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To disseminate scholarly research and academic articles in the fields of social science, humanities, education, science and technology, authored by faculty members from higher education institutions, research fellows, academicians, locally and internationally.

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Editor's Note

Dear All,

The impact of COVID 19 beyond imagination.

We must admit that the impact of COVID 19 is beyond our imagination, physically and mentally. It affects all walks of life globally. It disrupts our educational service delivery system. Evidently, most university campuses were very quiet without students' presence.

How to continue our daily life and work is the major problem under the social distancing policy regarding health concerns. The external factor, the pandemic of COVID 19, has forced us to change accordingly. Digital transformation, like it or not, has become a challenge. It has played important roles in bridging the distance among teachers and students, enabling online education delivery mode possible under the Government's keeping distancing policy. Digital technology has facilitated us to be able to carry on our duties and responsibilities, teachers working from home or from campus and students learning remotely. Self-adjustment with the development of new skills and reskills, especially digital skills, for both parties is inevitable. It is the key to continue our duties effectively in the new normal.

Obviously, instructional strategies have to change to accommodate the learning online delivery mode. Teachers must equip themselves with the new digital skills necessary for conducting classes online and engage students in learning. Also, students need to equip themselves with self-directed learning method, self-discipline for class preparation and participation, self-learning assessment. On the positive side, the impact of COVID 19 has made all of us to be on the alert and ready for the unpredictable circumstances in the future. Absolutely, innovative method of teaching and learning, instructional technology, is needed.

The lesson learned.

Now, the global situation of COVID 19 has significantly alleviated since March this year. It shows a downward trend continuously as reported by the authorities concerned. Most countries, including Thailand, have issued the policy to reopen their countries for travelers, visitors, including foreign students to be able to attend on-site classes and educational activities on campuses. That is good news. Campuses are starting to come alive again as students return.

For higher education educators, teaching and research is inseparable, like two sides of a coin. The reputation of an institution in academic circles depends on the scholarship of its faculty. Scholarship, or research, is an important part of academic life. It is a good opportunity for college or university educators to reflect on your teaching requirements and changes you have initiated during the COVID 19 pandemic. As an educator, a teacher or a researcher, what have you learned about teaching and learning online during the last two years, in terms of professional development and effective instruction? How do you manage the classes? For the learners' learning, what assumptions have you made in devising your teaching strategies about the variables likely to influence the learning of your students during the pandemic. Did you know the capacities, interests, and readiness of the learners, of each individual students in your class? What do students prefer, on-site classes or online learning? What are the changes in your students' learning styles? Share your discovery.

APHEIT journal is a platform for Share and Learn. We value your contributions.

Welcome back to campuses,

Manit Boonprasert, Ed.D

The Association of Private Higher Education Institutions of Thailand
Under the Patronage of Her Royal Highness Princess Maha Chakri Sirindhorn
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The Impact of Social Media on Motivation Toward Learning English as a Global Language

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ABSTRACT

This study investigated the impact of social media on motivation toward learning English, the manner in which they were imparted, and the most effective social media platform for English learning. The first five most used social media in Thailand as of January 2021 were considered. These were YouTube, Facebook, Line, Facebook Messenger, and Instagram. The descriptive research adopted a mixed methods design with a questionnaire and semi-structured interview as research instruments. By random sampling, 270 undergraduates of the Department of English in a Thai private university were recruited via an online survey and 12 of them participated in an online semi-structured interview. The quantitative data were statistically analyzed using frequency and percentage with the aid of SPSS 21, while the qualitative data underwent content analysis according to Lichtman's three Cs of data analysis. Findings were similar across the methods and they revealed that social media both initiates and facilitates motivation, boosts learners' self-confidence, competence, and language skills, and promotes relatedness and autonomous learning. These were feasible through social media's actual affordances of connectivity, interaction, and collaboration. There was a significant efficiency of YouTube over other platforms with regards to students' motivation and learning of English. The study recommends the integration of social media with proper guidelines into the English learning process.

KEYWORDS: Impact, Social media, Motivation, Global language, Learning English

Introduction

Social media has revolutionized the patterns of interaction and integration in contemporary society. The connectivity and communication established through its use could be linguistically rewarding for users as such take place either within the same or across different linguistic backgrounds (Slim & Hafedh, 2019). The status quo projects the need for a common language especially when

connections are interlinguistic. As of January 2020, Statista reported that English was the most common language used online with 25.9 percent of worldwide internet users (Johnson, 2021). This implies that more than a quarter of all internet activity worldwide was conducted in English. English serves both as a common language and a global language (Rao, 2019). It follows that the practicalities of global communication are one of the principal agents

of the internationalization of English. The English language here is not representative of the culture and nationality of any particular country but that with an international posture. The synergy between English and the affordances of social media fosters the satisfaction of the human intrinsic need to feel and stay connected with others. The need to connect with others synchronizes with the human innate desire to know.

Within the Thai context, there were 55 million active social media users as of January 2021 which accounted for 78.7 percent of the total population of 69.88 million. 94.2 percent of these active social media users patronized YouTube, 93.3 percent were on Facebook, 86.2 percent used Line, 77.1 percent on Facebook Messenger, and 64.2 percent on Instagram thereby making them the first five most popular social media platforms in Thailand (Kemp, 2021). Most of these active users were youths, and university students constitute the most avid group due to the inherent educative, informative, entertaining, inflaming, and contagious abilities of social media. The proliferation of social media usage and the resultant webs of connectivity amongst university students makes social media a necessary subject for exploration in the field of language learning. Considering the status of Thailand as being in the expanding circle where English is used as a foreign language, social media potentially shape students' language development and attitudes. It makes linguistic features salient to learners as they converse. Studies have shown that usage of social media for learning English has exerted positive impacts on Thai university students (White, 2019; Chotipaktanasook, 2016; Tananuraksakul, 2015) but not much is known

about its effect on their holistic motivation. In the sense that college students are motivated before enrolling in any program of study, the motivation thereof constitutes the teleological foundation of their learning process and subsequent motivations. This research work, therefore, hypothesizes that social media impacts motivation toward learning English as a global language.

Research Objectives

This study examined the what and how of the impact of social media on motivation, while taking into cognizance the first five most used platforms as of January 2021. The following objectives were devised after a thorough review of the related literature.

1. To investigate the impact of social media on students' motivation toward learning English as a global language.
2. To examine how motivation towards learning English is impacted through the media.
3. To look into the social media platform with the most efficiency on students' motivation.

Literature Review

Social media has reportedly served as the content and context of language learning. Its nature and operation are synonymous with those of learning, which includes active engagement, group work, regular interaction and feedback, and connection to real-life professionals (Lertlit, 2019). A wide array of its importance and impact has been a subject of research in language learning.

In their study of the effects of media on English language learning motivation at the tertiary level in Bangladesh, Hasan et al. (2020)

discovered that the utility of media in English language learning hugely motivates learners and causes paradigm shifts from dependent and passive learners to active and autonomous learners, monotonous to participatory learners. The media sparks a participatory, engaging, and enthusiastic learning scenario, and complements classroom teachings. Of great significance to students' motivation was the feasibility of feedback, connection to anonymous bloggers and Facebook groups, audiovisual materials, and movies with English subtitles. Within the Iraqi EFL college setting, Nesrallah and Zangana (2020) submitted that social media is an efficient instrument for vocabulary improvement as students tend to learn new words through Google Translate and Facebook. For Al-Jarrah et al (2019) social media has the intrinsic propensity of boosting the writing motivation of students, strengthening their consciousness of the addressees and authorship of their writing, and developing their writing skills. Its affordances offer learners the opportunity of daily engagement in writing. Social media provides a convenient platform for improving writing, collaborative and engaging learning, accessibility to various web resources, and interaction with native and proficient speakers of the English language (Annamalai, 2017). It expands the setting where English is encountered, learned, and used; facilitates learning anywhere and anytime, and constitutes the means where English is used in concrete situations especially in countries in the expanding circle where English is used as a foreign language (Ayuningtyas, 2018).

In his classroom research on the impact of social media on Thai EFL university students' willingness to communicate in

English, Chotipaktanasook (2014) arrived at the conclusion that social media motivates communication. Thai university students were more willing to communicate in English on social media than during in-class activities. Given its low anxiety milieu, students tend to exhibit a high self-perceived communicative competence and frequency of target language use on social media. White (2019) reported high levels of satisfaction and perceived learning in Thai university students' use of Line. The application constitutes a medium for practicing conversation English and basic structures as well as disseminating course resources. For Thedpitak and Somphong (2021), Thai undergraduates possess a positive attitude toward the use of mobile applications for language learning. Mobile applications form an integral part of language learning and self-directed learning in particular. In descending order, the applications were found to be frequently used to enhance listening skills, reading skills, vocabulary and translation, speaking skills, pronunciation, writing skills, dictionaries, and grammar. Facebook was found as the favorite online learning source, followed by Instagram and Line. Investigating Thai university students' attitudes toward the use of the internet in learning English, Chomphuchart (2017) found out that they were positive as the internet enhanced speedy and autonomous learning, and provided authentic materials, and a plethora of resources. They were however limited by their field of study, computer skills, internet access, and insufficient server capacity in certain geographical areas. Much is yet to be known about the impact of social media on the holistic motivation of language learners within this context.

Theoretical Framework

This entails the use of theory to explain and explore the nexus between variables, thereby situating and contextualizing formal theories into the study as a guide. To guide in the choice of design and discussion of findings, this study adopted the interaction hypothesis, theory of connectivity, and self-determination theory of motivation.

Social media is characteristically interactive and connective; where interaction facilitates negotiation of meaning and language acquisition (interaction hypothesis), and language learning hinges on the network of connections and grows with the expanse of connectivity (connectivism). It breaches the spatiotemporal constraints peculiar to communication and brings the world together. The practicalities of global communication due to social media are one of the major determinants of globalization and the internationalization of English. The worldwide adaptation and use of English make learning English as a global language a necessity. This necessity together with the concomitant psychological needs of autonomy, competence, and relatedness are often digitally satisfied through the media. Self-determination theory assumes that individuals become self-determined as these innate psychological needs are met (Ryan & Deci, 2000). Social media is thus laden with motivational import by supplying the integrative and instrumental orientations toward language learning, which could be intrinsically or extrinsically manifested.

Methodology

The study adopted a convergent parallel mixed methods design. A mixed

methods design merges quantitative and qualitative data to provide a more comprehensive analysis of the research problem.

Data Collection

Quantitative and qualitative data were collected from an online survey questionnaire and semi-structured interview respectively at roughly the same time and complementarily reviewed.

Sample Size

The study was conducted with undergraduate students in the Department of English, in a Thai private university. The choice of the research site was due to convenience while that of the population was because they were both active learners of English and users of social media. By random sampling technique, 270 undergraduates were recruited via an online survey and 12 of them participated in the online semi-structured interview. The number of interviewees was so chosen to enhance the validity of fine-grained, in-depth inquiry (McKenzie, 2006) while the sample size for the quantitative research was calculated using Yamane's formula $n = N / (1 + N(e)^2)$ (Yamane, 1967).

Of 270 undergraduates, sixty-two of the questionnaire respondents were freshmen; forty-five were sophomores, sixty-eight juniors, and ninety-four seniors. For the semi-structured interviews, four were in the first year, two in the second year, two in the third year, and four in the fourth year of study.

Research Instrument

The questionnaire, used to collect data, was divided into two basic parts. The first part was demographic questions like student level and first language. The psychographics consisted of thirty-five closed-ended and five open-ended

questions on the five most popular social media in Thailand –Facebook, YouTube, Line, Facebook Messenger, and Instagram, framed with a 5-point Likert scale and a bipolar scale that stretches from strongly agree to strongly disagree range. Each of the platforms had one open-ended and seven closed-ended questions which reflected its peculiar features. The construction of the questionnaire was guided by the adopted theories. On the other hand, the semi-structured interview which was exploratory had a guide set before the actual interview. It focused on core topics that provide general structure, but with allowance for topical trajectories during the conversation.

Content validity of the instruments was checked through the Item Objective Congruence (IOC) Index by three experts. The item with the least unidimensional item congruence index (U-IOC) scored 0.83. The U-IOC for the questionnaire and interview questions was 0.99 and 0.93 respectively. Following the thumb rule for validity which has it that for an item or instrument to be

considered acceptable, its U-IOC should be equal to or greater than 0.75 (Sukamolson & Sitti, 2019), the research instruments were considered valid. The reliability of the questionnaire was ascertained through a pilot test conducted with 30 participants from the English Language Institute of Rangsit University. Using SPSS, the alpha coefficient for the items was 0.925. This presupposed that the items had very high internal consistency (George & Mallery, 2003).

Data Analysis

The quantitative data were statistically analyzed using SPSS and presented in frequency and percentage. Top four items for each platform were identified. The mean and standard deviation of groups of ideas on the platforms were checked. Mean scores were interpreted by a range of scores and levels (Table 1). Scores for the platforms were ranked, and the ranking was confirmed by the Friedman test which measures the mean score of subjects under the five social media.

Table 1. Likert scale range explanation

Level	Very low	Low	Moderate	High	Very high
Mean score	1.00 – 1.50	1.51 – 2.50	2.51 – 3.50	3.51 – 4.50	4.51 – 5.00

Source: Latif et al (2017)

The qualitative data underwent content analysis according to Lichtman's (2012) three Cs of data analysis: coding, categorizing, and concepts. To achieve this, the following procedural steps were undertaken: first, initial coding which involved going from the raw data to summary ideas from the responses. Next, the initial coding was revisited. Then, an initial list of categories was developed. Later, the initial list of categories was modified. After that, the categories were revisited and subcategorized.

Finally, there was a transition from categories to concepts.

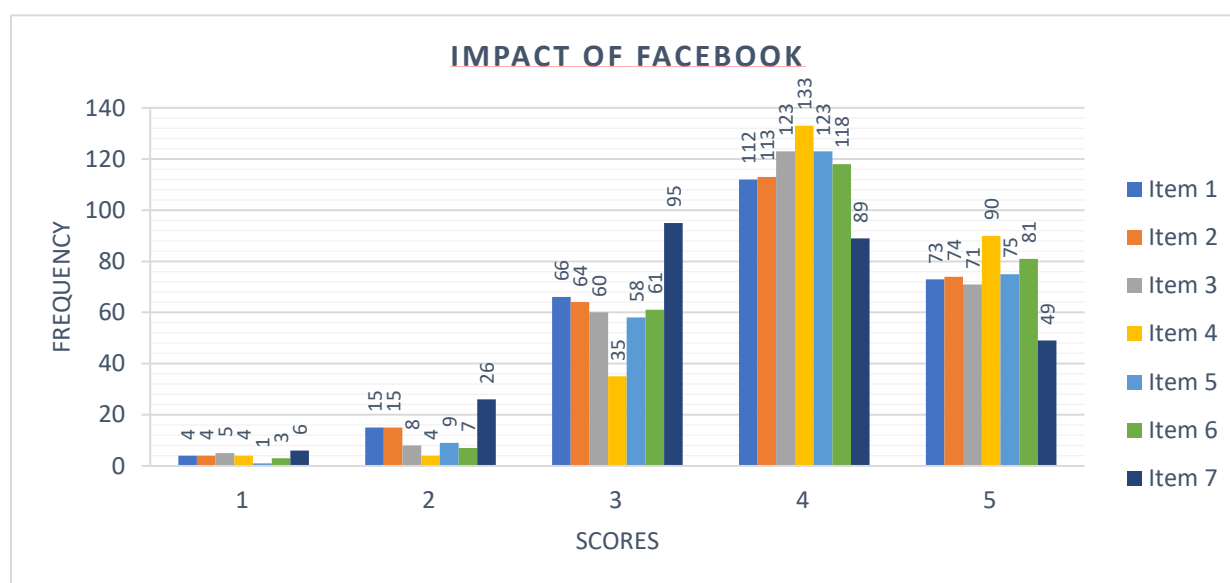
Results

The research findings were reported according to the analysis of questionnaire responses and semi-structured interviews. These findings would then be blended and presented as they answered the research questions.

Findings from Questionnaire Responses

Findings from the quantitative research showed that social media initiates and facilitates motivation, enhances learners' competence and confidence, boosts language skills, and promotes relatedness and integration. These were made possible by the

media's interactive, connective and collaborative characteristics. Among the media outlets, YouTube was discovered with the highest efficiency in English learning. Details were offered below according to the five platforms considered in this research.

