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Manit Boonprasert, Ed.D.
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RESEARCH ARTICLE

The Relationship of E-Service Quality with Taxpayers' Intention to Use Personal Income Tax Payment Services Through E-Filing Websites in Muak Lek District, Saraburi Province, Thailand

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ABSTRACT

The purposes of this research were twofold. First, to study the level of perception of e-service quality in terms of information quality, website reliability, website responsiveness, and website assurance with taxpayers' intention to use personal income tax payment services through E-Filing websites. Second, to test the relationship of e-service quality in terms of the information quality, website reliability, website responsiveness, and website assurance with taxpayers' intention to use personal income tax payment services through E-Filing websites. The sample group was 394 taxpayers in Muak Lek District, Saraburi Province, who had experience paying personal income tax through the E-Filing website. The tools for data collection were questionnaires. Statistics used in data analysis were descriptive, correlation coefficient analysis, and multiple regression analysis. The results showed that the level of perception towards e-service quality in terms of information quality, website reliability, website responsiveness, and website assurance with taxpayers' intention to use personal income tax payment services through E-Filing websites was at a high level. The statistical value of the test showed that the e-service quality in terms of information quality, website reliability, website responsiveness, and website assurance with taxpayers' intention to use personal income tax payment services through E-Filing websites was at a statistically significant level of 0.05. This research confirmed past findings, suggestions, and future research for those interested.

KEYWORDS: Information Quality, Website Reliability, Website Responsiveness, Website Assurance, Service Intention, E-Filing website, Personal Income Tax

Introduction

Government-to-Consumer (G2C) e-commerce is a form of commerce and trading over the internet between government and the citizens, which offers services such as paying taxes through online channels and paying for government services, including utility bills. (no link) Providing services through these electronic media, the accuracy and importance of providing quality services of the website known as e-services Quality or SERVQUAL must be recognized. Focusing on providing high-quality service is an important strategy to help businesses generate consumer satisfaction, return customers, and drive business success (Rane et al., 2023). However, the quality of e-services is an important factor that assist in supporting customers' decisions to buy products and services. The importance of e-service quality has become very important in online businesses; from online shops, e-banking, social media, and government

agencies. All relevant agencies strive to improve the quality of their e-services in order to operate more efficiently and attract more customers (Mercan et al., 2020).

According to a study by Taherdoost (2023), the use of online platforms has grown in popularity due to faster internet. At present, the government of Thailand has a policy to bring e-service systems to provide services to the general public in various forms, which is called electronic Government or e-Government. It is a modern government management method by using computer technology and communication networks to increase the efficiency of government operations and improve services to the people. To do this, several prerequisites need to be fulfilled, such as efficient and inexpensive Internet services, available data and information, affordable computers and communication devices, and the facilitation of the government to the people. The use of e-Government will give people many benefits such as ease, convenience, being fast, not having to waste time and expenses traveling to relevant agencies, including transparency in the work of government (NECTEC, 2021). From the aforementioned policy, the Revenue Department is responsible for filing and paying income tax. It creates an E-Filing website as an online channel for filing and paying personal taxes. The E-Filing website is considered an online service in the form of e-Government or e-Service as well.

The e-Government system focuses on providing services to the general public of government agencies. Therefore, the implementation of the e-service system is used for maximum benefit. Service quality is most often taken into account, with Md Sabri and friends (2022) stating that measuring e-service quality is difficult and complex in the context of e-commerce because it differs from traditional transactions. Basic electronic service systems differ according to service channels, service models, and service descriptions. For this reason, organizations involved in providing internet services need appropriate e-service quality measurement

tools to lead to results that are easy to use and accurate. In addition, a study by Nasution et al. (2019) states that the efficiency of Internet services is most dependent on the service quality of the website itself. E-service quality depends on variables such as reliability, accountability, privacy, ease of use, and design of the platform. A study by Ashiq and Hussain (2024) subdivided e-service quality components and confirmed that e-service quality and trust directly influenced customer satisfaction leading to customers' loyalty to the use of Internet service. Moreover, research has shown that e-service quality improvements can reduce expenses by retaining customers to repeat purchases at a higher rate. In addition, Md Sabri and colleagues (2022) analysis of e-service quality divided the concepts of e-service quality into the following categories: website design, reliability, and personalization. Together, these categories are e-service quality that directly and indirectly positively influences customer purchasing decisions, and e-service quality reflects customer loyalty and engagement (Parasuraman et al. 2005). The researchers also found that e-service quality was associated with return intentions and purchases again (e.g. Bilal et al., 2021; Shamil et al., 2022), intentions to purchase products or services from the website (e.g. Loiacono et al. 2007), and purchase intent-driven behavior (e.g. Lukman & Trisnawati, 2020). The above reviews are studies of purchase intention in the context of e-retailing applying the concept of e-service quality that affects service intentions via the Internet in the context of government agencies or e-Government. The studies on the use of the services of taxpayers to the e-Filing website in Thailand are still limited.

Therefore, the researcher is interested in studying the level of perceived e-service quality, including information quality, website reliability, website responsiveness, and website assurance with taxpayers' intention to use personal income

tax payment services through E-Filing websites who pay personal income tax through online channels, which is the website of the Revenue Department under the Ministry of Finance. This study reviewed the literature related to e-service quality and the intention to use personal income tax payment services through E-Filing websites. Then, the researcher explained the research conceptual framework, methodology, and data analysis, and discusses the research results from the empirical data collected and analyzed according to statistical conditions together with the confirmation of the findings in the past. After that, conclusions and suggestions were given to those who are interested as well as providing direction for future research.

Objectives of the Research

1. To study the level of perception of e-service quality in terms of information quality, website reliability, website responsiveness, and website assurance with taxpayers' intention to use personal income tax payment services through E-Filing websites.

2. To study the relationship of e-service quality in terms of information quality, website reliability, website responsiveness, and website assurance with taxpayers' intention to use personal income tax payment services through E-Filing websites.

Literature Review

1. E-Service Quality

E-services are a predominantly applied concept to take advantage of the use of information and communication technologies (ICTs). The definition of e-services encompasses the development of the Internet and web technologies. It involves the customers buying products through online channels and provides necessary information about products and services (Nemati et al., 2002). Li and Shang (2020) defined the term "Website service quality" or "e-service quality" as the degree to which the website provides convenience and efficiency in shopping, purchasing

products, and delivery of products and services. The meaning of the service, therefore, covers both before and after the transaction through the website. In general, there are various criteria that customers use to assess the quality of website services and the quality of service delivered through the website including the availability of information and content, ease of use, privacy, security, graphic format, and demand fulfillment (Rita et al., 2019). Md Sabri and colleagues (2022) stated that the quality of e-services can be measured by six criteria: information quality, website reliability, website responsiveness, website assurance, use of the website, and individual characteristics. This research identified four variables important for the measurement of e-service quality. They are information quality, website reliability, website responsiveness, and website assurance. All four variables affect the intention to use the personal income tax payment service through the E-Filing websites. The next section describes the variables of e-service quality and service intention.

1.1 Information Quality

Stawowy et al. (2023) stated that information quality is a valuable outcome of the use of information produced by a system for relevant parties when conducting online transactions. Online users rely on text, descriptions, and images provided by the website in order to understand the products and services. According to Wirani and Wibasuri (2020), users use the system through designed features such as website ease of use, ease of searching, response time, and download time (Guo et al., 2023). The quality of online information from a website is considered from many perspectives, such as product quality, service provider quality, program quality, system design, computer interaction quality, and so on (Suganda & Arrifianti, 2023). In addition, Jauhari et al. (2019) stated that users who are informed and enjoyed visiting the website led to a decision to use the service and the desire to

purchase the product or service after the visit. The three key factors used to determine the quality of information are accuracy, timeliness, and relevance. The website is viewed as a quality indicator that leads to job completion. Ross Arguedas et al., (2024) stated that the quality of the information displayed clearly on the website allows customers to easily judge whether the website is trustworthy and that the quality of the information allows users to determine whether the goods or services being sold are suitable for their use.

1.2 Website Reliability

Website reliability refers to the consistency of performance and reliability of usability (Parasuraman et al. 1985). According to empirical studies, reliability is the most important dimension of e-service quality in real-world environments. The important thing for a business to survive is to gain the trust of the customers so that the company will be able to provide services as promised to customers. Reliability gives customers a sense of consistency and credibility in a company. Assessing the reliability of a website's services covers a variety of criteria, such as fulfillment and reliability, trustworthiness, usability results, and fulfillment (Parasuraman et al., 2005). These criteria are consistent with this study because this research has taken the reliability of the website as one of the variables of e-service quality. Furthermore, in the context of online services via the Internet, the information displayed on the website is an important component of the products and services offered (Md Sabri et al., 2022). The reliability of the websites means the accuracy of the services provided by the company, the correct billing process, and the information displayed on the website being clear, and it's current and complete. Products or services that deliver quality or reliability are recognized to have

a significant impact on customer purchasing decisions and quality and are also strong predictors of intention and attitude toward a website (Aljabari et al., 2023). According to Şimşek and Güvendiren, İ. (2023), the three main functions of a reliable website are (1) Collecting and registering all customer orders completely and accurately; (2) Guaranteeing the fastest delivery time; and (3) Protecting customers' online privacy and keeping their information secure.

1.3 Website Responsiveness

Responsiveness means handling problems efficiently and transmitting information via the Internet (Md Sabri et al., 2022). For e-services, the fast delivery of services to customers via the Internet will provide customers with a feeling of convenience during the purchase and continue the purchase without interruption. Businesses that transact online must consider responding to customer needs and providing speedy services (Rangaswamy et al., 2020). The responsiveness of a website demonstrates its ability to respond to customer visits, such as inquiries, downloads, and browsing speed (Şimşek & Güvendiren, 2023). In addition, responsiveness is the ability to handle complaints with the speed and efficiency of the service. A study by Amsl et al. (2023) found that customers expect internet retailers to respond quickly to their requests. A fast response will help customers to solve problems and make decisions in time. Website responsiveness can be assessed using a variety of criteria such as service timeliness, online transaction documentation, and quick customer response. and service delivery speed (Shankar & Datta, 2020; Sabri et al., 2022). In addition, in measuring the effectiveness of responses received from services offered by government agencies through e-services of

Alkraiji and Ameen (2022) found that the effectiveness of e-services for government agencies depends on the response time to consumers' inquiries and quick responses to inquiries enable consumers to analyze and address the issues. Nawafleh and Khasawneh (2024) state that effective response is achieved by providing government e-services based on consumer expectations, and Pradnyadewi and Giantari (2022) emphasizes that responsiveness is an important aspect of efficiency. It allows users of the website to assess the quality of services offered by the government. Finally, AlBalushi (2021) correlated efficiency with the response effectiveness of e-government websites, i.e. inquiry and complaint response rates, facilitating communication and response from service providers and providing information in time.

1.4 Website Assurance

Sabri et al. (2022) stated that website assurance is the degree of trust and confidence in the website that uses the service. Increasing customers' trust and confidence increases customer purchase intention and makes it easier for companies that use Internet service channels to retain customers. The main reasons users do not purchase products or services from online websites are due to online safety, company policies and reliability, and the technologies used on the websites (Ingaldi & Brožova, 2020). Assurance of security includes services that are safe and risk-free such as physical security, financial security, and confidentiality (Shankar & Datta, 2020). In the traditional SERVQUAL model, a key quality dimension is the assurance or level of service that builds customer confidence. However, online customers do not have access to services provided by employees or physical facilities of the company they are dealing with (Rane et al., 2023), therefore, online service providers need to build trust in other ways in order to impress the guarantees that websites offer their customers. This leads to trust which includes security and privacy. In addition, Li and Shang (2020) stated that service quality is the degree to which customers perceive a website to be safe from intrusion and privacy is protected and reliability is often cited as the most important quality of online services.

2. Service Intention

Saleem et al. (2022) stated that the intention to buy a product or service online refers to the decision-making process of a customer while choosing to purchase a product or service from an online website. After evaluating all the relevant elements, evaluating an individual's purchase intent is often complicated and there are many factors that affect an online purchase intent. Farzin and Fattahi (2018) state that purchase intent is the customer's intention to purchase a product, service, or brand, which occurs under the premise of a transaction. Due to the transaction process, it is often an important indicator that leads to a real purchase. Online purchase intent is often related to a product or service where customers will make biased decisions based on their overall website evaluation (Shin & Biocca, 2017). Peña-García et al. (2020) stated that purchase intent is a psychological measure of consumers purchasing products to meet essential needs and a tool to predict consumption behavior. Buying products and merchandise online has become a very important, useful, and engaging activity on social media platforms (Gan, 2017). Today, social media has transformed consumer purchasing decisions as many consumers search for the

experiences and recommendations of other consumers who post on social media, before deciding to purchase products and services. Purchase intent is also a variable that accurately predicts actual purchase behavior as it is an important step towards actual purchase (Bilal et al., 2021). This is beneficial to companies that conduct online transactions. In addition, the actual purchases made directly affect the revenue and profit of the business.

The conceptual framework of this research is shown in Figure 1, which is a test of the concept of e-service quality, which has a total of four independent variables, consisting of information quality, website reliability, website responsiveness and the website assurance that there is a correlation with the dependent variable, which is the service intention, through the E-Filing websites. The study was conducted in the context of taxpayers who paid personal income tax through the E-Filing websites of the Revenue Department, Ministry of Finance.

Figure 1: Research Conceptual Framework

Research Methodology
1. Population and Sample

The population used in this research was taxpayers aged 18 years and above, living in Muak Lek District, Saraburi Province, in the year 2023. Muak Lek reported a population of 24,719 people according to Data Center HPC4 (2023). By using the sample calculation formula for the known population of Yamane (1970), with an error equal to 0.05, the sample size was 394 people, and purposive random sampling was used. Therefore, respondents were those who have income and submit personal income tax payments through the E-Filing websites of the Revenue Department, Ministry of Finance only. From the data collection, there were 394 respondents, representing a 100% response rate.

2. Research Variables

The variables for this research are divided into 2 types, namely independent variables; e-service quality in terms of information quality, reliability, responsiveness, and assurance of the website of taxpayers residing in Muak Lek District, Saraburi Province, and the dependent variable was the intention to use the personal income tax payment service through the E-Filing websites of taxpayers living in Muak Lek District, Saraburi Province.

3. Research Tools

The instrument used to collect data for this research was a closed-ended questionnaire divided into four parts. Part 1: General information of the respondents: This part is divided into 8 items, which are gender, age, marital status, level of education, occupation, average annual income, number of online income tax filings, and types of income tax. The nature of the question is closed-ended, with only 1 multiple-choice answer. Part 2 Questions about e-service quality: 5 questions on information quality, 5 questions on

reliability, 4 questions on responsiveness, and 4 questions on the assurance of the website, developed and improved from Sabri and colleagues' questions (2009) and Part 3 Questions about the service intention for paying income tax through the E-Filing website: 5 questions, developed and revised from the questions of Udo et al. (2010), Jiang et al. (2013), and Lukman and Trisnawati (2020). The questions in parts 2 and 3 are closed-ended. The estimation model uses a 5-level estimation with Likert Sale, 5 points equal to the highest level, 4 points equal to high level, 3 points equal to moderate level, 2 points equal to low level and 1 point equal to the lowest level. All questionnaires were checked for validity by 3 experts with an IOC between 0.67 – 1.00 and a try-out questionnaire was collected from 30 sets of samples with similar characteristics to the respondents. They were used to analyze the Cronbach's Alpha confidence of each variable as shown in Table 1. After the questionnaire was used to collect information from all 394 samples, the Cronbach's Alpha confidence of each variable was recorded in Table 1. Cho and Kim (2015) said that if Cronbach's Alpha confidence value is greater than 0.70, it is within the accepted criteria. Therefore, it indicates that the questionnaire for this study has sufficient reliability for data analysis.

Table 1: Cronbach's Alpha of 30 and 394 questionnaires

Variables	30 people	394 people
Information Quality	0.94	0.77
Reliability	0.95	0.82
Responsiveness	0.87	0.80
Website Assurance	0.96	0.79
Intention to pay personal income tax online	0.96	0.84
Total	**0.98**	**0.95**

4. Data Analysis and Statistics Used
In this research, a software program was used to analyze the data and the statistics were divided according to the nature of the data and the objectives of the study as follows: 1) Analysis of personal data of respondents, which are gender, age, marital status, level of education, occupation, average annual income, number of online income tax filings, and types of income tax. Statistical frequency and percentage were used. 2) For e-service quality level analysis on information quality, website reliability, website responsiveness, website assurance, and the intention to use the personal income tax payment service through the E-Filing website of the taxpayers, Mean ($\bar{x}$) and standard deviation (S.D.) were used

(Wanichbancha, 2002). The mean value 4.21 – 5.00 equals the highest level, the mean value 3.41 – 4.20 equals the high level, the mean value 2.61 – 3.40 equals the moderate level, the mean value 1.81 – 2.60 equals the low level, and the mean value 1.00 – 1.80 equals the lowest level. 3). Regarding relationship analysis of e-service quality in terms of information quality, website reliability, website responsiveness, and the assurance of the website and the service intention to use the personal income tax payment service through the E-Filing website of the taxpayers, correlation coefficient analysis, and multiple regression analysis were used.

