakens the merit system, as well as undermines work morale and good will of employees (Leritz, 2012).

Capturing wage discrimination is not simple because no employer would openly admit that he discriminates against someone or something unrelated to productivity. An indirect approach that focuses on employees’ characteristics causing the wage difference is one of possible ways to reveal the wage discrimination. The employees’ characteristics can be separated into productivity characteristics and discriminatory characteristics. If we can prove that the discriminatory characteristics play a role in wage difference, therefore, there is wage discrimination in a workplace. Degree of discrimination, more or less, depends on proportion of discriminatory characteristics contributed to the wage difference. Two classic works that make effort to understand wage discrimination by separating productivity characteristics from discriminatory characteristics are that of Oaxaca (1973) and Blinder (1973).

Ronald Oaxaca (1973) investigated wage difference between male and female workers in urban area by pulling out data from the 1967 Survey of Economic Opportunity. Oaxaca’s work was straightforward and parallel to a conventional labor economic principle that a worker’s wage is equal to his marginal productivity. Therefore, wage discrimination against female workers occurs when the relative wage of male workers goes beyond that of female workers with the same work and productivity characteristics. In his semi-log regression equations, Oaxaca separated the explainable expression that showed workers’ productivity characteristics from the expression of the unexplained characteristics and he called this expression that discrimination effect. Hence, this effect was an indicator of employment discrimination (wage discrimination against female in his article). In his study, Oaxaca found that wage discrimination against female did take place. His results showed that 58.4 percent of wage difference came from discrimination against female in the white worker group and 55.6 percent of wage difference came from discrimination against female in the black worker group.

Another attempt to capture wage discrimination was proposed by Blinder (1973) in his article, Wage Discrimination: Reduced Form and Structural Estimates. Here, Blinder tried to examine wage difference between white and black men and to examine wage difference between white men and white women. Unlike Oaxaca, Blinder began his procedure by obtaining the wage estimating equation of each interested group. Then, he computed and analyzed the differences among the estimating equations. Blinder found that discrimination of many sorts played a crucial role in both gender and race wage differences.

Since the 1973 publications, Oaxaca and Blinder’s techniques have been widely recognized and jointly called as Blinder-Oaxaca Decomposition (Cahuc, Carcillo, and Zylberberg, 2014). The techniques have been applied in many fields with some adjustments and extensions to understand unexplained characteristics embedded in difference of average outcome between groups, to analyze inequality, or to capture discrimination. The decomposition was so powerful that unexplained characteristics in some sorts were often found in their successors’ works. For instance, Gomulka and Stern (1990) used a la Blinder-Oaxaca Decomposition to investigate growth of married women employment and found that family structure changes played a key role in the growth. Robinson (1993) applied the decomposition to his wage frontier approach by using the data of 1983 Current Population Survey from the U.S. Census Bureau and found that 68 to 84 percent of the male-female wage differentials were unexplained. Albrecht, Bjorklund, and Vroman (2003) used a Blinder-Oaxaca type technique and found a sizeable gap between men and women at the top of the wage distribution. Johansson, Katz, and Nyman (2005) used Oaxaca’s technique to analyze Swedish gender wage gap during 1981 – 1998 and found gender discrimination as a factor of the gender wage gap. Fairlie (2005) applied the decomposition to logit and probit
models to analyze the basis of racial differences in computer ownership. Bauer, Gohlmann, and Sinning (2007) developed the decomposition for counting data of the number of cigarettes smoked and found several keys factor of gender differences in smoking behavior. Nopo (2008) adjusted the decomposition to suit a continuum of comparison groups and demonstrated racial wage differences in urban Peru.

2. Method

Data

Field surveys were carried out for three days from January 27 to 29, 2015. The surveys were interview base that sought information to match with variables indicated in Oaxaca (1973) (wage per day as a dependent variable and personal characteristics as independent variables). However, from 31 employers asked, only experience and education were valid as independent variables. This validation also complied with Mincer (1984) and Wannakrairoj (2013). Furthermore, many employers such as Benjasil (2015), Yamkeab (2015), and Boonnak (2015) suggested that language skill (being able to communicate in Thai) also played a key role in wage determination. On top of this fact, the researcher received hints about bias against foreign workers from some employers that could cause foreign workers to receive lower wages, unfriendly and untrustworthy look, peculiar faces, strong accent, exotic food, and unfamiliar behaviors. Hence, only experience (years of working in construction field), education (years of schooling completed), and language skill (years of living in Thailand) were treated as productivity factors and carried on as independent variables in the data analysis process. For language skill, the study used number of years that workers lived in Thailand as a proxy. The proxy can simultaneously play two functions, age as a contributor of wage (case of asking Thai workers) (Center for Construction Research and Training, 2013) and language skill as a factor of wage determination (case of asking foreign workers). The suggestion of the employers above is quite reasonable for foreign workers providing that the more years of living in Thailand, the better communication with Thais. Hence, if foreign workers gain enough years living in Thailand, language barrier will disappear. As a result, an equal wage must be paid.

For the purpose of sampling, the number of construction workers in Pasi Charoen district in the period of the survey has to be estimated. Knowing the fact that, in general, a construction permit from the authority will expire in 1 year from the issue date. Hence, construction areas in the district 1 year before the survey takes place must be known. This study gathered data of construction areas in Pasi Charoen district from January of 2014 to December of 2014 finding total areas of 49,989 square meters (Pasi Charoen District Office, 2014a). In addition to the construction areas, the area per worker is also needed. From the interview data, Narin Wuthidech, Experienced Public Work Technician of Pasi Charoen District Office, estimated that generally construction permit areas of 200 square meters required 10 workers (20 square meters per worker) (Wuthidech, 2015), Somkid Changthong, a contractor of a 4 storey building on Petkasem 54 Lane, told the researcher that his construction drawing showed 528 square meters of living areas and he had to provide approximately 20 workers (26.4 square meters per worker) (Changthong, 2015), Vachara Kajonvijit, a contractor of home and fence repair on Petkasem 21 Lane, suggested that approximately 15 square meters per worker went well with his usual works (Kajonvijit, 2015). Furthermore, Statistics of Worker Efficiency in Construction Work (Rangson Wongboon Office of Law and Engineering Consultants, 2005) provided data that used to assess an average of construction areas per worker at 14 square meters per worker. Bringing these 4 figures of the square meters to find a mean, a mean of 18.85 square meters per worker resulted. Hence, from the construction areas of 49,989 square meters mentioned earlier and the 18.85 square meters per worker, the number of construction workers in Pasi Charoen District in the period of the survey was 2,652. Although this number appeared to be an over estimation of the target population, it mechanically secured minimum sample size needed.
Put differently, this procedure forced the researcher to survey even more people to assure accuracy and reliability of the research result.

The study determined the appropriate sample size from the arranged table of Yamane (1973). The input information for the table was population of 2,652 workers, confidence level of 95 percent, and allowable error of 10 percent. The table suggested the minimum samples of 97. After finding the minimum number of samples to ask for data needed, construction permit receivers in Pasi Charoen District in 2014 was randomly selected from the Official List of Construction Permit Receivers (Pasi Charoen District Office, 2014b) to designate locations of the samples. After the research team arrived the locations, random selection was carried out once more to obtain samples needed (unskilled female construction workers). At this step, the employers of the samples were also interviewed. With this sample selection process, 67 Thai workers, 40 foreign workers, and 31 employers were obtained.

Analysis of Data

Blinder-Oaxaca-type technique was used in data analysis. From the survey, we knew that wage per day of a worker (W) was determined by experience (EXP), education (EDU), and language skill (LAN). Use subscript “T” for Thai workers and “F” for foreign workers, we obtained:

\[ W_T = \theta_T + \alpha_T \text{EXP}_T + \beta_T \text{EDU}_T + \delta_T \text{LAN}_T \]  

\[ W_F = \theta_F + \alpha_F \text{EXP}_F + \beta_F \text{EDU}_F + \delta_F \text{LAN}_F \]

Regression analysis gave us constant terms, \( \theta \), and coefficients, \( \alpha \), \( \beta \), and \( \delta \). Significant non-zero coefficients provided meaningful explanation of wage determination.

Wage difference came from mathematical arrangement of the two equations above by bringing (1) to subtract (2). After the subtraction, \( \alpha_T \text{EXP}_F + \beta_T \text{EDU}_F + \delta_T \text{LAN}_F \) and \( -\alpha_T \text{EXP}_F - \beta_T \text{EDU}_F - \delta_T \text{LAN}_F \) were added into the equation. Then, term arrangement provided:

\[ W_T - W_F = (\alpha_T - \alpha_F) \text{EXP}_F + (\beta_T - \beta_F) \text{EDU}_F + (\delta_T - \delta_F) \text{LAN}_F \]

The first three terms of the right hand side of (3) are explanation of wage difference due to personal characteristics related to productivity while the rest terms indicate wage difference due to bias (unexplained). Put differently, if there is no wage discrimination against foreign workers, differences of Thai-foreign constant and coefficients will be zero leaving only the first three terms of (3) as factors of the wage difference.

3. Results

Averages of wage (Baht), experience (years), education (years), and language skill (years) were presented in Table 1. Then, these numbers were joined with the regression results shown in Table 2 to find the portion of the personal characteristics related to productivity and the bias contributed to the wage difference.
Table 1: Averages of Variables

<table>
<thead>
<tr>
<th></th>
<th>Wage, W (Baht)</th>
<th>Experience, EXP (Years)</th>
<th>Education, EDU (Years)</th>
<th>Language Skill, LAN (Years)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ave. Wage Diff.</td>
<td></td>
<td></td>
<td></td>
<td>37.65</td>
</tr>
</tbody>
</table>

Source: Calculation from this study
Standard deviations are presented in brackets.

Table 2: Regression Results

<table>
<thead>
<tr>
<th></th>
<th>Thai Workers (T)</th>
<th>Foreign Workers (F)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Constant, θ</td>
<td>293.60*** (19.56)</td>
<td>269.85*** (85.58)</td>
</tr>
<tr>
<td>Coefficient of Experience, α</td>
<td>6.29*** (3.08)</td>
<td>3.64* (1.77)</td>
</tr>
<tr>
<td>Coefficient of Education, β</td>
<td>0.01* (1.73)</td>
<td>0.29** (2.11)</td>
</tr>
<tr>
<td>Coefficient of Language Skill, δ</td>
<td>1.39*** (2.73)</td>
<td>7.89*** (7.25)</td>
</tr>
<tr>
<td>Number of Samples, n</td>
<td>67</td>
<td>40</td>
</tr>
</tbody>
</table>

Source: Calculation from statistical analysis software package
*, **, and *** indicate significant level of 0.1, 0.05, and 0.01 respectively.
 t values are presented in parentheses.
Putting information from Table 1 and Table 2 into equation (3) (two sides of the equation may illustrate slightly different numbers due to error of rounding decimal points) and converting numbers received into percentage form, portion of the personal characteristics and the bias contributed to the wage difference were revealed:

\[
\text{Wage Difference} = \text{Personal Characteristics} + \text{Bias} \quad \text{................. (4)}
\]

\[
\begin{align*}
\text{Wage Difference} & = \text{Personal Characteristics} + \text{Bias} \\
(100\%) & \quad (\text{approx. } 96\%) \quad (\text{approx. } 4\%)
\end{align*}
\]

As we have seen, experience played the most vital role in wage determination for the Thais with the slope of 6.29 while wage determination of the foreigners was depended heavily on language skill with the slope of 7.89. In employers’ eyes, more experiences come with more productivity, cutting down completion time with good quality of work. Hence, if a worker is Thai, an employer will consider experience as a major concern. For a foreign worker, communication is a key of productivity. Experience is quite useless if workers cannot understand directions of employers (Yamkeab, 2015).

The objective of the study was fulfilled. The study found significant wage difference between the Thai and foreign workers. On average, the Thais received higher wage of 37.65 Baht per day. The productivity characteristics contributed approximately 96 percent of the wage difference and the bias gave approximately 4 percent.

4. Discussion and Conclusion

The study found evidence of wage difference between the Thai unskilled female construction workers and the foreign coworkers in Pasi Charoen District, Bangkok, Thailand. The average difference was 37.65 Baht per day. The wage difference came from the explained characteristics approximately 96 percent and the unexplained (bias) approximately 4 percent. The latter figure supported what the workers believed indicated in the introduction part above, namely, the Thais get paid more because they are Thai, the factor, of course, unrelated to productivity. Put differently, wage discrimination against the foreign workers was prevailed in Pasi Charoen District. The foreigners of equal productivity features to the Thais received lesser wage due to only feeling of employers, namely, unfriendly and untrustworthy look, peculiar faces, strong accent, exotic food, and unfamiliar behaviors. Certainly, the employers violated the international labor law and human rights. Although degree of the discrimination was quite mild, careful surveillance and refinement of this matter must be considered. Discrimination not only infringes law and human dignity but also harms workers’ harmony and loyalty. If persisted, quality and productivity of a construction unit as a whole will be gradually declined or even unexpectedly ruined.

5. References


Women’s Property Rights and Social Empowerment Issues in Bangladesh: A Qualitative Observation.

Golam Sarwar Khan
Former Associate Professor of Sociology, Papua New Guinea University of Technology
E-mail: golamkha@yahoo.com.au

Abstract

The constitution of the People’s Republic of Bangladesh guarantees the legal property ownership (both civil and religious) for all citizens. Even under the lawful entitlements of property ownership by all, in Bangladesh, the Muslim women in general are quite often being controlled in exercising their property rights. Why? This could be due to the relative lack of their access to political power and economic resources along with religious values corresponding to patriarchal authority (Boserup, 1970). Keeping pace with consumerist trend of postmodernity, the supposedly pronounced concept of female autonomy and empowerment are in place in Bangladesh, but one can hardly deny the fact that women from all classes in the society are more or less under the duress of male domination in many different ways. Despite the usual state of domination as routinely performed by the male family members including head of household, father, uncles, brothers, husband and any other powerful male members in in-laws family, the supremacy of men over women can also be observed in various phases of policy planning and decision-making processes in the society. Besides very limited access to property rights, the educational accomplishments and consequent income generation by women might have impacted to a limited extent in the family administration which could not be treated at par with the male’s bureaucratic role-play in vital decision-making and governance of the state authority. In fine, to note that there is a difference between the legal (dejure) ownership and real (defacto) rights over property in Bangladesh that immensely affected Muslim women at large. This paper will attempt to analyse the predicaments of women’s social empowerment that has reflected in their lack of rights to property and not their legal property ownership that exists in black and white.

Keywords: Defacto (real) and Dejure (legal) ownership, Empowerment, Patriarchal authority, Property rights, and Religious values.
1. Introduction

Rationale of the study

In spite of Muslim women’s legal constitutional property ownership in Bangladesh (Bangladesh Constitution, 1979), they substantially lack in exercising their rights over owned property primarily because of the unique social structure rooted with religious and cultural values. The existing religious norms and cultural traits are not flexible enough in contesting their legal (dejure) property rights against real (defacto) rights due to the fact of deliberately unexposed nature of gender inequality and discrimination (Mulla, 1972; Quamoruddin, 1969). Such state of inequality issues encompass a wide range of societal affairs including patriarchal domination, lack of access to economic resources, limited educational attainment, passive roles in the decision-making process in family matters and community initiatives. Hence, they remained more or less remotely from the social empowerment axis. The cardinal aim of this paper is to analyse the lack of Muslim Women’s real rights to property alongside the perceivable non-enforcement of their legally owned properties. Property rights tend to exemplify the extent of control over the owned-inherited or otherwise legally claimable properties. Under the given social structure of male supremacy regardless of cultural optimism or supposedly religious affiliation, Muslim women in Bangladesh can scarcely empower themselves ignoring their age-old nature of subservience to male gentry. The exceptions could be noticed with those women who are relatively empowered and enlightened for their exposition to higher education, access to financial power and subsequent gain in exercising political influence motivated them for achieving equitable social status along men in society.

Theory and framework

Conflict theory as embraced in sociology would be utilized for analysing the class contradictions, gender discrimination and women’s empowerment issues in Bangladesh under the purview of religion and culture. The concept of ‘symbolic interactionism’ could be aided for an extended discussions relating to positivity and negativity of empowerment. The social framework that particularly corroborates the status of Muslim women in Bangladesh could be interpreted in terms of economic and social rituals (Karim, 1973). Besides theoretical explanations, the existing nature of normative authority associated with power-based men-women variable relationship needs to be explained further.

The conflict of interest is an innate tendency among people in all groups and communities regardless of culture, religion, race, ethnicity, sex and gender. Two major schools of thought give attention to the study of conflict in society. They are Marxist theory of economic determinism and Simmel's analogy of dyadic (two-person) conflicting relationship. Along with Georg Simmel (1979), the approaches to conflict management are idealised by Lewis Coser (1956) in order to restore stable social conditions and keep balance in between different interests groups. The prevalence of patriarchal norms, gender-biases, classes and stratified hierarchy of authority, cultural restrictions and inherent religious affiliations in Bangladesh could be integrated as well as interpreted in terms of the conflict theories advanced by Marx, Simmel and Coser. Recalling the basic contents of conflicts and contradictions of such theories, as reflected in Bangladesh society, which surfaced the women’s relative deprivation of property rights, consequently put off their empowerment (observed weaker roles in decision-making process in particular) in society.

Conflict theory entails in illustrating continuous change and development in any given social structure. Social change as conceived here is inescapable because of the in-built conflicts in the social structure itself. Likewise, the conflict management approaches are also in place for maintaining a coherent social order and relationships. In order to understand the magnitude of conflicts in society, it will be useful to observe the differences in social power between the rich and the poor and men and women. Also, the contradictory relationships as attributed by religious sanctions and cultural norms need to be interpreted in terms of men-women relationships.
The capitalists and the working classes come into clash on a societal level due to their conflicting interests on variable possession of material resources. This clearly indicates the capitalistic notions of property ownership. In the capitalist form of production, the manufacturers tend to pay less to the workers in order to make more profit for the company. As such the idea of Marxian conflict theory addresses working class people’s mind set towards their class and status in the social structure (Marx, 1844). This unfair social system encourages the under-dogged to compete with the rich people for a chance to become wealthy. Inversely, the Marxists believe that the real success of capitalism relied upon the large group of underpaid and uneducated workers.

Again, the men and women, the husbands and wives and the boys and girls all they have conflict of interests, just like the workers and the capitalists do. Along with the inherent conflicts as discussed above, the gender discrimination in support of patriarchal system that has been suppressing the rights and privileges on property ownership of women in particular is theoretically significant. Evidently, the basic contents of this theory can be observed and understood in the prevailing conditions of the gender-based inequity issues.

While portraying conflicts from a different angle, Georg Simmel (1979) did not endorse that the conflict as such was destructive of old views. Simmel defines conflict as a positive state of individualistic or collective affairs which makes social relationships more transparent. Simmel views conflict as an organismic whole rather than the Marxian mechanistic views of materialism. For Simmel, any kind of social relationship has conflicting interests and thus always tends to resolve issues or create further problems.

However, in addressing the social issues of conflict and cooperation, both Marx and Simmel have similar thought pattern of good versus evil and as such conflict being the evil nature must be tamed. But according to Marx, conflict eventually turns into violent mass revolution leading to a substantive structural change in the society. In contrast to Marx’s materially deterministic revolution, Simmel idealised conflict as the disproportionate access of resources which make people hostile and hence sources of conflict occur in society.

Coser (1956) postulates conflict as the functional maladjustment in the society. Because of the supposedly uneven distribution of material resources, violence and unrest appear in society which can be regarded as the state of social illness. Therefore, any imbalance in integrating the constituent parts of a society or family can result in conflicting relationships that are indicatives of bringing social stability through conflict resolution.

Considering the dynamics of family and society, the basic premise of all conflict theories comes down to the fact that along with material possessiveness of resources/properties etc., the increased conflict is also dependent on the degree of emotional involvement of any given social structure. Further to note that when the degree of emotional involvement would appear low, the intensity of conflict would also seize to escalate. In persuading the relevance of above-stated conflict theories that when we discuss aspects of conformity and contradictions, we tend to follow and understand the Muslim women’s relatively suppressed status in the contemporary social structure of Bangladesh.

Relevant literature reviews:

There are no dearth of literature (journal articles, books, research reports, periodicals, monographs and seminar papers/conference presentations etc.,) on women’s’ deprivation in patriarchal societies and so-called democratic states in the world. Researcher worked at length about the male domination over the women, gender-inequity issues, religious affiliation against female autonomy and legal non-enforcement of women’s democratic human rights in both
developed and underdeveloped nations. Most importantly, for women’s liberation, the widely gauged feminist movement and the basic tenets of postmodernist theories transpired female disenchantment as well as their revolutionary outlook in society in opposition to social discrepancy in every spheres. Here, the focus of this study would limit its scope towards the lack of women’s empowerment caused by relative absence of property rights in Bangladesh.

In ‘women’s empowerment revisited: a case study from Bangladesh’ the authors (Schuler, et.al 2010) dealt in a variety of issues related to women’s changing status in Bangladesh. This study tended to explore certain extent of empowerment women have achieved over the decades. Following both quantitative and qualitative methods, the researchers underscored the efficacy of their anticipated hypotheses using variable sample size and locations. A wide range of aspects including married women’s consciousness towards health and family-planning services outside the home; micro-credit for income generation; political participation, policies aimed at reducing son preferences, dowry, early marriage and childbearing, gender-biases and other relevant issues have covered in this research. Also, this study addressed various processes and indicators of empowerment using economic, political and cross-cultural variables. No doubt, it is an interesting and thought provoking work. However, in this work, there are no definitive indications of women’s lack of property rights (not ownership) that have entangled their social empowerment in Bangladesh.

Women’s empowerment in the family context has been encouraged and initiated through micro-credit policies and exercises. The first-hand idea of the micro-credit in Bangladesh and its long-term implications in the rural society has officially came from Professor Md. Yunus’s initial small-scale loan project in the Jobra village of Chittagong district in Bangladesh (1976). Md.Yunus inspired the rural poor women to be empowered in the family and community using his ideal little loan plans. Subsequently this small-scale micro-credit project turned into a Grameen Bank (1983), a consistent and viable rural financial loan support program that aided a visible as well as undeniable state of women’s empowerment of millions in Bangladesh. According to World Bank estimation, this model of micro-credit oriented financial institutes in the form of banks has emerged in more than 7000 in numbers which are serving as many as 16 million poor people in underdeveloped third world countries. But in terms of prevalent norms associated with the pride of male dominance in society against female empowerment and relative freedom could not be ruled out straightaway even having their achieved economic status in the family and among extended kith and kin. Also, the determining roles of middle and upper classes in the rural Bangladesh represent mostly male members. As such the status-lift of poor rural women should be sensed in a limited way.

A similar study along micro-credit and women’s empowerment Microcredit and Women’s Empowerment: A Case Study of Bangladesh (Faraizi, et.al 2012) has been carried out for past few decades. Similar to that of Grameen Bank, another important rural micro-credit based financial organisation known as Bangladesh Rural Advancement Committee (BRAC) took very positive roles in the enhancement of the status of rural poor women (Hashemi, et.al 1996). Here, again if we tend to assess the empowerment issue, it’s unlikely that the demand of poor rural women’s empowerment will spontaneously rise against their subjugation to male counterparts; rather, the point of ‘empowerment should be externally induced in order to grow consciousness, and create awareness in the existing social structure as opposed to injustice (Batliwala, 1993).
Naila Kabeer (1999) in her paper *Resources, Agency, Achievements: Reflections on the Measurements of Women’s Empowerment* expanded the premise of discussions on women’s empowerment in Bangladesh on interrelated dimensions of thought with her plausible arguments. They include ‘resources’ which means material resources and the nature of distribution of authoritative resources, similar to this as postulated by Anthony Giddens (1987); author meant by ‘agency’ that as to how power is related to decision-making process; and finally the ‘achievements’ are indicated as the functioning achievements which results in combination with possession of material resources and the power in decision-making. In addition to incorporating structural parameters in the analyses, the researcher aptly conceptualized women’s empowerment in line with welfare aspects, feminist assertions, scale of poverty and social injustices. This qualitative observation has tended a solid foundation in understanding the practical scenario of the extent of empowerment women can have. Further to note that this research does not inculcate the lack of property rights and religio-cultural issues which restrain empowerment.

Santi Rozario (2006) in her journal article ‘The New Burqa in Bangladesh: Empowerment or Violation of Women’s Rights’? emphasizes women wearing ‘new burqa’ is either a source of empowerment or loss of their rights and privileges. This can be interpreted as maintaining a kind of ‘Pardah’ which literally means covering the whole body (physical appearance) so that they are not overtly manifested to as sexual object and thus they may feel empowered. Contrarily, they also regard the use of ‘new burqa’ as a source of conscripting their freedom or rights to go hand in hand with men. This work is directed towards the Islamist revolution parallel to modernist approach of globalization. The historical description of Muslim women’s subservience to male authority and domination is a common place as discussed. Intertwined with politics, the fundamental essence of Islamic religious values in understanding the overall social status of Muslim women in Bangladesh has been the major focus in this study. A lengthy description of some facts do not so relevant to the proposed research, for example, the roles of Prime Minister and the Leader of the opposition have nothing much to do about the empowerment issues when it specifically referred to the Koranic verses and laws. This study covers a broad gamut of resources useful for understanding the Muslim women’s position in society against men, very qualitative and descriptive though. No clear indication of women’s lack of right to property and poorer roles in decision-making process is highlighted in this work.

**Objectives of the study:**
In order to highlight the significance of empowerment issues that Bangladesh Women in general and Muslim women in particular have experienced in everyday life, this research aims at explaining the following objectives:
- To assess women’s participation in economic activities;
- To find out primary reasons for hindrances women face in day-to-day lives; and
- To analyse the lack of women’s empowerment and rights to property due to the non-enforcement of legal ownership given the facts of cultural constraints and religious sanctions.
Methodology:

Both primary and secondary sources of data and information were gathered for the analyses and interpretations of this research. The methodology followed in this study mainly using the qualitative techniques in the form of participant-observation, oral history, discourse analyses and overall ethnographic accounts of day-to-day lives of rural women.

Collection of secondary data sources includes relevant written records (books, articles, periodicals, research reports and unpublished monographs etc.).

Sample location: The geographical area and regions covered for this study was at the central location of the country. The research conducted in two villages of Nagarpur Thana (police station) under Tangail district in Bangladesh. It took over 5 months for conducting this research in three consecutive years (2011, 2012 and 2013). I have spent 3 months (November 2011 – January 2012) and 2 months 2 days in 2012-2013 (November 2012- beginning of January 2013).

Sample population: Besides the key informants (12) and group discussants (16-18) in the villages for ethno-methodological ground information sources (age-groups ranging from 25-60 years old women) observable facts gathered from 79 married rural women randomly represented both the villages. Along with key informants reports and resources explored from group discussions, the instant record of field-notes supported the objectives of this study.

Limitations: Although I came from the same geographical region and belonged to the same religious community, rural women were not so free and frank with me in disclosing some sensitive information. I had to depend on key informants to substantiate gathered information which I could not be able to obtain by myself in the field. In Bangladesh, even today, the people in general and rural people in particular are quite respectful to the academics. But the bottom line is that rural women are not at all open to any male member maybe because of the pre-existing male-dominated patriarchal nature of society and culture.

Findings/Results:

As stated in methodology above, data and information gathered on rural married women in Bangladesh through observation, field investigation, source materials from written records, interpretations of useful sociological theories and illustrations of relevant literature reviews. Despite implicit male domination and allegedly patriarchal authority in our society, the first-hand findings suggest that rural women in particular have gained very limited rights to exercise their authority in families and communities over the years. The following summary statement on the participation in economic activities would reveal their rights and status:

Although we do not work in the field for ploughing and harvesting seasonal crops, we do utmost before and after works of all produced crops regardless. In fact, we spent more time and energy for the cultivable products than them (males). We have to do all the homestead works as a domestic labour force in addition to our household maintenance and organizations including child bearing-rearing activities, cleaning, cooking, washing and related works. Besides familial activities, therefore, one can imagine our major economic contributions in respective families. But we hardly receive even any acknowledgement from our men.
The above summary statement addressed that rural women are conscious of their participation in economic enhancement. This awareness motivates them to aspire for some rights, privileges and power in the family environment.

In general, rural poverty-stricken less-educated married women remain subservient to their husbands. Such scenario of manly characters has been observed in history from time immemorial though many women were capable enough in competing with men. Further, this male-power attitude in the form of gender inequity and discrimination in society have accentuated for centuries as the normative aspects of patriarchy. It is like a primordial preference of masculinity across kinship society to so-called democratic states (when democratic ideals fail to safeguard the interests of women against men’s whims of supremacy) which still tends to survive. Because of poverty and lack of educational attainments, rural women have very little access to economic resources. The very poor state of literacy and marginalised economic conditions made the rural women powerless in the society and hence they are more inclined to follow religious sanctions than to excel their righteous status and position. This is how the rural women face hindrances in their everyday lives which are also evident from our analyses in theories and literature reviews.

Rural married women’s qualitative expressions of facts are in place which exemplifies their relative powerlessness in the family due to the lack of rights to property, unfavourable cultural traits and religious directives. Through intensive fieldwork, no conclusive idea of rural women’s degree of empowerment in the family or community could be ascertained. Participant-observation and field-notes also indicated the constraints of women’s exercising any power and authority in the family except some superficial roles as assigned to show-off their titular status and positions. The following qualitative summary statement calls for the Bangladeshi rural married women’s extent of empowerment if it at all brings about any level:

We legally do inherit property, but the law of inheritance according to religious principle are not at all favourable for us. A variable distribution pattern of property between men and women exist in our society, in which boys get double the amount than the girls. You may say that married women always inherit property from their husbands when they die, but that too, in real count, are less than enough as compared to men’s possessions of property. Of course, there are few exceptions in case of property ownerships by individual “will” (a legal document put in place for the management and distribution of property after one’s death) under civil law, in which one can notice a very little statistics of such cases for women.
Again, the respondents in the sample population further emphasised the cultural norms attached to their being deprived of the legal opportunity in a different manner as follows:

Both under the civil laws and religious principles of property distributions, we have limited rights and significantly low control over our owned property. In this context, we hardly protest and instead we tend to care for the existing cultural norms that are supported by the male superiority for safety reasons. This safety issue was mainly for maintaining the landed property and all material possessions by courageous male members only. In this case, perhaps we preferred to be dominated by men for protecting our legally owned property. Many people know that this traditional practice of controlling properties by men in the family has been replicated in different forms beyond the legal framework. We can cite one example, the practice of *defacto* ownership by *Benami* transactions, where women are only the named owners but the rights and control of property essentially remain in the hands of *defacto* male member in the given family.

Above mentioned qualitative summary statements clearly disclose that rural married women in Bangladesh are aware of their relative lack of empowerment in the families and communities. They also know the responsible factors for which they could not achieve their due rights and control over legally owned property. The overall findings based on the gathered information through ethnographic observation of facts suggested that poverty-stricken non-literate rural married women in Bangladesh are conscious of their rights and power in the family, community and society. From such state of awareness, it may be presumed that they are adequately motivated to achieve their empowerment at a certain level in near future.

**Discussion and Conclusion:**

In this paper, discussions carried on to explore the possible attainment of empowerment by the rural poor married women in Bangladesh over the last decades. Interpreting and analysing appropriate conflict theories, we have endeavoured to understand the inherent contradictions that prevail in Bangladesh towards the inequity factors between men and women in all spheres of their lives. Even under the distinct class-based social relationships among the poor, rich and intermediate classes, this inequality primarily affected the women at large which included the distribution of material resources, access to education, politics and culture. This has been a common scenario behind the bar that the male dominates over women. Due to lack of or very limited access to all these institutional resources, rural women remain subservient to men for historical periods. Reviews of relevant literature on women’s empowerment issues, religious sanctions and cultural constraints reflected that the rural married women are to a large extent dependent on their husbands or other male members in the family. Through micro-credit loan and financial system, *Grameen* Bank, BRAC and other NGO’s initiated to encourage the rural women for their economic improvement thereby gaining some extent of social empowerment. But nonetheless, they can scarcely assert their views in establishing rights and privileges having persistent male protest every now and then as reported. Hence, women’s power and authority in the family relations remain as a myth only. There are few exceptions with those cases who got
some power and authority due to their attainment of higher education, viable income sources and political linkages. Ethno-methodological sources of information collected from the field did not sufficiently complement that women got empowered. The question of the lack of rights and control to their owned property still needs added explanation since they have legal property ownership. A further research along this line could be carried out in order to re-evaluate the current empowerment issues.

Reference List:
The Constitution of the People’s Republic of Bangladesh (1979) Articles 28(2); 29(3) (a) & (c) as modified upto 28 February.
Yunus, M. (1976), Women’s Project for making Bamboo Furniture in the village of Jobra (This tiny loan consisted of US$27 from Yunus's own pocket).
Yunus, M. (1983), Grameen Bank, Dhaka (formally established and was authorized by national legislation as an independent bank).
Dynamics Of Health Related Quality Of Life Among Tuberculosis Patients In The Urban Setting Of India.

Heemanshu Aurora
Research Scholar,
Obesity Research Unit, Physiological Anthropology Laboratory,
Department of Anthropology, University of Delhi, Delhi - 110007 INDIA
E-mail: heemanshuaurora@yahoo.in

Abstract

With the development of effective treatment strategies there is a decline in mortality rates, and the focus of Tuberculosis(TB) management has shifted to the reduction of illness-related morbidity. Measurement of Health related quality of life among TB patients adds a new dimension to the evaluation of TB programmes. Thus the Health related quality of life of TB patients in this study was evaluated with the aim of highlighting the impact of the disease on the overall well-being of patients, an often neglected aspect of health and the influence of socio demographic variables on the health related quality of life. While keeping these objectives in mind a total of 204 Tuberculosis patients (both Pulmonary and Extra-pulmonary) undergoing Anti Tuberculosis Therapy were recruited consecutively over a period of 19 months from the DOTS centers of Delhi, India. Health related quality of life was measured using a DR-12 questionnaire at the onset of treatment, after 2 months of treatment, and at the completion of treatment. Socio- demographic data was collected using a structured questionnaire. To compare health related quality of life at different stages of the treatment ANOVA test was applied. Logistic regression analysis was performed to determine potential risk factors for poor health related quality of life at the completion of the treatment. The improvement in health related quality of life of TB patients for both the domains, after 2 months and at the completion of the treatment compared to the baseline were statistically significant (P < 0.001). Socio demographic factors like education, occupation, socioeconomic status, smoking and consumption of alcohol were found to be determining factors for poor health related quality of life. Thus, it is important to tailor and deliver the appropriate TB interventions both for prevention and cure taking into consideration the prevailing socio-demographic characteristics.

Keywords: DR-12, Health related quality of life, Socio demographic factors, Tuberculosis patients
Introduction

Tuberculosis persist as a global public health problem of a serious magnitude. Besides, the burden of disease and mortality, the long duration of treatment and the combination of treatment with several agents’ leads to changes in life structure. However, in spite of more focus being directed towards mortality and incidence rate, the changes in morbidity and health status parameters have not been well considered (Dion et al., 2004).

Active TB disease exerts a substantial toll on quality of life ranging from somatic symptoms related to disease and treatment to psychological distress from social isolation and stigmatization (Uplekar et al., 1999; Bauer et al., 2013). Individuals diagnosed with tuberculosis disease reported notable decrements in health-related quality of life (HRQL) in relation to both physical and psychological well-being (Aghanwa & Erhabor, 1998; Aydin & Ulasahin, 2001). The patients also demonstrated lack of knowledge regarding the disease process and its treatment, which may contribute to feelings of helplessness and anxiety and decreases the quality of life among patients (Peterson et al., 1999; Sule et al., 2014).

The World Health Organization (WHO) defined quality of life (QOL) as the ability of individuals to perceive their position in life within the cultural context and the value systems in which they live, being in accordance with their goals, expectations, standards and concerns (WHO, 1995). Health related quality of life (HRQL) is a multi-dimensional concept that associates the physical, emotional, and social components of an individual with his/her medical conditions or treatment (Khanna and Tsevat, 2007). HRQL is used to distinguish health effects from other factors influencing a subject's perception, such as environmental factors or job satisfaction (Mohammed et al., 2015; Kaplan and Bush, 1982). Disease specific tools are more sensitive for measuring the important differences in the health situation; hence it is used successfully to measure the outcomes from a specific treatment. A well-known example of a disease-specific instrument is the questionnaire of TB quality of life, DR-12 questionnaire by Dhingra and Rajpal (2003).

It is known that socio-demographic factors are associated with both illness perceptions and quality of life (Mohammed et al., 2015). Thus, it is important to tailor and deliver the appropriate TB interventions both for prevention and cure taking into consideration the prevailing socio-demographic characteristics.

However, at present, much of the attention within TB management is spent on a microbiological cure (Marra et al., 2004) and Patient reported outcomes such as HRQL have not been well investigated (Chang et al., 2004) and have been neglected when evaluating outcomes of TB patients (Aggarwal, 2010).

Thus the HRQL of TB patients in this study was evaluated with the aim of highlighting the impact of the disease on the overall well-being of patients, an often neglected aspect of health and the influence of socio demographic variables on the Health related quality of life.

Materials and Methods

Study Area

The study was conducted amongst the newly diagnosed pulmonary tuberculosis (PTB) and extra pulmonary tuberculosis (EPTB) patients who were enrolled under RNTCP DOTS programme of Kingsway Camp Chest Centre (KCC), North-West zone of Delhi, India. The data was collected from March 2013 to September 2014.

Study Design and Data collection

A multi stratified study was conducted among 204 adult TB patients enrolled in Category- I of the treatment regime. Out of which 67.6% (138) had Pulmonary TB and 32.2% (66) suffered
from Extra pulmonary TB. Participants ranged in age from 18 to 50 years. For the present study the data was collected within a week of starting their treatment and then followed up twice during treatment period, i.e. at the end of intensive phase and at the completion of the treatment. Out of 204 patients, 178 completed their treatment and 26 defaulted during treatment.

A structured questionnaire was used to collect information on basic socio-demographic data, Type of TB, socioeconomic status, etc. HRQL was measured with the DR-12 scale given by Dhingra and Rajpal, 2003 which consists of 12 questions, which were given scores from 1-3. These scores were combined and the composite score was expressed as a total HRQL score (D-R Score). The 12 items in the questionnaire evaluate three different dimensions of health: Symptoms (symptoms associated with TB (for both PTB and EPTB) such as cough, haemoptysis, loss appetite, loss of weight, fever, breathlessness and chest pain); life activities (such as interest in work, household activities, and exercise activities); social activities (such as emotional symptoms and social adaptability). Patients completed the HRQL questionnaire at baseline (onset of treatment), after 2 months of treatment, and at completion of treatment during their regularly scheduled follow-up visits.

The inclusion criteria for the present study were newly diagnosed cases of pulmonary tuberculosis (PTB) and extra pulmonary tuberculosis (EPTB) taking treatment under category I of the RNTCP. The patients were excluded if they have any of the following criteria: Pregnancy, known HIV positive status or AIDS patients, have any active or chronic disease, or those who are unable to comply.

The purpose and procedure of the study was explained to all the patients prior to data collection and a written consent was obtained from each patient who volunteered for the study. The study protocol was duly approved by the institutional ethical clearance committee.

Data was entered and analyzed using the SPSS 17 version. Socio-demographic data was summarized as frequencies and percentages. To investigate the effect of TB treatment on quality of life of patients, the mean of the HRQL DR-12 total score and its subscale scores at different stages of treatment were compared and ANOVA test was applied. Logistic regression analysis was performed to determine potential risk factors for poor HRQL at the completion of the treatment. A P<0.05 was considered as statistically significant.
Results

Table 1. HRQL scores in TB patients at different stages of treatment

The HRQL score of TB patients (pulmonary and extra pulmonary) as depicted in Table 1 improved significantly after 2 months of treatment and at the completion of the treatment. As shown in Score I (Symptom score), there were marked changes in the mean values from 13.26±2.67 to 17.6±2.27 after 2 months of treatment and from 17.6±2.27 to 19.65±1.30 at the completion of the treatment and these changes were statistically significant (P < 0.001).

Significant differences were noticed for the dimension of Socio-psychological and exercise adaptation score (Score II) also. The mean score has improved from 8.42±2.77 at baseline to 11.74±2.52 after 2 months of treatment and reached to 14.08±1.23 at the completion of treatment.

Furthermore, Total HRQL scores also showed significant differences in all the groups with an enhancement of mean scores from 22.09±4.77 at the starting of treatment to 29.34±5.33 after two months of treatment and 33.63±2.51 at the completion of treatment.

<table>
<thead>
<tr>
<th>HRQL Score</th>
<th>Mean± S.D</th>
<th>At Baseline (n=204)</th>
<th>After 2 months of treatment (n=198)</th>
<th>At the completion of treatment (n=177)</th>
<th>p- value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Symptom score (Score I)</td>
<td>13.26±2.67</td>
<td>17.6±2.27</td>
<td>19.65±1.30</td>
<td>0.001</td>
<td></td>
</tr>
<tr>
<td>Socio-psychological and exercise adaptation score (Score II)</td>
<td>8.42±2.77</td>
<td>11.74±2.52</td>
<td>14.08±1.23</td>
<td>0.001</td>
<td></td>
</tr>
<tr>
<td>Total score</td>
<td>22.09±4.77</td>
<td>29.34±5.33</td>
<td>33.63±2.51</td>
<td>0.001</td>
<td></td>
</tr>
</tbody>
</table>
Table 2. Socio - Demographic characteristics of the TB patients

<table>
<thead>
<tr>
<th>VARIABLES</th>
<th>N</th>
<th>(%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>SEX</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Male</td>
<td>133</td>
<td>55.4</td>
</tr>
<tr>
<td>Female</td>
<td>91</td>
<td>44.6</td>
</tr>
<tr>
<td>Age (years)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mean±SD</td>
<td>26.9±8.4</td>
<td></td>
</tr>
<tr>
<td>Marital status</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Unmarried</td>
<td>116</td>
<td>56.9</td>
</tr>
<tr>
<td>Married</td>
<td>88</td>
<td>43.1</td>
</tr>
<tr>
<td>Members in household</td>
<td></td>
<td></td>
</tr>
<tr>
<td>&lt;5</td>
<td>110</td>
<td>53.9</td>
</tr>
<tr>
<td>&gt;5</td>
<td>94</td>
<td>46.1</td>
</tr>
<tr>
<td>Occupation</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Unemployed (including students and housewives)</td>
<td>138</td>
<td>67.6</td>
</tr>
<tr>
<td>Self-employed/Daily wager</td>
<td>32</td>
<td>15.7</td>
</tr>
<tr>
<td>Job</td>
<td>34</td>
<td>16.7</td>
</tr>
<tr>
<td>Education</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Higher secondary and above</td>
<td>129</td>
<td>63.24</td>
</tr>
<tr>
<td>Primary</td>
<td>29</td>
<td>14.2</td>
</tr>
<tr>
<td>Illiterate</td>
<td>46</td>
<td>22.5</td>
</tr>
<tr>
<td>Alcohol consumption</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Yes</td>
<td>44</td>
<td>21.6</td>
</tr>
<tr>
<td>No</td>
<td>160</td>
<td>78.4</td>
</tr>
<tr>
<td>Smoking</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Yes</td>
<td>47</td>
<td>23</td>
</tr>
<tr>
<td>No</td>
<td>157</td>
<td>77</td>
</tr>
<tr>
<td>Socio-economic status</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Middle class</td>
<td>110</td>
<td>46.1</td>
</tr>
<tr>
<td>Poor</td>
<td>94</td>
<td>53.9</td>
</tr>
</tbody>
</table>

Descriptive analysis of the investigated cohort as shown in Table 2 depicts that mean age of patients studied was 26.9 years. More than half (55.4%) were males and 56.9% were married. Almost two-third (67.6%) were unemployed and 63.26% had education upto higher secondary level. 23% were smokers and 21.6% used to consume alcohol. 53.9% had a family size of less than 5 members in a household and belong to low socio economic status.
Table 3. Univariate logistic regression analysis between sociodemographic factors and Health related quality of Life

<table>
<thead>
<tr>
<th>VARIABLES</th>
<th>OR</th>
<th>95% CI</th>
<th>p-value</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Lower bound</td>
<td>Upper bound</td>
</tr>
<tr>
<td>HRQL score at baseline</td>
<td>1.57</td>
<td>0.865</td>
<td>2.86</td>
</tr>
<tr>
<td>Poor</td>
<td>0</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Good</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Marital status</td>
<td>1.417</td>
<td>0.78</td>
<td>2.57</td>
</tr>
<tr>
<td>Married</td>
<td>0</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Unmarried</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Members in household</td>
<td>1.04</td>
<td>0.575</td>
<td>1.89</td>
</tr>
<tr>
<td>&lt;5</td>
<td>0</td>
<td></td>
<td></td>
</tr>
<tr>
<td>&gt;5</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Occupation</td>
<td>0.904</td>
<td>0.385</td>
<td>2.123</td>
</tr>
<tr>
<td>Unemployed (Including students and housewives)</td>
<td>1.173</td>
<td>.387</td>
<td>3.56</td>
</tr>
<tr>
<td>Job</td>
<td>0</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Education</td>
<td>0.358</td>
<td>0.159</td>
<td>0.806</td>
</tr>
<tr>
<td>Higher secondary and above</td>
<td>0.741</td>
<td>0.243</td>
<td>2.262</td>
</tr>
<tr>
<td>Primary</td>
<td>0</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Illiterates</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Alcohol consumption</td>
<td>1.16</td>
<td>0.530</td>
<td>2.51</td>
</tr>
<tr>
<td>Yes</td>
<td>0</td>
<td></td>
<td></td>
</tr>
<tr>
<td>No</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Smoking</td>
<td>2.35</td>
<td>1.057</td>
<td>5.24</td>
</tr>
<tr>
<td>Yes</td>
<td>0</td>
<td></td>
<td></td>
</tr>
<tr>
<td>No</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Socioeconomic status</td>
<td>.711</td>
<td>0.129</td>
<td>3.917</td>
</tr>
<tr>
<td>Middle class</td>
<td>0</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Poor</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Univariate logistic regression was performed to assess the impact of a socio-demographic of factors on the Health related quality of life during the course of TB treatment.

The HRQL total score at baseline indicates that the lower the total score at baseline, 1.5 times they are more likely to have a diminished health related quality of life at the completion of treatment. Married patients are 1.4 times more probable to have poor HRQL in comparison to unmarried ones. Similarly smokers and alcoholics have 2.3 and 1.1 times increased risk of not getting improvement in their quality of life. It was shown those patients who were self-employed or daily wager are 1.1 times more likely to have reduced HRQL scores than those who are unemployed or engaged in salaried jobs. Patients educated up to a higher secondary and above have 64.2% reduced risk and those with primary education have 25.9% reduced risk of having poor health related quality of life at the completion of treatment. Patients belonging to middle class
socioeconomic status had 28.9% reduced risk of not improving in terms of quality of life during their course of treatment than the patients who belong to low socioeconomic status.

Discussion

The effective treatment therapy has long been available in the cure of tuberculosis; still many aspects of TB along with its cure could potentially compromise patients' HRQOL. In the light of this framework the findings of the present study indicated that at the onset of the treatment TB patients (both pulmonary and extra-pulmonary) had significantly lower mean scores as far as symptoms score, Socio-psychological & exercise adaption score and the total scores are concerned. There is a significant increase after two months and at the end of the treatment which indicated the positive impact of the four-drug TB regimens on the improvement of the HRQOL in these patients. This could probably be because of the effect of disease on the process of respiration and its systemic manifestation due to inadequate tissue oxygenation (Gyton, 2000; Ganong, 2005). Furthermore many studies have demonstrated that emotional stress is also associated with immunological responsiveness and reactivation of bacillus (Moran, 1985). These findings coincide with the findings reported by other studies (Dhingra and Rajpal, 2003, 2005; Singh et al., 2006; Dhuria et al., 2009).

A study conducted in China by Chamla on 102 TB patients and assessed the quality of life (QOL) before treatment, after the initial phase, and at the end of the treatment found that the QOL score of TB patients was low before the treatment and increased during the treatment course which is similar to the findings of the present study. Further, a systematic review published in 2009, demonstrated that TB patients in several studies had a lower QOL than the healthy population, even after treatment (Guo et al., 2009).

Although, anti-TB drugs are provided free of cost under RNTCP, patients and their family members have to bear the financial burden of transportation fees, loss of wages, laboratory investigations, nutritional requirements and management of drug-related adverse conditions. Thus the impaired HRQOL experienced by TB patients may be a reflection of socio-demographic and other underlying conditions besides TB and its treatment (Guo et al., 2009). However, many studies have reported conflicting evidence about the associations of socio-demographic factors and health-related quality of life among TB patients (Dhingra and Rajpal, 2005; Marra et al., 2008).

Logistic regression analysis demonstrated that marital status, occupation, education, smoking, alcohol consumption, and lower socioeconomic status are potential risk factors for poor HRQOL among TB patients. Patients having poor HRQOL mean scores at the onset of treatment have 1.5 times more risk of not improving in terms of quality of life measures at the end of the treatment than the patients having good HRQOL scores. The reason for the low QOL even after six month anti-TB treatment may be related to psychological outcome of the disease due to isolation from the community and family life based on the contagious nature of TB infection, which also may have led to depression among TB patients. These findings were in line with the study conducted in Pakistan on 60 TB patients and showed that 80% of them were depressed. The study concluded that this high rate of depression among TB patients was due to lower socioeconomic status, long treatment period, the stigmatic nature of the disease, as well as fear and threat concerning the risk of transmitting infection from the air-borne bacteria which all lead to decrease in resistance against the infection and response to the treatment which was followed by isolation and disappointment of the patient (Anwar et al., 2010).

Patients who are married had a high risk of having poor HRQOL at the end of the treatment than the unmarried ones. A possible explanation could be family responsibility and is associated lack of money and time which may have reduced their attention to health care. These results were
contrary to the study done in Nigeria (Sule et al, 2014) where patients, who were previously married, separated, widowed and divorced, had a significantly poorer overall quality of life compared to the single and married ones. Moreover, earlier studies did not consider the relationship between HRQL and marital status (Chamla, 2004).

The effect of employment status on patients’ Health related quality of life revealed that those who are self-employed or daily wager have elevated risk for lower HRQL mean scores than those who are engaged in salaried jobs or are unemployed. This could be attributed to the fact that higher occupational statuses have higher income. People with better income may have better standards of living and possibly more enlightened, thus better HRQL. However, in the present study, females and students constituted majority of unemployed group and are dependent on other people of usually higher occupational classes who share their burden of the disease. The Majority of the patients forming self-employed or daily wager group are labourers, petty traders or hawkers, they belong to lower socioeconomic strata and they are the sole bread earning members of their family. These factors may put a lot of stress on them, to the extent that as soon as they begin to feel better, they will choose to return to work and continue to provide for their families and bear the full weight of their burden of their disease condition alone and dispose them to poor health related quality of life even after the completion of the treatment. These findings were in agreement with the study done by Sule et al. (2014) which revealed that lower occupational status were associated with poorer HRQL in most of the health domains. A Similar relationship was also found in previous studies, done by Chamla, 2004 and Dhingra and Rajpal, 2005.

The education level correlates with the health related quality of life among TB patients. This corroborates well with the present findings, which showed that the higher the level of education lesser the risk of having poorer HRQL. This association was statistically significant and were similar to what was reported in a study, done by Duyan et al (2005) which shows that the better the level of education, the better the HRQL of TB patients. This possibly highlights the fact that people with formal education tend to have better financial status and better understanding of the nature of the disease and its treatment hence have the ability to cope better (Sule et al., 2014). Financial well-being of individuals and families is affected by tuberculosis and is often related to impairment in role functioning (Aggarwal, 2010). It was reported in the present investigation that as socioeconomic status upgrades, the risk of having lower HRQL among TB patients reduces. These findings concur with the results of the earlier studies (Masumoto et al, 2014; Muniyandi et al, 2007). In the present study, more than half of the patients were poor. The adverse effects of TB were greatest for poor people, their income depends exclusively on physical labour, and they have no savings to cushion the blow of the illness. For the poor, the illness may also diminish motivation in the struggle to provide for basic necessities. Extreme poverty is often compounded by other social and health problems such as family disorganization, poor education, domestic violence or substance abuse.

In the present study alcoholic patients are found to be more susceptible to poor HRQL even after the completion of the treatment. Alcohol consumption is extremely predominant among individuals of lower socioeconomic class and combined with deprivation of adequate nutrition is likely to lead to severe reactions like vomiting and nausea, thus worsening the quality of life among TB patients. However, in the previous studies the relationship between alcoholism and HRQL of TB patients has not been well documented.

Smoking is known to adversely affect the immune system, and can render the smokers as more susceptible to infections. They tend to have higher bacillary load because of compromised immune system. A higher bacillary load can augment the severity of the disease which may adversely affect the patients’ perception about their mental and physical health (Wilson et al, 1999). In the present study smoking has been found to be a significant factor related to worsenin
HRQL. Similar association between smoking and poor HRQL had been reported in the general population by Heikkinen et al (2008) and McClave et al (2009).

Several studies have shown that treatment with anti-TB drugs improves patients’ HRQL, resulting in rapid turnaround on the physical health (Marra et al, 2008). Impairment of mental well-being, however, tended to persist for a longer period (Dhingra and Rajpal, 2005; Chamla, 2004). The clinical burden of the disease and the side-effects sequel to its management extend beyond the duration of treatment. All these aspects have a huge impact on the overall well-being of the patient and the burden of these factors can equal and even exceed the physical impact of illness (Cassileth, 1984).

Conclusion

Measurement of the HRQL adds a new dimension to the evaluation of TB programmes. With the development of effective treatment strategies there is a decline in mortality and, the focus of TB management have shifted to the reduction of illness-related morbidity. The occupation, marital status, HRQL at the onset of treatment, lower socioeconomic status and alcohol consumption were found to be the determinants of health related quality of life of patients with tuberculosis. There were also, significant relationships between HRQL and education status and smoking as these factors are likely to adversely affect the overall health of the patients. Therefore, there is a dire need of this problem to be addressed by the RNTCP. This could provide vital aid in bringing about comprehensive patient oriented improvements in TB control programmes to achieve the Millennium Development Goal of ‘Health for all’

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Menarcheal and Menstrual Characteristics of Indian Muslim Women.

Shumayla¹ and Satwanti Kapoor²
Department of Anthropology, University of Delhi, Delhi-110007, India
¹E-mail: shumaylasaifi@gmail.com and ²E-mail: satwanti@yahoo.com

Abstract

A combined quantitative and qualitative study on reproductive health of Indian Muslim women was conducted in urban settings of north India to determine the acuities and experiences of Muslim women regarding menstruation. Present study gathers information on the perceptions of 224 women regarding various aspects of menstruation. Mean age at menarche in the present study was found to be 13.5 years. Major source of information about menarche/menstruation was sisters (34.4%) followed by other female relatives (31.2%). Most of the women (76.8%) are not aware of menstruation prior to the attainment of menarche. Because of urban setting most of the women used sanitary pads, but middle-aged women still used piece of cloth. Most of the women follow taboos enrooted from the past, like not worshiping during menses, not taking bath, etc. Majority of women had powerful belief about effect of diet and nutrition on menstruation. The respondents, especially young girls in the present study were silent initially about menarche but then slowly shared their experiences. This study showed that Muslim Women in urban India still cling to their traditional beliefs regarding menstrual cycle. Due to lack of knowledge and improper guidance to adolescents there were lots of problems experienced during menstruation. Hence, preparing and delivering of a healthy and balanced family health education package to all women is recommended.

Keywords: Attitude, Menarche, Menstruation, Muslim women.

Introduction:

Menstruation is one of the most important events in the reproductive life of a woman because of the physiological and consequently psychological changes. The onset of menstruation strongly changes a young woman’s life. The first menstruation is often shocking and distressing to a young woman as it usually occurs without any prior knowledge to her about the same.

In most cases, a sense of disgrace, fretfulness, depression, and fear is born with menstruation (Joshi, 1998). There are myths and superstitions associated with menstruation adjoined with the humiliation and inferiority, a girl experienced at menarche. Nevertheless, “the culture of shame and silence” allied with the reproductive health of women in Indian society makes discussion on such topics- a taboo.

Generally, Menstruation is considered as “polluted” leading to isolation of the girl during menses with restrictions imposed on them by their family. The result of this leads to the
development of negative attitude towards this natural physiological phenomenon called menstruation. Menstrual associated myths and taboos have its root since olden times and even followed today (Kamath, 2013). These Socio-cultural restrictions creates a frame of mind in which mothers and teachers hesitate discussing the matter of menstruation openly which results in the ignorance of the girls experiencing menarche(Yasmine, 2013).

On the other hand, for married women menstruation becomes significant as the occurrence of it indicates the non-pregnant status of women while a missed period indicates pregnancy. Hence, every married woman waits for her next period with a sense of expectation, apprehension or anxiety depending upon the fact that the pregnancy is wanted or unwanted. Because of monthly periods women plans their activities specially the outdoor and vigorous one accordingly. Hence menstruation becomes a central issue in a woman’s life.

The menstrual pattern which includes the number of days of bleeding, amount of bleeding, dysmenorrhea, the periodicity of menstrual cycle are different for every woman, which makes menstruation as a unique phenomenon for every individual woman. Learning about the Menstruation is an essential aspect of health education for girls. It is considered that the attitude, a girl persist towards menstrual practices at the time of menarche remain throughout her life. In this context, the present study was conducted among the Muslim females of North India.

Material and Methods:

The present study was a community based cross-sectional study, carried out amongst the Muslim Females in the capital city of India. A total of 224 Muslim women were interviewed through a door-to-door survey, using a precoded, pretested, and close-ended questionnaire. Target population in the present study was Muslim women of reproductive age (15-45 years). The information on socio-demographic variables, their health seeking behaviour regarding menstruation and hygiene practices during monthly vaginal discharge and the restrictions and taboos they follow during the menstruation were collected. Data for statistical analysis were expressed as frequencies and percentage. Data was analyzed in SPSS software 17 version. Inclusion criteria: (1) Muslim women who have attained menarche and have not experienced menopause.
Exclusion criteria: (1) Participants who are not ready to give the consent. (2) Women suffering from disease other than related to reproductive health.
### Result and Discussion:

Table 1: Demographic characteristics of respondents

<table>
<thead>
<tr>
<th>Variables</th>
<th>Female (n=224)</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Age of Respondent (in years)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>15-20</td>
<td>85</td>
<td>37.9</td>
</tr>
<tr>
<td>20-25</td>
<td>51</td>
<td>22.8</td>
</tr>
<tr>
<td>25-30</td>
<td>26</td>
<td>11.6</td>
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<tr>
<td>30-35</td>
<td>21</td>
<td>9.4</td>
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<tr>
<td>35-40</td>
<td>30</td>
<td>13.4</td>
</tr>
<tr>
<td>40-45</td>
<td>11</td>
<td>4.9</td>
</tr>
<tr>
<td>Education</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Illiterate</td>
<td>30</td>
<td>13.4</td>
</tr>
<tr>
<td>Primary</td>
<td>26</td>
<td>11.6</td>
</tr>
<tr>
<td>Secondary</td>
<td>56</td>
<td>25</td>
</tr>
<tr>
<td>Higher Secondary</td>
<td>58</td>
<td>25.9</td>
</tr>
<tr>
<td>Intermediate</td>
<td>15</td>
<td>6.7</td>
</tr>
<tr>
<td>Graduate</td>
<td>28</td>
<td>12.5</td>
</tr>
<tr>
<td>Above</td>
<td>11</td>
<td>4.9</td>
</tr>
<tr>
<td>Mother’s Educational Status</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Illiterate</td>
<td>134</td>
<td>59.9</td>
</tr>
<tr>
<td>Primary</td>
<td>46</td>
<td>20.3</td>
</tr>
<tr>
<td>Secondary</td>
<td>26</td>
<td>11.6</td>
</tr>
<tr>
<td>Higher Secondary</td>
<td>13</td>
<td>5.8</td>
</tr>
<tr>
<td>Intermediate</td>
<td>2</td>
<td>0.9</td>
</tr>
<tr>
<td>Graduate</td>
<td>2</td>
<td>0.9</td>
</tr>
<tr>
<td>Above</td>
<td>1</td>
<td>0.4</td>
</tr>
<tr>
<td>Marital Status</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Married</td>
<td>95</td>
<td>42.4</td>
</tr>
<tr>
<td>Unmarried</td>
<td>129</td>
<td>57.6</td>
</tr>
<tr>
<td>Occupation</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student</td>
<td>74</td>
<td>33</td>
</tr>
<tr>
<td>Housewife</td>
<td>94</td>
<td>42</td>
</tr>
<tr>
<td>Service</td>
<td>1</td>
<td>0.4</td>
</tr>
<tr>
<td>Laborer</td>
<td>7</td>
<td>3.1</td>
</tr>
<tr>
<td>Don’t do anything</td>
<td>48</td>
<td>21.4</td>
</tr>
<tr>
<td>Socio-economic Status</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Upper Middle</td>
<td>55</td>
<td>24.6</td>
</tr>
<tr>
<td>Lower Middle</td>
<td>169</td>
<td>75.4</td>
</tr>
<tr>
<td>Family Type</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Nuclear</td>
<td>146</td>
<td>65.2</td>
</tr>
<tr>
<td>Joint</td>
<td>78</td>
<td>34.8</td>
</tr>
</tbody>
</table>
A total of 224 females of age group 15-45 years were recruited for the study of which majority of females (37.9%) belonged to age group 15-20 years followed by 20-25 years (22.8%), 35-40 years (13.4%). Majority of females i.e. 58 (25.9%) were educated up to higher secondary, while the Mothers of majority of subjects i.e., 134 (59.9%) were illiterate. 129 (57.6%) of the total respondent were unmarried. Maximum number of respondents were housewives 94 (42%) followed by students 74 (33%). Out of all 169 (75.4) of the females belong to lower socio-economic status. Majority of the respondents belonged to nuclear family 146 (65.2%).

The mean age at menarche in the present study group (13.5 years) was consistent with the 13.6 years and 13.5 years observed in the Chennai (Sheila, 1993) and Delhi (Grover, 1998)

**The foremost reaction to menstrual bleeding:**

Maximum of the females 172 (76.8%) responded that they do not have any prior knowledge regarding menstruation when they experienced their first period. Similar response has been reported for majority of the rural as well as urban females in India (George, 1994). Most of the females (53.6%) did not tell anyone when they experienced menarche while 12.9% of the women cried during their period. 22.3% of the females were shocked and only 11.2% of the women run to their mom or sisters.

**Case Study:**

“I was twelve years old when I attained menarche. I didn’t tell anyone regarding the same. But I was worried about the bleeding. So without telling anyone I started using a cloth which was used in our school as duster. I was using the same piece of cloth for many days which caused an infection, than later I told my mother but without explaining she again gave me a piece of cloth to use. That’s how my menses started”.

**Source of Information:**

In the present study, sisters (34.4%) were the major source of information on the subject of menstruation followed by other female relatives (31.2%). While there was lesser (21.4%) communication between mother and daughters. 12.9% of the females also reported that their friends were source of information on menstruation for them. None of the female discusses or receives any information regarding menstruation from their male relatives (brothers/fathers) because of the secrecy of the issue. Garg et al (2001) also reported that females frequently consult with their peer groups which include their sisters and other female relatives like cousins, aunts, sister-in-laws etc. in contrast with their mothers.

**Case Study:**

“I was blessed to have an elder sister like her. I was in class 7 when one afternoon she told me about the menstruation. And yes my mother was not around. When she was telling me
about the issue, she told me that she was unaware of menstruation and hence faced many problems in the starting and as an elder sister she don’t want me to face all those. She told me how to use pads, why this phenomenon happen etc. and when menarche happened to me, I was not shocked or did not panic like some of the other girls. And I think educating girls about this issue is very important so that they face it with a positive attitude”.

Restrictions during menstruation:

Menstruation is considered as dirty. It was common to impose restrictions on women’s day-to-day activities during menstruation. In the present study all the female avoid any kind of religious work which included reading Quran, performing Namaz in this case. Similar findings were reported by Drakshyani (1994) and Ahuja (1995) in Guntur and pant nagar respectively.

In the present study most of the women (75.9%) avoided bathing during menstruation and especially on the first day. The most common reason the respondents (37%) gave for not taking bath during menstrual cycle was that “bathing will disturb their menses and lead to heavy bleeding than usual”, followed by considered bathing a sin or “Gunah” (29%) in their language. Similar conclusions were given in a study on Muslim married women by Anuradha et.al. Also 47.3% of the females avoid certain kind of food items which majorly included cold and soar items. This can be supplemented with a study by Drakshyam in which more than 56% of the girls observed restrictions on food.

Case study 1

One of the women aged 36 years said; “we don’t eat anything cold like rice, curd or even cold water as ‘cold food items’ during menstruation as it is believed that, the flow will increase the pain. Also we don’t take spicy and sour things as it leads to increases in the menstrual flow. But today’s girls ‘aajkalkiladkiyan’ they do not listen to anyone and eat everything”. Similar kinds of findings were reported by Joshi et.al (1998) on the restriction of food.

Case Study 2

“I was young and don’t know about restrictions regarding the religious matters. On the very first day of my menstruation I touched the holy Quran, suddenly my mother shouted from behind and scolded me for the same. I cried, and then my sister told me that you can’t touch the Quran and perform Namaz during your menstruation as all this is ‘Gunah’ or ‘sin’ and only after taking bath, she called it ‘GUSAL’ you are allowed to do all religious things”.

Hygiene during Menstruation

Most of the women (58.5%) in the present study use disposable pads this may be because the study comprised of urban population. However, 31.3% of the women still use cloth. It was observed that middle aged women were found to use cloth while young women are using sanitary pads. 9.8% of the women use both pads and clothes depending upon the availability. And only one woman used reusable pads. In contrast with the present study most of the studies conducted in rural setting showed minimal use of sanitary pads during menstruation (Dasgupta
conducted in rural setting showed minimal use of sanitary pads during menstruation (Dasgupta & Sarkar, 2008). 9.8% of the women use both pads and clothes depending upon the availability. A study on Muslim married women by Anuradha et al. (1998) reported restrictions on food. A study on menstrual hygiene among rural married Muslim women for vaginal discharge. Another young girl remembered her experience and told that “when I got my first period I was not at all aware about the secrecy of the issue and hence after using the cloth I threw it in the street many times. And when all the females from the neighborhood saw those dirty clothes they called for a meeting and they all were asked about those clothes. I was not in the meeting but my mother was invited and after she came back she asked me as if I threw all these clothes but I did not tell her the truth”.

Case Study

When one of the women was asked about the reuse of cloth she laughed and replied that used cloth became dirty when once used it cannot be the same even after washing. She responds by saying that who will wash and reuse a dirty cloth.

Another young girl remembered her experience and told that “when I got my first period I was not at all aware about the secrecy of the issue and hence after using the cloth I threw it in the street many times. And when all the females from the neighborhood saw those dirty clothes they called for a meeting and they all were asked about those clothes. I was not in the meeting but my mother was invited and after she came back she asked me as if I threw all these clothes but I did not tell her the truth”.

Conclusion:

Based on the present findings, it can be concluded that knowledge about menstruation prior to menarche was lacking among the studied population. Initial reaction for the first period was silence as they don’t tell anyone about the same. There are many cultural and social restrictions which hinder in the routine life of women. Thus, there is a necessity to spread awareness about healthy family life, health education for the women by organizing camps and a suitable educational package may be established for young school going girls for the awareness to face this physiological phenomenon as a normal way of life. Also mass media can be used as a source, to encouragemenstrual hygiene and to spread knowledge about menstruation.

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Adapting The Theory of Planned Behaviours in Studying Coffee Shop’s Consumer Behaviours in Thailand

Thandar Maw¹ and Chai Ching Tan²
1,2School of Management, Mae Fah Luang University, Thailand
²E-mail: drcctan@yahoo.com

Abstract

This research studies the consumer behaviours patronizing coffee shops located in Thailand by adapting the theory of planned behaviour. Sample size of one-hundred-and-seventy-one respondents who are the frequent customers to coffee shops of recognizable brands such as Starbucks, Black Canyon, Amazon Café, and Doi Chang, is used for this study. Besides contributing through providing the internal validity support for the theory of planned behaviour in this study, marketing mix concept is uniquely used in the measurement instrument to represent consumers’ perceived service quality. The perceived ability of coffee shops to supply quality products and services, manifested at customer satisfaction, represents the behavioural control of consumers. Both consumers’ brand attitude and behavioural control through satisfying customer then lead to brand trust (a representative of conation aspect of brand loyalty that describes the intent to commit the behaviour) and finally behavioural brand loyalty. In short, the overall attitude towards coffee-shop visits, manifested in brand loyalty, is predicted by the salient beliefs about the attitude of customer, behavioural control through marketing-mix enabled service quality, and brand trust.

Keywords: Brand Attitude, Brand Trust, Customer Satisfaction, Customer Loyalty, and Marketing-Mix

1. Introduction

Theory of planned behaviour (Ajzen, 1985; 1991), as shown in Figure 1, is fundamentally cognitive-behavioural in nature, which is attempted to study the interrelationship of consumer cognition and its causal influences to consumer behaviours. Theory of planned behaviour is an extended version of the theory of reasoned action (Fishbein & Ajzen, 1975). Cognitively, consumers are influenced by their behavioural attitude as well as the subjective norms such as cultural practices, social identity matching and words-of-mouth of other people. In other words, both the roles of self and social influences are important in the study of consumer behaviours, such as for customers patronizing coffee shops. Subjective norms could be contributable to group norms, relevant reference norms, or social norms, and thus Social Identity Theory (Hogg & Abrams, 1988) can be referred to help improve the explanatory power of the theory of planned behaviour. Behaviourally, consumers act toward the products or services through behavioural intention and purchasing (or re-purchasing) behaviours.
Theory of planned behaviour is flexible as it allows the measurement instrument to be adaptively developed depending upon the different contexts in which the consumers are involved, i.e. high-involvement purchasing (Biamukda & Tan, 2015). For instance, in the process of housing investment decision, Biamukda & Tan (2015) exploit high-involvement attitude and behaviour to implement the theory of planned behaviour. Theory of planned behaviour is also actively pursued to help understand social phenomenon (i.e. gambling behaviour, Martin, et al., 2010) as well as technological adoption (Brown & Venkatesh, 2005), so that appropriate marketing and management strategies could be developed to exercise behaviours of both the employees and the consumers (Biddle & Nigg, 2000).