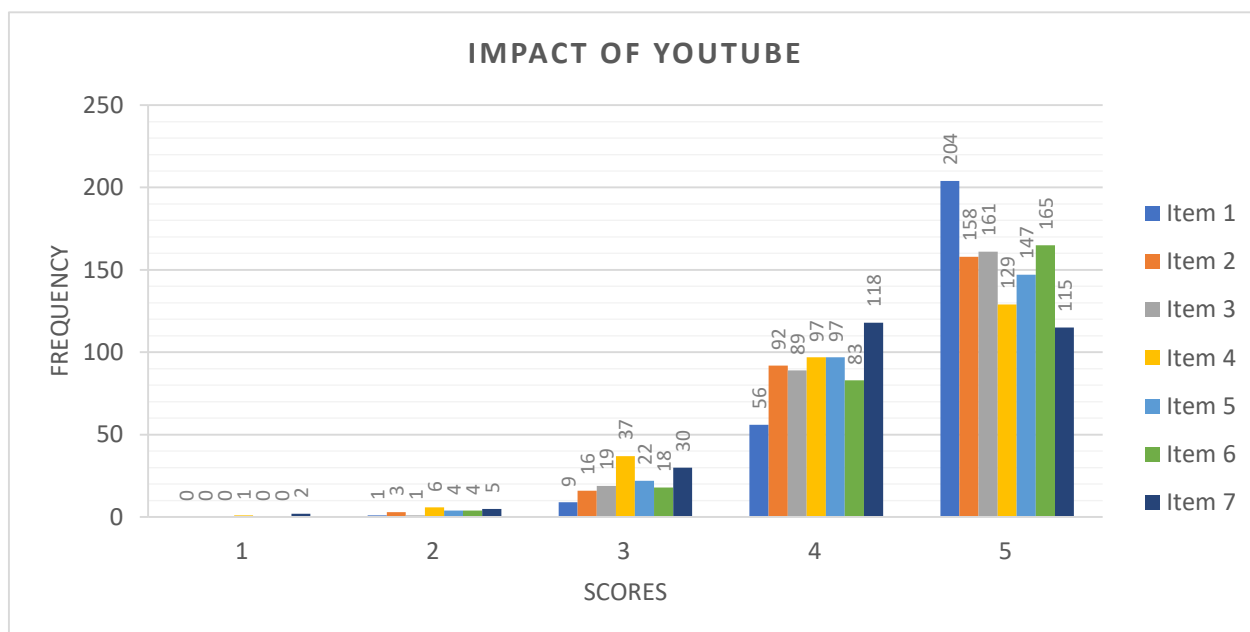


Facebook

Overall, the highest frequency of items on the impact of Facebook was four, which connoted agree on the Likert scale. At the peak of scores five and four was item 4: I learn new English words, expressions, and quotes through Facebook posts with 49.6 and 34.2 percent of responses respectively. This item had the highest impact. It was followed by item 6: Facebook gives me a sense of connection and integration with the English-speaking world, which was second and fourth on the scores of five and four with 30.3 and 44.2 response percentages respectively. Next was item 5: Facebook helps me to connect with English

experts and sites with 28.2 and 46.2 percent of responses on the scores of five and four. Sharing second place on score four was item 3: Facebook makes English learning interesting and fun.

From these top items, it was deducible that Facebook boosts learners' vocabulary and language skills, gives a sense of relatedness and integration, enhances connectivity, and facilitates motivation by making learning fun. The ensuing concepts included language skills, relatedness, connectivity, and facilitation ($(\bar{x}) = 4.02$, S.D = 0.83). Competence was added from the open-ended questions.

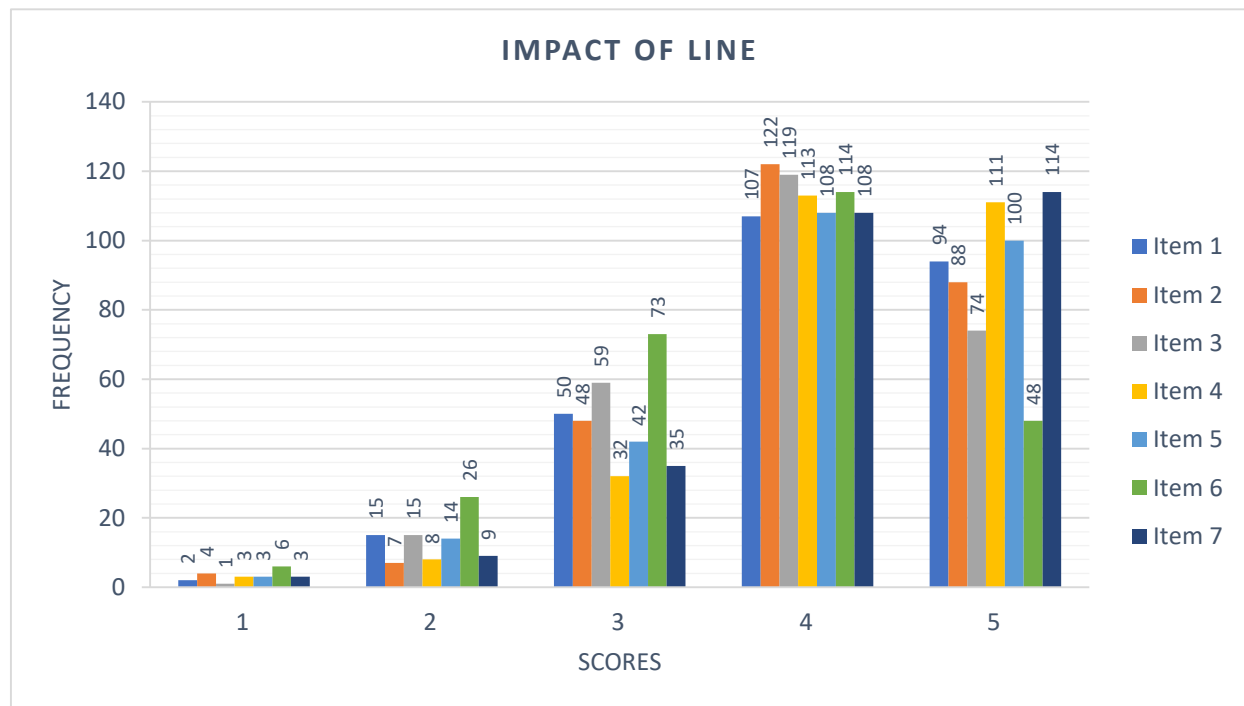


YouTube

The frequency of responses on the impact of YouTube was collectively on a strongly agree rating, i.e. that the score of five. This pointed to the high efficiency of YouTube on motivation and English learning. At the summit of it all was item 1: I learn English by going through song lyrics and movie subtitles on YouTube with a 75.6 response percentage at a score of five. Next was item 6: I learn to be a good English speaker through YouTube channels with 61.1 percent of responses at a rating of five. Then item 3: I feel more confident to listen to English speeches after using YouTube with a 59.6 response percentage; and item 2: YouTube videos

minimize my fears of pronouncing English words with a 75.6 response percentage at a score of five.

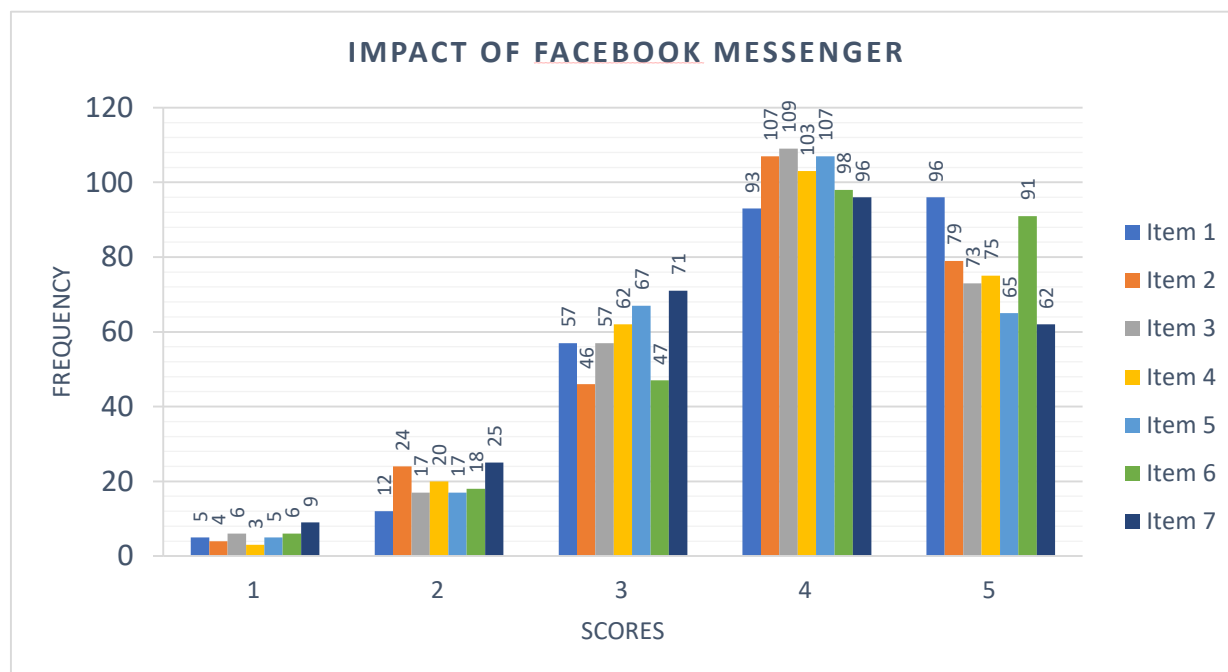
Inferring from these top four items, YouTube promotes daily autonomous learning, practice, and use of English through connection to various sources of information, improves language skills, and increases learners' confidence and competence. The resulting themes comprised autonomy, connectivity, confidence, and competence (\bar{x}) = 4.56, S.D = 0.63). Language skills and facilitation were complements of open-ended question analysis.



Line

The most occurring score on the items on Line application was four. The item with the highest impact was 7: Chatting with proficient English-speaking friends on Line inspires my learning of English with 42.4 and 40.2 response percentages on scores five and four respectively. This was followed by item 4: Line makes our teachers more approachable with 41.6 and 42.3 response percentages on scores five and four. Then item 5: I try to understand all the English I see and hear on Line with 37.5 and 40.4 response percentages; and item 1: Contact with unfamiliar English words during chats raises my curiosity towards their meaning with 35.1 and 39.9 response percentages on ratings of five and four respectively.

The top items unraveled that interaction with proficient English speakers exposes learners' language proficiency level and induces the need for improvement which culminates in competence. The interactive feature of Line makes for more collaborative learning, while the curiosity to know the meanings of unfamiliar words and phrases encountered during interaction builds learners' vocabulary and grammar. The resulting ideas consisted of competence, collaboration, language skills, and interaction (\bar{x}) = 4.13, S.D = 0.89). Facilitation of motivation and connectivity were addendums from the open-ended question analysis.

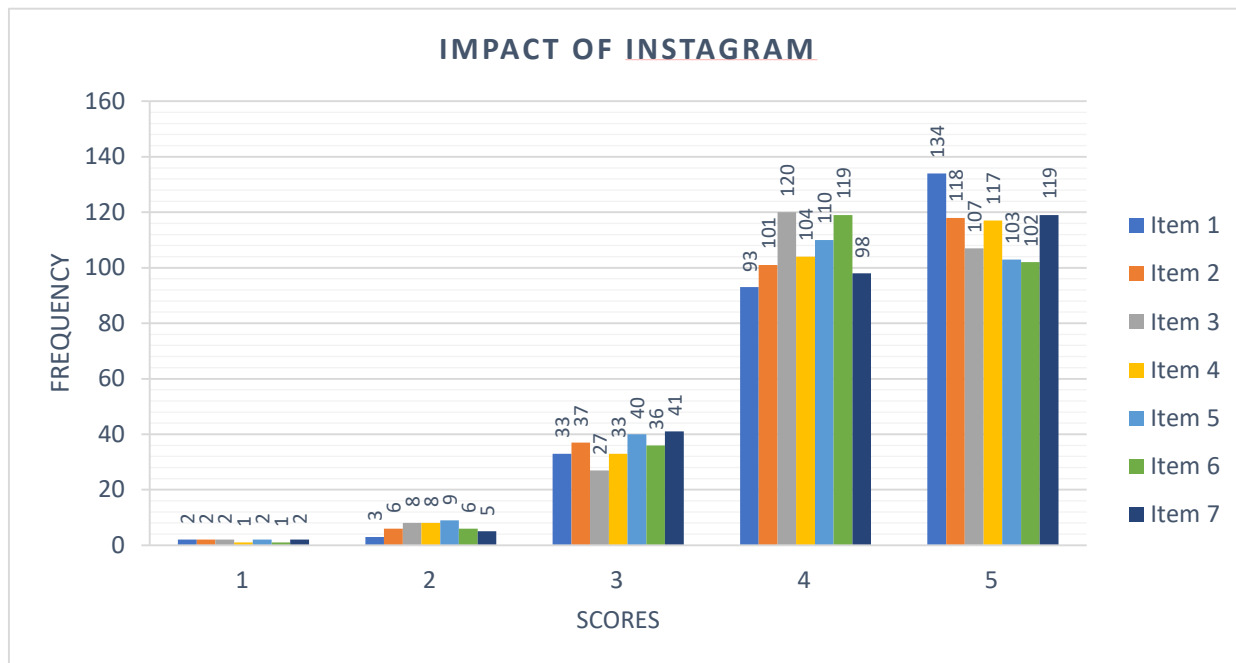


Facebook Messenger

The frequency of responses on the impact of Facebook Messenger was collectively on a score rating of four. This implied that most participants agreed to the items measuring the impact of Facebook Messenger. As shown in the bar graph above, the most impactful item was 1: Facebook Messenger affords me the opportunity of meeting and conversing with many and varied people across the globe using English with 36.5 and 35.4 response percentages on the score rating of five and four respectively. Closely rated with 35.0 and 37.7 response percentages was item 6: I try to understand all the English I see and hear on Messenger. A steep down the line was item 2: I acquire new words and sentence structures from my Facebook

Messenger chats with 30.4 and 41.2 response percentages. Then item 4: Facebook Messenger gives realistic awareness of my progress in English proficiency with 28.5 and 39.2 response percentages. The percentages were on the score ratings of five and four.

From these ratings, it was deducible that Facebook Messenger provides an international environment for connection and interaction, and enhances language skills and self-confidence by offering realistic awareness of proficiency. The ensuing thoughts included connectivity, language skills, interaction, and confidence (\bar{x}) = 3.93, S.D = 0.89). An addendum from the open-ended question analysis was facilitation.



Instagram

The most common rating in the data set on Instagram was five. Participants strongly agreed on most items, hence the conclusion that Instagram was highly impactful. An overall look at the frequency of responses showed four items with peaks at the strongly agree (5) ranges. These were items 1, 7, 2, and 4. Item 1: *Instagram makes me feel supported in my English learning journey* had a 50.6 response percentage. Item 7: *Instagram makes English learning fun* came up with a 44.9 response percentage. Item 2: *I think I keep up to date with English by following English teaching accounts on Instagram* had a 44.7 response percentage; and item 4: *Instagram affords me the opportunity of using English to interact, practice and comment* had a 44.5 response percentage.

It follows that Instagram gives a sense of acceptance and integration into the global

English-speaking community, supports learning by providing various specialized nodes with up-to-date knowledge, facilitates motivation by making learning fun, and offers real-life situations for practicing, commenting, and interacting in English. The resultant concepts included relatedness, facilitation, connectivity, and interaction ($\bar{x} = 4.26$, $S.D = 0.82$). These were complemented with language skills and competence from the open-ended question analysis.

Comparison of the Platforms

Nine concepts were highlighted in the results of questionnaire responses. These included interaction, language skills, relatedness, connectivity, collaboration, facilitation, competence, confidence, and autonomy. A comparative look at the findings indicated the predominance of some concepts. Connectivity, language skills, facilitation, and competence/confidence were reflected in all the

platforms. The concept of interaction was characteristic of Line, Instagram, and Facebook Messenger, while relatedness was peculiar to Instagram and Facebook. Autonomy was unique to YouTube and collaboration was specific to the Line application.

The efficiency of the five media was ranked using mean and standard deviation and confirmed with the Friedman test. YouTube exhibited significant effectiveness over other platforms (Table 2), though the p-value did not suggest any overall median difference across platforms.

Table 2. Comparison of Platforms

Platforms	\bar{x}	S.D.	Friedman Test	Level
YouTube	4.56	0.63	5.00	Very High
Instagram	4.26	0.82	4.00	High
Line	4.13	0.89	2.71	High
Facebook	4.02	0.83	1.71	High
Facebook Messenger	3.93	0.89	1.57	High
P-value			24.57	

Findings from Semi-Structured Interviews

The qualitative data from semi-structured interviews were so collected to complement and make meaning of the quantitative data gotten from the questionnaire. The interviewees talked about their use of social media, which platform they frequented, which was most beneficial to their learning of English, and how they benefited.