Research Results
1. Analysis of General Information of the Respondents
The respondents of this research were people with income in Muak Lek District, Saraburi Province numbering a

total of 394 people. They were classified as follows: Most of the respondents were female, 207 people, representing 52.5 percent; age between 31 and 40 years old, 156 people, representing 39.6 percent; single, 188 people, representing 47.7 percent; graduated with a bachelor's degree, 326 people, representing 82.7 percent; having a career as an employee of a private company, 141 people, representing 35.8 percent; having an average annual income of about 200,001 baht - 300,000 baht, 139 people, representing 35.3 percent; had filed paying taxes online 2-3 times, 280 people, representing 71.1 percent; and the type of income tax filed online is P.N.D. 90 form, 256 people, representing 65.0 percent. All details of the respondents are shown in Table 2.

Table 2: General Information of the Respondents

		Frequency (n)	Percentage (%)
Gender	Male	187	47.5
	Female	207	52.5
Age	18 - 20 years old	1	0.3
	21 - 30 years old	102	25.9
	31 - 40 years old	156	39.6
	41 - 50 years old	119	30.2
	51 years old and above	16	4.1
Married Status	Single	188	47.7
	Married	170	43.1
	Widowed/divorced	36	9.1
Educational level	Lower bachelor degree	41	10.4
	Bachelor degree	326	82.7
	Higher bachelor degree	27	6.9
Occupation	General hire	101	25.6
	Government employees	46	11.7
	Private employees	141	35.8
	Business Owners	106	26.9
Annual income	100,000 THB and below	8	2.0
	100,001 – 200,000 THB	66	16.8
	200,001 – 300,000 THB	139	35.3
	300,001 – 400,000 THB	47	11.9
	400,001 – 500,000 THB	114	28.9
	500,001 THB and above	20	5.1
Number of online income tax filing	1 time	36	9.1
	2 – 3 times	280	71.1
	4 – 5 times	60	15.2
	More than 6 times	18	4.6
Types of income tax	P.N.D. 90 Form	256	65.0
	P.N.D. 91 Form	138	35.0

2. Data analysis to answer the 1st research objective

The 1st research objective was to study the quality of e-service in terms of the perception of information quality, website reliability, website responsiveness, website assurance and service intention to use the personal income tax payment service through the e-filing websites. It was found that the level of awareness of the quality of information, website reliability, website responsiveness, website assurance and service intention to use the personal income tax payment service through the E-Filing

website of the taxpayers were at a high level in all variables. The mean is between 4.02 – 4.11, as shown in the statistical values in Table 3 below.

Table 3 : Results of the analysis of the perceived level of information quality, website reliability, website responsiveness, website assurance and their service intention to use the personal income tax payment service through the e-filing websites of taxpayers.

Items	Mean	Standard Deviation	Level
Information Quality	4.05	0.45	High
Reliability	4.04	0.50	High
Responsiveness	4.02	0.57	High
Website Assurance	4.06	0.54	High
Intention to pay personal income tax online	4.11	0.52	High

3. Data Analysis to Test for Variance

Testing the variance of the data uses correlation coefficient analysis and VIF. The correlation coefficient analysis of Table 4 presenting the correlation analysis of each variable showed that income taxpayer's intention to use personal income tax payment service via the E-Filing websites was positively correlated with information quality, website reliability, website responsiveness, and website assurance (r = 0.70, r= 0.74, r= 0.71 and r= 0.74, respectively). In addition, information quality was positively correlated with website reliability, website responsiveness and website assurance (r = 0.76, r = 0.73 and r = 0.72, respectively). Website reliability was positively correlated with website responsiveness and website assurance (r = 0.73 and r = 0.74, respectively), and website responsiveness was positively correlated with website assurance (r = 0.68). All pairs of data analysis showed a statistically significant positive relationship at the level of 0.01 and considering the positive correlation between variables, it was found that the highest correlation coefficient between variables was 0.79 and the lowest was 0.68 and the correlation coefficient between the two variables was not more than 0.80 and the VIF analysis result was between 2.77 - 3.35, which was not more than 10.00, indicating that all variables did not have a correlation problem between the variables (Multicollinearity) (Hair et al. 2006). Information can be analyzed. The statistical details of the correlation coefficient analysis and VIF values are shown in Table 4 as follows.

Table 4: Analysis results of correlation coefficients and VIF values of each variable.

Variable	1	2	3	4	5
1. Intention to pay personal income tax online	1.00				
2. Information quality	0.70**	1.00			
3. Reliability of the website	0.74**	0.76**	1.00		
4. Responsiveness of the website	0.71**	0.73**	0.73**	1.00	
5. Assurance of the Website	0.74**	0.72**	0.74**	0.68**	1.00
VIF	2.94	3.02	3.35	2.77	2.96

** Correlation is significant at the 0.001 level (2-tailed)

4. Data analysis to answer research objective No. 2

The results of the correlation analysis using multiple regression analysis between e-service quality variables on information quality, website reliability, website responsiveness, and website assurance and intention to use personal

income tax payment through the e-filing website of taxpayers found the relationship to be as follows: (1) The quality of e-service on the information quality correlated with the intention to use the personal income tax payment service through the E-Filing website of the taxpayers (β = 0.16). (2) The quality of e-service on website reliability correlated with the intention to use personal income tax payment services through E-Filing websites of taxpayers (β = 0.24). (3)

The quality of e-service on website responsiveness correlated with intention to use personal income tax payment services through E-Filing websites of taxpayers (β = 0.20) and (4) The quality of e-service on the assurance of websites correlated with intention to use personal income tax payment service through E-Filing website of taxpayers (β = 0.31) with statistical significance at 0.01 level as shown in Table 5 as follows:

Table 5: Multiple regression analysis between e-service quality variables and Intention to pay personal income tax online through E-Filing websites

Predictor	B	Std. Error	Beta	t-value
Constant	0.44	0.14	-	3.04*
Information quality	0.16	0.06	0.14	2.67*
Website reliability	0.24	0.06	0.23	4.39**
Website responsiveness	0.20	0.04	0.22	4.55**
Website Assurance	0.31	0.05	0.32	6.74**
R = 0.81, R^2 = 0.66, Adjust R^2 = 0.66, F = 188.96				

* $p \leq 0.05$ (2-tailed)
** $p \leq 0.01$ (2-tailed)

Discussion

The results of the study of the quality of e-services in terms of information quality, website reliability, website responsiveness, and website assurance with taxpayers' intention to use personal income tax payment services through E-Filing websites showed that the level of perception of information quality, website reliability, website responsiveness, and website assurance with taxpayers' intention to use personal income tax payment services through E-Filing websites was at a high level. In line with the research of Taweewattananon and Yansomboon (2022), it was found that the quality of electronic services in terms of overall usability, overall attainment, overall system availability, overall privacy and service satisfaction is at the highest level. In accordance with Buddhakerd's (2022) study of electronic service quality, it was found that electronic service quality, trust and return purchase intent of online shopping in Thailand were at high levels. In addition, it is in line with the research of

Homsiri et al. (2021) studying the online service quality of online women's clothing retailers on Facebook fan pages found that the service quality in terms of fairness of products and services, reliability, customer response, customer confidence, and knowing and understanding customers were at a high level. Therefore, these past studies are consistent with the findings of this study. This shows that taxpayers who use online personal income tax payment services through the Internet have a high level of perception of e-service quality in terms of information quality, website reliability, website responsiveness, website assurance and their intention to use personal income tax payment services through the E-Filing websites.

The results of the correlation analysis using multiple regression analysis among e-service quality variables on information quality, website reliability, website responsiveness, and website assurance with taxpayers' intention to use personal income tax payment services through E-Filing websites found that

information quality, website reliability, website responsiveness, and website assurance are correlated with the taxpayers' intention to use personal income tax payment services through E-Filing websites. This is consistent with Buddhakerd's (2022) study on the influence of electronic service quality and trust in online repeat purchase intentions in Thailand found that the quality of electronic services comprised of website performance, website design and website system functionality directly and indirectly influences repeat purchase intentions of online shopping in Thailand. In addition, in accordance with the research of Hardiyanto and Firdaus (2021), it was found that the quality of the website is also comprised of data quality, system quality, and electronic service quality as determinants of the intention to purchase products and services and website quality. They are important factors in driving the intention to purchase products and services. Following the research of Siritho (2022) studying service quality and purchase intention through live broadcasts, it was found that service quality in terms of system technical efficiency, presenter quality, product and quality, price and promotion correlate with online purchase intent. It is also consistent with the research of Rita and Oliveira (2019) studying e-service quality, consumer satisfaction and future purchase intentions in e-retail found that e-service quality in terms of ease of use, accessibility, reliability, or responsiveness and safety were positively correlated with future online purchase intentions. The findings further explain that the sub-dimensions of online service quality such as reliable response or speed are the most important online service quality that affect future purchase intent. Therefore, from the past findings and the results of this research, it shows that if the Revenue Department, which is a government agency that maintains and develops the E-Filing website, would like people who have the income to be willing to pay personal income tax through the Internet or online, the E-Filing site should be designed to be responsive and reliable, fast in solving problems that arise with service users, and easy to use the websites, also having people who give advice and help when users encounter problems, paying attention to complaints or dealing with criticism appropriately including having websites that can be easily accessed which are reliable and safe. The taxpayers have pointed out that they expect reliable, accurate, prompt, timely, and personalized services, including wanting the responsible online personal income tax payment agency to develop a website design and maintain the system for easy use, well organized and well laid out details, concise content structure and easy to understand terms and conditions.

Limitations and Future Research

A study of the relationship of e-service quality in terms of information quality, website reliability, website responsiveness, and website assurance with taxpayers' intention to use personal income tax payment services through E-Filing websites found that there are limitations and need for future research as follows:

1. In this research, samples were collected from taxpayers in Muak Lek District, Saraburi Province. It is a collection of data from a sample group covering the area at the district level only. Future research should collect data from taxpayers covering the provincial, regional, or national levels in order to ensure that the research results are accurate and comprehensive for all income groups.

2. The statistics used to analyze the data in this research is the correlation coefficient analysis and multiple regression analysis which is an analysis of the relationship between the independent variables and the dependent variables. Therefore, future research should use advanced statistics to analyze data such as Structural Equation Modeling (SEM) analysis, which will make research more valuable and in-depth analyzed.

3. The questionnaire used as a data collection tool developed and adapted from research abroad may have a different context from Thai respondents. Therefore, in future research, the researcher should create questions by using qualitative research such as in-depth interviews. or group discussions to extract appropriate questions for the respondents.

4. The variables used in the study focused on the quality of e-service on only 4 variables, which are information quality, website reliability, website responsiveness and assurance of the website. From the literature review, there are many variables that were not included in this study. Future research should consider adding more variables in order to cover all variables related to the quality of e-services.

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Students' Perceptions of Effective Teaching at a Private University in Thailand

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ABSTRACT

This descriptive study analyzed students' perceptions of effective teaching at a private university in Thailand, using a simple random sampling to select 103 participants from six faculties. The survey, employing a Likert scale, measured factors like analytical approach, clarity, interaction, and lecturer enthusiasm. Findings revealed that well-prepared teachers and clear explanations are essential for effective teaching. Students also valued respect for each individual, encouragement of class participation, summarization of key points, enthusiasm in teaching, and checking for understanding. Organization and clarity were perceived as the most crucial elements. There were no significant differences in perceptions by gender and year level, but variations existed by major. The study highlighted the importance of preparation, clarity, and respect in creating an optimal learning environment for university students.

KEYWORDS: effective teaching, students' perception, teacher-student interaction, respect

Introduction

Traditionally, the quality of teaching has been assessed through students' feedback or course evaluation. Students' rating of instruction to gauge the quality of teaching has been practiced in schools for almost a century. However, there has been debate over the clarity of qualities that make teaching effective. Thus, the question, "What makes a teacher effective in his/her teaching?" is the most intriguing one. Teachers and lecturers are faced with the most crucial question: How can we teach effectively or help students learn?

The most extensive work on teachers' characteristics and effective teaching was done by Ryans (1960). His study included 6,000 teachers, and their responses were analyzed using 300 teachers' characteristics or qualities. This study showed that effective teachers have some qualities in common, and the perceptions of effective teaching contribute to the teaching and learning process.

Several studies between the 1970s–2000s (Borich, 2017; Brophy, 1981; Good, Biddle, & Brophy, 1975) generated lists of basic "effective teacher" characteristics such as clarity in teaching, organized lesson structure, classroom management that maximizes student attention, active teaching, thought-provoking and engaging questioning, and frequent feedback are among the others.

Teachers may gain significant insight into new approaches to engage students by using students' perceptions to

measure instructor success and the quality of their teaching (Chang, 2010). Student surveys can be a valuable and reliable data source for evaluating teaching effectiveness (Wahlquist & Bone, 2000).

There was a lack of comprehensive data on what university students in Thailand consider effective teaching. Existing literature often highlights generic attributes of good teaching, but these may not fully capture the nuances of students' experiences in specific educational contexts, such as private universities in Thailand. Without this detailed understanding, efforts to improve teaching quality may be misdirected or ineffective.

This study aimed to fill this gap by exploring students' perceptions of effective teaching at a private university in Thailand. The findings from this research are expected to provide valuable insights for educators and administrators aiming to enhance teaching quality. By understanding what students value in their educational experience, universities can tailor their teaching strategies to support student learning and success better, ultimately fostering a more effective and engaging learning environment.

Methodology

This study employed a descriptive method to investigate university students' perceptions of effective teaching at a private university in Thailand. A simple random sampling method was used to select participants, ensuring each student had an equal chance of being included in the study. The structured survey used Likert scale questions to measure aspects of teaching effectiveness, such as clarity of instruction, teacher preparation, lecturer-student interaction, and lecturer enthusiasm. Descriptive statistics were employed to summarize the data,

identifying key trends and patterns in students' responses. This methodological approach provides a detailed and systematic understanding of the elements students associate with effective teaching, offering valuable insights for enhancing teaching practices and educational strategies at the university.

Instrumentation

Data for this study was collected using a survey questionnaire adapted from Eble's (1988) effective teaching recognition and evaluation format—the questionnaire comprised five subgroups and thirty-five items. The items were scaled as (5) very important, (4) fairly important, (3) somewhat important, (2) not so important, and (1) not important at all, which means students' perceptions of the practices of teachers are considered as not at all important to very important that demonstrates the effectiveness of teaching.

Data Collection

There are about 400 students in the international program at the selected university. Respondents for the study were selected through a simple random sampling method from the six programs under the international program. Out of the 120 questionnaires distributed and retrieved, only 103 were usable for the purpose of the study. The data obtained from respondents was examined in a group setting to avoid exposing any individual response. All ethical concerns, such as data privacy and confidentiality, were effectively addressed.

Data Analysis

A quantitative study (descriptive means) was used to analyze the results. The data collected were entered into an Excel spreadsheet and imported into

Statistical Package for Social Science (SPSS) version 25 by the researcher.

Results and Discussion

Tables 1-4 show the respondents' profiles for this study.

Table 1 Number of respondents by level of studies

	Frequency	Percent
Freshman	40	30.3
Sophomore	24	18.2
Junior	28	21.2
Senior	11	8.3

Table 1 shows the distribution of the respondents by the level of studies, with the highest number of respondents being freshmen followed by junior and sophomore, respectively, as senior students' participation was the least.

Table 2 Number of respondents by gender

	Frequency	Percent
Male	49	37.1
Female	54	40.9

Table 2 shows the distribution of the respondents by gender. There were more female respondents (40.9%) compared to male respondents (37.1%).

Table 3 Number of respondents by major

	Frequency	Percent
ESL	14	10.6
Education	48	36.4
Business	11	8.3
Religious Studies	10	7.6
Arts & Humanities	12	9.1
Information Tech.	8	6.1

Table 3 shows the distribution of the respondents by major of studies, with the highest number of respondents from the Faculty of Education, followed by the ESL program, Arts and Humanities, Business, Theology, and students from the Faculty of Information Technology.

Table 4 Number of respondents by teaching experience

	Frequency	Percent
No experience	39	42.9
Part-time volunteer	23	25.3
1-2 years	23	25.3
More than 3 years	6	6.6

Note: missing 12 respondents

Table 4 shows the distribution of the respondents by years of teaching experience. It shows that 39 respondents do not have any prior teaching experience, 23 respondents worked part-time or volunteer teaching experience, and the same number of respondents said they had 1-2 years of teaching experience. In comparison, 6 respondents reported having

more   than   three   years   of   teaching   experience.