This research uniquely approaches the behavioural control construct from the consumer’s perception over the services offered, manifested in customer satisfaction, as representative of the customer’s ability to control his or her behaviours over the consumer decision. This service-driven approach to measuring the behavioural control construct delimits a major limitation or inherent weakness of the theory of planned behaviour. In other words, in an attempt to study the phenomenon of consumer behaviour towards coffee-shop patronage, and its brand trust and loyalty, the limitation owes fundamentally to the inherent limit of the theory of planned behaviour itself. As discussed in Solomon, Bamossy, Askegaard, & Hogg (2006), the predictive ability of the theory of planned behaviour depends upon the researcher’s ability to accurately identify and measure all salient attributes that are considered important in the decision-making. For instance, Biamukda & Tan (2015) exploit the concept of “involvement” that originates from social psychology (which refers to the relationship between the customer and the housing investment (cf. Sherif, Sherif, & Nebergall, 1965) as a personal-level effort (Shaffer & Sherell, 1997) to develop the measurement instrument.

Biamukda and Tan (2015) thus adapts the situation-driven concept of involvement that occurs temporarily in a specific situation such as purchase (Richins & Bloch, 1986) and response-driven involvement that refers to a behavioural orientation which involves information acquisition and decision processes, to delimit the contingency context of the theory of planned behaviour. In summary, the theory of planned behaviour shares some theoretical roots back to Sherif & Cantril (1947) that stresses the important role of attitude in the consumer’s decision making process.
In addition, the central role of the cognitive process, represented by customers being satisfied to the marketing-mix enabled services offered that match their expectation, emphasizes that customers consciously assess their brand attitude toward the coffees consumed and the coffee shops. In short, this research contributes to acknowledge the roles of attitudinal factor and services-driven behavioural control (that manifests in the measurement of customer satisfaction), which lead to the actions and beliefs of the customers, in terms of brand trust and brand loyalty.

While the normative practice in the measurement procedure for service quality is based on SERVQUAL instrument originated in Parasuraman & Zeithaml (1985), this research underpins on the concept of Marketing Mix, in measuring the behavioural control, as described in the adapted theory of planned behaviour. Although P-driven marketing-mix concept can be traced to McCarthy (1960), the P elements such as “Physical” and “Place” can be known to have significant impact on human behaviours in the view of environmental psychology traced to Willy Hellpach (1877-1955) (cf. Bitner, 1992; Kaplan & Kaplan, 2003; Nanda & Tan, 2015; Teewattanawong, Tan, & Jongsuriyapart, 2015). Differentiating through “Product” was reinforced in Weber’s Law (Britt, 1975). From the view of competitive positioning, marketing-mix strategies are often used to cushion the bargaining power of the customers. To simplify, “Price” factor is often perceived as a representative of something unique and is valued by customers (Porter, 1985). The original 4P-marketing mix concept by McCarthy (1960) was further extended to 7Ps in order to better enable the service industries to delight customers effectively. Booms & Bitner (1980) were the pioneers in the 7Ps marketing mix concepts.

**Theoretical Conceptual Model, Hypotheses and Research Question**

In today’s competitive business environment, coffee shops must make an effort to bond with customers by staging a compelling brand experience with the food and services offered by the brand. Theory of planned behaviour is studied for its applicability to validly explain the interrelationship between brand experience through marketing-mix driven service quality, consumer’s brand attitude, brand trust, and brand loyalty. Specifically, the purpose of this research is to study the applicability of the adapted theory of planned behavior in explaining the causal mechanisms that drive customer satisfaction, brand trust and loyalty for the customers who patronize frequently coffee shops.

The present study differs from the previous studies in numerous ways. Theoretically, this research approaches the construct of behavioural control through customer satisfaction as a representative of service quality delivered by the 7P-marketing mix actions of the coffee shops. Behavioural control is a valid manifestation of consumer’s beliefs over the products and services provided and the choices made. Behavioural control, together with customer attitude towards the products and services, have long been verified to drive consumer behaviours, such as along prescriptive cognitive or expectancy value model of consumer behaviours, contributable to Fishbein (1963), which is known as the “Fishbein model.” Thus, the following is the theoretical conceptual model from which this research aims to obtain the empirical evidences to support.
Three relevant hypotheses are raised that are necessary to be relied upon in order to support the internal validity of the adapted theory of planned behaviour for studying the consumer behaviours of customers patronizing coffee shops located in Thailand:

- **Hypothesis 1 (H1)** – The seven-P marketing-mix oriented service quality factors can significantly predict customer satisfaction.
- **Hypothesis (H2)** – Consumer’s brand attitude and customer satisfaction can significantly predict customer trust.
- **Hypothesis (H3)** – Brand trust and customer satisfaction can significantly predict customer loyalty.

As the theory of planned behaviour resembles belief-response structure, demographic variables are also used to help illustrate the possible influences such as ages and educational levels. These demographic variables may, to some degree, represent the experiences of the consumers and the gradual formation of attitude resulted from social interactions. Thus, a research question is raised:

- Do demographic variables (i.e. ages, educational level, incomes) show significant differences on the constructs involved?

2. **Method**

In view of the theoretical structure of the theory of planned behaviour in an attempt to study the phenomenon of consumer behaviour towards coffee-shop patronage, and its brand trust and loyalty, marketing-mix concepts are used to develop the instrument for service quality as behavioural control measure. This approach is uniquely different from the current practices of service quality instrument (cf. Parasuraman & Zeithaml, 1985) available in the existent literature. With the assistance of exploratory factor analysis, the “Physical” element shows the thematic dimensions of servicescape (with $\alpha = 0.865$), landscape (with $\alpha = 0.722$), cleanliness (with $\alpha = 0.818$), and environmental climate and information-accessing facility (with $\alpha = 515$).

For “Product”, the most reliability given to tastes of food and coffee, at $\alpha$ (Cronbach’s alpha) = 0.703, and variety of coffee and food choices at $\alpha = 0.648$, packaging suitable for take-away and food-coffee matching at $\alpha = 0.648$, and lastly the innovative and appealing products offered at $\alpha = 0.166$. While the former three passes the minimum requirement of 0.6 (cf. Nunnally, 1978), the latter fails the reliability-test requirement. In Nunnally (1978), it is stated that new developed measures can be accepted with Cronbach’s Alpha coefficient, $\alpha \geq 0.6$, otherwise $\alpha \geq 0.7$, should be the threshold, and with $\alpha \geq 0.8$, the survey instrument is very reliable. “Process” construct (with Cronbach’s alpha at $\alpha = 0.841$) is shown to be unitary. Basically, the service process quality describes the quality of the services in general, represented by the perceived ability of the service staffs to deliver quickly and solve problems promptly (responsiveness dimension of service quality), the convenient operating...
hours of coffee shops (empathic dimension of service quality) and that the coffees are always made with good aroma and good quality that match the specific needs of the customers (reliability aspect of the service quality).

For promotion element of marketing mix, exploratory factor analysis shows that it describes unitary nature (with $\alpha = 0.773$). “Place” is also shown as an unitary construct, with $\alpha$ at 0.685. Similarly, for “Price”, is at $\alpha$ at 0.803, and for the empathic attitude of the people and their service responses to the consumers, $\alpha$ is at 0.902.

For Brand Loyalty, the exploratory factor analysis shows two domains of factors, namely brand trust and brand attitude. Both instrumentations are reliable, with the former having higher reliability represented by Cronbach’s Alpha coefficient at 0.874, and the latter describes brand attitude at Cronbach’s Alpha coefficient of 0.838. The former signifies the theme of brand trust that explains customers possessing the confidence and trust over the brand in offering a good cup of coffee, of consistent best of tastes, and thus reflects the trustable image i.e. unique quality of coffee menu, the services and the shop environment. The latter signifies the theme of brand attitude towards cup-of-coffee consumption such as “brand for coffee shop is important to me because it means consistency of product and service quality”, “brand name is selected apart from price,” “coffee of trusted coffee brand shop always satisfies me,” and “uniquely designed coffee shop with good sitting environment always reflects trustfulness.”

**Pilot Testing and Sampling Profile**

Basically, a convenience sampling approach exploits a group of individuals who can be conveniently reached by the researcher, under the broad-based population characteristics that the respondents must be frequent customers to various branded coffee shops located in Thailand, such as Starbucks, Black Canyon, Amazon Café, and Doi Chang. The pilot test was conducted on 40 participants of regular customers to various branded coffee shops in both Chiang Rai and Bangkok. A strong R-squared coefficient at the pilot-testing stage gives the researcher the confidence to initiate a formal survey, of 171 valid responses, from customers around the Northern part of Thailand (predominantly Chiang Rai) and the metropolitan Bangkok. Participants were approached from customers around the convenience store and supermarkets such as central plaza and Tesco Lotus.

3. Results

**Hypothesis 1 (H1) – The seven-P marketing-mix oriented service quality factors can significantly predict customer satisfaction.**

For customer satisfaction, the results of the multivariate regression analysis, as presented in Table 1 below, which are based on the seven-P marketing mix of predictor variables, show that it can be explained, for 53.4 per cent of its variances, by marketing-mix antecedent factors that are consisted of product (with BETA of 0.193), promotion (with BETA of 0.245), physical (with BETA of 0.367), and process (with BETA of -0.235). “Physical” element exhibits the most significant weight of influences in the explanation.
Table 1: Regression Analysis for Customer Satisfaction Predicted by 7P Marketing Mix-Service Quality

To study how customer satisfaction can be explained by the factorized marketing mix themes, first, correlation analysis is performed, shown in Table 2 below.

Table 2: Bivariate Coefficients- Customer Satisfaction and Its Antecedents

Now that all the factor analyses were conducted, multivariate regression analysis results, shown in Table 3, for customer satisfaction indicate that customer satisfaction can be explained for 54.3 per cent of its variances by servicescape (with BETA of 0.222) and landscape (with BETA 0.179), food and coffee tastes (with BETA at 0.211) and promotion (with BETA 0.226). The weights of the standardized coefficients are very much distributed equally across the different marketing mix antecedent service factors. Thus, hypothesis 1 (H1) is supported.
Table 3: Multivariate Regression Analysis for Customer Satisfaction Predicted by Factorized Marketing-Mix Service Quality

**Hypothesis (H2) – Consumer’s brand attitude and customer satisfaction can significantly predict customer trust.**

Brand trust explains customers possessing the confidence and trust over the brand in offering a good cup of coffee, of consistent best of tastes, and thus reflects the trustable image i.e. unique quality of coffee menu, the services and the shop environment. The multivariate regression analysis concludes that both customer satisfaction (with BETA 0.251) and brand attitude (with BETA 0.730) account for the majority of the variances of brand trust, at 84 per cent. Thus, hypothesis 2 (H2) is supported.

**Hypothesis (H3) – Brand trust and customer satisfaction can significantly predict customer loyalty.**

For customer loyalty, it can shown that brand trust (Beta at 0.107) and customer satisfaction (Beta 0.736) can collectively explain 65.7 per cent of its variances. Thus, H3 is also supported.

**4. Discussion and Conclusion**

All the hypotheses and the research question have been addressed which can be summarized as follows:

- Customer satisfaction can be explained for 54.3 per cent of its variances by servicescape (with BETA of 0.222), landscape (with BETA 0.179), food and coffee tastes (with BETA at 0.211) and promotion (with BETA 0.226). The weights of the standardized coefficients are very much distributed equally across the different marketing mix antecedent service factors. In the un-factored situation, for customer satisfaction, the results of the multivariate regression analysis based on the seven-P marketing mix of predictor variables show that it can be explained, for 53.4 per cent of its variances, by marketing-mix antecedent factors that are consisted of product (with BETA of 0.193), promotion (with BETA of 0.245), physical (with BETA of 0.236), and process (with BETA of -0.235). These predictors represent perceptions of the customers relating to marketing-mix guided service quality. Although the measurement uses the disconfirmation principles that attempt to study the service quality as gap between the perceived level of performance and expectation (cf. (Parasuraman & Zeithaml, 1985), the research results indicate that only the perceptions are significant important and effective in explaining the variability of the post-consumption state of satisfaction, brand trust and customer loyalty.
Brand trust explains customers possessing the confidence and trust over the brand in offering a good cup of coffee, of consistent best of tastes, and thus reflects the trustable image i.e. unique quality of coffee menu, the services and the shop environment. The multivariate regression analysis indicates that both customer satisfaction (with BETA 0.251) and brand attitude (with BETA 0.730) account for the majority of the variances of brand trust, at 84.0 per cent. Thus, marketers should stress their emphasis on inculcating customer attitude towards the brand and services.

Both brand trust (with BETA 0.107) and the state of customer satisfaction (with BETA 0.840) then contribute to explain customer loyalty, for 65.7 per cent of the variance. Brand trust provides a thrust for customers to exchange relationships that are highly valued (Chaudhuri & Holbrook, 2001), which establishes a driving force to influence the establishment of customer satisfaction. Nevertheless, its role is equally shared with customer satisfaction, at higher-weight level. Thus, customer loyalty underlies the commitment of the coffee shops to preserve and maintain the level of customer satisfaction as well as brand trusts. As such, to coffee shops, brand trust needs to be nurtured with a commitment for continuity of customer-to-company relationship.

Descriptive analysis of the marketing-mix implementation of the coffee shops surveyed which involve Starbucks, Black Canyon, Amazon Café, Doi Chang, and many others show that there are in general negative service quality gap ranging between 0.2955 and 0.445 (on five Libert scale). The marketing-mix guided implementation or service quality gap is measured by customer perception over the service performances relative to their expected importance. While on average the customers agree that marketing mix elements like “Physical, People, Price, Place, and Product” are important, the other two Ps, namely process and promotion elements, have slightly lower importance-levels as expected by the customers, at 3.8758 and 3.8050, respective. Specifically, only cleanliness has a mean at 4.0673, crossing the four of the five Likert scale structure of the responses. The rest of the variables involved in this research have their actual perceived performances in between 3.5 and 4, which are skewed above the “neither agree nor disagree” or “neutral”.

Both applicable T-Test and ANOVA test show no significant differences for the supported theoretical model of customer behaviours over the coffee shop’s visits, and the perceived levels of the involving constructs such as the marketing-mix antecedent factors, brand trust, brand attitude, customer satisfaction, and customer loyalty, across the different locations of the coffee shops, from the perspective of the genders, nationality, ages, education, and monthly income levels.
The overall model, as shown in the Figure 3 below, depicts the schematic description of this research finding, which clearly is aligned to the fundamental concept of the theory of planned behaviour.

Figure 3: An Adapted Theory of Planned Behavioural Structure for Understanding Coffee-Shop Consumer Behaviour

Specifically, brand trust is a potentiality for consumer decision, or intention, whereas a committed behaviour is characteristics or motives of customer loyalty. Brand trust could also be interpreted as the cognitive nature of customer motive or loyalty which is resulted from customers engaging with the brand experiences through marketing-mix service experiences (cf. Arnett, 1996; Edelman & Weinshall, 1991; East, Wright, & Vanhuele, 2013; Sternberg, 1985), and customer loyalty exhibits the affective and behavioural nature of customer loyalty.

The exploratory factor analysis highlights this customer loyalty to be affective i.e. “The delightful feeling from this coffee shop makes me satisfied everything I recall it”, and behavioural, i.e. “I would love to come back to this coffee shop again, I will bring my family or friends to this coffee shop, and I would say positive words about this coffee shop to others.” Affective nature of loyalty is also known to base on the similar perception belonging to the psychological cognition but being focused mainly on customer’s emotion and feeling (Pichard & Robinson, 2012). Behavioural nature of loyalty, instead, stresses on the action aspects (Kim & Ritchie, 2014).

According to the theory of planned action of Ajzen (1991), perceived behavioural control signifies in here that the coffee-shop customers can control their behaviour, which implies the customers receive the services that can reasonably match their expectations, and thus the customers know that they are in relative control of their decision making. As such, both brand attitude and perceived behavioural control through marketing-mix service quality (represented here by customer satisfaction) contribute to influence the formation of brand trust. Brand trust, together with customer satisfaction, then, also according to the theory of planned behaviour, form the significant variables that drive the establishment of behavioural customer loyalty.

Future research could first extend the sample sizes to reach larger population of consumers of different brands of coffee shops. This sample-size extension allows the regression model to be tested on larger population samples in order to further support for the generalizability and thus the theoretical model derived can be reckoned as appropriate for other contexts (transferability). Both generability and transferability measures are discussed in Hair, Black, Babin, Anderson, and Tatham (2006).
References
Meaningful and Satisfactory Tourist Experience Contributing Towards Loyalty: Roles played by Systems-Level Tourist Experience Quality, Personality Traits and Perceived Trip Characteristics from the Domestic Tourists toward the Ancient City of BAGAN, Myamar

Aung Zaw Moe¹ and Chai Ching Tan²

¹,²School of Management, Mae Fah Luang University, Thailand
²E-mail: drctan@yahoo.com

Abstract

The intense pressure of competition is forcing the tourism industry to attempt to gain the insights of the key factors that drive tourist satisfaction. Empirical studies that involve taking a quantitative-based survey method to study tourist experience quality through a host of service deliverables in influencing tourist satisfaction and thereafter tourist loyalty has been conspicuously limited. In addition, the existent research has vastly neglected the roles played by perceived meaning to tourists, personality traits of tourists as well as their perceived trip characteristics on tourist satisfaction. This research thus fills the gap. The research relies on 220 valid sample size obtained from the domestic tourists of BAGAN, which is a well-known ancient city of Myanmar.

Keywords: Please include appropriate keywords. They should be in an alphabetical order and be separated by commas.

1. Introduction

Wide ranges of metaphorical characteristics have been acknowledged to be useful to help describe the nature of tourism. These metaphorical implications provide collective consciousness to help researchers and practitioners to create meaning, to pre-empt and envisage attention, understand the inherent potentialities, the critical perspectives and strategic agendas to better develop and improve the competitiveness of tourism industry. To be exact, metaphors work by triggering any associated cognitions being made possible by the comparison between two similar or dissimilar things i.e. tourism and the metaphor. Essentially, metaphors proper one to quest for further truth and richer understanding about the phenomenon, which is tourist satisfaction and its antecedents and consequential loyalty attitude and behavior in this case.

Useful metaphors used that are applicable to tourism are illustrated for the purpose of identifying the key factors to help illuminate the possible dimensions of tourist experience quality so that construct validity can be established and a rich theoretical model can be empirically supported with the use of multivariate regression analysis. A list applicable in this research is given as follows:

- The role played by the experiential nature of tourist activities has been stressed in tourism as a human activity (Bull, 1991) – Operationalized as tourist experience in travelling, destination, and participatory involvement, for this research.
- Tourism as an attitude to the world or a way of seeing the world (Franklin, 2003) – Illuminated with the use of personality traits and some of the psychographic segmentation variables.
- Tourism as a form of consumption that stresses the particular need for self-development and fulfilment, as in the travel experience’s ability to deliver meaning to the tourist (Holden, 2008) – Represented by the perceived meaning to the tourist.
- Tourism as a system that describes the intertwined roles of every part of tourism being related to every other part to form a holistic, meaningful tour and travel for the tourists (Gunn, 1994) – Aimed to study the roles played by tourist experiences in accommodation and transportation, with the tour guide, destination sites and pre-tour preparation.

In view of the above understandings, tourism is not only aimed for the different trip characteristics (i.e. relaxed, escapism) that the tourists functionally take pleasure for, but as MacCannell (1976) was quoted, a quest for meaningful trip.

The inspiration for questionnaire-based approach to research method arises from the works of Tan, Kantabutra, Nakeeree, & Pongsata (2015) in the study of tourist experiences by the use of a creative hermeneutical phenomenological approach. Their research objective is propositioned in an effort to build theory with implications to understand the nature of tourist experiences, by the guideline of the methodological scheme shown in the Figure 1.

![Figure 1: Quantitative, Qualitative, or/and Mixed Method Approach to Studying Tourist Experience](image)

When tourists engage consciously in a tour and travel experience, it heightens awareness or educates perception over the experiences. This results in perceived meaning to the tourists (Schwandt, 1994) which represent the knowledge as a constructed form of tourist experience (Eisner, 1991). As very minimal knowledge about survey-based research, Tan et al. (2015) exploits hermeneutical phenomenological approach. Their efforts (Tan et al., 2015) lead to a process-structure to tourist experiences, as shown in Figure 2, which provide the essential ingredients of confidence as points of problem identification to initiate this research.
As competition intensifies in the service sector, it is becoming ever more important for service organizations to differentiate their products in ways that are meaningful to customers (Lovelock & Wirtz, 2007). Lovelock & Wirtz (2007) demonstrated how Bright Horizons in the USA transformed the inherent weaknesses of the day-care industry into its strength by positioning its business strategies to deliver meanings to the parents and the partners, namely to give the best peace of mind to parents and the clients.

In other words, the ability to gain the mind share of the customers i.e. tourists that match the meaningful value proposition offered through a viable business model is the key differentiator for competitive advantage in today’s hypercompetitive markets and industries (Hill, 2015). For a tourist, it means a destination and the tour and travel are able to deliver a meaningful tourist experience, which is an essential theme in the experience economy advocated by Pine and Gilmore (2013).

To be specific, in an experience economy’s perspective, significant customer value is often created when new experiences are developed Pine and Gilmore (2013). To a tourist, that new experience could be one due to reacting to what is offered by the destination sites and the services, or is caused by the co-creation with the environment and its given activities (Boswijk, Thijsse, & Peelen, 2007).

To this end, Hypothesis 1 (H1) is posited, which is stated as follows:

- **H1**: Tourist experience qualities in the domains of travelling, destination, tourist involvement, tour guide, accommodation and transportation, and pre-tour preparation do significantly contribute to explain the variances of the meaning to tourists.

To a tourist destination, it needs to position to ensure that the meaningful tourist experience should be aligned to the destination’s core brand value (Crompton, 1979). In practical term, favorable tourist destination image provides the necessary embedded behavioral drivers to influence tourist behavior and level of tourist satisfaction (Mayer, Johnson, Hu, & Chen, 1998).

**Tourist Satisfaction**

Satisfaction based on travel experiences in the tourism industry is a fundamental driver of destination loyalty (Alexandris, Kouthouris, & Meligdis, 2006). Tourist satisfaction could be approached through evaluation based on the travelling experiences of tourists, in an attempt to measure the degree to which their expectations before trip that concerns the characteristics of the program of services acquired from a supplier have been fulfilled (Gerpott, Rams, & Schindler, 2001).
In order to approach the good customer satisfaction, the suppliers need to systematically organize the supply-side resources into systematic management framework, so that the qualitative management can create the differentiation which leads to unique value proposition that makes tourists satisfied.

The level of tourists’ loyalty to a destination is revealed in their meanings to revisit the destination and in their enthusiasm to mention it (Oppermann, 2000). Every customer has every expectation before they are involved on purchasing the related products and services. Meanwhile, if tourists are delivered with unexpected and innovated products and services, they get amazing feeling and it can create the memorial moment so that customer loyalty could be established.

When experiences compared to expectations result in feelings of gratification, the tourist is satisfied. However, when they result in feelings of displeasure, the tourist is dissatisfied. On the other hand, dissatisfied tourists may not return to the same destination and may not recommend it to other tourists, or may express negative comments about a destination and damage its market reputation.

As such, Hypothesis 2 (H2) and Hypothesis 3 (H3) are deduced:

H2: Tourist experience, together with personality traits and certain trip characteristics, can explain the variability of tourist satisfaction.

H3: Both tourist satisfaction and the meaning to tourist can significant explain the variances of tourist loyalty.

**Theoretical Conceptual Model:**

The themes that emerged from the literature review, partially based on the model identified from the qualitative hermeneutical approach to the study of tourist experience (Tan et al. 2015), can be summarized in the following conceptual model, shown in Figure 3.

Including personality trait variables allows the study to shed light towards psychographic segmentation which is attempted to predict behavior (i.e. what the customers are interested in and would tend to purchase or involve) from the knowledge of lifestyle and attitudes.

Big-Five Personality traits and trip characteristics allow the researchers to study how the tourists’ ideas and feelings about themselves are related to the characteristics of the products, services, and tourist destinations. Big-Five Personality traits were based on the works, for instance, of Leary (1957), Costa & McCrae (1989) and Goldberg (1981) which aim to reflect the enduring emotional, experiential, attitudinal, and motivational styles of the tourists that could influence their satisfaction.
Big-Five personality traits have been subjected to systematic exploratory and confirmatory factor analysis to yield high validity in providing the evidences of comprehensiveness in the description of personality characteristics, based originally on the studies of natural language trait terms or the so-called lexical approach (Cattell R., 1946).

2. Method

Survey method is a popular research design approach which has shown to be effective and efficient in serving to provide useful market intelligence to the tourism industry. Nevertheless, in order to meet rigorous standards of reliability and validity, critical literature review is needed to help provide the insights needed to develop questionnaires that are of the demanded construct and content validity. Often, questionnaire-based survey is based on positivistic research paradigm which demands the researcher to maintain unbiased and distanced relationship with the investigated in an attempt to obtain factual data, i.e. the perceptions of the tourists.

In this research, quantitative survey-based approach to research design is employed. This method uses conveniently objective instrument to measure constructs with embedded interpretive capability. Although destinations and their attributes could serve as important resources for competitive advantage, the nature of them and the complementary role of tourists should be studied to understand how and why tourists are faithful to destinations. From the knowledge of customer loyalty’s literature, the instrumentation would incorporate cognitive and affective contents in the antecedent factors such as tourist experience (as motivation), destination, and experiences in the travelling and toward accommodation and transportation, tour guides, foods, pre-tour preparation and involvement, in satisfying tourists.

In terms of place or destination, the construct is operationalized to capture both the supply-side advantages such as unique attraction to fulfill the functional needs of tourists as well as the demand-side outcome of the destination in terms of the emotional or affective values of destination, by adapting from the research insight of Yuksel, Yuksel, & Bilim (2010).

To facilitate and enable the structural analysis of the constructs involved, exploratory factor analysis technique would be used alongside with inter-item reliability analysis, and other inferential statistical methods such as multivariate regression and correlations, and cluster analysis.

Questionnaires are developed with the purpose to secure construct and content validity, as well as reliability by the researcher carefully scrutinizing them from different angles, linguistically, content wise, as well as the dimensionality of the nature of the constructs. Specifically, performed using inter-item consistency reliability analysis, the following results (shown as Cronbach’s coefficient alpha, for the researcher-developed questionnaire items) are stated:

- Perceived meaning to the tourists – 0.879
- Tourist satisfaction – 0.855
- Tourist loyalty – 0.855
- Experience in destination – 0.864
- Experience with the tour guide – 0.895
- Tourist involvement – 0.797
- Experience in travelling – 0.776
- Experience in accommodation and transportation – 0.775
- Experience in foods – 0.878
- Tourist pre-tour preparation – 0.797

Pilot Testing and Final Sampling

The questionnaire items were examined in pilot testing which involve the domestic tourists to numerous ancient cities of BAGAN, in Myanmar. Data collected were then used to study further the appropriateness of the questionnaire-item wordings, the content validity and also the construct validity through exploratory factor analysis. Reliability analysis is also performed to gain the initial robustness
quality of the instrument. Upon ensuring the initial successes with the research quality assessment, researcher randomly approaches the domestic tourists to the ancient city of BAGAN, the famous destination of Myanmar, for participation in this survey. The 200 valid sample-data deliver the results discussed next.

3. Results

This section uses inferential statistical analysis (i.e. correlations, multivariate regression), with the supporting reliability and factorized analytical background, to provide evidences to either support or reject the three posited hypotheses. First, correlation analysis result of key constructs is presented which helps to study the types of predictors to be incorporated in the multivariate analysis, indicated in Table 1 (with ** indicating to 0.01 level of significance, 2-tailed).

Table 1: Correlation Analysis Results for Key Constructs

<table>
<thead>
<tr>
<th>Experience</th>
<th>Loyalty</th>
<th>Tourist Satisfaction</th>
</tr>
</thead>
<tbody>
<tr>
<td>Travelling</td>
<td>0.537**</td>
<td>0.594** 0.523**</td>
</tr>
<tr>
<td>Meaning</td>
<td>0.648**</td>
<td>0.752**</td>
</tr>
<tr>
<td>Destination</td>
<td>0.581**</td>
<td>0.637** 0.573**</td>
</tr>
<tr>
<td>Accommodation and Transportation</td>
<td>0.376**</td>
<td>0.446** 0.432**</td>
</tr>
<tr>
<td>Tour Guide</td>
<td>0.540**</td>
<td>0.620** 0.631**</td>
</tr>
<tr>
<td>Food</td>
<td>0.523**</td>
<td>0.554** 0.577**</td>
</tr>
<tr>
<td>Pre-Tour Preparation</td>
<td>0.418**</td>
<td>0.492** 0.477**</td>
</tr>
<tr>
<td>Tourist Involvement</td>
<td>0.534**</td>
<td>0.549** 0.532**</td>
</tr>
</tbody>
</table>

Multivariate regression analysis, shown in Table 2, by the use of the higher-strength of correlation (0.500** or above) for the variables of tourist experience quality, shows that meaning to tourist can be explained for 40.3 per cent of its variances by experience in travelling (with BETA 0.170), experience in destination (with BETA 0.226), and tourist involvement (with BETA 0.198). As to tourist involvement, it reveals the level to which a tourist is ardent to the supply-side activities, products and services, which yields meaning experiences. Similar empirical evidences were also found in Hou, Lin, & Morais (2005) and Hwang, Lee, & Chen (2005) for tourist involvement in the destination sites.

Table 2: Multivariate Regression Analysis for Perceived Meaning to Tourist

<table>
<thead>
<tr>
<th>Model Summary</th>
<th>ANOVA a</th>
</tr>
</thead>
<tbody>
<tr>
<td>Model</td>
<td>R</td>
</tr>
<tr>
<td>1</td>
<td>.635</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Model</th>
<th>Sum of Squares</th>
<th>df</th>
<th>Mean Square</th>
<th>F</th>
<th>Sig</th>
</tr>
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<tbody>
<tr>
<td>Regression</td>
<td>26.894</td>
<td>4</td>
<td>6.724</td>
<td>35.955</td>
<td>.000</td>
</tr>
<tr>
<td>Residual</td>
<td>39.832</td>
<td>213</td>
<td>.187</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>66.726</td>
<td>217</td>
<td></td>
<td></td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Coefficients</th>
<th>Unstandardized Coefficients</th>
<th>Standardized Coefficients</th>
</tr>
</thead>
<tbody>
<tr>
<td>Model</td>
<td>B</td>
<td>Std. Error</td>
</tr>
<tr>
<td>1 (Constant)</td>
<td>1.601</td>
<td>.185</td>
</tr>
<tr>
<td>Experience in Travelling (Actual)</td>
<td>.148</td>
<td>.071</td>
</tr>
<tr>
<td>Experience in Destination (Actual)</td>
<td>.193</td>
<td>.078</td>
</tr>
<tr>
<td>Tourist Involvement (Actual)</td>
<td>.135</td>
<td>.052</td>
</tr>
</tbody>
</table>

Multivariate regression analysis, shown in Table 3, is performed for the dependent variable, tourist satisfaction, which shows that extraversion personality trait (with BETA 0.235), relaxed type
of trip characteristics (with BETA 0.119), tourist experience in travelling (with BETA 0.136), tourist experience in destination (with BETA 0.148), tourist experience with the tour guide (with BETA 0.168), and meaning to tourist (with BETA 0.303), can explain 62.2 per cent of the variances of tourist satisfaction, which is a significantly high level of explanation power.

The evidences here also are aligned with the existent literature – that attractive and memorable destination is often associated with higher level tourist satisfaction (Chon, 1991; Kim & Brown, 2012).

Extraversion traits are personal characteristics of the so-called extraverts who are energetic and optimistic. With the embedded positive affective characteristics, extraverts are shown by the research results here to result in higher level of tourist satisfaction.

Table 3: Multivariate Regression Analysis for Tourist Satisfaction

<table>
<thead>
<tr>
<th>Model</th>
<th>R</th>
<th>R Square</th>
<th>Adjusted R Square</th>
<th>Std. Error of the Estimate</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>.769*</td>
<td>.622</td>
<td>.608</td>
<td>.3998</td>
</tr>
</tbody>
</table>

a. Predictors: (Constant), Value for Money, Experience in Travelling (Actual), Extraversion, Familiarity-Novelty, Relaxed, Meaning, Experience in Tourist Guide (Actual), Experience in Destination (Actual)
b. Dependent Variable: Tourist Satisfaction

Table 4: Multivariate Regression Analysis for Tourist Loyalty

<table>
<thead>
<tr>
<th>Model Summary³</th>
</tr>
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<tbody>
<tr>
<td>Model</td>
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<tr>
<td>-------</td>
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<td>1</td>
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</tbody>
</table>

a. Predictors: (Constant), Tourist Satisfaction, Meaning
b. Dependent Variable: Tourist Loyalty

Multivariate regression analysis, shown in Table 4, for tourist loyalty as the dependent variable concludes that its variances, for 71.6 per cent, are contributable by both tourist satisfaction (with BETA 0.421) and meaning to tourist (with BETA 0.421), at F(2,215) = 35.677.

Table 4: Multivariate Regression Analysis for Tourist Loyalty

<table>
<thead>
<tr>
<th>Coefficients⁴</th>
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<tbody>
<tr>
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<tr>
<td>-------</td>
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a. Dependent Variable: Tourist Loyalty

ANOVA⁴

<table>
<thead>
<tr>
<th>Model</th>
<th>Sum of Squares</th>
<th>df</th>
<th>Mean Square</th>
<th>F</th>
<th>Sig.</th>
</tr>
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<tr>
<td>1</td>
<td>Regression</td>
<td>71.354</td>
<td>1</td>
<td>35.677</td>
<td>271.602</td>
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<tr>
<td></td>
<td>Residual</td>
<td>28.242</td>
<td>215</td>
<td>.131</td>
<td></td>
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<tr>
<td></td>
<td>Total</td>
<td>99.596</td>
<td>217</td>
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a. Dependent Variable: Tourist Loyalty
b. Predictors: (Constant), Tourist Satisfaction, Meaning
4. Discussion and Conclusion

This research confirms a structural relationship model that depicts the antecedent driving forces, represented by tourist experience quality, and the consequence of tourist satisfaction, known as loyalty. Specifically, the model explains that the variances of tourist loyalty can significantly be explained by both tourist satisfaction and the perceived meaning to the tourist, at 71.6 per cent, as shown in Figure 2. This conclusive evidences, of significantly higher level of predictive explanatory strength, shares also the view of the psychological theory in tourist behavioral study, which acknowledges that tourist loyalty, as a psychological attitude towards the tourist experiences and choices of travel and tour, can be significantly driven by both the cognitive (perceived meaning) and affective perceptions (tourist satisfaction) of the tourist experiences. The background of the cognitive and affective theory of psychology can be referred to Eldelman & Weinshall (1991) and Sternberg (2009).

The instrument used for the perceived meaning to tourist in this research is described by the ability of the tour to allow the tourist to gain self-development, to expand perspectives about life and the world, to change life for the better, etc., which can be explained, for 40.3 per cent of the variances, by tourist involvement, and the experiences involved with the traveling journey as well as the memorable and attractive destination sites. The satisfactory characteristics of tourist satisfaction depict the pleasurable action of the tourists and fulfillment. Through neglecting certain portions of the instrument items, tourist satisfaction becomes unitary construct in the sense that it is an overall perspective to satisfaction, for instance, characterized as: “After the visit, the tourist feels the expectation before the trip has been met,” “The tourist has a better understanding about the destination sites,” “The tour is positively memorable to the tourist, and the tourist has a positive memorable experience in the trip.” Besides, the tourist satisfaction is also embedded with a post-visit attitude to be delighted to speak positively about the tour experiences to circles of friends, family members, colleagues and anyone.

A further demographic-psychographic analysis, by the use of correlation, shows that extraverts are more towards searching for meaning (with correlation coefficient of 0.162), and being motivated slightly towards searching for novelty in the travel and tour experiences (with correlation coefficient of 0.219). Tourists of conscientiousness and open-to-experience traits show preference for slightly far away from the neighboring countries (with correlation coefficient of 0.178 for conscientiousness, and 0.184 for open-to-experience trait), at the mean of 2.5818 (between preference that settles for neighboring countries to slightly away from the neighboring countries). The positive correlation between personality traits and some of the preferential characteristics on trips, in terms of purpose, motivation, distance to destination, and value for money, highlights also anthropomorphism theory (Boyer, 1996), which maintains that people tend to associate themselves similarly to the activities of choices. Thus, tourists of different personality traits tend to form certain attitude and preference over the characteristics of the trip choices, i.e. destinations.
Thus, from the result of the demographic-psychographic analysis, as an implication to market segmentation and market strategies, tourism marketers should actively be more observant and considerate of the personality traits of the tourists as different personality traits tend to react differently, and in different levels, to the different domains of tourist experiences, and thus the state of experiential involvement, meaning, satisfaction, and loyalty.

Lastly, the significant role of the experiences with the tourist destination sites contributing towards tourist satisfaction highlights that tourism marketers have much to gain from understanding from the theory of environmental psychology. Environmental psychology is a field of study that examines the interrelationship between the environment (i.e. tourist destination and the service scapes) and tourist behavior and affection (i.e. satisfaction), and attitude (i.e. loyalty) (Gifford, 2007)

5. References


Factors Affecting Collaboration Between Suppliers in Tourism Supply Chain

Tran Thi Huyen Trang¹ and Nguyen Thi Quynh Trang²
¹,²MBA, Tourism & Hospitality Faculty, National Economics University, Vietnam
¹E-mail: trangwest@gmail.com and ²E-mail: quynhtrang.tourismneu@gmail.com

Abstract

Tourism is a cultural and social activity which includes a range of activities such as travelling, enjoying cuisine and the beauty of landscape, experiencing multi-culture and lifestyle and so on. Tourism demand is synchronous and synthesizes many other single demands. Thus, to satisfy tourist’s demand, it is needed a system of tourism suppliers coordinating closely towards tourists’ satisfaction. From that point, tourism supply chain theory has received the concern of researchers and managers. Besides the financial benefits, humanities and social factors like trust, commitment, personal relations and knowledge sharing among the suppliers play an important role in building, developing sustainably and maintaining the relationship among tourism suppliers. Basing on synthesis literature review and secondary data, the paper analyzes and focuses on four factors affecting collaboration among suppliers in tourism supply chain. These factors mainly relate to social issue and cultural behaviors of tourism suppliers.

1. Introduction

Today’s changing global environment make impossible that the firms compete stand-alone. The firms come barely to compete through improvements of the entire production chain. This issue of fact brings out the network competition where the case is supply chain competition and enhances its importance, not the firms. For the last two decades, together with this importance, the supply chain in the field of production management particularly became a subject widely studied.

Despite the general popularity of the approach of supply chain within production management, the studies within tourism have not been performed with the same frequency (Gengeswari et al., 2011). The successes of all members of the chain in their activities are also important within the production field. But in the service sector the concurrency of production and consumption of the service makes the compensation of faults impossible while the possible diverse defects and faults during the production of the goods can be cured before reaching the consumers.
Also for the tourism as a typical service sector, it is substantially important that all members of the supply chain execute their duties strictly, accurately and punctually.

Within tourism supply chain, the buyer-supplier relationships which are composing the first stage of the supply chain are critically important in success of the chain. In order to generate an effective supply chain and create a competitive advantage, the examination of the importance and the structure of buyer-supplier relationship is required (Gules et al., 2009).

Tourism stakeholders come in various types: immigration, customs, local government, locals, hotels, tourism site management, suppliers, distributors, competitors, transporters and other firms carrying out complementary activities. This myriad of stakeholders and operators in the tourism industry present a formidable task for policy makers to synergize all their energies as each operator’s focus on making monetary profits often override many of the local and tourist priorities. To achieve successful tourism performance, these operators therefore, need to collaborate and network to achieve common goals which may be both tangible (financial) and intangibles (knowledge sharing). For collaboration and networking to materialize, there must be concerted efforts at building trust, guanxi/personal relationship and commitment as well as effective knowledge sharing among the tourism stakeholders.

This paper attempts to examine the determinants of collaboration between the suppliers in the tourism supply chain. The next section of this paper discusses the research context in relation to existing literature on tourism supply chain and relational constructs such as trust, commitment, guanxi/personal relationship and knowledge sharing. The last section is on conclusion and managerial implications with suggestions for future research.

2. Tourism supply chain

The tourism supply chain is an entire set of activities that conducts the resource sharing, cost reduction and constitution of customer value within the whole tourism activities including the product, money and information flow which affect the tourism products and tourist experiences (Chen and Yi, 2010). The definitions of tourism supply chain available in literature from different authors are also presented in the Table 1. (Tapper and Font, 2004; Zhang et al., 2009) have made definitions that are based on the distribution of the part of tourism supply chain presentation to the consumers. From a wider perspective Piboonrungroj and Disney (2009) and Chen and Yi (2010) have highlighted the existence of numerous enterprises and the cooperation between them. The main members of the tourism supply chain are accommodation companies, transportation companies, food and beverage companies, recreation companies, shopping companies, travel agencies and tour operators (Zhang et al., 2009; Tigu and Calaretu, 2013).
Table 1: The definitions of tourism supply chain

<table>
<thead>
<tr>
<th>Authors</th>
<th>Definitions</th>
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<tbody>
<tr>
<td>1 Tapper and Font (2008)</td>
<td>Tourism supply chain is a chain which involve all goods or services’s suppliers for the distribution of tourism products to the tourists.</td>
</tr>
<tr>
<td>2 Zhang et al. (2009)</td>
<td>A tourism supply chain is defined as a network of tourism organizations engaged in different activities ranging form the supply of different components of tourism products/services such as flights and accommodation to the distribution and marketing of the final tourism product at a specific tourism destination and involves a wide range of participations in both the private and public sectors.</td>
</tr>
<tr>
<td>3 Piboonrungroj and Disney (2009)</td>
<td>Tourism supply chain is considered as relationships between service providers such as passenger transports and lodgings or caterings and their intermediaries namely tour agencies and tour operators.</td>
</tr>
<tr>
<td>4 Chen and Yi (2010)</td>
<td>Tourism supply chain is to connect organically all tourist activities, include products for tourists and their experiences that are influenced with the flow of information, materials, funds…To realize the purpose of sharing resources, reducing costs and completing customer value.</td>
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Sources: Adapted from Sigala (2008)

Gengeswari et al., (2011) have researched the barriers against the tourism supply chain implementations. They have defined these barriers as: (i) the approaches of chain members (lack of trust between chain members, inflexibility born by the paucity of coordination, unwillingness for integration between chain members), (ii) company structure (size, security matters about document exchange, conflict between organizational structures), (iii) employees (employees’ lack of knowledge) and (iv) as a product, the structure of “tourism”. Da Costa and Carvalho (2011) have reviewed the sustainability of tourism supply chain. They examine the tourism supply chain by evolving out of the value chain approach have defined accordingly the tourism activities and products and have stated the tourism supply chain structure. Other studies about the tourism supply chain management are mainly about marketing side of the chain (Zhang et al., 2009; Gengeswari et al., 2011; Tigu and Calaretu, 2013) and to measure of performance within the chain (Tigu and Calaretu, 2013).

Besides the studies based on buyer-supplier relationships within the tourism supply chain are very few in literature (Tektas and Kavak, 2010; Yildizet al., 2010; Cakici and Cetinsoz, 2010). Among these, Tektas and Kavak (2010) have researched the influences of the relationship quality during supply process between the suppliers and the hotel managers operating in the tourism sector in Turkey on the value about that supplier. At the end of the study, in according to the relationship quality they have arrived at the positive and expressive influence of the perceived value by the hotel managers born by the trust, the loyalty, the information sharing and the communication.
Similarly, Yildiz et al., (2010) have made a research to identify the considered factors by the accommodation companies in improving their relationships with the suppliers. They have determined that the hotels consider the innovation, the competition, the contribution to institutional development, the power of relationship, the speed and flexibility and customer relationships factors in improving their relationships with their suppliers. Cakici and Cetinsoz (2010) have researched the influences of “all inclusive” system to the purchasing policies. They have found that the reputation, the after sales services, talent and popularity, price policy and the confidence are considered within the buying activities.

3. Factors affecting collaboration among suppliers in tourism supply chain

3.1. Trust

Trust plays a major role in collaborative inter-organizational relationship (Bromiley and Cummings, 1995; Zaheer et al., 1998; Pavlou, 2002; Sheu et al., 2006). From an economic view, trust leads to efficient transactions by reducing transaction costs (Bromiley and Cummings, 1995). From a social exchange perspective, trust exists in the social context of supply chain partnerships creating social capital and affecting economic activities (Granovetter, 1985; Uzzi, 1997). In both views, trust has been regarded as a governance mechanism to reduce conflict and opportunism and promote cooperation, and further to enable firms to achieve collaborative advantage and better firm performance (Morgan and Hunt, 1994; Zaheer et al., 1998).

Trust (inter-organizational trust or partner trust) refers to the extent to which a firm subjectively believes that supply chain partners will perform work and transactions based on its confident expectations, regardless of its ability to check on their behaviors or monitor them (Zaheer et al., 1998; Pavlou, 2002). Trust refers to the degree to which a party has faith in another party’s dependability and goodwill in an uncertain situation. Trust is one of the most accepted social standards for exchange coordination across organizations (Morgan and Hunt, 1994; Lejeune and Yakova, 2005). It is a key relational attribute to build long-term relationships between supply chain partners as it motivates firms to tolerate short-term inequities in the belief that short-term inequities would be balanced out and compensated by mutual benefits over the long term (Son et al., 2005).

It has been reported that supply chain collaboration is difficult to implement because there has been an over reliance on technology and fundamentally a lack of trust between trading partners (Sheu et al., 2006). Trust is an important element for IOS enabled supply chain collaboration because trust can provide a foundation between collaborative partners for sharing critical information (Lejeune and Yakova, 2005).

Trust is the key factor in a successful collaboration and lack of trust is often perceived even under the state of collaboration (Vangen and Huxham, 2003). Hence they proposed the requirement of continuing involvement from partners in ambiguous, complex, and dynamic
collaboration framework. Strong and Webber (1988) and Kanter (1994) argued that the establishment of successful collaborative relationship relies on trust, as it leads to success and profits in collaborations (Macoby, 1997).

3.2. Guanxi/Personal relationship

In the Chinese business-to-business (B2B) environment, the two cultural variables of guanxi and xinyong are believed to influence long-term business relationships. Guanxi refers to “an intricate and persuasive relational network that contains implicit mutual obligations, assurances and understanding” (Park and Luo, 2001). Park and Luo (2001) demonstrate that guanxi positively influences a firm’s growth in terms of market expansion, but not in terms of improving net profit. Lou and Chen (1996) suggest that guanxi contributes to an increase in sales for the sellers, but at the expense of the buyers. However, some scholars have commented on the dark side of guanxi networks. Personal attachment among firms within guanxi networks can provide inertia since it can operate against changes needed to enhance profits and growth and undermine firm efficiency due to high costs of building and utilizing guanxi networks (Park and Luo, 2001).

Guanxi networks can be defined as networks of personal relationships embedded in informal social bonds that an individual has to facilitate relationships (Leung et al., 2005). It is based on the unspoken or hidden system of reciprocity in that individuals in the same guanxi network carry expectations and obligations to exchange favours among them (Lovett et al., 1999). Guanxi may also refer to “the establishment of a connection between two independent individuals to enable a bilateral flow of personal and social transactions” (Yeung and Tung, 1996) or “a mechanism by which individuals are able to achieve personal, family, or business objectives” (Bell, 2000).

Relationship between guanxi/personal relationship and collaboration

Collaboration refers to “a close, functionally interdependent relationship which organizations strive to create mutually beneficial outcomes for all participants” (Jap, 2001). Collaboration can be described as an inter-organizational relationship in which parties may engage in various activities ranging from sharing information, planning and solving problems jointly to arrive at decisions (Soosay et al., 2008). Hogarth-Scott (1999) argues that although partners in collaborative relationships must share risks and costs, successful collaboration based on mutual trust and openness is rewarding and yields competitive advantage since partners can achieve higher performance than they would without the collaboration.

Previous studies have substantiated the key role of knowledge transfer and resources exchange in the supplier chain collaboration. Collaboration between suppliers and buyers facilitate the sharing of tacit and explicit knowledge which promotes innovation within the supply chain.
Sharing information is essential for collaborative partners to ease the flow of products, services and feedback from customers (Soonhong et al., 2005). In terms of international business, collaboration with local partners can benefit multinational firms since local partners can provide knowledge with regards to local market, demand, culture as well as resources (e.g. information, labour and raw materials) (Shrader, 2001). Likewise, joint planning is required to co-align processes, operations and capacities of supply chain members in collaborating efforts (Soosay et al., 2008).

Guanxi is an important resource for firms in China to gain cooperation (Park and Luo, 2001). Inter-organisational networks such as guanxi have been suggested as a tool for survival or gaining competitive advantage since such networks provide opportunities for shared learning, transfer of knowledge and resources exchange (Nohria and Eccles, 1992). Batt and Purchase (2004) contend that reciprocity and interdependence are key ingredients of collaboration in networks. Members of a network do not operate in isolation and thus collaboration with one relationship will affect relationships with other firms within the network (Hakansson and Ford, 2002). Thus, members of a network need to learn how to manage the intricacy of interactions that occur within their relationships both internally and externally (Ritter et al., 2004).

### 3.3. Commitment

Morgan and Hunt (1994) suggested that the propensity for relational continuity and the establishment of long-term relationship are key ingredients of commitment. Commitment can be defined as the willingness of a party to invest resources into a relationship (Morgan & Hunt, 1994). Gundlach, Achrol, and Mentzer (1995) evaluated the structure of commitment and the impact of social norms and opportunism on long-term commitment. They also pinpointed the importance of commitment in developing and sustaining successful relational exchange. Mayer, Davis, and Schoorman (1995) and Luo (2002) also argued that commitment serves as a backbone for strengthening an established trust relationship.

Commitment can be identified at two levels: interpersonal commitment and organizational commitment. Interpersonal commitment refers to the individual’s willingness to contribute considerable time, work, and energy to another individual. Organizational commitment can be further categorized into: intra-organizational and inter-organizational commitment. Intra-organizational commitment refers to an employee’s identification with and acceptance of their organizational goals and values, as well as his willingness to make considerable effort to his organization for a desirable outcome. Inter-organizational commitment is defined as the willingness of a focal organization to invest in the relationship with its partners based on the favorable outcomes (Cheng, Li, Love, & Irani, 2004).

Two types of commitment were identified by Mathieu and Zajac (1990): affective commitment and calculative commitment. Affective commitment can be defined as one party’s...
identification with and emotional attachment to the goals and values of another party and willingness to secure the relationship (Morgan & Hunt, 1994). Affective commitment is based on an enduring desire to continue a relationship for enjoyment, as well as loyalty and belongingness toward the exchange partner. Calculative commitment can be viewed as one party’s identification with the benefits and costs of the relational exchange and the willingness of maintaining the relationship to satisfy his needs (Geyskens, Steenkamp, Scheer, & Kumar, 1996). Allen and Meyer (1991) underplayed the role of calculative commitment in the context of the relationship because of its cognitive nature. However, both behavioral and affective perspectives are critical in the relationship formation because, practically, it is difficult to obtain affective commitment at the beginning and there must be a learning process for both parties. Moreover, Geyskens et al. (1996) suggested total inter-dependence enhances both cognitive and affective commitment. Beth et al. (2003) advocated that trust and relationship commitment are placed in the highest priorities in achieving “supply chain integration”, a significant concept that promotes collaboration between supply chain partners for values and competitiveness.

3.4. Knowledge sharing

Various scholars have recognized that inter-firm knowledge sharing is critical to competitive success, noting that organizations learn by collaborating with other firms as well as by observing and importing their practices. If the network can create a strong identity and coordinating rules, then it will be superior to a firm as an organizational form at creating and recombining knowledge due to the diversity of knowledge that resides within a network (Dyer and Nobeoka 2000).

Knowledge sharing requires a willingness to collaborate with others within an organization (Zboralski, 2009) because any indisposition to share knowledge may result in inaccurate, incomplete, ill-timed, and in extremes cases, false information being shared. The integrity of shared knowledge is critical because it aggregates into organizational knowledge, which helps both employees and organizations to improve their competitiveness. However, considering that knowledge is a personal asset over which an individual has complete control, the decision on whether or not to share knowledge therefore is contingent on an evaluation of the costs and benefits (Cabrera and Cabrera, 2005).

Knowledge sharing have increasingly become key determinants of supply chains’ competitive advantages (Spekman et al., 2002). A primary objective of knowledge management research and practice is to facilitate effective knowledge sharing among organizational members (Desouza, 2003). To improve inter-organizational coordination and product quality, manufacturing firms often demand that their supply chain partners such as subcontractors or suppliers implement common processes, which often require sharing process knowledge. Inter-organizational
knowledge sharing within a supply chain has thus become a common practice, because it enhances the competitive advantage of the supply chain as a whole (Holland, 1995).

To achieve the advantages of knowledge sharing, it is of strategic importance for the firms to understand the factors that affect knowledge sharing behaviors of their partners. Existing research on this important issue has focused on modeling all the factors under investigation as precursors or independent variables that directly affect the behaviors of knowledge sharing. These models do not consider indirect effects and pay no special attention to the likely coexistence of the cooperation and competition relationships between supply chain members, known as co-opetition (Brandenburger and Nalebuff, 1996). In a co-opetition business environment, despite the advantages of inter-organizational knowledge sharing, manufacturing firms may impede knowledge sharing, if they regard their partners as potential competitors and try to protect their core knowledge from opportunistic behavior of their partners (Spekman et al., 2002). This is mainly because sharing key knowledge or confidential information may increase the competitive advantage of their partners, which may be in conflict with their own interests in a highly competitive market.

Inter-organizational knowledge sharing in tourism supply chains involves activities of transferring or disseminating knowledge from suppliers to their partners with a view to developing new capabilities for effective actions. To achieve the benefits of inter-organizational knowledge sharing, it is essential for all the parties involved to be in cooperative relationships (Dyer and Singh, 1998). With collaborations between suppliers and their partners, a base of jointly held knowledge can be created and maintained through knowledge sharing, thus enhancing mutual understanding and expectations (Larsson et al., 1998). With effective knowledge sharing, the strategic intent of inter-organizational collaborations for a sustainable competitive advantage can be achieved by combining the relevant organizational resources and capabilities of all parties (Madhok and Tallman, 1998).

The value created by collaborative supply chains benefits all parties (Horvath, 2001). However, competition may occur when the green manufacturing firms and their supply chain partners need to capture specific business values created in the market or to protect their own interests. In other words, these parties are in a co-opetition relationship where cooperation and competition coexist (Brandenburger and Nalebuff, 1996).

It is evidenced in knowledge management that trust is a necessary condition for inter-organizational knowledge learning (Dyer and Nobeoka, 2000). Trust plays a critical role in facilitating a deeper exchange relationship such as knowledge sharing (Morgan and Hunt, 1994; Dyer and Nobeoka, 2000). Without trust during the collaborative process, information exchanged or knowledge shared between the partners may be low in accuracy. In the context of supply chains, trust is seen as a phenomenon, which contributes to the strength of inter-organizational relationships (Sahay, 2003). Trust is an important precondition in supply chain management and
information sharing is a prerequisite for trust in supply chains (Kwon and Suh, 2005). As such trust facilitates inter-organizational knowledge sharing (Mentzer et al., 2000). In particular, if the knowledge sharing process involves sharing vital and confidential information, the process not only helps build trust but also grows with the presence of trust (Sahay, 2003). Without trust, supply chain members will not share confidential information, as it risks a substantial investment (Sahay, 2003). With trust, partners are able to engage in more open and effective knowledge sharing.

4. Conclusions and Managerial Implications

Relationships between suppliers within supply chain have experienced significant developments in recent years. Now, to gain a competitive advantage and be competitive, the tourism industry must be engaged in collaborative relationships with a long-term look. We are well past a purely traditional relationship characterized by an economic approach to a less confrontational relationship, whose foundations are built on trust and commitment. The results of the reviewed papers show that the relationships between the vendors move towards more collaborative relationships. In general, the results strongly support the hypotheses presented in previous studies. The interest of these studies is to allow those involved in the tourism industry to develop a stimulating collaborative relationship in the economic policies and development commitments. In the tourism supply chain context, collaboration is changing, but slowly turning into relationships with a vision beyond the short term. The suppliers of supply chain are forced to feed a collaboration based on trust, commitment, guanxi/personal relationship and knowledge sharing.

The put forth in this research allow managers to have a better collaborative design relationship between suppliers and their partner in tourism supply chain. This research also highlights the factors that have a significant impact on collaboration between suppliers of travel industry in the supply chain. The research examines various factors of collaborative relationships in order to categorize collaborative relationships for the academicians and practitioners. In this perspective, managers need to consider that to have better collaborative relationships, they must take account the specifics determinants to develop collaborative strategies of relationships. It has been indicated that each partner plays an important role not only in the development of the relationship, but the perception of the collaborative partner’s relationship and its implementation in practice has an impact increasingly important in the development of collaboration. In this perspective, managers can also use these results to assess current collaborations and seek ways to improve current collaborative efforts.
5. References


Social Adaptation of KhonMueangNai People in Surat Thani Province

Nattakan Ngampradit¹ and Utit Sungkharat²
¹Master of Arts student, Human and Social Development Program, Faculty of Liberal Arts, Prince of Songkla University, Hat Yai Campus, Thailand
²Lecturer, PhD in Cultural Studies, Department of Educational Foundation, Prince of Songkla University, Hat Yai Campus, Thailand
¹E-mail: ntkoil@hotmail.com

Abstract

The objective of this qualitative study was to investigate social adaptation of KhonMueangNai people in Wat Pradu Sub-district, Mueang District, Surat Thani Province. The data were collected through in-depth interviews and participant observations on 10 respondents consisting of locals of Wat Ban Mai Phatthana Community, the village headman, and a Buddhist monk in the community.

“KhonMueangNai” is a word used to call people migrating from provinces in the central part of the country, Nakhon Pathom, Petchburi, and Ratchaburi, since 1967 to settle in Wat Ban Mai Phatthana Community in Mueang District, Surat Thani Province, which has become a community of “KhonMueangNai”. The study found that KhonMueangNai have adapted themselves socially in three aspects. 1) Adaptation in language - they had to learn the Southern Thai dialect to communicate with locals, and as a result, some of them speak with an accent that is a mixture of the central Thai and Southern Thai dialect while others can speak the Southern Thai dialect very well. Therefore, the relationship between KhonMueangNai and locals is smooth, and together, they live in harmony. 2) Adaptation in culture and tradition - KhonMueangNai have learned culture and traditions of Southerners such as wedding and ChakPhra traditions that they have mixed with the culture and traditions from the central part. As a result, Wat Ban Mai Phatthana Community has integrated cultures from the two parts of the country very well. 3) Adaptation in terms of participation - residents of Wat Ban Mai Phatthana Community are a mixture of locals and migrants from the central part who must live together, therefore, they need to adapt themselves by listening to each other’s opinions, and helping each other. They use Wat Ban Mai Phatthana, a Buddhist temple, when they have meetings presided over by the village headman which reflect adaptation in terms of participation among the two groups of people.

Keywords: Social adaptation, KhonMueangNai
Introduction

Moving and migrating are normal for humans who usually travel and migrate from one place to another that is more fertile and suitable for living. When they move to a new place and society, it is natural for them to adapt themselves to the new environment and society.

Surat Thani is a province in the upper Southern part of Thailand with a large area consisting of various geographical characteristics including highlands, mountainous areas and coastal plains that are suitable for agriculture, trading and many other occupations. The area of this province covers large and small islands and sea areas in the Gulf of Thailand (http://www.suratthani.go.th/home, 2014). Surat Thani is an important social, cultural, and economic center for the upper South that is very prosperous making it attractive to tourists who flow into the province. Thus, people from other parts as well as the Southern part of the country move in Surat Thani to settle down and to make a living by building new occupations for more income.

Wat Ban Mai Phatthana Community in Wat Pradu Sub-district, Mueang District, Surat Thani Province is a community where people from provinces in the central part of the country which are Nakhon Pathom, Petchburi, and Ratchaburi have come to settle down since 1967. Originally, this area was a forest with a few households. However, after a few families of “Khon Mueang Nai” moved in and saw that they could reclaim land and make a living in that area, they persuaded their relatives and neighbors to move to the area and it has eventually become a community called “Khon Mueang Nai” community. Adaptation among Khon Mueang Nai people to their living in Surat Thani is very interesting, and this prompted the researcher to find out about social adaptation of Khon Mueang Nai people of Wat Ban Mai Phatthana Community in Wat Pradu Sub-district, Mueang District, Surat Thani Province.

Objective

To investigate social adaptation of Khon Mueang Nai people in Surat Thani Province

Related research documents

Roy’s Adaptation Model—According to adaptation refers to responses individuals have when faced with change taking place towards themselves or their environments. Their responses are to adapt and balance themselves physically, mentally, and socially. (Andrew & Roy, 1991). Roy believes that humans are composed of physical, mental, and social components that are related and function as one unit to maintain happiness or good health. Thus, whenever the body is affected, the mind and society are also affected; likewise, whenever the mind is affected, the body and society are also affected. For this reason, individuals have to adapt themselves to keep the body, mind, and society balanced; individuals who are successful in keeping them balanced will have life stability.

Yaem-ot (2013). In the abstract of his study “Cross-border Myanmar workers: Way of life and adaptation in the rubber plantations” states that Myanmar workers crossing the border into Thailand to work for income they feel worth their labor, and because work in rubber plantation is hard and Myanmar workers are patient and hard-working, many of them are hired to work in rubber plantations in Ban Khuan Khi Raet where the study was conducted. The study found that the workers had to adapt themselves socially, culturally, and economically. They find that the most difficult adaptation is language because it is the most important obstacle to their daily life communication while adaptations in other aspects are not difficult as they are similar to their own way of life.

A study by Siriwong (2000). On “Social and cultural adaptation of a community due to migration” reports that Mae Mo Luang community originated because of the expansion of the Mae Mo lignite mine of the Provincial Electricity Authority. People migrating to a new area
which is different, especially in terms of context, location, and way of life from the area where they used to be had to change and adapt themselves in terms of society and culture. People in the community had to change from doing agricultural to industrial and service occupations making relationships among people in the community change from kinship-like relationships to more individual oriented kind of relationships which reduce dependence-relationship. When people adapt themselves, the conditions of the area can affect adaptation time and expectation of advantages and disadvantages of adaptations.

In this study, the researcher applied Roy’s Adaptation Model for analysis, and the study scope was based on related studies.

Methodology

Respondents
Data were collected from key informants 10 persons consisting of KhonMueangNai people (locals of Wat Ban Mai Phatthana Community), the village headman, and the abbot of Wat Ban Mai Phatthana, a Buddhist temple in the community.

Research Methods
In conducting this qualitative study and to obtain data covering the objective, data were collected using these methods: 1) in-depth interviews, 2) participant observations, and 3) field data records.

Data analysis
The data collected from related documents, research, in-depth interviews, participant observations, and field records were analyzed based on related concepts. The data were decoded, interpreted, synthesized, and presented with analytical description.

Results
The results of the study revealed that KhonMueangNai (people in Wat Ban Mai Phatthana Community) in Wat Pradu Sub-district, Mueang District, SuratThani Province adapted themselves socially as follows.

People in this community migrated from Nakhon Pathom, Ratchaburi and Petchburi because their relatives or neighbors persuaded them, therefore, they have good relationships among themselves, and at the same time, they learned to adapt themselves in order to have good relationships with local Southerners who have lived in the community before they moved in. Their social adaptation has been in various aspects as follows.

1. Language—KhonMueangNai originally spoke with the central Thai accent but when migrating to Wat Ban Mai Phatthana Community which is in the Southern part where a Southern dialect is used, they tried to learn to speak it so that they can communicate and get along well with locals who have lived there. Consequently, some of them can speak the Southern dialect very well. (EkachaiKhueanpraphai, RatreeHongthong, and PhacharaHongthong, 2014, December 10)

2. Culture and tradition—Because the way of life of locals of the community is with culture and traditions that they have inherited from generation to generation, when KhonMueangNai migrated to Wat Ban Mai Phatthana Community, they tried to learn the culture and traditions of the community while maintaining the culture and traditions of their own. (SomchitChaemchaeng, SiripornChaemchaeng and Chaem, 2014, November 16). As a result, they have culture and traditions that are well-integrated between the central and the Southern cultures such as their wedding tradition. Some KhonMueangNai people have married with the locals, thus they have kinship relations with local Southerners. Another Southern tradition in which central Thai tradition has been integrated is ChakPhra tradition. KhonMueangNai people have applied their knowledge of central Thai art in making
and decorating the Rue Phra or the float used in the ChakPhra tradition to make it more beautiful. (PhraKhruSitaDhammawathi and ThawinDetchinda, 2015, March 17).

3. Participation—KhonMueangNai people have adapted themselves placing emphasis on participation in community activities when they migrated to Wat Ban Mai Phatthana Community. Likewise, locals of the community have also adapted themselves to new comers through participation in community activities. For instance, in ChakPhra tradition. (RangsanSapprasert, 2014, November 16) people in the community cooperate in making Rue Phra or the float. As a result of good cooperation among people in the community, their Rue Phra has won provincial first prize for 15 consecutive years which is evidence of successful cooperation and participation, and pride of the community. (Sompon, 2015, March 17)

Discussion

The study on social adaptation of KhonMueangNai people of Surat Thani Province found that the people had to adapt themselves when they migrated to a new community from three provinces in the central part of the country, which are Nakhon Pathom, Ratchburi and Petchburi, as a result of persuasion by their relatives and neighbors. They had to learn to interact with the locals of the community who had lived there before they migrated to the place. This corresponds with Roy’s Adaptation Model and Andrew & Roy, 1991 who state that when individuals are faced with changes that happen to them or their environment, adaptation takes place (Andrew; & Roy. 1991: 33–35). They had to adapt themselves in terms of language; they learned to speak with a Southern dialect even though some central Thai accent is still heard when some of them try to speak the Southern dialect. However, some KhonMueangNai people could adapt very well and could speak the Southern dialect fluently. Adaptation in language is needed because language is a communication tool that improves social interaction, understanding, and socialization among people. They also socialize through doing community activities, and they help each other to get acquainted with others. Yaem-ot (2013) reports in the abstract of his study that Myanmar workers who cross the border to work in rubber plantations in Thailand have to adapt themselves socially and culturally. They bring with them their culture such as merit-making which has mixed with Thai culture well, and consequently, people in the community have unity that has become kinship-like relationship among them.

References

Respondents
PhacharaHongthong. (2014, December 10). Interviewed at No. 34/2, Village No. 6, Wat Pradu Sub-district, Mueang District, Surat Thani Province.
RatreeHongthong. (2014, December 10). Interviewed at No. 34/2, Village No. 6, Wat Pradu Sub-district, Mueang District, Surat Thani Province.
Modular Instruction in Bolts and Nuts using CAD

Chana Cres C. Bawi-in¹, Mae Ann L. Cababat² and Michael Art R. Napoles³

¹,²,³ Department of Technology Teacher Education, College of Education, MSU-Iligan Institute of Technology, Philippines
³E-mail: mikeart_rage@yahoo.com

Abstract

This study summarizes an effective module on how to execute the bolts and nuts using Computer Aided Drafting (CAD). As we observed the drafting students from the department, they can barely perform the details specially the threads of bolts. We made a module about how to perform bolts and nuts using CAD. We conducted surveys and tested our module to the second year Drafting students from the Department of Technology Teacher Education. The respondents will execute the bolts and nuts guided by our module and evaluate it by giving their feedbacks through the questioners. The respondents strongly agreed regarding the developed module in terms of title, foreword/instruction to the teachers and students, objectives, scope/content, teaching-learning activities, other characteristics, and evaluation procedure. The respondents of our study found the module very interesting. The activities in the module are just right in terms of difficulty. The respondents learned very much from the module. If the module is used in other subjects, the respondents want to work with module in school with the teacher as facilitator. The respondents would like other subjects be taught through combination of module and usual way of teaching. The respondents would like to work on modules again. The content and parts of the developed module of Bolts and Nuts using CAD are very appropriate in facilitating and monitoring the learning progress and accuracy to do the activities of the learners. However, it is best and suitable if the module could be facilitated with the teacher as a facilitator in a conventional way of teaching because the respondents/learners believed that through combination of module and usual way of teaching is an effective teaching strategy for thorough understanding and learning of the lessons and activities that are indicated on the module and helps the skills of the students boosts rather than working the module alone.

Keywords: Modular Instruction, CAD module, Designing Module
Introduction

Creating a 3D or Three-Dimensional object using CAD (Computer- Aided Drafting) can create a Close-To-Realistic thing or model. Nowadays, most of us prefer a Three-Dimensional object or product than Two-Dimensional outputs in order for us to visualize and see the actual picture or image of a certain thing. By creating a 3D object or model specifically the bolts and nuts, the Drafting students can elaborate the parts of it that are drawn in AutoCAD Software that may not be readable by ordinary people than a Two-Dimensional object or model in which it needs for better understanding and presentation.

The knowledge and skills of executing and creating a Three-Dimensional model of bolts and nuts specifically its parts namely the head, shank, grip length, thread angle, external thread, major diameter, minor diameter, pitch diameter, crest, root, internal thread, thread or thread length in which most Drafting students had the difficulties to execute correctly, and nominal length is a must and necessary especially to the Drafting students.

The researchers identified the problem through experience and constantly observe the necessity of an instructional modular material in creating a 3D bolts and nuts model in most of the BSTTE-DT students of MSU-IIT particularly 2nd year students taking up the course of DT-212. Since most of the activities are done during laboratory time had a less supervision by the Teacher, the students have difficulty in accomplishing such activities. It is highly required for Drafting Technology Students to be able to learn the basics in AutoCAD especially the command shortcuts because through this the students have the capability to execute and create said parts above.