Ten out of twelve of them believed that YouTube was the most beneficial platform for English learning while two opted for Instagram. Their responses were analyzed following Lichtman's three Cs of coding, categorizing, and conceptualizing as in Table 3. Apart from initiation of motivation, it yielded the same result as the quantitative research.

Table 3. Concepts from Semi-structured Interviews

Codes	Categories	Concepts
Early exposure to English through Instagram Contact foreigners Desire to understand movies Desire to have foreign friends Desire to interact with foreigners Desire to imitate idols and celebrities	Early exposure Social needs Role models	Initiation
Daily learning, practice, and use Learn through fun Concrete historical situations Plethora of sources Free and convenient medium	Active engagement	Facilitation

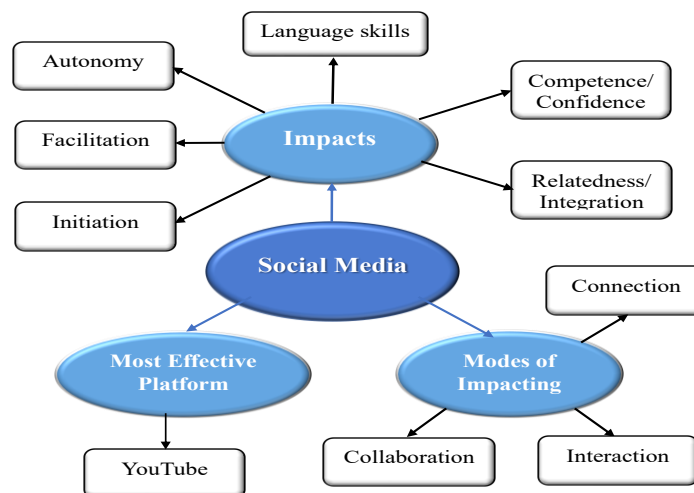
Table 3. Continue

Codes	Categories	Concepts
Need to improve proficiency Wake from learning slumber Progress of others with similar proficiency and tasks Confidence boost	Self-evaluation	Competence
Connection with classmates and teachers	Teamwork	Collaboration
English teaching channels, pages, accounts, and sites Contents, posts, statuses, comments Connection to real-life teachers Access to proficient and native English speakers	Connecting to learn	Connectivity
Interaction with foreign friends Chat with people from different nationalities Conversation with proficient speakers	Learning through interaction	Interaction
Variety of opinions Liberty of choice Flexibility of time and place Learning how to learn Hints on others' approaches	Self-learning	Autonomy
Global environment International language Intercultural communication	Sense of integration	Relatedness
Practice listening and speaking Enhance reading and writing Build vocabulary and grammar	Vocabulary and language skills	Language skills

Blended Findings

The results from questionnaire responses and semi-structured interviews were

similar. It could be schematically presented as below:



In this section, the findings were discussed with reference to previous studies and underlying theories. This was carried out according to the research objectives.

Impacts of social media on Learners' Motivation

According to the research findings, the impacts of social media on motivation towards learning English as a global language included initiation and facilitation of motivation, competence and confidence, autonomy, relatedness and integration, and language skills.

Initiation featured eminently in the qualitative research. It is an essential aspect of motivation that entails the ability to get a task started. The study revealed that social media oftentimes initiated the motivation to learn English. It aroused the desire to learn as well as causes the decision to commence the learning process. The prevalent factor recorded was the need to make and maintain relationships and interactions with foreign friends. Here, love and belongingness enhanced by social media trigger a concomitant need to learn English as it served both as a common and global language (Rao, 2019). Learning English becomes an instrumental value with respect to making and maintaining relationships. Such learning is motivated by integrated regulation, which is the most autonomous form of extrinsic motivation (Ryan & Deci, 2000). Other English learning initiating factors include early exposure to English through the social network, contact with foreigners, and the desire to imitate favorite celebrities and personal idols.

The facilitation of motivation toward learning English is another important impact of social media which was reflected in all the platforms. This is achieved by giving direction, invigorating intensity, and enhancing persistence. Social media makes the learning process easy, interesting, and fun. It virtually provides concrete historical situations where the language could be learned, practiced, and used on daily basis. This agrees with the findings of Ayuningtyas (2018) in the

Indonesian context that social media expands the setting in which English is encountered, learned, and used. The study equally confirms the position of Chomphuchart (2017) that social media offers a wide spectrum of up-to-date authenticated materials and knowledge, where anything can be searched and answers are gotten at no time and cost. The ease of learning promoted by social media both enhances and sustains the drive to learn English.

The concept of competence was also common to the platforms. It is one of the three human psychological needs that entails the ability to control the outcome of activity as well as experience mastery of a task as stated in the self-determination theory of motivation. Social media enhances English learners' language competency through communication with proficient English speakers as well as contact with interesting online posts and content in good English. Such scenarios give realistic awareness of learners' progress and English proficiency. They tend to expose learners' language level; whether or not they possess the needed skills to achieve certain degrees of communication in English. Consequently, they induce learners' self-evaluation and call for improvement where and when necessary. This points to Baumeister's (2016) definition of motivation as wanting change. Also, learners gain mastery of English language skills as they continuously engage in online reading, writing, speaking, and listening on social media (Thedpitak and Somphong, 2021; Al-Jarrah et al, 2019; Annamalai, 2017). Online usage of the English language promotes knowledge of the language and the ability to employ it to achieve correct interpretation and meaningful production according to contexts.

Self-confidence connotes learners' self-assurance of whether or not they believe they can achieve certain levels of communication in English. It is an essential factor in language learning and articulation. Eventual successes that learners attain in understanding and

communicating in the target language are at least partially borne out of their belief that they are capable of achieving such. Social media boosts this belief by providing platforms for prior successful communications in English, vicarious experiences through online content, and verbal persuasion by proficient English speakers and friends. These align with Bandura's (1994) sources of self-efficacy. While social media, on one hand, minimizes the fear of using English through interaction and exposure to online content in English, it on the other hand increases motivation to employ the language in communication. This somewhat clarifies Chotipaktanasook's (2014) finding that students are more willing to communicate in English on social media than during class activities due to its anxiety-free milieu.

The concept of autonomy was peculiar to YouTube. It entails the desire to be causal agents of one's own life and activities. Learners' autonomy is enhanced by social media which provides platforms where they take responsibility and are actively involved in their learning. Social media gives that sense of volition and internal perceived locus of causality in learners' activities through its plethora of sources, liberty of choice, and flexibility with regards to time and place. It encourages self-learning where learners take initiative and decisions based on their preferences towards their goals. The study concurs with Hasan et al. (2020) that social media turns dependent and passive learners into active and autonomous learners, and enhances self-directed learning (Thedpitak and Somphong, 2021; Chomphuchart, 2017). Since it satisfies the psychosocial need for autonomy, it fosters a high-quality form of motivation and optimum learning as proposed by self-determination theory (Ryan & Deci, 2000).

Relatedness was common to Instagram and Facebook. The concept refers to the universal need to connect, interact, and experience care from others. Social media

fulfills this need as well as fosters integration into the social matrix of the global community and benefit from being cared for. It gives that sense of connection and integration with the English-speaking world as well as a sense of communion and support in the English learning journey. It achieves these by removing inherent spatiotemporal constraints in communication, blurring international boundaries, changing dynamics of interaction, ubiquitously establishing virtual networks of people, and enthroning English as a common language. Close and intimate relationships are constantly developed across various linguistic backgrounds through social media with the aid of the English language. The emergent scenario necessitates the learning and knowledge of English learning.

The impact of social media on language skills was found in all five platforms. Social media promotes the acquisition and development of language skills. The four skills of reading, writing, speaking, and listening are constantly utilized in the media thereby causing intended and/or unintended learning of the language. While learners attempt to meaningfully use English in the media, their language skills incidentally improve with time. The present study agrees with Thedpitak and Somphong (2021) Al-Jarrah et al (2019), and Annamalai (2017) that the pedagogical utility of social media has the intrinsic propensity of boosting students' language skills. It improves English learners' vocabulary, grammar, and pronunciation; and motivates self-learning. Furthermore, it enhances pragmatic awareness through the display of a wide array of scenarios where the right frame of words and expressions are used according to contexts.

How social media impacts Learners' Motivation

The impacts of social media on motivation toward English were made possible through the connective, interactive, and collaborative features of social media. These

characteristic features are discussed in the following paragraphs.

The concept of connectivity was highlighted across all the media. It is one of the essential characteristics of social media that has positively influenced English learners' motivation. Social media is a hub of networks with various English learning sites, accounts, channels, pages, posts, statuses, stories, and real-life teachers and experts as well as proficient and native English speakers. It is a nebulous environment of constantly shifting and updating core elements with up-to-date information. It grants learners access to unlimited sources of information (Al-Jarrah et al, 2019; Chomphuchart, 2017) at no time and cost thereby boosting the motivation to learn. Through social networks, learners both connect to learn and learn by connecting. As stated by the theory of connectivity, learning occurs as connections are made, and knowledge grows with the expanse of one's network. Learning is a process of connecting specialized nodes, which makes knowledge essentially a network (Siemens, 2005). New forms of knowledge result from the nexus of networks and the flow of information. Since no flow of information exists without connection and no connection remains without the flow of information, social media remains a significant platform for networking, learning, and knowledge. Growth in the network of the English language implies growth in its knowledge. Instead of being an internal and individualistic activity, English learning has become a social activity that is technologically enhanced, distributed within a network, and involves the recognition and interpretation of patterns.

The interactive characteristic was specific to Line, Instagram, and Facebook. Interaction in English on social networking platforms initiates and facilitates motivation and learning of English. In the initial stage, motivation to learn English is triggered by the social need to establish and maintain connections with foreigners and be integrated

into the global society through interactions. Then, in an attempt to meaningfully interact with foreigners in English, learners incidentally acquire the language as an unforeseen consequence of conversing through it as expressed by Long's (2020) interaction hypothesis. The interaction that ensues while negotiating for meaning causes language to be acquired. The acquisition thereof is often bereft of intentionality and awareness. Learners sometimes consciously notice new words, phrases, and grammatical structures while interacting and negotiating for meaning in English and at other times, they unconsciously perceive new forms while paying attention to communication and the task at hand. Learners' focus is often directed to challenging and emphatic items during a typical meaning-centered conversation in the target language. Such items are indicated by pauses, emphases, repetition, use of synonyms, informal definition, checks on comprehension and clarification, requests for clarification, etc. These cause a shift of attention from meaning to language forms. Aligning with Nesrallah and Zangana's (2020) submission, students learn new words and enrich their vocabulary as they interact with their friends and proficient English speakers on social media. Though English is explicitly learned by the students, a greater part of it is implicitly acquired through interaction.

Lastly, the pedagogical value of social media is eminently featured in its promotion of collaborative learning and active engagement. This aspect was peculiar to the Line application. Social media enhances the flow of information between teachers and students, making and sharing of multimedia presentations, sharing of ideas and brainstorming by group members, posting of side comments and questions during real-time lectures, sharing of assignments and responses, connecting to real-world experts and real-life situations, among other things. Collaboration engenders optimum performance and

reinforces learners' motivation. It makes learning lively and strengthens social interaction and unity amongst colleagues. Sharing the view of Hasan et al. (2020) and Sanmamed et al (2017), social media gives a better active, creative, and collaborative classroom setting than the traditional approach.

Effectiveness of the Platforms

From the investigation, it was discovered that YouTube was the most effective social media platform with regard to students' motivation and English learning. YouTube makes English learning easy, fun, and spontaneous due to its variety of information sources and distinctive characteristics that allow originally-created videos to be shared, discovered, and viewed across the globe. The commonest of these specialized sources among language learners are song lyrics and movie subtitles. They boost the passion for daily learning, practice, and use of English. YouTube channels and content enhance basic language skills, especially listening and speaking (Hasan et al., 2018). Its flexibility in terms of time, place, mode, and choice motivates, while its plethora of scenarios with proper usage of language enhance pragmatics and cross-culturally understanding (Kim & Kim, 2021). It virtually answers every question asked with a variety of opinions at little or no time and cost.

Instagram had a significant impact on participants' motivation to learn English but was lower than the impact of YouTube. The platform is both interactive and connective. Interactive, by enhancing the establishment and maintenance of communication with friends and teachers, at home and abroad. Connective, by providing various sources of information with up-to-date authenticated knowledge. It offers learners real-life situations for learning, practicing, commenting, and interacting using English (Zarei & Rudravarapu, 2020;). It is often used as an education platform (Erarslan, 2019) and increases learners' motivation and

competence (Pujiati et al., 2019). The span of its coverage is unlimited.

Line application was found in the middle of the five platforms in terms of its impacts on English learners. It appeared to be the main channel of communication between teachers and students in Thailand, thereby enhancing collaborative and engaging learning (Liao & Lin, 2016). It makes teachers more approachable and at the same time familiarizes students with the use of English. Previous research has shown that the use of Line application for English learning ensues in high levels of satisfaction and perceived learning (White, 2019). The application is interactive, and its coverage is limited to those already known, whose contacts were shared, or contacted through other media.

Contrary to the finding of Thedpitak and Somphong (2021), Facebook had less impact on students' motivation and English learning. Though it is both interactive and connective, it was not used mainly for learning English but explicitly for connections and chatting. In the process of utility, learners acquire new vocabularies and language skills (Jassim & Dzakhiria, 2019, Sirivedin et al., 2018). It gives a sense of integration and connection which consequently boost learners' motivation to learn English. Its weakness with regards to stimulation of motivation towards learning English lies in the fact that learners most often do not explicitly connect to learn but implicitly learn by connecting.

Facebook Messenger was the least impactful platform on English learning. It is purely interactive and provides a platform for sharing knowledge (Farhan & Yusoff, 2019). It is an international environment for connecting and learning English. It enhances learning, practice, and use of English. It builds learners' repertoire of vocabularies, phrases, and grammar. Its features are however linked to Facebook and Instagram which ensued in its somewhat redundancy.

Conclusion and recommendations

Motivation toward learning English as a global language is positively impacted by the use of social media. This study, therefore, recommends the integration of social media with proper guidelines into the English teaching and learning process by education policymakers and curriculum planners. Also, connectivism should be adopted as one of the core teaching approaches and learning strategies. This flows from the position that knowledge is essentially network and learning

in the contemporary hyperconnected society is a process of connecting specialized nodes. In the light of this approach, teachers ought to be more open to diversified opinions as well as assume a facilitatory role in students' learning process. On the part of the students, they should not only limit their focus of using social media to social connectedness and pleasurable wants but extend it more to cognitive connectedness and learning.

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Health Program for NCD Patient Self-Care in Urban Community Bangkok, THAILAND

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ABSTRACT

Health behavior may predict health and disease in non-communicable (NCD) patients. The objective of this study was to explore the effects of Health (H) Program among NCD patients in urban community of Bangkok, Thailand. In this experimental study, NCD patients from one of the urban communities were randomly assigned to the intervention group (n = 22) and the control group (n = 23). The intervention group received H program which consisted of giving education for healthy eating, tailored exercise and recreation guide for 8 weeks. Using descriptive statistics, the personal data were analyzed, and t- test was applied. The findings showed the general characteristics of 45 participants. The majority of them were women, the mean ages of the participants in the intervention group were 65.1 years and 65.2 years in the control group. An 8-week H program employing the frequencies of exercise for 3-4 days, recreation for 5-7 days a week in the intervention group for health promotion was statistically higher than the control group. Thus, the H program may be one of the effective methods of health promoting adherence to home visit of NCD patient self-care for healthy eating, exercise, and recreation.

KEYWORDS: Health program (H program), Healthy eating, Physical activity, Recreation, Urban community.

Introduction

Global treatment of chronic illness and lifestyle modification such as having a healthful diet, being physically active, quitting smoking, and limiting alcohol consumption could reduce the risk of developing complications

(Carrington & Zimmet, 2017; Chobanian et al., 2003). Various studies have suggested the efficacy of lifestyle modification which can improve the physical health (Paorohit, 2014; Saensak, Vutyavanich, Somboonporn, & Srisurapanont, 2013). Based on Bandura's

theory, self-care refers to a process of maintaining positive health practice, and managing illness and disease, motivates individual participation in physical activity, which suggests potential use of these measures in other contexts (Perkins, Multhaup, Perkins, & Barton, 2008). Evidence-based chronic diseases self-care recommendations have shown significant change in clinical when self-care guidelines were followed (Chobanian et al., 2003b). Similarly, there are many health promoting programs related to lifestyle modification in Thailand for chronic patients such as self-help group program for the management of T2DM patients in a rural Thai community, and the program of an integrated laughter, mild physical activity and dietary self-control with the randomized trial was conducted at the suburb community, under Bueng Kham Phroi health promoting hospital of Patum Thani, to evaluate the program support to hypertensive patients who received health education about dietary self-control weekly, they also received laughter along with exercise for 12 weeks. And the intervention group showed the significant improvement of blood pressure control after received the program (Chotisiri, Trongsakul, Yamarat, & Taneepanichskul, 2016; Park et al., 2011; Prabsangob, Somrongthong, Kumar, & Anwar, 2019).