Table 5 Respondents' perceptions on the elements of effective teaching

Elements of Effective Teaching Sub-groups	Very Important	Fairly Important	Somewhat Important	Not so Important	Not important at all	Total Score	Rank
Analytical/synthetic approach							
Discusses point of view other than his/her own	150 (29.1)	156 (37.9)	96 (31.1)	2 (1)	0	404	33rd
Contrast implications of various theories	180 (35)	188 (45.6)	57 (18.4)	2 (1)	0	427	26th
Discusses recent developments in the field	220 (42.7)	152 (36.9)	57 (18.4)	2 (1)	0	431	23rd
Presents origins of ideas and concepts	175 (34)	204 (49.5)	48 (15.5)	2 1)	0	429	25th
Gives references for more interesting and involved points	210 (40.8)	184 (44.7)	42 (13.6)	0	0	436	21st
Presents facts and concepts from related fields	210 (40.8)	184 (44.7)	45 (14.6)	0	0	439	18th
Emphasizes conceptual understanding	195 (37.9)	200 (48.5)	36 (11.7)	4 (1.9)	0	435	22nd
Total						**3,001**	
Organization/Clarity							
Explains clearly	350 (68)	88 (21.4)	27 (8.7)	4 (1.9)	0	469	2nd
Is well prepared	355 (68.9)	100 (24.3)	21 (6.8)	0	0	476	1st
Gives lectures that are easy to outline	230 (44.7)	120 (29.1)	66 (21.4)	10 (4.9)	0	426	27th
Is careful and precise in answering questions	240 (46.6)	168 (40.8)	33 (10.7)	4 (1.9)	0	445	13th
Summarizes major points	275 (53.4)	140 (34)	39 (12.6)	0	0	454	6th
States objectives for each class session	230 (44.7)	152 (36.9)	51 (16.5)	4 (1.9)	0	437	20th
Identifies what he/she considers important	180 (35)	208 (50.5)	39 (12.6)	4 (1.9)	0	431	23rd
Total						**3,138**	
Lecture-group interaction							
Encourage class discussion	290 (56.3)	120 (29.1)	45 (14.6)	0	0	443	16th
Invites students to share their knowledge and experiences	305 (59.2)	136 (33)	24 (7.8)	0	0	465	4th
Clarifies thinking by identifying reasons for questions	210 (40.8)	188 (45.6)	42 (13.6)	0	0	440	17th
Invites criticism of own ideas	125 (24.3)	176 (42.7)	90 (29.1)	6 (2.9)	1 (1)	398	35th
Knows if the class is understanding him/her or not	295 (57.3)	140 (34)	24 (7.8)	2 (1)	0	461	5th
Has interest and concern in the quality of his/her teaching	235 (45.6)	188 (45.6)	27 (8.7)	0	0	450	10th
Has students apply concepts to demonstrate	235 (45.6)	152 (36.9)	45 (14.6)	6 (2.9)	0	438	19th

understanding

Total						**3,095**	

Elements of Effective Teaching Sub-groups	Very Important	Fairly Important	Somewhat Important	Not so Important	Not important at all	Total Score	Rank
Lecture-individual interaction							
Has a genuine interest in students	265 (51.5)	136 (33)	42 (13.6)	2 (1)	0	445	13th
Is friendly towards students	265 (51.5)	132 (32)	51 (16.5)	0	0	448	12th
Relates to students as individuals	190 (36.9)	152 (36.9)	66 (21.4)	10 (4.9)	0	418	31st
Recognizes and greets students out of class	170 (33)	176 (42.7)	63 (20.4)	6 (2.9)	1 (1)	416	32nd
Is accessible to students out of class	185 (35.9)	176 (42.7)	57 (18.4)	6 (2.9)	0	424	29th
Is valued for advice not directly related to the course	135 (26.2)	164 (39.8)	90 (29.1)	10 (4.9)	0	399	34th
Respect students as persons	310 (60.2)	136 (33)	21 (6.8)	0	0	467	3rd
Total						**3,017**	
Dynamism/enthusiasm							
Is dynamic and energetic	235 (45.6)	168 (40.8)	42 (13.6)	0	0	445	13th
Has an interesting style of presentation	255 (49.5)	164 (39.8)	33 (10.7)	0	0	452	8th
Seems to enjoy teaching	265 (51.5)	144 (35)	42 (13.6)	0	0	451	9th
Is enthusiastic about the subject	240 (46.6)	176 (42.7)	33 (10.7)	0	0	449	11th
Seems to have self-confidence	275 (53.4)	140 (34)	36 (11.7)	2 (1)	0	453	7th
Varies the speed and tone of his/her voice	195 (37.9)	152 (36.9)	72 (23.3)	2 (1)	1 (1)	422	30th
Has a sense of humor	215 (41.7)	160 (38.8)	45 (14.6)	4 (1.9)	1 (1)	425	28th
Total						**3,097**	

Table 5 illustrates the perceptions of the respondents on effective teaching based on the 35 teaching effectiveness elements organized into five major subheadings. These subcategories include analytical/synthetic approach, organization/clarity of teaching, lecturer-group interactions, lecturer-individual student interaction, and dynamism/ enthusiasm of the lecturer.

In the Analytical/synthetic approach to teaching, all respondents considered giving references for more interesting and involved points and presenting facts and concepts from related fields as the most important elements, though of different importance. About 40.8% of respondents perceived it as very important, 44.7% fairly important, while 13.6% and 14.6% considered it somewhat important. The least important elements for effective teaching in the analytical/synthetic approach were lecturers discussing points of view other than their own, with 29.1% considering it very important, 37.9% fairly important, 31.1% considering it somewhat important, and 1% thought it unimportant.

Regarding the sub-group of organization and clarity in teaching, all elements except lectures that identify what they consider important were considered by 44.5% of respondents as very important. This

suggests that students consider lectures that are highly organized, lessons that are explained clearly, lectures that are easy to outline, lectures that are careful and precise in answering questions, summarizing major points, and stating objectives for each lesson to be highly effective.

As for lecture-group interactions in teaching and learning, inviting students to share their knowledge and experiences and know if the class understands the lecturers are considered the most important elements. About 59.2% and 57.6% considered it very important. The third ranking is the element of encouragement. classroom discussion, with 56.3% considering it very important and 29.1% and 14.6% viewing it as fairly important and somewhat important, respectively. This result was supported by a study (Gonzales, 2014) in which, for effective teaching, the teacher enhances the quality of discussion by allowing students to tap into their curiosity, engage in interpersonal discourse with peers, and encourage them to discover information themselves.

About 60% of the respondents considered respecting students as people to be an essential element in the lecture-individual interaction. Having a genuine interest in students and being friendly towards students are considered by many respondents as very important (51.5% each). In the lecture-individual interaction, few respondents considered advice not directly related to the course as an important element of effective teaching, with 26.2% saying it was essential, 39.8% and 29.1% considering it as fairly important and somewhat important, respectively.

Concerning the elements describing the lecturer's dynamism and enthusiasm for the job, respondents indicated lecturers who seem to have self-confidence as the most important element, with 53.4% rated it as very important. In comparison, lecturers who seem to enjoy teaching as the second most important element, with 51.5%, considered it as very important, followed by lecturers who have an interesting style of presentation, with 49.5% regarded it as very important.

When analyzing each element, university students considered lessons that are well prepared as the most important element of effective teaching, though of different importance. About 68.9% considered this as very important, 24.3% considered it as fairly important, while the rest 6.8% viewed it as somewhat important. It was followed by lecturers who explained lessons clearly, with 68% of respondents considering it very important, 21.4% fairly important, while 8.7% and 1.9% considered it somewhat important and not so important, respectively. The least important element is lectures that invite criticism of their own ideas, with 24.3% of respondents considering it as very important, 42.7% fairly important, 29.1% somewhat important, 2.9% not so important, and 1% not at all important.

To understand the respondents' preferences, a further attempt was made by computing the total score of each element based on the responses and ranked in Table 5. The highest ten rated elements of effective teaching by respondents in order of ranks include coming well prepared to class, clear explanations, respecting students as individuals, inviting students to share their knowledge and thoughts, ensuring whether the class understands the lesson or not, summarizing major points, self-confident lecturers, showing interesting style of presentation, seems to enjoy teaching, and showing interest and concern in the quality of teaching.

Among the five major subgroups, the organization/clarity aspect of teaching was considered the most important group of

elements of teaching with a total score of 3,138 (out of 3,605), followed by dynamism and enthusiasm in teaching (3,097) and lecture-group interaction (3,095) are considered as important. The least important, as perceived by university students, was the analytical/synthetic approach to teaching (3,001).

Further efforts were made to determine the differences in scores among respondents' perceptions. There were no significant differences in the means regarding gender, level of studies, and teaching experience. However, there were significant differences in the means regarding the major of studies (p=.045, p-value less than 0.05).

Table 6 Analysis of variance in responses among the respondents by group of elements, gender, level of studies, major, and years of teaching experience.

Source of Var.	SS	df	MS	F	Sig.
Between Groups	.016	1	.016	.086	.769
Within Groups	18.529	101	.183		
Total	18.545	102			
Gender					
Between Groups	.016	1	.016	.086	.769
Within Groups	18.529	101	.183		
Total	18.545	102			
Level					
Between Groups	.473	3	.158	.863	.463
Within Groups	18.072	99	.183		
Total	18.545	102			
Major					
Between Groups	2.022	5	.404	2.374	.045[*]
Within Groups	16.523	97	.170		
Total	18.545	102			
Teaching Exp					
Between Groups	.163	3	.054	.298	.827
Within Groups	15.868	87	.182		
Total	16.031	90			

* Significance level at p=0.05

Conclusion

The study investigated and analyzed university students' perceptions of effective teaching. The study explored 35 critical teaching effectiveness elements organized into five major sub-groups, including analytical/ synthetic approach to teaching, organization/ clarity of instruction or teaching, lecturer-group interaction, lecturer-individual interaction, and dynamism and enthusiasm of the lecturer. The findings from the analysis showed that the first ten rated elements of effective teaching by respondents in order of ranks are coming well prepared to class, having clear explanations, respecting students as individuals, inviting students to share their knowledge and thoughts, ensuring whether the class understands the lesson or not, summarizing major points, self-confident lecturers, showing interesting style of presentation, seems to

enjoy teaching, and showing interest and concern in the quality of teaching.

The results of this study are consistent with those of Cochran and Hodgin (2001), who found that thorough planning, impartial grading, and clear communication improve teaching effectiveness. However, other studies (Benzehaf, 2018; Etuk, Afangideh, & Uya, 2013) showed knowledge of the subject matter as the top characteristic of an effective university teacher.

On average, organization and clarity in teaching are considered the most important elements in effective teaching, followed by lecturers' dynamism and enthusiasm in teaching and lecture-group interaction in which a learning community exists and lecturer-individual interaction where respondents considered respecting students as individuals is essential. The least important group of elements is the analytical and synthetic approach to teaching.

There were no observed significant differences in the means concerning respondents' gender, level of studies, and years of prior teaching experience. However, there were significant differences in the means regarding respondents' major of studies. This can be explained by the fact that students taking different majors of study have different perceptions about elements of effective teaching.

From the study, the conclusion can be drawn that university students appreciate well-prepared and clearly explained lessons that invite them to express their knowledge and ideas. On a personal level, university students want to be acknowledged and respected as individuals. This, therefore, implies that effective teaching requires careful and well-organized lessons as well as respectful teaching practices. The result was endorsed by the study of Kaloi et al. (2021), which stated that students expect teachers to respect students' desires and needs.

Recommendation

The study's findings can enhance the understanding of effective teaching in tertiary education. Based on the findings, it is recommended that instructors in higher education prepare the lesson well to provide lesson clarity that contributes to the engaging learning experience. As adult learners, university students value allowing them to participate in discussions and respecting them.

This study covers only students in the international program of the selected private university in Thailand; it is suggested that other research be done on students' perceptions of the Thai program or a larger population, such as public universities, and compare the results to see if there are any differences in perceptions of effective teaching. Educators and lecturers should consider the findings of this study in their preparation for teaching in the tertiary education program.

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A Case Study on the Effectiveness of Incentive Management for Administrative Personnel in Suzhou University

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Abstract

The aim of this study was to investigate the effectiveness of motivation management among Administrative Personnel at Suzhou University. With the expansion of higher education and increased societal demand for universities, enhancing motivation and management among administrators, this study focused on the Administrative Personnel in Suzhou University in Anhui Province. Through questionnaire survey, it explored key factors influencing the effectiveness of motivation management among Administrative Personnel at University. Quantitative analysis was employed in this study. Research found that in order to optimize incentive management, it was important to establish incentive content that was both attractive and met the needs of individual Administrative Personnel. Establishing common goals and a cooperative attitude between incentive recipients and motivation was also crucial. In addition, establishing an organized and sustainable incentive system will further enhance motivational effects. In summary, by understanding the content and importance of motivation, promoting cooperation, and implementing a well-structured incentive system, the level of motivation management for university Administrative Personnel can be significantly improved.

Introduction

With the popularization of higher education and the expansion of university scale, competition among universities is fierce. In order to achieve development and construction, universities must mobilize all controllable resources, especially human resources (Wright&McMahan, 2011), in order to achieve their development goals. Therefore, it is particularly important to adopt scientific and reasonable incentive management to fully mobilize the enthusiasm of university administrative personnel.

Although many universities and scholars have done a lot of work in incentive management, most universities focus mainly on teaching and researching, with relatively little attention and resources for administrative personnel (Bess&Dee, 2012). Enhancing the enthusiasm and creativity of administrative personnel in universities has become a challenge.

The design and implementation of incentive management for administrative personnel in universities need to comprehensively consider factors such as cultural and historical backgrounds, work

behavior inertia, and objective environment (Hofstede, 2001). However, current incentive management often takes personnel management as the design starting point, adopting a unified reward and punishment model, and paying less attention to the specific needs of university administrative personnel (Choi&Ruona, 2011). Therefore, the role of incentive management is limited, and the incentive effect is not obvious enough.

Suzhou University is a comprehensive undergraduate institution under the administration of Anhui Province. The university has approximately 19,000 full-time students and over 1,000 faculty and staff members. In recent years, significant progress has been made in education reform and research achievements. However, there are still some challenges in incentive management. The compensation structure of Suzhou University's administrative personnel is mainly composed of basic salary and performance bonuses. The basic salary is allocated by the relevant financial department of the provincial government, while the performance bonus is funded by the university. Currently, the basic salary is not directly related to the monthly work contribution level and lacks incentive mechanisms directly related to work performance. In addition, the university has not established a performance-based pay system and corresponding funding allocation, which limits the effectiveness of performance incentives for administrative personnel. The Human Resources and Social Security Department of Anhui Province has set a limit on the average performance income for faculty and staff of provincial universities to strengthen control over performance income. Therefore, overtime pay and self-funded welfare of administrative personnel are also limited.   In summary, this study aims to explore the effectiveness of incentive management for administrative personnel in Suzhou University, in order to provide some references and guidance for optimizing incentive management strategies.

Research Objectives

To explore the current state of incentive management among administrative personnel at Suzhou University.

To investigate the key factors that affect the effectiveness of incentive management among administrative personnel at Suzhou University.

To propose strategies and recommendations to optimize the incentive management of administrative personnel at Suzhou University.

Expected Benefits

This study aims to provide specific guidance on incentive management for university administrative departments and managers, exploring the effectiveness and influencing factors of incentive management, and providing motivation for improvement and innovation for university organizations to improve management efficiency and competitiveness. By optimizing incentive management strategies, shaping a positive and upward work atmosphere, promoting the professional and personal growth of Administrative Personnel, and promoting the high-quality development of the entire university.

Literature Review and Concept

This chapter will discuss the core concepts and key factors related to incentive management.

University incentive management :This refers to the strategic approach adopted by universities to incentivize their faculty, researchers, and staff members. It involves the design and implementation of reward systems, professional development programs, and performance evaluation mechanisms that align with the organization's mission and goals (Carayannis & Campbell, 2009）.

Incentive intensity refers to the strength and magnitude of incentives provided to employees.Reward systems, one of the key components of incentive management, can enhance employee motivation and job performance（Armstrong & Murlis 2007）, suggesting that higher incentive intensity leads to increased employee satisfaction and commitment.Incentives create conditions that fulfill employee needs and enhance their enthusiasm（Frey & Osterloh，2002）, emphasizing that higher levels of incentive intensity can fuel work passion and improve overall organizational performance. Research by Locke and Latham (2002) supports this claim, showing that higher levels of incentive intensity lead to increased task performance and goal attainment（Locke & Latham，2002）.

The incentive content refers to the specific types of incentives provided to employees. Aligning the incentive content with employees' preferences and goals can increase their motivation and job satisfaction(Vansteenkiste, Lens, & Deci 2006).Support from another study provides diverse and tailored incentive content that can better meet individual needs and enhance motivation (Guay et al, 2000) emphasizing the importance of considering individual differences and diversity when selecting incentive methods. Furthermore, meaningful and challenging tasks as incentives enhance intrinsic motivation and improve performance (Deci et al., 2001) Studies examining the effects of different types of incentive content (including financial rewards, recognition, and feedback) on employee performance have found that a combination of various incentive content elements leads to improved employee performance (Cameron & Pierce, 2002).