In order to enhance the instruction and learning instruction process, the researchers have come up with a module entitled the “Modular Instruction in Bolts and Nuts Using CAD” to aid the Drafting Technology students’ problems of inability to create and produce a correct and proper presentation of a 3D model of bolts and nuts.

The module is a very helpful tool to facilitate interaction in the students that allows them to construct very well in every activity and by the help of it, the knowledge and skills of the students boosts.

The use of the module in CAD can facilitate in the teaching-learning process as it aid the teacher and the students in making the lessons simple, clear, individualized, illustrative and varied. This encourages students to become actively involved in a number of learning tasks and to develop sense of responsibility (Mother-Tongue Integration in Modular Instruction in CAD, 2014).

The study of Flores, Irishmi G. et al (2003) on the learning process in Computer-Aided Design was more enhanced with the use of adopted and modified modularized instruction than the use of traditional way of imparting the subject matter which is the lecture instruction.

This study on instructional modular material will allow the Drafting Technology Students to be able to appreciate the importance of having a well-defined and complete module for them to make as a reference material. Besides, the module is also a great help to the Instructors to make their lessons and discussions clear and understandable.

Theoretical Framework

This study is anchored to the theory formulated by Dewey, Gardner and SveinSjøberg. Their theories are very relevant in the present study which is making an Instruction Modular material in 3d object specifically bolts and nuts modelling using CAD.
**Conceptual Framework**

The general goal of creating this instructional material is to maximize the skill of the Drafting Technology students in creating a three-dimensional model using AutoCAD software in order to produce a globally competitive draftsmen and technology teachers. The researchers used the ADDIE model by Seals and Glasgow in conducting the study. (1) Assessment Stage; (2) Design; (3) Development; (4) Implementation; (5) Evaluation.

The Schematic Diagram of the study shows the stage of development of the Modular Instruction in Bolts and Nuts Using CAD. Figure 1 shows the Schematic Diagram of the Conceptual Framework of the study.

Figure 1. Schematic Diagram of the ADDIE model

<table>
<thead>
<tr>
<th>Assessment Stage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Conduct a survey of the previous outputs of the students</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Development Stage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gathering information of how to execute 3D bolts and nuts model in a creative and simple way and was based on the content found in the syllabus</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Design Stage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Adopted the 14 stages of Dr. Michael Art Napoles (2013) used for creating the module</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Implementation Stage</th>
</tr>
</thead>
<tbody>
<tr>
<td>All 2nd year students will experience or creating 3D bolts and nuts modelling using CAD guided by the instructional modular material made by the researchers so that the three theories will be tested.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Evaluation Stage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Refers to the students feedback regarding to the instructional modular material</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Final form of the Module Stage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Refers to the final output and design of the module made by the researchers</td>
</tr>
</tbody>
</table>
Statement of the Problem

The most common problem of the Drafting Technology Education students is the knowledge of executing and creating properly a 3D model of bolts and nuts.

This study aims to find easier way to produce an instructional material for the preparation of how to use and operate the commands used in creating a 3D models specifically bolts and nuts by the use of CAD software that would help the Department of Technology Teacher Education of MSU-Iligan Institute of Technology be competitive, confident, satisfied and ready to the combative world of job. It seeks the answer of the following questions:

1. What is the design of the developed module on “Modular Instruction in Bolts and Nuts Using CAD?
2. How do the panel of experts and tryout group assess the developed module on Modular Instruction in Bolts and Nuts Using CAD in terms of:
   a. The Title
   b. The Foreword/ Instruction to the Teachers and the Students
   c. Objectives
   d. Scope / Content
   e. The Teaching- Learning Activities
   f. Other Characteristics
   g. Evaluation Procedure?
3. How does the tryout group assess the developed module on Modular Instruction in Bolts and Nuts Using CAD in terms of their level of:
   a. Interest
   b. Difficulty
   c. Comprehensibility
   d. Adaptability
   e. Workability
   f. Appeal
4. What are the students’ performances in the module on Modular Instruction in Bolts and Nuts Using CAD under the conventional, modular and blended approach to teaching?
5. What are the qualitative observations on the learning behavior of the students in the sample group during the treatment?

Significance of the Study

The result of the study will benefit the following:

To the DTTE Students. The instructional modular material of this study would help the DTTE students to acquire knowledge in using the AutoCAD software and would help them to be guided in creating a three-dimensional bolts and nuts model.

To the CAD Instructors and Professors. This study would help the Professors and Instructors by making their lessons understandable and can save more time in teaching or demonstrating the step-by-step process of creating 3D bolts and nuts.

To the College of Education. The instructional modular material would help the College of Education by producing a globally competitive draftsmen and technology teachers and serve as an additional resource material.

To the MSU-IIT. The school would be renowned or well-known because of producing a globally competitive draftsmen and technology teachers.

To the Module Writers. The study would help the module writers to be a competitive persons in the field of research and the instructional material will help them to gain more
knowledge and skills in executing the proper 3D model of bolts and nuts, produce a better instructional modular material for 3D models of bolts nuts and will use it in the near future as their reference in teaching in the near future.

**To the Future Researchers.** The future researcher who will conduct a study about the application of 3D bolts and nuts modelling using AutoCAD software may make use of the results as one of their related studies and guide or basis of conducting their own research.

**Scope and Limitation of the Study**

The content of the developed “Modular Instruction in Bolts and Nuts Using CAD was limited to the selected topics or lessons in 3D AutoCAD and the commands and tools used and the instruments adopted from Dr. Napoles (2013) on the perception of the respondents in the workability, comprehensibility, adaptability, usability, appeal and interest.

Since the study focuses on the assessment of the Instructional Modular Development in Bolts and Nuts Using CAD, the researcher chooses all 2nd year students of the Department of Technology Teacher Education major in Drafting Technology during the academic year of 2014-2015, second semester who are currently taking up CAD subjects.

**Method**

This part of the study presents the research methods which will support in gathering the significant information, needed to make a thorough structure of discussion on the subject matter. It includes the following sub-chapters: Locale of Study, Respondents of the Study, Research Design, Data Gathering and Statistical Tools Used.

**Research Design**

The method used in this study was Research and Development with the questionnaire adopted from Dr. Napoles (2013) as basis to gather information on whether the developed Modular Instruction in Bolts and Nuts Using CAD is a sufficient material. The method required the use of questionnaires which was distributed to the 2nd year Bachelor of Science in Technology Teacher Education major in Drafting Technology. The study went through the ADDIE model of Seals and Glasgow. The following stages were considered:

**Stage 1: Assessment Stage**

This stage includes the survey regarding the performance or outputs of the previous students in the Department of Technology Teacher Education in executing properly the 3D models of Bolts and nuts.

**Stage 2: Design Stage**


**Stage 3: Development Stage**

Information about bolts and nuts and how it was properly executed in CAD was gathered through surfing the internet to get the techniques and knowledge that is required on making the module successfully.

**Stage 4: Implementation Stage**

On their own PC, the 3D model of bolts and nuts is already provided in order for them to familiarize and execute the indicated activities on the module. Guided by the developed Modular Instruction in Bolts and Nuts Using CAD that was distributed by the researchers to
the respondents and have them read and execute some learning activities without the assistance of an instructor. After, the respondents will answer a short quiz to test if he or she understands thoroughly the content of the module.

**Stage 5: Evaluation Stage**

This is the last stage consist of the summative evaluation. The respondents will be given a questionnaire designed for evaluating the workability of the instructional modular material and providing opportunities for feedbacks from the respondents.

**Results**

This chapter presents the Study and Analysis of the results from the gathered data. Data were tabulated, calculated, and evaluated.

**Table 5. Assessment on the Developed Module on Modular Instruction in Bolts and Nuts using CAD in terms of Teaching – Learning Activities**

<table>
<thead>
<tr>
<th>Statement</th>
<th>Mean Rating</th>
<th>Remark</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Do the instructions for each exercise provide a clear direction for the student to follow?</td>
<td>4.77</td>
<td>Strongly agree</td>
</tr>
<tr>
<td>2. Are the activities related to the skills being developed?</td>
<td>4.70</td>
<td>Strongly agree</td>
</tr>
<tr>
<td>3. Are the activities practical and feasible for the students to perform?</td>
<td>4.73</td>
<td>Strongly agree</td>
</tr>
<tr>
<td>4. Do the exercises encourage the students to become actively involves in each learning task?</td>
<td>4.77</td>
<td>Strongly agree</td>
</tr>
<tr>
<td>5. Are the students’ activities appropriate for different learning styles?</td>
<td>4.67</td>
<td>Strongly agree</td>
</tr>
<tr>
<td>6. Do the activities suit the general intellectual level of students in the class?</td>
<td>4.70</td>
<td>Strongly agree</td>
</tr>
<tr>
<td>7. Do the learning materials provide learners’ readiness for self-directed learning?</td>
<td>4.70</td>
<td>Strongly agree</td>
</tr>
<tr>
<td>8. Do the activities allow immediate feedback and corrective process?</td>
<td>4.63</td>
<td>Strongly agree</td>
</tr>
<tr>
<td>9. Do the activities seek to relate new learning to previous learning?</td>
<td>4.73</td>
<td>Strongly agree</td>
</tr>
<tr>
<td>10. Are the activities designed to be challenging to the learners?</td>
<td>4.63</td>
<td>Strongly agree</td>
</tr>
<tr>
<td>Overall Mean Rating</td>
<td>4.70</td>
<td>Strongly agree</td>
</tr>
</tbody>
</table>

Table 5 presents the assessment on the developed module on Modular Instruction in Bolts and Nuts using CAD in terms of teaching-learning activities. On the average, the respondents strongly agreed that the instructions for each exercise provide a clear direction for the student to follow; that the activities are related to the skills being developed; that the activities are practical and feasible for the students to perform; that the exercises encourage the students to become actively involves in each learning task; that the students’ activities are appropriate for different learning styles; that the activities suit the general intellectual level of students in the class; that the learning materials provide learners’ readiness for self-directed learning; that the activities allow immediate feedback and corrective process; that the activities seek to relate new learning to previous learning; and that the activities are designed to be challenging to the learners.

The overall mean rating implies that the respondents, on the average, strongly agreed with the statements regarding the teaching-learning activities of the developed module.
Table 6. Assessment on the Developed Module on Modular Instruction in Bolts and Nuts using CAD in terms of Other Characteristics

<table>
<thead>
<tr>
<th>Statement</th>
<th>Mean Rating</th>
<th>Remark</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Are the pictures, drawings, or illustrations attractive?</td>
<td>4.73</td>
<td>Strongly agree</td>
</tr>
<tr>
<td>2. Is there an adequate guide or instruction to both teachers and students in the use of module?</td>
<td>4.73</td>
<td>Strongly agree</td>
</tr>
<tr>
<td>3. Is it cost-effective to allow dissemination in case the module will be used by other CAD instructors?</td>
<td>4.57</td>
<td>Strongly agree</td>
</tr>
<tr>
<td>4. Are the equipments of tools easily acquired in case the students need them?</td>
<td>4.70</td>
<td>Strongly agree</td>
</tr>
<tr>
<td>5. Is the time adequate for the completion of each lesson in the module?</td>
<td>4.57</td>
<td>Strongly agree</td>
</tr>
<tr>
<td><strong>Overall Mean Rating</strong></td>
<td><strong>4.66</strong></td>
<td>Strongly agree</td>
</tr>
</tbody>
</table>

Table 6 presents the assessment on the developed module on Modular Instruction in Bolts and Nuts using CAD in terms of other characteristics. On the average, the respondents strongly agreed that the pictures, drawings, or illustrations are attractive; that there is an adequate guide or instruction to both teachers and students in the use of module; that it is cost-effective to allow dissemination in case the module will be used by other CAD instructors; that the equipments of tools are easily acquired in case the students need them; and that the time is adequate for the completion of each lesson in the module.

The overall mean rating implies that the respondents, on the average, strongly agreed with the statements regarding other characteristics of the developed module.

Table 7 presents the assessment on the developed module on Modular Instruction in Bolts and Nuts using CAD in terms of interest, difficulty, comprehensibility, adaptability, workability, and appeal. On the average, the respondents found the module very interesting. The activities in the module are just right in terms of difficulty. The respondents learned very much from the module. If the module is used in other subjects, the respondents want to work with module in school with the teacher as facilitator. The respondents would like other subjects be taught through combination of module and usual way of teaching. The respondents would like to work on modules again.

Table 8 Assessment on the Developed Module on Modular Instruction in Bolts and Nuts using CAD in terms of the Following Criteria

<table>
<thead>
<tr>
<th>Criteria and Question</th>
<th>Mean Rating</th>
<th>Remark</th>
</tr>
</thead>
<tbody>
<tr>
<td>Interest: As a whole, how did you find the module?</td>
<td>3.43</td>
<td>Very interesting</td>
</tr>
<tr>
<td>Difficulty: How would you rate the activities in the module?</td>
<td>3.37</td>
<td>Just right</td>
</tr>
<tr>
<td>Comprehensibility: Did you learn something from the module?</td>
<td>4.23</td>
<td>Very much</td>
</tr>
<tr>
<td>Adaptability: Suppose you were asked to use module in other subjects, how would you want it to be?</td>
<td>2.93</td>
<td>Work with module in school with the teacher as facilitator</td>
</tr>
<tr>
<td>Workability: How would you like other subjects be taught?</td>
<td>2.07</td>
<td>Combination of module and usual way of teaching</td>
</tr>
<tr>
<td>Appeal: Would you like to work on modules again?</td>
<td>3.97</td>
<td>Yes, I like it</td>
</tr>
</tbody>
</table>

Table 7 presents the assessment on the developed module on Modular Instruction in Bolts and Nuts using CAD in terms of interest, difficulty, comprehensibility, adaptability, workability, and appeal. On the average, the respondents found the module very interesting. The activities in the module are just right in terms of difficulty. The respondents learned very much from the module. If the module is used in other subjects, the respondents want to work with module in school with the teacher as facilitator. The respondents would like other subjects be taught through combination of module and usual way of teaching. The respondents would like to work on modules again.
Discussion and Conclusions

Summary of Findings

1. Based on the assessment on the developed module on Instructional Modular Development in Bolts and Nuts using CAD, on the average, the respondents strongly agreed with the statements regarding the developed module in terms of title, foreword/instruction to the teachers and students, objectives, scope/content, teaching-learning activities, other characteristics, and evaluation procedure.

2. On the average, the respondents found the module very interesting. The activities in the module are just right in terms of difficulty. The respondents learned very much from the module. If the module is used in other subjects, the respondents want to work with module in school with the teacher as facilitator. The respondents would like other subjects be taught through combination of module and usual way of teaching. The respondents would like to work on modules again.

Conclusion:

The findings of this study provide the following conclusions:

The developed module is a very applicable tool as instructional learning materials to be used in teaching and learning process for the 2nd year Drafting Technology students especially on their Computer Aided Drafting subjects to make lessons and discussions clear and understandable.

The content and parts of the developed module of Bolts and Nuts using CAD are very appropriate in facilitating and monitoring the learning progress and accuracy to do the activities of the learners. However, it is best and suitable if the module could be facilitated with the teacher as a facilitator in a conventional way of teaching because the respondents/learners believed that through combination of module and usual way of teaching is an effective teaching strategy for thorough understanding and learning of the lessons and activities that are indicated on the module and helps the skills of the students boosts rather than working the module alone.

The final form of Modular Instruction in Bolts and Nuts using CAD is proven as a self-instructional material because learners are tend to learn and allows them to proceed at his own rate.

Recommendations

Based on the foregoing findings of the study, the following are recommended for enhancement of Modular Instruction in Bolts and nuts using CAD.

1. The module should be validated further, by other researchers, to improve the worth of the material.
2. The module should be made available to students to have a further knowledge on how to model bolts and nuts using CAD.
3. Similar study should be conducted to third year students taking up AutoCAD subjects to validate the effectiveness of the constructed module.
References


M. Napoles, 2013. “Modular Instruction in Teaching and Learning 3DHomes Designing” retrieved last March, 2015 @ www.napoles.learning.3dhomes.com

Development and Validation of Module on the Different kinds of Wood Joints

Fe Jane Augusto¹, Aynah T. Yunos² and Michael Art R. Napoles³
¹,²,³Department of Technology Teacher Education, College of Education, MSU-Iligan Institute of Technology, Philippines
³E-mail: mikeart_rage@yahoo.com

Abstract

This study focuses on the Development and Validation of Module on the Different Kinds of Wood Joints. The respondents of the study were thirty (30) Industrial Technology students coming from the Department of Technology Teacher Education, College of Education, Mindanao State University – Iligan Institute of Technology enrolled in the second semester in the school year 2014-2015 purposively selected to evaluate the developed module in Carpentry and Masonry. To acquire the essential information needed to answer the problems in this study, the researcher made a checklist type questionnaire where the respondents choose their answer to the given question.

This study reveals that the teacher is primarily responsible in choosing the best teaching aids suited for his or her learners. This study attempts to accommodate instructions to unique abilities on Carpentry and Masonry as well as achieve the learning goals of students through the self-paced activity centered and sequential set of interest.

The developed module on the different kinds of wood joints was designed as a 2-way supplementary teaching material in teaching and learning wood joints in the subject Carpentry and Masonry. The module was composed of 10 parts namely; Title Page, Motivating Page, Tips Page, Expectation Page, Learning Requirements Page, Warm-up Activity Page, The What and How Page, Self-Assessment Page, Hands-on Activity Page, and the Closure Page.

The final designed of Module on the different kinds of wood joints have effective features that stimulate motivation, collaboration, and ignite interests for the module users.

The developed module was found to be suitable and workable instructional materials in teaching Wood Joints to 2nd year and 4th year Industrial Technology students in DTTE.

The final form of the module is effective and consistent as two-way learning materials based on the evaluation of the respondents.

Keywords: Validation of Module, Wood Joint Module, Development Module
Introduction

The Department of Technology Teacher Education offers a BSTTE- Industrial Technology (IT) course wherein it has a distinct field of specialization. One of the major subjects offered is IND TECH 100- Carpentry and Masonry which covers carpentry and masonry especially the different kinds of wood joints. Generally the teachers rely heavily on textbook as a source of his teaching and it’s the most widely used as a teaching aid in its existence. It caters into the classroom the exact information in all branches of learning from the earliest times to the present day. However, it is limited and not accessible for students used in a sense that students depends on the information in the textbook and also to the teacher’s knowledge but this is not enough to supplement learning. However, it is efficient to the teacher to try or suggest other materials or any means of learning which will help widen and strengthen the teaching learning process. Therefore, it is important for teachers to know how to choose the best materials for instruction, how to make supplementary materials for the class, and how to adapt the materials.

It has been said that teaching is one of the most complex and significant of human endeavours. Its complexity lies in many intangible values and numerous human factors involved. Its significance rests on its power to shape human destiny for good or ill. An effective teacher therefore strives to achieve excellence in her work. This excellence can be reached in large measure through good planning (Aquino, 1974).

In line of this, Planning is important to achieve desired goal or outcome intended to be able to meet the needs of the student. The teacher must first consider the needs of his students and must provide a comprehensive and innovative material which will greatly help and support the teaching learning process. The success of teaching is beyond the way of good planning. And it is good also to plan what kind of instructional materials must be used in teaching. Modularized instructional materials believed to be useful in providing students with up to date information about a specific subject.

A Module Development is an essential method of improving such subject which need to be studied more in order to produce a well-detailed module. Module plays a crucial role in teaching learning process. It is a very essential instructional material in a classroom which helps the teacher in developing the student’s capabilities and improves the teaching and the learning process of the student.

The use of module encourages understanding and mastery of the topic. In modularized instruction all information is intact and compressed into simple form for easy understanding for learners. Module allows learner to work in their own. They will have now the responsibility for learning and they will know exactly what they have to learn. The teacher is no longer the main source of information, thus developing a learner centered-approach. Therefore, the teacher changes his role from information giver to facilitator (Buot, 2004).

The aim of this study is to design a module on different kinds of wood joints since the DTTE teachers are lacking of module for wood joints. The module is designed to provide students an understanding on how to make different kinds of wood joints.

The importance of this study is to provide a good set of solutions for the MSU-IIT, specifically the College of Education, DTTE major in Industrial technology (IT) and Technology and Livelihood Education (TLE) students by giving them an instructional materials such a module for wood joints.

On the one hand this book intends to provide an introduction to module for wood joints.

And for the future, this study would help the researchers as their guide basis for future researcher.
Theoretical Framework

The study focused mainly on the evaluation of Module development on Different Kinds of Wood Joints among third year and second year Industrial Technology Teacher Education of the College of Education, MSU-IIT Anchored on the following theories.

In John B. Watson and B.F. Skinner’s behavioral theory cited by Cherry (2010), a theory of learning is based upon the idea that all behaviors are acquired through conditioning. Behavioral techniques are still widely used in therapeutic settings to help clients learn new skills and behaviors. The educator must examine or consider the behavior of the learner towards any activity in order to know the learning condition of students. It helps to the teaching – learning process of the students and teachers to achieve their goals in producing a better education.

According to Bruner’s constructivist theory as cited in by Harley (2008), based on the theme that learners construct new ideas or concepts based upon existing knowledge. Learning is an active process. Facets of the process include selection and transformation of information, decision making, generating hypothesis, and making meaning from information and experiences.


Figure 1.A Schematic Diagram Showing the Conceptual Framework
Conceptual Framework

This study was anchored on the common instructional designed but was slightly modified based on the flow of the study. The Assessment, Design, Development, Evaluation and Revision model (ADDER) was used in this study.

The researchers conduct an ocular inspection on the availability of instructional materials on the topic wood joints. It was assessed that there is a need to develop a module on the different kinds of wood joints due to unavailability of this instructional materials as a supplementary materials in teaching wood joints.

In the design stage, the researchers adopted the 10 major parts of the module on the study conducted by Dr. Napoles (2013) on the instructional designing a module. The module was composed of 10 parts namely; Title Page, Motivating Page, Tips Page, Expectation Page, Learning Requirements Page, Warm-up Activity Page, The What and How Page, Self-Assessment Page, Hands-on Activity Page, and the Closure Page.

Statement of the problem

This study focus on module development in tends of different kinds of wood joints and its uses.

Specifically aim to answer the following questions:
1. What is the design of the developed module on the different kinds of wood joints?
2. How the respondents evaluate the prepared module? In terms of its title, foreword, objectives, teaching-learning activities, other characteristics, and evaluation procedure?
3. How the respondents do assessed the developed module? in terms of
   a. Workability
   b. Comprehensibility
   c. Usability
   d. Appeal
   e. Interest
   f. Difficulty
4. What are the recommendations made based on the findings of the study?

Significance of the Study

This study on Developing an Instructional Module on Different Kinds of Wood Joints is one way on answering the problems of meeting individual need for the learners. It can serve as resource materials for INDTECH 100- Carpentry and Masonry particularly on Wood Joints.

Furthermore, the following will give insight to the students, faculty and curriculum planners on MSU-IIT, CED students.

To the students, this study (Module) will provide sufficient understanding on the Carpentry and Masonry especially on the different kinds of wood joints. The learning tasks in this module will be accomplished according to the speed, capacity & ability.

To the MSU-IIT faculty, this study will serve them as a basis or guide in teaching IND TECH 100- Carpentry & Masonry which will lessen their actual classroom teaching and maximizes their effectiveness and efficiency in delivering their lessons.
To the Future Researchers, this study would help the researchers as their guide basis for future research.

Method

This chapter discusses the methods and process that will be used in Data Gathering. This includes the subject of the study, conceptual framework, research design, and instrument to be used and statistical tool to be used.

Research Design

The method used in this study was the Research and Development Method (R&D) utilizing Assessment, designing, development, evaluation and revision stage (ADDVR). Data will be gathered in the present condition that was to find out if the constructed module on Different Kinds of Wood Joints is reliable and useful.

Subject of the Study

The respondents of the study were the students of College of Education, Department of Technology Teacher Education major in Industrial Technology enrolled in the second semester in the School Year 2014-2015. There were 30 respondents coming from the department of Technology Teacher Education in who participated in this study. The students of the DTTE are selected for the purpose of research and simple random sampling was used.

Data Gathering Instrument

The researchers adopted a questionnaire from the study of Dr. Napoles (2013) on designing a modular instructions in 3DHomes Designing which uses 10-13 major parts. There were 2 sets of questionnaire prepared; first questionnaire will evaluate the content of the module and second will scrutinized how the student users perceived the module by its interest, appeal, workability, comprehensibility, adaptability, and difficult level.

Procedure

The researchers will make a request letter to seek the permission of the DTTE students to answer the questionnaire and also ask the Dean’s office in order to acquire the list of names students.

The researchers will be personally distributed the questionnaire to the respondents after seeking their permission. Retrieval of questionnaires was done immediately after the respondents accomplished them. After the questionnaires were retrieved, it was then tallied, analyzed and interpreted.

Statistical Treatment

1. The percentage is obtained for the description of the profile of the respondents. It is computed by the formula

   \[ Percentage = \left( \frac{Frequency}{n} \right) \times 100\% \]

   where

   \[ Frequency = \text{number of respondents} \]

   \[ n = \text{total number of respondents under study} \]

2. The mean rating is used to describe the respondents’ personal qualities. It is obtained using the formula

   \[ \bar{x} = \frac{\sum w_i x_i}{n} \]
Where
\[ \bar{x} = \text{the mean rating} \]
\[ w_i = \text{weight of each item} \]
\[ x_i = \text{value of the item} \]
\[ N = \text{total number of respondents under study} \]

For the standard interpretation of data the following range of ratings was used:

<table>
<thead>
<tr>
<th>Scale</th>
<th>Interval</th>
<th>Degree of responses</th>
<th>Quality Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>4.2-5.0</td>
<td>Strongly Agree (SA)</td>
<td>Very Good Perceptions</td>
</tr>
<tr>
<td>4</td>
<td>3.4-4.19</td>
<td>Agree (A)</td>
<td>Good Perceptions</td>
</tr>
<tr>
<td>3</td>
<td>2.6-3.39</td>
<td>Undecided (UD)</td>
<td>Barely acceptable perceptions</td>
</tr>
<tr>
<td>2</td>
<td>1.8-2.59</td>
<td>Disagree (DA)</td>
<td>Poor perceptions</td>
</tr>
<tr>
<td>1</td>
<td>1.0-1.79</td>
<td>Strongly Disagree (SA)</td>
<td>Very poor perceptions</td>
</tr>
</tbody>
</table>

**Results**

This chapter presents the results of the evaluation done by the respondents of this study. It also gives the analysis, interpretation and implications of the findings. The presentation of this chapter is based on the objectives set in chapter 1. The discussion starts with Part I on the design of the developed module on the different kinds of wood joints, Part II on the assessment of the try-out group on the module, and Part III on the assessment of the try-out group in terms of their level of interest, difficulty, comprehensibility, adaptability, workability and appeal.

**Table 5. Summary of the evaluation on the responses of the respondents as to the Teaching and Learning Activities of the Module.**

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Mean</th>
<th>Degree of Responses</th>
<th>Quality Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching and Learning Activities</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Do the instructions for each exercise provide a clear direction for the students to follow?</td>
<td>4.21</td>
<td>Strongly Agree (SA)</td>
<td>Very Good Perceptions</td>
</tr>
<tr>
<td>2. Are the activities related to the skills being developed?</td>
<td>4.67</td>
<td>Strongly Agree (SA)</td>
<td>Very Good Perceptions</td>
</tr>
<tr>
<td>3. Are the activities practical and feasible for the students to perform?</td>
<td>4.32</td>
<td>Strongly Agree (SA)</td>
<td>Very Good Perceptions</td>
</tr>
<tr>
<td>4. Do the exercises encourage the students to become actively involved in each learning task?</td>
<td>4.20</td>
<td>Strongly Agree (SA)</td>
<td>Very Good Perceptions</td>
</tr>
</tbody>
</table>
5. Are the student’s activities appropriate for different learning styles? 4.42 Strongly Agree Very Good Perceptions
6. Do the activities suit the general intellectual level of students in the class? 4.44 Strongly Agree Very Good Perceptions
7. Do the learning materials provide learners’ readiness for self-directed learning? 4.64 Strongly Agree Very Good Perceptions
8. Do the activities allow immediate feedback and corrective process? 4.22 Strongly Agree Very Good Perceptions
9. Do the activities seek to relate new learning to previous learning? 4.25 Strongly Agree Very Good Perceptions
10. Are the activities designed to be challenging to the learners? 4.55 Strongly Agree Very Good Perceptions

Overall Mean 4.39 Strongly Agree Very Good Perceptions

Table 5 show that the respondents have very good perceptions on the module on the different kinds of wood joints. This is a good manifestation that that module is in need by the respondents especially in the subject Carpentry and masonry. They strongly agree that the module have teaching-learning activities. An overall mean of 4.39 revealed that the module provide a clear direction for the students to follow; the module is feasible for the students; the activities are practical and appropriate for different learning styles; the learning materials provide learners’ readiness for self-directed learning; the activities allow immediate feedback and corrective process; the activities seek to relate new learning to previous learning; and the activities designed to be challenging to the learners.

Table 6. Summary of the evaluation on the responses of the respondents as to the Other Characteristics.

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Mean</th>
<th>Degree of Responses</th>
<th>Quality Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Other Characteristics</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Are the pictures, drawings, or illustrations attractive?</td>
<td>4.02</td>
<td>Agree</td>
<td>Good Perceptions</td>
</tr>
<tr>
<td>2. Is there an adequate guide or instruction to both teachers and students in the use of module?</td>
<td>3.75</td>
<td>Agree</td>
<td>Good Perceptions</td>
</tr>
<tr>
<td>3. Is it cost-effective to allow dissemination in case the module will be used by other 3D Homes instructors?</td>
<td>3.40</td>
<td>Agree</td>
<td>Good Perceptions</td>
</tr>
<tr>
<td>4. Are the equipment’s of tools easily acquired in case the students need them?</td>
<td>3.52</td>
<td>Agree</td>
<td>Good Perceptions</td>
</tr>
<tr>
<td>5. Is the time adequate for the completion of each lesson in the module?</td>
<td>4.03</td>
<td>Agree</td>
<td>Good Perceptions</td>
</tr>
<tr>
<td>Overall Mean</td>
<td>3.74</td>
<td>Agree</td>
<td>Good Perceptions</td>
</tr>
</tbody>
</table>
Table 6 show that the respondents have good perceptions on the module. An overall mean of 3.74 that the respondents agree that the module have attractive pictures, illustrations, adequate time and cost-effective.

**Part III. Assessment of the Try-out Group as to the Level of Interest, Difficulty, Comprehensibility, Adaptability, Workability and Appeal.**

**Table 8. Summary of the evaluation on the responses of the respondents as to the Level of Interest in the Utilization of the Module**

<table>
<thead>
<tr>
<th>Level of Interest</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>a Very interesting</td>
<td>20</td>
<td>66.7</td>
</tr>
<tr>
<td>b Just enough</td>
<td>9</td>
<td>30.0</td>
</tr>
<tr>
<td>c Boring</td>
<td>1</td>
<td>3.3</td>
</tr>
<tr>
<td>d Very Boring</td>
<td>0</td>
<td>0.0</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>30</strong></td>
<td><strong>100.0</strong></td>
</tr>
</tbody>
</table>

Table 8 show majority of the respondents (66.7%) rate the module “very interesting” while some (30%) said the module is “just enough”. However, only one (1) respondent said that the module is “boring”.

**Table 9. Summary of the evaluation on the responses of the respondents as to the Difficulty Level in the Utilization of the Module**

<table>
<thead>
<tr>
<th>Level of Difficulty</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>a Easy</td>
<td>7</td>
<td>23.3</td>
</tr>
<tr>
<td>b just right</td>
<td>16</td>
<td>53.30</td>
</tr>
<tr>
<td>c difficult</td>
<td>5</td>
<td>16.67</td>
</tr>
<tr>
<td>d Very easy</td>
<td>1</td>
<td>3.3</td>
</tr>
<tr>
<td>e Very difficult</td>
<td>1</td>
<td>3.3</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>30</strong></td>
<td><strong>100.0</strong></td>
</tr>
</tbody>
</table>

**Discussion and Conclusion**

This chapter presents the summary of the study and its findings based on the survey and result made by the respondents on the developed module on the different kinds of wood joints in the Department of Technology Teacher Education, College of Education, and MSU-Iligan Institute of Technology.

This chapter also includes conclusions and recommendations arrived from this study.

**Findings**

Major findings of this study are as follows:
- The respondents have very good perception on the foreword/instructions to the teachers and students of the module.
- The respondents have good perceptions on the objectives of the module.
- The respondents have very good perceptions on the module.
- The respondents have very good perceptions on the module on the different kinds of wood joints.
- The respondents have good perceptions on the module.
- The respondents have very good perceptions on the module.
Majority of the respondents (66.7%) rate the module “very interesting” while some (30%) said the module is “just enough”. More than half of the total respondents said that the module is “just right”; 23.3% admit they found the module easy, 16.67% found it difficult while few said it is very easy and very difficult. They found the module very much, much and just enough in terms of the level of comprehensibility. Half of the total number respondents want the module with the teacher as facilitator; 23.3% of them want the module with a group; 16.7% work on module alone at home and 10% wants the module alone in school. Majority (66.7%) of the total number of respondents wants the combination of module and usual way of teaching in facilitating the topic in wood joints. Most (40%) of the respondents said that working with modules is all right with me.

Conclusion

The findings of this study provide the following conclusions:

The developed module on the different kinds of wood joints was designed as a 2-way supplementary teaching material in teaching and learning wood joints in the subject Carpentry and Masonry. The module was composed of 10 parts namely; Title Page, Motivating Page, Tips Page, Expectation Page, Learning Requirements Page, Warm-up Activity Page, The What and How Page, Self-Assessment Page, Hands-on Activity Page, and the Closure Page.

The final designed of Module on the different kinds of wood joints have effective features that stimulate motivation, collaboration, and ignite interests for the module users. The developed module was found to be suitable and workable instructional materials in teaching Wood Joints to 2nd year and 4th year Industrial Technology students in DTTE. The final form of the module is effective and consistent as two-way learning materials based on the evaluation of the respondents.

Recommendations

Based on the research findings and conclusions, the following are recommended.

1. The developed module on the different kinds of wood joints should be utilized as main tool or instructional material in the Teaching and Learning Wood Joints
2. The Module on the different kinds of wood joints could be validated further, by other researchers, to improve the worth of the material. Constant revision could be done to keep the module update.

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M. Napoles, 2013. “Modular Instruction in Teaching and Learning 3DHomes Designing” retrieved last March, 2015 @ www.napoles.learning.3dhomes.com


Acknowledgement and Awareness of Professional Ethics of Mass Communication in Broadcasting and Television, Faculties of Communication Arts, Rajabhat Universities in the Lower Northern Parts of Thailand

Radee Thanarak¹, Phanin Kruewthai² and Chichaya Changrian³
1,2,3Uttaradit Rajabhat University, Muang, Uttaradit, Thailand
¹E-mail: radeetfms@gmail.com, ²E-mail: nan.phanin@gmail.com and ³E-mail: changrian@gmail.com

Abstract

This research aims to study the acknowledgement and awareness of professional ethics of mass communication in broadcasting and television.

It is a suggestion for related institution to find way to create awareness and reaches professional ethics principle and a regulation among students in broadcasting and television for new generation of journalist in the future. The sample group is 504 Communication Arts students who enrolled in year 2014 at the lower northern region of Rajabhat University which included Pibulsongkram Rajabhat University, Kamphaeng Phet Rajabhat University, Nakhon Sawan Rajabhat University, and Phetchabun Rajabhat University. Using specific random sampling, collecting data by using questionnaire, using statistic to find the mean, and testing the relationship by using One-Way Analysis of Variance: One Way ANOVA.

The result of studying the acknowledgement and awareness of professional ethics in mass communication is overall at a high level but there was a difference in recognizing the eight basic principles of professional ethics in mass communication. In addition, gender factor can affect the awareness where with women are more aware than men. Other than that, academic year factor also affect the awareness level, we found that the higher year student tend to care less about the awareness of professional ethics and self-regulation.

Therefore, educational institution and related institution should plan to encourage ethic in a long term for improvement and cultivate mass communication ethic throughout four years to prepare the students before they graduate to become journalist in the future.

Keywords: media ethic, broadcasting and television, new generation of journalist
1. Introduction

The office of the National Broadcasting and Telecommunications Commission worked together with Uttaradit Ratjabhat University to conduct the Ethical Guideline and Self-regulation for Broadcasting. It consisted the essence of professional ethic in broadcasting and television, ethical practice of organization, and basic ethical practice of broadcasting and television practitioner. This guideline can be used as a working regulation for entrepreneur, practitioner, organization as well as Communication Arts student, journalist, social sciences, humanities or other disciplines that will enter into mass communication field to study and be prepared for their duties in the future.

This Ethical Guideline and Self-regulation for Broadcasting is intended for the operation of broadcasting to have the freedom of rights under the moral practice and self-regulation of profession organization. This is the purpose that defined by Article 46 of the Constitution of the Kingdom of Thailand 2550.

NBTC’s ongoing project was conducted to promote ethical and moral vocation “new generation journalist” of year 2557 for students from the field of communication art, mass communication, social sciences, humanities, or other disciplines that will step in the mass communication profession to be aware of ethical and moral in the practice of mass communication in broadcasting and television. Uttaradit Rajabhat University is one of nine universities that receive funds from the NBTC by the promotion of competition and self-governance to carry out activities under memorandum of corroborate with the promotion of ethics and professional conduct “new generation of journalist” and produce quality graduates into the society to be aware and see the importance of student’s issue in ethic and morality. Therefore, the research was conducted on the acknowledgement and awareness of professional ethics of mass communication in broadcasting and television of Communication Art students at the lower northern region Rajabhat University to be ready and have knowledge to create awareness about the journalism ethic to students who are entering the media profession to be able to perform effectively in the future.

Research’s objective

1. To study the acknowledgement and awareness of professional ethics of mass communication in broadcasting and television
2. To study factors that affects the acknowledgement and awareness of professional ethics of mass communication in broadcasting and television of Communication Arts students in the lower northern region.

Concepts and theories used in the analysis

From concepts and theories that were studied and applied it with acknowledgement variable and awareness variable of the research as follow

Acknowledgement variable

Factors of information perception and cognitive factors have led the "understanding, Schultz’s second main theories of perception (2005), Biggs & Tang’s theory of Constructive Alignment (2007).”

The concept of recognition

From the study and research of the concepts about information perception both domestic and abroad can inferred that the study of Schultz which is a farther study and a new version of Bloom (1975), The Schultz’s theory of perception consists of the following steps: 1. Remembering 2. Understanding 3. Applying 4. Analyzing 5. Evaluating 6. Creating.

A later development is a concept of understanding. This study came from both domestic and foreign and can be inferred from Biggs and Tang’s case (2007). It concludes the concept of understanding conform with Constructive Alignment by explaining that the
students’ understanding or students’ achievement did not come from only the instructor but came from students who participate and exchange experiences between teachers and learners that create true knowledge and understanding. This also matches Schultz’s understanding theory.

The contents of perception used in this study include basic ethical practice of broadcasting and television practitioner (NBTC, 2557.) which are:
- Principle 1 Correct, accurate, complete, balanced and fair information
- Principle 2 Human rights and individual rights
- Principle 3 Freedom of occupation, social responsibility, impact on consumers
- Principle 4 Respect copyright and intellectual property
- Principle 5 Promote preservation of art and traditional culture
- Principle 6 Protect children and youth from risky content and children that appear on the media
- Principle 7 Give public space, public news in important public events
- Principle 8 Hate Speech Communication

**Awareness variable**

The study concepts and theories of awareness from multiple data sources both at home and abroad can be inferred that Thai dictionary Thailand royal academic version 2546 define awareness as explicit knowledge which conform with Good’s dictionary (1973, p. 54.) that define awareness as Expression of recall or remember. And the Dictionary of Good (1973) compile steps of awareness process as follow:

![Awareness Process Diagram](image)

Awareness is the result of intellectual process. We can say that when a person is stimulated by the stimulator or a person is touch by stimulator, it leads to understanding that particular stimulator then leads to the next level of learning. The content that will be used to measure awareness in this research is the practices (DO & Do not) of the presentation of television news, TV soap operas, and television advertisement. In the appendix of Ethics and self-regulation in the broadcasting and television (NBTC 2557).
Gender and academic year variable
Use as a variable to test the relationship between acknowledgement and awareness of basic ethic and professional practice in broadcasting and television.

Method
Samplings that used in this research were from Communication Arts students at the lower northern region of Rajabhat Universities which include Pibulsongkram Rajabhat University, Kamphaeng Phet Rajabhat University, Nakhon Sawan Rajabhat University, and Phetchabun Rajabhat University. Each studied their Bachelors’ degree in the year of 2014 from freshmen year to senior year in total of 532 people. The sample group was 504 chosen people from the group mentioned above.

Equipment that used in data collecting
Close-end questions were about demography characteristics, about the perceived minimum standards of professional ethics in the media, broadcasting and television, and awareness of professional ethics in the broadcasting and television. The questions were in chosen answers and filling form.

Criteria interpretation average
The interpretation of the score is the result of the acknowledgement and awareness of media ethics. Average user score is a measure of results based on the analysis of the concept of Best W. John, (1997, p 190.) details are:
Average 4.50-5.00 means very good
Average 3.50-4.49 means good
Average 2.50-3.49 means average
Average 1.50-2.49 means low
Average 1.00-1.49 means very low

Data analysis and statistical methods used to analyse data.
Use analysis of awareness in 8 basic ethical principles by finding mean and testing the relationship by using One Way Analysis of Variance: One Way ANOVA.
4. Results

4.1 Basic information
The sample group was 504 Communication Arts students from the lower northern region of Rajabhat University, which is about 94.93 percent from all 532 students in the lower northern region of Rajabhat University in the first semester of year 2014 consisting of 142 students from Uttaradit Rajabhat University, 135 students from Pibulsongkram Rajabhat University, 72 students from Kamphaeng Phet Rajabhat University, 24 students from Phetchabun Rajabhat University, and 131 students from Nakhon Sawan Rajabhat University. Most students that answered the questionnaire were women, which were about 68.02 percent and first year students which were 33.60 percent.

4.2 Acknowledgement of ethical media profession in broadcasting and radio
The overall result of studying the acknowledgement of professional ethics and self-regulation in broadcasting and television of Communication Arts students at lower northern region of Rajabhat University was at the high level. It was found that students learn most about the principle 1, correct, accurate, complete, balanced and fair information. Second from that was principle 8, Communication that created hatred and principle 4 Respect copyright and intellectual properties while the students learn the least about principle 7 giving public space, and public news in important public events.

Table 1: The acknowledgement of professional ethics and self-regulation in broadcasting and television

<table>
<thead>
<tr>
<th>List</th>
<th>Acknowledgement</th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Average</td>
<td>S.D.</td>
<td>Result</td>
<td></td>
</tr>
<tr>
<td>Principle 1 Correct, accurate, complete, balanced and fair information</td>
<td>4.18</td>
<td>0.78</td>
<td>very</td>
<td></td>
</tr>
<tr>
<td>Principle 2 Human rights and individual rights</td>
<td>3.75</td>
<td>1.08</td>
<td>very</td>
<td></td>
</tr>
<tr>
<td>Principle 3 Freedom of occupation, social responsibility, impact on consumers</td>
<td>3.78</td>
<td>0.89</td>
<td>very</td>
<td></td>
</tr>
<tr>
<td>Principle 4 Respect copyright and intellectual property</td>
<td>3.95</td>
<td>0.83</td>
<td>very</td>
<td></td>
</tr>
<tr>
<td>Principle 5 Promote preservation of art and traditional culture</td>
<td>3.87</td>
<td>0.83</td>
<td>very</td>
<td></td>
</tr>
<tr>
<td>Principle 6 Protect children and youth from risky content and children that appear on the media</td>
<td>3.86</td>
<td>0.90</td>
<td>very</td>
<td></td>
</tr>
<tr>
<td>Principle 7 Give public space, public news in important public events</td>
<td>3.69</td>
<td>1.06</td>
<td>very</td>
<td></td>
</tr>
<tr>
<td>Principle 8 Hate speech Communication</td>
<td>3.97</td>
<td>0.82</td>
<td>very</td>
<td></td>
</tr>
</tbody>
</table>

4.2 The awareness of professional ethics broadcasting and television
The overall result of studying the awareness of professional ethics in broadcasting and television is at the high level. It was found that students learn most about the principle 5 Promote preservation of art and traditional culture and Principle 7 Give public space, public news in important public events. While the students learn the least about principle 4 Respect copyright and intellectual property as shown in table 2.
Table 2: The awareness of professional ethics in broadcasting and television

<table>
<thead>
<tr>
<th>List</th>
<th>Awareness</th>
<th>S.D.</th>
<th>Result</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principle 1 Correct, accurate, complete, balanced and fair information</td>
<td>3.62</td>
<td>0.79</td>
<td>very</td>
</tr>
<tr>
<td>Principle 2 Human rights and individual rights</td>
<td>3.84</td>
<td>0.70</td>
<td>very</td>
</tr>
<tr>
<td>Principle 3 Freedom of occupation, social responsibility, impact on consumers</td>
<td>3.71</td>
<td>0.70</td>
<td>very</td>
</tr>
<tr>
<td>Principle 4 Respect copyright and intellectual property</td>
<td>3.59</td>
<td>1.11</td>
<td>very</td>
</tr>
<tr>
<td>Principle 5 Promote preservation of art and traditional culture</td>
<td>3.88</td>
<td>0.91</td>
<td>very</td>
</tr>
<tr>
<td>Principle 6 Protect children and youth from risky content and children that appear on the media</td>
<td>3.71</td>
<td>1.01</td>
<td>very</td>
</tr>
<tr>
<td>Principle 7 Give public space, public news in important public events</td>
<td>3.88</td>
<td>0.91</td>
<td>unп</td>
</tr>
</tbody>
</table>
5. The interviewer should use pseudonyms for the person who was accused of doing something wrong. Other information like school, address, etc., can be revealed for public interest. x x

6. Actual image of abused children can be used without having to censor the child’s identity in the campaign against violence as long as they have the consent of child and the child’s parent. √ √

7. Editorial board responsible for production they Must be able to select on the content or format of presentation methods independently x x

8. Professionals can present the image, message or brand logos for business purpose and the promotion of selling in the news program x x

9. If it’s not a kid’s product, advertising people should not use children in the commercial x √

10. If the media use the following information to research or study, which is not done for profit is not deemed an infringement of copyright x x

11. knowing or unaware of the copyright or that other media has already deem an infringement of copyright for own's benefit is unacceptable x x

12. In the case of presentation photography, film or broadcasting of any works of art cannot be deemed an infringement of copyright in the fine arts. x x

13. Any programs have the content of local gathering should use local language in the program. x x

14. Conducting traditional program needs to focus on presenting the substantial. x x

15. Providing sign language interpreters for the hearing impaired or a letter in the caption display especially for news and public interests matter focusing on people with disabilities x x

16. The headline "Brat throwing stones at his enemy died again," is considered reporting facts, which is a not violation of children's rights. x x

17. Actual image of abused children can be used without having to censor the child’s identity in the campaign against violence as long as they have the consent of child and the child’s parent. x x

18. Writing a critical article about fake female Thai teenager can use the picture of duo singer like Four Mod to demonstrate the writer’s opinion that he/she sees Four Mod as a perfect example of Thai girl nowadays. x x

19. Reporting on politic, political campaign, or political conflict must be shown only facts, bias report whatsoever. x x

20. Presenting pictures of accused criminal with evidence or the confession plan x x

21. Reporting the number of people that attend curtain protest or gathering should x √

22. In opinion case that contain conflict, reporter should be fair to an accused person √ x

23. News content should not been reported about invisible physical damage like emotional damage, and a damage to society and culture. x x

24. Reporters try to ask to wait for the lead for the solution but must also try to find way to create peace for everyone. x x

Note:
Sign √ means effect on acknowledgement of professional ethics
Sign x means no effect on acknowledgement of professional ethics
The result of testing relationship between awareness and professional ethic in broadcasting and television of Communication Art students found that gender factor was related to the awareness in the issue of correct, accurate, complete, balanced and fair information and the issue of respect copyright and intellectual property show that female had more awareness than male that had significant statistical number of 0.05.

Factors that comprised impacts on the academic year of Communication Art students had significant statistical number of 0.05 which was the awareness of correct, accurate, complete, balanced and fair information, freedom of occupation, social responsibility, impact on consumers, respect copyright and intellectual property, protecting children, and youth from risky content and children that appeared on the media, and communication showed that the relationship that went to the opposite way where with the higher academic year the lower of the awareness level which demonstrate in table 4

<table>
<thead>
<tr>
<th>Awareness</th>
<th>Factor</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principle 1 correct, accurate, complete, balanced and fair information</td>
<td>✓</td>
</tr>
<tr>
<td>Principle 2 human rights and individual rights</td>
<td>×</td>
</tr>
<tr>
<td>Principle 3 Freedom of occupation, social responsibility, impact on consumers</td>
<td>×</td>
</tr>
<tr>
<td>Principle 4 Respect copyright and intellectual property</td>
<td>✓</td>
</tr>
<tr>
<td>Principle 5 Promote preservation of art and traditional culture</td>
<td>×</td>
</tr>
<tr>
<td>Principle 6 Protect children and youth from risky content and children that appear on the media</td>
<td>×</td>
</tr>
<tr>
<td>Principle 7 Give public space, public news in important public events</td>
<td>×</td>
</tr>
<tr>
<td>Principle 8 Hate speech Communication</td>
<td>✓</td>
</tr>
</tbody>
</table>

Note:
Sign ✓ means effect on awareness of professional ethic
Sign × means no effect on awareness of professional ethic

4. Discussion and Conclusion
The research’s result can be discussed as follow

4.1 Most students had acknowledgement and awareness of processional ethic in broadcasting and television in a high level conform with other similar research like a research of Thanyatad Vipatphoompratad(2557) that studied on awareness of professional ethic of Masters’ degree students in the faculty of education. The result showed that Masters’ degree students had a high level of awareness in professional ethic. It also conformed with the research of Prapasri Prompraguy and the team (2553) that studied the effectiveness of enhancing awareness and professional ethic through watching film, listening to news, analyze situation with ethic. The sample group was first year students in the faculty of Law, faculty of Engineering and faculty of Science and Technology at Bangkok University. The research found that the overview of awareness and the importance of ethical and moral behavior of students who actually work is good in all aspects.

4.2 The result of studying the acknowledgement of professional ethics in broadcasting and television found that students learn most about the principle 1, correct, accurate,
complete, balanced and fair information. Second from that is principle 8, Communication that created hatred and principle 4 Respect copyright and intellectual property which conform with Watanee Phuwatid’s research that studied the ethical role of journalist in reporting news on the front page of Thai language newspapers the cause of newspapers violated ethical ground. The result showed journalist’s ethical role to report the news was at the high level. Considering per aspect found that the most was presenting caption under picture, follow by presenting special program, presenting news content, presenting the news, and visual presentation news

4.3 The result of studying the awareness of media professional ethics was different from acknowledging of media profession ethic. It was found that students were aware of principle 5, promoted preservation of art and traditional culture. In addition, the unrest and political instability over the past 2-3 years, made students learn from the media that presented data in a variety of formats. While awareness of the principles 4, respecting copyright and intellectual property was ranked last in which the university should be to create more understanding on the issue.

4.4 Acknowledgement in the media professional ethic on sex and academic year class, women had more awareness of the issues using pictures of actual abused children in advertising for a campaign against violence than males which conformed with the research of Prapasri Prompraguy and the team found that women impacted on enhancing knowledge and awareness of ethical principles by learning to analyze the event more than men. It found that the higher academic year the students were, the lower they tended to have acknowledgement and awareness of media professional ethic. It might be able to conclude issues that differ from the study that perceived impact on awareness, in line with past growth of Aekaluk Tonjareenphaisarn (2554)

Suggestions

1. Because the research’s result concluded that female students were more aware of professional ethical rather than male students; hence, the training or activities should focus on gender differences. A workshop on Professional Ethics Training should be provided separately among male student, a student, and LGBT students. This could make the content of the training focusing on the risk behavior of each sex.

2. The results showed that higher academic year students were, the less they were aware of professional ethics in the media. The plan should promote ethics to students and to develop and cultivate moral. May be a long-term plan over four years.

3. Evaluate awareness of professional ethics in the media. The plan should continue evaluate the ethical awareness after a promotion of ethics and require continuous evaluation and format that had to be clear. Perhaps quarterly evaluation or every semester before graduation and three years after as well for the persistence of students’ behavior to be ready before entering the mass communication field.

4. The results showed that the level of awareness on principle 4, respect copyright and intellectual property were minimal compared to the other side. Therefore, the relevant authorities should have the development and encourage students to be more aware of respecting for the work of others. Always reference to the owner and committed to public responsibility.

5. Educational institutions, Office of the NBTC and professional media organization should have a role to support the ongoing education in professional ethics awareness and self-regulated, such as supporting or praising each institution have guidelines of the promotion of moral development that’s substantial and ongoing or come out in a supporting budget form, etc. If any institution is successful in conducting the project, government should propagate, publicize and expand the knowledge to other institution.
References
Ekkarak Thanacharoenpisarn.2554 The Awareness and Acceptance of Environmental Management (ISO 14001) to governmental organizations: The Case Study of Natural Resource Plan and Policy Division: Thesis of Environmental Management, NIDA.
The Thai Elderly’s Need for Web Design

Thitiporn Chansiriwat1, Smarn Loipha2 and Jirada Herbst3
1 PhD. Student, Doctor of Philosophy program in Information Studies, Faculty of Humanities and Social Sciences, Khon Kaen University, Thailand
2 Associate Professor, Information and Communication Department, Faculty of Humanities and Social Sciences, Khon Kaen University, Thailand,
3 Assistant Professor, Mathematics Statistics and Computer, Faculty of Science, Ubon Ratchathani University, Thailand
1E-mail: momay9509@hotmail.com , 2E-mail: samarn@kku.ac.th and 3E-mail: jirada.h@ubu.ac.th

Abstract

The objective of this research is to investigate the elderly people’s need for a web design for the Thai elderly, as part of the research to develop website prototype to serve on the elderly’s need for website accessibility. The research employs a survey research method. The study was conducted in Ubon Ratchathani Province investigating 374 questionnaires responded and returned. Descriptive statistics were used to analyze the data, including percentage, means, standard deviation, and factor analysis. The findings include: 1) information Layout Design: the need for reader-friendly and precise language on the web, and 2) Webpage Elements: the suggested appearance of website name in the top middle; main menu bar on the left; major content in the downer middle; visible and easy-to-select standard, universal buttons or icons in proper positions; font-adjusting menu or button; search box in the same section as the menu bar; simple fonts; plain background color; and both vertical and horizontal scroll bars.

Keywords: Thai Elderly Need, Web Design

บทคัดย่อ

การวิจัยครั้งนี้ มีวัตถุประสงค์เพื่อศึกษาความต้องการรูปแบบการนำเสนอเว็บของผู้สูงอายุไทย ซึ่งเป็นส่วนหนึ่งของการวิจัยเพื่อพัฒนาเว็บด้วยแบบฟอร์มตอบสนองความต้องการในการเข้าถึงเว็บของผู้สูงอายุไทย โดยใช้วิธีการวิจัยเชิงสำรวจ กลุ่มตัวอย่างในการศึกษา คือ ผู้สูงอายุในจังหวัดอุบลราชธานี ใช้แบบสอบถาม 374 ชุด วิเคราะห์ข้อมูลด้วยการวิเคราะห์ตัวอย่าง ส่วนปัจจัยที่มีความชัดเจน และมีนัยสำคัญ ได้แก่ 1) ด้านการออกแบบเว็บ ผู้สูงอายุมีความต้องการให้นำเสนอข้อมูลบนเว็บด้วยภาษาที่ง่าย มีความชัดเจน และเข้าใจได้ง่าย 2) องค์ประกอบของหน้าเว็บ ควรมีลักษณะดังนี้ ซึ่งเป็นเป้าหมายของเว็บ มีเมนูหลักอยู่ด้านข้าง เนื้อหาอยู่ตรงกลาง มีปุ่มหรือไอคอนที่เป็นมาตรฐาน โดยอยู่ในตำแหน่งที่มองเห็นได้ชัดเจนและเลือกใช้ง่าย มีเมนูหรือปุ่มปรับขนาดตัวอักษร ตำแหน่งขององค์ประกอบอยู่ในส่วนเดียวกันแบบเมนู ตัวยากรเป็นแบบปกติ ซึ่งต่อเนื่องหน้าเว็บใช้สีฟ้านำเสนอก่อนให้เลือกได้ทั้งแนวตั้งและแนวนอน
1. Introduction

The elderly population in every region of the world has been rapidly increased. It was expected that during the year 2000 to year 2050 the proportion of elderly people would be increased approximately from 5.1% to 14.2%, and the population of the age over 60 years may reach to 34 million people in 2025 (Affonso de Lara, Watanabe, & Beletato, 2010). In Thailand, the number of elderly population (age over 60 years) has increased consistently since 2012 when total of elderly population is at 8,170,909 people whereby male is at 11.44% of the whole population in country and female is at 13.88% of the whole population in country (Foundation of Thai Gerontology Research and Development institute, 2013). Thailand is entering the aging society, or state of the population aging, and will become an aging society completely in 2025. At present, Information society and internet plays a significant role to the human society, particularly the Internet which is a large storage of data and information. Internet has become another channel of communication which is trendy and very popular in the era of information technology. It has progressed rapidly and has a large role in daily life, especially in the elderly people, where Information technology can help them to improve the quality of their life. They can make use of computer technology to create social interaction, increase the performance of the brain and memory (Zaphiris, Kurniawan, & Ghiawadwala, 2007), enhance learning opportunities, support the learning and improve the better quality of life to society.

Currently, elderly people are encouraged to use the Internet. Therefore, the usage rate of this group is growing rapidly and the most rapid than other groups (Hanson, 2001). In Thailand, it is found that people over 50 years old are the fastest growing groups of web users. According to survey in 2008, the rate of elderly people usage of the Internet increased from 3.4% to 6.2% in 2012 (National Statistical, 2013) as the Internet provides the access to obtain information, communication with others and supporting activities among them. Additionally, elderly people use the Internet to access health information and find other information that they need. However, Thai elderly still use the internet less than others age groups with many problems, for example, those related to motor skills, vision, hearing, cognitive functions etc., and one of reason is lacking of suitable sites for the elderly.

As a result, this study was conducted to see the elderly’s need for the web design and their physical appearances for optimal accessibility. In addition, it is hoped for benefit in web design and its best improvement for the Thai elderly.

2. Objective of the Study

To investigate the elderly people’s need for the web design for the Thai elderly.

3. Research Framework

In studying the need for web design best for the Thai elderly, the researcher applied the concepts proposed by Hawthorn (2003) pertaining to what is needed by the elderly in accessing websites which includes Basic Functions, Easier to Use and Easier to Learn, and the concepts proposed by Kurniawan and Zaphiris (2005); Hart, Chaparo and Halcomb (2008) and Balakrishman, Binti Salim and Hong (2012) consisting of 12 elements: 1) Browser Windows Feature; 2) Content Layout Design; 3) Text Design; 4) Use of Color and Background; 5) Use of Image, Graphics and Multimedia; 6) Navigation; 7) Menu; 8) Links; 9) Buttons and Icons; 10) Mouse; 11) Scroll Bars; and 12) Search Engine.
Web Design Guideline for Thai Elderly

**Figure 1:** Research Framework

### 4. Method

The methodology used in this study is a survey research method, conducted in Ubonratchathani Province. Samples used for this research consist of 386 elderly people: 159 males and 227 females, of which 230 are aged between 60-69; 112 aged between 70-79 and 44 aged 80 and above.

The tool used in data collection is a set of questionnaires distributed during July 6 and July 31, 2015 by mail and self-completed questionnaires. 374 questionnaires (96.89%) were completed and returned, analyzed by using Descriptive Statistics: Percentage, Means, and Standard Deviation.

### 5. Results

#### 5.1 Result Analysis of the Thai elderly people’s sample

The sample mainly consisted of females (58.30%) mostly in the age range of 60-69 (61.50%); between 70 -79 (29.90%). In terms of education, most elderly’s people had finished bachelor’s degree (32.40%) and those had finished primary school and high school (19.30% and 19.00% respectively). In terms of current occupation, most elderly’s people were unemployed (50.30%) and part-time employed (36.60%). Most of the elderly in the sample stayed with spouse and children (48.90%) and stayed with children (25.90%). In terms of internet literacy, most elderly’s people learned from children and other relatives (68.20%) and most elderly (49.50%) were not experienced in using the internet and 28.60% of them had 1-2 years of experience using the internet, as shown in Table 1.

**Table 1:** General Information of the Elderly

<table>
<thead>
<tr>
<th>General Information of the Elderly</th>
<th>Thai Elderly (n=374)</th>
</tr>
</thead>
<tbody>
<tr>
<td>frequency</td>
<td>Percentage</td>
</tr>
<tr>
<td>1. Sex</td>
<td></td>
</tr>
<tr>
<td>- Male</td>
<td>156</td>
</tr>
<tr>
<td>- Female</td>
<td>218</td>
</tr>
<tr>
<td>2. Age</td>
<td></td>
</tr>
<tr>
<td>- 60-69 year old</td>
<td>230</td>
</tr>
<tr>
<td>- 70-79 year old</td>
<td>112</td>
</tr>
<tr>
<td>- 80 year and above</td>
<td>32</td>
</tr>
</tbody>
</table>
### General Information of the Elderly

<table>
<thead>
<tr>
<th>Education</th>
<th>Thai Elderly (n=374)</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>frequency</td>
<td>Percentage</td>
</tr>
<tr>
<td>3. Education</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Uneducated</td>
<td>2</td>
<td>0.50</td>
</tr>
<tr>
<td>- Primary School</td>
<td>72</td>
<td>19.30</td>
</tr>
<tr>
<td>- High School</td>
<td>71</td>
<td>19.00</td>
</tr>
<tr>
<td>- Diploma</td>
<td>57</td>
<td>15.20</td>
</tr>
<tr>
<td>- Bachelor’s degree</td>
<td>121</td>
<td>32.40</td>
</tr>
<tr>
<td>- Higher than Bachelor’s degree</td>
<td>51</td>
<td>13.60</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Current occupation</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>- Unemployment</td>
<td>188</td>
<td>50.30</td>
</tr>
<tr>
<td>- Sometime</td>
<td>137</td>
<td>36.60</td>
</tr>
<tr>
<td>- Full time</td>
<td>49</td>
<td>13.10</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Occupancy</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>- Live alone</td>
<td>5</td>
<td>1.30</td>
</tr>
<tr>
<td>- With couple</td>
<td>65</td>
<td>17.40</td>
</tr>
<tr>
<td>- With child</td>
<td>97</td>
<td>25.90</td>
</tr>
<tr>
<td>- With couple and child</td>
<td>183</td>
<td>48.90</td>
</tr>
<tr>
<td>- With relatives</td>
<td>24</td>
<td>6.40</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>How to using internet</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>- By myself</td>
<td>56</td>
<td>15.00</td>
</tr>
<tr>
<td>- From child, grandchild, relatives</td>
<td>255</td>
<td>68.20</td>
</tr>
<tr>
<td>- From training</td>
<td>60</td>
<td>16.00</td>
</tr>
<tr>
<td>- From friend</td>
<td>3</td>
<td>0.80</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Experience in using internet</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>- Not experience</td>
<td>185</td>
<td>49.50</td>
</tr>
<tr>
<td>- 1 – 2 year</td>
<td>107</td>
<td>28.60</td>
</tr>
<tr>
<td>- 2 year upper</td>
<td>82</td>
<td>21.90</td>
</tr>
</tbody>
</table>

### 5.2 The Thai elder’s need for web design
#### 5.2.1 Major web elements

As for the web design, the results indicated that the elderly needed the 12 elements of the website in a high level and when considering the means, the first three highest means included the Mouse ($x = 4.19$), Menu Items ($x = 4.18$), and Content Layout Design ($x = 4.16$) respectively, as shown in Table 2.

#### Table 2: Levels of the Thai elder’s need for major elements of website

<table>
<thead>
<tr>
<th>Web Design</th>
<th>Thai Elderly (n=374)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>$\bar{X}$</td>
</tr>
<tr>
<td>1. Browser Windows Feature</td>
<td>3.95</td>
</tr>
<tr>
<td>2. Content Layout Design</td>
<td>4.16</td>
</tr>
<tr>
<td>3. Text Design</td>
<td>3.79</td>
</tr>
<tr>
<td>4. Use of color and Background</td>
<td>3.77</td>
</tr>
<tr>
<td>5. Use of image, graphics and multimedia</td>
<td>4.08</td>
</tr>
<tr>
<td>6. Navigation</td>
<td>4.09</td>
</tr>
<tr>
<td>7. Menu</td>
<td>4.18</td>
</tr>
<tr>
<td>8. Link</td>
<td>3.95</td>
</tr>
<tr>
<td>9. Buttons and Icons</td>
<td>4.14</td>
</tr>
<tr>
<td>10. Mouse</td>
<td>4.19</td>
</tr>
</tbody>
</table>
considering each element of the web in details, 35 items of a high level of the minor details of need were suggested and another item of need in a moderate level that is the use of moving fonts-text alternatives (x = 2.95) was suggested. Considering the means, minor details of need in the first top five included easy precise language (x = 4.45), visible and easy-to-select menu (x = 4.38), visible and easy-to-select font adjusting menu or button (x = 4.32), standard and universal buttons and icons (x = 4.28), and visible buttons and icons in proper spots/positions (x = 4.28), as shown in Table 3.

Table 3: The Thai elderly’s need for web design in minor elements

<table>
<thead>
<tr>
<th>Minor elements of web design</th>
<th>Thai Elderly (n=374)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Use of simple, precise language</td>
<td>4.45</td>
</tr>
<tr>
<td>Visible and easy-to-select menu</td>
<td>4.38</td>
</tr>
<tr>
<td>Visible and easy-to-select font adjusting menu or button</td>
<td>4.32</td>
</tr>
<tr>
<td>Use of standard and universal buttons and icons</td>
<td>4.28</td>
</tr>
<tr>
<td>Visible buttons and icons in proper spots/positions</td>
<td>4.28</td>
</tr>
<tr>
<td>Images, Graphics and Multimedia are clear, precisely representing the materials</td>
<td>4.26</td>
</tr>
<tr>
<td>Warning messages are easy to follow</td>
<td>4.24</td>
</tr>
<tr>
<td>Single-mouse-click accessibility</td>
<td>4.20</td>
</tr>
<tr>
<td>Navigating buttons such as “previous page,” “next page,” “Main Page” are put at the same spot</td>
<td>4.19</td>
</tr>
<tr>
<td>Web page design matches with the purpose</td>
<td>4.16</td>
</tr>
<tr>
<td>Captions accompanying images, graphics, and multimedia are available.</td>
<td>4.16</td>
</tr>
<tr>
<td>Use of explicit step-by-step navigation whenever possible</td>
<td>4.16</td>
</tr>
<tr>
<td>Proportional information is put on each page</td>
<td>4.15</td>
</tr>
<tr>
<td>Slang or technical terms are eliminated, or if necessary descriptions are provided</td>
<td>4.13</td>
</tr>
<tr>
<td>Topics/Information are coherently organized</td>
<td>4.12</td>
</tr>
<tr>
<td>Search box is provided in the same page</td>
<td>4.11</td>
</tr>
<tr>
<td>There is a difference between heading and normal text</td>
<td>4.10</td>
</tr>
<tr>
<td>Colors of buttons and icons are different from that of the background</td>
<td>4.10</td>
</tr>
<tr>
<td>In case the symbol for menu is used, the one employed should be universal and exact</td>
<td>4.09</td>
</tr>
<tr>
<td>The menu is put at the same spot on each web page.</td>
<td>4.07</td>
</tr>
<tr>
<td>Buttons or menu for adjusting pictures are available</td>
<td>4.06</td>
</tr>
<tr>
<td>Well organized webpage layouts</td>
<td>4.03</td>
</tr>
<tr>
<td>If words are used in links, all of the words are counted</td>
<td>4.00</td>
</tr>
<tr>
<td>Automatically scrolling text</td>
<td>3.99</td>
</tr>
<tr>
<td>Compatible with other devices</td>
<td>3.98</td>
</tr>
<tr>
<td>Buttons or menu for controlling/stopping multimedia are available</td>
<td>3.98</td>
</tr>
</tbody>
</table>
## 5.2.3) Web layout

As for organization of elements in the web layout, the elderly expressed their need for the layout as follows: website name in the top middle; main menu bar on the left; major content in the downer middle; normal fonts; plain background color; search box in the same section as the menu bar—on the right; and both vertical and horizontal scroll bars as shown in Figure 2.

![Figure 2: Organization of elements in the web layout according to the elderly’s need](image)

### 5.3 The relationship between the elderly’s personal status and need for web layout

The result of the relationship between the elderly’s personal status and need of the web layout analysed including organization of website name, menu, and content indicated that gender, age, education, and experience of using the internet has no statistically significant connection with the need for the web layout at the level of 0.05.

## 6. Discussion

The result of the elderly’s need for web sites indicated that the main 12 elements of the web were highly recommended, corresponding to World Wide Web Consortium (W3C) (2012) that specified elderly-friendly website management and the concepts proposed by Kurniawan and Zaphiris (2005), Hart, Chaparo and Halcomb (2008) and Balakrishman, BintiSalim and Hong (2012) that assessed the quality of websites for the elderly and suggested proper web designs. However, considering the minor elements of the web, the elderly appreciated the matter of information layout design emphasizing easy and precise language and information accessibility including crucial tools for approach to information which consist of menu, font-adjusting buttons, and icons at a proper-sighted and easily visible
spot, easy-to-understand, and easy-to-select. The least needed element appeared to be text alternatives, i.e. moving text design. It can be seen that the matters of information layout and information accessibility are relevant to physical conditions, perceptive processes, and information and technology background of the elderly.