However, there is limited evidence about how to promote H program for NCD patient self-care in the inner city. This study, therefore, used the discovery of the previous studies and modified to Health program (H program) which consisted of a set of approaches including healthy eating, physical activity adherence, and recreation to explore the effects of H program for NCD patients who live in urban community of the Bangkok, Thailand.

The Purpose of the Study

The purpose of the study was to compare NCD patient self-care between the intervention group who attended the H program and the control group.

Hypothesis

It is hypothesized that the H program at home would result in significant improvement as a part of healthy eating, physical activity, and recreation for NCD patients.

Methodology

Research design

An experimental two groups design, an intervention group and a control group, that provided a personalized H program for NCD patients (intervention group) after receiving the physician's appointment in outpatient unit of PHC 25, as a part of home visit health promotion in the community. Before and after the experiment, measures were undertaken - H program in the intervention group.

Selected community

This study was conducted at "Ladprao 80 Community" located along the Ladprao canal, the one of urban communities under the Public Health Center 25 (PHC 25) services of Huai Khwang district of Bangkok. This community was purposively selected from a total of 38 communities constituted Huai Khwang district under Bangkok Metropolitan Administration (BMA).

Sample size

The sample size was calculated based on a previous experimental study (Park et al., 2011). The sample size required in each group in the current study was 17 cases per group with 80% power at the 5% significant level. This is

to compensate for an estimated 20 % dropout rate due to their having the physician's appointments, working at countryside, and each individual reasons.

Figure 1 illustrated the step of participant recruitment. Of the 119 patients who were eligible for screening, 46 patients selected as participants were randomly allocated either to the control group (n = 23) and the intervention

group (n = 23). However, there was one dropout in the intervention group because of personal reasons. Then, intervention group comprised 22 participants. Therefore, the total number of participants in two groups was 45. The recruitment process was finalized at the end of September 2018. Then the intervention was implemented and completed in November 2018.

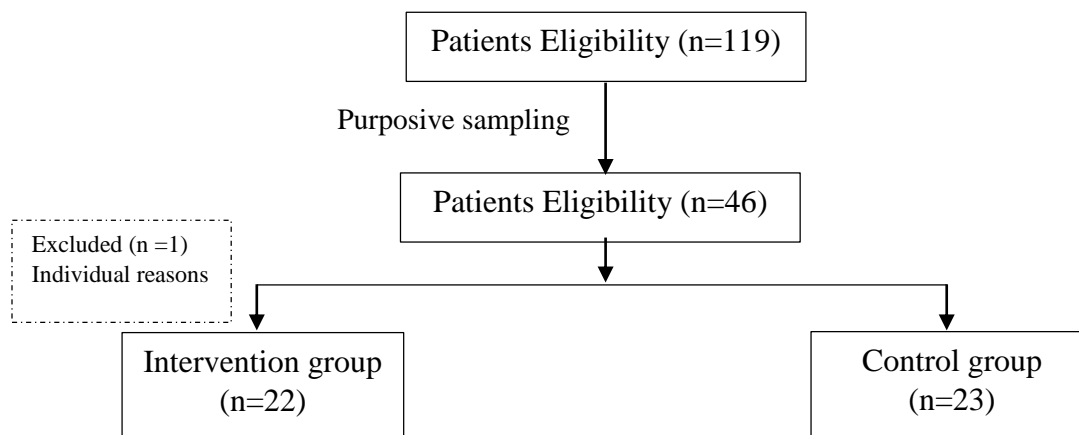


Figure 1. Flow diagram

About the participants

The participants of this study were outpatients under the services of PHC 25, live in Ladprao 80 community, satisfy the following criteria: living in Ladprao 80 community, Huai Khwang district of Bangkok, men or women with aged 50 years and elderly, diagnosed with at least one chronic condition, such as hypertension, T2DM, kidney disease, overweight, obesity, or other non-communicable diseases, being on medication and physician's appointment at the OPD clinic of PHC 25 and/or other hospitals' appointment as NCD outpatient unit. The patients were excluded if they suffered from other complications, such as hearing impairment,

eyesight problem/retinopathy, or disability/limited movements, etc. Those who could not speak or read Thais or had communicable diseases such as TB and HIV were excluded as well.

Research instrument

The questionnaire used for collecting data for H Program consisted of 3 parts: 1) general characteristics, such as gender, age, marital status, occupation, education, etc., 2) self-care checklist, and 3) open-end question.

Self-care checklist of H program was categorized into 3 subgroups with 5 items checklist as follows: 1) Healthy eating; healthy choice cooking and eating less sweet, 2) Physical activity; taking time for exercise and

breathing exercise, and 3) Recreation; leisure time and relaxing activity. First item, healthy choice cooking and eating less sweet were defined as frequent daily cooking for consumption of vegetables and high fiber food, less consumption of sweet, drinking a lot of water at least one litre per day, and limiting sodium and salt intake by themselves. Second, taking time for exercise a day at least three times a week. Next, breathing exercise training was done in 5-10 minutes per day. And the last item was relaxing activities, involving emotional status, and usual leisure activities such as watching TV, taking care of children, napping, travel to other places, etc.

If the participants engaged in the activities for 5-7 days in a week, the score given to them was 3 points; if they engaged for 3-4 days in a week, the score of 2 points would be given; if the activities were done 1 to 2 days in a week, the score of 1 point would be given; and if they did not do any of the activities at all, they would get the score of 0 point. The higher scores showed the higher compliance level of self-care.

Health program intervention

The participants in the intervention group practiced the H program at home by themselves, and making an appointment for the next round of the activities weekly. The H program used the information and practice based on the concept of Thailand healthy lifestyle in 2012

which was recommended for all Thais who were advised to consume healthy food, be physically active, quit smoking, and reduce alcohol consumption (Chobanian et al., 2003b; Khaw et al., 2008).

The major components of the H program included information of 1) healthy eating, 2) physical activity, and 3) recreation, such as watching TV, napping, and taking care of children, and any leisure time (Chotisiri et al., 2016). After the participants signed the informed consent form to indicate their willingness to participate in the study, the H program was introduced to patients in the intervention group. The H program was repeated at patients' home once a week for two consecutive months. The participants were encouraged to tailor the activities when home visits were conducted by the researcher team and healthcare staff of PHC 25. The 1st week of home visit was conducted.

The participants in the intervention group demonstrated all components of the activities. Exercises in the H program were continued in the 2nd week and 3rd week. The 4th week of home visit appointment was to remind them as the 1st week in order to ensure that the participants had followed all activities included in the program intervention through the end of 8th week, as follows (Table 1).

Table 1. An 8-week Health program (H program) intervention

Week	H program	Home visit - consideration
1	Introduce to the Health program (H program), Giving health education 1.1 Healthy diet for healthy eating 1.2 Physical activity & exercise for health 1.3 Recreation & relaxing activity	The activities of program aimed to be as individually tailored-giving health education from healthcare team directly
2	Exercise guide: How to play ROM: Range of Motion exercise Recreation: Leisure time fit for you	Participants was trained an individual ROM exercise. Sharing & enjoying for leisure time
3	Exercise guide: Slow breathing exercise Recreation: Fun ways to relax & relaxing activity	Participants was trained an individual slow breathing exercise Sharing & enjoying for leisure time
4	To remind participants to adhere the H program as the 1 st week 4.1 Healthy diet for healthy eating 4.2 Physical activity & exercise for health 4.3 Recreation & relaxing activity	Ensure that patient is able to follow program continually
5	Menu to know: Healthy Choice cooking Recreation: Fun ways to relax relaxing activity	Menu was shared by participant Sharing & enjoying for leisure time
6	Exercise: ROM exercise & slow breathing	To repeat and the exercise prescription was adjusted if required
7	H program observation	To ensure participants attend the H program by home visit
8	Wrap up 8.1 Healthy diet for healthy eating 8.2 Physical activity & exercise for health 8.3 Recreation & relaxing activity	H program completed

After the H program was approved by the nutritionist, physical technician and psychologist, the researchers included self-care items checklist based on JNC VII guideline and the previous research (Chobanian et al., 2003; Riegel, Carlson, & Glaser, 2000; Visanuyothin,

Plianbangchang, & Somrongthong, 2018). The H program was tested by 5 items covering self-care among hypertensive patients. All items in the checklist yielded a reliability coefficient of 0.60 (Chotisiri & Techapongvorachai, 2018).

Procedures: Baseline screening

Baseline screening was conducted before the H program intervention began. All participants underwent physical screening to measure their body weight, body mass index, blood pressure and blood sugar. All clinical measurements were done by researcher team and a team of multidisciplinary team members of PHC 25, a government healthcare service provider under the Bangkok Metropolitan Administration (BMA). Eligible participants who signed informed consent were interviewed and completed the questionnaire.

For the control group, participants engaged in the routine care which consisted of 1) physician's appointment, 2) routine treatment, 3) individual counseling from the physician, 4) collecting medicines from the pharmacist, and 5) arranging for the next appointment. All medical procedures were done in both groups of participants who all received similar routine care under the services of PHC 25. The participants did not know if they were in the intervention or the control group, as the single-blinded technique was used to separate as home visit.

Data analysis

The results obtained were statistically analyzed using the statistical package. The independent t-test and the Chi-square test were also used to evaluate statistical differences between the control and the intervention groups. Furthermore, dependent t-test was employed to analyze the differences between the baseline data and the data collected each week. All analyses used a 95% confident interval (CI) and the level of significance for all the statistical tests was set at p-value less than 0.05.

Ethics

This study was reviewed by the Ethics Review Committee for Research Involving

Human Research Subjects, Health Sciences Group, Suan Sunandha Rajabhat University (COA.1-020/2018). Approval from the Director of the Public Health Center 25 Huai Khwang was obtained for the use of medical records. Prior to participation, the purpose and procedures of the study were fully explained to the prospective participants and all participants signed the informed consent form to indicate their willingness to participate in the study.

Analysis results

1. Baseline characteristics

The baseline characteristics of 45 participants were shown in Table 1. Twenty-two participants in the intervention group had the mean age of 65.1 ± 6.2 years, most of the participants were women, and 63.6% were married. Regarding education, 68.2% of the participants completed elementary education. As for occupation, it was found that most of the participants, or 86.4%, were unemployed, housewives, or retired. In addition, 68.2 % were non-smokers and the same percentage, or 68.2%, were non-alcohol drinkers. Likewise, the general characteristics of 23 participants in the control group were similar to those of the participants in the intervention group. Their mean age was 65.1 ± 6.9 years, 60.9 % were women, 73.9 % were married, 87.0 % completed elementary education, 60.9 % were unemployed, housewives, or retired, 65.2 % were non-smokers, and 69.6 % were non-alcohol drinkers. There were no statistically significant differences in general demographic characteristics and NCD diseases-related characteristics (Table 2).

Table 2. Baseline characteristics of participants (n = 45)

Variables	Intervention group (n = 22)		Control group (n = 23)		p value
	n	(%)	n	(%)	
Sex: women	16	(72.7)	14	(60.9)	0.39
Marital status: married	14	(63.6)	17	(73.9)	0.48
Education: elementary school	15	(68.2)	20	(87.0)	0.26
Occupation: Housewife/unemployed/retired	19	(86.4)	14	(60.9)	0.13
Non-smoker	15	(68.2)	15	(65.2)	0.36
Non-alcohol drinker	15	(68.2)	16	(69.6)	0.40
NCD diseases (HT, DM, overweight, and arthritis)	16	(72.7)	11	(47.8)	0.26
Symptom from chronic disease (High blood pressure, high blood sugar, GI disturbance, Myalgia)	15	(72.7)	15	(65.2)	0.36
	Mean	(S.D)	Mean	(S.D)	
Age (years)	65.1	(6.2)	65.2	(6.7)	0.65
Duration of NCD disease (years)	9.5	(3.17)	7.78	(2.9)	0.96

*Significant at P value <0.05

Self-care of NCD patients at baseline survey

It was found that there were no statistically significant differences in self-care

among NCD patients between the intervention and the control groups at baseline survey (Table 3).

Table 3. NCD patient self-care at baseline survey (n = 45)

Items	Day(s)	Intervention group (n = 22)		Control group (n = 23)		P value
		n	(%)	n	(%)	
1. Healthy eating						
1.1 Healthy choice cooking	3-4	14	(63.6)	11	(47.8)	0.17
1.2 Eating less sweet	3-4	11	(50.0)	10	(43.5)	0.60
2. Physical activity						
2.1 Taking time for exercise	3-4	8	(36.4)	8	(34.8)	0.35
2.2 Breathing exercise	1-2	11	(50.0)	10	(43.8)	0.79
3. Recreation & Relaxing activity	5-7	16	(72.7)	11	(47.8)	0.75

*Significant at P value <0.05

3.3 Comparison of changes in NCD patient self-care at baseline and after an 8-week H program intervention (n = 45)

There were statistically significant differences of self-care as a part of physical activity; taking time for exercise and relaxing activity between groups, respectively ($p < 0.05$).

However, there were no statistically significant differences in healthy eating; healthy choice cooking, eating less sweet, and physical activity; breathing exercise to be healthy for NCD patients ($p > 0.05$) (Table 4).

Table 4. Comparison of changes in NCD patient self-care between the intervention and the control groups (n = 45)

Lists	Intervention Group (n = 22)		Control group (n = 23)		Mean difference	95%CI		P values
						Lower	Upper	
1) Healthy diet								
1.1 Healthy choice cooking (3-4 days)	15	(68.2)	13	(56.5)	0.58	0.25	0.91	0.31
1.2 Eating less sweet (3-4 days)	10	(45.5)	10	(43.5)	0.39	-0.42	0.83	0.83
2) Physical activity								
2.1 Taking time for exercise (3-4 days)	12	(54.5)	8	(34.8)	0.47	-0.02	0.96	0.02
2.2 Breathing Exercise (1-2 days)	15	(68.2)	11	(47.8)	0.41	-0.07	0.88	0.75
3) Recreation: watching TV, travel (5-7 days)	21	(95.5)	15	(65.2)	0.30	0.08	0.53	0.00

* Significant between groups at $p < 0.05$

Discussion

The hypothesis of the study was that the H program would result in improvement on NCD patient self-care. The results reported no statistically significant differences in self-care between the two groups at baseline ($p > 0.05$). However, after the 8 week H program intervention was completed, subgroups of self-care regarding physical activity; taking time for

exercises and recreation; relaxing activity between the two groups showed statistically significant difference ($P < 0.05$). Such findings was consistent with the findings of Jones et al. (2012) which pointed out that trust in one's physician may contribute to attempts to reduce salt and increase exercise (Jones, Carson, Bleich, & Cooper, 2012; Prabsangob, Somrngthong, 2017). Moreover, Y. S. Lee &

Laffrey (2006) found that motivation was directly associated with for people' regular engagement in physical activities (PA) (Lee & Laffrey, 2006).

Therefore, it could be concluded that the H program intervention which involved knowledge dissemination, motivation to increase exercises, and a recollection checklist, with additional weekly of home visits, could raise the awareness of the participants in the intervention group compared to the control group. On the other hand, the study findings showed unchanged self-care in terms of healthy eating; healthy choice cooking, eating less sweet, and physical activity; breathing exercise in the intervention group. Such findings yielded support to the study undertaken by Mai et al. (2007) which investigated lifestyle changes after participation in a screening program for diabetes, as they concluded that no substantial changes in lifestyle could be detected one year after screening for diabetes in the setting of general practice (Mai, Sandbaek, Borch-Johnsen, & Lauritzen, 2007). Likewise, a similar findings were reported in a study carried out with Italian patients with hypertension after 12 months of implementation of a comprehensive motivational approach that promoted lifestyle modification (Scala et al., 2008).