Motivating subjects and objects refers to individuals who are responsible for implementing and participating in the incentive reform process. Research finds that a strong sense of purpose and intrinsic motivation towards the goals of incentive reform increases active engagement contributes to effectiveness (Grant, 2012). Intrinsic motivation which stems from internal factors such as personal interests and values, when individuals are intrinsically motivated to participate in incentive reform, it can lead to higher levels of engagement and effectiveness(Ryan & Deci ,2000).Research on the role of intrinsic motivation in driving employee behavior, when individuals are internally driven and have personal goals aligned with incentive reform, it enhances their motivation and positively impacts the effectiveness of incentive management (Gagné & Deci ,2005).

According to literature research, it is found that the motivation intensity, incentive content, and motivation of incentive subjects and objects have an impact on the effectiveness of incentive management.

Hypotheses of the study：

In the existing literature related to this study, the following assumptions were proposed:

1. Incentive intensity will have a positive impact on the effectiveness of incentive management for university administrative personnel

2. The incentive content will have a positive impact on the effectiveness of incentive management for university administrative personnel

3. The motivation for motivating subjects and objects to participate in incentive reform will have a positive impact on the effectiveness of incentive management

Conceptual Framework
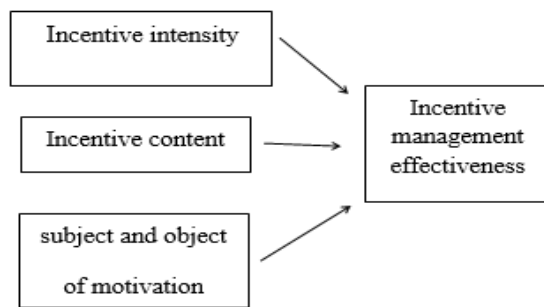
Research Methods

Population and sampling method. This study adopts quantitative analysis and randomly selects 170 out of 212 administrative personnel from Suzhou University in Anhui Province to conduct a questionnaire survey.

1. Sampling method: This study used a simple random sampling method.

2. Sample size: In this study, a total of 170 questionnaires were distributed and 163 questionnaires were successfully collected, with a questionnaire recovery rate of 95.8%. There are 155 valid questionnaires, accounting for 91.2% of the total questionnaire volume.

Research method and design

The questionnaire for Administrative Personnel in this study consists of five parts:

Part one to part five are respectively: administrative personnel statistical characteristics, motivation intensity testing, motivation content testing, motivation to participate in the subject and object of reform testing, measuring the effectiveness of incentive management.

Part, one records the basic information of the administrative personnel of Suzhou University. The scale items of the following four parts require participants to respond according to the Likert scale, ranging from 1, representing "strongly disagree," to 5, representing "strongly agree," depending on the degree of description in the specific item.

Statistical methods

All statistics were conducted using SPSS20.0 statistical software the survey data input, collation and statistical analysis of the basis. In terms of statistical analysis, descriptive statistics and multiple linear regression analysis methods will be used to analyze the current status and performance of incentive management for university administrative personnel, while exploring the impact of each variable on the dependent variable.

Instrument testing

Reliability evaluation: In order to evaluate the credibility of the questionnaire, we used statistical analysis method, Cronbach's α Coefficient to help determine the stability and consistency of the questionnaire. Validity evaluation: Statistical methods of factor analysis.

Reliability analysis

Table 1 results of reliability test

variables	number of items	Cronbach's Alpha
Incentive intensity	4	0.837
Incentive content	5	0.867
subject and object	5	0.912
Incentive effectiveness	5	0.874

The acceptability of coefficient alpha should be at least 0.7，The value of Cronbach's Alpha is shown in table 1，Based on Cronbach's Alpha exceeding 0.7 standard, so the questionnaire is highly reliable.

The alpha values of Incentive intensity, Incentive content, and Incentive

effectiveness are greater than 0.8, indicating a certain level of reliability. The alpha value of subject and object is 0.912, indicating high reliability. Validity analysis.

Table 2 results of validity test

Variables	KMO	Approx. Chi-Square	Df	Sig
Incentive intensity	0.809	234.119	6	0.000
Incentive content	0.898	1621.211	171	0.000
subject and object	0.889	491.234	10	0.000
Incentive effectiveness	0.873	354.489	10	0.000

According to the test, the Cronbach's Alpha was more than 0.7, so the questionnaire was highly reliable. From Table 2, In the Validity Test, the KMO of each variable > 0.6, Bartlett spherical test P value (sig) < 0.05, indicating that the respondents can well understand the intention of the questionnaire designer, that is, the questionnaire has reached the survey. The purpose of the questionnaire is that the test results of the questionnaire can represent the real characteristics of the measured objects.

Results

The basic information of the sample

The survey targets relevant administrative personnel of Suzhou University, and a total of 155 valid questionnaires were collected, which meet the requirements of empirical statistical analysis. Through the organization and statistical analysis of the collected effective questionnaires, the basic situation data is shown in the following figure.

Table 3 Personal Basic Information

Personal factors	option	frequency	percent
gender	Male	98	63.2
	female	57	36.8
	Total	155	100
age	Under 30	29	18.7
	31-40 Years old	53	34.2
	41-50 Years old	45	29.0
	51-60 Years old	28	18.1
	Total	155	100
highest education	Bachelor	90	58.1
	Master	45	29.0
	doctor	20	12.9
	Total	155	100
Years of administrative work in university	2 Years and below	11	7.1
	2-5 Years	39	25.2
	5-10 Years	53	34.2
	10-20 Years	33	21.3
	More than 20 years	19	12.3
	Total	155	100
Knowledge of school incentives	understand	48	31.0
	Know some	93	60.
	do not understand	14	9.
	Total	155	100

From Table 3.

1. Gender ratio: 63.2% of the personnel are male, while 36.8% are female. This indicates a relatively realistic gender ratio.

2. Age distribution: Among the personnel, 18.7% are under the age of 30, influenced by educational qualifications and recruitment conditions. Those aged 31-40 make up the highest proportion (34.2%), reflecting the backbone of administrative level with rich work experience. People aged 41-50 account for 29%, bringing valuable professional knowledge and experience, 18.1% of individuals are aged 51-60, serving as senior administrative managers with accumulated experience.

3. Education distribution: The majority of administrative personnel in suzhou university has a high level of education. 58.1% have a bachelor's degree or below, 29% have a master's degree, and 12.9% have a doctoral degree. This is related to the expansion of university enrollment and improved benefits for faculty and staff.

4. Years of employment distribution: The distribution of years of employment is relatively average. Only 7.1% of employees have been employed for 2 years or less, indicating fewer new hires annually. The highest proportion (34.2%) has been employed for 5-10 years, representing the main force in university administrative management. 33.6% of personnel have more than 10 years of employment, indicating rich work experience and stability in the field.

5. Understanding of the school incentive system: Nearly one-third of the surveyed administrative personnel have knowledge of the incentive mechanism, while two-thirds have limited or no knowledge. This suggests that there is room for improvement in the incentive mechanism of university, and the attention of administrative personnel needs to be attracted. Therefore, university needs to increase their efforts in incentivizing personnel.

By analyzing this data, we can gain a comprehensive understanding of the basic situation of administrative personnel in Suzhou University. This information provides valuable references for further research and improvement of incentive systems in University

Analysis of the Selection of Incentive Content for University Administrative Personnel
Table 4 The degree to which incentive content is valued

Number	Incentive content	Number of people valued	Valid samples	Incentive content attention
1	Salary incentives	98	155	63.2%
2	Performance incentive	84	155	54.2%
3	Emotional motivation	75	155	48.4%
4	Promotion incentive	70	155	45.2%
5	Title incentives	62	155	40.0%
6	Vacation incentives	22	155	14.2%
7	Training incentive	20	155	12.9%
8	Competitive incentives	16	155	10.3%
9	Honor incentive	14	155	9.0%
10	Authorization incentive	12	155	7.7%

From the statistical results in Table 4, it can be seen that administrative personnel attach varying degrees of importance to these 10 incentive contents. The ranking of importance level is as follows: Salary incentives, performance incentives, emotional incentives, promotion incentives, professional title incentives, vacation incentives, training incentives, competition incentives, honor incentives, authorization incentives.

When different administrative personnel face different incentive contents, they will make different choices based on personal needs and incentive effects. This difference reflects the differences in preferences among administrative personnel, originating from individual needs. When formulating incentive strategies, it is necessary to consider the diverse needs of administrative personnel and design the most effective incentive methods to meet preferences.

Mean and Standard Deviation

Table 5 Mean and Standard Deviation Report

Variables	X	SD
Incentive intensity	3.7871	0.85934
Incentive content	3.7639	0.82666
subject and object	3.5355	1.02841
Incentive effectiveness	3.9832	0.86579

From Table 5, According to the principle of the five-level frequency range, through the evaluation of the average value, we found that the average value of the three independent variables of incentive content, subject and object of motivation, and incentive intensity is above 3.41, indicating that the overall level of these variables belongs to the medium to high level. Indicating that incentive content, subject and object of motivation, and incentive intensity all have a positive impact on the effectiveness of incentive management, and are considered as important factors in research.

Result analysis

Table 6 Regression analysis table

			Model summary	
model	R	R square	Adjusted R square	Std. Error of the Estimate
1	.699[a]	.488	.478	.62569

Independent variable: incentive intensity, incentive content, incentive subject and object participation motivation Dependent variable: the effectiveness of the incentive management.

From the above model 6 analysis, it can be concluded that there is a relationship between independent variables: incentive intensity, incentive content, incentive subject and object participation motivation and the effectiveness of incentive management of dependent variable. The R value of the model is 0.699, meaning that about 69.9% of the variability in the effectiveness of incentive management can be explained by these independent variables. This strongly suggests a positive correlation between predictor and dependent variables, namely that these incentive factors have an impact on the effectiveness of incentive management.

Table7 ANOVA

model		Sum of Squares	df	mean square	F	Sig
		56.322	3	18.774	47.956	.000b
1		59.114	151	.391		
		115.436	154			

a. Dependent variable: Effectiveness of incentive management
b. Predictor variables: (constant), Incentive intensity , Incentive content , subject and object of motivation

Table 7 shows the ANOVA with the multiple linear regression equation, testing the significance of the model. That is, with the F statistic of 47.956, we confirmed the significance of the regression model, and the corresponding P-value was very small (P=0.000 <0.05). This means that the predictor variables in the regression model (Incentive intensity, Incentive content, subject and object of motivation) can be used to predict the dependent variable (trust), and that this effect is statistically significant.

Table 8 Coefficients

Model	Unstandardize	CoefficientsStd. Error	Standardized Coefficients Beta	t	Sig	VIF
1 (constant)	.561	.297		1.891	.000	
X1 : Incentive intensity	.293	.064	.291	4.614	.000	1.175
X2 : Incentive content	.355	.065	.339	5.498	.000	1.123
X3 : subject and object of motivation	.275	.054	.327	5.133	.000	1.197

a. Dependent variable: Effectiveness of incentive management

From Table 8, the multicollinearity test of the model showed that the VIF

values of each independent variable were all less than 2 and within a low range, far below 10. Therefore, we can conclude that there is no serious issue of multicollinearity among these independent variables. This means that we can continue to use these independent variables to analyze the impact on the dependent variable (incentive management effectiveness) without worrying about multicollinearity significantly affecting the analysis results.

We can use the following linear regression equation to analyze the effectiveness of incentive management: incentive management effectiveness = 0.561 + 0.293 * (incentive intensity) + 0.355 * (incentive content) + 0.275 * (subject and object of motivation)

From the predictive equation, we can draw the following conclusions: incentive content (coefficient=0.355, t=5.498, P=0.000<0.01) is most related to incentive management effectiveness, followed by the subject and object of motivation (coefficient=0.275, t=5.133, P=0.000<0.01), and the correlation with incentive intensity (coefficient=0.293, t=4.614, P=0.000<0.01) is lowest.

Conclusions，Discussions, And Recommendations
Conclusion and Discussion

In this study, the effectiveness of incentive management for administrative personnel in Suzhou University. The research findings suggest that incentive content has the greatest impact on the effectiveness of incentive management, followed by the motivation of both the subjects and objects of incentives. On the other hand, incentive intensity has a relatively smaller impact.

The results indicate that the design and implementation of attractive and motivating incentive content is crucial in promoting the active participation and response of administrative personnel. When rewards such as salary and promotion are closely aligned with work performance and management quality, they effectively improve work motivation and efficiency. So when rewarding employees, managers should consider which incentives can maximize their influence on employees' behavior. This may involve material rewards or non-material rewards, such as the recognized value, respect, and support (Ramlall, 2004). Understanding the personal needs, desires, and expectations of administrative personnel is essential as it influences their response to different incentives.

Furthermore, the common goal and cooperative attitude of both the subjects (university management) and objects (administrative personnel) of incentives significantly affect the effectiveness of incentive management. When university management sincerely aims to enhance job satisfaction and effectiveness through incentive policy reform, and administrative personnel see the benefits of the reform and are willing to participate, the likelihood of successful reform increases.

Regarding incentive intensity, while its impact on incentive management is smaller compared to other factors, it should not be disregarded. excessive incentive may cause pressure and panic among employees, which reduces their work efficiency (Deci & Ryan, 2000). It is important to establish an orderly and sustainable incentive system that provides lasting effects. This can be achieved through the balanced distribution of incentives, such as performance bonuses, job promotions, and other forms of recognition.

In conclusion, improving the effectiveness of incentive management for university administrative personnel requires the development of attractive and motivating incentive content, ensuring sufficient motivation for reform from both the subjects and objects of incentives. While incentive intensity plays a smaller role, it is essential to establish an orderly and sustainable incentive system. By implementing these recommendations, university can enhance administrative personnel motivation and satisfaction, ultimately improving their work efficiency and contributing to the overall success of the institution.

Recommendations

We propose the following suggestions to optimization the incentive management of Suzhou university administrative personnel:

Enriching the incentive content: university should further enrich the incentive content based on the needs of administrative personnel. This includes salary incentives, emotional incentives, performance appraisal incentives, promotion incentives, vacation incentives, honor and appreciation incentives, among others. Administrative personnel at different levels need to design and improve targeted incentive content to meet their needs.

Enhance the intensity of incentive management: university needs to actively strive for more incentive management permissions, including increasing financial support for incentive management and striving to expand the scope of incentive management authority. Strengthen information transparency and recording, By providing more resources and opportunities for incentive management, institutions can enhance the overall effectiveness of their incentive programs.

Active participation of university management and administrative personnel: university needs to actively promote the reform of incentive management Effective communication between university management and administrative personnel is crucial to ensure that both parties understand the direction and goals of the reform. Administrative personnel should actively participate in incentive management, maintain effective communication with leadership, provide suggestions, and display an optimistic and positive attitude towards the reform process.

Strengthen financial security and management authority: university and governments should work together to increase the investment required for incentive management and ensure the increase and maintenance of incentive intensity. The government should authorize partial incentive management authority to universities. Suzhou university can develop own creative incentive mechanisms based on the unique characteristics and development strategies.

By implementing these recommendations, university can create a more effective and motivating environment for this administrative personnel. The enriched incentive content, improved intensity of management, active participation from both university management and administrative personnel, and strengthened financial security and management authority will contribute to enhancing the overall effectiveness of incentive management programs.

Recommendations for future research

In order to further deepen the research on the incentive management of Administrative Personnel, we propose the following suggestions for future research:

In- depth study of the causes and effects of incentive management differences between universities: future research can focus on the differences in incentive management policies and practices between different universities, analyzing the reasons behind these

differences and their impact on the performance of universities and the work motivation of Administrative Personnel. This helps to provide more specific guidance for universities to optimize their incentive management strategies.

To study the relationship between incentive management and social responsibility and sustainable development of universities: how to promote universities to better fulfill their social responsibilities and realize sustainable management and operation through incentive management is a field worthy of in-depth study.

Application of innovation incentive tools and technologies: incentive management systems based on big data and artificial intelligence can provide universities with more accurate data analysis and prediction, and help them to formulate incentive policies and programs more effectively.

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The Impact of Social Interpersonal Relationships on Learning Effectiveness among College Students - Take Jiangxi Institute of Fashion Technology as an Example

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Abstract

This study aimed to explore the impact of social interpersonal relationships on learning effectiveness among College Students - Take Jiangxi Institute of Fashion Technology as an example. A questionnaire survey was conducted on 5 teachers and 70 students at Jiangxi Institute of Fashion Technology by random sampling. This study found that social interpersonal relationships refer to the interaction and interpersonal relationships between individuals and others in the social environment. It involves an individual's role and status in society, as well as their emotional connections and ways of interacting with others. The formation and development of social interpersonal relationships are influenced by various factors such as culture, family, education, and social environment.