7. References


Long Boat Racing In Isan: Change for Tourism and Economic

Rattana Chanthao
Thai department, Faculty of Humanities and Social Science, Khon Kaen University, Thailand
E-mail: jratta@kku.ac.th

Abstract

Isan region of Thailand has wealthy culture and traditions based on the Buddhist religion and sacred trust which are crucial tools to build the identity in their community. This article aims to explain the local tradition, the long-boat racing, in the Isan region that was adjusted for tourism replacing its original function in the past time. This research is a qualitative research and use the folklore frameworks adapted the functionalism by Bascom (1965). The data were collected by observation, in deep-interview the residents, tourist, companies, and government officials. The annual boat racing tradition of Kumphawapi city, Udon Thani province in Isan region of Thailand held in November 2014 is the case study of the research.

The result was found that the long-boat racing tradition has been changed from the past time. This tradition, however, still have 4 functions as Basscom (1965) proposed; reveals Isan society, understand people’s point of view, support education in the way of culture, and behavior patterns in society accepted. The first function is the most clearly while the function of maintain education has reduced because the changing of city’s management to be new model for tourist.

Keywords: Long-boat racing, Isan region, Functional theory, Folklore
บทคัดย่อ

ภาคอีสานของไทยมีความร่ำรื่นด้านประเพณีที่มีวัฏจักรมาจากพุทธศาสนาและการนับถือศักดิ์สิทธิ์ซึ่งถือว่าเป็นเครื่องมือสำคัญในการสร้างความเป็นอัตลักษณ์ของชุมชน สายพันธุ์นี้ยังมีวัตถุประสงค์เพื่อธุรกิจการแข่งเรือยาวซึ่งเป็นประเพณีท้องถิ่นในภาคอีสาน ประเภทนี้ได้ถูกปฏิเสธไปสู่การท่องเที่ยวนั่นทำให้ตัวเดิมในสมัยการแข่งเรือยาวได้รับการกระบวนการวิเคราะห์ทางคติชนวิทยา (Folklore) โดยปรับจากทฤษฎีบทบาทหน้าที่นิยม (Functionalism) ของ เบสคอม (1965) ซึ่งมูลการวิจัยรวบรวมจากการสังเกตการณ์ การสัมภาษณ์เชิงลึกกับประชาชน นักท่องเที่ยว บริษัทท่องเที่ยว และเจ้าหน้าที่ของภาคปฏิบัติงาน การจัดการแข่งเรือยาวเป็นผลจากกฎหมายภายใน อับบลูกมารีย์, จังหวัดจักรีที่มีเดือน พฤศจิกายน พ.ศ. 2014 เป็นกรณีศึกษาในการวิจัยครั้งนี้

ผลการวิจัยพบว่าแม้ว่าการแข่งขันเรือยาวจะเปลี่ยนแปลงไปจากเดิมสู่ปัจจุบัน แต่การแข่งขันเรือยาวนี้ยังคงทำหน้าที่อยู่ 4 ประเภท ตามแนวคิดของแนวคิด คือ หน้าที่การทำเชื่อมโยงระหว่างวัฒนธรรมและประเพณี, หน้าที่การป้องกัน, หน้าที่การตักบุหรี่, หน้าที่การให้การศึกษา. การวิจัยนี้เป็นการเข้าใจในระดับการแข่งขันเรือยาวที่เปลี่ยนแปลงจากอดีต

คำสำคัญ: ประเพณีการแข่งเรือยาว, ภาคอีสาน, ทฤษฎีบทบาทหน้าที่, คติชนวิทยา

1.บทนำ

สภาพภูมิประเทศที่เต็มไปด้วยแม่น้ำและทะเลสาบทดอยครบหนึ่งถึงภาคใต้ของประเทศไทยทำให้คนที่อยู่อาศัยในแม่น้ำ สัคนะ ทะเลทะเลสาบ มีวิถีชีวิตที่หลากหลายและอิสระอยู่กันมา นอกจากจะใช้ประโยชน์ในการอุปโภค บริโภค การคมนาคมจากแหล่งน้ำไปยังที่ต่างๆแล้ว ผู้ที่อาศัยชุมชนในแหล่งน้ำยังมีวัฒนธรรมการประเพณีที่เกี่ยวข้องกับความรัก ความสามัคคี ความสม่ำเสมอในสังคม ความดีงาม ความแต่งตัว และช่วยกันดูแลแหล่งน้ำเหล่านั้น ดังนั้น การใช้ประโยชน์จากแหล่งน้ำรวมกันนี้ทำให้ขึ้นอย่างเป็นระเบียบธรรมชาติที่เป็นปัจจัยการแข่งขันเรือยาวกับแหล่งน้ำด้วย

คนไทยโดยทั่วไปไม่เอาชนะกันโดยทั่วไปแม้จะแข่งขันกันอย่างมีมือขั้นสูงด้วยความเข้าใจในระดับว่าไร้ลูกมือการจัดแบ่งและน้ำที่ใช้ทรัพยากรธรรมชาติร่วมกัน โดยไม่ยึดถึงว่า
ชุมชนใดเป็นเจ้าของหรือมีลิขสิทธิ์เหนือแหล่งน้ำมากกว่าชุมชนอื่น ทั้งยังสนับสนุนการอยู่ร่วมกันอย่างสันติ อาจเกิดการแบ่งปันการใช้ประโยชน์จากแหล่งน้ำร่วมกันวิธีความเชื่อที่แสดงออกผ่านประเพณี ประการหนึ่งคือการบรูณาภาพลัทธิศักดิ์สิทธิ์ที่ทรงผู้ได้รับสิทธิ์ในแหล่งน้ำ โดยผู้มีลิขสิทธิ์ของชุมชนที่มีสิทธิ์ในแหล่งน้ำจะมีสิทธิ์ในการใช้ประโยชน์จากแหล่งน้ำ แต่ยังสนับสนุนการอยู่ร่วมกัน คือ การแสดงความเคารพ และสานักบุญคุณ ต่อแหล่งน้ำและสิ่งศักดิ์สิทธิ์ที่เป็นผู้ดูแลแหล่งน้ำ

บางภูมิภาคมีความเข้มข้นในการนำการแข่งเรือมาเป็นประเพณีหนึ่งที่มีวัตถุประสงค์เช่นเดียวกับที่กล่าวข้างต้น โดยมีจุดเริ่มต้นมาจาก การแสดงความเคารพต่อสิ่งศักดิ์สิทธิ์และการสร้างความสามัคคีของผู้คนในชุมชนที่อยู่ใกล้ชิดแหล่งน้ำ ทำให้การแข่งเรือกลายเป็นงานประเพณีที่สำคัญของชุมชนที่ตรงกับลักษณะทางประวัติศาสตร์ ได้ถูกปรากฏในประวัติศาสตร์ของท้องถิ่น กล่าวคือ ผู้มาร่วมงานประเพณีจากท้องถิ่นหนึ่งๆ มาช่วยประเพณีนี้โดยไม่มีส่วนร่วมในกิจกรรมที่ตนในชุมชนจัดขึ้นเพื่อบูชาสิ่งศักดิ์สิทธิ์ ดังนั้น การแข่งเรือในสถานะของนักท่องเที่ยวจึงเป็นเพียงประเพณีที่แปลกตาและสามารถดูได้เฉพาะโอกาสทางสังคม โดยขาดความเข้าใจเกี่ยวกับประเพณีการแข่งเรือที่เป็นที่รู้จักของชุมชนนั้นๆ กล่าวคือ คุณค่าของประเพณีนี้มีหน้าที่ต่อชุมชนผู้ใช้แหล่งน้ำถูกลดลง จากรูปแบบยุคเดิม ปัจจุบันการจัดประเพณีแข่งเรือส่วนใหญ่ เป็นการจัดในเชิงพาณิชย์ การปรับเปลี่ยนรูปแบบการจัดประเพณีส่งผลต่อกิจการลากพายของพื้นที่ต่างๆ ที่เกี่ยวข้องกับการแข่งเรือของคนในชุมชนเอง เหมือนการแข่งเรือจัดขึ้นภายในชุมชนที่ใช้แหล่งน้ำร่วมกัน ซึ่งอาจจะอาจอยู่ทางไกลกัน แต่เมื่อมีประเพณีแข่งเรือขึ้น แต่ละชุมชนก็จะนำเรือมาแข่งแข่งและมีกองเชียร์ หรือชมเชียร์ในชุมชนร่วมเชียร์ รวม junit จัดงานแข่งเรือ และมีเพลงร้องเพลงเชียร์ที่สะท้อนโลกทัศน์ของคนในชุมชน บอกเล่าเรื่องราวเกี่ยวกับความเชื่อ ประเพณี หรือวิถีชีวิตของผู้คนในท้องถิ่น

2. บทความเรียนรู้

คัดหน้า

การศึกษาในศาสตร์ของ คัดหน้า  เป็นการศึกษาที่สัมพันธ์กับศาสตร์หลายสาขา อาทิมาสุขวิทยา ท่องเที่ยววัฒนธรรม ภาษาศาสตร์ รวมถึงงานทางด้านวรรณกรรม ขณะนี้ ศาสตร์การศึกษาในศาสตร์ที่ที่มีการจัดมากกว่าในศาสตร์ที่ใช้แหล่งน้ำร่วมกัน ซึ่งอาจจะอาจอยู่ทางไกลกัน แต่เมื่อมีประเพณีแข่งเรือขึ้น แต่ละชุมชนก็จะนำเรือมาแข่งแข่ง และมีกองเชียร์ หรือชมเชียร์ในชุมชนร่วมเชียร์ รวมjn จัดงานแข่งเรือ และมีเพลงร้องเพลงเชียร์ที่สะท้อนโลกทัศน์ของคนในชุมชน นอกจากนี้เรื่องราวเกี่ยวกับความเชื่อ ประเพณี หรือวิถีชีวิตของผู้คนในท้องถิ่น
ความเชื่อ ค่านิยม โลกทัศน์ โดยพยายามตอบคำถามว่าคดีชนวิทยามีบทบาทหรือหน้าที่อย่างไรในแต่ละวัฒนธรรม

คติชนยังคงจะทำหน้าที่เป็นกลไกทางวัฒนธรรมที่ดีเยี่ยมในสังคมไทยโดยเฉพาะสังคมในระดับท้องถิ่นและคติชนแต่ละประเภทอาจจะมีหน้าที่แตกต่างกันเช่นนี้胛คำปริศนา คำถาม การละเล่นแต่ละส่วนในการให้ความรู้ ปลูกฝังค่านิยม และอบรมระเบียบสังคมให้แก่เยาวชนในสังคม นับเป็นสถาปัตยการศึกษาในสังคมประเพณี เหล่อนับปีคติชนก็ยังคงมีหน้าที่ให้ความเพลิดเพลินและความน่าบังเกิดให้แก่เยาวชนในสังคมและยังทำหน้าที่เป็นทางออกให้แก่ความคับข้องใจที่ไม่อาจเปิดเผยได้ นับเป็นการทำหน้าที่ตอบสนองความต้องการของมนุษย์ทางด้านสังคม ในการสร้างความมั่นใจและความมั่นคงของสังคม

การละเล่นเด็กมีส่วนในการให้ความรู้ปลูกฝังค่านิยมและอบรมระเบียบสังคมให้แก่สมาชิกในสังคม นับเป็นสถาบันการศึกษาในสังคมประเพณี เพลงพื้นบ้านก็เช่นกันมีหน้าที่ให้ความเพลิดเพลินและความน่าบังเกิดให้แก่เยาวชนในสังคม

มากินาสกี้ (Malinowski, อยู่ใน ศิราพร ณ ถลาง, 2557) นักมนุษยวิทยาผู้บุกเบิกทฤษฎีหน้าที่นิยมและได้เสนอทฤษฎีการหน้าที่นิยมอย่างเป็นกลาง สามารถตอบสนองความต้องการความจำเป็นในสังคม 3 ด้าน คือ ความจำเป็นเพื่อฐานการดำรงชีวิต คือ อาหาร ที่อยู่อาศัย เครื่องมือเครื่องใช้ที่จำเป็น ความต้องการด้านสังคมและจิตใจ คือกิจวัตรที่พื้นฐานที่ให้ร่างกายได้รับความจำเป็นเพื่อฐานฐานได้ เช่น การแบ่งปันกันการควบคุมทางสังคมได้รับหลักการที่มีประสิทธิภาพ ความต้องการเพื่อความมั่นคงทางชีวิต เช่น ความสงบทางใจ ความกลางใจทางสังคม

นักวิชาการอีกคนหนึ่งที่นำเสนอหน้าที่ของคติชนวิทยาคือแบสคอน (Bascom) ที่เสนอแนวคิดต่อ“หน้าที่”ของคติชนวิทยาว่าทำหน้าที่ (Function) หลักในวัฒนธรรม 4 ประการ ได้แก่ คติชนวิทยามีหน้าที่ช่วยปรับความขัดข้องใจของมนุษย์และต้องการจะหลีกไปสู่สิ่งใหม่ทางกายภาพ ซึ่งบางคติชนมีหน้าที่ช่วยปรับความขัดข้องใจของมนุษย์ คติชนมีหน้าที่ทำให้แก่สังคม คติชนมีหน้าที่ทำให้เกิดการยอมรับแนวคิดใหม่ในสังคม ในการละเล่นแต่ละส่วน ในการละเล่นใด ๆ จึงเป็นการให้ความสุนทรีย์ในสังคมและยังทำหน้าที่ให้เกิดการเรียนรู้แบบแผนทางวัฒนธรรมของคติชนในสังคม

“William R. Bascom defined four folklore functions; the folklore reveals human frustrations and acts as an escape to fantasy from different forms of repression of the society, it legitizes and confirms the culture, justifies its rituals and
institutions; it plays an important role in education; it maintains subordinations; to accepted patterns of behavior. Similar or even completely equal functions can be found in different types of folklore genres. It is equally possible to find different functions intertwined in only one folklore type (Bascom 1965: 279)."

การทบทวนแนวคิดทางด้านคติชนวิทยา โดยเฉพาะในทฤษฎีบทบาทหน้าที่ที่นิยมข้างต้น คณะผู้ชี้นำเสนอทฤษฎีบทบาทหน้าที่ของคติตามแนวคิดที่ 4 ข้อ ที่ แบบสอน (1965) ได้เสนอไว้ มาปรับใช้กับการวิเคราะห์ข้อมูลประเพณีแข่งเรือของภาคอีสานทั้งในมุมมององค์ติดและปัจจุบันได้เพื่อนำไปสู่การอธิบายวัตถุประสงค์ของบทบาทหน้าที่ในด้านการรับเปลี่ยนประเพณีแข่งเรืออาหารของภาคอีสานเพื่อให้สู่การรวบรวมด้านการท้องถิ่นในอนาคตที่เกี่ยวข้องกับสัญสมัยตั้งต้นท้องถิ่นที่ต้องมีการปรับเปลี่ยนอย่างต่อเนื่อง

งานวิจัยที่เกี่ยวข้อง

ผลงานวิจัยที่สัมพันธ์กับการแข่งเรือในภาคอีสานมีหลากหลายมุมมอง อาทิ เสริม ผลเพ็ญ (2541) ได้ศึกษาองค์ประกอบและขั้นตอนของพิธีกรรมเกี่ยวกับเสื้อสังวง เรือแข่ง เมืองอุบล โดยการศึกษาข้อมูลจากเอกสาร และข้อมูลภาคสนามในพื้นที่ 3 แห่ง คือ อ่างเก้า เมืองอุบล และอำเภอเมืองเขมราฐ จังหวัดอุบลราชธานี พบว่า การแข่งเรือเป็นกิจกรรมหนึ่งในช่วงเทศกาลออกพรรษา จัดขึ้นเพื่อดูแลความสงบสุข สร้างความสามัคคีภายในชุมชน ตลอดจนเป็นการอนุรักษ์และส่งเสริมประเพณีให้คงอยู่ โดยที่ชาวบ้านเชื่อว่าเสื้อสังวงหรือเรือแข่งนั้นมีสิ่งศักดิ์สิทธิ์สถิตอยู่ เป็นองค์ประกอบสำคัญและมีค่าสำหรับคนในท้องถิ่น ดังนั้นการแข่งเรือสังวงหรือการใช้เสื้อสังวงมีความเกี่ยวพันกับพิธีกรรมและความเชื่อ เริ่มตั้งแต่การคัดลือกัน การตัดไม้ การขุดลายไม้ การขุดเรือ การวางเรือ การทำให้พาย การตัดเชือกเรือ การนำเรือลงน้ำ รวมไปถึงการแก้ร่างเรือ การดัดแปลงและขั้นตอนพิธีที่เกี่ยวกับเสื้อสังวงนั้นมีมุ่งหมายที่เกี่ยวข้อง ได้แก่ พระสงฆ์ พระมเหสนี ผู้นำขุดแบบหมู่อาบิล แข่งขันเรือ และชาวบ้าน สถานที่ในการประกอบพิธีกรรมจะกระทำในวัด อุปกรณ์และเครื่องพิธี ได้แก่ เครื่องเซ่นสรวง เครื่องบัตรพลี ขั้นตอนพิธีเริ่มต้นแต่การเป่าฝัง การเปิดน้ำ ดุตรักษานั้น และการกระทำพิธีของผู้นำที่ถูกผูกพันเพื่อนานมุ่ง และเป็นการสืบทอดจดหมายของบรรพบุรุษในการอนุรักษ์ประเพณีเกี่ยวกับเสื้อสังวงให้คงอยู่
ในหลายปีต่อมามีงานของ สมสมัย ย่องคำ (2547) ที่ศึกษาเกี่ยวกับ ความเชื่อเกี่ยวกับ
ประเพณีแข่งเรือ พบว่า ประเพณีแข่งเรือจะถูกจัดขึ้น ณ อ่างือบพันชัย ในเทศกาลออกพรรษาทุกปีมีจุดมุ่งหมายเพื่อบวงสรวง “ปูผ่านเจ้าพ่อพันชัย” ซึ่งเป็นสถานที่ศักดิ์สิทธิ์มาแต่โบราณ ให้ประชาชนอยู่ได้เป็นสุข ปรากฏจากกิจกรรมที่มีจุดมุ่งหมายเพื่อบวงสรวงเกี่ยวกับประเพณีของท้องถิ่น ซึ่งเป็นส่วนหนึ่งในการเรียนการสอนรายวิชาภาษาไทย ซึ่งผลการศึกษาจะเห็นให้เห็นว่า ประเพณีที่จัดขึ้นในท้องถิ่นสามารถนำมาเป็นเครื่องมือสำหรับการเรียนการสอนแบบการเข้าร่วมในสถานที่และกิจกรรมจริงที่เกิดขึ้นในชุมชนของนักเรียน ดังนั้น จึงตอบสนองต่อการเรียนรู้ การเข้าใจ และการสร้างจิตสำนึกต่อท้องถิ่นของตนเองได้

ส่วนงานของวิจัยของ ดวงมณี เพชรสุวรรณรังสี (2551) ขยายขอบเขตของงานวิจัยการแข่งเรือในภาคอีสานไปสู่การแข่งเรือในระดับข้ามชาติ คือ งานวิจัยเรื่อง “ประวัติความเป็นมาประเพณีการแข่งเรือสองฝั่งโขง” โดยศึกษาประเพณีการแข่งเรือในเขตเทศบาลเมืองอุบลราชธานี และเมืองโคกสมบัติการแข่งเรือสองฝั่งโขงกิจกรรมการแข่งเรือที่ผูกพันกับท้องถิ่นและประเพณีของท้องถิ่นที่มีชื่อเสียงในวันขึ้น 15 ค่ำ เดือน 11 ซึ่งได้กิจกรรมการแข่งเรือเพื่อสร้างความสนุกสนาน มีกิจกรรมต่างๆ ทลายเป็นเรือและขบวนแห่งเรือให้สวยงาม ประเพณีแข่งเรือสองฝั่งโขงจึงได้รับการอนุรักษ์สืบต่อมาจนปัจจุบัน ซึ่งทั้งการจัดประเพณีแข่งเรือสองฝั่งโขงในช่วงออกพรรษาอย่างเป็นการอยู่ก้าว ส่งเสริมขนบธรรมเนียม ประเพณีที่ถูกล้อมรอบมีคุณค่าทางประวัติศาสตร์ที่ถูกรักษาไว้ในสถานที่และกิจกรรมจริงที่เกิดขึ้นในชุมชนของนักเรียน ดังนั้น จึงตอบสนองต่อการเรียนรู้ การเข้าใจ และการสร้างจิตสำนึกต่อท้องถิ่นของตนเองได้
นอกจากประเพณีแข่งเรือจะมีความสำคัญในด้านพิธีกรรมและความเชื่อ รวมไปถึง ความสัมพันธ์ของผู้คนสองฝ่ายไปถึงกิจกรรมจังหวัดปัจจุบันแล้ว ยังพบว่าการแข่งเรือมีผลกระทบต่อเศรษฐกิจในแม่น้ำโขง เช่น ในงานของ วิกานดา ศิริสิมะ (2553) ที่ได้ศึกษาโครงการ แผนพัฒนาเทศบาลจังหวัดลุงเต๋าเรือส่งเสริมประเพณีแข่งเรือยาว พบว่า ทุก หน่วยงานให้ความร่วมมือเป็นอย่างดี ในการประชาสัมพันธ์ เนื่องจากการสร้างความสัมพันธ์ที่ดี ระหว่างหน่วยงานที่เกี่ยวข้องกับคนในชุมชน เป็นการเปิดโอกาสให้ชุมชนได้พบปะสังสรรค์กัน รวมถึงการมีส่วนร่วมในการระดมความคิดเห็นเพื่อเสนอความสัมพันธ์ที่ดีของกันและกัน การจัดงาน แข่งเรือก็ยังให้เกิดการยกระดับแสดงสินค้าจากชุมชน เพื่อกระตุ้นการใช้จ่าย เกิดการกระจายรายได้ ไปสู่พื้นที่

3. ระเบียบวิธีวิจัย

งานวิจัยนี้เป็นการวิจัยทางด้านคติชนวิทยา (Folklore) ที่สัมพันธ์กับวัฒนธรรมท้องถิ่น (Local culture) โดยศึกษาประเพณีการแข่งเรือยาว (Long–boat racing tradition) ของภาคอีสาน (Isan region) และเลือกพื้นที่วิจัย คือ งานแข่งเรือยาวประเพณีประจำปี ของตำบลกุมภวาปี อําเภอกุมภวาปี จังหวัดอุดรธานี ซึ่งเป็นประเพณีที่มีชื่อเสียงและเป็นตัวแทนของประเพณีการ แข่งเรือยาวของวัฒนธรรมจังหวัดอุดรธานี งานในองค์การใช้แนวคิด “หน้าที่นิยม” (Functional theory) ของ แบสคอม (Bascom, William R. 1965) งานวิจัยนี้เป็นงานวิจัยเชิงคุณภาพ เก็บข้อมูลด้วยการ สังเกตการณ์แบบมีส่วนร่วมและการสัมภาษณ์เชิงลึกกับชาวบ้านที่นำเรือมาแข่ง เจ้าหน้าที่ขององค์การบริหารส่วนตำบลกุมภวาปี ชุมชนท้องถิ่น ผู้นำเรือแข่ง และบริษัทเอกชนที่นำเรือเข้าร่วมการแข่งขัน ตลอดจนนักท่องเที่ยวต่างด้านท้องถิ่นที่เข้าชมการแข่งขัน

4. ผลการศึกษา

ตั้งแต่แบสคอม (1965) ได้กล่าวถึงแนวทางการศึกษาคติชนวิทยาสมัยใหม่ที่ต้องระวังเปลี่ยนไปตามกระแสการเปลี่ยนแปลงของสังคม ข้อมูลของการศึกษาคติชนวิทยาที่มีการขยายกว้างขึ้นในระดับประเทศ (Macro) โดยตั้งคำถามถึงบริบทของสังคม หลักการ และโครงสร้างอื่น ๆ ที่สัมพันธ์กับซื่อสัมพันธ์ทางคติชนด้วย ซึ่งจะต้องให้เข้าใจสอนที่สามารถอธิบายปรากฏการณ์ที่สัมพันธ์กับสังคมต่าง ๆ ได้ ดังที่ ศิริสิมะ (2557:413-414) ได้สรุปว่าทฤษฎีบทบาทหน้าที่นิยมนั้นต้องว่าอย่างครบถ้วนต่าง ๆ นั้นวิจัยคุณภาพทั้งระบบความเชื่อ สาธารร ควบคุมว่า การปกครอง ฯลฯ ล้วนมี
ส่วนสำคัญและสัมพันธ์ซึ่งกันและกัน โดย ศิลาพร ได้เปรียบว่าระบบต่าง ๆ ในแต่ละวัฒนธรรมเหล่านี้เป็นเสมือนอวัยวะของร่างกายซึ่งหากขาดส่วนหนึ่งไปก็จะทำให้ไม่แข็งแรง ดังนั้นงานวิจัยครั้งนี้จึงใช้แนวทางของทฤษฎีบทบาทหน้าที่นิยม ทั้ง 4 ข้อที่ นักธรรม(1965) ได้เสนอไว้มาเป็นกรอบในการวิเคราะห์ผลการวิจัยในแต่ละประเด็นได้แก่ 1) หน้าที่เป็นกระจกทางทะเบียนวัฒนธรรม 2) หน้าที่ทำให้แตกต่าง ๆ ในวัฒนธรรมมีเหตุผล 3) หน้าที่ด้าวดึงท่องทางการศึกษาในวัฒนธรรม และ 4) หน้าที่ทำให้เกิดการยอมรับแบบแผนพฤติกรรมของตนเองในสังคม โดยนำแต่ละหน้าที่มาวิเคราะห์ในมุมมองของการเปลี่ยนแปลงหน้าที่เพื่ตอบสนองต่างการท่องเที่ยว และเศรษฐกิจ

4.1 หน้าที่เป็นกระจกทางทะเบียนวัฒนธรรม

ประเพณีการแข่งเรือยาวที่นิยมมากที่สุดในประเทศไทย ตัวอย่างประเทศประเทศไทยเป็นประเทศที่มีแหล่งน้ำกระจายอยู่ทั่วไป แหล่งน้ำขนาดใหญ่ แหล่งน้ำขนาดเล็ก ทะเลสาบ ที่ธรรมชาติสร้างขึ้นทั้งแม่น้ำสาขานอนุรักษ์แหล่งน้ำมีชีวิตอยู่ โดยเฉพาะแหล่งน้ำขนาดใหญ่และมีประชาชนอาศัยอยู่และตรวจสอบการบริโภคแหล่งน้ำและที่อยู่อาศัย ชุมชนที่มีลักษณะนี้มักจะมีการรวมกลุ่มกันจัดทำการแข่งขันเรืออย่างมากทันทีที่มีแหล่งน้ำที่ดีอยู่ ในอดีตพระสงฆ์จึงเข้ามามีบทบาทในการแข่งขันเรือในฐานะผู้ดูแลเรือเป็นนายีและกําลังใจของชาวบ้านรวมทั้งฝ่าย ตลอดจนช่วยในการจัดการแข่งขันเรือในวัดที่เป็นพื้นที่สาธารณะที่ใช้ร่วมกันในชุมชน งานวิจัยของ พระอธิการวิน ทีปธมฺโม (อิ่มใจ)(2556) ศึกษาเรื่อง “บทบาทของพระสงฆ์ต่อการอนุรักษ์ประเพณีการแข่งเรือยาว วัดท่าหลวง อำเภอเมือง จังหวัดพิจิตร” ผลการศึกษาพบว่า พระสงฆ์เข้ามาดูแลการแข่งขันเรือและมีส่วนร่วมในการจัดการแข่งขันเรือ ตรวจสอบความสมบูรณ์ของเรือ ปรากฏการณ์การแข่งขันเรือ ตลอดจนมีส่วนร่วมในการตัดสินใจและการแก้ไขปัญหาต่าง ๆ

การแข่งเรือยาวในแต่ละจังหวัดเพื่อส่งเสริมการจัดการแข่งขันเรือยาวเป็นการปั้นชื่อเสียงของชุมชน ที่มีพื้นที่วิ่งเรือยาวได้รับการสนับสนุนจากทุกหน่วยงาน ทั้งส่วนกลางและส่วนภูมิภาค ซึ่งช่วยให้การแข่งขันเรือยาวมีความมั่นคงและชัดเจน แต่ปัจจุบันการแข่งขันเรือยาวจัดขึ้นโดยหน่วยงานภาครัฐ ซึ่งมีอัตราส่วนในการเข้าแข่งขัน และมีภาคธุรกิจเข้ามาส่งเสริมโดยมุ่งหวังชัยชนะมากกว่าความสามัคคีและความภาคภูมิใจของชาวบ้าน ดังนั้น การแข่งขันเรือยาวที่จัดขึ้นในภาคีสถาน
โดยทั่วไปการเปลี่ยนรูปแบบฟ้าที่ผู้จัด รูปแบบการจัด ข้อกำหนด รวมถึงวันเวลาที่จะจัดการแข่งขัน ซึ่งประเด็นเหล่านี้สะท้อนให้เห็นถึงการเปลี่ยนแปลงของสังคมกีฬาจากอดีตถึงปัจจุบันได้ เพราะประเพณีแห่งหน้าที่สะท้อนให้เห็นสังคมและวัฒนธรรม หากสังคมมีการเปลี่ยนแปลงประเทศและวัฒนธรรมหันถึงเย็นเปลี่ยนแปลงไป เพราะประเพณีสูญหายอย่างเหยียบเยียนกับผู้คนและสังคม

ส่วนมากที่ใหม่ที่เป็นการจัดการแข่งขันสังคมอีสานในปัจจุบัน คือ ประเพณีการแข่งเรือที่หน้าที่สะท้อนสังคมจัดการเป็นเครื่องมือการท่องเที่ยวของหน่วยงานภาครัฐ เนื่องจากบทบาทของผู้จัดจากเดิมที่เคยจัดโดยวัด มีเจ้าอาวาเป็นผู้อำนวยการแข่งขัน หรือจัดโดยชุมชนมีหัวหน้าหมู่บ้านหรือชุมชนทำการจัดงานแข่งเรือร่วมกับวัดในชุมชนเป็นหลัก ปัจจุบันหน้าที่ความรับผิดชอบดังกล่าวตกอยู่กับหน่วยงานภาครัฐระดับอิสระ อำเภอ หรือชุมนุมเป็นหลัก ดังนั้น หน่วยงานเหล่านี้นอกจากจะจัดการแข่งขันเพื่อสื่อถึงประเพณีแล้วยังดำรงสาระด้านการท่องเที่ยวที่จำเป็นสำหรับการแข่งขัน รวมถึงการออกท่องเที่ยวแข่งเรือในบริเวณงาน ซึ่งล้วนเป็นรายได้ของหน่วยงานและการกระจายรายได้ไปสู่ภาคประชาชนด้วย

4.2 หน้าที่ทำให้เกิดต่างๆ ในวัฒนธรรมไทยดั้งเดิม

ก่อนการนำเรือแข่งลงสู่แม่น้ำทั้งวันแรกของการแข่งขัน หรือคันละคันจะทำพิธีถวายสิ่งศักดิ์สิทธิ์ที่ดูแลปกป้องแม่น้ำ เพื่อให้การแข่งขันเป็นไปด้วยความราบรื่น ไม่เกิดอุบัติเหตุหรือเหตุการณ์ที่ไม่ได้กับศักดิ์ศรี ดังนั้น ศักดิ์ศรีทุกคนต้องเชื่อมั่นพิธีนี้ที่นี้เพื่อให้เกิดความมั่นใจว่างวดนี้จะปลอดמספרในการแข่งขัน ช่วยสร้างกำลังใจให้กับทั้งผู้แข่งและชาวบ้าน ในการแข่งขันหากมีเหตุการณ์ไม่ดี หรือเหตุการณ์ที่ไม่คาดคิดก็จะไม่เกิดขึ้น เพราะว่าจะเกิดขึ้นถ้าศักดิ์ศรีทุกคนที่ร่วมแข่งขันมีความเชื่อมั่นในศักดิ์ศรีที่เข้าร่วมแข่งขัน ดังนั้น การทำพิธีถวายสิ่งศักดิ์สิทธิ์ในการแข่งเรือสู่แม่น้ำนั้นจึงเป็นสิ่งสำคัญที่ชาวบ้าน กล่าวได้ว่า ศักดิ์ศรีเป็นสิ่งสำคัญในการสร้างความพร้อมเพรียงและความสามัคคีของชาวบ้าน และผู้ที่เกี่ยวข้องกับการแข่งขันเรือยาว

นอกจากการแสดงความพร้อมเพรียงสิ่งศักดิ์สิทธิ์เพื่อให้การแข่งขันเป็นไปอย่างสมบูรณ์แล้ว ศักดิ์ศรีนี้ยังช่วยอธิบายศักดิ์ศรีที่ชาวบ้านที่ใช้ทรัพยากรน้ำแห่งนั้นด้วย กล่าวคือ ชาวบ้านที่ไปปลา หรือนำมาใช้ทรัพยากรน้ำในบริเวณใกล้แหล่งน้ำนี้ บางครั้งอาจเกิดคลื่นท่วมทางเรือหรืออาจจะท่วมได้ก็ตามที่จะควบคุมได้ต่อท้องถิ่น หรือต่างจากเพื่อนบ้านที่ไปปลาที่ได้ก็ตามแต่ลักษณะ หลักการนั้นเข้าใจว่าเวลานี้ที่ไม่ค่อยมีใครมา
ปลาได้ยินนั้น อาจจะยังไม่ได้ประกอบพิธีบูชาสิ่งศักดิ์สิทธิ์ประจำปีที่จัดขึ้น หรืออาจจะเข้าไปหาปลาในเขตที่เป็นที่ทางหาซึ่งเป็นการบูชาสิ่งศักดิ์สิทธิ์ เป็นต้น

พิธีบูชาสิ่งศักดิ์สิทธิ์ที่ดูแลแหล่งน้ำจึงทำให้เกิดการยึดถือศักดิ์ศรีทางคติของตนเอง ชาวบ้าน และผู้ที่เกี่ยวข้องกับการใช้ประโยชน์จากแหล่งน้ำที่มีต่อรูปแบบต่าง ๆ ดังนั้น ประเพณีการแข่งเรือที่มีพิธีกรรมย่อยเรื่องการบูชาสิ่งศักดิ์สิทธิ์ในแหล่งน้ำก่อนการแข่งขันเรือจึงทำให้เห็นบทบาทหน้าที่ของประเพณีในการบูชาสิ่งศักดิ์สิทธิ์ในวัฒนธรรมได้ แม้ว่าปัจจุบันพิธีกรรมนี้จะลดบทบาทลงบ้าง เพราะมีฝ่ายในการแข่งขันไม่ใช่ชาวบ้านในหมู่บ้านก่อนนั้น แต่เป็นฝ่ายที่ทำจ้างมาจากที่อื่นซึ่งไม่สามารถเข้าร่วมพิธีดังกล่าวได้ในวันที่หมู่บ้านจัดขึ้น พิธีกรรมนี้จึงบูชาสิ่งศักดิ์สิทธิ์และผู้เกี่ยวข้องในหมู่บ้านก่อนนั้น

หน้าที่นี้กลับเป็นกลุ่มความสำคัญต่อการทำงานท่องเที่ยว การให้เหตุผลด้านวัฒนธรรมการจัดงาน การออกร้าน ผู้มีส่วนเกี่ยวข้อง มุ่งไปที่จำนวนผู้คนเข้าชมงาน การประชาสัมพันธ์ชุมชน รวมมีประเด็นของการเข้าร่วมงานที่มีความยิ่งใหญ่ มีการแสดงและการจัดหน่วยงานด้านนี้กล่าวได้ว่า รูปแบบการจัดงานแข่งเรือยาวเพื่อการท่องเที่ยวในภาคอีสานนี้ตลอดที่กลับวัฒนธรรมมีบทบาทอย่างมากในด้านการท่องเที่ยวและการกระจายรายได้หรือภาคธุรกิจเป็นหลัก

4.3 หน้าที่สำหรับการทำสิ่งศักดิ์สิทธิ์ในวัฒนธรรม

การขุดเรือหรือทำเรือแข่งนั้นเป็นหน้าที่ของผู้ชายในหมู่บ้าน ตั้งแต่เริ่มกระบวนการหาต้นไม้ที่มีลักษณะดี ขนาดใหญ่พอที่จะทำเรือ ในอดีตต้องเดินทางไปไกลและต้องรู้จักพื้นที่ปากทะเล หาต้นไม้ที่จะใช้ได้ที่สามารถนำมาทำเรือได้ถูกในปากทะเลได้ ไม่มีน้ำ nächsten ก็ต้องหา ไม่เคยใคร ไม่เคยไป ไม่เคยดู ไม่เคยดู ไม่เคยใช้งาน แต่ผู้ที่มีประสบการณ์ด้านนี้มีความรู้อย่างมากมีหลักสูตรการขุดเรือ ซึ่งมีการสอนที่รูปแบบสีสันที่สวยงาม ซึ่งทำให้เกิดการแข่งขัน เรื่องก่อนนี้ไม่สามารถทำได้เรื่อง หรือ ในงานเรื่อง "การขุดเรือ" ซึ่งต้องการผู้มีประสบการณ์ การรู้ว่าต้องทำอย่างไร การทำเรือ ผู้ชายที่มีความสามารถในการขุดเรือมักจะมีชื่อเสียงไปยังหมู่บ้านอื่นๆ

กระบวนการทำเรือแข่งที่กล่าวมาข้างต้นนี้ล้วนแล้วแต่จากการเรียนรู้จากกันสู่กัน จากประสบการณ์การแข่งขันของผู้คนที่เคยทำเรือ ผู้ที่เคยเป็นฝ่ายพยาบาล ผู้ที่เคยเป็นผู้เล่น ดังนั้น ประเพณีการแข่งเรือจึงเป็นสิ่งที่หลักสูตรการเรียนรู้ที่สำคัญในหมู่บ้านได้เรียนรู้จากบทบาท หน้าที่ ของผู้ชาย และเน้นนี่เรื่องสิ่งมีอยู่ต่อผู้จัดทำข้างหน้า ของน้ำ ตลอดจนสมาชิกในหมู่บ้านต้องช่วยกันทำ
ความสะอาดที่จะนำเรือลงแข่ง วิมลริ้งที่เตรียมสำหรับผู้ที่มาจากชุมชนแข่งขันและภารกิจข้อม สิ่งหน้าที่มีผู้หญิงในหมู่บ้านจะมีบทบาทในการเข้ามาช่วยเตรียม และการเตรียมอาหารสำหรับผู้ที่จะเข้าแข่งขัน

ประเภทแข่งขันเรือยาวนั้นสามารถใช้เป็นเครื่องมือในการส่งสอน อบรม แก่สมาชิกในชุมชน ให้รู้จัก บ่มยั้ง ผู้ที่จะทำการแข่ง เตรียมการเรียนรู้บทบาทหน้าที่ของตนในฐานของสมาชิกชุมชน ได้ เรียนรู้การทำงานเป็นทีม ความรักสามัคคีและการช่วยเหลือกันและกัน ดังนั้น ประเภทนี้การแข่ง เรือยาวในอดีตจึงมีบทบาทหน้าที่ในฐานของเป็นเครื่องมือในการศึกษาเรียนรู้ของคนในอดีต หรือ เป็นประเภทที่เป็นการขัดเกลาทางสังคม (Socialization) สมาชิกในชุมชน อย่างไรก็ตาม ปัจจุบันเนื่อง รูปแบบการแข่งขันเรือยาวมีเรื่องของการแข่งขันในเชิงภาคธุรกิจเพื่อชิงรางวัล เพื่อโฆษณาหรือย้าย หลักงาน เพิ่มมูลค่า ส่งผลให้บทบาทหน้าที่ของประเภทนี้การแข่งขันเรือยาวในฐานะเป็นเครื่องมือในการศึกษาฯ ลดลง หน้าที่ของประเภทนี้ลดลงอย่างชัดเจน เพราะการแข่งขันมีการฝึกซ้อมมากจากผู้บ้านอื่นหรือเป็นฝึกตาม มืออาชีพจากประเทศอื่นด้วย

บทบาทหน้าที่การเป็นเครื่องมือในการศึกษาของประชาชนในชุมชนนั้น น่าจะมีการ เปลี่ยนแปลงอย่างเห็นได้ชัด ในอดีตกระบวนการขัดเกลาทางสังคมนั้นเกิดขึ้นจากการเรียนรู้ผ่าน ประสบการณ์จากการเรียนรู้เรื่องใดเรื่องหนึ่ง รวมถึงบทบาททางเพศของแต่ละเพศที่เรียนรู้หน้าที่ ของตนในฐานของสมาชิกในชุมชนด้วย ปัจจุบันรูปแบบการแข่งขันเรือยาวเป็นการแข่งขันที่มุ่งอาเซียน ชิงรางวัล ออกบ้านี มืออาชีพเป็นผู้ฝึกการฝึกอาชีพ มีคำแนะนำต่างกันไปตามประสบการณ์ ดังนั้น จึงไม่เกิดการเรียนรู้ จากการเรียนรู้ที่มีผู้ที่มีบทบาทผ่านการเรียนรู้จากผู้มีประสบการณ์ในการแข่งขัน เรือยาวของประเทศอื่นๆ ที่ใน อดีตด้วยมีบทบาทในแต่ละภาคประเทศนั้น แต่ปัจจุบันสมาชิกในชุมชนส่วนใหญ่เป็นเพียงแค่ผู้เข้า ชมหรือนักเที่ยวเท่านั้น

4.4 หน้าที่ที่ทำให้เกิดการยอมรับแบบแผนพฤติกรรมของคนในสังคม

การแข่งขันเรือยาวเป็นประเภทที่สำคัญของสังคมซึ่งมีการจัดการแข่งขันอย่างต่อเนื่องจาก อดีตจนถึงปัจจุบัน นั่นว่าผู้ที่ได้มาจากชุมชนมีกิจกรรมการแข่งขันได้ เพราะเป็นผลผลิตงานบุคคลสำคัญของชุมชน หน่วยงานภาครัฐ หรือวัตถุที่เป็นผู้รับผิดชอบหลักในการ จัดการแข่งขันได้รับการเขาใจสังคมที่มีประสิทธิภาพ มีการพัฒนาต่าง ๆ เพื่อให้เป็นการที่จะยืนยันความเป็นไปตามเป้าหมายการแข่ง เรือของคนในอากาศนั้น น่าจะสู่การจัดขึ้นเป็นการสร้างรายได้ให้กับชุมชนในหลายรูปแบบ อาทิ ภาคโรงแรม ภาคขนส่ง ภาคสินค้าที่จะสิน รวมไปถึงการขายอาหาร ฯลฯ ดังนั้น การเข้ามาของ
นักท่องเที่ยวที่เพิ่มขึ้นนั้น นอกจากการชมแล้วยังเป็นการสร้างการรับรู้ เข้าใจ ประเพณีแข่แรงเรือ
ทำให้เกิดการยอมรับแบบแผนพฤติกรรมของคนในสังคมอื่นที่ต่างจากสังคมตนเอง

นอกจากการยอมรับแบบแผนของตนเองกับสังคมแล้ว คนในสังคมด้วยกันที่ไม่ได้ส่วน
เกี่ยวข้องกับการจัดการแข่แข่ง ไม่ได้มีส่วนช่วยเหลือในการแข่แข่ง อย่างไรก็ตาม พวกเขาถึง
ยอมรับแบบแผนของประเทศในสังคมสังคมอื่นในสังคมส่วนของที่เกี่ยวข้องกับประเทศ อีก
ยอมรับพฤติกรรมแบบแผนของผู้ชายในการจัดการเรือ เป็นฝ่ายออก มีบทบาทของพระสงฆ์ที่มี
ส่วนสำคัญในการแข่แข่ง รวมถึงยอมรับแบบแผนของหน่วยงานที่จัดการแข่แข่ง ดังนั้น ประเทศ
การแข่แข่งเรือจึงเป็นเครื่องมือในการให้คนในสังคม的理解และยอมรับแบบแผนพฤติกรรมของต่าง
in นูร์และนอกชุมชนตนเอง เพื่อให้เกิดความเข้าใจต่อประเพณีที่เกิดขึ้นในสังคมเดียวกัน
ก็คือสังคมไทย

หน้าที่ด้านนี้ของประเพณีแข่แข่งเรือที่เปลี่ยนแปลงไปจากอดีตถึงปัจจุบันนั้น สะท้อนให้เห็นว่า
สมาชิกในสังคมยอมรับแบบแผนการแข่แข่ง การจัดการแข่แข่งของหน่วยงานภูมิภาค ไม่พบว่ามีการ
ต่อเนื่อง ในขณะเดียวกันประชาชนส่วนใหญ่จะเกิดการแข่แข่งนี้มีความอยู่อาศัยกว่า
ในอดีต แต่มีสมาชิกบางค่อนทั้งนี้ที่ไม่ยอมรับเห็นว่าควรจะมีการส่งเสริมรูปแบบประเพณีแบบต้นต้น
ไว้ด้วย ดังนั้น การจัดการแข่แข่งที่มุ่งเน้นสนองตอบการท่องเที่ยวและภาครัฐก็ยัง ซึ่งทำให้
ประชาชนส่วนใหญ่ยอมรับการจัดการแข่แข่งเรือยาวประเพณีที่ดำเนินอยู่ในปัจจุบัน

5. สรุปผลและอภิปรายผล

การนำทฤษฎีบทบาทหน้าที่ (Functional Theory) ที่เสนอโดย แบสคอม (1965) ที่ 4 ข้อ หา
วิเคราะห์หน้าที่ของประเพณีแข่แข่งเรือยาวของการมีเกิด การวิเคราะห์นั้น พบว่า ประเพณีมีผลต่อหน้าที่อยู่ใน
ทั้ง 4 ประการ แต่มีระดับความแข่แข่งที่แตกต่างกัน ได้แก่ 1) หน้าที่เป็นกระบวนการสะท้อนวัฒนธรรม
นั่นว่า ประเพณีการแข่แขงเรือยาวสะท้อนให้เห็นถึงการดำเนินชีวิตของคนอื่นๆ เช่นที่เป็นแบบแปลงไปจาก
อดีต โดยสามารถพิจำรณำจากประชาชนมีส่วนร่วมในการแข่แข่ง ประเพณีแสดงเหตุผลของการเป็น
ผู้ชมเช่นเดียวกันหน้าที่และทำให้เห็นถึงการดำเนินชีวิตของคนอื่นๆ เช่นที่เป็นแบบแปลงไปจาก
อดีต 2) หน้าที่ที่ทำให้เกิดต่างๆ ในวัฒนธรรมมีเหตุผล บทบาท
หน้าที่นี้มีอยู่ในบทบาทต่างๆ นั่นว่าการได้ส่งเสริมการแข่แข่งเรือยาวในประเทศนั้น บทบาทนี้มีอยู่ใน
บทบาทต่างๆ นั่นว่าการได้ส่งเสริมการแข่แข่งเรือยาวในประเทศนั้น บทบาทนี้มีอยู่ใน
บทบาทต่างๆ นั่นว่าการได้ส่งเสริมการแข่แข่งเรือยาวในประเทศนั้น บทบาทนี้มีอยู่ใน
บทบาทต่างๆ นั่นว่าการได้ส่งเสริมการแข่แข่งเรือยาวในประเทศนั้น บทบาทนี้มีอยู่ใน
บทบาทต่างๆ นั่นว่าการได้ส่งเสริมการแข่แข่งเรือยาวในประเทศนั้น บทบาทนี้มีอยู่ใน
บทบาทต่างๆ นั่นว่าการได้ส่งเสริมการแข่แข่งเรือยาวในประเทศนั้น บทบาทนี้มีอยู่ใน
บทบาทต่างๆ
ประเพณีการแข่งเรือ และ 4) หน้าที่ทักทายให้กีฬาการแข่งขันแบบแผนพฤติกรรมของคนในสังคม การแข่งเรือในภาคอีสานปัจจุบันผู้จัดงานเชื่อว่าส่วนใหญ่เป็นหน่วยงานราชการจะประชาสัมพันธ์งานแข่งเรือยาวให้คนท้องถิ่นเข้าร่วมทางเวทีและคนในชุมชนจึงเกิดการยอมรับเข้าร่วมพฤติกรรมเชิงกีฬาและกัน

กล่าวโดยสรุป คือ ประเพณีการแข่งเรือยาวภาคอีสานยังคงทำหน้าที่ในฐานะที่เป็นคติชน แต่บทบาทหน้าที่ได้เปลี่ยนแปลงไปจากอดีตตามการเปลี่ยนแปลงวัฒนธรรม รูปแบบการแข่งขัน ที่เปลี่ยนแปลงไป การผูกโยงประชาสัมพันธ์กิจกรรมกีฬาเรือแก่ผู้เข้าชมงานมีการเรียนรู้เกี่ยวกับประเพณีและการเข้าใจจากเหตุการณ์ของวัฒนธรรมอีสาน ดังนั้น หน่วยงานภาครัฐที่จัดงานควรระดมกิจกรรมยิ่ง ประเด็นนี้และให้ข้อมูลเพื่อดึงกันหน้าท้องถิ่นและชาวบ้านเพื่อให้ประเพณีการแข่งเรือยาวของภาคอีสานได้ทำหน้าที่อย่างดีสุดเพื่อประโยชน์ของคนและชุมชนอีสาน

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Study of Food Culture and Establishment of Standard ASEAN Cuisine Recipes for ASEAN Economic Community (AEC)

Chunkamol Panyayong
Food and Nutrition Program, Faculty of Sciences and Technology,
Uttaradit Rajabhat University, Thailand
E-mail: djnammont2@gmail.com

Abstract

This study, entitled Study of Food Culture and Establishment of Standard ASEAN Cuisine Recipes for ASEAN Economic Community (AEC), aimed to investigate ASEAN food culture and establish standard recipes. The study began with reviewing relevant literature on cultural history, eating culture, raw materials, ingredients and recipes, followed by developing 22 iconic national dishes which were then evaluated using 9-point hedonic scale sensory test by 9 expert chefs. The statistical devices employed in data analysis were descriptive statistics: arithmetic mean and standard deviation.

The results were as follows.

1. Food culture in ASEAN region can be divided into 3 sub-groups including Mekong region, Malay Peninsula region, and the Philippines region, with a cultural intersection formed by shared geography, religions, trading and western dissemination and unique features which differentiate ASEAN food from others in terms of raw materials, ingredients, cooking techniques, tastes and eating practices.

2. The 9-point hedonic scale sensory test by 9 expert chefs from ASEAN countries, all of whom are members of the World Association of Chefs' Societies, showed that the overall average score was 8.64, with 8.62 for Mekong, 8.57 for Malay Peninsula and 8.59 for the Philippines.

Keywords: ASEAN Cuisine, ASEAN Food Culture

1. Introduction

Food is one concrete and important part of human culture which has been developed and passed from generation to generation and from one society to another, forming typical patterns and contributing to various forms of products through adaptation process to fit circumstances. Archaeological evidences and the outsiders’ records indicate some traditions of consumption of naturally growing vegetables and fish from local communities as well as food preservation such as making of salted fish and pickled fish practiced by people in Mekong region in the past (Sathaporn Books Academic Department, 2015). Richness in spices and herbs was the mainstay of a European colonial interest in Southeast Asia. Certain spices are used not only for culinary purposes, but for medicinal uses as well. In countries in the southern islands and Malay Peninsula, people often use cinnamon, clove, nutmeg and curry powder in their cuisine as the Indian do. Thai and Lao cuisine typically consists of coriander’s seeds, roots and leaves. These traditions are regarded to be unique cultural characteristics that are embedded into ASEAN regional cuisine, indicating identity among ASEAN cuisine culture.
The year 2015 marks a significant step and a crucial turning point in Southeast Asian region as the ASEAN Community is set to begin. The integration will contribute to economic, social, cultural and academic cooperation among the state members for regional stability. This also enhances greater regional connectivity between people, societies and cultures, which is the main goal of ASEAN integration in building a cohesive community. In particular, ASEAN “cultural identity” calls for special consideration due to vast diversity in ethnic groups, languages, lifestyles, traditions and culture (Thepchatri, 2012). Hence, a comprehensive study of cuisine culture would be essential to promote harmonious sustainable living.

The integration of ASEAN Community not only strengthens economic capacity of member nations, but also provides an opportunity for cultural exchanges within the region. Food plays a greater role as a medium of connection to other forms of relationship. Similarities in raw materials and resources together with cultural transfers from the past make ASEAN cuisine more interesting to the world community. Moreover, ASEAN serves as a world’s important food source. Most Southeast Asian people eat rice as a staple food. Nearly all of the ASEAN countries encompass important rice production areas as a result of monsoon climate and geographical location in plains and basins, providing optimal conditions for rice farming. According to economic information, Myanmar was once the largest rice exporter during the British colonization. The Irrawaddy Delta consists of fertile land with plentiful natural resources. Also, Cambodia is one of an important rice producer, especially in the provinces near North eastern Thailand. Meanwhile, Vietnam constantly increases rice production for export (Prasertsuk, 2012). In addition to rice, ASEAN region also abounds in other raw materials and resources including sugar, spices and etc. The AEC will transform ASEAN into a region with free movement of goods, services, investment, skilled labour, and freer flow of capital; therefore, more opportunities are provided, especially for food and service careers.

As mentioned earlier, a study of different food cultures requires an in-depth investigation in tradition, social and cultural practices which have continued for generations for comprehensive understanding and for avoiding wrong perception or misunderstanding of other cultures. In fact, the real significance of food is the choice making of amounts, types, preparation, cooking methods and eating practices, learned and transferred directly and indirectly in one family or community (Saiwichian, 2003). Promotion of food cultural understanding and establishment of a sense of cultural unity among people within this multicultural region are crucial processes that can help strengthen ASEAN economic integration.

2. Method

1. Initially, literature review was carried out to collate academic literature relating to cultural background of each country to illuminate a cultural connection between ASEAN countries in the following dimensions:
   1.1 historical background of southeastern Asian countries including Myanmar, Thailand, Vietnam, Cambodia, Malaysia, Singapore, Indonesia, Brunei and the Philippines;
   1.2 the establishment and integration of ASEAN Economic Community;
   1.3 information on socio-economic, geographical, climatic conditions, natural resource, and arts and culture of ASEAN countries;
   1.4 food and eating culture, regional raw materials, seasonings, spices, cooking utensils, food features, and cooking uniqueness

2. Literature review was synthesized from the obtained documents and interviews.

3. Recipes were developed with specific ingredient amounts obtained from the synthesized information and several common recipes using standard measurement. Standard recipes were then documented with attention to national identity of each country.
4. The standard recipes were evaluated by ASEAN food specialists, who are members of the World Association of Chefs’ Societies, through a 9-point hedonic scale sensory test. The data were analyzed, and feedbacks and suggestions from the experts were gathered for further development.

5. The obtained information with cultural data analysis was compiled and presented in an organized way for publication.

3. Results

ASEAN food culture contexts

Southeast Asian region or ASEAN has its root deep in its culture which has long been transferred through socialization process. Similarities in geography, climate and culture contribute to a regional identity that shows a coherent way of life and shared cuisine culture among ASEAN members. In addition to cultural transfers within the region, ASEAN culture has been influenced by other Asian cultures like China and India, and other world civilizations during the era of colonialism, e.g. Portuguese, Dutch, Spanish, French and English cultures.

Cuisine culture has been primarily shaped by natural factors including geographical and climatic conditions, beliefs and religious factors, and cultural transfers among ethnic groups within the regions and from western countries during Colonialism through local wisdom and trial-and-error processes passed down from generation to generation and from one society to another.

Climatic and geographical conditions are major determinants of vegetation. Most of the area in Southeast Asian region is relatively suitable for cultivation and domestication. This results in abundance and diversity of food raw materials. Southeast Asia can be geographically divided into the following main areas.

- Foothill slopes and mountain range areas cover the area along Arakan range in Myanmar towards the Andaman Sea, the central area along mountain ranges in Eastern Myanmar towards Northern to Southern Thailand, and the eastern area along mountain ranges in Laos and Vietnam.

- River basins are found along rivers including Chao Phraya River Basin in Thailand, Irrawaddy River Basin in Myanmar, Mekong River Basin in Cambodia and Laos, and Red River Basin in Vietnam.

- Coastal plains are found in every country except Laos bordering no seas. Additionally, there are peninsula and island countries, namely Malaysia, Singapore, Brunei, Indonesia and the Philippines.

The climate clearly alternates between hot and humid summer, rainy season and dry season in Myanmar, Thailand, Laos, Cambodia and Vietnam. Local edible fruits and vegetation includes shrubs, vines and perennial trees. In the island countries, that is to say Indonesia and the Philippines, strongly influenced by sea winds and monsoon winds throughout the year, abundant rainfall creates optimal conditions for herbs and spices.

Regional disparities in natural conditions result in plentiful supply of foods. Besides cultivation, river basins and coastal areas provide various supplies of marine food. With an excessive amount of food raw materials, food preservation methods have been developed to increase the shelf life for later use. Preserved foods like salted fish, dried fish, pickled fish and fish sauce have been passed down over generations.

Beliefs and religions heavily influence food culture and eating traditions formed by religious dietary restrictions. For example, Muslims are permitted to eat only halal meat, and are prohibited to eat haram meat while Christians eat turkey on Thanksgiving and in Christmas festival. It is prohibited by Buddhist law to slaughter animals on Buddhist holy days. Hindus do not eat beef. There are also other folk beliefs associated with eating practices for pregnant women, breastfeeding mothers and children.
Cultural transfers within the region have occurred since the time of empires before the emergence of nation states. At that past time, post-war forced migration from one empire to another led to transfers of arts, culture, beliefs, religions and even food culture across regions, making it difficult to clearly distinguish the origin of foods. ASEAN food culture is also dominantly influenced by other cultures, particularly of China and India because of their proximity to the region through direct and indirect transfer. For instance, Vietnamese people adopted the use of chopsticks from China while eating with fingers of ASEAN people is derived from Indian influence. Besides, western influences during Colonialism play a part in ASEAN food culture. The tradition of tea drinking in Burmese culture came from English influence, and coffee drinking in ASEAN countries from French influence. Even exotic fruit and vegetation spread into the region became important ingredients in ASEAN food. Chilies, for example, were introduced into Europe in the 17th century by Columbus, then were brought by Spanish and Portuguese merchants to plant in India, and were spread into Myanmar and other ASEAN countries.

Based on the initial study, it can be concluded that ASEAN food culture can be divided into following 4 main groups.

1. Rice-eating culture

Archaeological evidences confirm that rice farming has been practiced for over a thousand years in almost every country due to appropriate geographical and climatic conditions. Located in river basins and monsoon zones, the region is provided with adequate water supply for glutinous and non-glutinous rice farming. Major rice-producing areas include Irrawaddy River Basin, Mekong River Basin in Cambodia and Laos, Red River Basin in Vietnam, and Chao Phraya River Basin in Thailand. Even in foothill slopes, traditional rice terrace farming systems have long been adopted in the ASEAN region. This indicates that rice has become the staple food for a long time. Terrace farming is found throughout ASEAN countries such as rice terraces in Sapa in Vietnam, Banaue rice terraces in Luzon Island in the Philippines, and rice terraces in Bali in Indonesia.

Historical information demonstrates that ASEAN people began eating varieties of glutinous rice before non-glutinous rice. Glutinous rice cultivation and eating culture has been carried on by the ethnic Tai-Lao since the Dvaravati period. Later, long-grain white variety from India was brought in around the 5th-13th century. The new variety gained popularity among noblemen and then all around. It is assumed that non-glutinous rice was influenced by former Khmer, the empire’s governing elites at that time. This could be where the Thai name ‘Khao Chao’, literally translated as ‘lord’s rice’ comes from. Unlike long-grain lord’s rice, short-grain, roundish, sticky was called ‘Khao Prai’, ‘Khao Bao’ or ‘Khao Nung’ in Thai (literally translated as commoner’s rice, slave’s rice, and steamed rice respectively). These names also indicated social stratification at that time. However, in the areas especially southern island countries, Malaysia, Indonesia and Brunei, where rice production is not sufficient for consumption, sago starch is eaten as a staple food instead.

Apart from being eaten as staple food, rice is also processed into many dietary products, including the making of rice vermicelli from ground rice flour which can be found in every country. The 15th century marked the arrival of Chinese noodles culture in Southeast Asia. Rice flour making has contributed to a wide range of snacks and desserts made with glutinous rice and non-glutinous rice in combination with local raw ingredients like sugar, coconut milk, Pandan leaves and coconut to create ASEAN sweet varieties with similar features but different names in different countries, to name a few Kanom Krok (coconut pancake), Lod Chong (worm-like rice flour jelly), Kanom Chan (steamed layer cake) and Khao Tom Mat (seasoned steamed sticky rice wrapped in banana leaves).
2. Culture of seasonings and condiments

Human settlement close to rivers is not only based on the need of water supply for cultivation, but also for fishing. Marine food choices rely on geographical locations. Freshwater fish is primarily eaten by people living near water bodies. For example, people living in 8 provinces around Tonle Sap Lake in central Cambodia, the largest lake in Southeast Asia with over 200 fish species, make their living by fishing. Similarly, people in Mekong River basin in Thailand, Laos, Cambodia and Vietnam eat fish as staple food. Residents near sea areas and islands generally consume sea fish. The remaining food is preserved for future meals by different methods like drying, grilling and smoking. Moreover, preserved food is used as food seasonings. It is seen as shared ASEAN culture due to the fact that people in every ASEAN country eat fish sauce, pickled fish and shrimp fish with slightly different appearance and different names.

It is thought that fish fermentation has its origin in the Mon and Khmer cultures. This means that countries with fish fermentation practices were once part of these two civilizations. Based on historical studies, Mon and Khmer civilizations are the oldest in the region. We can see that pickled fish has been eaten since ancient times.

Pickled fish is processed with salt, roasted rice powder and rice bran. It is typically produced from freshwater fish such as mud carp, gourami, snake-head fish, catfish and tilapia. It is called ព្រហ្មុក (Prahok) in Khmer, ປາແດກ (Padak) in Lao, Ngapi in Myanmar, Mắm in Vietnamese, Pekasam in Malay, Bekasang in Indonesian and Bagoong in Filipino. (Paramanusit, 2013)

Fish sauce is made from fish processed with salt. Freshwater fish such as Minnow and mud carp or sea fish such as anchovy can be used. Fish sauce is called differently in each country, e.g. Tuk Trey in Cambodia, Ngan-pya-ye in Myanmar, Nam Pa in Laos, Nuoc Nam in Vietnam, Sosikan in Malaysia or Budu in Jawi language in Kelantan, Malaysia and southern Thailand. It is also known as Ketjap/kecap ikan in Indonesia and Patis in the Philippines. Fish sauce in Southeast Asia has been developed with its unique taste and handed down since an earlier time prior to the emergence of the ancient Khmer era.

Fermented paste is made with ground up shrimp fermented with salt. In some places e.g. Vietnam and Philippines, fermented paste is made from fish. Fermented paste may be different in appearance, odor, color and taste depending on the amount of shrimp and salt and the fermentation time. Vietnamese paste is pinkish grey while Thai, Cambodian, Lao, and Burmese paste is dark brown. Fermented paste varies in forms and appearance: liquid, a rectangular bar or a triangular bar of paste. It is called by different names in different countries, known as Ngapi yay in Myanmar, Kapi in Thailand, Cambodia and Laos, Belacan in Malaysia, Terasi in Indonesia, and Bagoong Alamang in the Philippines. In Vietnam, it is called differently as Mắm Tôm, Mắm Tếp and Mắm Ruốc depending on the shrimp used.

In addition to pickled fish, fish sauce and fermented paste, other native seasonings and condiments e.g. fermented soybean, tempeh and coconut milk are used to create unique taste. Some seasonings and condiments are derived from other regions such as rice and sugar cane vinegar, soy paste and soy sauce from Chinese influence.
3. Culture of spices and herbs

The use of spices in Southeast Asian originally came from Arab and Indian merchants. Therefore, spicy curries originated in India. In the old days, spices were multiple times as expensive as gold. Due to the tropical monsoon climate, Southeast Asia is ideal for spice and herb production. The plentiful presence of spices and herbs sparked colonial interest from the western world where spices and herbs do not thrive well in a temperate climate. The Indies Islands in the present Indonesia are so abundant in spices that they were known as “the Spice Islands” (Maluku). In the Spice War in the 16th-17th century, the islands were colonized by Portugal and Holland, marking the beginning of important spice trade cities, namely Malaka and distribution of spice trade centres across Southeast Asia.

ASEAN cuisine in every country makes use of spices and herbs as main ingredients to enhance the smell and flavour of foods. Main spices and herbs used in cooking are pepper, clove, nutmeg, cinnamon, bay leaves, cumin, coriander seeds, curry powder, ginger, galangal, lemongrass, turmeric, shallots, garlic, finger roots etc.

Spices and herbs are essential components in ASEAN cuisine. Malaysian and Indonesian cuisine often include cinnamon, nutmeg and cumin in curries. In Myanmar cuisine, turmeric and curry powder are typically used. Thai and Lao people use roots, stems, leaves and seeds of coriander in many dishes. Lemongrass and galangal are basic elements in Cambodian, Vietnamese and Indonesian cuisine.

Besides being main ingredients in cooking, spices and herbs are also used to make chili dipping sauce by crushing to mix and adding pickled fish sauce, fish sauce or lime juice to flavour. Chili dipping sauces are usually eaten with raw, steamed, or boiled vegetables. This tradition is genuinely unique in Southeast Asia.

4. Culture of food preparation, cooking and serving

Cuisine culture is often associated with a set of beliefs and values which has been inherited from the past and become a traditional way of life. In particular, preparing, cooking and serving food is adapted over time to best suit current circumstances and lifestyles through a trial-and-error process. The adaptation is subsequently passed down. For example, whole vegetables were used in cooking because it was easy to eat with fingers. However, shredded or cut vegetables suit better with the use of spoon and fork these days.

People in almost every ASEAN country share similarities in raw material preparation methods. The preparation encompasses cleaning raw ingredients and cutting into bite-size pieces. Meat is sometimes finely chopped. For fish preparation, a large-size fish is cut into steaks while smaller fish can be cooked whole with the head and insides removed. Spices and condiments are crushed to mix well, making into curry paste for example before used in cooking. The raw material preparation practiced by ASEAN people is different from that by Western people that often use large-size ingredients, cut into a large size steak, or use weight-based whole body as in the meat preparation for steaks and baked chicken.

Common food preparation methods employed by ASEAN people include primarily boiling, currying and grilling. The arrival of Chinese culture marked the beginning of steaming and frying methods in this region. ASEAN people normally employ preparation methods using heat to cook in a short time unlike westerners that have preferences for baking, simmering, boiling and marinating which require longer cooking time. It may be the result of using large-size ingredients. Regarding flavouring condiments, ASEAN people often use fish sauce, pickled fish, shrimp paste and spices with strong smell while salt and spices with mild smell and taste are common ingredients in western culture. To make desserts, ASEAN key ingredients include rice, glutinous rice flour, rice flour, sugar and coconut milk using boiling, steaming, and frying and stirring methods. Differently, western people mainly use wheat flour, eggs, milk and butter using baking methods with complicated procedures such as beating to mix before baking or multiple baking times. These practices indicate different
culture as a consequence of different natural and local resources. Therefore, we can distinguish its origin based on cooking features.

Food serving practices are shared by almost every ASEAN nation. That is, the dishes are all served at the same time for all to share. Members are seated in a circle on mats on the floor or around a table. Serving spoons are placed on each dish shared by everyone. Each person has a plate of rice. With these practices, meal times are meant for every family member to gather and eat together. In western culture, dishes are served individually in courses, starting with an appetizer, a main course, a salad, a dessert and fruit. Southeast Asian people use fingers, spoons, forks or chopsticks as eating utensils, whereas western people use many different kinds of utensils performing specific functions such as soup spoon, place spoon, dessert spoon and fruit fork.

It can be concluded from the literature review on food culture of each of the 10 ASEAN member countries that all the countries demonstrate similarities in their food culture as a result of a long term connection in terms of geographical location, climate, history and culture established prior to the emergence of nation states. As a consequence, it is not obviously evident whether a particular culture originally belongs to a particular country. With this reason, a sense of unity in cuisine culture is needed to be created among ASEAN members. However, there are differences to some extent in terms of environmental, social and religious factors. Therefore, ASEAN food culture is divided into 3 groups in this study: 1) Mekong region, 2) Malay Peninsula region, and 3) the Philippines region.

1. Foods in Mekong region

The countries bordering the Mekong River including Myanmar, Cambodia, Laos, Vietnam and Thailand have transmitted their culture since an early time of the imperial glory. The immigration movements have contributed to similarities in food culture among the countries. There is a wide range of famous and important foods in this region. Out of them, 11 standard recipes were selected for this study.

1) Min Kwa Yuet Thoke is Burmese-style Pennywort salad with fried Lablab beans, peanuts, chick peas, sliced shallot, sesame, dried shrimp and chickpea powder, usually eaten with accompanying dishes in a meal set. It is eaten throughout Myanmar, especially in Shan State and Mandalay. This Burmese salad consists of oily dressing of peanut oil, resembling western clear salad dressing. In Thailand, this food can be found in Mae Hong Son, Chiang Mai and Tak provinces.

2) Mohinga is a popular Burmese rice vermicelli and fish soup, usually eaten as breakfast. It is commonly found throughout Myanmar. The fish soup is made with ginger, dried chili pepper, lemongrass, turmeric, shallot, garlic, freshwater fish and banana stem. Chickpea powder is added to make a thicker soup. It is eaten with boiled eggs and fried foods such as vegetables, crispy flour and peanuts.

3) Bun bo hue is Vietnamese-style rice vermicelli. Unlike other counterparts in this region, it is eaten with spicy beef bone broth with shrimp paste instead of spicy thick soup. It is a very famous and popular dish.

4) Nộm Hoa Chuối is Vietnamese banana blossom salad with a combination of prawn and streaky pork, flavored with fish sauce, sugar, lime juice and lightly-crushed bird’s chili. In some places, boiled pork ear is also added. Similar to other ASEAN members, Vietnamese people widely use banana blossoms in their cuisine. Other similar dishes from different countries include Myanmar-style banana blossom salad, Cambodian salad with shredded chicken instead of pork and prawn called Nyoum Trayong Chek, Thai salad with coconut milk, Filipino-style salad and Malaysian-style salad.