However, the findings that the H program did not reveal statistical differences between the two groups of participants in this study may be explained that 1) the differences could not be detected that the implementation of the program was too short; 2) home visit that required the participants to engage in the activity assignment may have made some participants did not feel like willing to do; and 3) the participants in the intervention group might not

have followed the H program sufficiently by themselves because of individual reasons and/or the social environment (Hu, Li, & Arao, 2015). For example, the experiment took place during rainy season in Thailand, and it was the end of Buddhist Lent day in October, followed by the annual Thai Loi-Kratong festival in November. It was an important time for the Thai people to engage in cultural-religious celebrations with their family and neighborhood, eating high energy food, drinking sugary beverage and alcohol. Those social, cultural, traditional events might have made it difficult for the participants to follow the program (Dickinson et al., 2006). Similarly, Flynn et al. (2013) have noted that family members identified their participation in patients' physician's visits and discussions with patients' physician outside of visits and such participation may help guide efforts to tailor behavioral interventions designed to improve self-management behaviors for diseases (Flynn et al., 2013). The literature also discussed the importance of the combination of the program with other lifestyle modifications such as weight control, healthy diet, smoking cessation, and moderation of alcohol consumption (Chobanian et al., 2003a, 2003b).

The present study showed significant changes in the part of physical activity; taking time for exercise and recreation; relaxing activity of the intervention group compared with those of the control group.

Conclusion and recommendation

The results of this study indicated that the H program could promote how to engage patients in self-care exercise, i.e. a subgroup of NCD patient self-care in the urban community. However, the design of this study did not allow for generalization of the study findings to other

conditions, patients who are under treatment in other healthcare facilities in Thailand. The duration of the experiment period overlapped with the national festive events during November may have affected participants' compliance with home care, hence, possible effects on the study findings.

Future studies should carefully consider the seasonal calendar when planning research implementation. During the intervention period, for weekly home visits after meetings at the clinic can directly provide individual support to patients enrolled in the program by offering individually tailored health education and counseling. Home visits would be useful in improving behavioral changes among hypertensive patients particularly those who are elderly patients.

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Authors contributions: Luckwirun Chotisiri, and Kunyaluk Tejapongvorachai designed the study, its development, developed materials. Kantapong Prabsangob and Khemika Yamarat contributed and evaluated research tools; Luckwirun Chotisiri had primary responsibility to perform the intervention; Luckwirun Chotisiri, Kantapong Prabsangob analyzed the data; all authors read and approved the paper.

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Factors Affecting Online Direct Hotel Booking: A Study in Bangkok

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ABSTRACT

The objectives of this research were firstly, to study tourist opinions towards factors affecting online direct hotel booking, and secondly, to study the different demographic characteristics that have impact on opinions towards the factors affecting online direct hotel booking. The survey research using accidental sampling was conducted with international tourists in Bangkok from October to December 2019. In total 449 questionnaires were used for analysis. The finding revealed ten important factors that could influence online direct hotel booking. They were 1) good payment conditions, 2) competitive price and promotion, 3) good service quality, 4) good cancellation policy, 5) convenience in making reservations, 6) comprehensive website and content, 7) effective use of technology, 8) interesting benefits, 9) good marketing activities, and 10) good communication with hotels. It also revealed that gender, education, profession and nationality showed significant impact on tourists' opinions towards factors affecting online direct hotel booking whereas age and marital status did not. Knowing the factors affecting tourists' online direct hotel booking and the influence of demographic characteristics on tourists' opinions towards the impact factors would enable small and medium-sized hotels to improve their online direct hotel booking which consequently leading to higher revenue and profit margin.

KEYWORDS: Hotel marketing, Online travel agency (OTA), Online direct hotel booking, Online reservation, Bangkok.

Introduction

Online travel agencies (OTAs) have become important for the overseas transient segment, particularly for small and independent hotels. In the first quarter of 2015, the study of individual leisure and business bookings showed year-on-year growth in bookings made via OTAs 15.1%, brand.com (7.1%), and Global Distribution System (GDS) (1.1%) whereas direct and

Central Reservation System (CRS) bookings decreased by 8.4% and 6.1%, respectively (Barthel & Perret, 2015). Barthel & Perret (2015) stated that the OTA segment was becoming a strong competitor to the individual booking sector and distribution channels and had already taken a substantial share from traditional contracted booking channels, such as wholesalers and tour operators. Chubchuwong's study (2018)

found that bookings from online travel agencies (OTAs) had had a strong impact on hotel sales revenues and that individual business travelers from corporations and officials from government segments had slowly shifted towards OTAs because the room rates were more competitive.

Some independent hotels, which were established since the past two decades and had limited marketing distribution experience, were found to work with OTAs due to their strong market exposure. However, even though OTAs generate a lot of revenue for hotels, their high commission rates are a major concern for most hoteliers (Barthel & Perret, 2015; Gazzoli et al., 2008; Lee, Guillet & Law, 2012; Chubchuwong, 2019; Chubchuwong, 2021). With commission ranging from 15% to 30%, OTAs are also considered a heavy burden on hotel profit margins (Barthel & Perret, 2015). Several researchers have observed troubled relationships between hotels and OTAs (Barthel & Perret, 2015; Gazzoli et al., 2008; Lee, Guillet & Law, 2012; Chubchuwong, 2019).

The existing literature on hotel online distribution often focused on pricing strategies and room availability issues for different segments of hotels (Gazzoli et al., 2008); the effectiveness of OTA websites (Park, Gretzel & Sirakaya (2007); and the effectiveness of online booking (Ye et al., 2011). As the global tourism industry is likely to continue to grow in the long-term, it is believed that OTAs will play even greater role in hotel room distribution. Thus, this research aimed to identify factors that could affect online direct hotel booking and to study the different demographic characteristics that had significant impact on tourists' opinions towards factors affecting online direct hotel booking.

Research objectives

The objectives of this research were

1. to study tourist opinions towards the factors affecting direct online hotel booking,

2. to study the different demographic characteristics that have impact on tourists' opinions towards the factors affecting online direct hotel booking.

Benefits of research

Understanding tourists' opinions towards online direct hotel booking, and the impact of demographic characteristics on tourists' opinions towards these factors would enable small and medium-sized hotels to improve their online direct hotel booking which will consequently lead to higher revenue and profit margin.

The author assumes that some small and medium-sized hotels in Thailand might have limited online marketing knowledge and experience and need some guidelines to improve their websites and online direct selling.

Literature review

Literature revealed that independent hotels have increasingly depended on OTAs for room distribution (Barthel & Perret, 2015). There are major benefits that hotels obtain by using OTAs, such as higher numbers of bookings and global market exposure especially for unbranded properties that might have limited visibility. However, research also revealed that hotels complained about the high commission rates that they paid to OTAs and the impact on their profits (Barthel & Perret, 2015; Chubchuwong, 2019; Chubchuwong, 2021).

Thai hotel industry

The hotel industry has long been the top foreign income earner of Thailand's tourism industry. In 2019, the revenue from the tourism industry was 1.91 billion THB, and accommodation sector was the first income earner among the other sectors of the tourism industry (Ministry of Tourism and Sports, 2019). In 2018, there were 24,391 accommodation establishments in Thailand and 98.9% of them had no foreign investment, and 86.2% of the total were small in size, with between 1 and 15 employees

(National Statistics Office, 2019). The 2018 accommodation survey reported that 55.9% of Thai hotels faced problems of increased competitive when compared to large and international chain hotels. Large hotel chain hotels usually have their own computer reservation systems (CRS) for global room distribution. However, generally small and medium-sized independent hotels do not. Chubchuwong (2019) found that 45% of small and medium-sized independent hotels still did not have their own online booking channels. As a result, they tend to use OTAs to help increase their market exposure and sales. Abuelkassem (2016), stated that small and medium-sized hotels (SMs) held a very weak competitive position against chain hotels due to a number of operational shortcomings such as limited services and facilities, low quality service, and unqualified personnel. However, small and medium-sized hotels do have some operational advantages that could enhance their competitiveness e.g. low prices, friendly service style, and an original accommodation experience. Brown & Kaewkitipong (2009), found that in terms of e-business use, Thai small and medium-sized tourism enterprises (SMEs) were less able to utilize e-business technology. Moreover, the size of their business was found to be a significant factor in determining their performance, not only for comparison with larger travel agencies or hotels, but also within the SME sector itself. They suggested that tourism SMEs should pay more attention to the strategic use of information technology (IT) in order to compete with their larger competitors and more IT skills education was needed.

Major global online travel agencies.

An Online Travel Agency (OTA) is defined as an agency engaged in selling and arranging accommodation, tours, transportation and trips for travelers on an online platform (Hotel Technology Index, 2019). In the 1990s, online travel intermediaries were established (Barthel & Perret, 2015; Gazzoli et.al.,2008) and have become the main global e-intermediaries.

competitiveness (National Statistics Office, 2019). Literature reveals that small and medium-sized hotels tend to be less

In the past, the booking of hotel rooms was traditionally made through direct reservations with intermediaries, such as tour operators, travel agencies, and meeting and destination management companies. However, in the past two decades, due to the growth and development of the internet and electronic marketing, hotel bookings have gradually changed to online reservations.

The two most important OTA players are Expedia and Priceline. Expedia Travel Service was launched by Microsoft in 1996 in the USA, followed by its European counterpart, Priceline, in 1997 (Barthel & Perret,2015; Gazzoli et.al.,2008). Both platforms allow customers to book their holidays online. Expedia gained first position in terms of worldwide gross bookings whereas Priceline was the largest OTA by revenue. Booking.com B.V. is part of the Price Line group and was established in 1996. It was translated into 40 languages and included 913,667 hotels in its network. Agoda Company Pte. Ltd. was established in 2005, and in 2007 it was acquired by Price Line. It has offices in more than 20 countries including Thailand. Agoda.com has more than 100,000 hotels in their network and the website has been translated into 38 languages.

The relationship between hotels and OTAs

Some literature revealed an unfriendly relationship between hotels and OTAs. Barthel and Perret (2015), and Chubchuwong (2019) mentioned the high commission demanded by OTAs and there were several tourism and hotel conferences that discussed the unsolved relationship problems between the two parties (Mest, 2017 in Chubchuwong, 2019). This indicated that the relationship between hotels and OTAs was not good and hotels were in an uneasy situation.

Chubchuwong (2019), found eight problematic areas regarding hotels using OTAs including 1) price cutting, 2).high commission, 3) no-show problems, 4) rate disparity, 5) OTAs using wrong pictures, 6)

negative reviews, 7) payment problems and 8) other operational problems. Due to these unresolved problems, hotels should try to **Hotel rooms' online booking behaviors and preferences**

Chubchuwong (2021) studied the attributes of online travel agencies based on the systematic literature review, and also studied travelers' behaviors and preferences regarding online hotel room booking in order to find ways to improve direct online hotel reservation. In-depth interviews were used as a tool to determine the travelers' online hotel booking behaviors and preferences. In total, 37 participants, including foreign visitors and Thai residents who had experiences using OTAs for hotel room reservation, were interviewed between February and May 2019 in Bangkok. The results revealed ten important factors that affected direct online reservation with the hotels. They were 1) competitive price and promotion, 2) interesting benefits, 3) convenience of making reservation, 4) comprehensive website and information, 5) good credibility, 6) good payment condition, 7) good service quality and customer relationship, 8) loyalty program, 9) good cancellation policy, and 10) good marketing. It was concluded that the majority of tourists used OTAs to make room reservation because of the cheaper rates, instant confirmation and other benefits such as the possibility to book without paying a deposit in advance.

Demographic characteristics and online hotel booking

With regard to demographic characteristics, Kotler et.al. (2017) stated that Generation Y and Z tended to be familiar with using internet and digital technology than the older generation. Patchamas (2017) studied the opinions and confidence of 400 Thai consumers in regard to hotel room booking via OTAs. This research found that age, profession and income had significant impact on online hotel room booking, whereas gender had not. Consumers with different ages, profession and income had significantly different opinions toward online

develop their own online marketing channels by incorporating as many features and benefits offered of OTAs.

hotel booking. Sanson & Gupta (2018) studied the impact of demographic factors on online booking behavior in Jammu District, it was found that gender, occupation and qualification had significant relationship with consumers' online booking behavior. Therefore, studying the relationship between the demographic characteristics and the important factors affecting online direct hotel booking would enable small and medium sized hotels to design their online marketing more effectively. It seems that independent hotels, which have less IT expertise and no global distribution channel, tend to increasingly depend on OTAs. However, due to the troubled relationship between the two parties, it is recommended that hotels improve their own online direct reservation systems. Based on these 10 factors which were derived from the qualitative research of Chubchuwong (2021) and the finding of Brown & Kaewkitipong (2009) that the effective technology had the impact on the success of online marketing, therefore effective use of technology was added to the factors.

The author intended to conduct an empirical research based on 11 factors in order to confirm that they are the important factors that affect online direct hotel booking. In addition, it is of beneficial to understand which tourists' demographic characteristics have significant impact on these factors.

Research hypotheses

H1: The eleven factors influence online direct hotel booking. (They are competitive price and promotion, interesting benefits, convenience of making reservations, comprehensive website and information (including credibility), good service quality, effective use of technology, good marketing, good communication, good payment condition, good service quality, loyalty program, good cancellation policy, good payment condition.)

H2: Different demographic characteristics of tourists have different impacts on tourists’

opinions towards factors affecting online direct hotel bookings. (see Figure.1)

Research framework

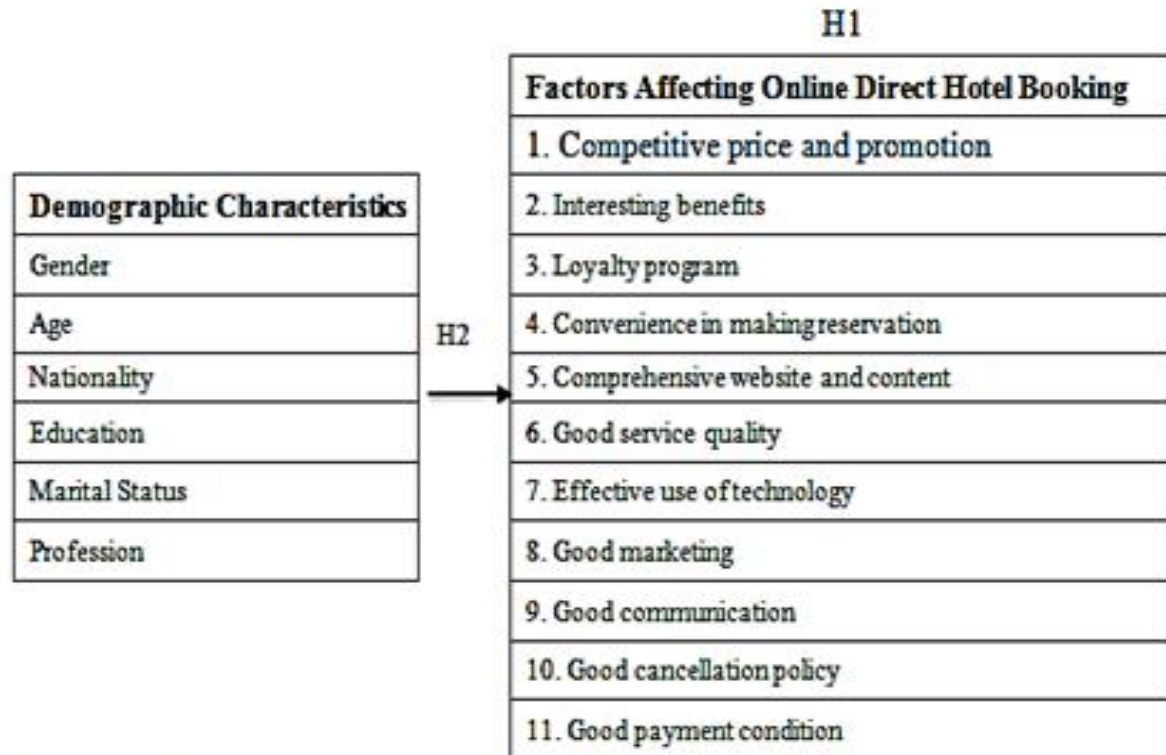


Fig. 1 Research Framework

Research methodology

Firstly, the literature review was done particularly of Chubchuwong (2021). After that the survey research was conducted in Bangkok with 449 respondents.

Instruments

A review of literature and the findings from the qualitative research of Chubchuwong (2021) provided the foundation for this research. In designing the questionnaire, questions under each factor were drawn from the author’s qualitative research results which revealed ten important factors that affected online hotel booking behaviors and preferences. However, in designing the factors for the survey research, the topic of ‘good credibility’ was reconsidered to be part of the information on the website, so the author combined it into the

‘comprehensive website and content’. In addition, ‘the communication’ between customers and the hotels was separated from ‘good service quality’ to be a new factor in order to measure its level of importance.