Introduction

Currently, the field of higher education no longer only values the mastery of professional knowledge and skills for students' learning outcomes. With the rapid development of society and increasingly fierce professional competition, higher education has also begun to focus on cultivating students' comprehensive qualities and abilities. Among them, students' social interpersonal skills are considered very important. Social interpersonal skills include the ability to interact, collaborate, and communicate with classmates, teachers, and other members of society. Through good social interpersonal relationships, students can establish positive interpersonal networks, receive support and assistance, and achieve smoother and more efficient learning processes (Reith-Hall, 2022).

Although the impact of students' social interpersonal relationships on learning outcomes is significant, research on this topic is currently relatively lacking. Therefore, it is of great theoretical and practical significance to deeply understand how the social interpersonal relationships of college students affect their learning outcomes. By studying this issue, we can

gain a more comprehensive and multifaceted understanding of the impact of social factors in the educational process on learning outcomes. Meanwhile, for university education managers and teachers, understanding the impact of students' social interpersonal relationships on learning outcomes can provide a scientific basis and strategies to improve the learning environment and cultivate students' comprehensive qualities (Roorda et al., 2011).

Purposes

The social interpersonal relationship of college students not only affects the development of college students themselves but also shoulders the great responsibility of promoting social construction and development. Therefore, grasp the characteristics of youth, analyze and study college students, and enhance the understanding of social interpersonal relationships among college students: Research will help to better understand the impact mechanism of social interpersonal relationships on learning outcomes among college students. We will be able to analyze how social factors affect students' learning processes and outcomes and identify positive and negative factors within them.

Based on the view that human beings are always social animals, the problem of interpersonal relationships is everywhere in the daily life of college students. It can be seen that the interpersonal relationship of college students has a profound impact on them.

Based on the above ideas and the current situation, this paper discusses and analyzes the learning outcomes of college students and the main types of college students' interpersonal problems from the perspective that college students' social

interpersonal relationships have an important impact on students' learning and development, and puts forward suggestions on the regulation of learning environment on social interpersonal relationships and learning outcomes according to the research results.

Research Objective

1. To explore and understand the characteristics and levels of social interpersonal relationships among college students;

2. To explore Exploring the relationship between social interpersonal relationships and learning outcomes among college students.

3. To Analyze the important influencing factors of social interpersonal relationships on learning outcomes.

4. To Propose corresponding suggestions and measures to promote the improvement of social interpersonal relationships and learning outcomes among college students.

Literature Review and Concepts

The definition of social interpersonal communication in the field of psychology is uncertain, but it can be seen in many studies that researchers have elaborated on it.

A social interpersonal relationship is an indispensable part of life, and the cultivation of interpersonal communication skills is very important because it will affect their further development in the future. College students are in the formation period of world outlook and outlook on life, and their physical and mental development is rapid. Of course, groups of different ages, occupations, and genders will also present different characteristics of interpersonal communication. Therefore, this article will
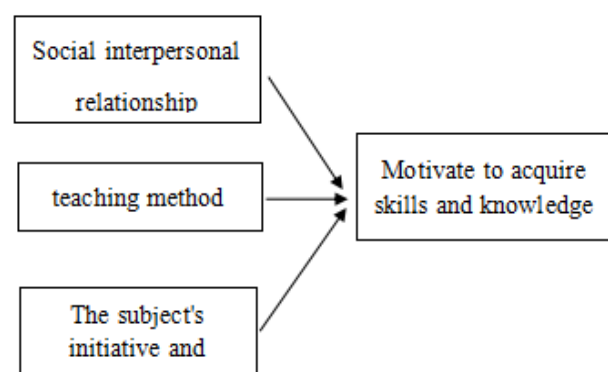
focus on the relationship between college students' social interpersonal communication and academic performance, and provide a theoretical basis for cultivating the interpersonal communication ability of this group in educational practice.

Conceptual Framework

Conceptual Framework

Independent Variable   **Dependent variable**

Combining the basic content of this study and the above framework, the research hypotheses of this article are following :

Hypothesis1: Social interpersonal relationships have a positive impact on the acquisition of skills and knowledge;

Hypothesis2 Teachers teaching methods will have a positive impact on the acquisition of skills and knowledge;

Hypothesis 3: Individual initiative will stimulate them to acquire more skills and knowledge;

Hypothesis 4: Individual learning passivity will reduce the acquisition of skills and knowledge.

Research Methodology

The data on interpersonal problems comes from a questionnaire survey of college students at Jiangxi Institute of Fashion Technology. To ensure the representativeness and reliability of samples. The research sample was selected using the stratified random sampling approach. Stratified random sampling to divide the study population into various strata or subgroups. In every stratum, the research will randomly select participants to ensure every sample from every group is represented.

Population and Sample

Questionnaire survey: randomly selected teachers and students of Jiangxi Institute of Fashion Technology 75 questionnaires were valid. It includes 5 teacher questionnaires and 70 student questionnaires.

Instruments

The main research instruments used in this study include questionnaire surveys and recorded observations.

The questionnaire survey will be conducted face-to-face or online to meet the needs of different students and the feasibility of the survey. To ensure the effectiveness and credibility of the questionnaire design, researchers will conduct pretesting and make appropriate corrections based on feedback.

Through research instruments such as observational learning and recording social interactions, researchers have access to a wealth of quantitative and qualitative data. These data will provide strong support for subsequent data analysis to test hypotheses and answer research questions

A self-administered questionnaire was used in this study to aid in the data-gathering process (Faleiros et al., 2016) . The research tool's questions were closed-ended. Given the size of the study's population and its affordability, the online

questionnaire was chosen as the best approach for gathering data.

In addition to questionnaire surveys, researchers will also collect relevant data through recording and observation.

Data Analysis

Questionnaire survey: All statistics were carried out by SPSS26. 0 statistical software, which is the basis of survey data input, sorting, and statistical analysis

Descriptive statistical analysis is a method of describing and summarizing the basic information and main variables of a sample. This includes calculating indicators such as frequency, proportion, mean, and standard deviation to describe sample characteristics and variable distribution. For example, the number and proportion of students with different levels of social interpersonal relationships, as well as the average score and standard deviation of learning outcomes, can be calculated.

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Results

1. In the social relationship of college students, the score of peer relationship is the highest, and the score of teacher-student relationship is the lowest.

2. Students scored lower, especially in cognitive aspects.

3. There were significant gender differences in will.

4. Students with good family economic conditions also have better peer relationships and self-relationships. In the factors of self-evaluation, social confidence, learning ability, and appearance, college students with low family income are significantly lower than those with high family income.

Table 1 Analysis of Gender Differences in Various Dimensions and Total Scores of Interpersonal Communication among College Students

		Average	Standard Deviation	t	P
Communicate	Male	2.438	1.879	1.216	>0.01
	Female	2.235	1.703		
Networking and Making Friends	Male	2.875	2.012	-1.844	>0.01
	Female	3.214	1.928		
Treat people	Male	1.577	1.599	0.964	>0.01
	Female	1.446	1.343		
Intercourse with the Opposite Sex	Male	1.596	1.649	3.524	<0.001
	Female	1.100	1.395		
Overall Relationship Score	Male	8.443	5.659	0.884	>0.01
	Female	8.000	5.082		

The research results in Table 1 show that college students of different genders have no significant differences in the dimensions of interpersonal communication, communication and making friends, dealing with people, and the total score of interpersonal relationships. Score was significantly higher than that of girls.

Table 2 Analysis of the differences in the dimensions and total scores of college students' interpersonal communication in grades

		Average	Standard Deviation	t	P
Communicate	Freshman, Sophomore	2.089	1.741	-3.237	<0.01
	Junior, Senior	2.621	1.788		
Networking and Making Friends	Freshman, Sophomore	2.851	1.904	-2.870	<0.01
	Junior, Senior	3.371	2.014		
Treat People	Freshman, Sophomore	1.355	1.289	-2.501	0.01
	Junior, Senior	1.689	1.626		
Intercourse with the Opposite Sex	Freshman, Sophomore	1.135	1.413	-2.743	<0.001
	Junior, Senior	1.519	1.631		
Overall Relationship Score	Freshman, Sophomore	7.391	4.837	-3.737	<0.001
	Junior, Senior	9.223	5.754		

Table 2 shows: In the four dimensions of interpersonal communication, communication and making friends, communication with the opposite sex and interpersonal relationship, the scores of sophomores and sophomores are significantly higher than those of juniors and seniors.

Table 3 Analysis of differences in the dimensions and total scores of college students' interpersonal communication in whether they are only children or not

		Average	Standard Deviation	t	P
Communicate	Only Child	2.306	1.774	-0.483	>0.01
	Not Only Child	2.429	1.587		
Networking and Making Friends	Only Child	3.097	1.972	0.473	>0.01
	Not Only Child	2.965	1.973		
Treat People	Only Child	1.482	1.427	0.558	>0.01
	Not Only Child	1.597	1.624		
Intercourse with the Opposite Sex	Only Child	1.280	1.505	0.898	>0.01
	Not Only Child	1.474	1.670		
Overall Relationship Score	Only Child	8.137	5.276	-0.525	>0.01
	Not Only Child	8.536	5.790		

The results in Table 3 show that there is no significant difference in the dimensions and total scores of college students' interpersonal communication whether they are only children or not.

Table 4 Analysis of the differences in the personality of college students in each dimension and total score of interpersonal communication

		Average	Standard Deviation	F	P
Communicate	Introverted	3.431	1.627	18.612	<0.001
	Extroversion	1.621	1.544		
	Hybrid	2.344	1.775		
Networking and Making Friends	Introverted	4.726	1.650	35.872	<0.001
	Extroversion	2.042	1.770		
	Hybrid	3.126	1.884		
Treat People	Introverted	1.843	2.033	3.015	=0.05
	Extroversion	1.240	1.262		
	Hybrid	1.518	1.387		
Intercourse with the Opposite Sex	Introverted	2:863	1.789	37.036	<0.001
	Extroversion	0.854	1.178		
	Hybrid	1.182	1.412		
Overall Relationship Score Communicate	Introverted	12.8627	5.737	34.248	<0.001***
	Introverted	5.7053	4.365		
	Hybrid	8.1558	5.025		

The results of variance analysis in Table 4 are significant, so the post hoc test (LSD) was performed. The results of post-hoc tests found that in terms of

communication dimension, communication and friendship, interaction with the opposite sex and the total score, the scores of extroversion were significantly higher than those of mixed and introverted, and the scores of mixed type were significantly higher than that of introverted.

Table 5 Regression analysis of communication and making friends on academic performance

Variable	Dependent Variable: Academic Performance	
	Model 1	Model 2
	βt	βt
Gender	0.154**2.223	0.158*0.006
Only Child	0.074*1.038	0.0690.983
Controlling Place of Domicile	-0.056-0.749	-0.044-0.599
Variable Accommodation	0.0330.471	0.0430.616
Household Income	-0.081-1.153	-0.088-1.269
Parent Status	0.030.423	0.0380.548
Independent Variable Socializing and Making Friends		**0.166**2.445**
F	1.441	2.118*
R	0.2	0.259
R2	0.04	0.067
Adjusted R2	0.012	0.035
ΔR2	0.04	0.027
Tolerance	0.628-0.729	0.718-0.973
VIF	1.335-2.938	3.255-4.791

It can be seen from Table 5 that the VIF is between 0-10, and the tolerance is maintained between 0.628-0.973, indicating that the latent variables are suitable for regression analysis. The regression results show that the coefficient of determination R2 is 0.067, and the adjusted R2 is 0.035. It shows that the control variables, communication and making friends jointly explain 6.7% of the overall variance of academic performance. After controlling variables such as gender, only child, place of household registration, boarding status,

parental status, and family income, and the variance explained by communication and making friends on the overall explanation of academic performance increased by 2.7%. In Model 1, gender and only child among the control variables are significant at the 0.01 and 0.05 levels respectively, but the overall F= 1.441 of the control variables, the difference is not significant, indicating that the regression effect of the control variables on academic performance is not obvious, and in Model 2 After adding the independent variable of communication and making

friends, the F value is 2. 118, which is significant at the 0.05 level, indicating that the independent variable has a certain positive predictive effect on academic performance. At the same time, the standardized regression coefficient β value of communication and making friends on the overall academic performance is 0. 166, and it is significant at the 0.01 level, indicating that communication and making friends have a positive predictive effect on academic performance.

Table 6 Regression Analysis of College Students' Learning Effectiveness on Interpersonal Communication

Dependent Variable	Predictor Variable	Beta	t	R²	F
Interpersonal Communication	Learning Outcomes	-0.328	-7.490***	0.107	56.094***

Table 6 shows that from the perspective of R, learning effectiveness can explain 10.7% of the total variance in the overall interpersonal communication, learning outcomes have a predictive effect on interpersonal communication.

Table 7 Statistical table of various variable characteristics of the subject group

Variable	Dimension	Minimum Value	Maximum Value	Average	Average Value for Each Item	S.D.	Skewness	Kurtosis
Interpersonal Relationship	Teacher-Student Relationship	7.005.004. 35		19.68	2.81	4.832	0.139	0.573
	Companion-ship	004.0020.025		17.91	3.58	3.312	-0.485	1.084
	Parent-Child Relationship	0	20	12.92	3.23	3.539	-0.131	-0.063
	Self-Relationship		20	12.89	3.24	2.740	0.137	0.775
	Social Relationship		100	63.40	3.17	10.474	-0.016	1.977
	Total Score							
Academic Performance	Total Score	114	365	216.34	/	2.621	0.479	0.933

If the absolute value of the skewness coefficient is less than 3 and the absolute value of the kurtosis coefficient is less than 10, it means that the subject population sample is approximately normally distributed. The following is the maximum value, minimum value, average value, standard deviation and skewness coefficient kurtosis coefficient of the subjects in each dimension when the test was officially administered. See the table below. It can be seen from the table that the scores of each questionnaire in each dimension and the absolute values of the skewness coefficient and kurtosis coefficient of academic performance are less than 3. It can be considered that the sample situation of the formal test basically obeys the normal distribution. It can also be seen from Table 7 that the average score of social relations is 63. 4. Among them, the teacher-student

relationship in social relations has the lowest score of only 2. 81, the peer relationship has the highest score of 3.58, and the scores of parent-child relationship and self-relationship are not high or low.

Table 8 Multi-factor analysis results of college students

	Teacher-Student Relationship	Companionship	Parent-Child Relationship	Self-Relationship	Interpersonal Relationship
Gender (1)	1.508	0.018	0.076	1.018	0.105
Place of Residence (2)	0.745	0.964	1.326	0.690	0.605
Only Child (3)	0.188	0.039	1.518	0.079	0.466
Total Annual Household Income (4)	0.411	0.940**	0.474	0.699*	0.927

When the test was officially administered, the number of girls was greater than the number of boys, but the overall number of subjects was relatively balanced. T-test was used to test the differences among subjects of different genders, social relationships, various factors and academic performance. The results are shown in the table below. It can be seen from Table 8 that in, the difference between male and female students is only reflected in the dimension of will. Boys are stronger in behavioral firmness, decisiveness and independence than girls, and are significant at the 0. 05 level. In social relationships, whether it is teacher-student relationship, peer relationship, parent-child relationship or self-relationship, there is no significant difference between male and female students.

Table 9 Difference test between variables of subjects of different genders

	Variable	Gender	Mean	t
Social Relationship	Teacher-Student Relationship	Male	14.49	4.12
		Female	14.23	
	Companionship	Male	8.28	0.32*
		Female	9.76	
	Parent-Child Relationship	Male	8.17	3.29
		Female	9.26	
	Self-Relationship	Male	8.97	3.34
		Female	9.01	
	Social Relationship	Male	11.23	3.12
		Female		

When the test was officially administered, the number of only children was greater than that of non-only children, but the overall number of subjects was relatively balanced. The T test was used to test the differences in the different categories of subjects in terms of social relations, factors and academic performance. The results are shown in the table. It can be seen from Table 9 that there is no statistically significant difference between the demographic variable of only child and each factor, social relationship, each factor and academic performance of students.

Table 10 Difference test between only child and non-only child variables

	Variable	Whether a Single Child	Mean	t
Social Relationship	Teacher-Student Relationship	Only Child	12.55	6.98
		Not Only Child	13.21	
	Companionship	Only Child	7.39	0.38*
		Not Only Child	8.42	
	Parent-Child Relationship	Only Child	9.09	3.76
		Not Only Child	10.23	
	Self-Relationship	Only Child	11.18	6.37
		Not Only Child	12.38	
	Social Relationship	Only Child	10.48	3.37
		Not Only Child	9.29	

In this official test, there are slightly more students from rural areas than from urban areas, but the difference is very small. T test is used to test the heterogeneity of the students' presence, social relationship, factors and academic performance in these two different places of origin. The results are shown in Table10 It can be seen from the table that there is no statistical difference between rural students and urban students in terms of social relations, factors and academic performance.