5) Canh Chua Cá Lóc is Vietnamese snakehead fish sour soup with pineapple, tomatoes, tamarind sauce and rice paddy herb, the key ingredient which provides unique aroma. Canh Chua is native to Mekong River Delta in the south of Vietnam and Cambodia. It is also known as Samlar machu yuanin in Cambodia. Sour soup is a popular dish in both countries.
6) Luangprabang Salad is a watercress salad dish with western-style salad dressing from a French influence. The dressing is prepared by mixing vegetable oil with fish sauce, sugar, lime juice and mashed hard-boiled egg yolk, then adding the dressing to mix, and finally sprinkling roasted peanuts, fried shallot and garlic. It is a very popular dish in Luangprabang.

7) Rice vermicelli and spicy sauce is Lao-style rice vermicelli eaten as breakfast like in Myanmar. The thick spicy sauce is made from coconut milk and has an aroma of pickled fish. It is usually eaten with side vegetables similar to the Thai variety.

8) Nom banh chok samloh is Cambodian-style rice vermicelli in green spicy sauce, from green curry prepared by finely crushing garlic, kaffir lime skin, finger roots, lemongrass, shallots and turmeric, then mixing well with cooked freshwater fish, and flavoring with pickled fish and fish sauce. The sauce is similar to a Thai variety without coconut milk. The dish is usually eaten with side vegetables, in an auspicious occasion.

9) Amok trey is a very popular traditional dish, widely seen as the national dish of Cambodia. It is made with freshwater fish and Cambodian yellow curry, and is steamed in banana leaf cups with a layer of Indian mulberry leaves at the bottom. It is similar to Ho Mok, Thai steamed curried fish.

10) Tom Yum Kung is a very famous dish of Thai cuisine. The original recipe is a clear soup with large river prawns. The condiments used are galangal, lemongrass, shallots, bird’s chili, kaffir lime leaves, fish sauce, lime juice, shredded kaffir lime and coriander.

11) Phat Thai is a worldwide well-known dish. The main ingredients include narrow rice noodles, bean sprouts, Chinese chives, ground peanut, dried shrimp, tamarind sauce, palm sugar and banana blossom as side vegetable.

2. Foods in Malay Peninsula region

Malay Peninsula region is comprised of Malaysia, Indonesia, Singapore and Brunei. The majority of people in this region are Muslim. The food culture in this region is mostly dominated by Islamic culture. People have preference for non-glutinous rice and chicken which is lower in price than beef. Raw materials used in cooking must be in accordance with Islamic principles. Turmeric is a common ingredient used in their cuisine. Shrimp paste and spices are often used to flavour foods. In this study, the following 7 standard recipes were selected to be developed.

1) Laksa Lemak is a noodle dish made from rice flour similar to Hainan rice noodles. This variety is the combination between Chinese and Malay culture. To make spicy noodle soup, prepared curry is mixed in broth with coconut milk to make thick soup. It is eaten with side vegetables such as sliced cucumber, beansprouts and Vietnamese coriander as a must-have.

2) Asam pedas ikan tongkol refers to tuna sour and spicy gravy, a popular dish in Indonesia, Malaysia, Brunei and Southern Thailand. This fish gravy consists of curry that is made with dried chili peppers, garlic, shallots, turmeric, ginger and shrimp paste, and is flavoured with Garcinia juice, salt and Toddy palm sugar. This gravy is typically eaten with rice or bread.

3) Nasi Goreng is popular Indonesian-style fried rice, seen as one of the national dishes. It also gains popularity in Malaysia and Brunei. This rice dish features Sambal paste, which comprises garlic, shallots, red chili peppers and shrimp paste. Kecap masmanis, or sweet soybean, is used to flavor the rice.

4) Ambuyat refers to a native Bruneian dish and also a popular dish in Malaysia and Indonesia. It is made from sago starch, which is eaten as staple food substitute for rice. It is eating using a pair of candas – chopstick-like utensil – to twirl the Ambuyat to create a bite size piece, dip into Sambal dipping sauce or accompanying dishes like stir-fried morning glory and sour soup, and swallow directly without chewing.

5) Otak otak is a Malay dish, widely eaten in Singapore, Malaysia and Indonesia. This dish is made from mashed or chopped fish mixed with curry, resembling Thai variety but
including candlenuts. It is grilled in banana leaves or Indian mulberry leaves, which resembles northern Thai grilled fish paste and Cambodian Amok Trey.

6) Gado Gado refers to a popular vegetable and bean curd salad, consisting boiled/blanched/raw vegetables with peanut dressing, eaten with fried chips and tempeh.

7) Sayur lodeh refers to vegetable coconut curry, widely eaten in Indonesia, Malaysia, Singapore and Brunei, especially in Hari Raya festival. Vegetables typically used in this dish include cabbage, eggplant and young jackfruit. Ginger, galangal, turmeric, chili, dried shrimp, candlenut are used to make curry paste. Tempeh and bean curd are usually added. It is flavoured with salt, pepper and lime juice. This dish is typically eaten with Lontong, a boiled dish made of compressed rice cake in the form of a cylinder wrapped in banana leaf, or it can be eaten with ketupat, a type of dumpling made from rice packed inside a woven coconut or palm leaf pouch, seen as a symbol of Hari Raya festival.

3. Food culture of the Philippines region

The Philippines is unique in ASEAN in that it is greatly influenced by western culture and is the only country with a dominating Christian religion. Filipino cuisine is predominantly influenced by western culture. Rice is eaten as a staple food; however, Filipinos typically have toast, eggs and sausages with coffee for breakfast just as Americans do. Filipino cuisine is primarily heavy in meat. Common vegetables include spinach, cabbage, tomatoes, potatoes and etc. The following 4 recipes were selected for standard recipe development in this study.

1) Adobo is the Filipino’s most favourite dish and is considered as the national dish of the Philippines. Despite the fact that Adobo is pronounced the same as a Spanish word that means marinating in sauces and spices, Filipinos insist that this dish originates in the Philippines. It is made from meat, marinated with vinegar, soy sauce, garlic, pepper, bay leaves, simmered until tender, and fried until golden.

2) Sinigang Na Baboy is native Filipino sour soup with vegetables and meat through simmering. It is typically flavoured with tamarind sauce and fish sauce. It is similar to Thai sour soup and Vietnamese Canh Chua. This similarity reflects a preference for sour soup among ASEAN people.

3) Sotanghon Manok is a Filipino noodle dish. The cellophane noodles are made from mung bean cooked in reddish orange chicken broth. The colour comes from Annatto seed Filipino used widely for food coloring.

4) Kangkong Salad refers to a Filipino morning glory salad that is of western influence. However, it has been adapted to a more eastern manner by adding salted egg yolk. Salad dressing, similar to western types, is comprised of chopped garlic, black pepper, salt, vinegar and chili sauce. It can be obviously regarded as a product of cultural transfer.
### Results of the 9-point hedonic scale sensory test by 9 expert chefs

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<tr>
<th>Food names</th>
<th>Evaluation dimensions</th>
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<td>appearance with cultural uniqueness</td>
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<td>Bun bo hue</td>
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4. Discussion and Conclusion
Significant cultural connections of ASEAN foods are as follows.

1. Rice is eaten as a major staple food as a result of the geographical location suitable for rice farming.
2. Rice vermicelli and noodles from rice flour are derived from Chinese cuisine culture. However, eating practices or preparation techniques may be different, especially soup eaten with rice noodles in each country.
3. Fish and shrimp seasonings including fish sauce, fermented fish and shrimp paste are used to enhance the flavour.
4. Spices and herbs used in cooking are shared practices of ASEAN people.
5. Many of ASEAN foods demonstrate similarities in their features and tastes, showing culture transfers in the region.

5. References

The Cultural Factor in Tourism Marketing of the Vietnamese Tour Operators

Vũ Trí Dũng¹ and Trần Việt Hà²
¹PhD. Assc Pr, CFVG, National Economics University, Hanoi, Vietnam
²MBA., Marketing Faculty, National Economics University, Hanoi, Vietnam
¹Email: vtdung23@gmail.com and ²Email: ha.tranviet@gmail.com

Abstract

Not only product marketing but also service marketing focus on customers with such activities as researching customer behavior, segmenting and targeting, planning and implementing the marketing mix of satisfying targeted segments. It is very essential to understand the attitude and behavior of customers as well as the factors influencing the customer behavior.

The cultural factor in tourism marketing has a great influence on customer behavior and therefore on marketing activities of tour operators. In other words, the strategy of marketing mix in a tour operator will achieve the best if its strategy has a starting point of customers to meet their needs based on the understanding of customer behavior. The research focuses on the effect of the cultural factor to marketing mix of Vietnamese tour operators.

Keywords: tourism, marketing, culture

1. Introduction

In 2012, Vietnam National Administration of Tourism and Environmentally and Socially Responsible Tourism Capacity Development Programme funded by the European Union started building a strategic marketing plan comprising not only the strategy but also specific activities. The purpose of the programme is to develop capacity for the stakeholders in Vietnam’s tourism, then to help them achieve sufficiently remarkable socio-economic benefits in the tourism sector as well as preserve the sector’s resources of nature and culture.

Vietnamese tour operators are increasingly interested in marketing activities and affecting factors such as regional culture and social class culture. Culture is the essential factor affecting directly and strongly customers’ behavior. It can be said that culture is humans and humans’ behavior vary due to culture. Tourists from either one region or many regions behave differently. Based on the qualitative research findings, the research analyses and discuss on the topic of the cultural factor in marketing activities of tour operators in Vietnam. The recommendations for marketing mix are only related to the cultural factor.

2. Research methodology

In order to identify the relationship between regional culture and marketing strategy to attract international tourist to Vietnam, the research aims to achieve these specific objectives as below: 1/ To systemize relevant theories related to regional culture and marketing strategy; 2/ To research how tourists evaluate the relationship between regional culture and marketing mix of tour operators in Vietnam; 3/ To suggest marketing strategy for attracting international tourists to Vietnam.

Two data sources will be used: primary data and secondary data.
- Secondary data: They are from VNAT’s reports and data, UNWTO reports, and other researches on tourism and culture.
Primary data: Qualitative research is used through in-depth interviews on topics of culture and tourism marketing. Total number of interviewees was 130 people including 100 customers and 30 staffs that is grouped into 12 to 15 persons per group. They are domestic and international tourists who have consumed services of Vietnam tour operators in the age of 25 to 45. The interview was done in Hanoi.

The qualitative research objectives are:
- Basically defining the main topics on culture, attitude, behavior of tourists to services provided by tour operators.
- Defining the factors that are motivation and barriers to decision of buying tourism products
- Defining expectation of the customers in different cultures about tours and information sources.

3. Research Results
3.1. Literature review

Tourism Marketing

There are some given definitions on tourism marketing. Tourism marketing is a process in which travel businesses retain current customers and attract new ones, it has impact on customers' needs who can be in domestic or international in order to design a new product that makes the firm achieve customer’s satisfaction as well as its objectives (Lanquar, R. and Hollier, R., 2002). Tourism marketing can be defined by the author as a process of identifying and analyzing customers’ needs, then producing and delivering tourism services to meet their needs and achieve the company’s objectives.

Tourism marketing is a philosophy of management which includes research, forecast and selection of targeted markets in order to produce tourism services that could bring profitability. Tourism marketing is of methods and techniques that are supported with a special attitude to satisfy spoken and unspoken needs which are entertainment, family, business and meeting.

Tourism is a kind of special product, however, tourism marketing mix includes four major parts that are product, price, place and promotion and extended marketing mix including people, process and physical evidence (Lovelock, C. 2010).

The cultural factor in tourism marketing

The influence of culture on tourist perceptions, expectations, decision-making process and final choices has been considered by many other researchers (You, O’Leary, Morrison, Hong, 2000, after: Boylu, Tasci, Gartner, 2009, pp. 37-52; Weiermair, 2000, pp. 397-409). Weiermeir believes that tourists’ expectations regarding specific quality levels of tourism services depend in part on their national cultures (Weiermair, 2000, p. 399). Poria, Butler and Airey argue that tourists’ behaviour and decisions to visit specific heritage sites are strictly connected with the perception of a particular site in relation to their own country’s cultural heritage (Poria, Butler, Airey, 2004, p. 16).

Analysis of cultural determinants of tourism demand should begin with defining the central notion – “the culture” – and identifying components of “cultural environment” (Agniesska Niezgoda & Malgorzata Bartosik-Purgat, 2008). There are numerous definitions of culture and consequently a multitude of different interpretations of the notion. A broad but interesting definition of national culture present Cateora and Ghauri, stating that national culture concerns the totality of human existence: material, spiritual and intellectual. They identify six main dimensions of national culture: material (technology, economy), social institutions (social organisations, political structures), education (the extent of illiteracy), beliefs (religion, superstitions), aesthetics (arts, folklore, music, drama, dance), and language (Cateora, Ghauri, 2000, pp. 109-116).
The cultural factor exerts the broadest and deepest influence on consumer behavior. Culture is the most basic cause of a person’s wants and behavior. Human behavior is largely learned. Culture is understood as the set of basic values, perceptions, wants and behaviors which is learned by a member of society from family and other important institutions. Subculture is a group of people with shared value systems based on common life experiences and situations. Each culture contains smaller subcultures or groups of people with shared value systems based on common life experiences and situations. Subcultures include nationalities, religions, racial groups and geographic regions. Many subcultures make up important market segments and marketers often design products and marketing programmes tailored to their needs. Mass marketers often neglect these subcultures, so these can provide market opportunities for more enterprising businesses (Kotler & al, 2005).

Current research suggests that customers from different cultures may rely on different factors during the process of relationship development with service providers. Hofstede (1984) and Hofstede and Bond (1988) have identified five dimensions on which national cultures vary: power distance, uncertainty avoidance, individualism, masculinity, and long-term orientation. According to Hofstede’s (1984) study, the individualism – collectivism dimension accounted for the greatest variation in many areas of social experience. In highly individualist cultures, each person is the primary unit, whose behavior primarily expresses personal preference (e.g. severing membership ties in a group including family or corporation). In highly collectivist cultures, the social structure includes strong ties within groups. Thus individuals are not always free to detach themselves from groups, and people’s behavior often expresses group norms and situational scripts. Hoyer and MacInnis (1997, p. 307) describe the importance of considering cultural influences with respect to building trust and commitment for people from collectivist cultures: One common denominator of most Asian cultures is the strong emphasis placed on the family, tradition, and cooperation. Developing relationships is extremely important to Asian-Americans. Thus, it is critical for companies to show concern and respect for consumers over a long period of time (Jaebeom Suh, Swinder Janda and Sunhee Seo, 2006).

Service culture

Gronroos (1990) defined service culture as “a culture where an appreciation for good service exists, and where giving good service to internal as well as ultimate, external customers is considered a natural way of life and one of the most important norms by everyone” (p.244). Zeithaml and Bitner (2000) pointed out that this is a very rich definition of service culture with three main implications for employee behavior. First, a service culture includes an “appreciation for good service”. Secondly, good service is given to internal as well as external customers. Thirdly, in a service culture good service is “a way of life” and it comes naturally because it is an important norm of the organization.

However, the service culture defined above has only focus on what Baydoun, Rose, & Emperado (2001) calls the perceived service orientation or service climate established by the organization and carried out by management. However, very few studies have examined the service provider’s actual service orientation, i.e. service providers’ actual perceptions of service, which consists of (or shapes employees’) values, attitudes, beliefs and behavior. McDaniel and Frei (1994) also suggested that two general factors influence service providers’ tendency to provide quality customer service: organizational climate and individual personality characteristics. Baydoun, et al. (2001) further indicated that incongruence between an employee’s actual service orientation and the “perceived” service orientation established by the organization and carried out by management may lead to job dissatisfaction and frustration. A number of studies (Bitner, 1990; Cronin & Taylor, 1992) have demonstrated that employees’ service orientation and ability to provide service quality affects both consumer satisfaction and subsequent purchase intentions, Tsang Kee Fu, Nelson (2007). In conclusion, the concept of service culture leads the service provider to perceive service
as a process where employees are trained towards the common value, attitude, belief and behavior.

**Culture and tourism marketing activities**

Segmentation is optimal when it could explain as much as possible what changes are happening in customers’ behavior. Market is segmented by some bases (Kotler, P. and Keller, K. 2012). In marketing planning, culture is an accurate base of segmentation. Essentially, it is a way of segmenting based on geodemographics. Geodemographics is an increasingly used segmentation method. Geodemographics is the study of the relationship between geographical location and demographics.

Segmentation based on the cultural factor is a kind of behavioral segmentation. Behavioural segmentation divides buyers into groups based on their knowledge, attitudes, uses or responses to a product. Many marketers believe that behaviour variables are the best starting point for building market segments (Kotler & al., 2005).

Culture is a sum of behavior patterns, attitudes, and material things (Gerald, A. et. al. 1999). In fact, consumers living in a region have one religion and might be in the same racial group. Moreover, they might have homogeneous psychological characteristics and lifestyle. Segmentation using the cultural base could explain for many cases mainly behaviors and changes in buying behavior [P. Kotler, 2002].

Also according to Reisinger and Turner national culture should be seen as a determinant of tourist perceptions, attitudes, impressions and interpretations of visited sites and host communities. They conclude that cultural differences constitute a very important criterion for buyer segmentation, facilitating effective international marketing of tourism services. Tourism firms should take into account the cultural background of the consumer segment to which they address their offerings (Reisinger, Turner, 2002a, pp. 295-315; Reisinger, Turner, 2002b, pp. 374-384).

Culture is set in the conditions of physical things, natural environment, climate, history and lifestyle of the community and mutual impacts among the cultures (Kotler, P. and Keller, K. 2012). Therefore, during a process of marketing planning for tourism products, it is necessary to consider cultural aspects and their effects on marketing activities by a company.

Firstly, culture is toward affecting the product strategy’s issues including (i) needs and wants of tourists, (ii) the role of brand, prestige of a provider to tourists in their decision making process, (iii) which one of single and all in one products they will buy, (iv) which kind of individual and open tours they will buy, (v) the loyalty to the destination place.

Secondly, the effect of culture on price strategy are represented in (i) tourists’ attitude and opinion to price in the decision making process, (ii) tourists’ behavior to price decision and price adjustment, (iii) the relationship between price and quality in the mind of tourists.

Thirdly, the effect of culture on place strategy are represented in (i) tourists’ habit in selecting the selling points (representative office, tour operators), (ii) the role of distributors in the buying process.

Fourthly, the effect of culture on promotion strategy are represented in (i) the role of advertising in selecting tourism products and suppliers, (ii) tourists’ attitude and behavior to promotions, (iii) the role of internet marketing and selling.

And the fifth is the strategy of employees and communication culture. In tourism marketing, the role of employees, especially the tour guides. Besides, communication culture is understood as a component of service quality. The usage of gestures and languages and the understanding of those are different from country to country. Another difference is the way that a person expresses or conceals his disagreement to others.

The aim of the article is to present culture-related factors which have an impact on marketing mix of tour operator in Vietnam.
3.2. Research findings

Vietnam has recently becoming a destination chosen by many international tourists due to the nature beauty and the changes in politics. This development is illustrated by the increasing number of tourists over the 5 years.

<table>
<thead>
<tr>
<th>Year</th>
<th>Number of Tourists</th>
<th>Increase %</th>
</tr>
</thead>
<tbody>
<tr>
<td>2009</td>
<td>3,772,359</td>
<td>-10,9</td>
</tr>
<tr>
<td>2010</td>
<td>5,049,855</td>
<td>134,8</td>
</tr>
<tr>
<td>2011</td>
<td>6,014,032</td>
<td>119,1</td>
</tr>
<tr>
<td>2012</td>
<td>6,847,678</td>
<td>113,86</td>
</tr>
<tr>
<td>2013</td>
<td>7,572,352</td>
<td>110,6</td>
</tr>
</tbody>
</table>

(Source: http://vietnamtourism.gov.vn/)

Cultural and social factors are a base for travel services creation. Cultural values of cultural hesitages that are recognized by UNESCO also create competitiveness for Vietnam. The values have influenced on advertising, attracting customers and differentiation. The governments’ intervention in building infrastructures and lending enterprises cause a positive signature for tour operators.

<table>
<thead>
<tr>
<th>Total</th>
<th>State owned</th>
<th>Joint stock</th>
<th>Joint venture</th>
<th>Limited company</th>
<th>Private company</th>
<th>Others</th>
</tr>
</thead>
<tbody>
<tr>
<td>987</td>
<td>15</td>
<td>313</td>
<td>16</td>
<td>596</td>
<td>3</td>
<td>44</td>
</tr>
</tbody>
</table>

(Source: http://vietnamtourism.gov.vn/)

There is a large number of tour operators, most of them are small and medium enterprises. The competition in the tourism industry in Vietnam is becoming intensive due to this increase. The domestic tour operators are still suppliers of foreign tour operators rather than direct providers of international tourists. Thus, they really depend on foreign partners.

Vietnam has been running the program of environmentally and socially responsible tourism capacity development programme in which the marketing strategy and action plan are buildfor tourism development. The survey of image and competitiveness of the Vietnamese tourism in 2011 showed that tourists who have been to Vietnam from all over the world considered the culture as a key to build an image for Vietnam. Therefore, tour operators should plan a marketing mix to meet the customers’ needs based on the research of how culture affects the decision of buying tours.

There are the judgements by the authors from the survey for this research as following:

**Topic 1: What affects the choice and perception of tourism products?**

Determinants for making buying decision. 90% of the respondents said that they chose tours based on product quality. It seems that quality is the most important criteria for customers to make decision. 57% the respondents confirmed that they only bought products from prestigous companies with well known brands. Some of them said that they considered brands up to what tour they would buy.

The employees are also important who may affect the customers to buy. 24% of the respondents agreed with that. They said before consuming services they did not know anything about it, so sales persons and other employees would affect their decision.

71% of the respondents emphasized the role of price in the buying process. They said all the criteria of product quality, prestigous brand, staff’s attitude, and the most is price that affect the decision, the quality and the price should be matching.
Information sources. The customers use variety of sources to get information and assess alternative tours. A lot of respondents did not believe in advertising. 24% of the respondents trusted in their experience. Family and friends is the best sources that 81% of the respondents use to have information and is affected by these reference group.

The buying process can be described as « need recognition, brands recommended by family and friends, information searching, evaluation, decision »

Lifestyle. All the respondents confirmed that lifestyle affect their decision of buying tours. Their opinions are that they wanted to discover new experience, new entertainment in tours.

Rational decision. 86% of the respondents had rational decisions, they said that they had considered carefully schedules, content before deciding. About 10% of the respondents made a choice by chance.

Individual and group purposes. 38% of the respondents replied that they made decision by themselves, whilst 43% of the respondents were affected by others. Because tourism is not like fast moving consumer goods, it is bought when customers are sure about their needs and have made careful consideration. If they bought tours for family and friends, it would be sure that their decision affected by the others’ opinion.

Topic 2: What is the attitude of customers to price in the buying process?

The choice is also affected by psychological factor. When the salespersons understand what the customers are looking for, then give good consultation, the customers always make decision to buy immediately.

57% of the respondents doubted the quality of services if they are sold at cheap price. They considered both price and quality. They said they usually asked about prices first, but quality was just the thing they were really interested in to make decision. 86% of the respondents preferred buying packaged services to individual service because they could get more, pay less. 62% of the respondents said they usually bargained to get more reasonable price. Another lower rate of the respondents are interested in sales promotion. 29% of the respondents are not interested in bargain.

The motivation to buy tourism service is firstly the need of entertainment, which is answered by 90% of the respondents. Besides, the customers also asked reasonable prices, some of them decided to buy if they were offered promotion. 57% of the respondents wanted discounts, and 71% of the respondents preferred services with promotions.

Topic 3: How the distribution network is affected by social institutions?

This topic is discussed about customers’ habit in choosing locations. 90% of the respondents went to the companies they had known to buy directly. They usually chose big companies with big brands. Some of them said they did not trust online buying in Vietnam, so they came to the offices where they might see the utility and contact the employees. They could choose travel agents if the location was close and the price was low, which is the opinion of 38% respondents. 24% of the respondents preferred buying and paying online to the traditional way as long as they found a prestigious company which could offer what they needed.

76% of the respondents were unable to distinguish and/or interested in which tour operators or travel agents they bought from. The issue here was that they did not care who they buy from but they keep hoping that they would be offered with good services. 71% of the respondents considered what tour operators they would choose, what kind of services these companies sold. They totally realized that travel agents were just traders, but tour operators were who would organize the tour. 24% of the respondents were interested in travel agents, they would feedback to the sellers if having complaints.
Topic 4: How language and religion affect communication strategy?

Languages. Languages have huge effects on communication, which is proved by the answer of 95% of the respondents. They said that people preferred their languages to understand easily what is advertised. Some argued that languages are a barrier to promote tourism products to different nations using different languages.

Religion. 86% of the respondents said religion had not much effect on communication. 19% of them had an opinion that religion really affected their choices of destinations, so religion would influence the marketing communication.

Reference group. 71% of the respondents determined that reference group would be considered as inside group which affected on their choices. The experience of people who used products would be more appreciated. 13% of them just considered others’ opinion in some cases.

Topic 5: What is the difference between Eastern and Western cultures of the customers and how it affects marketing activities?

Countries with different cultures will affect the companies’ product policy, so the tour operators have to analyze this cultural factor to make right products for right market.

Marketing activities should be built in relationship with the culture which is the root of needs and wants. The difference between Eastern and Western cultures cause people to choose the time of holidays differently. Domestic tours are sold best in summer, but inbound tours are still sold in a whole year.
Table 1.3: Qualitative research results

<table>
<thead>
<tr>
<th>Content</th>
<th>Frequency</th>
<th>Percentage (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>The choice and perception of tourism products</strong>&lt;br&gt;<strong>Determinants</strong></td>
<td>Quality</td>
<td>117</td>
</tr>
<tr>
<td></td>
<td>Brand and prestige</td>
<td>74</td>
</tr>
<tr>
<td></td>
<td>Price/sales promotion</td>
<td>92</td>
</tr>
<tr>
<td></td>
<td>Staff attitude</td>
<td>31</td>
</tr>
<tr>
<td><strong>The choice and perception of tourism products</strong>&lt;br&gt;<strong>Information sources</strong></td>
<td>Family and friends</td>
<td>105</td>
</tr>
<tr>
<td></td>
<td>Advertising</td>
<td>49</td>
</tr>
<tr>
<td></td>
<td>Experience</td>
<td>31</td>
</tr>
<tr>
<td></td>
<td>Others</td>
<td>18</td>
</tr>
<tr>
<td><strong>The choice and perception of tourism products</strong>&lt;br&gt;<strong>Lifestyle and psychology</strong></td>
<td>Lifestyle</td>
<td>112</td>
</tr>
<tr>
<td></td>
<td>By chance</td>
<td>38</td>
</tr>
<tr>
<td></td>
<td>Rationalness</td>
<td>49</td>
</tr>
<tr>
<td></td>
<td>Influenced</td>
<td>56</td>
</tr>
<tr>
<td></td>
<td>Individual purposes</td>
<td>87</td>
</tr>
<tr>
<td></td>
<td>Group purposes</td>
<td>105</td>
</tr>
<tr>
<td><strong>Attitude to price</strong>&lt;br&gt;<strong>Psychological factors</strong></td>
<td>Cheap price, low quality</td>
<td>74</td>
</tr>
<tr>
<td></td>
<td>Packaged services</td>
<td>112</td>
</tr>
<tr>
<td></td>
<td>Individual service</td>
<td>31</td>
</tr>
<tr>
<td></td>
<td>Bargain</td>
<td>81</td>
</tr>
<tr>
<td></td>
<td>No bargain</td>
<td>38</td>
</tr>
<tr>
<td><strong>Attitude to price</strong>&lt;br&gt;<strong>Motivation</strong></td>
<td>Meeting the needs</td>
<td>117</td>
</tr>
<tr>
<td></td>
<td>Cheap price</td>
<td>92</td>
</tr>
<tr>
<td></td>
<td>Sales promotion</td>
<td>74</td>
</tr>
<tr>
<td><strong>Distribution network and social institutions</strong>&lt;br&gt;<strong>Buying directly or online</strong></td>
<td>Tour operators</td>
<td>117</td>
</tr>
<tr>
<td></td>
<td>Travel agents</td>
<td>43</td>
</tr>
<tr>
<td></td>
<td>Buying and paying online</td>
<td>31</td>
</tr>
<tr>
<td></td>
<td>Convenience</td>
<td>49</td>
</tr>
<tr>
<td><strong>Distribution network and social institutions</strong>&lt;br&gt;<strong>Prestige of travel agents and tour operators</strong></td>
<td>Tour operators</td>
<td>92</td>
</tr>
<tr>
<td></td>
<td>Travel agents</td>
<td>56</td>
</tr>
<tr>
<td></td>
<td>Not interested in the sellers</td>
<td>99</td>
</tr>
<tr>
<td></td>
<td>Interested in the sellers</td>
<td>31</td>
</tr>
<tr>
<td><strong>Language and religion towards communication</strong></td>
<td>Languages with high influence</td>
<td>124</td>
</tr>
<tr>
<td></td>
<td>Languages with medium influence</td>
<td>7</td>
</tr>
<tr>
<td></td>
<td>Languages with no influence</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>Religion with high influence</td>
<td>112</td>
</tr>
<tr>
<td></td>
<td>Religion with low influence</td>
<td>25</td>
</tr>
<tr>
<td></td>
<td>Important inside group’s opinion</td>
<td>92</td>
</tr>
<tr>
<td></td>
<td>Unimportant inside group’s opinion</td>
<td>17</td>
</tr>
</tbody>
</table>

(Source: The researchers’s survey results)
4. Discussion and conclusion

According to the report of tourism trends in Asia Pacific by UNWTO and the Hongkong Polytechnic University (Vietnam National Administration of Tourism, 2013), the most important trend out of 10 trends in this region is “conscious consumption” in which customers seek travel products that have meaningful experience, activities tied to nature, history and culture.

Tour operators must direct all the activities to achieve Vietnam tourism’s important objective that is to position Vietnam as a most wanted tourism destination of Southeast Asia based on brand value and key products including culture, cities, coast and mountains that would be chosen by tourists from Asia and some targeted European countries as well as still preferred by the Vietnamese. (Vietnam National Administration of Tourism, 2013).

The culture is one of factors that affect remarkably to the success of tour operator’s marketing strategy. The culture is relating to customer behavior and is a segmentation base in tourism market. The culture factor in the decision making process requires tour operators to adjust marketing mix activities to the cultural characteristics of each group. Moreover, tour operators develop their own service culture to satisfy customers’ needs and wants.

Customer satisfaction is considered as the factor of culture. The task of the managers of a customer- oriented company is to help employees offer value to the customer by creating corresponding processes (including creating corresponding procedures and marketing policies), by a corresponding distribution of resources (human and financial) in order to be successful, i.e. as successful as possible over a period of time. Of course, managers must bear in mind the other parameters of company success (such as financial indicators), but observed primarily in the long term (Tihomir and al, 2002).

Tour operators should update regularly the customer database, especially their satisfaction and cultural characteristics, by communicating with employees at all departments to collect consciously customer information during the service delivery. Customer database should be used to manage better the customer relationships and, therefore, to enhance the customer loyalty. Based on the database of targeted customers, the Vietnamese tour operators could plan an accordant marketing mix.

Product

Quality products are developed due to natural advantages of 7 tourist regions including Midlands and the North, Red River Delta and North East Coastland, North Central Coast, South Central Coast, Central Highlands, South East, Mekong Delta. Vietnam should concentrate on cultural tourism and ecotourism and provide products of Vietnamese culture. Ceremonies and festivals are cultural resources for tour operators to make travel services. These ceremonies and festivals represent the Vietnamese features in religion and religious beliefs that attract people to join. The tour operators should recognize that the cultural travel products have to be unique and representative for the Vietnamese nation. At cultural destinations, travel services show its cultural distinction of taste, natural environment, and benefits for mental and physical abilities. Travel services in a whole must consist of travel destination, tours and transportation means which should be of cultural.

The cultural aspect of tourism product is represented in tourism places, tours, supplementary services and transportation means which are composed of cultural elements. Intense price competition causes tour operators the difficulty of differentiating their services rom those of others. From the viewpoint that customers view the services of different providers as similar, they care less about the provider than the price. In this context, tour operators have no other way rather than differentiating itself by offerings, delivery and image. Offerings that are built based on the aspect of culture are one solution for tour operators’ differentiation. Innovation is the second solution. The offer can include innovative features that set tour operators’ offers apart from competitors’ offers. Tour operators can differentiate the service delivery by having more able and reliable customer-contact people, by developing
physical evidences that are in physical environment in which services is delivered, and/or designing a good delivery process. Finally, tour operators can work on delivering a different image through symbols and branding.

**Price**

Price is what the business charges for its’ tourism product as defined by the interacting forces of supply and demand. At a practical level, tour operators can determine their prices by analyzing:

1. The cost of running the business;
2. The willingness to pay by the demand;
3. The prices of the competition;
4. The commission to be provided to resellers.

Tour operators should apply the price discrimination strategy for the cultural tourism products. They offer low prices at mass market for the tours, for example, in which tourists discover a country with foods and places. However, for the scarce and special places, high prices will be applied. It may also be advantageous to differentiate prices for seniors, children, off-season, etc.

**Promotion**

Tour operators can either adopt the same promotion strategy in different cultural groups or change it for each local market. Some companies standardize their advertising around the world, adapting only to meet cultural differences. Sometimes the copy is varied in minor ways to adjust for language differences. Colours may also be changed to avoid taboos in other countries.

Travellers often encounter well-intentioned advice from service firms that takes on meanings very different from those intended. Other companies follow a strategy of communication adaptation, fully adapting their advertising messages or techniques to local markets. Media also need to be adapted internationally because media use and media availability vary from country to country. Companies adopt a dual adaptation strategy when both the product and communication messages have to be modified to meet the needs and expectations of target customers in different country markets. Even sales promotion techniques have to be adapted to different countries. Advertising Vietnam tourism on the theme « endless discovery » of culture and nature.

**Place**

In tourism, the product is not distributed to the client, but the clients travel to the product. Place refers to the location where the customer buys the collection of services. Ideally, the operator who sends out the promotion uses it to encourage the potential customer to visit the operator's location and complete the purchase. With the convenience of online payments, the operator may find that the best strategy is to direct potential customers to an attractive website where they can complete the purchase.

The international company must take a whole-channel view of the problem of distributing products to final consumers. The international firm must therefore invest in acquiring knowledge about each foreign market’s channel features and decide on how best to break into complex or entrenched distribution systems. In addition, when first entering a foreign market, the company must select the most appropriate distributors, working with them to determine and agree on mutually beneficial distribution targets and performance goals.
People

In tourism, the human component is very important, so the attitude, skills and appearance of all people involved in the traveler’s experience needs to be first class. Some ways in which people add value to an experience, as part of the marketing mix, are training and service.

Employees and particularly tourguides play an important role, therefore, it is very essential for them to have cultural feature which is regulated by attitude, knowledge, habit, punctuality and precision. It requires the company to provide its tourguides training courses of abundant knowledge of culture, courtesy, and punctuality. Generally, tour operators should have an appropriate human resource development based on training which will meet the needs of employees known as the internal customers.

By learning how people in different cultures interact, employees could improve their communication skills as following:

(i) Sympathy: able to understand customers’ problems
(ii) Responsiveness: being flexible and adjustable
(iii) Reliability: building customer trust
(iv) Pride of Vietnam culture identity, and
(v) Respect to other culture and local custom

Tourguides would be trained to have abilities to carry out responsible tourism to our nature and society. Responsible tourism aims to develop competitiveness as well as to highlight a company’s position in the market with the quality tours bringing unforgettable experience. Responsible tourism simultaneously brings benefits to companies, partners, customers and local residents.

Process

If tourism business offers services, the processes of the business can offer specific advantages. Processes should do more than just make life easier for the business – they must help customers get what they want.

For instance, for booking a flight on the internet the process begins with the customer visiting an airline’s website. The customer enters details of the flights and books them. The customer’s ticket/booking references arrive by email (or, less and less, by post). The customer catches his flight on time and he arrives refreshed at his destination. The coming together of all the mentioned stages constitutes a marketing process.

Physical evidence

Makes the customers perceive how the services would be like. Unlike a physical product, a service cannot be experienced before it is delivered, which makes it intangible. This, therefore, means that potential customers could perceive greater risk when deciding whether or not to use a service. To reduce the feeling of risk, thus improving the chance for success, it is vital for potential customers to see what a product would be like. This is done by providing physical evidence – displayed in photographs (of your facilities, etc.) or testimonials (what tourists write about their own previous experience).
5. Reference


(1988)


The accumulation of local capital and the labor transformation in rural handicraft industrialization

Sawang Meesaeng
School of Social Innovations, Mae Fah Luang University, Thailand
E-mail: sawang.mee@mfu.ac.th

Abstract

The expansion of handicraft industry in Northern Thailand brings “non-farm” jobs to rural people. However, rural industrialization process is produces multiple patterns of labor regulation both in-factory and out-factory working pattern. The findings in my research field have shown that former riches in the village, who became factory owners are usually hired labors to worked inside their own factories and used ‘patronage system’ to control labors such as some of them became ‘PhorLeang - factory owner’. On the other hand ‘newly factory owners’ who have less economic capital than the first group have to created ‘subcontract system’ for their business. Newly factory owners divided working process and distributed working process among their kinships or neighborhoods outside factories.

Keywords: handicraft industry, rural industrialization, patronage system, subcontract system, labor

Introduction

The changes of rural areas in Northern Thailand arise in many ways by the conditions or context differentiation of those areas. While, some communities which have well organized irrigation system have changed to the production of food in agro-food industries such as the case of San Sai, Chiang Mai Province, some of the changes may be carried out in the form of the industrial workers in the agricultural community like people in the suburbs of Chiang Mai and Lamphun provinces that work in factories in the Northern industrial estate in Lamphun province.

The socio-economic change of many communities in Chiang Mai developed after Chiang Mai became the center of tourist attraction of Northern part of Thailand. The demand of the craft, which produced a mass production, is leading to widespread the mass consumption of both internal and international markets. This change later led to a change in lifestyle and social relations within the community. For example, Bann Mor village, Tambon Huai Sai, Chiang Mai Province has experienced with a production of handicrafts and pottery for a long time.

In the case of Bann Mor village, it has been called as the village that produced and sold handicraft potteries after the Second National Economic and Social Development Plan in 1967 was promulgated. As a result, after Chiang Mai became the center of economy and tourism of the region, the handicraft market in Chiang Mai expanded in 1960s creating the handicraft at Wua Lai and Bor Sang in 1960s (Ongsakul, 2010) to be well known by several people.

However, located in different areas, Wua Lai which was situated in town was disadvantaged because it faced difficulties not only to expand a business area, but also the
price of the handicraft that was very high. On the other hand, Bor Sang village was located in a countryside and was very easily to expand its business area. In addition, made from bamboo, the price of product produced in Bor Sang was more reasonable,

Another example was Ban Mor village where, at first, the population grew paddy rice and attempted to grow more commercial crops like Virginia tobacco (Brightleaf tobacco), as subcontract crop in 1947, and ‘White San Khampaeng chili’ in 1977 just to increase their income. However, the agriculture did not successful, because the village was far from San Sai watersheds agriculture. This made agricultural areas and water from irrigation canals in Ban Mor mainly deepened on seasonal rain water from canals that flew through other agricultural land. After Mae KuangUdomThara dam was built in 1987, it began storing water and supply water to agricultural areas to the eastern borders to Chiang Mai and Lamphun. Therefore, after 1987 when there was more water for agriculture, farmers began to grow roses and potatoes by a subcontract system. Unfortunately, after a while, there remained several problems with insufficient rain water and pest problems from an intensive land use. This can be seen when the Ministry of Interior made a data survey on Basic Minimum Need (BMN.) in 2009 and it showed that a non-farm income for a household in Ban Mor was around 41,284 baht per person per year, which was the highest rate in TambonHuaySai, while the income from the agricultural sector was only 573 baht per person per year.

Since the amount of low income from the agricultural sector, the population in Ban Mor realized and attempted to seek for more extra income. As a result rather than continue to work in an agricultural way, the original lifestyle of the people in Ban Mor village was modified and later those people began to pay more attention to a handicraft industry. This is because, within Ban or village, there were several community members who were technicians and skillful in handicrafts and pottery production, especially those who were in the middle-aged. As a result, after the craft center emerged and of handicrafts production of traditional craft center of Wua Lai street declined in late 1967 (SaraswatiOngsakul, 2010), Ban Mor became famous as a source of souvenir products made from bamboo and teak for the tourist attraction business.

However, unlike traditional crafts, it was not until 1987 that the achievement of the production of new types of handicraft products in Ban Mor was recognized and successful. Later on people in Ban Mor village developed their handicraft products for a larger market. Being made in a form of furniture or house decorations, such as vases, bowls, candlesticks, these handicrafts products was developed from mango wood became more popular and among several businessmen. They later decided to invest into a mango wood handicrafts products business because it requires less investment. Furthermore, a selling process is reasonable that different groups of people within a society could be able afford and purchase them. Of course, later the market was expended not only within a domestic area but the market abroad. This is unlike the traditional handicrafts being produced by only one artist alone from the beginning until the product is finished. Required a sophisticated skill and small price rate per piece, ‘Porliang’, who is an influential person in the community and a land owner, first started to produce mango wood handicrafts in Ban Mor village.

According to a craft industry, it refers to the production of handicrafts being sold in a large amount for an extensive craft market. This is significantly different from the traditional craft, which was produced by artisan pieces only. This handicraft industry is aimed to produce more products, so with more amounts of sales to customers, sellers can earn more profits. Therefore, a craft industry is different from other native handicrafts because it was changed from a production of artisans who had been working from the first to the last step of
crafting the products to mass products. From this, a definition of traditional handicrafts is changed to reflect the true meaning of "Craft Industry" (AekaratWongjarit, 2004: 22)

Until now, the current workforce living in Ban Mor are in the middle age, the age of the head of household, mainly produce handicrafts, souvenirs or even own a handicraft industry. Products of wooden handicraft industry are distributed into various stages of production. Throughout the community, most households of Ban Mor around 63.2 percent work in the manufacturing industry or a wooden handmade work, which spread by subcontracting (SawangMeesaeng, 2010).

Moreover, with several require steps of labor, such as cutting wood, coloring, engraving, and packaging, high skillful labor are needed, From this both male and female workers in the community, mainly in a working age (productive work force) in Ban Mor decided to work in a wooden handicrafts manufactures. This is because the wooden handicraft industry workers could make them earn more income.

1. The subcontract system and rural laborer

1.1 formation of local capital in the village

There are several studies of the formation of the capital or businessman in Chiang Mai and Northern Thailand. For example, the studies of PlaiorChananoth (PlaiorChananoth, 1987) and WiangratNetipoh (WiangratNetipoh, 2009), which explained that to build the entrepreneur families in Chiang Mai and networking between the entrepreneur families at the provincial and national levels, the macro-economic is considered to be an influence to the local economy. However, as Chananoth and Netipoh, they only focused on the process of capital formation in small, semi-urban areas and a network of economic relations such as a network of kinship, relationship, community members and the network outside the community, rather than a local economy system.

As a result, this study then focuses more in economy dynamics and changes using Ban Mor as a case study regarding a capital formation in rural areas in order to understand the operations of the global economy to work in the local area by study four mango wood handicraft factories within Chiang Mai province.

In the case of Ban Mor village, it is a community that has a wide internal variation of population; there are large agricultural land owners who are very rich, middle class populations and those who are landless peasants, who have to rent a land or sector as to grow their crops. With differences of social status, hence, there are both economic capital and social capital flowing within their community. Diversification then becomes the cornerstone of today profession, such as holding joint economic inequality leads into a different manufacturer.

To explain this, farmers who are rich and have a stable economic base virtually build their status as a factory owner. Of course, with different amounts of capital they have, those crafts factory owners can be divided into two major categories, big factory owners who can hire full-time workers and small factory owners who can hire only subcontractors. To explain in other words, generally, for those who are big factory owners hiring a full-time workers are originally from local elite families, so they have more opportunities than other community members. As a result, they are more privilege than the rest of the community members. Being called as “Por Liang”, the first factory built within Ban Mor community was on mango wood handicraft factory, which started in 1990 (interviewed, Por Liang Kij) Por Liang Kij. At that time, the factory employed more than 100 people by using a patronage system.

While privilege people within the community own big factories those who have limited fund and resources could begin their business by using a subcontract system. So with
this system, they employed their workers to produce pieces of work by allowing them to work from their places which were outside the factories. As a result, this could distribute the works and income to local community people. Therefore, the working processes were distributed to workers under a subcontract system and they mostly come from households with small agricultural land or landless households.

1.2 Social networks and social capital

Social network creates a relationship of the individuals who may live together or shared some common characteristics. From this, social network then leads people to the goal that individuals cannot achieve by themselves. In addition, this social network provides social capital and resources which can be embedded in a relationship as the property of the group.

In order to promote a handicraft industry as a major production of Ban Mor village, each manufacturer use different types and contexts of social networks and social capital. Firstly, Por Liang Kij and Mr. Thavorn who were the factory owners created a social network between themselves and their employees under a "patronage system". They hired migrant labors form Myanmar and paid monthly salary to their workers as well as provided them their accommodations within the factories. With this, the patronage system began to advocate the major traditional manufacturers.

Secondly, on the other hand, new factories owner like Mr. Nakorn or Mr. Wat who had less economic capital compared to the previous group did not use a patronage system to their factories. What they did was to mobilize networks of social relations existing within a community to support the spread of manufacturing in subcontract system. To explain this, on the one hand Mr. Nakorn who was elected to the position of Chief Executive of SAO created a network with Mrs. Saensuk, a member of a SAO committee in Bor Sang, who is the owner of a big cotton handicraft factory to join the mango wood handicraft factory. On the other hand, Mr. Wat, who owned the newest mango wood handicraft factory within the village, mobilized his social networks and social capital among his relatives to the production process.

From this above, it can be seen that a subcontracting manufacture system can lay on a network of social relations such as the relationship of kinship and social ties to members of the community. This social relations is a dynamic which is similar to a network marketing, that factory owners often make contacts, trade and build relationships with buyers or several souvenir shops. This is different from craft exporters that generally contact to order the product form factory owners directly for a cheaper price.

In the case of Ban Mor village, the production networks are very strong. Factory owner and manufacturers attempted to maintain their relationships and the networks between on other and prefer to avoid any changing with their production group, especially those factory owners who often hire subcontractors who worked with them for a long time. Since they have a strong and good relationship, they could develop higher quality of their products as well as to expand their business. This could be explained into several reasons: Firstly, the factory owner and producer groups have more social relationships than only employees and employers. For example, factory owners sometimes have a kinship relation with the subcontractors, suppliers or workers such as Mr. Wat's the factory that his subcontractors, Mrs. Horm, is his aunt.

Secondly, each factory usually had their own manufacturing techniques and expertise. As a result factory owners need to maintain their good relationship with the craftsmen. Therefore, each factory owner always attempts to maintain a skilled workforce or workers with specialized skills to work in their subcontract system. For example, in a factory of Mr. Nakron and his business partner, Mrs. Saensuk, who specializes in the production of mango wood handicraft.
various type products tries to keep their skillful workers to do the work in her factory. What she did was providing her works of mango wood handicraft and income to the workers throughout the year, while during the shortage of work in rainy season, Mrs. Saensukrotale her workers to produce a cotton handicraft instead. From this her workers could work and earn the income regularly.

Another example is Mr. Thavorn and Mrs. Jum (his wife) that use a welfare system to make a good relationship between them and their workers. Rather than providing them a supervision of the work permit and health insurance to workers, they also create a sense of owner to the worker by building a small community with free accommodations within their factory, so the migrant workers could stay and plant vegetables nearby the factory area. So when the migrant workers satisfy of what that get, there is no need for them to seek for a better job anymore.

2 Theoretical arguments

2.1. The debate regarding the expansion of capitalist agriculture in the countryside and the formation of small enterprises (PCP - Petty Commodity Production) in rural areas

The findings of this study show that the expansion of capitalism in countryside is not only a process to change farmers to laborers. Actually, the process of capitalism expansion is not only a stage of development from agricultural society to industrial society. Indeed, the changes in agricultural society in Southeast Asia occurred by several factors. For example, in a case of rural handicraft industrialization in Ban Mor, Chiang Mai, Thailand, the social changes occurred by the formation of three following groups:

Firstly, the change happened with the formation of new investors in rural area, such as local factory owners who are major employer of villagers in the community. This can be called the emergence of small enterprises (PCP - Petty Commodity Production) in rural areas under the concept of Karl Marx. Secondly, subcontractors who act as a linkage in the production process for working class in the countryside. And thirdly, workers in the rural area who can be called as ‘rural proletariat’.

However, different from classical concept of Marxist, workers and subcontractors in Ban Mor not only became proletariat who work only in non-agricultural activities, but they also work in agricultural activities, especially to work in paddle rice fields. Workers in Ban Mor can also rent the land because the rent rate was dropping from 2,000 bath during 2000s to only 10 barrels of rice or 1,000 baht per 1 rai (1,600 square meters) per a year.

Since, subcontractors and workers in Ban Mor work both in agricultural sector (paddle field) and non-agricultural sector (mango wood handicraft production) in order to earn more cash income and make a surplus of paddy rice to feed their own families throughout the year. Under the expansion of rural industrialization in Ban Mor, villagers diversified their works both ‘on-farm’ and ‘non-farm’ activities. Hence, it is hardly to define them as peasants or workers (proletariat) based on classical Marxist concept. Rather, they should be defined as a process of “semi-proletariat” in a rural area instead.
2.2 The debate about the subsistence ethic, economic rationalism and patronage system of peasants

The arguments of theorist in the formalist and substantivist approaches, especially under a debate on ‘moral ethics for the survival of peasant society’ by James C. Scott and ‘economic rationalism of peasant’ by Samuel Popkins (Scott 1976 in YosSantasombat2544: 3-4) can be discussed as below:

According to Scott, as mentioned in his book called ‘The Moral Economy of the Peasant’, farmers in Southeast Asia have their awareness of food insecurity. With this reason, peasants live together under a ‘subsistence ethic’ in order to secure the survival of their peasant society. For example, they live together and help each other in their community, so no one would die from starvation. Also, peasant themselves fear of capitalism and the competition in free markets as they may lose benefits from marketing competition.

Nonetheless, Popkins argued and criticized by overlooking to the important issues of human conflict of interests. As Popkin questions, why would the farmer have to help other people from suffering in any matters, rather than help and support their own families first? According to Popkin, he assumes that "When farmers have to make a decision to choose something, they generally choose the option that is the most valuable regarding stability and welfare to their family before think about something else. (AnanyaPuchongkagul, 2530: 96). From the above, this study follows the concept of ‘rationale peasant’ of Popkins more but it is necessary to expand Popkins concept by use the concept about social network and patronage system.

The findings from the study have led to a concept about social relationships within the expansion of capitalism in the rural areas. Especially, a new pattern of work and employment, in this case, it is a handicraft manufacturing with big factory owners establishing a relationship with workers by using a patronage system, while, new factory owners who have inadequate financial capital could not use patronage system for labor management. As a result, those new factory owners use subcontract system based on their social relation instead.

The expansion of capitalism in the countryside, such as the expansion of handicraft industry is highly associated with social relationships. Since each manufacturer uses different types of social relationships as a foundation of labor management and product manufacturing, the process of capitalism expansion in Southeast Asia is different from universal rules of neoliberal capitalism. To say in other words, in the opinion of formalist school of thought, the expansion of capitalism rests on culture and social relation pattern such as patronage system and subcontract system in each context.

3. Conclusion

This study examines the transformation of semi-urban community in northern Thailand. That is a part of the global system through the handicraft industry manufacture within the community. People adjusted their social relationship such as kinship relation, neighborhood, or even create a new network like business partnership. The network can support the production of local handicraft industry. This shows that market mechanisms are closely linked to social relations. However, each factory strengthens social relations as to provide welfare or the informal contract to guaranty a whole year round income.

The production change in Ban Mor comes from both internal and external factors. The external factors such as the growth of Chiang Mai city became the biggestsource of production of souvenirs, especially San Kamphaeng district, while internal factors can be seen as the failure of the cash crops in Ban Mor. These results made villagers change their occupations from being commercial crop cultivators to craft industry manufacturers.
This phenomenon shows rural peasant’s flexibility (or the process of "semi-proletariat"). Villagers in Ban Mor turned themselves from peasant, who worked only in agricultural sector, to work in both agricultural sector and handicraft manufacturing sector. From this, by working in a factory and maintaining to do a paddle field can secure household consumption.

The changes that took place lead to the integration of social structure and mode of production. New social classes are created into three groups:

1. a factory owner in the village who become a local village-level entrepreneur. They can accumulate financial capital or social capital in order to open their own factories;
2. subcontractors who are the head of labor groups; and
3. workers who work both in agricultural sector and handicraft manufacturing sector.

The changes that have happened influence community members’ lifestyle in Ban Mor village to be more modernized. The social relation is used as the foundation of economic development that both patronage system and subcontract system play a significant role to facilitate the change of society and working pattern in Ban Mor village.

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English:
Transnational labor mobilities from Hà Tĩnh Province (Vietnam) to Thailand: A Preliminary Survey

Abstract

Vietnamese migrant workers in Thailand are few in number when compared with those from Myanmar, Cambodia and Laos. However, their numbers have increased recently, especially those coming from Ha Tinh province in upper central region of Vietnam. This paper is the result of a preliminary survey based on secondary data and fieldwork conducted in downtown Khon Kaen, which asked the following questions: (1) what groups of Vietnamese people migrate to work in Thailand? and (2) how do they move to work in Thailand?

The study found that there are many development projects in Ha Tinh province, such the Vung Ang economic zone. However, not include all groups of Ha Tinh people participate in this economic development process, especially those from farm families and lower-educated people from rural areas. Therefore, with the help of labor brokers whom they pay about US $ 200 US dollars, they move to work in Thailand.

Keywords: Vietnamese, unskilled labor, Ha Tinh province, transnational labor mobility, Thailand
ภาษาไทยและภาษาเวียดนาม นอกจากนี้ยังใช้ข้อมูลที่ได้จากการสัมภาษณ์แรงงานในเขตตัวเมืองขอนแก่นด้วย การสัมภาษณ์เป็นที่พบว่า กลุ่มคนที่มีพื้นที่มาจากครอบครัวเกษตรกรในเขตตัวเมือง และจบการศึกษาในระดับภาคบังคับหรือสูงสุดก็แค่ชั้นมัธยมปลาย ไมได้ประโยชน์หรือเข้าไม่ถึงโอกาสจากการพัฒนาในตัวเมือง เช่น โครงการเขตเศรษฐกิจจังหวัดสูง ขณะที่ต้องอยู่ในงานที่ไม่มีประโยชน์ในประเทศไทย ด้วยการใช้บริการจาก“นายหน้า” ซึ่งถือเป็นรูปแบบหลักของการเดินทางเข้ามาทำงานในประเทศไทย ประกอบกับต่างชาตินักที่ไม่สุทธิมาก ซึ่งจะมีจำนวนคนและปีประมาณ 5,000-6,000 บาท ซึ่งกลายเป็นแรงจูงใจสำคัญที่ทำให้แรงงานใช้ชีวิตและมีฐานะยากจนจากการเดินทางดังกล่าว เลือกที่จะเดินทางเข้ามาทำงานในประเทศไทย

ค่าสำคัญ: แรงงานไร้ฝีมือจากจังหวัดฮะติง (เวียดนาม) การเคลื่อนย้ายแรงงานข้ามชาติ การขายแรงงานในประเทศไทย

บทนำ

ฮะติง (Hà Tĩnh) เป็นจังหวัดที่ตั้งอยู่ทางภาคกลางตอนบนของเวียดนามที่มีแรงงานเดินทางเข้ามาทำงานในประเทศไทยเป็นจำนวนมากในปัจจุบัน ข้อมูลจากสำนักงานแรงงาน ทหารทุพลภาพ และสังคม (Sở lao động thương binh và xã hội) ประจาจังหวัดฮะติงระบุ ว่าแรงงานจากจังหวัดฮะติงที่เดินทางไปทำงานในประเทศไทยมีราว 10,000 คน โดยในจำนวนดังกล่าวเป็นแรงงานจากอำเภอฮะติงทางตะวันออก (Can Lộc) มากที่สุด โดยมีจำนวนถึง 3,000 คน รองลงมาคือแรงงานจากอำเภอเมืองทั้ง (Thạch Hà) จำนวน 2,500 คน และแรงงานจากอำเภอเมืองซัยเรีย (Cẩm Xuyên) จำนวน 1,000 คน ส่วนอื่น ๆ เป็นตัวเลือกที่น่าสนใจในการศึกษาค้นคว้าเป็นอย่างยิ่ง เช่น หมู่บ้านญีเติ้น (Nhật Tân) มีจำนวน 312 คน หมู่บ้านดีเอ็ง (Đại Đồng) มีจำนวน 227 คน หมู่บ้านจิ๋นจิ้น (Trái Tiếng) มีจำนวน 165 คน (http://www.boohatinh.vn เข้าถึง 28 เมษายน 2557)

การเดินทางเข้ามาขายแรงงานของชาวกาหลาบในประเทศไทย โดยเฉพาะอย่างยิ่งแรงงานจากจังหวัดฮะติง ซึ่งเรียกเป็นปรากฏการณ์การเคลื่อนย้ายแรงงานข้ามชาติในบริบทของการพัฒนาในอนุภูมิภาคอาเซียน ซึ่งมีการค้นคว้าเรื่องที่น่าสนใจคือคุณค่าในความเป็นอย่างยิ่ง โดยผู้เชี่ยวชาญมีคำถามต่อปรากฏการณ์ดังกล่าวดังนี้ (1) คนกลุ่มใดที่เดินทางเข้ามาขายแรงงานในประเทศไทย? และ (2) ปฏิบัติการของการเคลื่อนย้ายแรงงานมีลักษณะอย่างไร? เนื่องจากกลุ่มของเวลาซึ่งนี้จึงต้องการตอบคำถามดังกล่าวดังนี้ในการสัมภาษณ์ในระดับต่่น โดยอาศัยข้อมูลที่จากการเดินทางเข้ามาทำงานในประเทศไทย และภาษาไทยและภาษาเวียดนาม และเรื่องเหล่านี้กับประสบการณ์การเคลื่อนย้ายแรงงานของผู้กระทาจากจังหวัดฮะติง ซึ่งเป็นข้อมูลเชิงสถิติที่ช่วยในการทำนายภาพรวมในเชิงตัวเลขใน
ชนบทที่ตั้งกับการเคลื่อนย้ายแรงงานสู่ประเทศไทย

ตามข้อมูลของทางการเริ่มต้นมีระดับ 11,000 คน ซึ่งแรงงานส่วนใหญ่ตั้งอยู่ในเขตการหางานที่สูงกว่า 10,000 คน ซึ่งแรงงานส่วนใหญ่ตั้งอยู่ในเขตที่ 3 อำเภอหลัก คือ การหางาน (Can Lộc) แลกท่าว (Thạch Hóa) และเทตามชัย (Cẩm Xuyên) (http://dantri.com.vn, เข้าถึง 7 พฤศจิกายน 2557) อย่างไรก็ตาม จากข้อมูลของท่าน อุปนายกสมาคมมิตรภาพไทย-เวียดนาม (สังกัดกรมเอเชียตะวันออก กระทรวงการต่างประเทศของไทย) ที่ส่งข้อมูลมาให้ จำนวนแรงงานที่ทำงานในประเทศไทยมีจำนวนราว 100,000 คน และถ้ารวมกับการรายงานของท่าน อุปนายกสมาคมมิตรภาพไทย-เวียดนาม ที่ส่งข้อมูลมาให้ จำนวนแรงงานที่ทำงานในประเทศไทยมีจำนวนราว 200,000 คน การรายงานดังกล่าวต่าง ๆ ของประเทศไทย 5 นอกจากนี้จากข้อมูลจากสมาคมของผู้ใช้แรงงาน ยังมีแรงงานจากจังหวัดที่เข้าที่จังหวัดหนึ่งที่ไม่ได้จาก 3 อำเภอตั้งที่กล่าวมาข้างต้น แต่มาจากอำเภออื่น ๆ เล็กน้อย (Bực Thọ) อำเภอเกิ่มเซวียน (Can Lộc) และเทศบาลเมืองหางาน (thị xã Hồng Lĩnh) ด้วยเช่นกัน

หากพิจารณาในระดับด้านพื้นที่หางาน (My Lộc) อำเภอหลัก (Can Lộc) เป็นตัวเลขที่มีแรงงานเข้ามาทำงานในประเทศไทยมากที่สุดราว 1,500 คน นอกจากนี้ยังพบว่า 9 หมู่บ้านในจำนวน 7 หมู่บ้านของด้านที่หางานส่วนใหญ่เลือกที่ทางการหางานที่ประเทศไทย คือ อำเภอหลัก (Triệu Tiến) เทศบาล (Nhật Tĩnh) และอำเภอหลัก (Đại Đông) โดยจำนวนบ้านนี้เป็นหมู่บ้านที่มีแรงงานไปทำงานในประเทศไทยมากที่สุดของจังหวัดที่ตั้ง ซึ่งได้ถูกจำแนกว่าเป็น "หมู่บ้านไทย" (làng Thái) ซึ่งเติบโตขึ้นนี้เป็นเวลาที่มีแรงงานไปทำงานในประเทศไทยมากที่สุดของจังหวัดที่ตั้ง เพราะชาวบ้านส่วนใหญ่ประกอบอาชีพเกษตรกรรมที่ต้องการอาหารพื้นฐาน แต่ละบ้านมีร้านได้รับผิดชอบ แล้วขยายลูกค้าในครอบครัวที่ใช้มากับแรงงานที่ทำงานในประเทศไทย และมีการส่งเงินกลับ ทำให้ชาวบ้านในหมู่บ้านจ่ายเพื่อความเป็นอยู่ที่ดีขึ้น (http://www.nhandan.com.vn, เข้าถึง 9 ตุลาคม 2557)

ปัจจุบันแรงงานจากที่ตั้งกับการจ่ายรายได้จากแรงงานอยู่ในหลายจังหวัดของประเทศไทย โดยเฉพาะอย่างยิ่งในเขตกรุงเทพมหานคร ซึ่งประเภททางการที่ทำกันอย่างแพร่หลายของแรงงานเหล่านี้คือ งานตัดเย็บ เจาะผ้า งานเจาะผ้า งานเสริฟตามร้านอาหาร งานสำรวจข้อมูล และงานก่อสร้าง (http://www.bohotinh.vn, เข้าถึง 28 เมษายน 2557) อย่างไรก็ตาม จากข้อมูลจากสมาคมของผู้ใช้แรงงาน ยังมีแรงงานที่ทำงานในประเทศไทยมากที่สุดของจังหวัดที่ตั้ง ซึ่งได้ถูกจำแนกว่าเป็น "หมู่บ้านไทย" (làng Thái) ซึ่งเติบโตขึ้นนี้เป็นเวลาที่มีแรงงานไปทำงานในประเทศไทยมากที่สุดของจังหวัดที่ตั้ง เพราะชาวบ้านส่วนใหญ่ประกอบอาชีพเกษตรกรรมที่ต้องการอาหารพื้นฐาน แต่ละบ้านมีร้านได้รับผิดชอบ แล้วขยายลูกค้าในครอบครัวที่ใช้มากับแรงงานที่ทำงานในประเทศไทย และมีการส่งเงินกลับ ทำให้ชาวบ้านในหมู่บ้านจ่ายเพื่อความเป็นอยู่ที่ดีขึ้น (http://www.nhandan.com.vn, เข้าถึง 9 ตุลาคม 2557)
ผลไม้ รถเร็ขายหมูปิ้งไก่ปิ้ง ฯลฯ ซึ่งส่วนใหญ่เป็นกลุ่มแรงงานที่เข้ามาทำงานในไทยนานหลายปีแล้ว และมีทักษะในการสื่อสารภาษาไทยหรือภาษาอีสานได้อย่างคล่องแคล่ว

ปฏิบัติการของการเคลื่อนย้ายแรงงานชราชาติของชนชนบทที่ถึงในจังหวัดของแก่น

ของแก่นเป็นจังหวัดหนึ่งที่มีแรงงานจากชาติต่างประเทศมาทำงานจำนวนมาก โดยเริ่มเข้ามาตั้งแต่ปี พ.ศ. 2542 ในลักษณะของการลักลอบเข้าเมือง ซึ่งในระยะแรกมีจำนวนไม่มากนัก แต่ภายหลังประเทศไทยกับเวียดนามได้ทำข้อตกลงยกเว้นการตรวจลงตราหนังสือเดินทางเพื่อการท่องเที่ยว ซึ่งกลายเป็นเรื่องสำคัญที่ทำให้มีแรงงานต่างชาติเพิ่มจำนวนมากขึ้นในจังหวัดของแก่น

การปฏิบัติการของผู้หัวหน้าการตัดสินใจเดินทางเข้ามาทำงานในเมืองของแก่นในจังหวัดของแก่นที่มีแรงงานจากหัวติ้งเข้ามาทำงานมาก จนถึงขั้นพิเศษเนื่องจากแรงงานเรียกใหม่ว่า “หากเปรียบพัทยาเป็นดินเมืองละ ขอนแก่นก็เสมือนเป็นเมืองเวียดนาม”

เรื่องเล่าของเด็กหนุ่มจากดึ๊กเถาะ (Dúc Thọ) ที่ชื่อว่า “เลืองฮวี” (ชื่อสมมุติ)

“เลืองฮวี” เด็กหนุ่มวัย 32 ปี (เกิดปี พ.ศ. 2541) เข้ามาทำงานแรงงานอยู่ในเมืองของแก่นได้ราว 10 ปีแล้ว โดยเขาได้เข้าห้องพักอยู่ในบ้านให้ทางผู้คนที่อยู่ในเมืองวัง จังหวัดเชียงใหม่ ซึ่งมีลูกชายคนเดียววัย 5 ขวบ ซึ่งเขาจึงได้ฝากไว้กับเพื่อนร่วมงานที่ร้านนี้ หลังจากปลูกต้นมะเขือเทศและยางในบ้านมีรายได้เพียงพอ เขาจึงได้เรียนอีกต่อเนื่องในระดับมัธยมศึกษาตอนปลาย แต่เมื่อเขาได้รับความรู้ความสามารถในการท่องเที่ยวในประเทศไทย เขาจึงตัดสินใจเดินทางมาทำงานที่ร้านนี้ ซึ่งมีรายได้ผลตอบแทนที่ดีกว่า

เมื่อเขาทำงานที่ร้านนี้ ตนได้ทำงานที่ร้านนี้ในสมัยนั้นประมาณ 12,000 บาท ให้กับครอบครัว (người đưa ครอบครัว) เขาได้ทำงานที่ร้านนี้เริ่มต้นจากปี พ.ศ. 2542 จนถึงปี พ.ศ. 2546 ที่ผ่านมาเขาได้ทำงานที่ร้านนี้อยู่ในร้านนี้มีรายได้ให้กับครอบครัวอยู่ในร้านนี้

เมื่อเขาได้รับความรู้ความสามารถในการท่องเที่ยวในประเทศไทย เขาจึงตัดสินใจเดินทางกลับไปที่บ้านเกิดของเขาน้ำ จังหวัดท่าม่วง ซึ่งเขามีคู่น้องชายที่มีชื่อว่า เลืองฮวี ซึ่งเขามีส่วนสำคัญในการหางานให้กับน้องชายของเขาน้า

หลังจาก "เลืองฮวี" กลับเข้ามาทำงานที่ร้านนี้ได้รับการยอมรับจากเจ้าของร้านที่ร้านนี้ ซึ่งเขาได้ทำงานที่ร้านนี้ได้รับเงินที่ประจำเดือนในร้านนี้ 30,000 บาท ที่ร้านนี้ ซึ่งเขาได้ทำงานที่ร้านนี้มาตั้งแต่ปี พ.ศ. 2542 จนถึงปี พ.ศ. 2546 ที่ผ่านมาเขามีรายได้ที่ร้านนี้มากกว่า 30,000 บาท (ยังไม่หักค่าใช้จ่าย)
อื่นๆ) ซึ่งเขาวาดหวังไว้ว่าหลังจากเก็บหอมรอมริบได้มีเงินก็จะนำกลับไปลงทุนทำธุรกิจส่วนตัวที่บ้านเกิด
เรื่องเล่าของเด็กหนุ่มจากหงหลิง (Hồng Lĩnh) ที่ชื่อว่า “เลถาว” (ชื่อสมุทิต)

ราวเอวันรัวที่ปลายกลางเดือนมกราคม พ.ศ. 2556 มีน้องแรงงานเรียกคนหนึ่งที่ไซนิกราชา
ชวนเขาไปร่วมเตะฟุตบอลที่สนามหญ้าเทียมหลังโรงแรมภูมินในเมืองขอนแก่น เมื่อขับรถไปถึง
ปรากฏว่าแรงงานลงเตะกันเต็มสนาม หลังจากนับจำนวนปรากฏว่าตั้งชันและ 10 คน
เห็นดังนั้นน้องจึงอ้างเป็นผู้ช่วยที่อิตาลีรักษาสมนาคุมการเป็นผู้พุ่งต่อ เพราะพวกเขาไปเล่นกี่
คงจายเพิ่มขึ้น และช่วงเวลาที่กำลังนี้จะจะรู้เรื่องนี้ก็มีน้องแรงงานเรียกคนหนึ่งที่ (
สวมเสื้อสีอินเดียส้ม
ผู้การเก่งยินดีเป็นร้อยยัดเข้ากับสมัยใหม่ ยิ่งผมก็ยิ่งยินดีต่อใหญ่ขึ้นมาทันที ซึ่งรู้ว่าเขาชื่อ “เลถาว” อายุ 21 ปี
(เกิดปี พ.ศ. 2512) มากจากประเทศเมืองหลวงประเทศ จังหวัดที่อยู่ เป็นลูกชายคนโตของครอบครัวที่น้องทั้งหมด 3 คน ซึ่งสมาชิกของครอบครัวทั้งหมดมีเพียง 4 คน คือ เขาน้องชาย 2 คน (น้องชายคน
ถัดจากเขายังเป็นเด็กอยู่ในโรงเรียนมัธยมปลาย น้องชายคนเล็กอายุ 13 ปีกำลังเรียนต่อชั้นมัธยมต้น) และแม่อายุ 50 ปีเศษ ส่วนพ่อของเขานี้เชี่ยวชาญดีในหลักสิ่ง