The study of Brown & Kaewkitipong (2009), found that in terms of e-business use, Thai small and medium-sized tourism enterprises were less advanced in utilizing e-business technology. Therefore, the effective use of technology was found to be significant for online marketing. Thus, it was included as one of the topics of study. The final questionnaire comprised four sections: section 1. experience of using online travel agencies (OTAs) for hotel reservation including 5 questions; section 2. the factors influencing consumers to book directly with a

hotel, this section includes 47 statements under 11 factors; section 3. open-ended questions, this question allows respondents to give comments that may help the hotel to improve their online direct booking; section 4. profile of respondents including gender, age, nationality, education, profession and marital status. A screening question was used to check whether the respondents had ever booked through OTAs. The reliability of the multi-item measures was also checked.

Population and samples

The survey research was conducted with international visitors age 18 and above in Bangkok between October and early

Data Analysis

For objective one, descriptive statistics were employed to find frequencies, percentage, standard deviation and mean of each item of factors, and for objective two, independent t-test, and one way ANOVA were employed to analyze the impact of

December, 2019. Accidental sampling was used. The questionnaires were distributed at major tourist attractions in Bangkok i.e. the Grand Palace, major temples, major department stores, food markets, and the Khao Sarn area. In total, 458 questionnaires were collected; however, some were incomplete, so 449 questionnaires were used for analysis. According to Taro Yamane (1973) for an undeterminable size of population, with 95% confidence level, the sample size is $n = 400$. Therefore, in this research, $n = 449$ is considered sufficient.

different demographic characteristics on tourists' opinions towards each factor.

Results

The profiles of the respondents were shown in Table 1

Table 1. Profile of Respondents			
		Frequency	Percent (%)
Gender	Male	247	55.01
	Female	191	42.54
	Missing	11	2.45
	Total	449	100
Age	18-24	113	25.17
	25-39	246	54.79
	40-54	62	13.8
	55+	24	5.35
	Missing	4	0.89
	Total	449	100
Nationality	Asian	201	44.77
	European	159	35.41
	American	68	15.14
	Oceania	18	4
	African	2	0.45
	Missing	1	0.22
Education	Total	449	100
	Diploma	69	15.37
	Bachelors	218	48.55
	Masters & Doctoral	125	27.84
	Missing	37	8.24
Status	Total	449	100
	Single	276	61.47
	Married	121	26.95
	Divorced	8	1.78
	Widow	3	0.07
	Other	23	5.12
	Missing	18	4
Profession	Total	449	100
	Company employee	163	36.3
	Student	101	22.5
	Own business	91	20.27
	Freelancer	44	9.8
	Government official	26	5.8
	Missing	24	5.34
Profession	Total	449	100

From Table 1, 55.01% were males, and 42.54% females. For the age range, the author applied generation age groups of Kotler et. al. (2017): Gen Z (18-24 years) 25.17%, Gen Y (25-39 years) 54.79%, Gen X (40-54 years) 13.80%, and Baby Boomers (55 years and above) 5.35%. In regard to origin, the highest number was Asian 44.77 followed by European 35.41%, American 15.14%, Oceania 4.00%, and African 0.45%. The largest group had graduated with

bachelor's degree 48.55%, followed by masters and doctoral degree 27.84%, and diploma 15.37%. For profession, 36.30% were company employee, followed by students (22.50%), own business (20.27%), freelancer (9.80%), and government official (5.80%). For the marital status, 61.47% were single, followed by 26.95% married, divorced 1.78%, and 5.12% others. For the hotel room booking behaviors, the details were shown in Table 2.

Table 2. Hotel room booking behavior			
		Frequency	Percent (%)
How many times have you booked hotels in the past 3 years?	1-5 times	210	50.12
	6-10 times	115	27.45
	11-15 times	30	7.16
	16-20 times	33	7.88
	21 times or more	31	7.4
Percentage of your hotel bookings were made via OTAs?	1-25 %	35	9.23
	26-50 %	57	15.04
	51-75 %	75	19.79
	76-100 %	212	55.94
When you book via OTAs, do you also look at the hotels' websites?	Every time	72	18.18
	Most of the time	101	25.51
	Sometimes	135	34.09
	Rarely	63	15.91
	Never	25	6.31

From Table 2, more than 50% of respondents had booked hotel rooms 1-5 times in the past three years, and 27% had booked 10 times in the past three years. Of these bookings, 55.94% of respondents had used OTAs for hotel room bookings more than 75% of the time, and 19.79% had used OTAs more than 50% of the time. 34.09% of respondents stated that even though they booked with OTAs, they sometimes checked the individual hotel websites as well; 25.51% said they had

checked hotel websites most of the time, 18.18% had checked all the time, 15.91% said they had rarely checked, and 6.31% had never checked.

Table 3 showed the top 5 OTAs used by respondents. They were asked to give the four names of OTAs that they used most. The results were as follows: Booking.com (32.7%), Agoda. (27.5%), Expedia.com (9.6%), Traveloka.com (9.4%), and Airbnb.com (5.6%).

Table 3. Preferred brands of OTAs used		
	Frequency	Percent (%)
booking.com	279	32.7
agoda.com	234	27.5
expedia.com	82	9.6
traveloka.com	80	9.4
airbnb.com	48	5.6
hotels.com	27	3.2
trivago.com	16	1.9
tripadvisor.com	12	1.4
hostel world	11	1.3
travel.com	7	0.8

The top ten reasons that they checked the hotel websites were 1) to check price 2) to see photos and pictures, 3) to check promotion, 4) to check distance/location.5) to obtain more

information 6) to check facilities and amenities, 8) to check the convenience of booking directly, 9) to check service, 10) to check social media. (See Table 4)

Table 4. Reasons for checking hotel websites		
Reason	Frequency	Percent (%)
To check price	204	37.43
To see photos, pictures	58	10.64
To check promotion	43	7.89
To check distance/location	36	6.61
To have more information	31	5.69
To check facilities/amenities	31	5.69
To check rating/standard	27	4.95
To check the convenience	25	4.59
To check service	22	4.04
To check social media	18	3.3
Credibility/review	12	2.2
To check availability	11	2.02
Safety/ security	8	1.47
To check events/activities	6	1.1
Advertising/marketing	3	0.55
Tourist attractions	3	0.55
Cancellation	3	0.55
Flexibility	2	0.37
Food service	1	0.18
Season	1	0.18
Total	545	100

To assess the importance of the 11 factors that may influence tourist decisions to book directly with hotels, a Likert scale (5 point scales) The composite mean scores for each factor were as follows: cancellation condition (4.16), payment

condition (4.15), convenience (4.13), website and content (4.03), service quality (4.02), price and promotion (4.00), other benefits (3.86), marketing (3.81), technology (3.80), communication (3.69), and loyalty program (3.50). (See Table. 5)

However, when considering the scores of individual statements, the ones that were rated above 4.0 (which mean ‘very important’ to ‘the most important’) were shown in Table 6.

Reliability analysis of the data

According to Hair et al. (2010), reliability is an assessment of the degree of consistency between multiple

measurements of a variable. Cronbach’s alpha is widely-used to measure the reliability of a multi-item scale. It is generally agreed that 0.7 is the lower limit of the Cronbach’s alpha coefficient. The result of the factor loading of variables in this study mostly exceeded .70 so it was considered a reliable measurement tool. (see Table 5)

Table 5. Factors influencing tourist decisions to book directly with hotels					
		Mean	Std. Deviation	Factor Loading	Cronbach's Alpha
Price & Promotion		4	0.62	0.613	0.937
6	cheaper room rate than online travel agencies	4.33	0.92	0.7	0.94
7	similar room rate as online travel agencies	3.87	0.99	0.697	0.938
8	early bird booking discount	3.94	1.02	0.594	0.936
9	a better promotion/discount	4.18	0.87	0.575	0.937
10	a variety of rates to compare	3.94	0.96	0.539	0.935
11	interesting packages	3.89	1.07	0.603	0.936
12	seasonal rate adjustment	3.88	1.02	0.586	0.936
Other Benefits		3.86	0.73	0.636	0.936
13	room upgrade	3.96	1.01	0.598	0.936
14	early check-in/late check out	3.9	1.05	0.628	0.936
15	a room including breakfast	4.07	0.98	0.664	0.936
16	a room including dinner	3.51	1.24	0.644	0.939
17	free transport from airport -hotel- airport	3.85	1.15	0.646	0.934
Loyalty Program		3.5	1.19	0.699	0.935
18	membership benefits	3.41	1.32	0.733	0.935
19	special rates for repeat visitors	3.6	1.23	0.665	0.935
Convenience		4.13	0.72	0.677	0.936
20	is easily to navigate and find	4.08	0.96	0.685	0.935
21	can be booked directly online	4.2	0.91	0.712	0.938
22	has a speedy booking process	4.07	0.96	0.686	0.937
23	can be booked with mobile phones or tablets	4.12	0.99	0.659	0.936
24	has instant confirmation online	4.16	0.98	0.645	0.935
Website & Content		4.03	0.67	0.574	0.936
25	has a user-friendly web site	4.06	0.9	0.554	0.935
26	provides more information on the web site	4.09	0.89	0.635	0.935
27	has good pictures on the web site	4.1	0.95	0.685	0.936
28	has a variety of hotel information such as nearby attractions	3.95	0.93	0.597	0.936
29	has positive client reviews on the web site	4.04	1.02	0.499	0.935
30	has a web site that is translated into my language	3.96	1.13	0.476	0.936
Service Quality		4.02	0.76	0.653	0.936
31	has good and satisfying customer service	4.22	0.88	0.674	0.936
32	builds a good customer relationship during the client's stay	4.12	0.9	0.711	0.936
33	offers interesting activities	3.73	1.09	0.574	0.936
Technology		3.8	0.84	0.632	0.936
34	has their own direct booking engine	3.77	1.07	0.71	0.935
35	has no problems with the internet	4.08	0.97	0.559	0.936
36	sends the promotion via email	3.55	1.23	0.628	0.935
Marketing		3.81	0.85	0.578	0.935
37	has good word of mouth	4	0.95	0.455	0.935
38	has good social media	3.74	1.14	0.625	0.933
39	has good advertisement	3.73	1.07	0.65	0.935
40	is a well-known hotel	3.77	1.08	0.582	0.937
Communication		3.69	0.83	0.702	0.936
41	can conveniently communicate with the hotel	4.14	0.88	0.581	0.935
42	has personal contact with someone at the hotel	3.71	1.06	0.746	0.937
43	knows someone at the hotel	3.37	1.23	0.787	0.938
44	is a repeat visitor at that hotel	3.54	1.16	0.694	0.936
Cancellation		4.16	0.77	0.686	0.936
45	finds it easy to cancel	4.09	0.91	0.667	0.935
46	can find the cancellation and refund policy on the web site	4.17	0.9	0.745	0.935
47	can cancel a booking without a fee	4.22	0.91	0.647	0.936
Payment		4.15	0.64	0.611	0.937
48	does not have to pay advance deposit	4.06	0.93	0.648	0.937
49	can use a credit card for payment	4.27	0.89	0.519	0.937
50	does not need to use a credit card to guarantee a booking	3.92	1.01	0.699	0.937
51	has more payment choices	4.06	1.06	0.585	0.935
52	has safe and secured payment system	4.46	0.81	0.604	0.936
Notes: n = 449					

Table 6 Ranked tourists' opinions towards factors affecting their decision to book online with hotels

Factors	Mean
1 has safe and secured payment system (good payment condition)	4.46
2 cheaper room rate than online travel agencies (competitive price & promotion)	4.33
3 can use a credit card for payment (good payment condition)	4.27
4 has good and satisfying customer service (good service quality)	4.22
5 can cancel a booking without a fee (good cancellation policy)	4.22
6 can be booked directly online (convenience in making reservation)	4.2
7 better promotion/discount (competitive price and promotion)	4.18
8 can find the cancellation and refund policy on the web site (good cancellation policy)	4.17
9 has instant confirmation online (convenience in making reservation)	4.16
10 can conveniently communicate with the hotel (good communication)	4.14
11 can be booked with mobile phones or tablets (convenience in making reservation)	4.12
12 builds a good customer relationship during the client's stay (good service quality)	4.12
13 has good pictures on the web site (comprehensive website and content)	4.10
14 provides more information on the web site (comprehensive website and content)	4.09
15 finds it easy to cancel (good cancellation policy)	4.09
16 is easily to navigate and find (convenience in making reservation)	4.08
17 has no problems with the internet (effective use of technology)	4.08
18 a room including breakfast (interesting benefits)	4.07
19 has a speedy booking process (convenience in making reservation)	4.07
20 has a user-friendly web site (comprehensive website and content)	4.06
21 does not have to pay advance deposit (good payment conditions)	4.06
22 has more payment choices (good payment condition)	4.06
23 has positive client reviews on the web site (comprehensive website and content)	4.04
24 has good word of mouth (good marketing)	4.00

According to the ranked factors (table 6), the ten very important to the most important factors influencing online direct booking were good payment conditions, competitive price and promotion, good service quality, good cancellation conditions, convenience of making reservation, comprehensive website and content, effective use of technology,

interesting benefits, good marketing activities, and good communication. This finding mostly supports the study of Chubchuwong (2021). However, in this study, the effective use of technology was included and rated higher than the loyalty program.

For the analyses of the impact of the different demographic characteristics on tourists' opinions towards the factors affecting direct online hotel booking, independent t-test and one-way ANOVA were employed.

The results indicated that age and marital status had no significant impact on tourists' opinions towards factors affecting direct online hotel booking. However, it was found that 'gender' had significant impact on one factor which is the 'convenience of making reservation'. Female tourists rated the importance of convenience of making reservation significantly higher than male tourists. (See Table 7).

Table 7 The Independent T-test of gender and convenience of making reservation				
Gender	n	mean	Std. Deviation	Sig
Male	247	4.13	0.777	0.016
Female	191	4.16	0.608	

Education level was found to have a significant impact on tourists' opinions towards loyalty program, effective use of technology, and good marketing.

Those who graduated with a diploma rated the importance of 'effective use of technology' higher than those who graduated with masters, doctoral and

bachelor degrees. Education level also had a significant impact on opinion towards the marketing activities of hotels. Those who graduated with bachelors' degrees or diplomas considered marketing activities of hotels more important than those who graduated with masters and doctoral degrees. (see Table 8.)

Table 8. The ANOVA test of educational level and influential factors

Education Level	Mean			F - value	df.	Sig.
	Diploma	Bachelors	Masters & Doctoral			
Loyalty Program	3.52	3.66	3.22	5.464	411	0.005
Effective use of Technology	4.02	3.82	3.68	3.907	411	0.021
Good Marketing	3.82	3.94	3.59	7.31	411	0.001

Profession had a significant impact on loyalty program. Tourists who were students considered loyalty programs, good marketing activities, good cancellation conditions and good payment conditions more important than people in other profession.

Students and freelancers also rated the importance of good service quality

higher than company employees and government officials. Both students and freelancers gave more importance to cancellation and payment conditions than company employees. employees and government officials. (see Table 9)

Table 9. The ANOVA test of profession and influential factors

Profession	Mean					F-value	df	Sig.
	Student	Own Business	Company Employee	Government Official	Free-lancer			
Loyalty Program	3.81	3.56	3.31	3.38	3.46	2.933	424	0.021
Service Quality	4.17	4.09	3.91	3.56	4.16	4.771	424	0.001
Good Marketing	4.01	3.87	3.69	3.65	3.74	2.744	424	0.028
Good Cancellation Policies	4.31	4.08	4.12	3.83	4.32	3.246	424	0.012
Good Payment Condition	4.28	4.07	4.13	3.83	4.2	3.025	424	0.018

Nationality had the significant impact on most factors. People with different nationalities had significantly different opinions towards the factors influencing online hotel booking. Respondents from Asian countries gave more importance to competitive price and promotion, interesting benefits, comprehensive website & content,

effective use of technology, and good communication with hotels than those from European and American countries. Asian tourists also gave more importance to loyalty program, comprehensive website and content, good service quality and good marketing activities than those from European countries or America. (see Table 10)

Table 10. The ANOVA test of nationality and influential factors

Nationality	Mean			F-value	df	Sig
	Asian	European	American			
Competitive Price and Promotion	4.12	3.86	3.99	7.508	426	0.001
Interesting Benefits	4.04	3.7	3.71	11.887	426	.000
Loyalty Program	3.8	3.14	3.42	14.855	426	.000
Comprehensive Website and Content	4.14	3.93	3.98	4.515	426	.011
Good Service Quality	4.18	3.87	3.95	7.991	426	.000
Effective Use of Technology	3.93	3.64	3.83	5.335	426	.005
Good Marketing	4.02	3.62	3.65	11.564	426	.000
Good Communication	3.8	3.57	3.6	4.014	426	.019

Discussion and conclusions

This research findings revealed ten factors, regarded as very important factors affecting online direct booking: good payment conditions, competitive price and promotion, good service quality, good cancellation policy, convenience of making reservation, comprehensive website and content, effective use of technology, interesting benefits, good marketing activities, and good communication. This was mostly in line with the findings of Chubchuwong (2021). However, this research found that 'effective use of technology' was rated more important than 'loyalty program'. Even though 'loyalty program' showed less important than other 10 factors at present, it might be increasingly important in the near future as it was preferred by students who would become future visitors to hotels.