Table 11 Test of Differences between Rural and Urban Hukou Subject Variables

	Variable	Rural or Urban	Mean	t
Social Relationship	Teacher-Student Relationship	The Countryside	20.0833	0.772
		City	19.3065	
	Companionship	The Countryside	17.7955	6.559
		City	18.0806	
	Parent-Child Relationship	The Countryside	12.9167	
		City	12.9355	0.771
	Self-Relationship	The Countryside	13.0152	
		City	12.7903	4.169
	Social Relationship	The Countryside	63.8106	0.745
		City	63.1129	

This study uses the total annual household income level as an indicator to measure family economic conditions. This article divides the income level into four ranges of less than 20,000, 20,000-40,000, 40,000-60,000, and more than 60,000.

From the distribution structure of the sample in this category, income levels below 20,000 and The number of people above 60,000 is less than the middle number, which shows that the division of this indicator is more reasonable. This

study uses one-way analysis of variance (One-Way ANOVA) to test the differences in family economic conditions among different variables. If there is a significant difference, the LSD method is used for post hoc comparison to determine the source of the difference. Table 11 shows the statistical analysis results.

Table 12 Test of differences among test variables of different levels of family economic conditions

Variable		Source of Variation	SS	df	MS	F	Significant
Social Relationship	Teacher-Student Relationship	S	5023.38	254	19.7771		
		Sum	2504	257			
		Between Groups	0.496	3	39.9610	0.940	0.009**
	companionship	s	2219.113	254	8.7367		
		Sum	2338.996	257			
		Between Groups	70.294	3	23.4313	0.474	0.126
	Parent-child relationship	S	2673.987	254	10.5275		
		Sum	2744.281	257			
		Between Groups	73.249	3	24.4163	0.699	0.019*
	Self-Relationship	S	1579.304	254	6.2177		
		Sum	1652.554	257			
		Between Groups	374.363	3			
	Social Relationship	S	22571.547	254	125.2210	0.926	0.3.3
		Sum	22947.210	275	88.865		

It can be seen from Table12 that family economic status has no significant difference on academic performance and other factors (p>0. 05) , but there is a significant difference on peer relationship and self-relationship in social relations, among which peer relationship reaches 0.01 level Significant, self-relation is also significant at the 0.05 level.

Table 13 Multiple comparisons between variables among subjects with different family economic levels

Latent Variable	Household Income Level (I)	Household Income Level (J)	Mean Difference (I-J)	Standard Deviation	Sig.
Companionship	Less than 20,000 Yuan	40,000-60,000	-1.62153	0.67477	0.017
		Higher than 60,000	-1.82585	0.57799	0.002
Self-Relationship	Higher than 60,000	Less than 20,000	1.52885	0.487	0.002
		20,000-40,000			
			1.12443	0.49385	0.024

It can be seen from the table that in peer relationships, students with the lowest family economic level, below 20,000, are lower than students with the highest family economic level, 40,000-60,000 and above 60,000, and Significance levels were reached at 0.05 and 0.01 respectively. Therefore, it can be said that students with better family economic conditions have better peer relationships. In the self-relationship, students with the highest family economic level, above 60,000, are higher than students with the two lowest family economic levels, below 20,000 and 20,000 to 40,000, and are significant at the 0.01 and 0.05 levels respectively. . Therefore, it can be said that students with better family economic conditions have better self-relationship development.

Problem-Solving Outcome

From the university level, more departments should cooperate, establish a more comprehensive social and interpersonal relationship system, and pay attention to students' interpersonal relationships from more dimensions. At this stage, in many cases, only the psychological department is taking measures, and other departments are not linked to it, so the effect of a one-way breakthrough is often not obvious.

At present, the initiative of college students in social interpersonal relations is not strong, most of them only serve college students who actively seek help, and many students who need help may not dare to seek help because of the sense of shame. Therefore, the education center involves students too narrowly we must grasp the whole process of counseling, to help students more effectively, but also strengthen the ethics of the center, and pay attention to the principle of confidentiality. From the perspective of individual students, as subjects to alleviate their problems, they should learn to use appropriate methods and all aspects of interpersonal resources to help themselves. Nowadays, when students encounter problems, they often hide their problems in their hearts and do not want to seek outside help. Students should make timely use of external resources, such as support from parents and friends that can help. At present, the academic pressure is great; many students only care about grades, and ignore other aspects. Students should know how to develop in an all-round way and pay attention to improving their quality to become a complete and healthy person.

Conclusion and Discussion

This paper discusses the influence of college students' social interpersonal relationships on learning outcomes and draws the following conclusions: There is a significant positive correlation between the social relationship of college students and the teacher-student relationship in social relationships, which has a partially positive prediction effect on the will of college student's performance, and it has a positive predictive effect on academic performance. Will is manifested in three aspects: firmness, decisiveness, and independence. Students with a high level of will are more targeted toward their behavior, and they are more able to overcome all difficulties and persist to the end. This quality will also be reflected in other activities in learning, which will affect academic performance.

Deficiencies and Outlook

The study has some shortcomings. Due to geographical restrictions, 70 students from the Jiangxi Institute of Fashion Technology were selected. The number of subjects is small, the representativeness of the subjects is not strong, and the generalization ability of the

results is limited. In terms of research methods, although this paper adopts the empirical research method to study the current situation of college students' social interpersonal distress, due to the short research time, it can only do horizontal research and cannot follow up to do further research.

In the future, we can improve the representativeness of the sample and increase the sample size. We can collect information from students in different regions through online questionnaires to improve the generality of research conclusions. A longitudinal study was added to the study to track the changes in college students' social interpersonal relationships and compare the results of different periods to improve the data validity.

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University English Language Learners in Sichuan Province: A Mixed – Methods Study on Learning Motivation

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Abstract:

This study investigated the types, levels of motivation, and factors influencing students' learning English motivation in Sichuan Province and proposed guidelines for improving students' language learning motivation. A mixed-method design was adopted. 1,301 participants from three different types of universities were the questionnaire respondents, while 12 students were semi-structured interviewees. In the focused group discussion, four experienced educators critically reviewed the findings. The results revealed that efforts had the strongest impact on intrinsic motivation, whereas persistence had the weakest impact. Secondly, intensity had the strongest impact on extrinsic motivation, and persistence had the weakest impact on it. Thirdly, female students had stronger motivation than male students. Fourthly, factors influencing motivation included attitude, self-concept, intrinsic motivation, learning environment, parents, and mastery. Fifthly, guidelines for maximization of learning English motivation dealing with those factors were then proposed. It was recommended that future research investigate the English language learning motivation at all levels of the education system to explore the changes in student motivation at different levels of education.

Keywords: Types of motivation, Levels of motivation, Factors influencing students learning motivation, Sichuan Province, Guidelines

Introduction

The learner-centred approach, which entrusts students with ownership of learning is on the rise over the teacher-centred approach, where the teachers direct how students should learn (Nunan,1988; Tudor, 1996; Rogiers et al., 2019). The learner-centred approach has been influenced by the School of Constructivists that encourage students to become active and lifelong learners (Chayanuvat, 2009, p.54), one of the main expected learning outcomes of the 21st Century. As Dörnyei (2020) explained, the definition of motivation is closely related with engagement and motivation must be ensured in order to achieve student engagement (Esra & Çiğdem, 2021). Motivation is also one of the determined factors of foreign language learning success (Engin, 2009). It was described as combining efforts and a desire to attain language learning goals with ideal attitudes toward foreign language learning (Gardner, 1985). With motivation towards language learning, students are more likely to use L2 learning strategies, and to interact with native speakers, and to persevere and maintain L2 skills after courses were over (Oxford & Shearin, 1994), and have resilience when they encounter the problems (Basir & Kolahi, 2022). In China, English is an important language which is an communicative tool used in the labour market since the Reform and opening -up policy. Therefore, many studies in China have been conducted to investigate the roles and influences of

motivation in language learning. However, previous studies mainly focused on one group of participants (Zhang et al., 2020). In the scenario, there is a lack of research on investigation of motivation in a large scale and comparison between different universities (Comprehensive, Technical and Specific Teachers' College), especially in Sichuan Province. Therefore, this study investigated what stimulated students in their English language learning.

Research Objectives

1) To explore the levels of intrinsic motivation of the English language learners in Sichuan Province;

2) To study the levels of extrinsic motivation of the English language learners in Sichuan Province;

3) To compare personal demographics with motivation of the English language learners in Sichuan Province;

4) To examine the factors influencing the motivation of the English learners in Sichuan Province; and

5) To obtain the guidelines of motivation maximization for students' English language learning.

Literature Review

1) Motivation

According to Covington (1998), motivation is easy to characterize (in terms of external and visible effects), but difficult to define. This has not prevented individuals from attempting to give appropriate definitions for its different entities. Indeed, numerous motivation experts have attempted to interpret motivation from various angles. Houston (1985) states that motivation is a goal-directed, motivating, and maintained behavior. Similarly, Pintrich and Shunk (1996) define motivation as a goal-directed, motivating, and sustained behavior. In other words, motivation is a psychological drive. Motivation, on the other hand, is defined by Williams and Burden (1997, pp. 120) as the stimulation of cognitive and affective states, as well as

a cognitive and affective condition that encourages individuals to make conscious behavioral decisions and persist over time. These motivational descriptions may have certain differences, but they also have a lot in common. Undoubtedly, motivation does not only come from outside.

2) Types of Motivation

In the field of psychology, under the category of motivation in education, there are debates about how to divide the types of motivations: one supports dualism, the other supports multifaceted. The current study goes with dualism, dividing human motives into two types driving individuals to learning activities, which are intrinsic and extrinsic motivation (Reiss, 2012).

The earliest researcher, White (1956) described the definition of intrinsic motivation as a drive from an individual to handle a complex task and master new skills, while he/she felt self-efficacy and self- competence. Then, some researchers refer to it as when individuals engage in the task to feel competent and self-determining (Deci, 1975), they have intrinsic motivation. Later, Ryan and Deci (2000) explain that when learners are engaged in activities expecting to experience intrinsic pleasure, they have intrinsic motivation. That is the reason why teachers should make learning activities interesting and fun so that students involved can feel pleasurable in order to enhance motivation and improve their learning (Rheinberg, 2020). Extrinsic motivation is referred to as a drive that is outside the task or activity (Pinem, 2021). In the study, extrinsic motivation like the desire for high scores is the highest extrinsic motivation compared to avoiding fear, which was another extrinsic motivation that drove students' learning.

3) The Levels of Motivation

An increasing amount of research focused on examining the level of motivation for students (Ramaha & Ismail, 2012). In Kew et al.'s (2018) study, they used an instrument named IMMS (Keller,

1990) from Keller's ARCS Model (Keller, 1987) to examine students' motivational levels in four categories: 1) attention (to raise interest and draw the curiosity of students); 2) relevance (the materials meet students' demands); 3) confidence (approaches that make students have positive expectations to achieve success); 4) satisfaction (methods that make students have intrinsic and extrinsic reinforcement for effort). The results showed that there was a significant difference between motivation level and degree of study.

4) The Factors Influencing Motivation

Recently, studies on motivational factors mainly focused on two perspectives that were intrinsic factor and extrinsic factor to investigate the influences on learning (Jiao et al., 2022).

Intrinsic factors refer to an individual's mental need for competence and autonomy connected with passion, enjoyment, attitude toward foreign language learning, self-concept, mastery, and positive emotions of doing learning activities (Gustiani & Sriwijaya, 2020; Pan & Zhang, 2021). In Esra and Çiğdem's (2021) study, intrinsic factors included expectations and satisfaction with course content, communication needs, and level of self-determination. When the course content did not match with learners' expectations, like when the course content aimed to train learners for the proficiency exam, learners experienced decreased motivation (Esra & Çiğdem, 2021). In the Jiao et al. (2022) study, the findings showed that intrinsic interest, the factor of motivation, had a significantly positive impact on English achievement, which echoed previous research (You & Dörnyei, 2016; Bai & Wang, 2020). Intrinsic interests in the study consist of being interested in English-speaking countries, having a love of language learning, loving English literature, liking English songs/movies, letting the world know about nations, understanding the world's development, and doing their best for the prosperity of the country. Personal relevance is also an important intrinsic factor that affects students' learning activities (Jeffrey & Stuart, 2018). In Papi et al.'s (2019) study, they found that if students were interested in the learning materials and activities, they maintained motivation through engagement with teachers. Pan and Zhang (2021) investigated attitudes toward foreign language learning, they found that attitudes toward foreign language learning involved L2 learning interests, cultural interests and attitudes toward the foreign community. L2 learning interesting referred to as the language learners found the L2 learning fascinating. Self-concept meant the language learners perceived themselves from their previous learning experiences and interpretations of his or her environment (Shavelson et al., 1976). Bai and Wang (2020) found that a growth mindset was the stronger predictor of a motivational belief for students in Hong Kong to learn English. Extrinsic factors indicated that external rewards on tasks or learning activities such as good grades, personal development, international communication, fear of failure, craving for achievement in life, teachers and teaching, peers, learning environment, family, and learning situation (Dörnyei & Muir, 2019; Muhammad et al., 2020; Jiao et al., 2022). Besides, teachers could also contribute motivation (Esra & Çiğdem, 2021).

Research Methodology

1) Research Design

The study involved three main variables which were demographics, intrinsic motivation and extrinsic motivation. With three variables, the study tried to find out motivation of English language learners. The Figure 1.1 shows below.
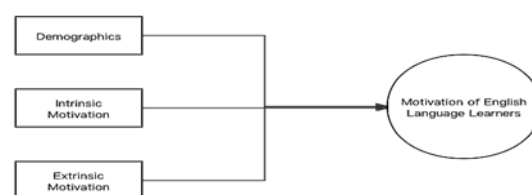

Figure 1.1 Conceptual Framework

The study used a mixed-methods, multi-phase research approach to collect both quantitative and qualitative data to answer the research questions. The quantitative data were collected first to identify the general trend of the issues investigated. Secondly, semi-structured interviews were conducted with a small number of volunteers for in-depth information based on the research participants' experiences of the issues. After that, both types of data were analyzed to show how they were related and complementary to each other. Finally, the findings were critically reviewed by a group of educational experts in a focus group discussion to derive guidelines that could maximize student motivation.

2) Research Site and Participants

For this study, the population was around 95,000 students in total from three universities, out of 52 universities in Chengdu, Sichuan Province, the southeast part of China, in 2022. These three universities are representatives of three different types of universities (Comprehensive, Technical, and Specific Teachers' Colleges). The participants included both male and female students. Individuals under the age of 18 were requested not to complete the questionnaire. The study used the Taro Yamane Formula (1967) to randomize the population. At the confidence level is 95% then, margin of error (e) is 0.05. In brief, the total sample size for the questionnaire survey was around 1,183. For the safe size, each of the sample sizes was 10% higher compared to the original one. The final total sample size was 1,301. Another data source was from a group of 12 volunteer interviewees, four from each university in the study. The investigator posted an advertisement for recruiting the 12 volunteer interviewees on the Internet through applications, QQ, and Wechat. For the focus group discussion, the 2 experienced experts and 2 experienced language teachers were all professors from the education and second language acquisition fields.

3) Research Instruments

Two research instruments were adopted in the study to collect the data to answer the research questions—the questionnaire and the semi-structured interview.

The questionnaire was designed to follow Dörnyei's (2003) guidelines to measure the motivation of students learning a foreign language, which gave clear instruction to conduct the study. The instrument was composed of 41 Items, which was adopted from the 7-Likert Scale format of Gardners' (1985) Attitude, Motivation Test Battery. It involved three main areas of motivation: types of motivation (7 items), levels of motivation (9 items) and factors influencing learning English motivation (23 items). There were two items for demographics, gender and grade. The interview was used to collect the data to offer opportunities for another group of data sources to provide in-depth information on motivation and related topics to the study. The semi-structured interview aimed to find out if there were any new information about motivation learning English, which worked as supplement for questionnaire. The semi-structured questions below acted as prompts to get the interviewees to talk about their particular situations as responses to the research questions:

1. How long have you been learning English?
2. How do you learn English?
3. Do you enjoy learning English?
4. What do you think makes you want to learn English?
5. Are there any factors that make you want to give up learning and trying?
6. Can you describe your English teacher and the way they teach?
7.In your opinion, what is the most important factor that helps you to become a successful English language learner?

4) Data Collection

Quantitative data were collected from the questionnaire online, distributed to participants by the teachers who are from three universities. Qualitative data: the interview took place in the researcher's office. The participants were interviewed one by one. Each participant answered the prepared, semi-structured questions. The interview for each participant lasted around 40 minutes. All the answers were recorded with permission from each interviewee. The focus group discussion was held in the office. All the experts and teachers were invited to participate in the discussion. After receiving advice from experts, the researcher would summarize their suggestions and revise the guidelines based on their opinions.

5) Validity and Reliability

The questionnaire and semi-structured questions were validated by five experts in the Item Objective Congruence (IOC) Activity. Cronbach's alpha coefficient (1951) was used for the reliability of the instrument (Cronbach's alpha > 0.7). The results of the instrument are all above 0.95 after the pilot test (N = 30). The questionnaire included 41 items and one open-ended question. The semi-structured questions were above 0.67.