“เลถาว” เล่าให้ฟังว่า ครอบครัวของเขามีอาชีพเกษตรทุกงาน เขาใช้เกษตรจนต้องอาสาออกจากงาน
เขาได้เรียนจบชั้นมัธยมต้นเท่านั้น เพราะต้องออกมาย่อมครอบครัวที่ทำงาน ซึ่งนอกจากงาน
เท่านั้น เพราะออกมายี่กับและسئองวละครั้งเล็กๆก็ไม่มีเงินอื่นให้ทำงาน เขาจึงอ้างเป็นผู้ช่วยที่อนามัยอยู่ในเมือง
ซึ่งออกมายี่กับคนทั้งหมดมีเพียง 4 คน คือ เขา น้องชาย 2 คน (น้องชายคน
ถัดจากเขายังเป็นเด็กอยู่ในโรงเรียนมัธยมปลาย น้องชายคนเล็กอายุ 13 ปีกำลังเรียนต่อชั้นมัธยมต้น) และแม่อายุ 50 ปีเศษ ส่วนพ่อของเขานี้เชี่ยวชาญดีในหลักสิ่ง
หลังจากใช้ชีวิตอยู่ในเมืองขอนแก่น ครั้งที่ 2 เขาได้เห็นว่าภาษาไทยไม่ใช่ภาษารoot ตัวอย่างเช่นการพึ่งพิงทางภาษาผู้อื่น และไปหาชื่อหนังสือแบบเรียนภาษาไทยที่มีคำคอบที่เป็นภาษาไทยตามมาด้วย ต้องไม่ใช้ภาษาไทยเท่านั้นที่คนต่างชาติไม่สามารถให้ได้รับค่าแรงสูง ซึ่งชาวเขาได้รับค่าแรงสูงกว่า 170 บาท และให้เปรียบเทียบกับการขายอัตราวิธี 5 บาท เมื่อเขาได้ตุ๊ดอย่างนี้แล้วเปรียบเทียบกับสถานะทางคุณภาพที่ชาวไทยมีเมื่อต่างชาติอยู่ เช่นการขายเสื้อผ้าในตลาดย่านหน้ามีความมั่นใจในการขายของของเด็กที่ต่างชาติเข้ามาในเมืองขอนแก่น ซึ่งเขาได้รับค่าแรงตั้งแต่ 7,000 บาท หากได้รับค่าแรงตั้งแต่ระยะที่ 10,000 บาท พร้อมจะรับเงินเตือนอนๆ แรกเกิดไปหลังให้แก่เพื่อนๆ ปรากฏว่าเงินหมดไปภายในสัปดาห์ พร้อมเดือนๆ ที่ 2 ออกกลับไปส่งให้กับตัวเอง คิดจะลองหุ้นคืน隼ดันส่งเสื้อผ้าไปยังยอห์น เผื่อติดเมื่อเขาอยู่อย่างนี้คือกินไม่ได้ประโยชน์อะไร เพราะเงินจากการทำงานไม่เทื่อเลย ซึ่งต้องคิดบวกทางกลับบ้าน ซึ่งเป็นช่วงที่ทางการเรียนไม่ได้ติดต่อกับทางหน้าแซ่หลว 88 ผ่านลูกบ้านของเขาที่ตน เลยได้เงินคำคอบใน ตีกันมาจนหมดหน้า แม่และยายเอาเงินส่วนหนึ่งมามีการขายของในที่ต่างที่โพธิ์อยู่ 2 งาน และให้เงินขาย 40,000 บาท เขาไปปลูกทุ้งทุ่งด้านในไม่ยุ่งยาก (อนึ่ง เนื่องจากไม่มีความรู้สึกอยากให้ตัวเองไม่ใช่มาตามไปของต้องการทำงาน คิดว่าควรจะตนเองไม่คิดค่าทางด้านนี้จึงเลิกทำงานกลับบ้านเก่าเป็นครั้งที่ 2

เมื่อกลับมาอีกเขาขายหนังสือที่ขายในย่านโรงเรียนไม่ได้เป็นสิ่งที่ตลาดแห่งหนึ่งเงินเมืองขอนแก่น ซึ่งครั้งนี้เขาขายหนังสือที่ติดต่อทางย่านแนวต่่อย่างนี้ เหมือนงานเมื่อแรกเราได้คำคอบน้อยมาก ซึ่งกลับไปขาย ที่มีคนมะเดื่อที่ติดต่อตัวเอง ได้ค่าแรงราว 250 บาท เนื่องจากเขาสามารถลง ไทยได้ดีขึ้นและที่น่าจะจ่ายของผู้ผลิตได้มากขึ้น ทำให้เขาได้รับค่าแรงเพิ่มจาก 250 บาท เป็น 300 บาท และค่าสูงกว่า 500 บาท แต่ก็ต้องทำงานมากขึ้นด้วย ต้องจัดอาหารให้ดูถูกสุด ซื้อคอมรุกซ์ พร้อมให้ซื้อตามที่มีคนโทรมา รวมทั้งขายกับผู้ผลิตผักในย่านหน้า หลังจากทำงานไปได้ระยะหนึ่งจึงเริ่มคุ้มภัย เทรย์งานดังที่ 4 และเลิกงานดีพอ 2 โมง เขาไม่ได้รับเวลาที่สูงตลอดพอดำ้ติไปทำงานนี้ ต้องหาอาชีพที่ยั่งยืน ทำให้ได้เงินเพิ่มมากกว่า 100 บาท แม้จะได้เงินเพิ่มสูงแต่แพทย์ทำที่ปลายบางๆ เขาเริ่มรู้สึกว่าทางขายไม่ได้ในที่ดี แต่สุดท้ายเข้าใจสิ่งเสื่อต่างๆ ทำให้เขาต้องการได้เงินดี เพราะขายในที่ต่างๆ ให้ได้ค่าแรงของผู้ผลิตสูงกว่า 3,000 บาท แต่ก็มีรายจ่ายจากการเดินทางไป-กลับ และค่าอาหารที่มีอยู่ไม่ค่อยมาก จะต้องมีรายจ่ายอยู่มาก การเดินทางที่ต้องมีรายจ่ายที่ต้องมีมาก 500 บาท ต้องจัดงานกับกับเจ้าหน้าที่ไทย บางครั้งก็ต้องอยู่ในสถานที่ต่างๆ แต่จะได้รับเงินอยู่ไม่ได้ค่าแรงตั้งแต่ ซึ่งต้องทำงานที่ต้องทำต่อไป แต่ต้องเสียดินตั้งการโดยขั้นบันดาลจากตัวจริงก็ตาม และหวังเป็นอย่างยิ่งว่ายาวเท่าจะ ได้รับอนุญาตให้ทำงานอย่างที่ต้องต้องตามกฎหมายในอนาคต
เรื่องเล่าของหญิงสาวจากกี่แอง (Ky Anh) ที่ชื่อว่า “มายแอง” (ชื่อสมมุติ)

แม่รุ่จับกับ “มายแอง” (เกิดปี พ.ศ. 2575) ท่านนำหน้าของแรงงานไทยในต่างประเทศ ท่านให้ผมโอกาสได้เรียนรู้เรื่องราวชีวิตการพลัดถิ่นในเมืองไทยของเธอ โดยเธอได้พูดเป็นภาษากลางของครอบครัวจากพี่น้องทั้งหมด 5 คน หลังจากเรียนจบมัธยมศึกษาปีที่ 6 และไม่ผ่านการสอบเข้ามหาวิทยาลัยได้ จึงต้องช่วยงานยางของคนตลาดจ่าวระทั่วอายุ 21 ปีจึงไปเรียนอาชีพที่ชื่อแอน จากนั้นจึงกลับมาเป็นกรีมตัดเย็บเสื้อผ้าที่บ้าน แต่ก็เปิดร้านอยู่ได้เพียง 1 ปีเท่านั้นเอง เพราะหลังจากแต่งงาน สามีได้ให้ไปขายของของอยู่กับแม่ของเธอที่ตลาดในตัวอำเภอที่ของเขา และมีลูกกับสามีดีกว่า 3 คน (ประวัตินักศึกษาตอนอายุ 19 ปี กำลังเตรียมสอบเข้ามหาวิทยาลัย ส่วนลูกสาวคนที่ 2 อายุ 17 ปี และลูกชายคนสุดท้องอายุ 13 ปี)

ราวปี พ.ศ. 2003 สินMounted in the images is a PDF file containing a page of handwritten text. The document appears to be a note or a draft of a letter in Thai language. It seems to be discussing a personal story or experience. The text is handwritten on a piece of paper, and the handwriting is clear and legible. The content seems to be a personal narrative, possibly about a journey or a life event. The text is written in Thai, and the handwriting is neat and well-organized. The page contains several paragraphs of text, each discussing different aspects of the story. The text appears to be a recounting of events, possibly for educational or historical purposes. The handwriting is consistent throughout the page, indicating a single writer. The content is not transcribed here due to the nature of the handwritten text.
หลังจากอยู่กับครอบครัวได้ระยะหนึ่ง และยังไม่มีงานทำเป็นหลักแหล่ง เพื่อนบ้านในหมู่บ้านเดียวกันที่เดินทางกลับไปเช่าบ้าน จึงได้ใช้ช่วงเวลาให้กับงานทำที่ครอบครัว ซึ่งเพื่อนบ้านคนดังกล่าวได้ทำงานอยู่ ทำให้อะไรติดต่อกันอยู่ตลอดวัน เพราะไม่ได้จากกรุงเทพฯ โดยเฉพาะกลุ่มทั้ง 3 คนที่กล่าวไปก่อนนี้ผู้อื่น แต่ยังคงยังมีแต่ละวันไม่มีรายได้ เซ้งจัดตั้งงานก่อตัวทางสังคมก่อน ซึ่งในครั้งนี้เริ่อมงวดโดยการประชุมเจ้ากับเพื่อนบ้านเพียง 2 คน โดยเดินทางมาเข้าโลกละโพกที่ต้านจังหวัดทุกช่อง และแม้บุคคลที่กล่าวกับเพื่อนบ้านกล่าว ก่อนจะออกหางานทำ หลังจากพยายามหาหางานอยู่หลายวัน ในขณะที่ บริษัท “ทรัพย์เกียรติ” เจ้าของร้านจ้างคนงานที่ไอ้เมืองในตลาดสดแห่งหนึ่งเจ้าฐานของการรับนายกันได้รับเรื่องเข้าทำงานด้วย เนื่องจากเป็นงานที่ทำในช่วงเช้า คือร้านด้วยตัวแปร 4 ในปัญญา 11 ของเช้า ดังนั้นช่วงบ่ายจึงมีเวลาเหลืออยู่ที่ทำให้เรียกพ่อค้าจากบ้านพักที่พิการ ในช่วงบ่าย เพราะจะทำให้เสร็จวิทยาได้เพิ่มมากขึ้น ต่อมาในช่วงบ่ายเธอได้ไปทำงานที่ร้านขายสินค้าแห่งหนึ่งที่อยู่และท้องถิ่นพัทยาในเมืองของตนเอง โดยเริ่มงานตั้งแต่เช้าถึงเย็นวันที่ 3 ทุกวันของทุก วัน และเหตุที่เธอต้องทำงานหนักเช้าและบ่าย เนื่องจากลูกสาวคนโตของเธอทำกิจการจะสอนเข้ามหาวิทยาลัย ซึ่งจำเป็นต้องใช้จ่ายเงินเป็นจำนวนมาก

การนำเสนอเรื่องราวของแรงงานข้ามชาติทั้ง 3 กรณีข้างต้น เป็นเพียงการเลือกนำเสนอในลักษณะตัวแทนเท่านั้น อย่างไรก็ตาม จากการเก็บรวบรวมข้อมูลจากสถานที่ในเขตตัวเมืองของตนเอง พบว่าปฏิบัติการของการเคลื่อนย้ายแรงงานจากจังหวัดห้าติ้งสู่ประเทศไทยมีลักษณะที่ไม่แตกต่างกับ กิจกรรมต่าง ๆ อย่างต่าง ๆ กัน กล่าวคือ สำหรับแรงงานคนใหม่หรือผู้ที่เดินทางเข้ามาขายแรงงานในประเทศไทยเป็นจริง ถ้าก็ต้องใช้บริการของ “นายหน้า” หรือ “คนนำทาง” เพราะยังไม่มีความคุ้นเคย แต่ภายหลังที่มีความคุ้นเคยทั้งในเรื่องการเดินทางและการทำงานแล้ว พยายามหลังนี้จะไปยังฐานปฏิบัติที่มีอยู่ที่ทำแรงงานให้กิจกรรมทำงานด้วย ซึ่งปรากฏที่จะทำหน้าที่ของนายหน้าเพียงแต่ต้องมีเงินในการเดินเรื่องที่ทำหน้าที่บิดเบือนการทำค่าเดินทางเท่านั้น

บทสรุป

แม้ว่าจังหวัดห้าติ้งจะมีดำเนินการโครงการพัฒนาทางเศรษฐกิจขั้นในหลายโครงการที่สำคัญเป็นต้น ๆ (1) โครงการจัดตั้งเขตเศรษฐกิจ “รุ้งยาง” โดยให้ความสำคัญกับอุตสาหกรรมสังคมกล้าและทำเรื่องน้ำสิ่ง (2) โครงการเขตเศรษฐกิจต่างระหว่างประเทศ “ก้าวเจาะ” (3) โครงการประกันสังคม “เกษตร” ฯลฯ อย่างไรก็ตาม มีเพียงประชาชนในจังหวัดบางส่วนเท่านั้นที่มีโอกาสเข้าร่วมหรือได้ประโยชน์จากการพัฒนาโครงการทางเศรษฐกิจต่างกล่าว โดยเฉพาะผู้ที่ทำเรื่องการศึกษาในระดับชั้นมัธยมศึกษาปีที่ 6 หรือชั้นปีที่ 3 หรือชั้นประถมศึกษา และที่สำคัญที่เพิ่มพูนจากการครอบครัวย้ายจากในพื้นที่เชื้อสายที่ทำใกล้ในจังหวัดด้วยแล้ว ตกอยู่เยี่ยมอย่างไม่ได้ประโยชน์อีกเลยจากจากการจ้างงานที่เกิดขึ้นในโครงการพัฒนาทางเศรษฐกิจต่างกล่าว ซึ่งการกลายมาเป็นกลุ่มคนขยายของแรงงานที่เกิดขึ้นในพื้นที่

ดังนั้นการตัดสินใจมีการทบทวนของแรงงาน หรือการกลายมาเป็นสูงการสวยงามในประเทศไทยของคนกลุ่มนี้ จำเป็นทางเลือกหรือทางที่สำคัญของการตัดสินใจเพื่อต้องการประสบการณ์ทางเศรษฐกิจแบบทุนนิยมเสรี และการทำแรงงานที่ไม่ทำให้เกิดขึ้นในพื้นที่บ้านเกิดเมืองนอกของตนเอง จริงอยู่ที่
รูปแบบการเดินทางไปขายแรงงานในต่างประเทศของกลุ่มผู้นี้ไม่แตกต่างกันนัก ไม่ว่าจะเดินทางไปทำงานในประเทศพัฒนาหรือกำลังพัฒนาอย่างประเทศไทย นักศึกษาส่วนใหญ่เล่าว่าได้รับการให้ข้อมูลข่าวสารจาก "นายหน้า" ด้วยกันทั้งสิ้น อย่างไรก็ตาม ความแตกต่าง โดยเฉพาะอย่างยิ่งคำนวณการหารวบระดับพัฒนา

ในประเทศไทย เมื่อเปรียบเทียบกันแล้ว คำนวณหน้าส่วนใหญ่การเดินทางการทำงานไม่

เมื่อไทยถูกกว่ามาก โดยในปัจจุบันโดยประมาณ 5,000-6,000 บาทเท่านั้น ทำให้งบงานให้ได้รับสิทธิ์หรือสิทธิ์ทางานเหล่านี้สามารถเข้าถึงนายหน้าที่จะพยายามทำงานใน

ประเทศไทยได้ง่ายกว่า กล่าวโดยระบุข้อมูลได้ลงทุนอย่างน้อยกว่าการเดินทางไปทำงาน

ในประเทศพัฒนาแล้ว และที่สำคัญในการลงทุนเพื่อค้นคว้า เพราะหลังจากนั้นพวกเขาเลือกที่จะ

เดินทางเข้า-ออกประเทศไทยด้วยตนเอง รวมถึงการซื้อนายเกือบที่มีให้เข้ามากกว่าในประเทศไทย

เพิ่มขึ้น โดยอาศัยข้อมูลของข้อตกลงความร่วมมือในการทำงานเพื่อทราบว่าเวียดนามกับไทย ที่

อนุญาตให้พักผ่อนในประเทศได้ในระยะเวลา 30 วัน ซึ่งหากพักผ่อนเดียวที่เปิดกว้าง จะเห็นว่า

ประเทศไทยส่งเสริมสำหรับการให้ความช่วยเหลือกลุ่มคนที่เข้าไม่ถึงการพัฒนาในประเทศไทย

นอกจากนี้ยังได้ประโยชน์จากกลุ่มผู้ที่รายการล่าสุดเป็นกลุ่มสำคัญในการขับเคลื่อนเศรษฐกิจของ

ประเทศ เพราะต้องยอมรับว่า ไม่ยังจุดประเทศไทยกำลังต้องยึดในการของการขาดแคลนแรงงานไว้

ฝีมืออย่างรุนแรง

เอกสารอ้างอิง


http://www.ncseif.gov.vn/Hà Tĩnh: Khơi dấy tiềm năng, đẩy nhanh tốc độ tăng trưởng ổn định và bền vững (เข้าถึง 12 มีนาคม 2558)


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“นายแอน” (ชื่อสมุนกุล) (2556, พฤศจิกายน 4) สัมภาษณ์ แรงงานไร้ฝีมือขับเคลื่อนจากจังหวัดกำลัง

ที่รุนแรง
“เลถาว” (ชื่อสมมุติ) (2556, เมษายน 16) สัมภาษณ์แรงงานไรฝมือข้ามชาติจากจังหวัดห่าติง,เวียดนาม

“เลืองฮวี” (ชื่อสมมุติ) (2556, เมษายน 16) สัมภาษณ์แรงงานไรฝมือข้ามชาติจากจังหวัดห่าติง,เวียดนาม
From Hierarchical Distribution to Educational Consciousness: the Viewpoint of the Power of Discourse for NNCR in China

WANG Huiying1 and XIE Yimin2
Center for Research on Plurality in the Mekong Region (CERP)
Faculty of Humanities and Social Sciences, Khon Kaen University, Thailand
1E-mail: w.huiying@yahoo.com and 2E-mail: xieyimin@hwy.jnu.edu.cn

Abstract

Since the new national curriculum reform for basic education (NNCR) was carried out in China, numerous controversies have appeared. Viewing the issue from the power of education discourse, the study reveals that hierarchical distribution of education discourse is a problem in the NNCR. The discourse of education administration strongly intervenes in the NNCR; the discourse of experts is often not accepted through rational mechanisms; teachers do not understand the power of discourse themselves; and there is a difference between reality and the idea of the power of students’ discourse. To ensure the return of the power of education discourse for the NNCR, a dynamic balance in education should be reconstructed; education consciousness should be achieved through participation by all people; and long-term educational development mechanisms should be established.

Keywords: NNCR in China, education controversy, education discourse

Introduction

Since 2000, new national curriculum reform for basic education put in to trial in China. The new curriculum reform (short of NNCR 3) has become an important carrier of the implementation of quality education; it promotes the development of quality education in China, and acquires remarkable achievements and progress. But there are some issues appearing in NNCR, so “education controversy” about NNCR has been lasting. Scholars mainly focus some issues, such as the guiding ideology, the basic educational concept, the foundation of theory, the method of implement, examination-oriented education (De kui, JI. 2011, p.18-24). The scholars stand on respective positions to discuss these issues. The
“education controversy” about educational theory and practice has important significance to guide NNCR. From the perspective of education sociology, the research aims to survey deeply the education controversy from the angle of the relationship between education and people-oriented, discusses the foundation of educational issues by the means of discourse power, which is not only inductive of the essence of controversy, but also opening up wider road for further promoting NNCR.

**Theory involved in the study**

**The orientation of discourse in NNCR**

Through studying the social educational method in primitive society and complete education assessment system of the western, we find all above mentioned reflect a balanced distribution of education discourse, or effective mutual restraint within the field, thus achieve a kind of dynamic equilibrium, and promote the equitable development of social education in the whole society.

In the educational practice, NNCR for basic education, not only relates to the educator and educatees in school, but also includes the leader of education policy and curriculum reform, scholars of education academics research, who are also composed indispensable factors of “human orientation” in education field. Therefore, because a variety of power intervenes, educational discourse presents the trends of diversification.

Along with the transformation of education in itself, the "people" is given the social meaning of existence by virtue of the field, it is no longer a "individual", and "people" have the right to improve the allocation of discourse and cultural capital through educational practice, which become an important impact factor that the educational final appeal and educational purposes return, and it is an effective way of de-administration and fairness of education. Because the staff of educational administration, experts, teachers and students have different rights to possess and allocate the educational discourse in the field of education, so the NNCR is studied once again in order to explore the new path for some issues and controversies appearing in the new curriculum reform.

Through using the discourse theory and methods of French philosopher Michel Foucault, a new meaning is endowed for the education controversy about NNCR.

**About the discourse and educational discourse**

Education is closely concerned with the human-orientation; the educational discourse is the basic rights which people have. French philosopher Michel Foucault puts forward the analysis method of the discourse; he considers the distinguishing characteristic of this approach is its stress on power relationships besides focusing on the meaning of a given discourse. These are expressed through language and behavior, and the relationship between language and power. The method analyzes how the social world, expressed through language, is affected by various sources of power (Lisa M. G. 2008, p.249). As such, this approach is close to social constructivism, as the researcher tries to understand how our society is being shaped or
constructed by language, which in turn reflects existing power relationships (Rodrigo M.; Ron, S. 2009, p. 152). The analysis attempts to understand how individuals view the world, and studies categorizations, personal and institutional relationships, ideology, and politics (Robin, W. 2005, p. 146). Discourse system involves a series of boundaries, which dictate what can be said and what not. We can say that it is another way to shape the world. Discourse reveals a kind of power relations, which implied in situation, knowledge, rationality, and have intangible authority, therefore, the person or organization who grasps the power of discourse, will determine the trend of public opinion. According to Foucault’s discourse theory, we learned that discourse refers to a “discourse structure,” Discourse has a direct correlation with the field and power, so our discourses are the result which “knowledge willingness” are interwoven with “power willingness”, some of them are strengthening while others are lessening in a certain field.

It is noteworthy that the acquisition of cultural capital shows various state because the emphasis of educational concept and teaching methods are different at all stages of human development. Culture capital is also concerned with domination of the discourse power by all variety of forces. Among different individuals and groups within the same social space, not only educators, but also those educatees, get more active discourse power through grasping and controlling the cultural capital, thus they promote the development of education, dominate the society orientation.

Method

Because the study is concerned about the relationship between academic controversy about NNCR and the power of educational discourse, literature review and theory analysis and deconstruction are the mainly adopted. In the study, 13 articles about NNCR published in Journals or newspaper are reviewed and induced, such as Dekui JI, (2011), Ten Years of the New Curriculum Reform: Arguments and Reflection: How Does New Curriculum Reform Wear New Shoes to Walk out of the Old Path; Deyong Hao (2010), From the poles to the mediation: selection to curriculum reform path; and then apply certain theory to analyze the issues about the controversy about NNCR from the viewpoint of educational discourse.

Result

Education is a kind of practice concerned with “people”, “people” is the hub of all kinds of relationships in education field. Power discourse of decision-makers of educational administration, rational discourse of experts and scholars, individual discourse of teachers, respectively dominate and understand education discourse, eventually these kinds of discourses depend on the teacher to obtain the power of institutional discourse, and then enter into the discourse world of students, in order to exert corresponding influence on students.

Through comprehensive survey to “Education controversy” appearing in NNCR in the past ten years, there have been the hierarchies of pyramid of the discourse in the educational field which are consisted of the discourse of educational administration, experts, teachers, and
students. The administration power which representatives as decision-makers are situated at the top level, experts are in the middle level, and teachers and students are at the lower level in the pyramid, especially students, their discourses also become an important foundation for the hierarchy of the discourse, so they become vulnerable groups of possessing the discourse. Imbalance distribution of education discourse will lead to the result that education discourse separate from the “people-oriented” development path, so it is necessary to reset the power of education discourse in NNCR and achieve the dynamic balance of the distribution of education discourse.

Discussion

1. Too much intervention coming from the power of administrative discourse

Education is the great plan of national development, “ideological discourse” and “power discourse” in education reform is the result that education is deeply intervened by the government, politics and authority, the government tends to provide financial support for education reform, meanwhile, it supports and organizes educational research, curriculum reforms, and draw out and enact the education laws, regulations and policies. But compared to other countries, the intervention of educational administration in China has been more serious. The administrative power dominates the allocation of educational resources, guides the development or orientation of education reform, so that the interventions make their own occupy more cultural capital in the educational field. Since educational administration situates at the upper level in the pyramid of discourse, usually stands the position of the whole country, so, administrative power usually have more rights of decision for the basic education curriculum reform.

Originally, the discourses of education policy are more abstract and obscure, which have been adverse to be understood and practiced by the public. If the educational administration adopt concept of “bureaucracy” to guide the NNCR, they will ignore various voices of controversy among the academics, grassroots of education, form an excessive centralization of power, which will inevitably lead to separate from the authentic situation of basic education practice. In particular, when the education policy is carried out, some confusion about NNCR will affect the real implementation of the educational concept and objectives in a certain extent. In fact, a framework with “new” meaning in NNCR should come from conscious exploration and practice, rather than the old standards adjusted and planned in advance. The administrative power should not directly impose the framework on the educators, and then educators and educatees aren’t adapting to the framework by act in a Procrustean way.
2. The hidden worry originated from the expert’s discourse

In order to maintain the professional status and academic reputation in NNCR, the elites which are composed of experts and scholars, have been making great efforts to acquire the power of education discourse. From a professional perspective, as academic elites, they form an "education research community" in the process of education reform in order to explore feasible path of NNCR. They leave the “schoolroom”, begin to do “fieldwork”, and combine the theory with practice through entering into primary and secondary school. Although the transformation of research paradigm lays a solid foundation to establish their discourse power, until now, the scholar’s educational practices are still argued whether their research theory, method and conclusion are scientific and practical or not.

The experts and scholars state their theory and academic standpoint by way of the academic controversy, strive to acquire and maintain the education discourse among the education research community. For example, NNCR achieves the diversification of teaching materials, which is an important means of Education Fairness, but it triggers the debate which is the "mainstream textbook" in the era of textbook diversification. Some scholars consider mainstream textbooks are edited and published in order to cater for market competition and administrative evaluations even if there is realistic meaning. Some scholars believe the statement that “mainstream textbooks” is lack of the basis of policy and regulation, just for self-promotion or other purposes. No matter that the similar controversy in NNCR is triggered, scholars still do their best to improve NNCR. However, the dilemma still exists that most experts and scholars still only make their voices in their respective field. Over the past decade, under the guidance of administrated power, NNCR does not lack sounds of scholars, but lack of listening carefully and absorbing rational advices of scholars through reasonable channels and mechanisms, therefore, it is really worried about whether the discourse of experts and scholars efficiently play a important role within the field of education or not.

3. The appeal of the discourse of teachers

The social environment is a real lever in the educational process, but all functions of teacher can be attributed to manage the lever. Teachers are the organizers, mediators and moderators in education field. The discourses of teacher depend on institutional power under the traditional education system. In current situation of education, teachers are dominator and indoctrinator in the classroom; teachers have the absolute power of discourse in the classroom. NNCR requires teachers to change their roles in the classroom, so they would turn themselves to become the director, guider, organizers, mentors, evaluators and researchers, which obviously put forward to higher requirements for the specialization of teachers.

In education controversy about NNCR, teachers spontaneously correct the shortage in the teaching practice according to the requirements of NNCR, but the demands still make their

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1 In fact, experts and scholars are divided into two groups, the first group may enter into the educational administration who have more power of educational discourse; the second group may still carry out the academic research about basic education on their own position. In this part, the latter is mainly involved.
own have a certain misunderstanding, all sorts of problems are still appearing. Thus, they are confused how to become a “new” teacher. For example, how to understand the application of lecturing methods, some teacher understand one-sided it is a one-way transmission of centralized type. If there are no cooperation, exploration and discussion in class, teachers always teach a ready-made knowledge, which is called instilled teaching. Most scholars often criticize instilled teaching; they consider this method of teaching will decrease the enthusiasm of active learning. So, many teachers don’t know what to do when they use the methods summed up from their long-term practice.

In fact, lecturing is the most important teaching methods, and even lecturing has its own characteristics in some aspect of introduction to new lesson, guidance and enlightening, variant training and interaction in class. The lecturing mode is consistent with the discourse practice in the traditional teaching. The teachers explain the reason, teach knowledge and dispel doubt for students in traditional culture through the discourse of their own specification, interpretation, code, and access, then guide students to independent thinking, and positively influence on their behaviors. The lecturing method does not also impact the teachers to use their own power of discourse to actively play their enlightening role in classroom, which is still consistent with requirement for the teacher's role in NNCR.

Some controversies about NNCR seem to be exaggerated in the responsibility and right of the teacher; they blindly adapt the framework standard of NNCR, and not correctly express their appeals through their own discourse. How to inherit the tradition, adapt to innovation and correctly grasp the power of discourse? It is the important challenges that teachers change the role and strive for acquiring their own discourse in the process of NNCR at present.

The improvement of teachers’ comprehensive quality is the foundation they strengthen their role transitions and better grasp the discourse. Meanwhile, it is also one of the premise they understand NNCR furthermore. Teachers get more active discourse and strengthen the communication with students, through using proper teaching methods in the teaching activities. It is the most important factors for them how to keep positive initiative, inspiration when they carry out the standards of NNCR. Only like this, teachers can minimize shortcomings and defects in the exam-oriented education, have more confidence and ability to correct some errors and solve some problems that appear in the implementation of NNCR.

4. The dilemma of the discourse of educatees

NNCR stresses that the educatees can be as the main body of the learning, the educatees’ learning should be a lively, active process full of individual character, and diverse learning way should be emphasized through hands-on practice, independent exploration, cooperation and communication and so on. NNCR views the educatees as the center, respects their personal experience. The concept about educatees in NNCR reflects the educatees have the feature of “being decided” with initiative and incompleteness in their learning behavior. Obviously, it is an important mission of NNCR to give educatees more power of discourse and promote their comprehensive development.
But even so, the educatees are still vulnerable groups in pyramid of educational discourse power. They are more passive in the process of adapting to NNCR. Relevant investigations show although there are active atmosphere in some classroom teaching where educatees also actively discuss, explore and cooperate superficially, excessively pursue active classroom atmosphere in form, and educatees don’t get substantial development and improvement because of lack of teaching effectiveness.

How to layout teaching material for the educatees according to the concept of NNCR, whether to give educatees the power of discourse to understand teaching material, has been the hot focus of educational debate. For example, “Spiral” is the basic principles of compiling mathematics textbooks according to educatees’ cognitive development in NNCR, which also got the general approval. But if the same mathematics concepts just repeat many times in each learning cycle, it is bound to cause the status that “the educatee just asks a why, he will wait for the next cycle to know how to do”, these disputes reflect the reality that educatees discourse power is “withdrawn” in teaching practice unilaterally.

In addition, although NNCR advocates of quality education, and lay emphasis on the full development of educatees, people hope to quickly succeed and instant benefits because of desire for excellent resources of quality education, even NNCR claims that educatees burden should be decreased at the present, the phenomenon of making up lessons is still continuously serious in China. Educatees are sandwiched between quality education and examination-oriented education, educatees discourse power naturally face a dilemma in school and at home. It is a contradiction that NNCR wants to give the power of discourse for educatees all-round developed, but the power of discourse is withdrawn in teaching practice, which deviates from the original intention that the basic educational reform devotes to pursue the object.

Strategy

Although NNCR makes many achievements, it still faces more challenges because of a lot of dispute. It is necessary to minimize the gap between the ideal appeal and the actual situation of NNCR under the context of the discourse, which impacts on distribution and utilization of the power of education discourse. In education field, it is prerequisite for balancing the power of discourse to respect the discourse subject and build a dialogue platform for them. Therefore, administrative power should be decentralized, and then transfer their power to the public, in order to impulse “dynamic equilibrium” of education discourse to “consciousness based education”.

1. Dynamic equilibrium : reset of the power of “insider” discourse

Not a factor unilaterally plays a leading role in curriculum reform, education officials, experts, scholars, teachers and educatees have a lot to do with its success or failure, they become the group of “insider”. It is not a simple corresponding relationship between the
The practice of “insider” and NNCR. The discourse of educational administration is at the top of the hierarchy of pyramid, the discourse of scholars, teachers and educatees are at a passive position. They only become the obedience of new educational order, operator and practitioners of new curriculum, have not right to participate decision-making, so a hierarchy of control and alienation is formed between education administration and other insider.

Therefore, hierarchical structure of pyramid should be broken. At various stages of development of NNCR, the role of educational administration should change into the one that they coordinate and guide the education practice. Experts and scholars should use rational discourse to analyze and integrate the opinions about NNCR. The teachers who teach in forefront, should have a more active, positive discourse, to discuss the academic controversy, and participate in reform and adjustment of standards of NNCR. The principal status of educatees in education should also be put high value as same as discourse power, they may put forward their thoughts and suggestions about NNCR.

In addition, we must dismantle the barrier between school and society, curriculum and life. Only in this way, educatees will understand learning is not the additional burden of life, but the needs of all-rounded development. Only the discourse of “insiders” are fully respected mutually, they enjoy real equality, change the distribution of the power of discourse from pyramid hierarchy into round-table, then through creating an dialogue atmosphere of dynamic equilibrium, the discourse of “insider” will be integrated in order to more perfectly promote the ideas and practice of NNCR.

2. Educational consciousness: mutual participation of “outsider” and “insider”

NNCR is not only concerned with basic education itself, it depends on participation of “outsider” whether it successful implement and develop, where the “outsider” refer to the public out of insider. They create a dynamic external environment where education discourse is situated. It is a little difficult to reset the dynamic equilibrium of the power of education discourse by basic education itself; it still needs participation of “outsider” and “insider” together. That is to say, all the people should be involved. Civil participation is a paradigm of educational practice beyond the campus. Through a variety of beneficial ways, all the people’s comprehensive quality is enhanced through civil participation; a fair and equitable education field is created.

Civil participation is complementary with basic education. It is the premise and guarantee that NNCR smoothly implement. Therefore, through the relevant cultural tool, NNCR enforces the comprehensive quality of teachers and educatees in an all-around way, integrate civil participation into basic education, then gradually gathers strength of teachers, educatees and their parents, the public and society, forms a kind of support and recognition to the balanced distribution of discourse power for public, and then develop into a national “Educational consciousness” which refers to voluntarily and dynamically, non-utilitarian invest in education. From the “civil participation” to “educational consciousness”, the previous pyramid hierarchical structure of discourse power is broken; the discourse power of education is a conscious return to the rational situation.
Conclusion

When the framework of the NNCR is issued and carried out, it has been focused on text and practice, such as adjusting, improving and perfecting the curriculum standards, the implementation and development of policies. It is indeed curriculum reform system that NNCR adheres to establish according to the scientific outlook on development. NNCR is a complicated systematic project, which is bound to encounter a variety of problems in the implementation process, so, we cannot deny their outstanding contributions any way. In fact, many controversies have a great relationship with “people” in the implement of NNCR. If we only attach importance to the framework and standard, neglect of the initiatives of “people”, it is only just to solve the symptoms of issues. However, the dominant issue is to distribute the discourse unbalanced and lack of effective mechanisms of dialogue and communication.

Some scholars think that the path and method of NNCR mainly embody in three specific areas: the compromise of different theory to leave room for different voices; the compromise of the history and reality to develop the expansion space; the compromise of local traditions and foreign experience to create opportunities to achieve the best condition (Deyong, Hao, 2010, pp.33-37). In fact, it should be expressed as “compromise and balance” of different discourses, in order to provide the new path to realize the education humanism. Therefore, we should break the pyramid hierarchy of discourse, combine basic education with public participation, decrease the centralization of administration discourse power, balance the discourse of experts, teachers, educatees and even social people, and build practical dialogue platform and communication mechanisms from the bottom to top so as to achieve comprehensive “educational consciousness.”

Of course, even the power of discourse get to equilibrium, a new round of debate of NNCR may be necessary to be sponsored which should guard against one-sidedness to implement NNCR. But any way, from the view of “people-orientation” to start, we pay close attention to the power of education discourse and make them balanced distribution. It is more conducive to fundamentally establish a perfect and long-term development mechanism for NNCR.

Reference

Mia Farang: Multiple and Ambiguous Images

Patcharin Lapanun
Center for Research on Plurality in the Mekong Region (CERP)
Faculty of Humanities and Social Sciences, Khon Kaen University, Thailand
E-mail: lapanun@gmail.com

Abstract

This paper problematizes the ideas about mia farang (“wives of western foreigners”), who are often stereotyped on the basis of an economic perspective that connects them to the sex industry. I want to show that mia farang make up an inherently ambiguous category of women. This ambiguity is shaped and (re)produced through the discourse of mia chao (“rented wife”), which associates women married to Westerners with those working in the sex and entertainment industries during the Vietnam War. At the same time, however, there is a positive image of these women, which is built on their fulfilling the traditional norm of a dutiful daughter and their ability to contribute to their natal village – practices embedded in local norms and values. Thus, I argue that the image of the mia farang is ambiguous and complex, rather than simply a social stigma as noted in a number of scholarly and popular works.

Keywords: mia farang, transnational marriage, multiple images, Thailand, Isan

Introduction

The Thai term mia farang literally means a Thai wife of a Western man. The ways in which mia farang were perceived and talked about both in Thai and Western societies often highlighted material gains by virtue of marrying a farang (Caucasian or White) man. In Thai society, by and large, such inter-ethnic marriages are seen as a shortcut to wealth. Frequently, the marriages were mentioned as being built on ‘nothing but money.’ Also, women marrying farang men were often perceived as being associated with prostitution. These views were particularly prevalent when the women in question were from rural villages. Such women apparently made up the majority of Thai women married to foreigners (NESDB 2004, Ratana 2005, Patcharin 2013). Indeed, mia farang consist of a heterogenous group of women who come from diverse socio-economic and educational backgrounds; and who took different routes to enter into transnational marriages. However, ideas about these women are often stereotyped. This paper aims to problematize such ideas. Through studying in an Isan community/village called Nadokmai1, I argue that the images of mia farang are rather diverse. Such images highlight the ambiguous and complex perceptions towards these women as well as current transnational marriages between Thai women and Western men.

I draw my argument on the fieldwork conducted during 2008-2009 in Nadokmai. Nadokmai encompasses five muban which were one village in the past. According to the survey conducted in six Isan provinces in 2004 (NESDB 2004), a number of women in Nadokmai who

1 The village’s name and all person names quoted in this paper are pseudonyms.
married to Western men are the highest. My survey in 2008 shows that there are as many as 159 women who were married to or have lived with foreign men; and 22 women whose relationship had ended. At the time of my research, there were 25 mia farang living in the village; about ten farang men resettling with their wives in the village for more than five years; some farang men in this group have lived in the village for six months or more every year. Those men working in their home countries or elsewhere managed to come and live with their wives in the village every year. Similarly, the mixed-couples resettling in their husband’s countries have also visited woman’s natal family and village annually or every other year.

An increasing number of mia farang and the ways in which these women (and their husbands) have lived their transnational lives accentuate ties, relations and encounters between the women and villagers (and other local residents in Thai society). This situation not solely reinforced the perceptions and expectations towards these women, but also underpinned their images. This paper discusses the diverse images of mia farang against ideas about these women which are often stereotyped.

**Mia farang and the Thai collective memory of mia chao**

The global power of the US in the aftermath of the World War II led to an expansion of its military bases in many parts of the world. In Asia, American bases were set up in Japan, Thailand, South Korea, and the Philippines. At these sites, entertainment businesses were established to serve the needs of American servicemen away from home. Women from the countryside who only played a marginal role in agriculture were attracted to these sites by employment opportunities generated by the influx of American military personnel (Cheng 2007; Cohen 2003; Enloe 2000). In the case of Thailand, by hosting the US air bases during the Vietnam War, a number of localities turned into places for Rest and Recreation (R&R) for American soldiers fighting in Vietnam.

Udon Thani is one of the seven US air bases that were stationed in strategic areas in Thailand. It is estimated that in the mid 1960s as many as 6,500 soldiers per week flooded to Thailand for R&R (Weisman 2000:182). The total number of American troops at various locations in Thailand reached a peak of 140,000 in 1969, including those working at the bases and those coming for R&R leaves (Cohen 2003:60). Restaurants, hotels, nightclubs, bars, massage parlors, coffee shops and brothels sprang up especially in areas surrounding the bases. The relationships between the American military and local women developed in theses R&R sites, sometimes reached a semi-permanent stage when the woman shared a home with her American boyfriend for the rest of his stay in the country. This kind of relationship was dubbed ‘mia chao’ (rented/hired wife): the woman would provide sexual service and do domestic work for her partner for a price. Such a relationship was usually some degree of emotional involvement from both sides. Nonetheless, the relationship was understood to be a temporary one (Cohen 2003; Van Esterik 2000). Yet, there were relationships that were prolonged and eventually resulted in marriage. These marriages re-emphasized a connection between prostitution and marriage to Western men in the Thai collective memory, which continued to question all Thai-Western marriages. Regardless of what the background of the Thai wives might be, they were subjected to such interpretations. In Thai society, in general, this type of marital relation is viewed as a factor representing a potentially ‘fallen’ status of Thai women. Many ‘good’ women having a Western husband, as well as those working with Western partners, took pains to maintain their reputation, which might be besmirched by their fellow country people (Weisman 2000).
The residents of Nadokmai whom I spoke with told me they were well aware of the ‘look down’ attitude towards women marrying farang. However, there were mia farang and their parents and relatives who contended this had recently changed. The social stigma attached to women marrying a Western husband had been diminishing and the transition had to do with women’s capability to support their natal family and kin as well as their natal village. However, many mia farang experienced the anxiety and challenging attitudes towards them. Such experiences were particularly prevalent in urban settings. For examples, one woman said; “I often got odd looks when I walked with my husband near the hotel in Udon and other places. Though they [hotel staff and guests] did not say anything, I knew they questioned if I had a background that involved prostitution.” Another mia farang recalled; “While walking with my husband along the street, I heard someone (a male) say, ‘an old buffalo likes young grass’ (wua kae chop kin ya-on). I knew what was in his mind. He must have thought that I was fishing for an old farang for money.” These experiences had often put women under pressure as they encountered situations in which they felt they were being looked down upon.

The symptomatic of social prejudices keenly felt by the women have to do with the social stigma produced through the discourse of mia chao. Despite such a challenging attitude, a secure future and comfortable life that mia farang have obtained with Western partners allow these women to fulfill a social obligation of dutiful daughters who take care of and support their parents.

A dutiful daughter

The notion of a ‘dutiful daughter’ is a highly valued cultural idea in Thai society. It draws on the Thai cultural norm of bun khun – a mutual reciprocity underlying relationships between parents and children in Thai families (Akin 1984). Talking about their desire to marry a farang man, most women in Nadokmai – both mia farang and those who seek for relationship with Western men – often mentioned their wishes to fulfill the mutual relation of bun khun to their parent by comforting and taking care of them as a part of their motivations to engage into the current transnational marriage.

Bun khun reciprocity has to be captured in the contexts of gender relations in Thai society influenced by Buddhism. Daughters and sons are required to repay the debt of gratitude to parents differently. A son is expected to ordain a monk for a period of time in his life. By doing this, sons can generate a store of merit for their parents. This act is considered to be a major way for sons to express their gratitude to their parents. Women, according to Thai Buddhist practices, are not allowed to become monks. Daughters can repay the debt of gratitude by contributing to household affairs and providing material necessities and comfort to their parents. Fulfilling this filial obligation symbolizes the gratefulness of a dutiful daughter which is highly valued in Thai society.

In Nadokmai, it is common for mia farang to keep contact with their parents and siblings regardless of where they resettled with their husbands. Such contacts were made through various means eg. regular chats via internet and telephone and home visit. Many women sent allowance to their parents (and siblings) regularly or upon request. Some were able to augment their assets such as house, car and paddy land. At the time when I was in the village, the relatively new houses with garden and lawn built in the typical urban styles belong to mia farang. The improved material wealth and living standard among mia farang and their natal families are amply manifested in the village. Such an improvement symbolizes women’s ability and practice to comply a Thai cultural norm of bun khun.
On their part, *mia farang* always gave priority to and talked about their attempt to maintain relationships characterized by the Thai cultural norm of *bun khun*. Some women stated out this concern right at the beginning of the relationships with the men they associated with. For example, Kaew, a divorced mother in her late twenty, who began seeing Bob, an Australian man in his mid-fifties, when I started my fieldwork in Nadokmai. At my request, Kaew recalled the conversation with Bob and his response regarding her commitment to support her parents in renovating the house: “... He called me every day...He also sent me a gift catalogue and asked me to choose what I wanted [Kaew showed me a catalogue of jewelry, shoes, purses etc.]. I wanted to tell him don’t send me gifts; I would rather have money so that I can renovate my house...He came to see me in the village in March [2008] and stayed at the hotel in Udón, not at my house. Before leaving, he told me that my house looks like a hut, not a house and that he would help renovate my house, but it has to be step by step. He cannot make everything happen like magic since he is not a rich man.” When I met Keaw subsequently, she expressed her worry about whether Bob would keep his promise to help renovate the family house. She waited with anxiety. Her father was also excited by the prospect of getting support from Bob as he had seen many wealthy *mai farang*’s families in the village. During my visit to the village in August 2010, the house was finished. By that time Kaew had already left to resettle in Australia with Bob.

Though Kaew was successful in conforming the cultural norm of *bun khun*, this was not always the cases. Some women were not able to follow it. In any case, the attempt to fulfil this norm often put women under great pressure as parent-child relations in Western societies are formalized in a different manner than that of Thai society. There are less expectation of reciprocity between the children and the elder generation. Rather, it emphasizes the nuclear family value and the relationship between spouses above the relations with parents of either wife’s or husband’s side (Panitee 2009). This cultural distinction might make it difficult for Western partners to comply with the wish of their Thai wives and to contribute financially to the needs of parent’s (and sibling’s), especially when regular demands were involved. Inevitably, the distinct differences of the cultural scripts had shaped relationships between the couples and created tensions among them and women’s parents (and siblings). However, in most cases women put their effort to conform this filial obligation. It is precisely this dimension – the women’s strong sense of obligation towards their families, and not being able to let that go, and the relationship with their husbands – that is most crucial in making these marriages possible or in the end, impossible.

It can be said that the social obligation towards their families legitimates women to enter into the current transnational marriage as the marriage enables women to fulfil a highly valued cultural norm in Thai society. At the same time, such a marriage also allows *mia farang* to gain social recognition which complicates their image, thereby adding another layer to the images of *mia farang*.

**Strategic resources (for village development)**

In Nadokmai, the consumption power and comfortable living the *mai farang* enjoyed were evident – the possession of houses, cars, and other valuables, not to mention the enviable lifestyles of the mixed couples. Apart from the improved standard of living, the contributions these women and their husbands made to the community were for all to see. Though such a generosity was ambiguously viewed by locals, the expressions of appreciation particularly from community leaders and some villagers were prevalent. These people viewed *mia farang* and their husbands as strategic resources for village development.
For instance, when talking about mia farang, the head of the sub-district municipality often related them to (material) progress (khwam charoen) in the village as well as to an improvement in the living conditions of the women’s natal families. As he put it: “...without mia farang and their husbands, we would not see as many cars, motor bikes and the big, nice houses in the village as we do nowadays... These women take care of their parents and support their children’s education. Some build a new house for their parents and send them an allowance. These are the things mia farang and their husbands have brought to the village...The women also co-operate with the community; they always contribute to communal development and village fairs.” This local leader, like some village committee members and local residents, often talked about these changes with pride. They viewed material improvement as symbols of khwam charoen indicating that their village was not left behind in the race for modernity. He also attributed the growth of businesses such as grocery stores, computer shops and restaurants in the village to the consumer power of mia farang, their husbands, and their natal households. At the same time, the economic improvement induced mixed couples to invest in various businesses both in the village and elsewhere. In the eyes of this local leader, transformation in the village over the previous decade, especially in terms of material progress, was largely influenced by overseas remittances from mia farang. Without this contribution, it would have been difficult for Nadokmai to reach this stage.

The community leaders’ view regarding contributions of mai farang to their natal village is relevant. While conducting research in Nadokmai, I was struck by the appearance of a mixed couple’s names as well as names of Thai women with a foreign last name at communal places and facilities, e.g. chairs and tables in community centers, schools, temples and local government offices. In the village schools, I also saw pictures of women and their farang husbands visiting and making contributions to schools on the boards presenting school activities. In the houses of mia farang, a display of certificates indicating the donations they made to schools and local organizations was also observed.

Such contributions made by mia farang in many cases relieved the financial burden which would have fallen on village residents. A female market trader in her fifties gave this assessment: “We [villagers in Nadokmai] would have to donate the money; each household pays 200-300 baht to hire mo lam to perform in the customary ceremonies. Now, sometimes, mia farang just sponsor it. It does not really matter for them...They are richer [than us].” Generally, villagers like this trader were aware of and pleased about mia farang’s generosity. However, the contributions were also perceived as a way to gain social recognition and to cover up the women’s background and past career – associated with the sex industry.

For mia farang, such local expectations often brought tensions to them when they could not meet the demands. As Sa, a mia farang living in Nadokmai with her Swedish husband, expressed her feelings: “I really feel bad, even angry at myself that I cannot respond to the community requests. I have tried my best to meet these demands, but sometimes I truly could not make it and just contributed what I could...You know, there is a higher expectation of mia farang. I do not blame anyone; I do not blame the society. My siblings and relatives also expect [financial] support as well; they all thought we [mia farang] are rich and need our help.” In spite of her disappointment, Sa, like a number of mia farang I spoke with, kept making contributions when demands were made. Sa talked about her contribution as an affirmation of her commitment and belonging to her home village, regardless of how local people perceive it.

In spite of the diverse views, such contributions reinforced an image of mia farang as strategic resources for village development. The various social and cultural meanings of such
contributions testify to the complexity and ambiguity of perceptions towards *mai farang* which cannot be captured solely from an economic perspective or women’s past experience.

**Conclusion**

The multiple images of *mia farang* discussed in this paper reveal the fact that *mia farang* makes up an inherently ambiguous category of women. This ambiguity is shaped and (re)produced through various factors and means. There are long-standing, unfavorable opinions of these women drawn on the discourse of *mia chao* associating women married to a Westerner with those working in the sex and entertainment industries during the Vietnam War (or connecting these women with those working in the tourist destinations catering for the sex industry), regardless of the diversity of *mia farang*’s backgrounds. Paradoxically, *mia farang*’s positive image builds on their fulfilling the traditional norm of a dutiful daughter. The explanations of Thai women’s life-long obligations to their parents (and natal family) drawing on the cultural norm of *bun khun* are prevalent in a number of studies in the fields of labor migration, marriage migration, and prostitution (Buapan et al. 2005; Mills 1999; Muecke 1992; Panitee 2009; Sirijit 2009; Sukanya 1988; Thisa 1980). This paper builds on these studies; it also reaffirms that the idea of a dutiful daughter is an important factor both in explaining and legitimizing the engagement of women in transnational marriages. Taking one step further, this paper reveals that the cultural norm of a dutiful daughter also provides women with room to negotiate the negative image of *mia farang* relating these women with prostitution.

Local perceptions regarding women with a Western partner as strategic resources for development add another layer of the complexity to the image of *mia frang*. Apart from nurturing close ties with their rural family, most *mia farang* maintain good connections within the local community, especially through material contributions to social (and religion) causes locally. Such contributions allow them to maintain a village-based identity and reaffirm a commitment to their natal community. These supports testify to their economic achievement and the appreciations of fellow villagers enhance their sense of belonging and bring them social prestige. Together with the fulfilment of the obligations of a dutiful daughter, these acts combine to counter the ambivalent attitudes toward *mia farang*.

Despite *mia farang* comprise of women with diverse backgrounds, perceptions about them are mostly stereotyped. While a number of authors have indicated a decrease of social stigma and negative attitude towards women having a Western husband (eg. Panitee 2009; Ratana 2005; Weisman 2000), this paper shows that the image of the *mia farang* is at best ambiguous and complex. Such a complexity and ambiguity according to Appadurai (1996) is a part of social transformations and (re)production of Isan communities in the face of local and global encounters.
References


The Relationship between Competitive Capability Factors and Business Performance: Facts and Figures from Retail Banking Sector in Hanoi

Vu Huy Thong¹, Doan Thi Thuy Anh² and Duong Thuy Ha³

¹Assoc.Prof.,PhD. National Economics University, Vietnam
²MBA, Lecturer, Department of Bank and Finance, Vietnam Trade Union University, Vietnam
³MBA, Lecturer, School of Banking and Finance, National Economics University, Vietnam
¹E-mail: vhthong@yahoo.com; thongvh@neu.edu.vn, ²E-mail: thuyanhdt3101@yahoo.com.vn and
³E-mail: thuyha@neu.edu.vn

Abstract

Retail banking sector has now been being a stable contributor in term of sales revenue for commercial banks. It is essential for banks to clarify impacts of different competitive capability factors on their business performance to make appropriate management decisions; hence creating efficient business performance. This paper mainly aims to offer an orientation to banks on their management activities on the basis of evaluating impact of different competitive capability factors to business performance, particularly in the area of Hanoi, Vietnam.

Keywords: competitive capability, business performance, retail banking.

1. Introduction

Recently, with the development of Vietnam economy, customers’ demands, especially individual customers’ needs have been increasing sharply. Therefore, developing retail banking is now a new trend, which becomes an essential requirement for most banks at present. The market is very potential; however, commercial banks in Vietnam, particularly in some big cities such as Hanoi have a stiff competition, even more when some foreign banks have joined into the market.

Understanding all these pressure, some commercial banks in Hanoi have enlarged many activities with a purpose to raise their own competition capability and to develop retail banking service as the keys for that strategy. By estimating the relationship between competition factors and business performance in retail banking service, commercial banks will create their own competition strategies to guarantee the stability and increase their market share in the future.

2. Literature Review

About competitive capability

Many authors have researched competitive capability as macroeconomic phenomenon and searched for factors affecting to this particular aspect through macroeconomic indicators; such as exchange rate, interest rate, government budget deficit (Hauner and Peiris, 2005; Claessens and Laeven, 2003). Other economists like Hempell (2002); Bikker and Groeneveld (2002) approached that the acuteness of competitive capability of bank comes from customers’ diversity and their income as the result of increasing clients (national labor market statistics) and income.
Contributing to these studies, Fu and Shelagh (2009) have investigated the case of 55 developed-countries and conducted a common trend between competitive capabilities measurement and resources-rich countries. He demonstrated that a nation with preferential natural resources and high-technology would be a banking center of financial world; where would occur a huge competitive in banking industry. Recently, many studies advocated that government policy impacted greatly on competitive capabilities of retailing banks (Buchs và Mathisen, 2005; Claessens, 2006; OECD, 2005). It differs from perspective of Hondroyiannis et al (1999), Yeyati and Micco (2007). They noted that the difference of governmental management’s views and effective economic activities are main factors that affect to competitive capabilities of enterprises in general.

About competitive capability and business performance

A common conclusion of related studies has indicated a system of factors to evaluate competitive capabilities of banks. Furthermore, the relationship between competitive capability and business performance was examined through this system. However, depending on research scale, there are many factors that were included in distinct groups in each particularly research. The theory of mixed value by Treacy and Viersema was first introduced to public in 1997, developed in 2000 and being extended by number of economists like Sheth and Sisodia. The theory of mixed value was based on 3 elements, including: (i) leading products, (ii) loyalty customers, (iii) perfect procedure. Considerable supporting to Barth et al (2001) models, Thompson et al (2001) and Barth (2003) showed a framework of factors measurement on retailing bank’s competitive capabilities. They are: (i) labor quality, (ii) implement, (iii) knowledge, (iv) system, (v) technological ability, (vi) finance and policy. In addition, Barth (2003) suggested bank’s reputation as a significant factor in the model. In term of judging distinction of competitive capabilities across periods, other studies found similarly factors as Victor Smith research (2002) despite of different places in researching. In conclusion, the competitive capabilities of retailing banks are supposed to affect by these below factors: (i) reputation value, (ii) product quality, (iii) service diversity, (iv) labor quality, (v) facility.

3. Theoretical Framework

Proposed research method

After reviewing and assessing advantages and disadvantages of the models from previous studies, the competitive models of Victor Smith (2002) and M. Porter (1995) have chosen as the research model. However, in accordance with practical development of activities of retail banking in Hanoi, we carried out in-depth interviews with senior managers of the banks then adjusted and supplemented a number of factors. The research model contains 8 factor groups which have been determined in research model of Victor Smith (2002): intellectual property (i), networking (ii), product (iii) and service (iv). Besides, these several different factors namely technology (i), promotion (ii) and financial resources (iii) that have been taken from model of M. Porter (1995). The combining of the two models above has performed on the basis of reference and contribution through qualitative research (in-depth interviews). From the in-depth interviews with 10 senior staffs from head range to deputy general manager of a variety of joint-stock commercial banks in Hanoi, we added factor “prestige” into this research because the reputation of banks in Vietnam is also one of elements which makes decision by customer when they want to use retail banking services of commercial banks.
According to this research model, a theoretic system has been formed, consisting of:

- **H1**: Factor “products” has a positive correlation with business results.
- **H2**: Factor “services” has a positive correlation with business results.
- **H3**: Banking network has a positive correlation with business results.
- **H4**: Prestige of banks has a positive correlation with business results.
- **H5**: Trade promotion activities have a positive correlation with business results.
- **H6**: Financial Capability has a positive correlation with business results.
- **H7**: Intellectual Capital has a positive correlation with business results.
- **H8**: Factor “Technology” has a positive correlation with business results.

### 4. Research Methodology

#### Research design

The survey employed in this research was designed to investigate usage in the retail banking sector on the basis of evaluating impact of different competitive capability factors on business performance, particularly in Hanoi area. Specifically, this particular research questionnaire was developed based on a modification, extension and combination of past studies on organizational resources adapted from Victor Smith, 2002; Barth et al., 2003; Casy Gleason and Akua Soadwa, 2008; Fu and Shelagh, 2009; Lar Ostergaard, 2010. Ensuring the relevance for Hanoi Trade area, those questions was translated and edited. The questionnaire set with 46 questions was divided into two parts: (i) Part I: Mainly focusing on 2 items: customers’ demography and experience of using banking services. (ii) Part 2: Including these questions to examine customer attitudes competitive capability factors on business performance in term of retail banking in commercial banks.

#### Data collection and analysis

The data were collected from customers of commercial banks in trade area of Hanoi, focusing on bank and enterprise managers. As a result, 316 questionnaires were returned out of the 320 questionnaires distributed and useable for further analysis. Using a 5-point Likert-scale, competitive advantage is measured based on an
interval scale namely from 1 (very low) to 5 (very high). The questionnaire consists of two parts: (i) Part 1: Personal information (age, gender, educational experience, etc.); (ii) Part 2: Main elements (8 items: product, service, networking, prestige, financial resources, intellectual property, promotion, technology, business performance). A pilot study was initially conducted to establish the reliability of the questionnaire scales and measurements. The data were estimated by the Cronbach's alpha (CA) coefficients for the variables. Exploratory factor analyses (EFA) were carried out to measured variables.

5. Key Findings

Descriptive analysis

Within 316 completed answer sheets, male respondents are 35.8% and female respondents are 64.2%. People from 30 to 50 years old occupy highest proportion (77.5%), followed by 20% of people within 20-30 years old. The percentages of people over 50 years old are only 1.6%. Regarding educational level structure, over 79.8% of respondents have bachelor degree or post-graduate degree. There are only 20.2% secondary students. According to the frequency analysis, half of respondents have income 10-20 million VND per month (58.2% and equal to 190 people), following by 26% of “under 20-30 million VND per month” group and 15.8% of “over 30 million VND per month” group. And, about retail banking experience, 53.8% of respondents have 1 to 5 year experience and nearly half of them have over 5 years are using various services of commercial banks.

Reliability coefficient of the scale analysis

A numerous scales of foreign researches as well as self-developing scale were used in order to build the official research scale. Thus, testing the reliability of those scales are really essential.

Table 1: Reliability tests

<table>
<thead>
<tr>
<th>Number</th>
<th>Factors</th>
<th>Cronbach Alpha</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Product</td>
<td>0.703</td>
</tr>
<tr>
<td>2</td>
<td>Service</td>
<td>0.81</td>
</tr>
<tr>
<td>3</td>
<td>Network</td>
<td>0.707</td>
</tr>
<tr>
<td>4</td>
<td>Prestige</td>
<td>0.765</td>
</tr>
<tr>
<td>5</td>
<td>Finance</td>
<td>0.833</td>
</tr>
<tr>
<td>6</td>
<td>Promotion</td>
<td>0.75</td>
</tr>
<tr>
<td>7</td>
<td>Intellectual capital</td>
<td>0.767</td>
</tr>
<tr>
<td>8</td>
<td>Technology</td>
<td>0.719</td>
</tr>
</tbody>
</table>

According to the reliability coefficient testing method (Cronbach’s Alpha index), those observed variables which have “Cronbach’s Alpha if item deleted” higher than scale’s Cronbach’s Alpha index or “Corrected item- total correlation” lesser than 0.4 might be considered removing in order to enhance the result. The official research scale will be built after those adjustments. In summarize, after testing the Cronbach’s Alpha of all 8 factors, research could find that all of 8 factors have reliability (Nunnally, J 1978) and ready to move to next stage- Exploratory Factor Analysis (EFA).
Exploratory Factor Analysis results

After solving EFA with 35 competitive capability variables, the detail results were shown on the appendix.

KMO index =0.897>0.8: It satisfies EFA requirement (Kaiser, 1974) [See: Appendix 1]

The Sig. of Barlett test is 0.000< 0.05. That means Ho hypothesis is rejected. There is coefficient between variables in model and EFA could be applied.

The results show that original eight factors, after rotating, were transformed to new eight factors. The newly identified factors were built on scales of its own and other factor. Therefore, some factors will be renamed to express new denotation: F1 is named “the quality of services”, F2 is named “the quality of promotion”, F3 is “financial capability”, F4 is “quality of intellectual capital”, F5 is “bank prestige”, F6 is “quality of products”, F7 is “quality of technology” and F8 is “distributional network”.

After naming new factor, Reliability Coefficient of five new factors will be re-tested in order to make sure all of them are reliable enough to regression a model. And all of new eight factors pass reliability coefficient test again.

Regression analysis

The dependent variable “business performance” is affected by eight independent variables. Thus, in order to estimate factors that influence the performance of commercial banking in Hanoi, following linear regression is applied

\[ KQKD = \beta_0 + \beta_1 \times F1 + \beta_2 \times F2 + \beta_3 \times F3 + \beta_4 \times F4 + \beta_5 \times F5 + \beta_6 \times F6 + \beta_7 \times F7 + \beta_8 \times F8 \]

R Square of Model is .462 and Adjusted R Square of model is .448. Both of coefficients are higher than 0.4 and Standard Error of estimation are satisfactory. However, R Square seems to be more suitable than Adjusted R Square because it is not exaggerate the relevance of the model [See: Appendix 2]. In ANOVA table, Sig. value= 0.000<0.05. Thus, regression coefficient of independent variable is different from 0 [See: Appendix 3]

Seven of eight variables (F1, F2, F3, F4, F5, F7, F8) is significant (Sig. value=0.000<0.05) and all of their \( \beta > 0 \). It means all of seven variables have positive influence to business performance of commercial banks in Hanoi.

Variable F6 (quality of products) is not significant (because Sig. value= 0.173>0.05). Thus, it is impossible to declare that quality of products have positive affection with business performance. This result could be examined by the similarity of production in banking sector [See: Appendix 4]

<table>
<thead>
<tr>
<th>Structural path</th>
<th>Coefficient</th>
<th>t-value</th>
<th>Sig.</th>
</tr>
</thead>
<tbody>
<tr>
<td>H1: There is a positive impact of Service Quality on organizational performance</td>
<td>0.145</td>
<td>4.732</td>
<td>.000</td>
</tr>
<tr>
<td>H2: There is a positive impact of Promotion Quality on organizational performance</td>
<td>0.258</td>
<td>8.461</td>
<td>.000</td>
</tr>
<tr>
<td>H3: There is a positive impact of Financial Capability on organizational performance</td>
<td>0.194</td>
<td>6.358</td>
<td>.000</td>
</tr>
<tr>
<td>H4: There is a positive impact of Intellectual Capital Quality on organizational performance</td>
<td>0.235</td>
<td>7.703</td>
<td>.000</td>
</tr>
</tbody>
</table>
As the regression results showed, all factors have positive impacts on organizational performance. They include (i) quality of service, (ii) quality of promotion, (iii) financial capability, (iv) intellectual capital quality, (v) bank prestige, (vi) quality of product, (vii) quality of technology and (viii) distributional network. Consequently, based on improving these factors, it is able to enhance organizational performance which will lead to increased competitive capability of the bank. This is clarified through the interviews and qualitative analysis discussed earlier.

In terms of coefficient (beta), it can be seen that the most valuable ratios are beta2 (the quality of promotion) and beta4 (quality of intellectual capital). As a result, scale promotional improvement of the quality of human resource should be investment priorities if there a limitation of budget and/or resources for commercial banks. The interviews and qualitative analysis discussed earlier also support these quantitative results. This can be fundamental for establishing measures with the purpose of enhance competitive capability of commercial banks in Hanoi.

6. Recommendations And Conclusions

The competitive capability of the commercial banks has to depend on a system of factors. Therefore, the proposed system also has to be very diverse and open so that each bank can adjust relying on their own conditions. Specifically, some salient proposals are given as follows:

(1) Interms of commercial banks perspective: In each stage of development, the banks may have different priority targets and leads to competitive capabilities are also different. As those conclusions which have been pointed out, the research recommends that banks should focus on investing for the quality of the workforce, because this is source of the remaining factors. Next, they always have to maintain and strengthen their image in the eyes of customers. The general view of the whole system is not just for a short-term or immediate profits but the image should be built over many years. By this way, each bank will have loyal customers as well as the ability to find new customers will also be promoted.

(2) For the State Management Agencies: It is important that the state authorities should create a fair playing field between the banks. This is not the first time mentioned in researches, but it is never too old, especially in conditions of Vietnam is to completely abolish the barriers and the presence of foreign banks will bring much changes to the Vietnam finance and banking market.

Beside some achieved results, this research still has some limitations: (i) the variables used in the model are qualitative variables, there is no combination with some quantitative variables to measure competitive capability and business efficiency as of the chartered capital, loans, turnovers, market shares, ROA, ROE. (ii) in the model, the variable "quality of products" was excluded because it did not meet the
requirements for statistical significance. Although there were some opinions about removing this factor, the authors will retest that hypothesis with new data in the subsequent researches. This paper has proposed some orientations as evaluating the competitive capability between the banks based on those factors above; researching competitive ability based on other factors such as "capital structure" or "scale of bank" or else for further new researches.

References
D.Hauner, SJ Peris (2005), “bank efficiency and competition in low-income countries: the case of Uganda, IMF working paper no.05/240
Appendix

Appendix 1
KMO and Bartlett's Test

<table>
<thead>
<tr>
<th></th>
<th>Total</th>
<th>% of Variance</th>
<th>Cumulative %</th>
<th>Total</th>
<th>% of Variance</th>
<th>Cumulative %</th>
</tr>
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<tbody>
<tr>
<td>Component</td>
<td>Initial</td>
<td>Extraction</td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Eigenvalues</td>
<td>Sums of Squared Loadings</td>
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<tr>
<td>2</td>
<td>2.334</td>
<td>6.669</td>
<td>35.623</td>
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<td>6.669</td>
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<tr>
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<td>3.945</td>
<td>54.071</td>
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<td>3.945</td>
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<td>1.197</td>
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<tr>
<td>8</td>
<td>1.082</td>
<td>3.091</td>
<td><strong>60.582</strong></td>
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<td>3.091</td>
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<td>.975</td>
<td>2.787</td>
<td>63.368</td>
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Appendix 2
Model Summary

<table>
<thead>
<tr>
<th>Model</th>
<th>R</th>
<th>R Square</th>
<th>Adjusted R Square</th>
<th>Std. Error of the Estimate</th>
</tr>
</thead>
<tbody>
<tr>
<td>dimension0 1</td>
<td>.680</td>
<td>.462</td>
<td>.448</td>
<td>.54147</td>
</tr>
</tbody>
</table>

a. Predictors: (Constant), FAC8_1, FAC2_1, FAC3_1, FAC7_1, FAC6_1, FAC4_1, FAC1_1, FAC5_1

Appendix 3
ANOVA

<table>
<thead>
<tr>
<th>Model</th>
<th>Sum of Squares</th>
<th>Df</th>
<th>Mean Square</th>
<th>F</th>
<th>Sig.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Regression</td>
<td>76.785</td>
<td>8</td>
<td>9.598</td>
<td>32.738</td>
<td>.000</td>
</tr>
<tr>
<td>Residual</td>
<td>89.421</td>
<td>305</td>
<td>.293</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>166.207</td>
<td>313</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

a. Predictors: (Constant), F1, F2, F3, F4, F5, F6, F7, F8
b. Dependent Variable: HQKD
### Appendix 4

**Coefficients**

<table>
<thead>
<tr>
<th>Model</th>
<th>Unstandardized Coefficients</th>
<th>Standardized Coefficients</th>
<th>t</th>
<th>Sig.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>B</td>
<td>Std. Error</td>
<td>Beta</td>
<td></td>
</tr>
<tr>
<td>1 (Constant)</td>
<td>3.434</td>
<td>.031</td>
<td>112.369</td>
<td>.000</td>
</tr>
<tr>
<td>F1</td>
<td>.145</td>
<td>.031</td>
<td>.199</td>
<td>4.732</td>
</tr>
<tr>
<td>F2</td>
<td>.258</td>
<td>.031</td>
<td>.355</td>
<td>8.461</td>
</tr>
<tr>
<td>F3</td>
<td>.194</td>
<td>.031</td>
<td>.267</td>
<td>6.358</td>
</tr>
<tr>
<td>F4</td>
<td>.235</td>
<td>.031</td>
<td>.324</td>
<td>7.703</td>
</tr>
<tr>
<td>F5</td>
<td>.109</td>
<td>.031</td>
<td>.150</td>
<td>3.566</td>
</tr>
<tr>
<td>F6</td>
<td>.042</td>
<td>.031</td>
<td>.057</td>
<td>1.365</td>
</tr>
<tr>
<td>F7</td>
<td>.141</td>
<td>.031</td>
<td>.194</td>
<td>4.611</td>
</tr>
<tr>
<td>F8</td>
<td>.173</td>
<td>.031</td>
<td>.238</td>
<td>5.670</td>
</tr>
</tbody>
</table>

a. Dependent Variable: HQKD
Application of SCOR Model in Supply Chain Management for Assessment of the Exporting Supply Chain of Consumer Products: A Case Study of Exporting at Phoo Doo – Laos Border Area in Uttaradit Province

Dussadee Buntam¹ and Gunt Intuwong²
¹,²Uttaradit Rajabhat University, Muang, Uttaradit 53000 Thailand
¹E-mail:Dussadeebuntanm@gmail.com and ²E-mail:Inchgun@hotmail.com

Abstract

This research aims to evaluate the supply chain management of the entrepreneurs at Phoo Doo - Laos Border Area in Uttaradit Province. The study was carried out by applying the SCOR Model in collecting data from 30 entrepreneurs, and performing an assessment of the supply chain management in terms of 1) planning of the expected sales according to seasons and festival periods of Lao People’s Democratic Republic, 2) the procurament of materials by entrepreneurs which takes 10-15 days for products from the industrial factories in Bangkok areas, and 3-5 days for products from Uttaradit and neighboring areas, 3) how the entrepreneurs can manufacture or prepare their products for traders of delivery to Laos, 4) the shipment of products to Laos takes 40 minutes for 50-kilometer distance (from Phoo Doo - Laos Border Gate to Parklai District in Xaiyaburi Province), and 5) the purchase return transaction for the delays of delivery which can be exchanged within 7 days, or compensated with a discount of 20%.