This research found that most tourists had had experiences using OTAs for hotel room reservation 1-5 times in the past three years. The most popular OTA brands used by tourists were Booking.com, Agoda.com followed by Expedia. This was also supported the findings of Chubchuwong (2021). For hotel websites, 43.69% of respondents stated that while making a reservation with an OTA, they also checked the hotel websites most of the time or every time. There were 10 reasons for checking websites as found in the study. These results provided important insights and opportunities for hotels to improve their websites in order to encourage tourists to book directly and thus increase the number of direct online bookings. Hotel websites need to provide all of this information if they are to satisfy clients.

For the study of factors influencing tourist decisions to book directly with hotels, it was found that safe and secure payment conditions was the most important factor and hotels need to provide clear payment methods that are efficient

and secure. A credit card should be used for payment.

The second most important factor was room rates that are on par or cheaper than the OTAs. This is a problematic issue for hotels. Hotels should negotiate with If it is not possible, hotels should create packages or special conditions such as other interesting benefits to attract direct bookings, particularly for repeating visitors.

Room cancellation without a fee is equally important. If hotels can offer this by not charging a cancellation fee except during the peak period, they will get more direct bookings.

The convenience of making reservations directly online by computer, mobile phone, tablet or another device is also very important. Hotels must use modern booking engines which are able to confirm bookings instantly.

Even though hotels sell their rooms online, they should have someone with whom clients can conveniently communicate, and the response should be provided in a fast, efficient and friendly manner.

The hotels' website and content should be user-friendly, have good pictures with up-to-date information. The website should have positive clients' review.

Hotels have advantages over OTAs in that they have guests stay on premise. Good and satisfying customer service and good customer relationship building are very important factors to attract clients to book directly for the next visit. This is the advantage of small hotels that should be stressed (Abuelkassem ,2016). Satisfying guests can generate good word of mouth which is an important, zero cost marketing.

In order to provide convenient online reservation, hotels should have their own booking engine and they must make sure that there is no problem with the internet or wifi.

Even though the loyalty program is considered less important than other 10 factors, it is becoming more necessary

today especially for students as they are potential segment for future repeat visits.

This research revealed that different age and marital status did not show significant impact on opinion of tourists towards any factors. However, it was found that Generation Z (18-24 years) (mean =4.26) and Generation Y (25-39 years) (mean =4.11) gave more importance to the convenience of making reservation online than older generation. This is in line with Kotler et al.(2017) and Chubchuwong (2021)'s study which found that majority of respondents were between 21-39 years. This might be because these two generation groups are more familiar with using technology for online reservation than other generation.

The research found that 'gender' had significant impact on tourists' opinions towards 'convenience of making reservation'. Female tourists rated the importance of convenience of making reservation significantly higher than male tourists.

Education level was found to have a significant impact on tourists' opinions towards factors relating to competitive price and promotion and good payment condition. This is in line with Sanson & Gupta (2018). It was found that tourists who graduated with a diploma or bachelor's degree were more concerned about the effective use of technology by hotels for making reservations, marketing activities and loyalty programs than those with a higher education level. This might be related to their income level, which made them more sensitive to competitive price and payment condition, marketing promotion and loyalty program offerings. Hotels should take these findings into consideration and provide different room rates, loyalty program offerings and design marketing activities by targeting at this groups more than other groups.

Profession was found to have significant impact on tourists' opinions towards several factors. This is in line with Patchamas (2017) and Sanson & Gupta

(2018). Tourists who were students considered the loyalty program, marketing activities, good cancellation policy and good payment conditions offered by hotels to be more important than those from other profession. It could be said that students had less income and were more price and promotion sensitive than other profession; therefore, hotels should design special rates and promotions for students both for individual travelers or groups especially during student holiday season. Even though students are unlikely to generate high revenue today, but they are potential repeating customers in the long term.

Nationality had the most significant impact on most factors. Tourists from Asian countries are more concerned about competitive price and promotion, comprehensive website & content, effective use of technology, and good communication than those from European countries. Asian tourists also gave more importance on other interesting benefits, loyalty programs, good service quality and marketing activities than those from European countries and America. In conclusion, Asian tourists are more sensitive to most factors relating to direct online reservation. Therefore, hotels should take this insights into consideration and pay attention to this segment.

Recommendations

In the past decade, the hotel room booking via OTA has been growing rapidly. This research found that 56% of respondents used OTAs for hotel room reservation 75% of the times or more. Therefore, the direct hotel booking has been declining. Chubchuwong (2019 ,2021) found that OTAs benefited hotels in terms of global market exposure and increased number of reservation. However they also brought several marketing and operational problems such as rate disparity, price cutting, high commission and no shows. This unfavorable condition diminishes hotels' potential revenue and profit. This research revealed 10 important

factors regarding hotel room online booking. Hotels can use these findings as guidelines to improve their price and promotion, other benefits, websites, online booking conditions such as payment and cancellation condition, service quality, communication, online booking technology and loyalty program. This research also provided insight that while tourists were booking their rooms with OTA, 34% of them 'sometimes' checked the hotels' websites, and 43.69% checked hotels' websites 'most of the times' to 'every time'. Therefore, hotels still have good chances to attract direct online reservation, particularly, repeating visitors whom they already have acquaintances with the hotel and direct contact.

For hotel marketers, apart from knowing which factors are most significant for improving online hotel booking, it is also important to understand the impact of demographic characteristics on tourists'

opinions towards factors affecting direct hotel online booking, particularly, gender, education level, profession and nationality of tourists. Hotels needed to analyze their major and minor market segments based on each important demographic characteristics in order to design their online direct marketing strategies and approaches to each market correctly. Knowing tourists' opinions and the impact of tourists' demographic characteristics towards factors affecting online hotel booking would enable small and medium-sized hotels to improve their hotel direct online booking which will consequently lead to higher revenue and profit margin.

As this is the study of the demand side i.e. tourists, it is interesting to study whether small and independent hotels can adopt these guidelines, and what are the problems and obstacles in doing so.

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Influences of Parent-Child Relationships on Discipline Violations Behaviors among First-year High School Music Students – A Case Study

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ABSTRACT

This study aimed to investigate the influences of parent-child relationships on discipline violation behaviors of the first-year high school music class. The research methodology was a survey, using Hideaki Takagi-Ninomi Fujita's questionnaire as a tool to collect data from 393 first-year music class students at a high school in Zhuzhou. SPSS version 24.0 was utilized for data entry and collation. Descriptive statistics were employed to analyze the status quo of parent-child relationships and discipline violation behaviors. Correlation and regression analyses were applied to investigate the relationships among all perspectives of a parent-child relationships and discipline violation behaviors of the students. The findings of this study suggested that parents' philosophy of life, mentality and gratitude to parents were significantly and positively correlated with the discipline violation behaviors of the students. The spiritual support from parents and role models in life were weakly correlated with the students' discipline violation behaviors. The children's spiritual independence away from parents was minimally correlated with discipline violation behaviors of the students. Whereas a negative correlation existed between the spiritual repression from parents and the discipline violation behaviors. This study to some extent revealed the influence path of parent-child relationships and discipline violation behaviors of high school first-year music class students.

KEYWORDS: Parent-child Relationship, First-year High School Music Class, Discipline Violation Phenomenon

Introduction

Researchers have conducted analyses of parent-child relationships in China, making significant achievements despite the late start. In the early days, domestic researchers directed their studies to the correlation between parent-child relationships and

adolescent learning, suggesting a correlation between children's learning interests and intellectual levels and the parent-child relationships in the family. Nevertheless, such a correlation is not a direct effect but rather an indirect consequence of the parent-child relationships on the children's academic

performance by influencing their behavioral habits, competence levels, and personality development.

At present, research in pedagogy and psychology communities regarding parent-child relationships issues in China has been emerging for some time. Scholars have addressed the interacting influences of parent-child relationships and adolescent developmental processes from numerous perspectives, with several insights elucidated. Yet, limited research has been undertaken on the correlation between the effects of adverse parent-child relationships, specifically on students' academic performance, with not much in-depth analysis being done, especially concerning a specific subject.

The purposes of the study

1. To analyze the status quo of high school students' parent-child relationships and discipline violation behaviors of the first-year high school music class students.

2. To investigate the influences of parent-child relationships on students' discipline violation behaviors in class from the perspectives of "parental consciousness" approach.

Literature review

1. Foreign research

1) Parent-child relationships

The Youth-Its Education, Regimen, and Hygiene by the psychologist and educator G. Stanley Hall was published in 1904. Hall concluded that psychological and personality instability in adolescents represents a natural phenomenon in the law of development, just like the course of evolution, which is particularly critical in current education (Harry & Brown, 2001). Attention should be given to the primary studies in the area of parent-child attachment.

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The relationships between optimistic parents and their children and between negative and vulnerable parents and their children constitute the main influencing factors. The attachment level of children to elderly family members at an early age determines their relationship patterns and the possibility of future continuity. Additionally, foreign studies have also analyzed and concluded that there were discrepancies in children's competencies regarding the awareness of things (Dubois, Bull, Sherman, & Roberts, 2008). Children raised under various specific models of family education differ in their learning styles and methods of investigating multiple disciplines and knowledge. For example, children raised in authoritarian families tend to draw analytical conclusions by referring to typical models.

In contrast, children raised in relatively non-authoritarian or democratic families can analyze, synthesize, and ultimately arrive at conclusions by utilizing a set of so-called theoretical bases that they have constructed. By exploring different upbringing pattern backgrounds, families where the parent's education level, occupations during adulthood, and the success of their careers are relatively low, the parent-child communication skills are weaker. This results in the inability of the family members to communicate with each other like families with higher education levels, successful professional careers (Hartup, 1995). They suffer from a lack of practical problem-solving capabilities, leading to repeated frustration, lack of confidence, and insecurity in their physical and psychological developmental stages.

2) Classification studies of in-class discipline violations behaviors

Lee Canter, a world-renowned expert on classroom management, first introduced

his acclaimed Assertive Discipline program in 1976. Students are entitled to learn without interference from their undisciplined peers, and teachers are qualified to teach the way they believe is most appropriate without any interference from students. Under this discipline model, Canter et al. categorized students' discipline violations into non-disruptive discipline violations and disruptive discipline violations by hard-to-handle students. Approximately 95 % of all discipline violations by students involved talking to neighboring students and randomly moving away from their seats, together with common fooling around acts, such as sleeping during the day and making noises. Yet, these are the behaviors that most severely disrupt teaching and learning. Most discipline violations are identified as massive time-wasting behaviors. Student-conduct behaviors such as talking when they are not supposed to, fooling around, daydreaming, and moving freely in the classroom without permission, occurred approximately once every two minutes (Montemayor, 2003). Extreme noise and disorder averages 12 times per minute in some classrooms. According to the cooperation-oriented discipline, it is believed that students' behaviors, even discipline violations, are the outcomes of students' attempts to satisfy particular needs. Students can also fulfill their sense of belonging through discipline violations, and they can develop the wrong ideas in responses. The four types of mistaken goals that students pursue: attention, authority, revenge, and feigned incompetence are referred to as attention-seeking, authority-seeking, revenge-seeking, and failure-avoidance (Harry & Brown, 2001).

3) Analysis of causes and counter-measures of in-class discipline violations

Redl and Wattenberg (1959) established the value of involving students in

decision making. Among their best known theories are : Reality Appraisal, Pleasure-Pain principle, Situational Assistance, with their contribution being their theory of Group Dynamics. From the perspectives of group dynamics: students accept different roles in classroom teaching and learning: Within each group, students assume roles such as leaders, followers, clowns (people who like to show off), agitators (people who trigger discipline violations), and scapegoats (students who should not be otherwise penalized).

Behaviorist psychology research conducted by B.F Skinner investigated how the things that happened to people immediately after a particular action influence their spontaneous behavior. Despite the failure of his behavior modification approach to focus directly on discipline violations, reinforcement is used as a reason for student behavior correction in the classroom.

In her cooperation oriented discipline, Linda Albert (1996) explored the reasons for student discipline violation behaviors. She concluded that in most cases, discipline violations are more likely to occur when students' general psychological needs, the sense of belonging, are not being satisfied (Smetana & Judith, 2005). To a large extent, students desire to be safe, welcomed, and valued, while their behaviors in the classroom may influence the fulfillment of such needs. Even though most students behave in an acceptable manner and address needs, others fail to do so. As such situations occur, they tend to misdirect their actions towards the wrong goals. Consequently, her emphasis was on facilitating teachers to meet the needs of their students.

William Glasser theory teaches the concept that all behavior is chosen. Glasser Choice Theory states that all human behavior is driven by the desire to satisfy five

basic human needs: the need to be loved and accepted, the need to be powerful, the need to be free, to have fun and to survive. Specifically: Survival, belonging. Power, freedom, and fun. Students are rational and that they choose to behave in a certain way, and that discipline violations are students' own choices. In *Discipline That Works:*

Promoting Self-Discipline in Children by Thomas Gordon that the only genuinely effective discipline is self-control, which all children have in varying degrees. Gordon considered authority-based discipline to be ineffective in the long run.

Moreover, discipline violations behaviors represent an adult concept in which adults perceive children's particular behaviors as yielding undesirable consequences for adults. Therefore, it is the teachers, rather than the students, who feel badly about discipline violations. Glasser explained the causes of student discipline violations from the perspective by introducing the concept of "behavior as a choice," while Gordon suggested that "discipline is self-control." Their researches have evolved from a focus on the extrinsic manifestations of discipline violation behaviors to a concern for the intrinsic psychological course of students.

Evidently, from the preceding classification studies by various scholars on student discipline violations behaviors, different scholars have conducted investigations from relevant perspectives on the classification of student classroom discipline violations behaviors ranging from the extrinsic manifestations and severity to the transformation of the intrinsic psychological perspective.

2. Domestic research

The research on in-class discipline violation behaviors in China has been more involved in classroom discipline management

in pedagogy and elaborating problematic behaviors of troubled students in psychology. In particular, in books and publications such as the *Theory of Teaching: Principles, Strategies, and Research of In-class Teaching* (East China Normal University Press, 1999) edited by Shi Liangfang et al., the *Classroom Management Theory* (Guangxi Normal University Press, 2002 Edition) written by Chen Shijian, the *Pedagogy - Scenarios and Principles* (Educational Science Publishing House, 1999 Edition) and the *Principles and Techniques of Teaching Behavior* (Educational Science Publishing House, 2001 Edition) written by Fu Daochun, the *Divergence, and Integration - Towards Harmonious Classroom Management* (Higher Education Press, 2002 Edition) edited by Zhou Runzhi, the discussions on classroom management have provided studies of student discipline violations in the classroom.

3. Research on theoretical systems

1) Theoretical basis of parent-child relationships for high school students

The earliest parent-child relationships research stemmed from studies of the individual's childhood experiences by psychoanalytic theory. Since the 1940s, the survey of parent-child relationships has been highly sought after by researchers in various fields. Quantitative research on the influence of parent-child relationships on children's socialization development commenced in the 1970s, with the American researchers investigating the mutual influence through quantitative analytical, experimental methods. During the late 1970s, four theoretical views were developed by psychologists: psychoanalytic theory, anthropologists' theory, social learning theory, and cognitive developmental theory, all of which explored insights concerning parent-child relationships. Over the same period, there was a boom in

ecological theory. The ecological idea of human development, first introduced by the American psychologist Bronfenbrenner (1979), addressed the connection between parent-child relationships and children's development from a new perspective (Harry & Brown, 2001). Parent-child relationship theory mainly deals with the childhood period and applies to high school students in their adolescence.

This present paper relies on approaches based on the family system theory, ecosystem theory, attachment theory, cognitive-developmental theory, and psychosocial development theory.

2) Research on management theory of in-class discipline violations

Since the 1960s, scholars have developed diverse management theories for classroom discipline violations by exploring and researching them. They are categorized as follows:

(1) Dreikurs Model

This view holds that children form some important defense mechanisms to maintain their self-esteem, and all students' behaviors have specific purposes. It also points out that students behave in violation of discipline in class because they cannot make an appropriate personal psychological adjustment to adapt to the needs of survival in the group. In the first mock exam, the critical role of teachers is to analyze a student with unusual bad conduct and then help them understand the reasons behind their violation of discipline by way of conversation (Straus & Mickey, 2012). At the same time, teachers should also let students experience the consequences of their breach of discipline and tell students to evaluate the situation, make responsible choices and learn from experience by analyzing the outcomes.