Data Analysis

For the quantitative data, ANOVA and multiple regressions were used to assess the dependent variables in the study in order to detect patterns between multiple dependent variables related to motivation. The data were analyzed and showed the correlation between dependent variables (types of motivation, factors of motivation, and levels of motivation). For the the semi-structured interview data, the current study adopted Lichtman (2013)'s the three Cs Cycle: Code, Category and Concept.

1) Results from quantitative data

The findings show that efforts have the strongest impact on intrinsic motivation. It means students would like to invest more effort in learning English when they have intrinsic motivation. The findings show that persistence has the weakest impact on intrinsic motivation. It means students have intrinsic motivation and learn English less frequently;

The findings show that Intensity have the strongest impact on Extrinsic Motivation. It means students would like to study hard in learning English when they have Extrinsic Motivation. The findings also show that Persistence has the weakest impact on Extrinsic Motivation. It means students have Extrinsic Motivation and learn English less frequently;

The findings show that female students had stronger motivation to learn English than male students and there was no significant difference among different grades and different universities (p>0.05). Table 1.1 shows the results of the effect of extrinsic motivation and intrinsic motivation on gender. Table 1.2 shows the results of the effect extrinsic motivation and intrinsic motivation on grade.

Table 1.1 the Effect of Extrinsic Motivation and Intrinsic Motivation on Gender

School	Item	Male	Female	M_F-M_M	T	P
CDU	Item 3	3.03±1.00	3.50±1.16	0.470	-4.505	0.000
	Item 6	3.00±1.06	3.52±1.14	0.520	-4.914	0.000
	Item 9	2.99±1.05	3.57±1.19	0.580	-5.410	0.000
	Item 4	2.95±1.03	3.55±1.19	0.600	-5.585	0.000
	Item 5	2.96±1.01	3.54±1.20	0.580	-5.429	0.000
	Item 7	2.95±1.04	3.65±1.18	0.700	-6.507	0.000
	Item 8	2.94±1.01	3.64±1.16	0.700	-6.716	0.000

School	Item	Male	Female	MF-MM	T	P
SNU	Item 3	2.93±1.11	3.46±1.26	0.530	-4.585	0.000
	Item 6	2.96±1.00	3.51±1.26	0.550	-4.994	0.000
	Item 9	2.97±1.03	3.52±1.34	0.550	-4.714	0.000
	Item 4	2.93±1.09	3.65±1.08	0.720	-6.875	0.000
	Item 5	2.94±1.06	3.64±1.20	0.700	-6.304	0.000
	Item 7	3.07±1.05	3.65±1.13	0.580	-5.521	0.000
	Item 8	2.99±1.08	3.67±1.17	0.680	-6.215	0.000
SCU	Item 3	3.22±1.12	3.77±1.11	0.550	-5.129	0.000
	Item 6	3.31±1.16	3.78±1.17	0.470	-4.178	0.000
	Item 9	3.29±1.04	3.85±1.04	0.560	-5.632	0.000
	Item 4	3.24±1.14	3.72±1.17	0.480	-4.349	0.000
	Item 5	3.16±1.18	3.66±1.13	0.500	-4.525	0.000
	Item 7	3.12±1.12	3.74±1.15	0.620	-5.782	0.000
	Item 8	3.11±1.15	3.70±1.20	0.590	-5.229	0.000

Table 1.2 the Effect of Extrinsic Motivation and Intrinsic Motivation on Grade

School	Item	Freshman	Sophomore	Junior	Senior	*F*	*p*	*LSD*
CDU	Item3	3.32±1.18	3.27±1.12	3.28±1.08	3.21±1.07	0.151	0.929	-
	Item6	3.28±1.11	3.27±1.14	3.41±1.10	3.06±1.17	1.626	0.183	-
	Item9	3.22±1.24	3.38±1.16	3.35±1.14	3.09±1.08	1.301	0.274	-
	Item4	3.24±1.11	3.33±1.17	3.30±1.22	3.09±1.09	0.814	0.487	-
	Item5	3.29±1.18	3.31±1.12	3.24±1.15	3.14±1.18	0.413	0.744	-
	Item7	3.37±1.26	3.29±1.12	3.34±1.20	3.24±1.11	0.214	0.887	-
	Item8	3.37±1.09	3.29±1.20	3.34±1.15	3.19±1.10	0.433	0.730	-
SNU	Item3	3.12±1.26	3.13±1.25	3.28±1.19	3.48±1.15	1.342	0.260	-
	Item6	3.12±1.26	3.30±1.22	3.23±1.14	3.38±1.07	0.621	0.602	-
	Item9	3.21±1.25	3.27±1.24	3.22±1.21	3.44±1.26	0.465	0.707	-
	Item4	3.40±1.04	3.38±1.16	3.23±1.18	3.27±1.11	0.589	0.623	-
	Item5	3.34±1.13	3.42±1.17	3.14±1.26	3.40±1.13	1.545	0.202	-
	Item7	3.58±1.15	3.50±1.09	3.22±1.12	3.17±1.18	2.817	0.039	1=2>3=4
	Item8	3.49±1.26	3.37±1.17	3.30±1.14	3.33±1.25	0.446	0.721	-
SCU	Item3	3.58±1.06	3.53±1.16	3.47±1.17	3.39±1.26	0.378	0.769	-
	Item6	3.58±1.17	3.58±1.19	3.56±1.21	3.39±1.19	0.340	0.797	-
	Item9	3.67±1.11	3.47±1.08	3.64±1.05	3.57±1.07	0.926	0.428	-
	Item4	3.61±1.11	3.52±1.19	3.39±1.23	3.41±1.13	0.775	0.508	-
	Item5	3.43±1.11	3.48±1.22	3.42±1.23	3.20±1.09	0.605	0.612	-
	Item7	3.50±1.16	3.48±1.21	3.44±1.18	3.20±1.09	0.715	0.544	-
	Item8	3.52±1.07	3.39±1.30	3.39±1.27	3.34±1.06	0.376	0.771	-

Table 1.3 shows that intrinsic motivation and extrinsic motivation have positive impact on attitude, except for students in CDU who have intrinsic motivation but with weak impact on attitude. In terms of self-concept, Table 1.4 shows that intrinsic motivation and extrinsic motivation have positive impact on self-concept. In terms of intrinsic motivation (as a factor), Table 1.5 shows that intrinsic motivation and extrinsic motivation have strongly positive impact on intrinsic motivation (as a factor). In terms of learning environment, Table 1.6 shows that intrinsic motivation and extrinsic motivation have positive impact on learning environment. In terms of parents, Table 1.7 shows that intrinsic motivation and extrinsic motivation have slightly positive impact on parents. In terms of mastery, Table 1.8 shows that intrinsic motivation and extrinsic motivation (CDU and SCU) have slightly positive impact on mastery. Among attitude, self-concept, intrinsic motivation, learning environment, parents, and mastery, the data show that intrinsic motivation and

extrinsic motivation have strong impact on intrinsic motivation (as a factor) and learning environment.

Table 1.3 Intrinsic Motivation and Extrinsic Motivation and Attitude

	CDU	SNU	SCU
Constant	2.502***	2.618***	2.575***
Intrinsic Motivation	0.052	0.063**	0.139***
Extrinsic Motivation	0.134***	0.080**	0.030
R^2	0.084	0.053	0.083
Adjust R^2	0.080	0.049	0.079
F	19.905	12.149	19.508
p	0.000	0.000	0.000

Table 1.4 Intrinsic Motivation and Extrinsic Motivation and Self-concept

	CDU	SNU	SCU
Constant	2.495***	2.491***	2.384***
Intrinsic Motivation	0.073**	0.128***	0.118***
Extrinsic Motivation	0.120***	0.055*	0.098***
R^2	0.088	0.098	0.120
Adjust R^2	0.084	0.094	0.116
F	20.936	23.374	29.427
p	0.000	0.000	0.000

Table 1.5 Intrinsic Motivation and Extrinsic Motivation and Intrinsic Motivation as A Factor

	CDU	SNU	SCU
Constant	1.081***	1.706***	1.251***
Intrinsic Motivation	0.319***	0.241***	0.355***
Extrinsic Motivation	0.343***	0.246***	0.272***
R^2	0.252	0.160	0.277
Adjust R^2	0.249	0.156	0.274
F	73.269	41.025	82.934
p	0.000	0.000	0.000

Table 1.6 Intrinsic Motivation and Extrinsic Motivation and Learning Environment

	CDU	SNU	SCU
Constant	1.640***	1.646***	1.029***
Intrinsic Motivation	0.247***	0.289***	0.389***
Extrinsic Motivation	0.259***	0.223***	0.324***
R^2	0.198	0.214	0.303
Adjust R^2	0.194	0.210	0.300
F	53.475	58.649	94.000
p	0.000	0.000	0.000

Table 1.7 Intrinsic Motivation and Extrinsic Motivation and Parents

	CDU	SNU	SCU
Constant	2.667***	2.607***	2.254***
Intrinsic Motivation	0.085**	0.089**	0.147***
Extrinsic Motivation	0.053*	0.072**	0.109***
R^2	0.052	0.062	0.157
Adjust R^2	0.047	0.057	0.153
F	11.814	14.195	40.197
p	0.000	0.000	0.000

Table 1.8 Intrinsic Motivation and Extrinsic Motivation and Mastery

	CDU	SNU	SCU
Constant	2.464***	2.879***	2.112***
Intrinsic Motivation	0.107**	0.038	0.139**
Extrinsic Motivation	0.088*	0.039	0.157***
R^2	0.042	0.007	0.099
Adjust R^2	0.037	0.002	0.095
F	9.442	1.493	23.819
p	0.000	0.226	0.000

2) Results from qualitative data

The type of motivation of students from CDU (Chengdu University) and SNU (Sichuan Normal University) is extrinsic motivation, which is exam-oriented motivation, especially before they enter universities. After entering universities, extrinsic motivation is learning English for use and career. The type of motivation students use at SCU (Sichuan University) is intrinsic motivation, that is, they regard learning English as a challenge. After they enter universities, extrinsic motivation emerges, which is to study overseas. The intrinsic motivation is about learning English for personal development and learning for themselves;

The levels of motivation of students from CDU, SNU, and SCU were not different. Before entering universities, they all had English classes from Monday to Friday. Most of them also went to training school for extra classes. After entering universities, most of them learned English in

class. Some students would learn English after class by reading English novels or watching American dramas;

The factors influencing learning English motivation at CDU, SNU, and SCU were not different. Students learning English motivation could be influenced by teachers, pedagogy, family, pressures from outside and inside, and previous negative learning experiences. Among them, teachers, pedagogy, and previous negative learning experiences have a significant influence on students' learning English motivation. Table 1.9 shows the findings of the code-category-concept analysis of qualitative data from three universities.

Table 1.9 the Code-Category-Concept Analysis of Qualitative Data

Code	Category	Concept
Training school	Exam-oriented learning and teaching	Extrinsic motivation
Traditional teaching		
Exam-oriented learning		
Learn it by heart		
Job-oriented learning	Learn English for themselves' personal development	
Learn English for using English		
Learn English for being better than classmates		
Learning English for exploring world outside		
Learn English for personal development		
Learn English for further study and study overseas		
Learn English for socialization		
Enjoy learning English	Learning English for personal interests and desires	Intrinsic motivation
Interested in learning English		
Usefulness of English		
The support from family to learn English	Family influence	Family
Lack of family support		
Parents support		
Family negative influence		
Lack of explanation of grammar rules in classroom	Teachers' influence	Teachers
Lack of attention towards students		
Lack of interaction between teachers and students		
English teachers		
Teachers' negative criticism		
The attitude of English teachers towards students		
Teachers' positive influence on students		
Bad teachers' influence		
Be patient for students		
The teaching styles		
Outcome-oriented learning and teaching	Teaching methods	Pedagogy
Task-based teaching and learning		
Game-oriented teaching		
Communication-oriented teaching		
Communicative teaching		
Failure experiences influencing how to learn English	Previous failure learning experiences	Experience
Failed previous learning experience		
English corner	Learning context	Environment
The teaching content		
Learning software		
Textbook		
Learning environment		
Good school offers platform and facilities		
Peer support	Pressure from outside and inside	Pressure
Peer pressure		
Learning pressure		

from not doing well		

Findings

1) Response to Objective 1

The findings from quantitative data show that efforts have the strongest impact on intrinsic motivation, whereas persistence has the weakest impact on intrinsic motivation. It means that students would like to put more efforts in learning English when they have intrinsic motivation. However, they are not impacted by persistence. The findings from qualitative data show that there were no differences among students of the three universities. Students focused on passing examinations and studied hard before entering universities. After they entered universities, although they have Intrinsic Motivation, they only studied English in the classroom.

2) Response to Objective 2

The findings show that intensity had the strongest impact on extrinsic motivation. It means students would like to study hard in learning English when they have extrinsic motivation. The findings also show that persistence has the weakest impact on extrinsic motivation. It means students have extrinsic motivation and learn English less frequently. The quantitative findings echo the qualitative findings that students who have extrinsic motivation would like to study English but only in the classroom.

3) Response to Objective 3

The findings from quantitative data show that female students had stronger motivation to learn English than male students in three universities. It also shows that there was no difference among different grades and different universities ($p>0.05$).

4) Response to Objective 4

The findings from quantitative data show that intrinsic motivation and extrinsic motivation have positive impact on attitude, except students in CDU who had intrinsic motivation but weak impact on attitude. In terms of self-concept, the findings show that intrinsic motivation and extrinsic motivation have positive impact on self-concept. In terms of intrinsic motivation (as a factor), the findings show that intrinsic motivation and extrinsic motivation have strongly positive impact on intrinsic motivation (as a factor). In terms of learning environment, the findings show that intrinsic motivation and extrinsic motivation have positive impact on learning environment. In terms of parents, the findings show that intrinsic motivation and extrinsic motivation have slightly positive impact on parents. In terms of mastery, the findings show that intrinsic motivation and extrinsic motivation (CDU and SCU) have slightly positive impact on mastery. Among attitude, self-concept, intrinsic motivation, learning environment, parents, and mastery, the data show that intrinsic motivation and extrinsic motivation have strong impact on intrinsic motivation (as a factor) and learning environment. The findings from qualitative data show that the factors influencing learning English motivation at CDU, SNU, and SCU are not different.

5) Response to Objective 5

Based on the conclusion from the data analysis, the researcher tries to answer the research question: What should be the guidelines for motivation maximization for students' English language learning? This research questions can be answered by the guidelines for maximization of learning English motivation, which are presented as follows:
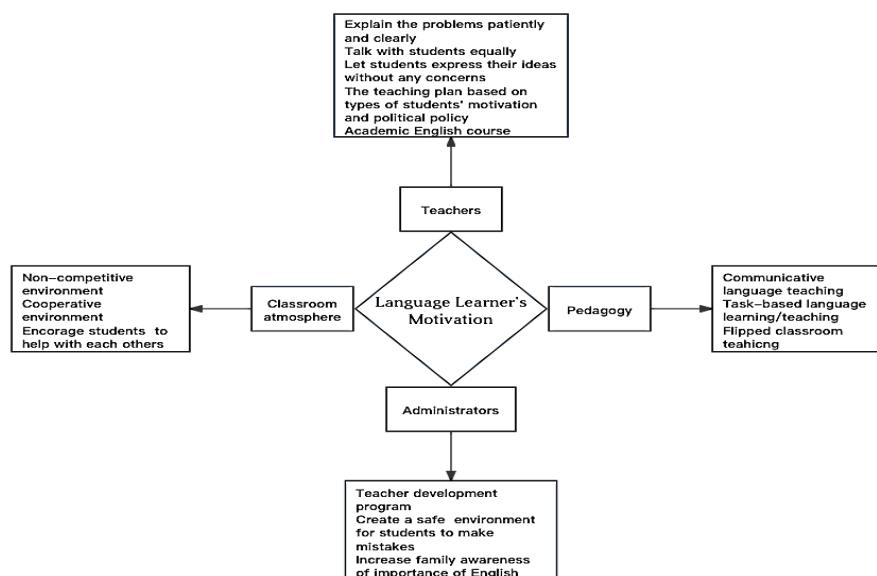
Figure 1.2 Guidelines of Maximization of Learners' Learning English Motivation

Teachers

Teachers are very important people when students learn English. When students learn English, they inevitably encounter various problems. Some problems could be solved by the students themselves, but other problems could be solved by teachers. Teachers could use research instrument to collect data from students to find out their types of motivation, and their teaching plans should be based on the findings from the results. National policies are also needed to be considered when teachers draw their teaching plans.

Pedagogy

Teachers use traditional approaches, such as the grammar-translation method and the audio-lingual method, which are unhelpful for students learning English motivation. Teachers could use communicative language teaching, task-based language learning/teaching and flipped classroom teaching to invite students to get involved in the class, which could boost students' motivation to learn English.

Communication in English in the full class is a challenge for both teachers and students. Teachers should expose themselves to the native-speaking situation all the time to improve their language competence. In order to help students fully understand what teachers say, teachers could provide teaching materials for students who could review what is going to be taught in the class the next day.