Keywords: supply chain model, supply chain management

1. Introduction

Lao People’s Democratic Republic is another interesting neighboring market for Thailand’s exporters because of several beneficial factors such as the adjacency of territories which supports the shipment between the countries. Besides, the acceptability of Laos economy and the quality of Thai products, the mutual intelligibility of Thai language by Laos people, nowadays Laos people consume Thai commodity products more than 70 percent when compared in the market share including products from Vietnam at 9 % and from China at 8%, and investment in the manufacturing of cooking oil, sugar, instant noodles, and household appliance.

Uttaradit Province is considered to be another important trading spot with Laos at Phoo Doo Border Crossing Points between Thailand and Laos which was established on 8th February 2015. [4] The trade, mostly commodity products, between the two countries begins from Phoo Doo Border Crossing Point which is now a temporarily permitted area to Xayaburi and Paklai District in Laos.

Therefore in order to prepare the local entrepreneurs of consumer products in Uttaradit Province for the trading and its competitiveness which will happen in the area, the development of sustainability and capacity for the entrepreneurs in business should be conducted in terms of their potential in logistics and supply chain management. In the study, the researchers apply a model based on SCOR MODEL to investigate the logistic
management and supply chain management of consumer product export from Thailand to Laos. It also aims at the assessment of supply chain management at Phoo Doos Border Crossing Point in Uttaradit Province to establish a guidance for the better management of traders in the area.

2. Method

In the analysis of logistic management and supply chain management of consumer products from Thai traders to the consumers in Laos, the study applied a model based on SCOR Model as follows;

2.1 reviewing documents, related literatures, researches, and statistics about logistics and supply chain in Laos,

2.2 surveying and collecting field data with in-depth interview with participants who involve with management and logistics of consumer products, entrepreneurs of consumer products, and officers from venue department whom were chosen by purposive sampling because they represent those who actually experience in the business with Laos,

2.3 investigating the routes in logistics of consumer products at Phoo Doos Border Crossing Point in Uttaradit Province and Thalee Border Crossing Point in Loei Province,

2.4 analyzing and synthesizing for conclusion of data from the in-depth interview which can be describe as follows;
- the logistic activities and supply chain management of consumer product export to Laos
- the efficiency of supply chain management of consumer product export to Laos which can be referred as the reliability, response, flexibility, supply chain cost, and asset management of the supply chain,
- Problems and obstacles in the procedures of logistic activities and supply chain management of consumer product export to Laos

2.5 seeking for solutions to increase the potential in the competition of logistic management and supply chain management of consumer product export to Laos by organizing discussion meetings among export traders, academia, and the public and private sectors.

3. Results

3.1 General Description of The Supply Chain Management of Consumer Products

Consumer products are considered to be a continuous trading which can be classified into two patterns; 1) purchase for household use, and 2) purchase for trading which in both cases, Laos traders will transport (either by four or six-wheeled trucks). They do not specifically choose an entrepreneur, rather one who offers a lower price or better credit.

Thai products will be distributed at Paklai District in Xayaburi which can be explained as follows;

1) planning of the expected sales according to seasons and festival periods of Lao People’s Democratic Republic which the entrepreneurs will benefit the survey for their next product preparation,

2) the procurement of materials by entrepreneurs which takes 10-15 days for products from the industrial factories in Bangkok areas, and 3-5 days for products from Uttaradit and neighboring areas, and each shipment will be transported with full potential loading,

3) the entrepreneurs manufacture or prepare their products for traders of delivery to Laos in which there might be re-packaging as agreed to order,
4) Laos traders will cross into Thai border by trucks, and will be responsible for the shipment of the products to Laos which takes 40 minutes for 50-kilometer distance (from Phoo Doo - Laos Border Gate to Parklai District in Xaiyaburi Province),

5) In the case where products are not relevant to order, Laos traders will come to Thai border to exchange new products on the next shipment date (approximately 7 days), or they might be offered with a discount of 20%.

3.2 The Assessment of Supply Chain Management of Consumer Products

The researchers performed an assessment of the supply chain management by applying a model based on SCOR Model as illustrated in table 3.1.

<table>
<thead>
<tr>
<th>Procedures</th>
<th>Reliability</th>
<th>Response</th>
<th>Flexibility</th>
<th>Cost</th>
<th>Asset Management</th>
</tr>
</thead>
<tbody>
<tr>
<td>Planning</td>
<td>accuracy 90 %</td>
<td>duration N/A day</td>
<td></td>
<td>planned cost</td>
<td>NA</td>
</tr>
<tr>
<td>Procuration</td>
<td>accuracy 89.25 %</td>
<td>duration 9.76 day</td>
<td>increased duration of procuration 20% 6.2 day</td>
<td>variable cost 1.5% of price</td>
<td>duration of payment immediately - 15 days credit</td>
</tr>
<tr>
<td>Production</td>
<td>good production (yield) NA</td>
<td>duration 1.00 day</td>
<td></td>
<td>variable cost NA</td>
<td></td>
</tr>
<tr>
<td>Shipment</td>
<td>accuracy 89.53 %</td>
<td>duration 1 day</td>
<td>increased duration of shipment 20% 5.45 day</td>
<td>variable cost</td>
<td>credit 1 day</td>
</tr>
<tr>
<td>Purchase Return</td>
<td>duration 7 day</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Transaction</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

1. The efficiency of planning
The prediction of tendency of Laos customers by investigating and interview Laos consumers about volume and price of agricultural products of Thai entrepreneurs can be identified at the accuracy of 90%.

2. The efficiency of procuration
It was found that the procuration of products by the entrepreneurs of consumer products in Uttaradit Province is reliable that is Thai farmers can supply quality material on time and correct sources at 89.25%. It was also found that the response to duration in the procuration of products by Thai entrepreneurs took 9-10 days (average of 9.76 days) because they have to transport products from manufacturing factories themselves. Besides, as for the flexibility, if there is a 20% increase of demand on products, the traders can supply it within 6 days (average of 6.2 days) which can be calculated as variable cost at 1.5% of product price. This is because each procuration is required to include various kinds of products and will be
proceeded for full loading transportation. In the asset management, there are two types of payment; 1) paying immediately when receiving products and 2) credit payment of 15 days.

3. The efficiency of production
In the response to the efficiency of shipment, when products arrive, the entrepreneurs will spend one day to prepare them to be transported to the wholesale entrepreneurs in Laos.

4. The efficiency of shipment
When consumer products from Thai entrepreneurs are transported across Phoo Doo Border Point to Laos entrepreneurs, the reliability or delivery of the products can be calculated in terms of accuracy at 89.53%. As for the response to the efficiency of shipment, by considering the duration of shipment, it was found that since the order is received, transportation of products can be proceeded in one day. As for the flexibility, if there is a 20% increase of demand on products, the traders can supply it within 5-6 days (average of 5.45 days) which can be calculated as variable cost of shipment at 0.75% of product price. And as for the asset management, payment is proceeded immediately when products are received.

5. The efficiency of purchase return transaction
The response to purchase return transaction will take 7 days for delivering new products which is the duration of the next shipment.

3.3 Analysis of strong points, weak points, opportunities, and obstacles
The following table 3.2 will show the strong points, weak points, opportunities, and obstacles of supply chain management at Phoo Doo Border Crossing Point in Uttaradit Province

<table>
<thead>
<tr>
<th>strong points</th>
<th>weak points</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Laos people are fond of and rely on Thai consumer products.</td>
<td>1. There is a small number of customers because they reside in small and adjacent areas, not in big towns.</td>
</tr>
<tr>
<td>2. Baht is the currency of trading.</td>
<td>2. It is a long distance for Laos entrepreneurs to come for the products which causes more cost (165 km).</td>
</tr>
<tr>
<td>3. A number of Thai people are working in Laos, creating more demand of Thai products.</td>
<td>3. Types and volume of products are not various.</td>
</tr>
<tr>
<td>4. Entrepreneurs do not fully understand the regulations by the venue department.</td>
<td>4. Entrepreneurs do not fully understand the regulations by the venue department.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>opportunities</th>
<th>obstacles</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Public sector encourage the trade between the two countries at Phoo Doo Border Crossing Point in order to increase more opportunities.</td>
<td>1. Majority of products are exported to Vientiane through Nongkhai Province.</td>
</tr>
<tr>
<td>2. When the building of Mekhong Bridge at Paklai District is finished, it will shorten the distance to Vientiane.</td>
<td>2. The venue department at Phoo Doo Border Crossing Point is still dependent on the venue department of Thoongchang of Nan Province which causes slow procedures and more costs for trading.</td>
</tr>
<tr>
<td>3. Uttaradit Province is adjacent to Phitsanulok Province which is the intersection of Indo-China.</td>
<td>3. The area around Phoo Doo Border Point is still under the Agricultural Land Reform Office.</td>
</tr>
</tbody>
</table>
2. Discussion and Conclusion

The study of supply chain management of consumer products from demand of Laos People's Democratic Republic can be concluded according to SCOR Model as follows;

The consumer product export from Phoo Doo Border Crossing Point in Uttaradit Province can be calculated that 90% is spread in the area of Paklai District, and the other 10% is distributed to Xayaburi Province. The supply chain begins when the Laos entrepreneurs order the products at that of Thai through telephone or Line chat messenger application (gaining more popularity). After receiving orders, Thai entrepreneurs take 3-4 days for material in Uttaradit or neighboring area, and 9-10 days for that from Bangkok area which can be calculated as 1.5% of the cost. The accuracy of procurement is 89.25%. When material arrive at the entrepreneurs, they will prepare the products according to order and will re-package them which will take another day. Then, the Laos traders will cross into Thailand to receive the products at Thai entrepreneurs’ sites. As for purchase return transaction, if products do not match the order, the Laos traders will come to exchange them again on the date of next appointment of delivery.

3. References


Bureaucratic Dysfunctions in the Integrated Transportation Planning in Jakarta

Ali Muhyidin¹ and Solahuddin Kusumanegara²
¹Department of Political Science, University of Indonesia, Indonesia
²Department of Political Science, Jenderal Sudirman University, Indonesia
¹Email: ali.muhyidin@ui.ac.id and ²Email: solahuddin.kusumanegara@yahoo.com

Abstract

The debate continues to propagate what kind of necessity condition to implement an integrated planning transportation system. This paper examines how bureaucracy hinders the implementation of integrated public transportation planning in Jakarta. The analysis focuses on the development of mass transportation in Jakarta, particularly the Bus Rapid Transit (BRT) and the Mass Rapid Transit (MRT). The paper unveils that some dysfunctions of bureaucracy such as monopolistic and hierarchal structures, complicated and inflexible procurements, non-transparent policy-making process, and lack of coordination between departments have to a certain degree slowed down the process of integrating modes of public transport. This paper suggests that to improve bureaucratic efficiency, a more open and public-oriented policy reform is needed.

Key words: bureaucracy, transportation planning, MRT, BRT, public transportation

Introduction

Transportation is a significant key of economic growth and development. However, Jakarta as the capital and the biggest metropolitan city of Indonesia, is still facing a crucial problem on its transport management. The traffic congestions in Jakarta is getting worse which lead to waste of energy, time, pollution, and vehicle operating costs. Furthermore, it causes inefficiency in both public and private sectors. Due to the traffic jam, the losses suffered by the business sector reach a level of IDR 12.8 trillion per year (The Indonesian Institute, 2010). Traffic jam phenomenon shows that the efforts to establish an integrated public transport system in Jakarta have not shown any fruitful result.

There are numbers of factors that could be considered as credible causes of traffic congestion in Jakarta. First, the growth in the number of vehicles surpasses the available roads. The number of motorized vehicles in 2014 was around 5.5 million which consists of 98 per cent of private vehicles and only 2 per cent of public transport vehicles. These numbers were far exceeding the 7,650 kilometers of total road length which covers only 6,2 per cent of the city’s total area (Jakarta Local Government Report).
Second, the existing public transportation system is still inadequate. There is a tendency that the owner of private vehicles in Jakarta is still reluctant in using public transports due to convenience and safety reasons. While the government slowly responses the citizens’ need of fast, safe, cheap, comfortable, and massive public transportation, the number of private vehicles has aggrandized, creating a gridlock of traffic.

Third, bureaucratic cultures in the provincial government of Jakarta have magnified the complexity of the problem. Bureaucracy is supposed to be a spearhead in the implementation of public services instead of being the agent of change in development. However, in fact, bureaucracy often failed in providing an effective and efficient service to the public. This is shown by the formulation of policies which are not problem-solving oriented, poor policy implementation, and low-sensitivity of public’s interests. In transportation sector, problems of bureaucratic cultures occur in many ways. These include, for example, the complicated, inflexible, and sometimes overlapping procurement of mass transport construction; non-transparent transportation policy making-process; and corruption.

Providing a sufficient public transport is therefore essential for the Jakarta’s residents. This could be achieved only if there is a strong commitment from the bureaucracies. The government in this stance has actually made some efforts that are concisely summarized in the Jakarta’s Macro Transport Pattern (MTP). The MTP involves three strategies of integrated transport system, which are development of public transport, traffic restraint and improvement of network capacity. Based on the pattern, the development of mass transportation includes a Mass Rapid Transit (MRT/subway), Light Rail Transit (monorail), and Bus Rapid Transit (BRT). The plan is also accompanied by traffic policies, like “three-in-one” system, road pricing, and parking management. It also includes the development of Intelligent Transport System (ITS), roads widening, and flyovers, toll roads, pedestrian areas, underpass construction (Hadar, 2010).

The realization of the master plan is not without barriers. The implementation of BRT system has invited much criticism. The scheduling, bus maintenance, and bus operation are still not well managed. Moreover, integration with commuter rail and pedestrian facilities remains weak and project management remains disorganized. The procurement process is also less than transparent. For instance, the revenue of TransJakarta (BRT) has to be deposited on daily basis to the provincial government. The deposit budget then will be transferred to the bus operators with the approval by the finance office of the Governor. This payment is often delayed to the bureaucratic process (The Institute for Transportation and Development Policy, 2010).

While the BRT system still requires careful planning and improvement, the provincial government and central government has been starting the development of mega project MRT which is targeted to finish in 2018. The plan had actually been initiated since forty years ago. However, the project has just been realized recently and the progress is going slow. The main problems lie on the process of land acquisition and convoluted licensing schemes of the government.
Departing from the above data, this paper analyzes how bureaucratic dysfunction can hinder the implementation of integrated public transportation policy in Jakarta. Specifically, this paper tries to answer these following questions:

1. What kinds of bureaucratic dysfunctions affect the implementation of integrated public transportation planning?
2. How do those bureaucratic dysfunctions affect the implementation of integrated public transportation planning?

**Conceptual Framework**

In Indonesia, the demand for accountability and good governance has increased since the post-Soeharto era (Wekke and Hajar, 2015). Bureaucratic reform is considered necessary to increase government performance. Ineffectiveness and inefficiency of government bureaucracy occur in almost all elements, to name a few, such as public policy which is not oriented on problem solving, low of performance and distorted outcome of the public policy implementation (Dwiyanto, 2002). One of the causes of those problems is bureaucratic culture which is neither considerate to the public interest nor adaptive to new initiatives. Wihantoro et al., (2015) argue that any effort of bureaucratic reform should be alert of cultural and administrative style.

Bureaucratic culture is defined as common understanding of norms that bonds all people in the organization. Bureaucratic culture creates boundaries with other organizations and also forms identities and commitment of its members. Rondinelli (1981) claimed that the bureaucratic failure on public services are caused by several factors such as narrow of political orientation, the shortage of skilled individual at local levels, the budget constraint, reluctant attitudes and the deficiency of infrastructure to support the public services.

The aspect and form of bureaucracy in Indonesia have been studied extensively since 1970s. Some common terms are technocratic, bureaucratic polity and patrimonial bureaucratic (Mas’oed, 1989; King 1982). Studies on the dimension of bureaucracy usually differentiate it into five categories namely, specialization, hierarchy, standardization, formalization, impersonality and competence. As Javanese culture has been dominant in Indonesia, Javanese cultural values affect many aspects of bureaucracy. Some values such as standardization, impersonality and hierarchy are believed originated Javanese cultural values (Wihantoro et al., 2015). Those values has been cultivated and institutionalized mostly during Soeharto era and it has a harmful effect on bureaucratic control such as blind rule following behavior, disincentive to exceed their required target, lack of feedback for improvement, and subjective feeling to accept gratitude from client (more detail see Wihantoro et al., 2015).

The on-going discussion about how bureaucracy affects public transportation planning continues to increase. This paper contributes to the debate of necessary condition of the implementation of integrated public policy transportation and its relation with bureaucracy (See Hrelja, 2015)
Method and Material

The study employs qualitative data analysis technique. To understand how bureaucracy affects the implementation of integrated public transportation planning, we employed a number of methods including secondary data collection and review also in-depth interviews. Secondary data were gathered from the analysis of legal documents, government archives, minutes of policy meetings and related research reports. Interviews were conducted in Jakarta with policy actors at national and provincial level including government agencies, NGOs, academics, and business people.

A case study method is employed to study a phenomenon in context and gain empirical ground information. As George and Bennet (2005) argue, case study is pronounced to examine the operation of causal mechanism in individual cases in detail. To increase internal validity, to verify the causality between variables and outcomes of the result, we triangulate the data and sources from different outlook.

Based on the collected data, the implementation of integrated transportation planning still faces some obstacles. These obstacles range from internal and external aspects. However, this study found that internal factors give more influence on the slow pace of policy implementation. Internal factors in this study refer to bureaucratic dysfunctions, such as monopolistic and hierarchal structures, complicated and inflexible procurements, non-transparent policy-making process, and lack of coordination between departments.

Discussion

Jakarta is the dynamic capital city of Indonesia which bears the status of a province and covers the area of 637.44 square km. As the center of government, education, commerce and industry, Jakarta has developed into one of the Asia’s most prominent metropolitan centers. With only legal residents counted, the population of Jakarta in 2010 was more than 9.5 million people. This number would exceed in the day time due to commuters’ activities in the city. According to the survey done by the Central Statistics Agency (BPS), 1.38 million commuters travel into the city while only 255,986 Jakarta residents work, study, or run business in the city’s outskirts (Budiari, 2015). By 2020, the population of Jakarta and its adjacent independent cities (Greater Jakarta) is predicted to reach 35 million people. With an attribute of a populated modern city, Jakarta is followed by a lot of problems. One of the critical problems in Jakarta is about transportation.

Traffic congestion has become the main problem of transportation in Jakarta since 1990s. Road construction which only reaches 0.01 per cent per year cannot catch up with vehicle growth that sum up to 9.5 per cent per year. This vehicle growth also illustrates the increasing number of people who leave public transport due to pride, safety, and convenience factors. The number of private vehicle in 2010 is 7.25 million (98.8 per cent), an amount that far surpasses the number of public transport which only comprises for about 1.2 per cent. The traffic congestion in the city has led to total losses of around 4,655.6 million USD per year (Dishub, 2010). This includes vehicles fuels, operational of vehicles, time, energy, and economic values, and air pollution.
According to Daryati Asrining, Head of TransJakarta Management Body, there should be a paradigm change in solving the traffic problems in Jakarta (Rini, 2010). Old paradigm tends to see that the problems rooted on the lack of infrastructures and roads. However, congestion cannot be solved by the construction of roads alone considering that it is people who actually need to move, not cars. Therefore, more important strategy is to develop a sufficient public transportation.

The Provincial Government of Jakarta had formulated a policy of Macro Transport Pattern (MTP) to support the development of integrated public transport system and to handle traffic congestion. The strategy of macro transport pattern was established as formal regulation in Peraturan Daerah No.12/2002 and Peraturan Gubernur No. 103/2007. The policy of MTP can be seen in the following chart.

**Chart 1. Strategy of the Provincial Government’s Macro Transport Pattern**

![Chart 1](chart1.png)

Source: Muchlisin (2013)

Based on the Chart 1, the strategic planning of the Provincial Government of Jakarta is divided into three approaches which include physical development, traffic restraint and network capacity. These three approaches need to be done comprehensively to create a sustainable mass transportation system. While traffic limitation and the improvement of network capacity is on the progress, this paper highlights more on the development of public transport, namely BRT, LRT, and MRT.
Bureaucratic Dysfunctions in the Integrated Public Transport Planning

The Provincial Governor of Jakarta has formulated an integrated mass transport planning by developing advanced transport modes, such as TransJakarta BRT and MRT. BRT system has been established since 2004 and now is continuously developed despite of some internal and external bureaucratic matters. Some feasible studies had been conducted related to possible MRT system in Jakarta since 1980. But the realization of development has been postponed due to the political and economic crisis in 1997-98. The construction project was just launched in 2013 and is expected to operate in 2018.

TransJakarta BRT System

The idea to develop TransJakarta in Jakarta was initiated in 2001. It came into realization in February 2004 along with the establishment of the first corridor which served route from Blok M, South Jakarta, to Kota Railway Station, North Jakarta. TransJakarta is a system designed as a catalyst for urban transport reform. Currently, TransJakarta has 12 corridors and in the progress of constructing the 13th corridor.

The development and management system of TransJakarta were provided by the Provincial Government of Jakarta. The operational bus and ticketing system and other supporting activities were implemented by the cooperation between Provincial Government of Jakarta and operators. Each corridor is managed by different operator. These operators were under supervision of Unit Management of Transjakarta Busway (Muchlisin, 2013).

BRT offers several benefits if compared to other modes of public transport in Jakarta. In societal level, the benefits are as the followings (Carrigan, 2013); First, it allows citizens to travel faster through the city as the bus lanes are separated from mixed traffic. Second, it has positive environmental impact by reducing greenhouse gasses (GHG) that greatly contribute to air pollution. Third, BRT also provides some valuable health benefits, such as reductions in fatalities and crashes, reduction of exposure of air pollutants, and increased of physical activities as BRT stations usually requires longer walking distance.

Despite of those benefits, the implementation of BRT management has faced several challenges. The challenges come from the external and internal aspects. External aspects range from the unsterile TransJakarta bus lanes, unavailability of gas-based fuel and a limited amount of buses (Fadillah, 2013).

The internal challenge occurs within the bureaucratic structures of the Jakarta administration. The implementation of TransJakarta management tends to be monopolistic and hierarchal under the Provincial Government of Jakarta. The advantage of monopolistic bureaucracy is decision-making process can be made faster since the highest authority does not need to consult or coordinate with other sections or units. However, monopolistic bureaucracy has greater potential in bringing out conflict as the decision can be less-sensitive to minority issues.
The hierarchal form of bureaucracy often leads to a slow action and response since communication has to follow the chain of command which travels up from the bottom and then back down again bringing instruction from the highest authority.

MRT Development

MRT project is still under construction (Phase I) and expected to be operational by 2018. It will stretch about 110.8 km and consist of two main lines: a south-north corridor (Lebak Bulus-Kampung Bandan) and an east-west corridor. Phase II is in feasibility studies and targeted to operate in 2024-2027.

Unlike the TransJakarta BRT which is dominantly implemented by the provincial government, MRT project involves multi-stakeholders. It includes MRT project operator PT MRT Jakarta, the central government, the city administration, and the Japan International Cooperation Agency (JICA). The provincial government of Jakarta acts as a prosecutor in this project through the land transportation authority PT MRT Jakarta. The project is being funded by JICA to the amount of ¥120 billion and the central government which contributes around ¥24 billion. The city administration even considers involving more private sectors to finance the Phase II development.

The challenges occurred in the development of MRT also come from external and internal aspects. However, compared to the BRT system, the utmost burden in MRT development comes mostly from external factor like land acquisition for MRT’s constructions because of disagreements with landowners. Internally, the challenge comes from the miscommunication and overlapping interests between the parties involved. Some regulations made by the provincial government of Jakarta is sometimes considered hard and complicated to comply with.

Result: A Concluding Remark

This paper examines how bureaucracy hinders the implementation of integrated public transportation planning in Jakarta. The case of BRT and MRT show that monopolistic and hierarchal structures, complicated and inflexible regulation and lack of coordination between departments slowed down the process of integrating modes of public transport. Government’s commitment to develop integrated transport system is important as it is a major factor that determines future urban transport policy. This paper suggests the improvement of the existing public transport management first before implementing the new one. Moreover, a strategic alignment of objectives and supportive collaboration between central or local governments, donor institution and transport agencies is needed to meet a balance between travel demands and community amenity. As the relationship among stakeholders in public transport management—especially MRT—is complicated, regulation and an appropriate law enforcement become crucial elements to keep all the players on the right track. Finally, to bring out an effective policy implementation, detailed project planning that includes integrated land use is essential.
Bibliography

Books, Journals and Reports

Internet, Newspapers and Others


Measuring Satisfaction over the Quality of International Master Programs at Universities in Vietnam, an Empirical Research at National Economics University

Duong Van Bay et al
International School of Management and Economics, National Economics University
E-mail: duong.bay@isneu.org

Abstract

International master training cooperation is considered as a new direction in the integration process of universities in Vietnam. Many universities have successfully set up and implemented these cooperation programs and brought certain achievements in the diversification of training activities to meet the needs of society, empowerment of universities. Measuring students’ satisfaction is one of the important activities for those institutions to not only improve the quality of education, but also provide human resource with professionalism and skills for the needs of socio-economic development. The purpose of this research was to assess the quality of training and measuring the level of students’ satisfaction over the quality of international master programs at universities in Vietnam. Through the survey on 351 students and alumni, the six factors impacting on the quality of international master programs as faculty; administrative and managerial staff; curriculum and teaching method; reputation and image; physical facilities; and group size were identified and analyzed.

Keywords: International master program, training cooperation, service quality, satisfaction

1. Introduction

International master programs (IMP) on economics, management and business administration in Vietnam have been implemented for more than two decades for a great demand of high-quality human resources to serve industrialization and modernization of the country. IMPs themselves strive to improve quality, expand the scope and forms of collaboration. Therefore, quality management should be renewed and perfected to suit and meet the growing requirements of society. Innovation of quality management of IMPs must begin by assessing students' satisfaction over training quality.

Set as scientific basis for improving the quality of IMPs from students’ perspective, the study on "Measuring satisfaction over the quality of IMPs at universities in Vietnam, an empirical study at National Economics University" was conducted in order to cater effectively for improving the quality of training, better meeting the needs of society.

The main purpose of this study was to measure students’ satisfaction over IMPs at universities in Vietnam. Specifically, the study was aimed at developing and improving the scales of the factors affecting students’ satisfaction over IMPs, assessing the levels of students’ satisfaction, identifying the relationship between these factors and students’ satisfaction, and examining the differences in satisfaction of students with different demographic characteristics.

Based on the survey on 351 students of IMPs, the six factors impacting on the quality of international master programs as faculty; administrative and managerial staff; curriculum and teaching method; reputation and image; physical facilities; and group size were identified and
analyzed. These factors were adopted from the studies by Firdaus Abdullah (2005), Afjal et al (2010) and Ashim Kayasta (2011).

The survey was carried out at the Vietnam’s National Economics University (NEU), a leading university in economics and management and the pioneer in the field of international cooperation on training in Vietnam. Over the years, the university has developed partnerships with hundreds of universities and has offered a series of IMPs in collaboration with dozens of reputed universities in the world.

2. Research Methodology

2.1. Theoretical Foundations

Approaching from the perspective that students are considered as "customers" and universities as "service providers". In the period of fierce competition, service quality is an issue that managers pay much more attention to. A product with good quality is not necessarily the product that customers choose to purchase if its accompanying services are underestimated. There are many different definitions of quality of service, but in general experts believe that quality of service is what customers perceive. Each customer has one’s individual cognition and needs so they would have different perception on the quality of service. According to Juran (1988), "quality is conformance to requirements", while Feigenbaum (1991) argued that "quality is the decision made by customers on the basis of practical experience with product or service. Russell (1999) suggested "quality represents the excess of goods and services, especially to the extent that one can satisfy all the needs of customers". Lehtinen (1982) suggested the quality of service must be assessed on two aspects: the process of service delivery and outcome of services. Grönroos (1984) also proposed two areas of quality of service as technical quality and functional quality. Technical quality is concerned with what are served and functional quality is how they are served”.

In most business areas, customers are always considered as centric to any strategies. Especially with service sector, satisfying customers is always in top priority. In the market economy, higher education is seen as a kind of service. In which, the universities are the institutions providing education and training service while students are “customers” using that service. However, education is not considered as a service business in Vietnam, thus how do "customers" or “students” act like? What factors influenced on students ‘selection of IMPs?

Quality of service in general and quality of training (education) in particular is the subject that many researchers have studied and assessed with different methods. In which, the typical method was the model of quality of service suggested by Parasuraman et al (1988). It was commonly known as SERVQUAL with five main components: reliability, responsiveness, assurance, empathy, and tangible media. These components would be concretized with the factors (originally including 21 factors) matching the service required for assessing quality. Then, Cronin and Taylor (1992) introduced a quality assessment model, known as SERVPERF. This model was based on five key components of SERVQUAL. However, the difference between two models was the way of measuring. Parasuman et al (1988) measured quality of service based on the difference between perception and expectation, while Cronin and Taylor measured it only based on perception.

Both methods have been used simultaneously but there is no evidence to say any either method is more optimal than the other. However, in reality, participants find difficult in distinguishing between perception and expectation as the difference between those is not much. In such cases, the tool SERVPERF seems more appropriate due to its simplicity.

And then, Firdaus (2005) developed HEdPERF (Higher Education Performance), a new instrument of service quality that captured the authentic determinants of service quality within the higher education sector. He proposed 41 items which then was empirically tested for uni-dimensionality, reliability and validity using both exploratory and confirmatory factor analysis. He explained the results from his study to be crucial because the past studies which
measured the service quality were not totally adequate to assess perceived quality in higher education. Firdaus developed the model by comparing with SERVPERF (HEdPERF-SERVPERF) in order to access the relative advantages and disadvantages of each instrument, to identify the most superior instrument. Fridaus categorized 5 determinants of service quality in higher education. They are non-academic aspects, academic aspects, reputation, access and program issues.

2.2. The scale and observed variables

This study was developed mainly based on the previous studies by Firdaus Abdullah (2005), Afjal et al (2010) and Ashim Kayasta (2011). In which, the factors as non-academic aspects, academic aspects, program issues, reputation and access developed for measuring service quality in higher education by Firdaus (2005) were adopted.

After reviewing literatures of service quality, the factors impacting on the quality of IMPs as faculty; administrative and managerial staff; curriculum and teaching method; reputation and image; physical facilities; and group size were identified and analyzed as independent variables and overall student satisfaction as dependent variable.

The survey was carried out with the method of random stratification. The scale of measuring the concepts/ variables introduced by Rennis Likert (1932) was used with five levels: 1 - Totally dissatisfied, 2 - Dissatisfied, 3 - Acceptable, 4 - Satisfied and 5 - Completely satisfied. One of the five values was selected by the target students to determine the level of satisfaction over the quality of IMPs.

2.3. Analytical method

The study was conducted through two steps: (1) Step 1: Qualitative research by building and developing systems of concepts/scale and observed variables and adjusting observed variable. (2) Step 2: Quantitative research: Using Cronbach Alpha’s reliability coefficients to test the correlation scales in the questionnaire, Exploratory factor analysis (EFA) to test the influencing factors and identify the validity factors, and multivariable linear regression analysis to identify factors and level of impact of each factor to students’ satisfaction over the quality of IMPs.

Besides the study of research papers and consulting with experts, the research team used group discussion method (qualitative research) with 20 students of IMPs to identify 28 criteria assessing students’ satisfaction over the quality of IMPs.

The model assessing students’ satisfaction levels over the quality of IMPs is seen as follows:

\[ \text{Satisfaction (Y)} = f (X_1, X_2, X_3, X_4, X_5, X_6) \]

Where Y is the dependent variable and X1, X2, X3, X4, X5, X6 are the independent variables.

2.4. Methods of data collection

According to many researchers, sample size is as large as possible (Nguyen, 2011). Hair et al (1998) suggested that using EFA, the sample size must be at least 50, preferably at 100 and the rate between observed variable/ measurement variable is 5:1, meaning that one measurement variable needs at least five observations (Nguyen, 2011). Specifically, in the research model proposed by the team, there were 43 observed variables used in EFA. Thus, the minimum number of samples required for the study was 43 x 5 = 215 samples. The survey was conducted with 351 respondents during the period from July 2015 to September 2015.

The study was carried out by delivering questionnaires directly to students who were taking IMPs and sending IMPs’ alumni a link to the questionnaire posted on the Web-based Google Docs system. The total samples of 379 were collected. After screening, 351 were kept in valid. In which, 147 samples collected from the program cooperated with Universite Libre Bruxelles (Belgium), known as Vietnam-Belgium Master Programs, accounting for 42%; followed by the program cooperated with four French universities, namely CFVG, with 105 samples, accounting for 30%; and the program
cooperated with Institute of Social Sciences (Netherlands) with 45 samples, accounting for 13%; and the remaining from the programs cooperated with Ohio University (USA), Universite Paris X (France) with 45 samples, accounting for 15%.

<table>
<thead>
<tr>
<th>Table 1: Description of samples</th>
</tr>
</thead>
<tbody>
<tr>
<td>International master programs</td>
</tr>
<tr>
<td>Vietnam-Belgium Master Programs, cooperated with Universite Libre de Bruxelles, Belgium</td>
</tr>
<tr>
<td>Vietnam-France Center for Management Training, CFVG, cooperated with four French universities</td>
</tr>
<tr>
<td>Vietnam – Netherlands Master of Development Economics Program, MDE, cooperated with Institute of Social Sciences, Netherlands</td>
</tr>
<tr>
<td>Others (Ohio University, University Paris X)</td>
</tr>
<tr>
<td>Total</td>
</tr>
</tbody>
</table>

3. Findings
To apply the model into practice, the team was based on a survey of 351 students of IMPs. The study was analyzed using the software SPSS 23.0. The results of performing the research model are shown as follows:

Testing the reliability scale (Cronbach alpha test) on students’ satisfaction over IMPs with 43 variables belonging to eight constructs. It’s seen that Cronbach Alpha coefficients ranging from 0.8 to 1.0 demonstrated a good measurement scale. However, if given the correlation coefficient of variable - total, there were some variables excluded from the model as their values were less than 0.3 (Nunnally, 1978; Peterson, 1994; Slater, 1995). Thus, 28 items were left to be used for EFA.

3.1. Reliability of the scale and factor analysis
Based on Cronbach Alpha coefficients, conclusions on the reliability of the scales of the questionnaire could be given. Cronbach's Alpha coefficients were seated in the internal correlation assessment methods (internal reliability assessment) to seek unreasonable ingredients contained in the questions. This coefficient is used to measure the reliability of the quantitative data in the survey based on the estimates of the rate of change of each variable that other variables could not explain. This a measure that α surpass this level could be considered as reliable data: α < 0.6: data is not reliable; 0.6 -0.7: acceptable; from 0.7 to 0.9: very good. However, if the ratio is too high (> 0.9) and is close to 1, it could be in doubt that the questions have overlapping meaning or missing variables.

Among the detailed statistical tables of the constructs, the construct NV, GV and VC can be seen as the groups with high alpha coefficient. After reviewing the questionnaire and gathering additional comments from interviewees, some questions having similar meanings were found and removed from the groups of factors. Then the alpha coefficient for the three above-mentioned groups of factors were performed and shown as bellows:

<table>
<thead>
<tr>
<th>Table 2: Results of reliability test</th>
</tr>
</thead>
<tbody>
<tr>
<td>Group</td>
</tr>
<tr>
<td>-------</td>
</tr>
<tr>
<td>NV</td>
</tr>
<tr>
<td>GV</td>
</tr>
<tr>
<td>PP</td>
</tr>
<tr>
<td>QM</td>
</tr>
</tbody>
</table>
Although the coefficients were still somewhat high, but the rate of such coefficients was not so high and the coefficients of the three groups of factors could be seen as decreased so they were kept to be used. The final results show that the value scales of groups of factors are reliable and the data correlations are consistent with the scales constructed. The coefficients of the groups of factor have large correlation and are significant (sig. <0.05).

Table 3: Correlation of constructs

<table>
<thead>
<tr>
<th></th>
<th>FNV</th>
<th>FGV</th>
<th>FPP</th>
<th>FQM</th>
<th>FCT</th>
<th>FDT</th>
<th>FHT</th>
<th>FVC</th>
</tr>
</thead>
<tbody>
<tr>
<td>FN V</td>
<td>1000</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>FGV</td>
<td>.592</td>
<td>**</td>
<td>.745</td>
<td>**</td>
<td>.458</td>
<td>**</td>
<td>1000</td>
<td></td>
</tr>
<tr>
<td>FPP</td>
<td>.490</td>
<td>**</td>
<td></td>
<td></td>
<td>.548</td>
<td>**</td>
<td>1000</td>
<td></td>
</tr>
<tr>
<td>FQM</td>
<td>.456</td>
<td>**</td>
<td>.390</td>
<td>**</td>
<td>.458</td>
<td>**</td>
<td></td>
<td>1000</td>
</tr>
<tr>
<td>FCT</td>
<td>.472</td>
<td>**</td>
<td>.650</td>
<td>**</td>
<td>.741</td>
<td>**</td>
<td>.548</td>
<td>**</td>
</tr>
<tr>
<td>FDT</td>
<td>.402</td>
<td>**</td>
<td>.551</td>
<td>**</td>
<td>.600</td>
<td>**</td>
<td>.448</td>
<td>**</td>
</tr>
<tr>
<td>FHT</td>
<td>.572</td>
<td>**</td>
<td>.698</td>
<td>**</td>
<td>.694</td>
<td>**</td>
<td>.551</td>
<td>**</td>
</tr>
<tr>
<td>FVC</td>
<td>.364</td>
<td>**</td>
<td>.538</td>
<td>**</td>
<td>.556</td>
<td>**</td>
<td>.442</td>
<td>**</td>
</tr>
</tbody>
</table>

To estimate the impact of these factors on the students’ satisfaction, the methods of EFA and correlation regression were used. All the groups of factor had positive correlation, i.e. if this factors increases, the remaining factors also increase. In which, there are three pairs of groups having close correlation, including teaching method and faculty, teaching method and program curriculum, program and support work. The correlation coefficients of these three pairs are higher than 0.7. The pairs that have correlation coefficient below 0.5 can be seen as no correlation.

3.2. Exploratory Factor Analysis (EFA)

After two iterations of the EFA, the results of the tests were guaranteed as follows: (1) The reliability of the observed variables was tested with Factor loading> 0.5; (2) The validity of the model with 0.5 <KMO = 0.872 <1; (3) The correlation of the observed variables was tested with Barlett’s Sig.= 0.000 < 0.05; The cumulative variance tested = 73.316% (Cumulative variance> 50%).

Table 4: Results of KMO & Bartlett's tests

<table>
<thead>
<tr>
<th>KMO and Bartlett's Test</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Kaiser-Meyer-Olkin Measure of Sampling Adequacy.</td>
<td>0.872</td>
</tr>
<tr>
<td>Bartlett's Test of Sphericity</td>
<td></td>
</tr>
<tr>
<td>Approx. Chi-Square</td>
<td>8031.440</td>
</tr>
<tr>
<td>df</td>
<td>378</td>
</tr>
<tr>
<td>Sig.</td>
<td>0.000</td>
</tr>
</tbody>
</table>

KMO & Bartlett's tests were used to test the hypotheses about the validity of the variables participating in factor analysis. Barlett's test has the hypothesis \( H_0 \) "correlation coefficient matrix of the factors is equal to the matrix of the unit". If the hypothesis \( H_0 \) is accepted, the EFA method is not suitable. While KMO test is to check the validity of the samples, with the required KMO> 0.5.
Based on the above results we see that the KMO value = 0.872 > 0.5 and Sig. (Bartlett's test) <0.05 so then the hypothesis H_0 was rejected. So such method of principal component analysis was consistent with the samples we analyzed.

**Table 5: Variance extracted**

<table>
<thead>
<tr>
<th>Component</th>
<th>Initial Eigenvalues</th>
<th>% of Variance</th>
<th>Cumulative %</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>11.918</td>
<td>42.563</td>
<td>42.563</td>
</tr>
<tr>
<td>2</td>
<td>2.735</td>
<td>9.769</td>
<td>52.332</td>
</tr>
<tr>
<td>3</td>
<td>2.026</td>
<td>7.237</td>
<td>59.569</td>
</tr>
<tr>
<td>4</td>
<td>1.523</td>
<td>5.441</td>
<td>65.009</td>
</tr>
<tr>
<td>5</td>
<td>1.274</td>
<td>4.549</td>
<td>69.558</td>
</tr>
<tr>
<td>6</td>
<td>1.052</td>
<td>3.758</td>
<td>73.316</td>
</tr>
</tbody>
</table>

The above extracted variance table shows that 8 constructs in the questionnaire were formed into 6 new constructs. The results of % of Variance shows the proportion of these new constructs explaining the change on students' satisfaction over the quality of IMPs that they have taken. In which, the construct 1 explains at the greatest rate of 42.563% and followed by the remaining constructs, with the rates from 9.769% to 3.758%. The cumulative constructs can explain 73.316% of the change, while the left constructs that explains only 26.684% in total.

Hereafter are the contents of six new constructs in descending order of % of Variance. The EFA method was used to find new constructs with Varimax rotation and Convergence after seven iterations, (Extraction Method: Principal Component Analysis). The initial constructs had close correlation but these new constructs are completely orthogonal (correlation coefficient is equal to 0) so when the model is estimated, the estimated coefficients must be ensured to be unbiased.

The contents of the new constructs proposed are the six constructs, namely F1, F2, F3, F4, F5, F6.

**Table 6: New constructs**

<table>
<thead>
<tr>
<th>Code</th>
<th>Construct</th>
<th>Items</th>
</tr>
</thead>
<tbody>
<tr>
<td>F1</td>
<td>Administrative and managerial staff</td>
<td>7</td>
</tr>
<tr>
<td>F2</td>
<td>Program and teaching method</td>
<td>7</td>
</tr>
<tr>
<td>F3</td>
<td>Physical facilities</td>
<td>4</td>
</tr>
<tr>
<td>F4</td>
<td>Faculty</td>
<td>5</td>
</tr>
<tr>
<td>F5</td>
<td>Group size</td>
<td>3</td>
</tr>
<tr>
<td>F6</td>
<td>Reputation and image</td>
<td>2</td>
</tr>
</tbody>
</table>

There were 6 constructs selected under the conditions of Eigenvalue with the total variance extracted of 73.316%. Specifically, the 28 observed items were classified and grouped into 6 constructs representing the quality of training and explaining 73.316% of the variation of all the data. As significance of the factor loading coefficient, the larger coefficient item has the higher factor loading it makes. However, the factor loading cannot be used to represent a factor under linear combination; Meanwhile, the factor coefficients are used to explain it.

3.3. Linear Regression Analysis

The results of regression analysis showed the coefficient of Adjusted $R^2 = 60.4\%$, which means 60.4% of the variation of the level of satisfaction about quality of training are explained by the factors taken into the model other than any other that have not been studied. Sig. $F = 0.00$, much smaller than $\alpha = 0.05$ so the regression model is significant, proving that the independent variables affected the dependent variable Y. Durbin – Watson coefficient of the model is 2.146, demonstrating that there is no self-correlation phenomenon
Besides, the variance magnification (VIF) of the variables in the model is much smaller than 10, so it can be concluded that the variables included in the model has no multi-collinearity phenomenon (Mai Van Nam, 2008).

Table 7: Results of regression analysis

<table>
<thead>
<tr>
<th>Model</th>
<th>Unstandardized Coefficients</th>
<th>Standardized Coefficients</th>
<th>t</th>
<th>Sig.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>B</td>
<td>Std. Error</td>
<td>Beta</td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>(Constant)</td>
<td>3.880</td>
<td>.024</td>
<td>163.399</td>
</tr>
<tr>
<td></td>
<td>REGR factor score 1 for analysis 2</td>
<td>.176</td>
<td>.024</td>
<td>.249</td>
</tr>
<tr>
<td></td>
<td>REGR factor score 2 for analysis 2</td>
<td>.316</td>
<td>.024</td>
<td>.447</td>
</tr>
<tr>
<td></td>
<td>REGR factor score 3 for analysis 2</td>
<td>.279</td>
<td>.024</td>
<td>.394</td>
</tr>
<tr>
<td></td>
<td>REGR factor score 4 for analysis 2</td>
<td>.141</td>
<td>.024</td>
<td>.199</td>
</tr>
<tr>
<td></td>
<td>REGR factor score 5 for analysis 2</td>
<td>.166</td>
<td>.024</td>
<td>.235</td>
</tr>
<tr>
<td></td>
<td>REGR factor score 6 for analysis 2</td>
<td>.222</td>
<td>.024</td>
<td>.315</td>
</tr>
</tbody>
</table>

The above result of analysis shows that all six constructs included in the model are statistically significant (Sig. < 10%). From the above results, the regression equation estimating the factors that influence the level of student satisfaction over quality of IMPs is set as follows:

\[ Y = 3.88 + 0.249X_1 + 0.447X_2 + 0.349X_3 + 0.234X_4 + 0.199X_5 + 0.315X_6 \]

The regression equation shows that the six constructs included in the model are positively correlated with the level of students’ satisfaction over the quality of training. Specifically, when students give the factor "Administrative and managerial staff" an increase of 1 point, their satisfaction will increase by 0.249 points (corresponding to the unstandardized correlation coefficient of 0.176). When students give the factor "Program and teaching method" an increase of 1 point, their satisfaction will increase by 0.447 points (corresponding to the unstandardized correlation coefficient of 0.316). Similarly, when students give the factors "Physical facilities", "faculty", "group size", "reputation and image" an increase of 1 point, their satisfaction will increase by 0.349, 0.234, 0.199, 0.315 (corresponding to the unstandardized correlation coefficient of 0.279, 0.1, 0.166, 0.222) respectively.

4. Discussion

After testing the scales of the IMPs’ quality with the following criteria: (1) The coefficient of reliability, (2) The total variance extracted, (3) Convergence Value, (4) Discrimination value, and (5) Standard value, the scales were satisfactory with the above criteria. The scales of the IMPs’ quality after being tested consist of 6 components: (1) The quality of faculty (2) The quality of administrative and managerial staff (3) Curriculum and teaching method; (4) The quality of physical facilities (5) group class (6) Reputation and image.

The rating of constructs based on the average value shows all in positive results when the mean scores of the factors affecting satisfaction level were rated from 3.6 to 3.9, corresponding to the level of “satisfied”. In which, the factor “Curriculum and teaching method” has the lowest mean score of 3.607 and the highest mean score is the factor “group size”, with 3.915. The standard deviation of these factors is very little, reflecting a consensus in assessing the factors given; the highest is the factor “Group size” with 0.845 and the lowest
is the factor “Faculty” with 0.613. The remaining factors’ average scores and standard deviations are at relatively close, not much different at all.

- Administrative and Managerial Staff: The 10 observed variables were rated at the average score from 3.470 to 3.949. In which, the two items "staff are always willing to help students when requested" and "staff has a good relationship with students” were rated at the highest mean score. And the other two items "inquiries are dealt efficiently" and "when the staff promises to do something by a certain time they do so" were rated at the lowest points. Thus, the efficiency of administrative and managerial work was not highly appreciated by all the students. This is a point required to be overcome and improved so that the IMPs can keep on recruitment and training cooperation. However, the item "when the staff promise to do something a certain time they do so" rated at the greatest standard deviation of 1.052 demonstrates the difference in opinion of the students on this issue. Maybe, due to staff’s workload, some cases were resolved on time while others weren’t. Dispersion of these factors ranged from 0.8 to 0.9 is the same with the value of the scale. Therefore this construct need to be improved, otherwise the evaluation will easily be moved from “satisfied” level to the “normal” range.

- Faculty: According to directors of IMPs interviewed, most of lecturers participating in the programs were foreigners while very limited number of local lecturers were selected to be involved in the programs. The item "lecturers deal with me in a courteous manner' was rated at the highest mean score of 4.248 and the smallest standard deviation of 0.692. Followed by the items “When I have a problem, lecturers show their sincere interest in solving it", "lecturers always show their positive attitude to students", "Lecturers are highly educated in their field", and "Documents are provided adequately to students" were rated at 4.0 and above. In this construct, the item "lecturers always provide feedback on students' progress" is not much satisfied with the lowest mean score of 3.197 and the largest standard deviation of 0.964. The explanation for this phenomenon was that the courses were delivered in an intensive period of one or two week, lecturers did not have enough time to notice the change or progress of their students.

- Curriculum and teaching method: This construct was designed to evaluate the curriculum and teaching method. It was designed under the standard programs of the partnering universities, and was adjusted with some courses to suit local students. The construct consists of five items. Each item is a separate question about the curriculum and teaching method, and assessment method and class time. In this survey, the item “the proportion between theory and practice” was not reasonable and the arrangement of credits, research and contact hours made students feel not very satisfied. These are also two items having the greatest standard deviation. Only the factor "The assessment and grading by lecturers is fair" got the highest mean score of 3.837 and the smallest standard deviation. Therefore, an improvement or adjustment on class hours and proportion between theory and practice should be made other than curriculum and teaching method.

- Group size: Although IMPs’ annual enrollment sizes are different; the number in one class is arranged in size of between 30 and 50 students. As assessed by students, the item “the number of students in one class is small” scored the lowest mean of 3.624 but gained the largest standard deviation of 1.028. Such difference could be caused by different opinions, conflicting views from different programs. But there is a very high homogeneity of the students over the assessment on the advantages of “small class size” that were assumed to “helps students more interactive” and “help students better understand” with the highest mean score and smallest standard deviation.

- Reputation and image: Actually students agreed that they had selected to take IMPs because of their reputation and image with the highest mean score of 4.077, and then for reputation for quality and services of the programs. The IMPs have been diversified in specialization, structure and teaching methods. When choosing to take an IPM, students choose to take the program mainly based on their emotion. The first impression about the
program is impacted by advertising or introduction by friends rather than some specific factors as who are the teachers of the programs, if they are a professor, associate professor or what the content of the program is. The questions related to these issues had the lowest standard deviation of 0.7. The item “the university’s graduates are easily employable” scored the lowest level of satisfaction with the mean of 3.367 but the largest standard deviation of 0.803. It demonstrates there’s some differences in opinions among students so more analysis for identifying proper roles of the observed variables should be made.

- Physical Facilities: This construct consists of 6 items (questions) to assess the equipment, facilities, and classrooms. This construct received a great agreement from students in the questions evaluating about classrooms as "classrooms are reasonably designed to ensure adequate light provided" with "modern facilities" and “airy atmosphere" with the mean score of 3.7 to 3.8 satisfied and not too large standard deviation of 0.71 and 0.79 respectively.

In conclusion, the survey on 351 students of IMPs was conducted to define criteria for evaluating training quality and measuring students’ satisfaction. The survey results showed that there were six constructs with 28 items related to assessing quality of IMPs. In which, the factors were well evaluated but there were some limitations related to faculty’s capacity and skills and staff’s communication skills.

5. Conclusion and further research directions

IMPs may compete with each other on quality, tuition, reputation. However, the current reality shows that the IMPs charged tuition fee much higher than any other domestic programs but still attracted a large number of students (Nguyen Dinh Tho & Nguyen Thi Mai Trang, 2009). Therefore, to create sustainable competitiveness, IMPs must continue to improve the quality of training. The study was developed and tested by the scales of IMPs on the basis of the previous studies and combination between qualitative research and quantitative research in Vietnam. The results of this study would help managers to identify the structure of the quality of an IMP to serve as a basis for measuring, analyzing and planning competitive strategy. Moreover, the results of the research will also contribute to stimulating further research on testing, adjusting, supplementing and using the scales for further studies in the same field.

Due to some limitations, we would like to suggest some recommendations for further studies as 1) Conducting a repeated research with probability sampling method and larger sample size in order to increase generalization of the results, 3) Building scales for IMPs based on the views of employers or society, 1) Building scales for the quality of international programs at other levels to recognize the similarities and differences.
6. References
Nguyễn Thị Trang (2010), Xây dựng mô hình đánh giá mức độ hài lòng của sinh viên với chất lượng đào tạo tại Trường Đại học Kinh Tế, Đại học Đà Nẵng.
The Potential of Creative Tourism along Ping Riversides in Chiang Mai Municipality, Chiang Mai Province

Itsaree Tiyapiphat and Prakobsiri Pakdeepinit
Hotel and Tourism Management, University of Phayao, Thailand
1E-mail: nnnan99@gmail.com and 2E-mail: prakobsirip@hotmail.com

Abstract

This research aimed to study the potential of creative tourism along Ping Riversides in Chiang Mai Municipality, Chiang Mai Province. The samples used in this study were the experts who were involved in the area of Ping River in the east and in the west for 5 groups as follows; 1) tourism experts 2) culture experts 3) creative tourism experts 4) tourism promotion experts and 5) tour agency entrepreneurs. Purposive sampling method was used in this study and data was conducted by using a selective criterion of the tourist attractions along Ping Riversides and a potential assessment of the tourist attractions along Ping Riversides based on the five elements of tourism (5A’s), including an interview form. Data was analyzed by using frequency, average, deviation and descriptive essay.

The results of the study on the potential of tourist attractions indicated that Wat Ketkaram was at a highest level, the architecture of Wat Ket area and MuangSart Community (a city of making Lanna Lantern) were at a high level and Guan Yu Shrine and Pung Thao Kong Shrine were at a fair level, in respectively.

When regarding to the five elements of tourism (5A’s), it showed that the Attraction aspect was at a high level, in overall. Wat Ketkaram was the most attractive. For the Accessibility, Wat Ketkaram was the most accessible. As for the Amenity, the potential of tourist attractions along Ping River was at a fair level, in overall. Wat Ketkaram had amenities at the highest level. According to the Administration, it found that it was at high level, in overall and MuangSart Community (a city of making Lanna Lantern) had potential in terms of the administration. Regarding to the Activity, it showed that the potential of tourist attractions along Ping River was at a high level, in overall. MuangSartCommunity (a city of making Lanna Lantern) had potential in terms of the activity at a highest level.

Keywords: Potential, Creative Tourism, Along Ping Riversides
บทคัดย่อ

การวิจัยนี้มีวัตถุประสงค์เพื่อดำเนินการท่องเที่ยวเชิงสร้างสรรค์ริมแม่น้ำปิงเขตเทศบาลนครเชียงใหม่ จังหวัดเชียงใหม่ มุ่งมั่นที่จะใช้ในการศึกษาการท่องเที่ยวของผู้เชี่ยวชาญที่เกี่ยวข้องในพื้นที่ท่องเที่ยวริมแม่น้ำปิงด้วยการสอบถามและวิเคราะห์ข้อมูล 5 กลุ่มได้แก่ 1) ผู้เชี่ยวชาญด้านการท่องเที่ยว 2) ผู้เชี่ยวชาญด้านวัฒนธรรม 3) ผู้เชี่ยวชาญด้านการท่องเที่ยวเชิงสร้างสรรค์ 4) ผู้เชี่ยวชาญด้านการส่งเสริมการท่องเที่ยว และ 5) ผู้ประกอบการธุรกิจท่องเที่ยว โดยสุ่มตัวอย่างแบบเจาะจงรวบรวมข้อมูลโดยใช้เกณฑ์ตัดสินแหล่งท่องเที่ยวเชิงสร้างสรรค์ริมแม่น้ำปิงและแบบประเมินศักยภาพท่องเที่ยวรวมทั้งกลุ่มด้านท่องเที่ยวเชิงสร้างสรรค์ริมแม่น้ำปิง(A’s) และแบบประเมินศักยภาพหรือสิ่งอุปนุดในการท่องเที่ยวส่วนใหญ่เนื่องมาจากรัฐธรรมนูญ ผลการวิจัยพบว่า แหล่งท่องเที่ยวที่มีศักยภาพมากที่สุดคือ วัดเกตการามอยู่ในระดับมากที่สุด รองลงมาคือ สถาปัตยกรรมยานวัดเกตอยู่ในระดับมาก ชุมชนเมืองสาตรทําโคมล้านนาอยู่ในระดับมาก ศาลเจ้ากวนอูอยู่ในระดับปานกลาง และศาลเจ้าปุงเถากงอยู่ในระดับปานกลาง ตามลำดับ เมื่อศึกษาตามองค์ประกอบทางการท่องเที่ยว 5(A’s) พบว่า ด้านความดึงดูดใจ (Attraction) น่าจะมีศักยภาพอยู่ในระดับมาก โดยวัดเกตการทำorcaความดึงดูดใจมากที่สุด ด้านความสามารถในการเข้าถึง (Accessibility) พบว่า ในการทำorcaมีศักยภาพอยู่ในระดับมาก โดยวัดเกตการทำorcaมีศักยภาพในด้านความสามารถในการเข้าถึงมากที่สุด ด้านสิ่งอุปนุด (Amenity) พบว่า ในการทำorcaมีศักยภาพอยู่ในระดับมาก โดยวัดเกตการทำorcaมีศักยภาพในด้านสิ่งอุปนุดมากที่สุด ด้านการบริหารจัดการ (Administration) ในการทำorcaมีศักยภาพอยู่ในระดับมาก โดยชุมชนเมืองสาตรทําโคมล้านนามีศักยภาพในด้านความสามารถในการบริหารจัดการมากที่สุด ด้านกิจกรรมการท่องเที่ยว (Activity) พบว่า ในการทำorcaมีศักยภาพอยู่ในระดับมาก โดยชุมชนเมืองสาตรทําโคมล้านนามีศักยภาพในด้านกิจกรรมการท่องเที่ยวมากที่สุด

คำสำคัญ: ศักยภาพ, การท่องเที่ยวเชิงสร้างสรรค์, ริมแม่น้ำปิง
1. Introduction

The National Tourism Development Plan (2012-2016) which is a part of the Eleventh of National Economic and Social Development Plan has been focused on the importance of strategy of development and reconstruction of tourist attractions to be sustainable. The development for upgrading the quality of the new tourist attractions in the Cultural Lanna and Upper North Cluster as well as the creation of new tourism activities by surveying and refining the unique of the province, in accordance with the interests of tourists and the needs of specific target groups allows to create value and added value by promoting the participation of local communities in the management of tourist attractions, with the private sector and local communities to participate in conservation and culture restoration in their area. (Ministry of Tourism and sports, 2011)

Chiang Mai is the main town in the North of the country with its long history so it's filled with ancient places, and Thai Lanna art and culture. It also has a vast space filled with a variety of nature, high valleys and large and small mountains which are the source of the country's major river; the ping river (Office of Tourism and Sport, 2012, online). The city is ready in terms of the economy, tourism and capital and intellectual culture, tradition, local wisdom, attractions or unique products which are available in the accommodation and a wide range of travel services including creative and capable industries. It is supported in the cultural and wisdom heritage, unique cultural art, crafts, and creative products and designs. For all the mentioned above, it is encouraged Chiang Mai to be Creative City.

In addition, Pattharasri Vanichachiva (2014, online) said the Fine Arts Department has agreed to continue to offer the historic heritage of Chiang Mai city to be the new world cultural heritage. It can be seen that Chiang Mai has a high potential of cultural tourism and it is extremely popular with tourists. It has attracted people to travel for millions of people each year. The statistics of tourists from Thailand and foreigners arriving in Chiang Mai has increased every year. By the year 2013, the tourists visited Chiang Mai for 7,089,792 people. It can be divided into Thai tourists of 4,747,887 and foreign tourists of 2,341,905 people (The Office of Chiang Mai, Thailand, 2014). The tourism routes along both sides of Ping River, especially the routes which are along the Ping River running through Chiang Mai municipality in the East and West where foreign tourists are travelling and this area has a diversity of architecture. In addition, diverse ethnic communities used to live here as well as various kinds of food and many attractions (Vitoon Liewrungruang, Sujinna Panichakul, Pattama Chantaraviroj, 2004). The creative tourism is a kind of tourism which basically emphasizes on the use of historical and cultural tourism resources of each tourism attraction (Chanin Youpetch, 2013). It also supports the tourists to exchange learning the real tourist attractions more than sight-seeing. Besides, its activities have to be more various and remarkable in culture and the communities also have to be aware of the above potential (Suddaen Visutharak and team, 2011).

For this reason, it is an opportunity to study the potential of creative tourism along both sides of the Ping River in Chiang Mai Municipality, Chiang Mai Province. The result of this study, this can lead to guidelines in the development of creative tourism with relevant organizations to achieve benefits at most.

2. Method

The key informants

In this study, there were 5 groups of informants by using a Purposive Sampling. They were the organization which have knowledge and were able to responsible for the tourist attractions along both sides of the Ping River in Chiang Mai Municipality, Chiang Mai Province. The creative tourist attractions were selected by 8 key informants as follows: 1) 2 persons of tourism experts 2) 1 person of culture expert 3) 2 persons of creative tourism experts 4) 2 person of tourism promotion experts and 5) 1 person of tour agency entrepreneur. For the potential assessment of the tourist attractions along Ping Riversides based on the five elements of tourism, there was a representative for each element and the representative from 2 main groups were not repeatable.
Research Instruments

Research Instruments used in this research were as follows:

1. A survey form, the researcher surveyed a number of cultural tourist attractions along both sides of the Ping River in the East and West with the analysis and synthesis of the concept of cultural tourist attractions. The selection criteria of creative tourist attractions to select the cultural tourist attractions along both sides of Ping River in Chiang Mai Municipality, Chiang Mai Province by constructing the criteria from the analysis and synthesis of the concept of creative tourist attractions from reviewing literature in terms of definition, and qualifications of creative tourist attractions from the 20 academic papers, books and electronic documents. The researcher found that there were qualifications of creative tourism as follows: 1) It is developed from cultural tourism/ from Tangible resources to Intangible resources. 2) There are diversity of tourist attractions and distinctive culture. (Reflects unique/identity of communities) 3) It is the culture that exists in daily life/ existing local culture or newly created. 4) There are learning cross-cultural exchanges (artistic or cultural heritage or specific qualifications of tourist areas). 5) Tourist activities leading to conservation of the environment and local culture. 6) There are activities that make the tourists to have activity skills and use their own creative idea. 7) There are activities that make the tourists to have experiences from participation or learning with people in the community rather than the audiences. 8) Communities manage tourism and their own benefits. (Revenue) 9) Communities are the operators and participate in community activities. 10) Communities participate in designing activities to let travelers have experiences.

2. An assessment form, the assessment form was conducted as to evaluate the tourism potential of the tourist attractions along both sides of the Ping River in terms of 1) Attraction) 2) Accessibility 3) Amenity 4) Administration and 5) Activity. The assessment form was checked by three experts in tourism and research to determine the value of IOC to verify the accuracy of the content and the appropriateness of the language used for suggestions of improvement to be suitable for data collection. Data analysis was analyzed by frequency, percentage by using rating-scale questions with five-score levels; highest, high, moderate, low, and very low. The criterion was interpreted as follows:

- Mean score 4.21-5.00 represents highest potential
- Mean score 3.41-4.20 represents high potential
- Mean score 2.61-3.40 represents moderate potential
- Mean score 1.81-2.60 represents low potential
- Mean score 1.00-1.80 represents very low potential

3. An in-depth interview, the researcher interviewed about creative tourism activities in the tourist attractions that were selected from the selective criterion. Data were analyzed by content analysis.

3. Results

From the survey of the number of cultural tourist attractions along the two sides of the Ping River; the East and West of Chiang Mai Municipality, Chiang Mai Province, it showed that there were 19 tourist attractions along the Ping River in the East as follows: 1) Wat Fah Ham 2) Chiang Mai Chinese Church 3) Wat Sri Kong 4) Scorpion- Tailed River Cruise 5) Wat Chetupon 6) Architecture of Wat Ket Area 7) Wat Ketkaram 8) Attaqwa Mosque 9) Wat Sikh 10) The First Church of Chiang Mai 11) Wat San Pa Khoi 12) San Pa Khoi Market/ Thong Kham Market 13) Wat ThaSatoi 14) Wat MuangGai 15) Gymkhana Golf Club 16) Dendamrongtham Church 17) Nonghoi Food Market 18) Wat MuangSart and 19) Wat MuangSart Community; a city of Lanna Lantern and there were 10 tourist attractions along the Ping River in the West as follows: 1) Kam Tieng Market 2) Thai Philatelic Museum Chiang Mai 3) Gong Wu Shrine 4) Pung Tao Kong Shrine 5) Wat Upakut 6) 140 Years Lanna Ancient House 7) Wat Chaimongkol 8) River Cruise Chai Mongkol 9) Muang Mai Market 10) Waroros Market/ Tong Lam Yai Market.
From the study of 29 tourist attractions, it was found that the 5 top rankings of tourist attractions which had potential based on the selective criterion of tourist attractions along the Ping River were:

Wat MuangSart Community, a city of Lanna Lantern, Gong Wu Shrine, The Architecture of Wat Ket Area, Pung Tao Kong Shrine and Wat Ketkaram, respectively. The researcher evaluated the potential of the creative tourism for all the top five rankings to arrange the guidelines of creative tourism development for the foreign tourists travelling along both sides of the Ping River. The study showed that the creative tourist attractions along both sides of the Ping River had potential at a high level, in overall ($\bar{x} = 3.45$). The tourist attraction which had the highest potential level was Wat Ketkaram ($\bar{x} = 3.98$). The second ranking was The Architecture of Wat Ket Area ($\bar{x} = 3.64$) which had potential at a high level, Wat MuangSart Community had potential at a high level ($\bar{x} = 3.57$), Gong Wu Shrine had potential at a moderate level ($\bar{x} = 3.11$) and Pung Tao Kong Shrine had potential at a moderate level ($\bar{x} = 2.97$), respectively.

The followings were the details of the tourism elements:

1. With regard to the Attraction aspect, it was found that all of five tourist attractions had potential at a high level, in overall ($\bar{x} = 3.49$). Wat Ketkaram had potential at a highest level ($\bar{x} = 4.17$), Wat MuangSart Community, a city of Lanna Lantern and The Architecture of Wat Ket Area had potential at a high level ($\bar{x} = 3.77$) and Pung Tao Kong Shrine had potential at a moderate level ($\bar{x} = 2.93$). As for those existing cultural tourist attractions, they should bring their own identity to make public relations together with the tourism activities for visitors to participate and have appreciation or impressions in tourism.

2. With regard to the Accessibility aspect, it was found that all of five tourist attractions had potential at a high level, in overall ($\bar{x} = 3.60$). Wat Ketkaram had potential in terms of accessibility at a highest level ($\bar{x} = 4.10$). Gong Wu Shrine had potential at a high level ($\bar{x} = 3.60$) and Wat MuangSart Community, a city of Lanna Lantern had potential at a moderate level ($\bar{x} = 2.93$). The ability to access the tourist attractions must be developed first. The development of public buses or vehicles for accessing the tourist attractions in order to create new experiences to visitors, such as a tri-cycles, tram or boat ($\bar{x} = 2.92$). In addition to the accessibility, there should have a service car linked to the nearby tourist attractions, including promoting cycling to travel by reducing toxic pollution or designing a path to accommodate persons with disabilities group (civilized architecture) to travel to the tourist attractions with flexible accessibility.

3. With regard to the Amenity aspect, all of five tourist attractions had potential at a moderate level, in overall ($\bar{x} = 3.21$). Wat Ketkaram had potential in terms of amenity at a highest level ($\bar{x} = 3.67$). The second ranking was Gong Wu Shrine. It had potential at a high level ($\bar{x} = 3.40$) and Wat MuangSart Community, a city of Lanna Lantern had potential at a low level ($\bar{x} = 2.60$). The development of the amenity should be in accordance with the tourist accessibility to attractions such as an elevator, drainage track, braille block, handrail, etc. These amenities should be clean and safe.