(2) Grasher Model

According to Grasher, people have

two basic needs, namely, the need to love and be loved. If the need to expect their value to be recognized by themselves and others cannot be met, they will feel anxious, remorseful, and angry. They will also become evasive and irresponsible and eventually lead to violations of discipline (Hartup, 1995). The first mock exam also provides the basic procedures of reality therapy: to contact students, correctly treat students' discipline violations, to form a judgment, to make plans, to make promises, to accept excuses, and to accept natural consequences.

(3) Kounin Model

In the first mock exam, the group's overall characteristics are emphasized. The quality of leaders related to group dynamics is highlighted, focusing on preventive education practices and group management techniques. The first mock exam is to correct a student's violation of discipline (Johnson et al., 2011). The process of correction by teachers will affect other members of the group. The model is made of five main ideas.

Second, teachers must know everything that happens in every corner of the class at all times to make students feel that teachers are very clear about what they are doing.

Third, teachers must pay attention to the process of homework, keep the best progress and make students focus on their assignments.

Fourth, teachers should keep their focus on students rather than subject matter.

Fifth, teachers must have the ability to build an environment with both general and special learning tasks, to prevent students from feeling bored and face problems in the classroom.

(4) Gordon Model

This model requires teachers to transform themselves from the image of leaders in the classroom, but as carers of

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learning, and discuss the differences with students in the sense of caring from the heart. When there is a violation of discipline in the classroom, teachers and students must have a unified point of view, one by one, to determine the root cause of the problem on which side: from teachers, or students, or both teachers and students. Problems from students include anxiety and fear in learning; the problems of teachers can be attributed to the interference of students' violation of

Research hypotheses

Hypothesis 1: There is a significant correlation between spiritual support from the father (mother) in the parent-child relationship and discipline violations in class.

Hypothesis 2: There is a significant correlation between the parents' view of life and mindsets and discipline violation behaviors of the students.

Hypothesis 3: There is a significant correlation between gratitude to parents and discipline violation behaviors of the students.

Hypothesis 4: There is a significant correlation between children's spiritual independence away from parents and discipline violation behaviors.

Hypothesis 5: There is a significant correlation between spiritual repression from parents and discipline violation behaviors.

Hypothesis 6: There is a significant correlation between the parents as role models and discipline violation behaviors.

Research methodology

Research design

It was a survey research. The population were 394 students in the first-year music class in a high school in Zhuzhou. There were 373 usable questionnaires, with a validity rate of 95.16%.

Instruments

discipline to the normal teaching process, and eventually to the teachers' trouble (Hartup, 1995). Once the students' violation of discipline occurs, teachers should listen to students' opinions; encourage students to talk about their frustration, anxiety, and fear to help them find their solutions. When violating discipline comes from teachers, teachers must also change their ideas, take the initiative principle, and timely correct the problems that interfere with normal teaching.

The Parent-child Relationship Scale, developed and compiled by Hideaki Takagi-Ninomi Fujit, the Japanese psychologist in 1988, was used. The scale primarily assesses parents' influence on children and their attitudes towards their parents. This scale has been extensively employed by Chinese researchers (Risheng, 1993). The scale comprises 28 questions, including six dimensions: spiritual support from parents, influence from parents' views of life and mindsets, gratitude to parents, children's spiritual independence away from parents, spiritual repression from parents, and parents as role models in life.

This questionnaire used a 4-point scale in which the fourth question in Dimension 4 and the third question in Dimension 6 reversed the order to the scale, while the remaining questions were not reversed. Cronbach's α coefficient of the scale was 0.768. To further examine the reliability of the scale, 60 first-year high school students were sampled for pretesting, followed by their filling the questionnaire out again two weeks later, with the correlation coefficient of the two parent-child relationship scores $r=0.785$. The Cronbach's α coefficients for each dimension of the questionnaire in this study were 0.686, 0.679, 0.731, 0.676, 0.874, and 0.736, respectively.

Questionnaire on discipline

violation behaviors

In this study, drawing on in-class discipline violation classification criteria, such behavior is considered as overt, observable, and measurable representation. It refers to behaviors during the classroom teaching process. It violates the fundamental spirit of the Code of Conduct for Secondary School Students and the Code of Daily Behaviors for Secondary School Students in places such as Zhuzhou, China. Such behaviors interfere with the routines of in-class education and is detrimental to students' regular academic learning. According to the severity, minor in-class discipline violations, such as failing to pay attention in class, and aggressive in-class discipline violations, such as fighting and arguing in class. In this paper, the discipline violation behaviors of high school students in music class are specifically categorized as the following 18 behaviors occurring in the class: A) Being late or absent; B) Walking around randomly and changing seats; C) Leaving the class without valid reasons; D) Being sleepy or sleeping in class; E) Attending lessons without books, pens, or notebooks; F) Fidgeting and looking around; G) Being dazed and distracted; H) Dressing up; I) Reading books unrelated to the content of music class; J) Doing assignments unrelated to the content of music class; K) Playing with mobile phones; L) Eating; M) Chit-chatting; N) Passing notes or things; O) Getting noisy, interrupting, or making strange noises; P) Attracting others' attention with a peculiar behavior; Q) Abusing, fighting, or attacking classmates; R)

Refusing to be educated, contradicting or even attacking teachers.

The questionnaire consisted of the above 18 questions on discipline violations, and employed a 4-point Likert scale (1=always, 2=often, 3=occasionally, 4=never).

Data collection

This study adopted a group testing approach. Students were informed of the survey's purposes and application during the class meeting, and their cooperation was sought. Furthermore, their personal information and survey results were guaranteed to be completely confidential, after which they were instructed on the response requirements. After ensuring that each student understood, the test was conducted, and students were not allowed to distract each other in a quiet classroom environment. Upon completing all questions, the primary examiner recovered the questionnaires on the spot, selecting the valid ones for statistical analysis at a subsequent stage (Chen, 2006).

Data processing

This study employed SPSS 24.0 for data entry and organization. First, the status quo of parent-child relationships and discipline violations behaviors among high school students was analyzed by descriptive statistics; subsequently, the relationships between each dimension of parent-child relationships and discipline violations were explored by correlation and regression analyses. The results are as follows:

Table 1: Survey Results Analysis

Correlation	Dimension 1	Dimension 2	Dimension 3	Dimension 4	Dimension 5	Dimension 6	Discipline Violations
Dimension 1	1						
Dimension 2	.610**	1					
Dimension 3	.403**	.506**	1				
Dimension 4	-.123*	-.119*	.155**	1			
Dimension 5	0.035	-0.097	-.323**	0.042	1		
Dimension 6	.379**	.509**	.252**	-.241**	-.171**	1	
Discipline Violations	.182**	.302**	.333**	0.068	-.168**	.118*	1

The following conclusions were drawn from the survey data (Table 1):

1. Dimension II, “Influence from father’s (mother’s) view of life and mindset,” and Dimension III, “Gratitude to father (mother)” exhibited significant positive correlations with discipline violations. Parents need to give their children the correct guidance in terms of perceptions, values, and mindsets.

2. The least significant correlation was observed between Dimension IV, “Children’s spiritual independence away

from father (mother),” and discipline violations.

3. There was a negative correlation between Dimension V, “Moral repression from father (mother),” and discipline violations, where families should provide students with a relatively relaxed family environment.

4. Dimension I, “Spiritual support from father (mother),” and Dimension VI, “Father (mother) as a role model in life,” exhibited a weak correlation with discipline violations behaviors.

Table 2: Regression Analysis

Regression analysis							
Independent variables	Dependent Variable	beta	t	R	R Square	F	Significance
Parental spiritual support		0.182	3.574	0.182	0.033	12.772	0
Parental view of life and mindset		0.302	6.12	0.302	0.091	37.456	0
Gratitude to parents	Various degrees of discipline violations	0.333	6.819	0.333	0.111	46.499	0
Spiritual independence away from parents		0.068	1.319	0.068	0.005	1.74	0.188
Parental spiritual repression		-0.168	-3.283	0.168	0.028	10.777	0.001
Parents as role models in life		0.118	2.289	0.118	0.014	5.239	0.023
T > 1.9663 indicates that the beta value is significant							

From Table 2, a regression analysis with the severity of the discipline violations as the dependent variable and the 55 VOL. 11 NO. 1 JANUARY – JUNE 2022

dimensions of parent-child relationships as the independent variables identified that: both Dimension II “Influence from father’s

(mother's) view of life and mindset" and Dimension III "Gratitude to father (mother)" exerted the most significant influence on the dependent variables and could significantly and positively influence discipline violations; secondly, both Dimension I "Spiritual support from father (mother)" and Dimension VI "Father (mother) as a role model in life" showed a significant positive effect on the dependent variable; there was a significant negative effect of Dimension V "Moral repression from father (mother)" on the dependent variable; there was no significant impact of Dimension IV "Children's spiritual independence away from father (mother)" on the dependent variable ($\text{Sig} > 0.05$).

Discussion and Recommendations

The following responding policies have been proposed by the author based on the research findings:

1. Parents should teach by their actions and proactively pursue harmonious relationships.

The research results indicated that the influence of view on life and mindset from the father (mother) and gratitude to the father (mother) significantly influenced discipline violation behaviors (Johnson et al. 2011). There was also a significant positive effect on the (dependent variable) discipline violation behaviors from the father's (mother's) spiritual support and the father (mother) as role models in life. The parent-child relationships are naturally existing relationships possessing its legitimacy and rationality. Parents are responsible for proactively pursuing a harmonious parent-child relationships in the family and facilitating the healthy growth of their children. as Rousseau pointed out in Emile: "When he has raised a child, he has only accomplished a third of his task." Parents are

obliged to "bear human beings," to "raise socially acceptable individuals for society," and to "create citizens for the nation." Most parents are exhausted by work all day long in the current fast developing society. The limited time and energy prevent them from genuinely considering their children's education, making them frequently miss the critical period of their children's growth. Once they have time to communicate with their children properly, it turns out that they have nothing to talk about and are unconvincing. It is imperative for parents to strengthen their consciousness of parenting by their actions and to pursue the establishment of a harmonious parent-child relationship actively.

2. Providing children with a relatively relaxed family environment and leveraging empathy education to achieve effective communication.

As demonstrated by the study, there was a significant negative effect of spiritual repression from the father (mother). Parents should create a relatively relaxed family environment for their children and implement effective communication through empathy education. Empathy, first introduced by humanist master Carl Rogers, denoted the capability to reflect on and deal with others' viewpoints. To appreciate others' sentiments and thoughts, comprehend others' positions and feelings while conveying their empathy to others and allowing them to feel accepted and understood, otherwise known as common feeling and sympathy. It is essential for parents to develop communication skills with their children and to be empathetic parents. By utilizing "empathy" in the relationship with their children, they should learn to appreciate and share their children's actual opinions and feelings and identify issues from children's perspectives. Furthermore, use appropriate language to express parents'

understanding of their children and demonstrate their confidence in addressing issues and seeking solutions with their children.

3. Enhancing online parent-child interaction with social APPs

Currently, technology is rapidly evolving, and the popularization of numerous social Apps have brought about increasingly convenient and vibrant ways of communication for people, such as QQ, WeChat, Weibo, and so on.

The parent-child interaction by social Apps can serve as a good continuation of offline parent-child interaction and further in-depth interaction. Children can truly gain an understanding of their parent's values and social outlook, as well as their actual attitudes towards matters through avenues of practical preparation for service platforms.

It is also possible for parents to monitor their children's emotional fluctuations more quickly and appropriately influence them, which is time sensitive. It is also a great challenge for parents' behavior and communication styles. Parents should devote appropriate time to establish long-lasting and sustained attention through Apps thereby allowing the parent-child relationships to be constantly enhanced. In this way, the convenience of social platform if adequately utilized to reduce the distance between parents and children, will be advantageous for establishing parent-child intimacy.

4. Establishing parent-child relationship courses, guiding the whole process of students' growth.

School education is an activity where educators exercise intentional, planned, and organized influence on the physical and mental aspects of the learners in accordance with specific social requirements and the laws

of individual physical and mental development to cultivate them into individuals for certain social services. School education is characterized by explicit educational objectives, specialized teachers, well-defined educational contents, and dedicated premises and facilities.

Consequently, it is advisable to introduce a parent-child relationships curriculum in the school's education and teaching process, starting from the first year of high school. By integrating current parent-child education content with professional curriculum design, the quality of teaching can be ensured so as to purposefully enhance high school students' rational awareness of the parent-child relationships, improve the parent-child relationships, raise their moral quality, and achieve the ultimate goal of parent-child education.

5. Cooperation between a school psychological center and social psychological institutions to seek professional guidance.

Psychological quality education for high school students represents a complex project, which imposes high requirements on both theoretical and practical practitioners, so efforts should be devoted to integrating expert guidance and school practice.

High school teachers possess immediate and realistic recognition of students. They are highly proficient in teaching and organizing activities to practice psychological quality education yet often suffer from a lack of adequate knowledge of psychology.

Professional psychology teachers engaged by schools are rich in theoretical knowledge but lack a thorough understanding of students and parents. Through a seamless combination of the two, a better and more effective psycho-educational program with appropriate facilities could be designed.

Furthermore, as the school environment constrains in-school psychology teachers, they have their limitations. In cases where a child with severe problem behaviors, the intervention of a more specialized psychosocial agency is required. Consequently, establishing a long-term cooperation mechanism between psychological parks and psychosocial institutions in schools is beneficial in addressing difficulties with parent-child relationships promptly.

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1. Research Article is the systematic research presentation which contains the introduction of problem and its significance - including objectives, researching process, summary, suggestions, acknowledgements (if any), and references.

2. Academic Article is the writing for academic purpose with an interesting topic and should be new knowledge. The content includes the introduction of problems, objectives, problem solution, summary and application of Theoretical Framework and research papers from other sources – meaning the use of books, academic publications, online database for analysis, criticism and finally to suggest solutions.

Article Component

Research Article

1. Article Title in English
2. Author's name including academic position and institution/office
3. A brief summary of a research article (Abstract) both in English. The abstract, not exceeding 15 lines or 200 words, should include objectives, Research Methodology, sample group, duration of research, process, result and summary, also indicate the keywords (maximum 5 words)
4. Article content should contain the following topics
 - 4.1 Research Problem's significance
 - 4.2 Research Objectives
 - 4.3 Scope of Study
 - 4.4 Research hypothesis
 - 4.5 Literature Review and concept
 - 4.6 Research Methodology (indicate how information and data are collected, duration of data collection, Year of research, and Data analysis)
 - 4.7 Research result with pictures, charts or graphs as needed.
 - 4.8 Conclusion, Discussion and Suggestions (Policy Recommendation, suggestion for the practice, and suggestion for the next research)
 - 4.9 References using APA (American Psychological Association) style or with the same format for all references

4.10 The Article summarized from thesis or dissertation should have advisor's name indicated with academic position and institution, next to researcher's name. Articles that follow the instructions will be considered and conducted immediately.

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Academic article is academic presentation on the topic that people currently show great interest in, consisting of;

1. Article Title, Author's name, Author's address and contact, and summary including keywords (maximum 5 words).
2. Article content should contain the following topics
 - 2.1 Introduction - to mention of the attractiveness in the article
 - 2.2 Content – to present the detail of each interesting point
 - 2.3 Conclusion – to enable reader to understand the article
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Author should clearly check content of the article. Academic article must present the development of an interesting story. The content must be presented in the wide range, and that can be understood by lecturers, students, and readers from other fields.

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- conform to the journal objectives;
- undergo the double - blind peer review process, including at least two experts in the same field.

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1. The article should not exceed 15 standard A4 size pages (including abstracts and references).
2. Set page margins as follows: 1 inches for top, bottom, left and right margins.
3. **Times New Roman** font type is required throughout the text as follows:
 - 3.1 The title is flush left and typed in 16-point bold text font size.
 - 3.2 The author's name is flush left and typed in 12-point bold text font size.
 - 3.3 The author's affiliation, and E-mail address, are flush left and typed in 15-point font size.
 - 3.4 Headings are flush left and typed in bold 12-point font size.
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4. Tables should be placed near the referred text and numbered in sequence. Table headings and numbers should be positioned above the tables, and captions are beneath.
5. Figures should be placed near the referred text and numbered in sequence. Position figure heading and numbers (bold) beneath the figures.
6. Divide the text into two columns, tables and figures should be incorporated into writing, in a single-column text.
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Research Article	Academic Article
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8. Use author-date in-text citations, either placed before or after the referred text.
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