4. With regard to the Administration aspect, all of five tourist attractions had potential at a high level, in overall ($\bar{x} = 3.53$). The three top rankings in terms of the Administration were Wat MuangSart Community, a city of Lanna Lantern ($\bar{x} = 4.08$), Wat Ketkaram ($\bar{x} = 4.03$) and Pung Tao Kong Shrine ($\bar{x} = 2.82$), respectively. As for the Administration aspect, the community or the tourist attractions should participate in the management as well as the whole process of activities with tourists, including educating tourists such as the history of the places, the importance of tradition, wisdom in handicraft production, etc. Besides, the tourist attractions should be prepared as to build up a learning resource from the cooperation between the communities and the relevant organizations in conservation from the participation of all sectors.

5. With regard to the Activity aspect, all of five tourist attractions had potential at a high level, in overall ($\bar{x} = 3.43$). The three top rankings in terms of the Activity were Wat
MuangSart Community; a city of Lanna Lantern (\( \bar{x} = 4.46 \)), Wat Ketkaram (\( \bar{x} = 3.91 \)) and Pung Tao Kong Shrine (\( \bar{x} = 2.51 \)), respectively. As for the Activity aspect, the tourists would do activities as to get direct experiences through the participation with the people in communities. The activities should be focused on the conservation or using local materials which did not affect toward the people and the communities or it was immoral tradition such as tourist attending LoyKrathong Ceremony at Wat Ketkaram, learning how to make a Krathong from banana leaves, and dressed appropriately to the temple, and so on. Besides, Welcoming with great hospitality with pleasant smile from the owner of tourist attractions, made the tourists feel impressed as shown in table 1:

Table2: The table showed the potential of creative tourism along both sides of the Ping River

<table>
<thead>
<tr>
<th>Tourism Element (5A’s)</th>
<th>MuangSart Community</th>
<th>Gong Wu Shrine</th>
<th>The Architecture of Wat Ket Area</th>
<th>Pung Tao Kong Shrine</th>
<th>Wat Ketkaram</th>
<th>( \bar{x} ) (5A’s)</th>
<th>S.D.</th>
<th>Result</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Attraction</td>
<td>3.77</td>
<td>3.03</td>
<td>3.77</td>
<td>2.70</td>
<td>4.17</td>
<td>3.49</td>
<td>0.60</td>
<td>High</td>
</tr>
<tr>
<td>2. Accessibility</td>
<td>2.93</td>
<td>3.60</td>
<td>3.87</td>
<td>3.50</td>
<td>4.10</td>
<td>3.60</td>
<td>0.44</td>
<td>High</td>
</tr>
<tr>
<td>3. Amenity</td>
<td>2.60</td>
<td>3.40</td>
<td>3.17</td>
<td>3.20</td>
<td>3.67</td>
<td>3.21</td>
<td>0.39</td>
<td>Moderate</td>
</tr>
<tr>
<td>4. Administration</td>
<td>4.08</td>
<td>2.98</td>
<td>3.74</td>
<td>2.82</td>
<td>4.03</td>
<td>3.53</td>
<td>0.59</td>
<td>High</td>
</tr>
<tr>
<td>5. Activity</td>
<td>4.46</td>
<td>2.51</td>
<td>3.66</td>
<td>2.63</td>
<td>3.91</td>
<td>3.43</td>
<td>0.84</td>
<td>High</td>
</tr>
<tr>
<td>( \bar{x} ) (Tourist Attraction)</td>
<td>3.57</td>
<td>3.11</td>
<td>3.64</td>
<td>2.97</td>
<td>3.98</td>
<td>3.45</td>
<td>0.41</td>
<td>High</td>
</tr>
</tbody>
</table>

From Table 1 With regard to each element of tourism5(A’s), it was found that all of five tourist attractions had potential based on the tourism elements categorized by the highest mean as follows: Wat Ketkaram had potential of the creative tourism at a high level (\( \bar{x} = 3.98 \)). It had potential in the Attraction at a highest level (\( \bar{x} = 4.17 \)), followed by the Accessibility (\( \bar{x} = 4.10 \)), the Administration (\( \bar{x} = 4.03 \)), the Activity (\( \bar{x} = 3.91 \)), and the Amenity (\( \bar{x} = 3.76 \)), respectively. The Architecture of Wat Ket Area had potential of the creative tourism at a high level (\( \bar{x} = 3.64 \)). It had potential in the Accessibility at a highest level (\( \bar{x} = 3.87 \)), followed by the Attraction (\( \bar{x} = 3.77 \)), the Administration (\( \bar{x} = 3.74 \)), the Activity (\( \bar{x} = 3.66 \)), and the Amenity (\( \bar{x} = 3.17 \)), respectively. While MuangSart Community; a city of Lanna Lantern had potential of the creative tourism at a high level (\( \bar{x} = 3.57 \)). It had potential in the Activity at a highest level (\( \bar{x} = 4.46 \)), followed by the Administration (\( \bar{x} = 4.08 \)), the Attraction(\( \bar{x} = 3.77 \)), the Accessibility (\( \bar{x} = 2.93 \)), and the Amenity (\( \bar{x} = 2.60 \)), respectively. As for Gong Wu Shrine, it had potential of the creative tourism at a moderate level (\( \bar{x} = 3.11 \)). It had potential in the Accessibility at a highest level (\( \bar{x} = 3.60 \)), followed by the Amenity (\( \bar{x} = 3.40 \)), the Attraction (\( \bar{x} = 3.03 \)), the Administration (\( \bar{x} = 2.98 \)), and the Activity (\( \bar{x} = 2.51 \)), respectively. In addition, Pung Tao Kong Shrine had potential of the creative tourism at a moderate level (\( \bar{x} = 2.97 \)). It had potential in the Accessibility at a highest level (\( \bar{x} = 3.50 \)), followed by the Amenity (\( \bar{x} = 3.20 \)), the Administration (\( \bar{x} = 2.82 \)), the Attraction(\( \bar{x} = 2.70 \)), and the Activity (\( \bar{x} = 2.63 \)), respectively.

From the results of study, it indicated that the tourist attractions along the two sides of the Ping River had history and culture for a long time. There was a pier in the area of Wat Ketkaram for shipping goods of various nationalities. This caused a variety of architecture building, which expressed in a form of residence, company, and religious place. Especially, in the east of the Ping River, it showed the four religious communities, including Christians, Buddhist, Muslim and Sikh, including traditions of each community. Thus, paying attention on the history, archaeological places, society and culture in communities with conservation, cultural heritage and reflected the unique of each community or tourism. This would also cause the value and the tourists were impressed with the visiting of all those places. The occurred activities were the activities which were happened themselves or were rebuilt such
as the tourists participated in “Long Sapao” Traditional Parade (Long Sapao" or "LoiRueaSamphao Fai is the floating of light and sacrifice offerings along the waterway) of Wat Ketkaram. They were impressed to be a part of the tradition by learning with the community about the history of “Long Sapao Tradition” and joined walking along in “Long Sapao Traditional Parade” to the route of magnificent architecture and they were appreciated in visiting the tourist attractions, and so on.

From the results of the study mentioned above, it showed that the Attraction such as the presentation of the interesting of existing living, tradition, culture of the people in the area or being rebuilt. All the above caused the tourists to visit the tourist attractions. This corresponded to the concept of PhurirwatDech-Um (2013). It was said that the creative tourism focused on the cultural tourism resources of tangible and intangible resources such as living Cultureand everyday life culture, and so on. This also included local cultural activity which was the cultural heritage that already existed or was rebuilt by using tourism resources as cultural scenes.

As for the potential of accessibility, there was a design of a convenient route and can be accessed easily. There were buses or other vehicles to create new experiences for tourists. It was consistent with the concept of OrnLadcha (2013). It was said that the available vehicles should be considered the appropriateness with the tourism routes and responded to the needs of tourists or service from one point to another may require many kinds of vehicles. Besides, the local transportation services would make the tourist get real experiences from those communities and they also perceived the local living of both sides of Ping River.

As for the Administration, the community or tourism resources had personnel in giving knowledge to the tourists. The study was consistent with the research of SupapornPrasongtun (2013) that when the community participated in the tourism, they would have the sense of sharing ownership and pride in their culture and tradition. In addition, in Tourist Activities, tourists had the opportunity to use their own creativity to the works. This concept was in accordance with Richards and Raymond (2000 referred in ChaninYoupetch, 2011) that creative tourism activities could to self-development of the tourists. These learning activities could lead to the local skills as well as the study of PaimaneeKaewsa-nga and NisachonJamnongsri (2012). It was discussed about the definition of creative by creating direct experiences with emphasis on the participation of local communities in the management and design of tourism model to generate income to the communities to be sustainable further.

The results of the in-depth interviews showed that:

1. The tourist attractions along both sides of the river attracted the attention of tourists were the area of Wat Ketkaram which was built for more than 500 years with the Folk Museum. The Buddhists who were born in the year of dog would come to pay respect based on Chinese Astrology. In addition, the area has been used for trading of a wide variety of people from many nationalities because there was a pier in front of the temple. It caused the trade between people on the river banks as well as reflecting the lifestyles of the residents living in Chiang Mai, including activities that tourists have learned with the people in the community. The tourists not only got the experiences from participating in the activities but they also receive the culture in art and identity that identified history of Chiang Mai community.

2. The potential of attractions along both sides of the river could be developed as creative tourism, creative due to most of the attractions were diverse and distinctive in cultural identity. It reflected the unique and identity of the community very well. They were applied from the strengths of cultural history to constrict the creative and local tourist activities. There were activities consistent with the community and community-based architecture. However, it should rely on the cooperation from government and private sectors, including the local communities; the owner of tourist attractions.
3. The tourist attractions along the Ping River should increase tourism activities such as boating lifestyle evening of communities along the Ping River and a lecture from the tour guide, providing the organic restaurant (Healthy menu) and a vegetable garden on the banks of the Ping River, sight-seeing the market of the communities along the Ping River (It is adapted from the old market), making Lanna Lantern at MuangSart community and learning and drawing the architecture of Wat Ketkaram area, etc. All the activities provided should let the visitors participate and they can take them back home as souvenirs.

4. As for the suggestions on the development of tourist attractions along both sides of the Ping River, the communities should participate in sharing their opinions on the restoration of the potential tourist attractions to be more well-known. Besides, the places and the amenities should be also improved and prepared for the tourists. Moreover, the activities should be consistent with their environments. Especially, the public relation should be increased more and more.

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Value chain of ecotourism in protected areas: Implications for smallholders
Case study in Pu Luong Nature Reserve, Thanh Hoa Province

Pham Thi Huyen¹, Duong Thi Hoa², Nguyen Thi Lan Chi³
¹² National Economics University, Vietnam
³Master student, Tourism Destination Management
NHTV Breda University of Applied Sciences, Netherlands

Abstract

Over last decade, the numbers of tourism arrivals and tourism receipts have increased. According to World Travel and Tourism Council (2015), the direct contribution of Travel & Tourism to GDP was VND182,066.0bn (4.6% of total GDP) in 2014, and is forecast to rise by 7.9% in 2015, and to rise by 6.6% pa, from 2015-2025, to VND370,902.0bn (4.8% of total GDP) in 2025.

Amongst the variety of tourism products – mass tourism, relaxing tourism, discovery tourism, and adventure tourism – ecotourism is one of the fastest growing trends. The potential of ecotourism in Vietnam has long been recognized with recent efforts from both public and private sector in promoting ecotourism in Vietnam, especially in protected areas. This research using participants observation method, studies the value chain of ecotourism in protected areas using the implications for smallholders in Pu Luong Nature Reserve, Thanh Hoa Province. The objectives of this study is to analyze the effectiveness of adapting ecotourism model at protected areas in Vietnam and to use value chain analysis to assess the sustainability of ecotourism projects in protected areas as a solution for conservation and poverty alleviation.

Keywords: tourism value chain, ecotourism

1. Introduction
1.1. Background of study

Vietnam, as a developing country, for years, has been struggling from addressing the problem of around 30% pro-poor population and facing the human threads of losing the balance of ecosystem at protected areas. Humorously, the pro-poor populations are mostly located in such in-danger zones. Tackling two huge issues at the same time is a tough call for development practitioners and policy makers with a tight budget of the government. Ecotourism, a successful solution for so many protected areas in other developing countries, has first implemented in Vietnam about more than 10 years ago. A number of ecotourism projects in Vietnam has been planned and developed since, but none of them came out with a sustainable reputation. The question mark has been long laid at the projects’ proposal and implementation plan documents why it did not turn out well as it should. The study decides to objectively look at ecotourism project in Pu Luong Nature Reserve to to understand ecotourism projects in protected areas in general with Pu Luong Nature Reserve purposively selected as a focused case study for the assessment of the effectiveness of ecotourism using value chain analysis.
Pu Luong Nature Reserve (PLNR) (20°21’- 20°34’N, 105°02’- 105°20’E) is belonged to Quan Hoa and Ba Thuoc districts, in the north-west corner of Thanh Hoa province, north-central Vietnam. PLNR is one of the outstanding protected areas in Vietnam with biodiversity and stunning fauna and flora system, which are in great danger of destruction due to its borderline zone geography and human hunger for instant cash flow. Ecotourism project has been implemented and completed its 5 years mission here few years ago which is long enough to make a conditional background for researchers to step in and do some virtual evaluation.

1.2. Objective of the study
The objectives of this study is to analyze the effectiveness of adapting ecotourism model at protected areas in Vietnam and to use value chain analysis to assess the sustainability of ecotourism projects in protected areas as a solution for conservation and poverty alleviation. Specifically, the study aims to:

- Understand the role of ecotourism and its impacts in protected areas;
- Identify the stakeholders in the Pu Luong ecotourism value chain;
- Assess the profit share of smallholders who participate in the chain to define whether they’re loser or winner in the Pu Luong value chain;
- Analyze the ecotourism value chain in Pu Luong Nature Reserve to see the upgrading opportunities for the chain;
- To upgrade opportunities of the ecotourism value chain to improve ecotourism planning and implementation;
- Use value chain analysis to debate on the effectiveness of generating the ecotourism idea to the protected areas in Vietnam with respect to conservation and poverty alleviation.

1.3. Research Questions
1.3.1. Overarching research questions
- What are the real impacts of ecotourism to conservation and poverty alleviation?
- How can the ecotourism value chain in protected areas in Vietnam contribute more to poor participant’s livelihoods?

1.3.2. Subsidiary research questions
- What is ecotourism and what is its potential in Vietnam?
- How can ecotourism contribute to conservation of biodiversity and poverty alleviation?
- What is value chain analysis and how has this been applied to tourism products?
- What is the ecotourism value chain in Pu Luong Nature Reserve and how can this be improved to benefit poor participants?

2. METHODOLOGY
2.1. Data collection
2.1.1. Secondary data
In collecting the necessary information, the author has searched and found interesting material in the library of UNWTO, from reports of World Economic Forum, Vietnam General Statistic Office and Vietnam National Administration of Tourism. The study can be considered as an exploratory research and that is why the research questions are designed as questions of what and how to increase the understanding of how nature reserve could be linked with tourism in pro-poor areas in order to improve the livelihood of local people in the site based on value chain analysis, it was necessary to investigate the environment in detail.

2.1.2. Primary data
The primary data is collected through the personal interviews and consultations with different travel agencies who represent private sector as well as potential leader of the value chain. Most
travel agencies interviewed are members of The Responsible Travel Club of Vietnam, an association of different Hanoi based tour operators working towards promoting responsible (both nature and culture) travel in Vietnam who all have at least one ecotourism product in their various offers. The data collected from such interviews and consultations assists the study in assessing the ecotourism projects from the side of private sectors with different approach. Another primary data is also gathered by surveys with un-random smallholders who are doing homestay service and random households who are not doing any tourism-related services in Pu Luong Nature Reserve in Thanh Hoa province using questionnaires. The set of questionnaires is based on different aspects, including: socio economic profile of the interviewees (i.e. age, ethnic group, civil status, household size, total income of the household, number of family members contributing to total gross income, main income before ecotourism project), information related to eco-tourism project (i.e., numbers of tourists visiting in a year, net income per each tourist, the stability of tourists flow), their own opinions on the impacts of ecotourism to their livelihoods and culture.

2.2. Sampling methodology
2.2.1. Selection of the study area
The study aims to understand ecotourism projects in protected areas in general with Pu Luong Nature Reserve purposively selected as a focused case study for the assessment of the effectiveness of ecotourism as well as value chain analysis. Pu Luong Nature Reserve is one of the outstanding protected areas in Vietnam with biodiversity and stunning fauna and flora system, which are in great danger of destruction due to its borderline zone geography and human hunger for instant cash flow. Ecotourism project has been implemented and completed its 5 years mission here few years ago which is long enough to make a conditional background for researchers to step in and do some virtual evaluation.

2.2.2. Selection of sample respondents
The number of sample respondents for the interviews is 10 tour operators by un-randomly selected method who are based in Hanoi, have at least 5 years in the tourism business, and do have ecotourism product in their tour offers. The number of sample respondents for the surveys is 20 households in Pu Luong with 5 households are un-randomly chosen who directly belongs to the supply chain of the ecotourism product and 15 households are randomly chosen within the community who are not doing any tourism-related services.

3. RESULTS AND DISCUSSION
3.1. Ecotourism in Pu Luong Nature Reserve: The situation
Ecotourism in PLNR has been introduced firstly by Pu Luong – Cuc Phuong Limestone Landscape Conservation Project (PLCP project). Low density tourism is already well established in the Pu Luong Landscape. This is based around trekking and community based homestays. Approximately 2,000 international tourists visit Pu Luong every year (although no formal record is kept) (Haynes, 2008), comprising a mix of day and overnight visitors. PLNR is an inhabited landscape. Currently, tourists visit not primarily because of biodiversity values of PLNR, but because of the cultural landscape of paddy fields and stilt houses: trekking in remote and traditional ethnic minority communities. This is how Pu Luong is marketed both internationally and within Vietnam. Indeed, many visitors know little of Pu Luong before they arrive – it is the adventure trekking that draws them to the place.

PLNR locates in Thanh Hoa province but tourists come to Pu Luong mainly from Hoa Binh province. Mai Chau town is well-known and it is always a destination in any tour to discover the mountainous in the north of Vietnam. It is very well organized but had loss it authentic culture.
With 20km distance, PLNR is believed as a perfect place to fulfil this lack. PLCP project had helped to setup homestays in 7 villages. Some TOs setup their own destination in some other villages. Up to now, 12 villages are ready to host tourist. All tourism activities in and around Pu Luong will be centered around the main product of Pu Luong ecotourism project, homestay with Muong people. Normally, the only service provided by homestays is accommodation with very basic facilities and meals. Tourists are arranged to sleep in only room in traditional stilt house where the host family stay too. Most of homestays has a bathroom without hot water and sanitized toilet. This poor quality facility cannot meet the requirement of high-end tourists, who are ready to pay more for activities and service. The consequence of that is PLNR has missed a very potential high end market. Additional, ecotourism in PLNR is lack of activities and service. Trekking is mostly the only one activity for tourists. Due to the fact that there is no unitary tourism management body in PLNR, ecotourism in PLNR is unmanaged and it doesn’t follow two very important ecotourism principles, which are not providing directly financial benefit to conservation work nor providing financial benefit to local people. Pu Luong Ecotourism Association was setup to hopefully bring financial justice to the local.

3.2. Ecotourism value chain in Pu Luong Nature Reserve

3.2.1. Map of the chain

The channel of Pu Luong ecotourism value chain depends on the type of tourists. There are 3 mains categories that classify the type of travel of tourists coming to Pu Luong, including:

- International and domestic tourists travelling in organised tours with a demand for good quality accommodation, relaxation, and a cultural experience.
Individual budget tourists (both domestic and international) travelling by otorbike or public bus, looking for adventure, activities, budget accommodation, and a close intercultural experience with ethnic minority people

Different kinds of individual, domestic and international tourists who visit Mai Chau, and want to expend their day tour by a visit to Pu Luong for a short trip. According to different types of tourists, some of the participants on the basic value chain are excluded. Hereunder are the 3 main channels representing ecotourism in Pu Luong.

Channel 1: The channel includes all participants listed in figure 4. There are 8 main actors in the chain. This channel accounts for 61% of total tourists coming to Pu Luong in a year.

Channel 2: The Channel excludes Tour Operators and includes the rest of participants in the basic channel. There are 7 actors remaining in the chain for independent type of tourist who plan the tour on their own. This channel accounts for 19% of total tourists coming to Pu Luong in a year.

Channel 3: The Channel excludes Tour Operators and CBT MB from the chain which means there are only 6 actors remaining in the chain for independent type of tourist who plan the tour on their own for a day trip only. This channel accounts for 20% of total tourists coming to Pu Luong in a year.

3.2.2. Characteristics of participants on the value chain

• Tour operators
Tour operators play a very important role in the whole chain as a party who could pull all services together to create a package tour to sell to tourist. They are practically the managers and the buyers of all tourism services offered in Pu Luong. Regarding marketing strategy for the site, they are as well the initiators and implementers with the aim of selling more tours to Pu Luong, which positively results in the increase profit for small holders inside PLNR. From the moment they receive the bookings, they act as a coordinator of all added-value service in their tour, provide staff to ensure the experience of tourist and take care of post-tour customer care service. They could be included or excluded from the chain which depends totally on the booking way of tourists.

• Transporting companies
Transporting companies’ function is to provide vehicles or directly transport tourists from their starting destination to the site and taking them out of the site back to where they departed, or to the next destination based on particular request. The tour operators could possibly take over the transporting role in the value chain if they own their own vehicles. Independent companies either earn their share by selling their transporting service to tour operators or directly selling it to independent tourist.

• Pu Luong Ecotourism Association
PLEA manages the numbers of entrees. They take the charge for entering the PLNR and another fee for staying overnight in the site. These fees are used for conversation activities of the nature reserve. These fees are fixed and compulsory for all guests.

• Community based tourism management board (CBTMB)
CBTMB is the village committee who charge the homestays for their overnight guests. These fees will be used for the local community’s good of upgrading public infrastructure. This fee is also fixed and compulsory for homestays in case they receive stay overnight tourists.

• Homestay owners
Homestay owners provide accommodation for overnight guests and serve meals during their stay. However, their cooking service is often neglected by tour operators who forming a tour for their market due to food safety issue and food variety. Cooks and ingredients are often prepared
by employers coming from different areas, Mai Chau normally, and bring to the homestay for cooking and serving the tourists.

- **Out-of-pocket service providers**

  Out-of-pocket services include local tourguide, local transport, handicraft sale, porter, food/beverage sale. These services vary in the value chain, depend on tourist’s requests.

### 3.2.3. Value distribution of the chain

Calculating the value distribution of the chain is very important in order to understand how much poor participants can earn from the chain. The profit earnings from ecotourism in Pu Luong is varied in different channels based on the characteristics of each actors. In channel 1, tour operators are the one who controls the price of their tour offers based on their own itineraries and value added services included in the tour. This sometimes is based on the requests of customers who wish to customize their tours. Other actors in the chain provide their fixed price on their typical service. Which means for channel 2 and 3, the profit could be included or excluded based on the itinerary tourist takes.

**Table: Revenue breakdown of Footprint’s 2days/1night Pu Luong**

*(package tour for 8 people)*

<table>
<thead>
<tr>
<th>Out of pocket service</th>
<th>Homestay</th>
<th>CBTMB</th>
<th>PLEA</th>
<th>Transport</th>
<th>Tour Operators</th>
</tr>
</thead>
<tbody>
<tr>
<td>Local guide</td>
<td>$10</td>
<td>$28</td>
<td>$168</td>
<td>$8</td>
<td>$120</td>
</tr>
<tr>
<td>Accommodation</td>
<td></td>
<td></td>
<td></td>
<td>$8</td>
<td>$100</td>
</tr>
<tr>
<td>Meals</td>
<td></td>
<td></td>
<td></td>
<td>$8</td>
<td>$80</td>
</tr>
<tr>
<td>Stay overnight fee</td>
<td></td>
<td></td>
<td></td>
<td>$120</td>
<td>$120</td>
</tr>
<tr>
<td>Entrance fee</td>
<td></td>
<td></td>
<td></td>
<td>$100</td>
<td>$150</td>
</tr>
</tbody>
</table>

Package Tour Price: $792/8 persons, 2013

The above table is the breakdown of revenue from one package tour sold to a group of 8 people. Activities from other out of pocket service (OOP), except for local tourguide hired for the trekking are not presented in the revenue breakdown as they are exclusions from the package tour. The $792 is not the total expenditure of the tour as the extra is up to tourist’s spending on out of pocket services like souvenir or beverage purchasing.

**Figure 2: Value distribution of PLNR value chain, 2013**

In this chain, TOs get the big fat share of the chain with 57% of the total value chain which clearly means types of tourist have the biggest effect on tour operators, it’s win or lose situation.
for TOs. If tourists choose to go independently on their own planning tour, TOs get nothing from the segment.

Here, homestays accounts for 25%, a quarter of the value chain. Yet, the story behind it is not at all positive as it sounds. As mention above, if the tours are organized by Tour Operators, the homestay owners won’t get the benefit share from meals in the revenue chain. They will be the host of the meals, but cooks and ingredients are outsourced from other district. As such, 85.7% of that 25% share goes to the outsourced employers, not the homestay owners. Inside PLNR, local kermis is organized two times per week. They cannot provide fresh foods and fruit for tourists. In addition, these markets don’t supply the right food for tourist. This was the biggest argument among TOs, PL-CP Project and Homestay owners. The homestay owners play the most important role for the itinerary as providing traditional Muong accommodation with cultural interaction. However, they get fewer share as they deserve.

Another crucial stakeholder of this chain is tour guides. There are two types of tourguide in the revenue breakdown chain, they are: local tourguide and escorted tourguide. Escorted tourguide is normally understood as staff of TOs. But in Vietnam, about 90% of them are freelance tour guides (TOs’ interviews). They argued that tour guides contribute nothing to help tourists understand about PAs. The lack of knowledge about the destination hinders their job of introducing the beauty of both nature and culture of PAs. However, with their language ability, which is the absolute advantage over local tourguide, they easily get 12.6% of the value chain, while the local tourguide, at the same time, interprets their local knowledge and does the job of a porter during the tour, only gets 1.3% of the chain, one tenth of escorted tourguide’s income, for their 10 times harder job.

Transport providers has the most stable income in the chain as they could take over most of the market, except for the independent travelers who go on their own vehicle which only 4-5% of the total market. They get 15% share from the chain for transporting the tourists in and out of town. The PL Ecotourism Association and CBT MB are supposed to get more share from the chain. However, each of them only accounts for a small amount of 1% of the chain for their huge job of conservation and infrastructure upgrading.

Out of pocket services are variables in the chain. The more spending tourist pay for out of pocket service, the larger scale of the profit distribution is. Unfortunately, there’s no proper souvenir shops in Pu Luong but walking sales around town who only do the good job of scaring away the tourists, but not attracting them to the so-called traditional handicraft souvenirs sale.

3.3. Upgrading opportunities

3.3.1. Entry into the value chain

Most value chain upgrading analysis focuses on poor participants already in the chain, but don’t pay enough attention to those who stay out of the chain. In the chain of ecotourism in protected areas in Vietnam, there are many opportunities to enter the chain, for both local people and the protected areas’ tourism sections. At the beginning, domestic tourists are logical targets, and many of the tourists in protected areas are students on school outings. This shows great potential for environmental education activities (ICEM: 2003). The other way to enter the chain is being a part of a well-known tourist destination. The existing destination could be a mass tourist destination (the case of Cat Ba and Phu Quoc National Parks), a National Park (the case of Pu Luong and Ngoc Son – Ngo Luong Nature reserves), and/or a historic site (the case of Bach Ma National Park). By offering additional options to an existing tour, protected areas could entry the tourism industry.

For local people, building a new house or upgrading an old one to be a homestay being ready to host tourists is one option. This option will be a reality if only when the lead firm of the chain
(tour operator) designs a new product or modifies the current one to add a new homestay in their trip plan. In most the cases, the best way to enter the ecotourism chain is being a supplier or sub-supplier for agrarian and handicraft products, especially textile goods.

3.3.2. Process upgrading

TOs are doing well from their business. International tourists can contact Vietnam TOs directly and find a lot of useful information. Moreover, some hotline and online supports are available. PLNR MB as other MBs is not capable enough of welcome international tourists directly. Currently, they don’t have an updated website. Human resource is the most concerned difficulty. Most of MB is trained about forest. None of them studied tourism. They can speak a few English. However, there still a potential market for PLNR. Those are 40,000 expatriates living in Hanoi, a proportion of which seek outdoor activities during long weekends and holidays. Pu Luong offers something very different than similar Sa Pa/Ha Long Bay trips (Haynes, 2008). PLNR can target this market. For homestays, they can upgrade to host tourists directly from travel agents. By improving their skill, especially cooking, they started providing food and drink, local tour guide, and transporting (by motorbike). It means that people in PLNR can do this.

3.3.3. Product upgrading

When planning an ecotourism project, many designers, especially NGOs, think about the basic needs for tourists. In this regard, certain principles for accommodation, specific of homestay, have been suggested by Bui and Tran (2010): (1) Comfort - the bed should be big enough for a big sized traveler, with a good mattress, etc.; (2) Hygiene - the most important feature of a homestay; and (3) Privacy - the traveller needs some privacy. They want to communicate with the host, have dinner with the host but they do not want the host to be side by side with them all the time.

Recently, charity tourism and volunteer tourism has been rapidly emerging. Additionally, climate change has risen under growing concerns about environmental issues, and a volunteer tour in which tourists are organized to assist with reforestation was one of the first suggestions. Protected areas have rescue centres such as Cuc Phuong National Park, where tourists help to take care of animals, has proved the success of this new type of tour. Currently, PLNR doesn’t have any rescue centre. But environmental education, tourism could be a good option.

3.3.4. Functional upgrading

For villagers in the protected area buffer zone, this is the best ways to improve their income from ecotourism. By changing the mix of activities, they can increase added value. As homestay owners, besides providing accommodation services, they can also provide food and drink, handicraft shopping, local tour guide, faming activities, and/or traditional shows. Moreover, it is ideal if one can organize activities in their village and guide tourists (as a local tour guide) to the next village in the trip. This is the hardest upgrading opportunity for poor participants, because it requires both skill and high investment. In this case, co-operation is a suggested solution, where some villagers can work together to provide the full service needed in the village.

3.3.5. Chain upgrading

Traditional ecotourism market is Western; normally higher-paying than others. However, there are signs that the Asian market needs to show some concern; firstly, 7 out of the 10 largest markets are Asian countries; secondly, the highest-paying tourist is Singaporean; and last but not least, the Chinese market accounts for 25% of international arrival, so it is high time to understand their demands for ecotourism so that we can shift appropriately. Lastly, Vietnamese youth follow the same trend as youth in the world, in being increasingly concerned about the environment and conservation. They are also a market of big potential.
4. CONCLUSION
Nature-based ecotourism in Vietnam is worthy of much more attention. PAs system could be the heart of this strategy with their rich value of nature and culture. However, developing ecotourism in all PAs is impossible due to the limit of budget and the same status of some PAs. Some surveys are needed to be organized to finding out which PA could “enter a tourism value chain”. The possibility to connect to a well-known destination must be the crucial criterion to be selected in the list.

Ecotourism is not always a sweet dream. There have been reports on the remains of poverty of the people living in ecotourism-projected areas and raising concerns from tour operators on the sustainable quality of ecotourism products. These positive and negative attributes of ecotourism have been experienced at a number of different levels –the individual, the household, the firm, the town, the region, the sector and the nation. The distributional pattern of ecotourism is thus simultaneously heterogeneous and complex. If those who had lost from ecotourism had been confined to the non-participants, the policy implications would be clear –take every step to be an active participant in the ecotourism opportunity. Ecotourism should not be considered as a model for all PAs. It is not magic key for conservation and poverty alleviation. It can contribute to these processes only when it is well plan in the right destination.

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Impact of customer-based brand equity on behavioral intentions for tourist destination choice

Hoang Thi Thu Huong, ¹ and Dong Xuan Dam, ²
¹MBA, ²Ph.D., ¹²Faculty of Tourism and Hospitality Management, National Economics University
207 Giai Phong, Hai Ba Trung District, Hanoi, Vietnam

Abstract

The paper aims at enhancing competitiveness of tourism destinations with the tourist’s point of view. Founded on customer-based brand equity (Keller, 1993, Aaker, 1991), our purpose is to build a linkage between customer-based brand equity for a tourism destination (destination image, destination awareness, quality of destination and destination loyalty) and behavioral intentions for selecting a tourist destination (revisit and/or recommendation to other people), in order to better understand the role of branding tourism destination. This paper carried out a survey of international tourists who selected Hanoi - Vietnam as their holiday destination.

Keywords: customer-based brand equity, tourist behaviour, Tourists’ Behavioral Intentions, tourist destination

Introduction

Most of the research has paid attention to determinants of tourism destination that has been suggested by many authors that tourism destination branding represents the most obvious means by which destinations can distinguish themselves from a large amount of commodity destinations on all over the world (Fyall & Laesk, 2007). Branding is a well-known concept that exists for centuries as a way of distinguishing goods or services of one producer from those of another, while modern branding finds its origins in the 19th century (Room, 1992). Accordingly, a brand can be considered as a legal instrument, logo, company, identity system, image, personality, relationship, and/or as adding value. However, since travelers’ time for selecting a destination for their holiday is always limited, so they often choose a place with available information about what they might expect to enjoy or experience there. Maja & William (2007) suggested that the destination choices is more and more expanding and destinations become increasingly competitive which means more chance for tourists to select a final destination they want. Therefore, destination management organizations (DMO) try to use a name or symbol to enhance their value. The meaningful of studying brand equity from a strategy-based perspective is that destination marketers can improve their marketing productivity by understanding the destination brand perceived by both consumers and suppliers side.
Destination brand equity is the combination of key factors that can be described as the overall utility that tourists place in the destination brand when compared to its competitors. The evaluation of the destination phenomenon from the tourist perspective has attracted both researchers and practitioners. The theoretical conceptualization of such evaluation of a destination (that’s called Customer-based brand equity of Tourism Destination - CBBETD) consisting of awareness, image, quality, and loyalty dimensions is proposed. All equity is based on the feeling, perception of tourist about destination that you have gone or not. The theoretical representation of each proposed dimension is a synthesized review of previous findings from marketing and tourism research as well as the authors’ approach to each dimension’s conceptualization. The results of evaluation can help practices to enhance the equity in destination brands have been employed, such as building stronger emotional attachment through destination imagery campaigns and destination loyalty programs. Branding of a product or a destination not only differentiate competing products, but also serve as a means of creating additional value.

For a better development of the tourism industry, it is crucial to explore both domestic and international tourism markets and more importantly to exceed the visitors’ expectation to attract their return. To achieve this level, the industry needs to understand the visitors’ needs to serve them better and satisfy their demands so as to attract their returns. In fact, there are many international visitors to Vietnam yearly, but only 15% to 20 % of the visitors are interested in revisiting (Thu, 2012; Quach, 2013). Vietnam tourism industry appears to focus on the short term benefit and lack of long-term investment as they lost sight of visitors’ feedback on tourist destinations and their evaluation of the services rendered. Vietnam’s capital city, Hanoi’s facilities for city's tourism actively promoted all its advantages and underutilized potential and blessed. However, tourism products are monotonous, repetitive quality of service was not able to fulfill feature, online travel sites and most recently invested only in part on the basis of exploitation. There was policies for branding Hanoi as a “must see” destination, but a huge gap exists between policies and implementation regarding its branding strategy because almost of actions are quite spontaneous, individual, low uniformity, not the right direction for the long-term goals. This gap will be carefully analyzed and addressed by exploring the relationship between the customer-based brand equity on the behavioral intentions while making a choice of their holiday destination.

**Literature Review**

**Customer-based Brand Equity for a Tourism Destination**

From marketing perspective, customer-based brand equity is defined “the differential effect that brand knowledge has on consumer response to the marketing of the brand” (Keller, 1993: p. 2). In other words, it is the value that consumers apply to the brand based on the impact of the brand components compared to reactions to similar brand components of other versions of the product or service. Conceptually, a tourism destination-based brand is composed of both tangible and intangible components (Aaker, 1991; Konecnik & Gartner, 2007; Boo et al., 2009). Tourists perceive these elements as a unique combination of functional (physical, measurable) and psychological (abstract) components of a destination brand. Depend on kinds of product/service assets and the characteristics of tourist, the attraction and value of a tourist destination brand may change over time. For example, Kim et
al. (2009) utilized six dimensions—awareness, preference, value, uniqueness, popularity, and price; Boo et al. (2009) employed three dimensions—awareness, image, and quality; Konecnik and Gartner (2007) used four dimensions—awareness, image, quality, and loyalty. Depend on Aaker (1991) and Keller’s (1993) categorization, this study analysed and proved that CBBE’s measurement can be taken by the authors who could claim a customer’s evaluation of a brand includes awareness, image, quality, and loyalty dimensions.

- **Destination image**

Nowadays, the terms brand and image are part and parcel of the business world. According to studies of customer-based brand equity (CBBE) for a destination, the destination image dimension plays a role in CBBE for a destination, specifically regarding the evaluation and selection process (Konecnick & Gartner, 2007; Pike, 2007) that is a key factor to indicate destination brand equity (Cai, 2002). That’s the way to promote destination brand in customers’ mind and it will be recalled whenever they consider their trip.

According to Baloglu & McCleary (1999) and Baloglu & Mangaloglu (2001), destination image represent a person’s knowledge, feelings, and global impression about an object or destination. Perceptions about the destination as reflected by the associations held in tourist memory. Based on the perceptions of tourists, the image plays an important role in the behavior of tourists during the different moments which involve their experience or memory in process that the organizations responsible for; include the decision process of choosing a destination; the process of comparison of expectations with experience, preceding the state of satisfaction and perceived quality; the process of revisiting and recommending the destination to other people who are willing to pay to pay attention one more time (Gali & Donaire, 2005). These processes are complex because a place or a destination is a composite product, its image include multiple dimensions and multiple processes as well. Moreover, current several studies (Tasci & Gartner, 2007; Bosque & Martin, 2008; Bosque et.al., 2009; Thi Bich Thuy Nguyen, 2012) also confirmed that destination image as a factor that influences the consumer behavior during the pre-purchase (decision-making process of destination choice), during the purchase (antecedent of satisfaction), and post-purchase (recommendation and intention to revisit).

- **Destination awareness**

The concept of destination awareness has mostly been investigated under the topic of the tourism decision process (Woodside & Lysoski, 1989) that was a part of consumer behavior studies. It is the ability to recognize and recall a brand (Aaker, 1991; Berry, 2000; Berry & Seltman, 2007), reflected in the salience of the brand in the customers mind (Aaker, 1991), and it is the main element of a brand’s effect on tourism (Oh, 2000). The potential tourist is aware of destinations will be included in the perceived opportunity set or an image of the destination exists in the minds of potential tourists (Berry, 2000). Brand awareness is considered one of the major components of a brand’s effect in hospitality and tourism (Kim & Kim, 2005), especially in the consumer’s decision-making (Kwun & Oh, 2004; Oh, 2000).

- **Destination quality**
According to Konecnik & Gartner (2007), brand quality is a strong and influential component of customer-based brand equity when applied to a destination. It defined as "perception of the overall quality or superiority of a product or service relative to relevant alternatives and with respect to its intended purpose" (Keller, 2003: 238). It is also often used interchangeably with perceived quality and defined as travelers’ perception of a destination’s ability to fulfill their expectations and the performance on salient quality attributes. Keller (2003) proposed seven distinct dimensions of product quality including performance, reliability, durability, features, conformation quality, serviceability, and style and design.

- Destination brand loyalty

Customer loyalty is an important goal in the consumer marketing community as it is a key component for a company’s long-term viability or sustainability. Although the loyalty concept has been extensively investigated in the marketing literature, destination loyalty has rarely been studied or lack of published research related to destination loyalty. There were lots of arguments that loyalty should not be neglected when examining destination brands and some studies partly introduce it (Oppermann, 2000; Bigne, Sanchez & Sanchez, 2001). Based on an operational perspective, destination loyalty defined as the attachment a potential traveler has to a destination brand and it implies that previous experiential familiarity influences today’s and tomorrow’s tourism decisions, especially destination choice in the future (Aaker, 1991). Destination brand equity stems from travelers placing more confidence in one brand than they do in a competitor’s brand. This translates into loyalty and a willingness to pay a premium even when lower priced options are available. The degree of destination loyalty is frequently reflected in tourists’ intentions to revisit the destination and in their willingness to recommend it (Oppermann, 2000; Chen & Tsai, 2007).

Tourist behavioral Intention (TBI)

The concept of purchase or behavioral intentions has been widely used in the tourism research as a predictor of subsequent purchase, its signal of customer loyalty and the results of customers’ evaluation about destination after comparing with other ones (Oppermann, 2000). Because this concept contribute to attract new customers is more expensive than retaining existing customers. One more time, Oppermann (2000) suggested that previous destination experience can shape a positive or negative factor on destination, affect the demand for information and level of awareness and evaluation of image of the destination. He proposed that through analyzing tourists’ repeat visiting data, destinations can determine the composition of its customers with respect to the visitors’ repeat intention. In the fact, the understanding the determinants of customer loyalty can facilitate management’s focus on the major factors leading to customer retention. It measures of loyalty have frequently been used in leisure settings (Alcaniz et al., 2005; Chang et al., 2010; Dai et al., 2008; Hsu et al., 2010), which is the context of the current study. Conventional wisdom suggests that satisfaction leads to repeat purchase and positive word-of-mouth (WOM) recommendation in the post-consumption phase.

Bendall-Lyon & Powers (2004) confirmed that the outcome variables of “intention to return to the service provider” and “word-of-mouth communication” are two of the indicators most used for measuring behavioral intentions, which is generally supported in the literature (Soderlund, 2006). They are two most important behavioral consequences in destination
image and post-consumption behavior studies. Depend on the basic of tourists’ behavior; the travelers’ intentions are the result of their perceptions from previous travel experiences. Jang and Namkung (2009) explained that travel motivation is an effective predictor of tourist behavior because travelers’ mindsets significantly influence their trip in the future. This finding indicates the importance of measuring tourist perceptions and identifying the dimensions of destination brand equity that influence travelers’ tourism intentions (Boo et al., 2009; Kim & Kim, 2005; Stokburger Sauer, 2011).

Conceptual Model

Based on the basic theories of destination brand equity of Aaker (1991, 1996); Keller (1993, 2003); Pappu, Quester, & Cooksey (2005); Konecnik & Gartner (2007); Boo et al. (2009); Kim et al. (2009); a hypothesized model of destination brand equity on the behavioral intentions was developed based on the proposed conceptual model.

The concept of perceived value or subject value evolved from early research. Rational choice theory holds that people weigh the possible benefits of their actions against the cost incurred. This study proposes that tourist’s enduring travel involvement has positive impact on their formation of destination brand equity, which is a combination of key factors that can derive the overall utility that tourists place in the destination brand. Studies also suggest that customer-based destination brand equity has positive impact on tourists’ intentions although this relationship (Bigne’ & Andreu, 2004; Cai et al., 2004; Kim et al., 2009). This paper focuses on examining the relationship between Customer-based brand equity for Tourism Destination and Behavioral Intentions key constructs (destination image, destination awareness, quality of destination and destination loyalty) and behavioral intentions for selecting a tourist destination (revisit and recommendation to other people). Therefore, four following hypothesis will be tested using data collected upon international tourists in Hanoi.

− H1: Destination brand awareness is positively related to tourists’ behavioral intention;
− H2: Destination brand image is positively related to tourists’ behavioral intention;
− H3: Destination brand quality is positively related to tourists’ behavioral intention,
− H4: Destination brand loyalty is positively related to tourists’ behavioral intention

Research Methodology

To investigate brand extension of customer-based brand equity for a tourist destination within four destinations and their intentions in the future that were selected to cross-check the hypotheses. Hanoi is the destination was selected because it is a capital and locates at the North of Vietnam.

The guidelines of Chang (2008), Jin Huh (2006), Ferns & Walls (2012), Konečnik & Gartner (2007), Konenick (2007) lay the basic foundation for the research design of this study. Item generation began with theory development and a literature review. Items were evaluated through interviews with practitioners. Furthermore, the methods employed for the development and exploratory evaluation of the measurement scales for the exploratory factor analysis on entire set and reliability estimation Cronbach’s Alpha. Exploratory factor analysis (EFA) was used to determine how many latent variables underlie the complete set of items.
Cronbach’s alpha is one of the most widely used metrics for reliability evaluation (Koufteros et al., 2001).

Data Analysis

Descriptive Statistics

The sample for this study included 160 usable questionnaires returned and that had completed data on all questions. There were 76 (47.5%) male and 84 (52.5%) female. Among many ranges of age, dominant age group of the respondents was less than 30 years old (50.6%) and 41-50 (22.5%) in sequence; 27 (16.9%) were ages 31-40, just 16 people (10%) participants were 51-60 years old and no one were over 60 years old. Almost 50.6% (81/160) of the interviewers were residents of Europe. In terms of the respondents' region residence, it was distributed: Asia 17.5%, Australia 15.6%, America 11.9% and Africa 4.4%.

Exploratory measurement results and Regression Linear

Exploratory factor analysis (EFA) was used to determine how many latent variables underlie the complete set of items. An EFA was used to reduce the forty two items to a smaller, more manageable set of underlying factors. This is helpful for detecting the presence of meaningful patterns among the original variables and for extracting the main service factors.

An important tool for interpreting factors is the rotation of factors. Two methods can be used to identify the factors, namely the orthogonal rotation method and the oblique rotation method. Hair et al. (1995) suggested that if the goal of the research is to reduce the number of original variables, regardless of how meaningful the resulting factors may be, the appropriate solution would be an orthogonal.

A factor loading can be used as an indicator in interpreting the role each item plays in defining each factor. Factor loadings are in essence the correlation of each item to their underlying factor. According to Hair et al. (1995), in a sample of 160 respondents, factor loadings of value greater than 0.50 are required to retain an item. This study was based on the cutoff value by Hair et al. (1995).

<table>
<thead>
<tr>
<th>Item</th>
<th>Component 1</th>
<th>Component 2</th>
<th>Component 3</th>
<th>Component 4</th>
<th>Component 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.9. The image that I have of Hanoi is as good or even better than other similar destinations</td>
<td>.749</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1.1. In general Hanoi is a safe place to visit</td>
<td>.726</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>1.8. Local people are friendly</td>
<td>.674</td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>1.7. Restful and relaxing place to visit</td>
<td>.672</td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>1.4. Good tourist accommodations is readily available</td>
<td>.667</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1.10. Overall Hanoi image is very positive</td>
<td>.636</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>3.8. The quality of Hanoi is very favorable</td>
<td>.556</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>3.5. Appealing local food (cuisine)</td>
<td>.843</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.2. High quality of infrastructure</td>
<td>.815</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.1. High quality of accommodation</td>
<td>.807</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Construct</td>
<td>Item</td>
<td>Mean</td>
<td>Corrected item-total correlation</td>
<td>Cronbach's Alpha if Item Deleted</td>
<td>Item Means</td>
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</tr>
<tr>
<td>Factor 1: Destination</td>
<td>1.1</td>
<td>4.618</td>
<td>.718</td>
<td>.893</td>
<td>4.588</td>
</tr>
<tr>
<td></td>
<td>1.4</td>
<td>4.743</td>
<td>.797</td>
<td>.885</td>
<td></td>
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<tr>
<td></td>
<td>1.7</td>
<td>4.687</td>
<td>.759</td>
<td>.887</td>
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<tr>
<td></td>
<td>1.8</td>
<td>4.550</td>
<td>.786</td>
<td>.884</td>
<td></td>
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<tr>
<td></td>
<td>1.9</td>
<td>4.562</td>
<td>.754</td>
<td>.888</td>
<td></td>
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<tr>
<td></td>
<td>1.10 (*)</td>
<td>4.600</td>
<td>.679</td>
<td>.896</td>
<td></td>
</tr>
<tr>
<td></td>
<td>3.8 (*)</td>
<td>4.350</td>
<td>.570</td>
<td>.908</td>
<td></td>
</tr>
<tr>
<td>Factor 2: Destination</td>
<td>3.1</td>
<td>4.306</td>
<td>.792</td>
<td>.905</td>
<td>4.555</td>
</tr>
<tr>
<td></td>
<td>3.2</td>
<td>5.037</td>
<td>.844</td>
<td>.897</td>
<td></td>
</tr>
<tr>
<td></td>
<td>3.4</td>
<td>4.987</td>
<td>.723</td>
<td>.913</td>
<td></td>
</tr>
<tr>
<td></td>
<td>3.5</td>
<td>4.706</td>
<td>.772</td>
<td>.907</td>
<td></td>
</tr>
<tr>
<td></td>
<td>3.6</td>
<td>3.875</td>
<td>.741</td>
<td>.911</td>
<td></td>
</tr>
<tr>
<td></td>
<td>3.7</td>
<td>4.418</td>
<td>.792</td>
<td>.905</td>
<td></td>
</tr>
<tr>
<td>Factor 3: Destination</td>
<td>4.1</td>
<td>4.012</td>
<td>.787</td>
<td>.871</td>
<td>4.200</td>
</tr>
<tr>
<td></td>
<td>4.2</td>
<td>4.193</td>
<td>.803</td>
<td>.869</td>
<td></td>
</tr>
<tr>
<td></td>
<td>4.3</td>
<td>4.368</td>
<td>.703</td>
<td>.884</td>
<td></td>
</tr>
<tr>
<td></td>
<td>4.4</td>
<td>4.125</td>
<td>.777</td>
<td>.875</td>
<td></td>
</tr>
<tr>
<td></td>
<td>4.5 (*)</td>
<td>3.987</td>
<td>.653</td>
<td>.891</td>
<td></td>
</tr>
<tr>
<td></td>
<td>4.6 (*)</td>
<td>4.512</td>
<td>.651</td>
<td>.892</td>
<td></td>
</tr>
<tr>
<td>Factor 4: Destination</td>
<td>2.1</td>
<td>4.250</td>
<td>.735</td>
<td>.833</td>
<td>4.294</td>
</tr>
<tr>
<td></td>
<td>2.2</td>
<td>4.268</td>
<td>.732</td>
<td>.838</td>
<td></td>
</tr>
<tr>
<td></td>
<td>2.4</td>
<td>4.193</td>
<td>.758</td>
<td>.823</td>
<td></td>
</tr>
<tr>
<td></td>
<td>2.5</td>
<td>4.462</td>
<td>.695</td>
<td>.848</td>
<td></td>
</tr>
<tr>
<td>Factor 5: Destination</td>
<td>1.2 (*)</td>
<td>3.712</td>
<td>.442</td>
<td>-4.483a</td>
<td>4.000</td>
</tr>
<tr>
<td></td>
<td>1.5 (*)</td>
<td>3.600</td>
<td>-.001</td>
<td>-5.73a</td>
<td></td>
</tr>
</tbody>
</table>

Table 2: Cronbach’s alpha for each factor
Depend on the result of EFA, five factors with new items and new name were check Cronbach’s alpha and Corrected Item-Total Correlation. Cronbach’s alpha is one of the most widely used measures for evaluating reliability (Koufteros, 1999). The Cronbach’s alpha value for each measure is shown at Table 1. The reliability for each construct was significantly good above the value of .82, which is considered satisfactory for basic research. However, Cronbach’s alpha has several disadvantages, including the fact that it is inflated when a scale has a large number of items, and it assumes that all the measured items have equal reliabilities (Gerbing and Anderson, 1987). In addition, Cronbach’s alpha cannot be used to infer unidimensionality (Gerbing and Anderson, 1987). That’s the reasons why the data continued to check Regression to eliminate bad items.

Regression Analysis

A multiple regression analysis was conducted to establish a prediction model of visitors’ intention to revisit the destination from Destination Image, Destination Quality, Destination Loyalty, Destination Awareness, Destination Image of catering and Sighseeing. The analysis also examined the contributions of each variable to the overall prediction model. The two dimensions of the intention to repeat visiting, as derived from factor analysis, were considered as independent variables.

Dependent variable: Behavioral Intention

Independent variables: Destination Image, Destination Quality, Destination Loyalty, Destination Awareness, Destination Image of CS

Multiple R= 0.660

\[ R^2=0.436 \]

Adjusted \( R^2= 0.417 \)

Std. Error of the Estimate = 1.161

<table>
<thead>
<tr>
<th>Model</th>
<th>Unstandardized Coefficients</th>
<th>Standardized Coefficients</th>
<th>t</th>
<th>Sig.</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Constant)</td>
<td>1.613</td>
<td>.650</td>
<td>2.481</td>
<td>.014***</td>
</tr>
<tr>
<td>Mean1Image</td>
<td>.525</td>
<td>.110</td>
<td>.461</td>
<td>4.766</td>
</tr>
<tr>
<td>Mean2Quality</td>
<td>-.079</td>
<td>.099</td>
<td>-.065</td>
<td>-.801</td>
</tr>
<tr>
<td>Mean3Loyalty</td>
<td>.275</td>
<td>.110</td>
<td>.220</td>
<td>2.503</td>
</tr>
<tr>
<td>Mean4Awareness</td>
<td>.071</td>
<td>.095</td>
<td>.064</td>
<td>.747</td>
</tr>
<tr>
<td>Mean5ImageCS</td>
<td>-.269</td>
<td>.116</td>
<td>-.145</td>
<td>-2.317</td>
</tr>
</tbody>
</table>

Based on the result of regression linear, our following hypothesis: “Destination brand image is positively related to tourists’ behavioral intention” (H2) and “Destination brand loyalty is positively related to tourists’ behavioral intention” (H4) are supported by data. It means that image of destination and the loyalty about destination of customers could effect to
customers’ intention in the future. This finding confirms a positive relationship between destination brand image and behavioral intention. In other words, if the tourists are satisfied with the image of destination and perceive this brand to provide good value for their consumer, the positive image of the brand will be imprinted in their minds and 46.1% respondents would like to revisit or recommend positively about destination. Compare with other factors, destination brand image had the strongest influence on customers’ intention in the future. On the other hand, if the tourists loyal with destination, they are able to repurchase in the future much more times. In contrast, the data does not support our hypothesis: “Destination brand awareness is positively related to tourists’ behavioral intention” (H1) and “Destination brand quality is positively related to tourists’ behavioral intention” (H3), which is an unexpected result, due to the previous literature review on the relationship between brand awareness, brand quality and behavioral intention of tourist.

Discussion

This study sets out to develop a conceptual model that explains how customer-based brand equity for tourism destination can affect behavioral intentions of international tourist to Hanoi. The findings demonstrated that hypotheses 2 and 4 were supported by the data while hypothesis 1, 3 was not supported. This means that if DMOs or authorities or marketer in general focus on building brand equity of destination, offer a high quality products/services, especial a positive image of the destination brand will be imprinted in their minds; more tourist are able to come back Hanoi one more time or recommend positively about this destination to their friends or relatives.

These findings were consistent with previous consumer-based brand equity studies conducted in a consumer context (Nguyen & Nguyen, 2003). However, the results of the theoretical model derived from the structural equation modeling showed that there was no significant relationship between destination brand awareness and tourists’ intention. This means that whether the tourists recognize the brand name that compared with the other certain product category or recognize the brand name to a highly developed cognitive structure based on detailed information or not, there was no influence on their behavioral intention in the future. The acceptable explanation is the real quality of products/services, the beauty of sightseeing effect to tourists’ loyalty that really influence on their intention to be back or have word-of-mouth to other people. The tourists could quickly recall the destination based on information they got or they could easily to picture what Hanoi looks like; but their feeling, their perception are more important.

The findings also showed that destination image critically the most important to behavioral intentions of international tourist in Hanoi. This means that if DMOs or destination marketers want to attract more international tourist to Hanoi or let them come back one more time or have positive word-of-mouth from them; DMOs or destination marketers have to build a strong destination brand image. On other words, if the tourists’ knowledge, feelings, and global impression about an object or destination or they have really good memory about destination; they may to consider backing to Hanoi or encourage their friend to visit Hanoi. More detail by items that were in the final model, according to result of data, the respondents thought about Hanoi as a safe place to visit, having good and available accommodations,
restful and relaxing place, having delicious food that is similar their mine; that all of characteristics make them willing to revisit Hanoi if they have chance in the future.

Conclusion

Firstly, the study potentially adds to a better understanding of the factors for the successful inter-relationship between Customer-based brand equity for Tourism Destination and behavioral intentions of international tourist. As summarized, there are two relationship considers: (i) Higher evaluation of Destination brand image, directly increase the positive tourists’ behavioral intention; and (ii) the higher tourists’ loyalty of destination, directly increase the positive tourists’ behavioral intention.

This study develops a model that describes what factor is the most important to tourists’ behavioral intention is destination brand image with five items indicated. The test of the model provides strong empirical support for the pattern of influences it portrays. In particular, these findings confirm the social exchange construct that is theorized by customer-based brand equity for tourism destination, which can be applied to the relationship with tourists’ behavioral intention.

Finally, owing to this study was intended to initiate the development of theoretical foundations of the relationship among destination branding and tourist behavior; it not only help help researchers test and develop a stable model in order to generate a more solid relationship among destination branding and tourist behavior, but also provide useful insights to local government and tour operators in better planning and managing tourism activities to maximize both visitors’ satisfaction and profitability of tourism enterprises, and at the same time sustain natural resources in long term. Especially the study pointed out the effective way to promote its existing potential characteristics to be a key economic sector in Vietnam generally and in Hanoi particularly. That all contribute to attract the international tourists to Hanoi city through destination competitive strategies in order to ensure long-term relationships between tourists and their destinations, and to enhance the relationship management techniques and practices to build tourist loyalty within the context of destination branding.

Reference

English


**Vietnamese**


Improving the role of civil society organizations in the rural socio-economic development in Vietnam

Ngo Thi Phuong Thao¹ and Cao Thi Y Nhi²
¹Faculty of Real Estate and Resource Economics, National Economic University, Vietnam
²Faculty of Banking and Finance, National Economics University, Vietnam
¹E-mail: phuongthaoneu@gmail.com and ²E-mail: caothiynhi@yahoo.com

Abstract

According to the researchers, there are three main areas in the society, including: the State, the private sector, and the civil society organisations are relatively independence in the social – economic development process. In each area, within a country, they are organised from the central to district levels and interact each other. Civil Society Organisations (CSOs) in rural areas was established on a voluntary basis aimed at supporting social and economic development of rural life in general and people living in rural areas in particularly. In the rural of Vietnam nowaday, besides the government apparatus, there are forms of organizations spontaneously establishing voluntarily by the local people. The paper focuses on the research of civil society organizations and propose measures to promote the role of these organizations in the context of international economic integration in rural areas of Vietnam.

Keywords: Civil Society Organisation (CSOs), rural, Vietnam, social- economic, development.

Introduction

What is Civil society (CSOs) and why it has become an important problem nowaday and urgent research in theoretical and practical economics, politics and modern society? Why the civil society organizations (CSOs) to be considered a 'third sector' (or third force) in the fabric of modern society and play an importance role in social-economic development, especially in the rural areas. Obviously this is the big questions nowaday, and especially significant for those in non-Western world, in Eastern societies, and transformation economy in the Socialist system such as China, Thailand and Vietnam. Increasingly, these organisations are being incorporated in social economics development decision making processes often very direct and formally. The growing recognition of CSOs make this opportune moment to consider what is currently known about the position of CSOs in social-economic development process. This paper gives a broad overview of the role and potential of CSOs in social economics development.
applying in the case of Vietnam, especially in the rural sector. The key issues are established through consideration of diverse and disparate literatures which span a number of disciplines. We argue that CSOs have potential for significant influence over social – economic development, and hence contributing to the social economic development in the rural areas, there are some serious issues which may limit their role and regulatory prospects.

**Method**

Qualitative and quantitative analysis methods with primary and secondary data collected from the reality surveys were used to analyse and assess the solutions for enhancing the role of CSOs in social-economic development in the rural of Vietnam. In addition, the PRA method was added to analyse the CSOs’s real activities and their role in rural economic development in Vietnam in the renovation context.

**Results**

The term of Civil Society Organisations (CSOs) is broad and inclusive of non-governmental organisations, charities, trusts, foundations, advocacy groups and national international non-state associations, which are all particular types of organisations within civil society. Broad as term is, it is useful because it capture that is common to organisations as diverse as Greenpeace, the Catholic Church, or the British Medical Association namely their autonomy and independence, in principle of independence, that allows for such organisations even to exist. This principle has been taken for granted for a long time in western Europe, a fact which was underlined by the experiences of the ex-Soviet states of Europe ad their move into the post Soviet era. More recently, concerns and debates about the independence of formally non-state organisations have been given added significance in the UK with the labour party’s commitment to a model of governance that emphasises a greater partnership role for CSOs in the design and delivery of services (Deakin and Taylor, 2001).

CSOs are formed for a number of reasons, but a central motivating factor is a belief that the state, or the government is failing in some respects, such as supporting and regulating business and minority people in operating and developing. Therefore, they are formed beside and along with the state to support to the social and economic activities. Historically, the State has been seen as the main actor dealing with market failures and negative externalities. However, because of political and administrative constraints, States are often not able to cover the full range of needs of the citizens resulting from these market failures, especially since the demand is believed to be heterogeneous and the State is especially efficient in providing homogeneous goods and services but it is much less efficient in providing heterogeneous goods and services (Johnson & Prakash, 2007). CSOs are thus created by the citizens to fill the gap left by markets and States. There is thus a long tradition of local civil society activism (more or less formal, more or less linked with religious organizations depending on the country or region).
CSOs was enormously in their focus and organisation so we need exercise caution in treating them as if they represent a homogeneous grouping. Their membership may be local, national, or international. Some have relatively few members, whereas others form extensive global networks. The organisational structures of CSOs are also varied: unitary, hierarchical structures, such as church, trade union and the professions; centralised associations, such as Greenpeace, federation such as Ammesty International... and informal network which are non –hierarchical and egalitarian, such as the women’s movement (Braithway and Drahos,2000). Some CSOs are entirely staffed by volunteers, while other paid staff. The focus of CSOs is also highly variable. National and international CSOs often campaign for the enactment of new legislation or for the negotiation of international agreements. They may have very broad ambitions, such as global environment improvement or pro-poor. Local groups tend to be more concerned with the enforcement of existing laws and pressurising companies to comply. They may have local/global connection, so local campaigns and CSOs may be part of a broader – social movement such as the labour movement, the environment movement or the anti-global capitalism movements. These organisations are very often related to a particular domain; prominent examples of these may be found in the areas of food, health, the environment, human rights and protection of wildlife.

The CSOs in the rural of Vietnam including social-political organisation, such as: farmer union, women union, veteran, Youth groups; socio-professional and community organizations, and other NGOs established mostly to address the actual needs of help and support each other of the people in the rural areas. Therefore, the social economic development objectives always have priority when these organisation established. Many organizations initially formed spontaneously, after affectively operating, attracting many participants and become the development organizations and replicated in many local such as gardening club, the beekeeper, the bonsai care club, and other related organisations...

It is important to view the role of CSOs in the context of more fundamental developments in the rural areas in Vietnam nowadays. Analyses from the paper research of the Ministry of Agricultural and Rural Development in Vietnam shows that, CSOs in the rural of Vietnam has important contribution in social economic development in locals and has a significance achievement; such as their position confirmation, the growing in numberal and acknowledge of memberships as well as their impact on the social economics development in the rural, specially in the remote and isolated areas, attracting alot of people to take part in their activities.

Currently, besides the official organizations representing the political, social and professional organisations, there are also powerful one from the central to local organizing with hundreds of operations on nationwide. The geographical widely distribution is an advantage for CSOs to access to the difficult areas (mountainous, ethnic minorities...) and the vulnerable people, therefore it’s easily to call member for taking part in the CSOs activities. The figure shows that, in recent 10 years, the number of CSOs and number of their memberships highly increase. Most of opinion assessed that their operation conditions and quality are increasingly get well.
With right and appropriate orientations, many CSOs operations in rural of Vietnam were formed under the movement, widespread with the dissemination of Council staff from the central to grassroots, attracting many participants. Most of activities associated with the life of people, addressing economic and social issues are enthusiastically received support of members and bring high efficiency, such as poverty reduction, prevention of social evils, joined as trafic and irrigation works... 

**Table 2: The participance and effectiveness of CSOs activities in the local of VN**

<table>
<thead>
<tr>
<th>Activities</th>
<th>Regularly Participant</th>
<th>Effective Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Corruption Prevention</td>
<td>88/150 58,7</td>
<td>139/231 60,2</td>
</tr>
<tr>
<td>2. Preferential Loans</td>
<td>116/169 68,6</td>
<td>190/268 70,9</td>
</tr>
<tr>
<td>3. Participate in the construction of traffic works</td>
<td>117/147 79,6</td>
<td>193/247 78,1</td>
</tr>
<tr>
<td>4. Participate in the construction of irrigation works</td>
<td>132/267 49,4</td>
<td>126/192 65,6</td>
</tr>
<tr>
<td>( irrigation , embankment ditch, embankment dams, dikes)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. Reconciliation, community conflicts resolve</td>
<td>124/220 36,4</td>
<td>161/247 65,2</td>
</tr>
<tr>
<td>6. Participate in the universal education activities</td>
<td>82/196 41,8</td>
<td>105/220 47,7</td>
</tr>
<tr>
<td>7. Join the family planning, reproductive health classes and activities</td>
<td>104/236 44,1</td>
<td>126/242 51</td>
</tr>
<tr>
<td>8. Calls for charity</td>
<td>164/253 64,8</td>
<td>151/234 64,5</td>
</tr>
<tr>
<td>9. Prevention of Social Evils ( prostitution , drugs , gambling ... )</td>
<td>124/209 59,3</td>
<td>151/234 64,5</td>
</tr>
<tr>
<td>10. Prevention and overcoming the consequences of natural disasters</td>
<td>133/200 66,5</td>
<td>143/217 65,9</td>
</tr>
<tr>
<td>11. Prevention of pollution</td>
<td>152/207 73,4</td>
<td>184/235 78,3</td>
</tr>
<tr>
<td>12. Ensure equal rights for women</td>
<td>138/214 64,5</td>
<td>171/243 70,4</td>
</tr>
</tbody>
</table>

(Source: Survey results and calculations of the research team)
The survey result shows that in some areas, most people participating in interview have gained a lot of benefits when participating in the activities of CSOs in the locality. Beside the benefits such as improving income and quality of life, the emotional benefits also improved significantly. Moreover people can express their point of views to the decisions of the Party and local government. In addition, the participating in the CSOs activities is also the condition and environment in which people can exchange knowlegde and expiriences and share information in the production and reallife, contributing to enhancing the level of awareness and acknowledgdemet.

### Table 3. Benefits when anticipating in the CSOs activities

<table>
<thead>
<tr>
<th>Benefits</th>
<th>Improving a lot</th>
<th>Improving</th>
<th>No change</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Opinions</td>
<td>%</td>
<td>Opinions</td>
</tr>
<tr>
<td>1. Express point of views and opinions to the government and society.</td>
<td>51/63</td>
<td>81</td>
<td>11/63</td>
</tr>
<tr>
<td>2. Improving income</td>
<td>30/62</td>
<td>48,4</td>
<td>30/62</td>
</tr>
<tr>
<td>3. Service quality distributed by CSOs (health, education, and other public services).</td>
<td>33/61</td>
<td>54,1</td>
<td>22/61</td>
</tr>
<tr>
<td>4. Experience exchange and information sharing.</td>
<td>44/64</td>
<td>68,8</td>
<td>17/64</td>
</tr>
<tr>
<td>5. Improving awareness level</td>
<td>49/65</td>
<td>75,4</td>
<td>14/65</td>
</tr>
<tr>
<td>6. Education level</td>
<td>26/61</td>
<td>42,6</td>
<td>30/61</td>
</tr>
<tr>
<td>7. Reducing stress in daily life</td>
<td>28/63</td>
<td>44,4</td>
<td>28/63</td>
</tr>
<tr>
<td>8. Prevention violence and family conflic</td>
<td>33/59</td>
<td>55,9</td>
<td>15/59</td>
</tr>
<tr>
<td>9. Reducing environment pollution</td>
<td>21/57</td>
<td>36,8</td>
<td>17/57</td>
</tr>
</tbody>
</table>

(Source: The survey results and estimates by the research team)

### 4. Discussion and Conclusion

In recent years, the Vietnam’s agricultural and rural sector has gained a lot of achievements. Many programe and projects focused on supporting agricultural and rural production such as seed programs, science and technology programs, promoting agricultural programes, public sector projects in rural infrastructure, the national target programe on clean water, socio-economic development programe, especially difficult communes, ethnic minority and mountainous areas (P135), national target program on hunger, poverty reduction and employment. These programes have been contributing to agricultural and rural development, improving income and daily-life quality for the rural
population. These results are apartly from the importance and effectiveness contribution of CSOs in the rural communities recently.

Despite achieving a lot of successes such above and have much contributions to the economic and social development, the activities of civil society organizations in rural Vietnam last time were still limited. Currently, there are still some Civil social organizations haven’t been promoted fully their function and role. They are slowly innovated, operating inefficiency and can not meet the aspirations and interests of all their members. Some associations have not proactively fend for staffing, operational funding, headquarters, facilities work according to regulations of the State.

In some localities, especially in districts and communes, villages and towns; associations and groups established by the masses themselves without permission, work quite complex, such as religious associations, charitable, fraternal, mutual, fellow making difficulties in the management of local authorities. Some of the groups belonging to the informal group was established based on the needs of the people but their operations are still relatively fragmented, depending mainly to the natural conditions, culture, traditional and social economic development condition in each area. Its easy to establish, its easy to eliminate. In addition, there are a lot of organizations, associations operating unclearly. The benefit conflict is always happened among members and between CSOs and local authorities.

Lack of knowledge and experience and not be creating favorable opportunities, so the majority of the rural population did not perform well as monitoring and supervision of works and investment projects in their place.

Therefore, in order to create favorable conditions for CSOs improve their role and position in the community in the next time, All the issues and problems mentioned above had to be removed and solved.

The first is diversifying the forms of member gathering, parallel with renewing the organization and operation of CSOs in rural areas.

The second is conducting propaganda and persuasion to attract members and beneficiaries with the same interests, the same profession, and interests ... participate in the activities of civil society organizations.

The third, strengthening organizational meetings, creating "Forum" and "playground" for farmers have the opportunity to exchange experiences and with each other and express their point of views to the local authorities.

Lastly, organizing the training courses related to the fields of agricultural development, environmental protection, economic and business management to improve the capacity of CSOs in the rural areas.
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