Classroom atmosphere

Students are sensitive to the competitive atmosphere. The learning pressure could easily come from their classmates. With appropriate pressure, students are motivated to learn English. The classroom atmosphere should be under control, and teachers should be the ones to help students establish a positive atmosphere for students learning English actively in the classroom. Teachers could create a non-competitive environment in the classroom; help students who have difficulty learning; encourage students to help each other and learn English as a team; and create cooperative tasks for students to complete by using what they have learned in the classroom.

Administrators

Students who have had negative learning experiences may have less confidence and motivation to learn English well. They

would doubt themselves when they studied English. Administrators could provide a teacher development program for English teachers to help teachers identify the students' mental problems with learning, and then teachers could help students overcome them. Administrators could create a school climate where the school is a safe place for students to be accepted when they fail and students do not worry if they are not successful in their studies. Because positive school climate has association with student attendance. Administrators could encourage students to help each other instead of seeing classmates as competitors in the arena. Administrators could organize events for students' parents and help their parents have a better understanding of the importance of English learning.

Discussion

The data show that efforts have the strongest impact on intrinsic motivation. It means that students have intrinsic motivation, they are more likely to put their efforts into learning English compared to other subjects (Suárez et al., 2019; Ulfa & Bania, 2019; Husna & Tri, 2019; Rasool & Hama Rashed, 2020; Subakthiasih & Putri, 2020). The data also show that students who have intrinsic

motivation are more likely to give up when they encounter challenges.

The data show that intensity has the strongest impact on extrinsic motivation. It means students have set a goal for their language learning, for example, becoming a proficient language user (Gan, 2020; Wallace & Leong, 2020). They tend to spend more time on language learning, for example, learning English every day. Persistence has less impact on students learning English if they have extrinsic motivation.

Gardner (1972) explained the concept of integration motivation, which consists of three main elements: integration, attitudes toward the learning environment, and motivation. What the researcher found in the current study is that students have both extrinsic motivation and intrinsic motivation when they learn English. The majority of students at SCU possess intrinsic motivation, which could drive them to keep studying outside the classroom, which is different from what was found at CDU and SNU. Students with extrinsic motivation, tend to spend more time on language learning, whereas students with intrinsic motivation tend to spend less time on language learning.

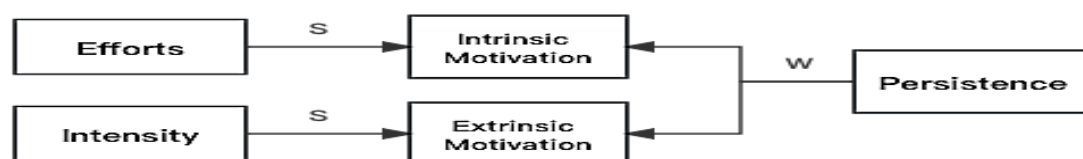The findings could be summarized as follows:

Figure 1.3 Levels of Motivation and Intrinsic Motivation and Extrinsic Motivation

The data show female students had stronger motivation, for both intrinsic motivation and extrinsic motivation, to learn English than male students, which echoes previous studies (Iwaniec, 2019; Hsu, 2019; Gholamreza & Ali, 2020; Cahyono &

Rahayu, 2020). Female learners had higher level of international orientation, ideal L2 self and self-efficacy beliefs, English self-concept and intrinsic motivation.

Students' learning English motivation can be influenced by teachers, pedagogy,

parents, learning environment, intrinsic interest, pressures from outside and inside, and previous negative learning experiences. This is consistent with several recent studies (Alyousif et al., 2021; Bagheri & Farhani, 2022; Phuong, 2022; Nuraeni, 2020). Students prefer teachers who are responsible for teaching and are gentle and patient with them. They do not enjoy learning English when teachers adopt grammar-translation methods. They prefer they could have interaction with teachers in English, which could boost their confidence in learning English. Dörnyei (2018) found that if teachers were motivated, their classrooms would be more engaging for students learning a foreign language. Therefore, creating a motivational classroom environment was very important (Dörnyei & Muir, 2019). Parents is important for students learning English. Parents would invest money and energy to help students pay attention and learn English well. Pressures could come from peers, which could have an impact on students' motivation to learn English

(Dörnyei, 2001). Classmates' advanced English competence could be a pressure for students learning English. Students could be pressured to not do well in learning English to avoid possible negative outcomes (Dörnyei, 2005). If students have failed learning experiences, they tend to have less confidence in learning English. This means the previous learning experience has an impact on students' motivation (Dörnyei, 2005). According to Dörnyei's (2019) study, the L2 Learning Experience is frequently the most effective predictor of motivated behavior and not just a strong predictor of a variety of criterion measures. If learners failed to learn English in the past, they were more likely to doubt their own abilities when they learned it again. In summary, language learners' motivation could be explained from three perspectives, types of motivation, levels of motivation, and factors influencing learner learning English motivation. Details are shown in Figure 1.4 below
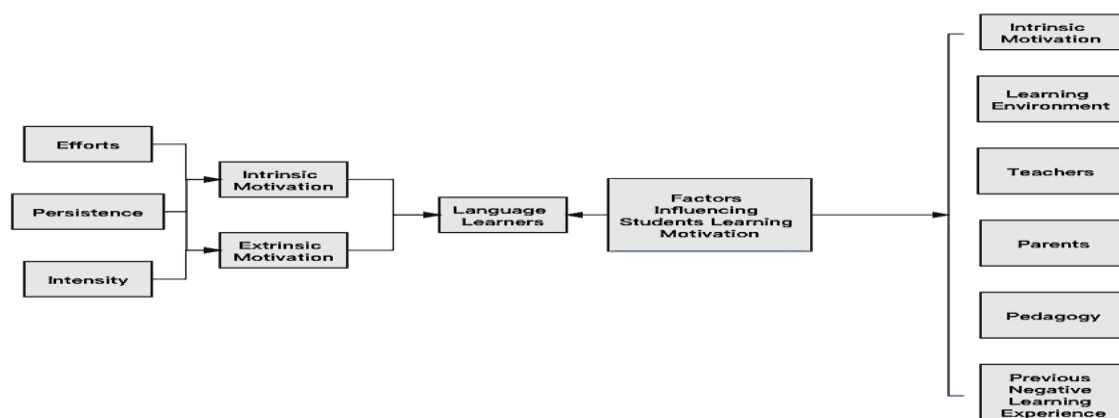

Figure 1.4 Learners' Types of, Levels of Motivation and Factors Influencing Learning English Motivation

Recommendation for Future Studies

Future research can explore the motivation for learning English in all education systems in order to see the changes in motivation at different levels of

education, namely primary school, secondary school, high school, university, and graduate school. In addition, more studies can be conducted in different regions in China to find out the motivation of

students in different parts of China. Policy proposals are recommended as well.

Ethical Considerations

First, the researcher obtained permission to collect data from the participating universities in advance before the period of data collection. Secondly, the researcher took great care to keep all research data confidential to protect all involved parties. The researcher got a certificate for Ethical Approval of the Ethics Research Board of Rangsit University for approval. No. COA. No. RSUEBR 2023-087

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The Important Factors for Thai Frozen Shrimp Exporting to the United States of America and Japan

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Abstract

The aim of the research was to study the important factors affecting the volume of Thai frozen shrimp exports to the United States of America (U.S.A.) and Japan, focusing on : Manufacturing Production Index classified by frozen seafood category, Domestic Wholesale Shrimp Price, Gross Domestic Product: GDP of U.S.A. (Japan), Per capita GNP of U.S.A (Japan), Personal Consumption Expenditure: PCE of U.S.A. (Japan). The study used secondary data, collecting on a monthly basis from January 2018 to December 2022, for a total of 60 months, using the Multiple Regression Analysis by the Least Squares Estimation method.The results of the study found that the important factors affecting the volume of Thai frozen shrimp exports to the U.S.A. in the same direction, statistically significant were Manufacturing Production Index classified by frozen seafood category: MPI. As for the Domestic Wholesale Shrimp Price: PRI, Gross Domestic Product: GDP of U.S.A. Per capita GNP of U.S.A: PCI, and Personal Consumption Expenditure: PCE of U.S.A. were not affected on the volume of Thai frozen shrimp exports to the U.S.A., statistically significant. For the important factors affecting the volume of frozen shrimp exports from Thailand to Japan in the same direction, statistically significant was Manufacturing Production Index classified by frozen seafood category: MPI while the Domestic Wholesale Shrimp Price: PRI was affected in the opposite direction. For Gross Domestic Product: GDP of Japan, Per capita GNP of Japan: PCI, and Personal Consumption Expenditure: PCE of Japan were not affected on the volume of Thai frozen shrimp exports to Japan statistically significant.

KEYWORDS: Frozen shrimp, Thai exporting, Frozen seafood

Introduction

When considering Thai shrimp exports in 2022, from Table 1 from International Fishery Trade Analysis Group Fisheries Development Policy and Planning Division, The Fisheries Department processes it from the Customs Department (www.thai-frozen.or.th), it can be seen that exports to the U.S.A.s, Thailand's main shrimp export market, were likely to decrease, which result in a proportion only 28.21. The volume decreased by 18.76 percent and the value decreased by 6.42 percent compared to 2021. The export volume was only 35,172.66 tons, valued at 14,837.17 Millon Baht, which was the lowest amount of Thai shrimp exports to the U.S.A.s in the history. In the meanwhile, exports to Japan tend to increase, with a volume of 38,600.36 tons worth 14,303.23 Millon Baht, making the proportion increase

to 27.19 percent. Shrimp exports to the U.S.A., which was Thailand's main market, have a decreased trend import. Because there were a lot of shrimp products left in inventory. The U.S.A. economy was in a state of inflation. Products were also more expensive. However, Thailand's important export markets for frozen processed shrimp were the U.S.A.s and Japan. which includes the order value of the two countries each year was worth more than half of the value of Thai frozen shrimp exports. In the past period, the expansion of Thailand's processed shrimp industry has continued. This was a result of having the advantage of raw materials that were diverse and sufficient for the needs of both domestic and international markets. Including having low labor costs readiness to accept changes in the production process was able to compete especially producing to the standards that trading partners want including the government's policy to promote the food industry from farm level development to processing plants and marketing. As a result, Thailand's processed shrimp industry has expanded. However, problems, obstacles and limitations in trade were increasing every time. From these reasons, the researcher was interested in studying the important factors affecting the volume of frozen shrimp exports from Thailand to the U.S.A. and Japan

Table 1 Thai Frozen Exporting Year 2021 - 2022   Quantity: Ton Value: Millon Baht

Country / Gorup	2021		2022		Change Rate		Value Proportion	
	Quantity	Value	Quantity	Value	Quantity	Value	2021	2022
USA	43,296.50	15,854.72	35,172.66	14,837.17	-18.76	-6.42	31.79	28.21
Japan	35,132.16	12,044.26	38,600.36	14,303.23	9.87	18.76	24.15	27.19
China	23,831.01	7,975.72	24,188.31	9,252.48	1.50	16.01	15.99	17.59
South Korea	8,850.25	3,162.23	7,199.10	2,919.81	-18.66	-7.67	6.34	5.55
Taiwan	6,708.34	2,041.51	8,895.26	2,644.90	32.60	29.56	4.09	5.03
ASEAN10	20,893.53	2,212.87	15,513.16	2,045.24	-25.75	-7.58	4.44	3.89
Canada	4,829.73	1,619.12	4,503.13	1,752.93	-6.76	8.26	3.25	3.33
Australia	4,369.90	1,553.73	4,366.91	1,699.63	-0.07	9.39	3.12	3.23
Hong Kong	3,987.91	1,129.87	4,323.38	1,183.72	8.41	4.77	2.27	2.25
EU27	1,759.11	592.46	1,498.99	599.77	-14.79	1.23	1.19	1.14
United Kingdom	2,450.95	906.26	1,373.84	542.00	-43.95	-40.19	1.82	1.03
New Zealand	830.37	278.04	869.53	301.60	4.72	8.47	0.56	0.57
Mexico	528.76	191.91	456.10	216.87	-13.74	13.01	0.38	0.41
Other	952.49	310.16	744.22	304.00	-21.87	-1.99	0.62	0.58
Total	**158,420.99**	**49,872.86**	**147,704.93**	**52,603.36**	**-6.76**	**5.47**	**100.00**	**100.00**

Source: International Fishery Trade Analysis Group Fisheries Development Policy and Planning Division, The Fisheries Department processes it from the Customs Department

Literature Review

1. Information of Thai shrimp industry and main Thai shrimp frozen export markets

In the past, shrimp farming in Thailand used a farming style that was similar to nature. Most of the farming involves tiger shrimp. There was only the construction of a seawall in their own coastal area Then wait for time for the natural shrimp larvae to grow. In 1986, Thailand began to enter the developed farming system. It was initiated by a private business company with large-scale farming. As for the trade side of the Thai shrimp industry, emphasis was placed on exports rather than domestic consumption with an export share of 90 percent, only 10 percent was consumed domestically, making Thailand a leading shrimp exporter in the world. It was exported to main markets including the U.S.A., Europe, and Japan before Thailand faced the problem of Emergency Shrimp Death Syndrome (EMS) in white Vannamei shrimp in late 2012. As a result, Thai shrimp production decreased rapidly. In the years 2014-2015, there were problems with human trafficking and illegal fishing in the Thai fishing industry, which was ranked by the United States as a country with problems. Serious human trafficking (Tier 3) Eiamsomarng, W. (2017)

From the analytical report of the International Fishery Trade Analysis Group Fisheries Development Policy and Planning Division, Department of Fisheries (2022) has discussed the market situation of Thailand's shrimp trade in important main markets as follows.

- **The United States Market**

Thai shrimp exports have not yet increased as targeted. because shrimp was exported to the United States market, which was Thailand's main market, has a trend of decreasing imports. Because there were a lot of shrimp products left in inventory. The United States economy was in a state of inflation. Products were more expensive Purchasing power decreases. In addition, competition in export prices was high. Because a large producer like India which was exported to the United States as its main market. The slowdown in imports has forced India to find a market to distribute its shrimp products. However, Indian shrimp still has residue problems regularly detected in the US market. This causes the trend of shrimp prices to remain low because there was more shrimp production than demand.

- **The Japan Market**

Japan was considered an important trading partner in ASEAN. After various countries in ASEAN received special import tax privileges from the FTA trade agreement, therefore import tax rates were no different. But it would compete at more export prices. In order to gain more market share, during 2022, Thai shrimp exports to the Japanese market were likely to increase more than in 2021 (Kasikorn Research Center, 2023).

2. Researches reviews

Shuquan, H. and Bu-iad, M. (2020). studied the economic factors affecting the volume of Thai frozen shrimp exports to the United States and Japan. In this research used Manufacturing Production Index: MPI, and Personal Consumption Expenditure: PCE as the part of independent variables of the study. The result found that the economic factors affecting the volume of frozen shrimp exports from Thailand to the United States (Japan) in the same direction significantly was Manufacturing Production Index: MPI classified by production activity Frozen seafood category. For the price of wholesale shrimp in the country, Gross Domestic Product of the United States (Japan), Per capita Income of the United States (Japan), the changes rate of private consumption

expenditures in the United States (Japan): none effects on the volume of frozen shrimp exports from Thailand to the United States (Japan) statistically significant.

Ya, Z and Pei, K. (2022) studied the factors affecting agricultural trade between China and Africa. The results indicated that China's GDP, African countries' GDP, the years of education of the African population, the average arable land per capita of African countries and the renewable water resources per capita in Africa had positive effected on the trade flow of agricultural products between China and Africa. Geographical distance and China's exchange rate had a negative impacted on trade flow.

Dudziskia, J. and Knapa, R. (2022) studied the Price, volume and level of economic development as determinants of export value in countries and regions. Its results found that the level of economic development of countries and regions, measured with NI per capita, has been found an important factor determining the growth rates and the levels of export prices. Variation of this indicator reflects the differences in economic power of individual countries and regions. The study points to a correlation between the level of economic development and the growth rate in export prices.

The Terminology Definitions

- **The volume of Thai frozen shrimp exports to the United States and Japan** means the amount of export volume of fresh frozen shrimp calculated in tones exported to the United States and Japan.

- **Manufacturing Production Index classified by production activity seafood category frozen** means an index that reflects industrial production classified by activities; production of frozen seafood category.

- **The average domestic wholesale shrimp prices** mean the average domestic wholesale shrimp prices from prices of shrimp of all 6 sizes at the central shrimp market of Samut Sakhon Province (Prices for 6 sizes of shrimp include: size 40 pieces, 50 pieces, 60 pieces, 70 pieces, 80 pieces, 90 pieces per kilogram).

- **Gross Domestic Product of the United States and Japan** means the value of the products of that nation. No matter what country it is produced. This number indicates the country's growing economic status at that time.

- **Per capita income of the United States and Japan** means the Income is the value of goods and services at market prices divided by the total population of the United States and Japan.

- **The change rate of private consumption expenditures in the United States and Japan** means Consumption expenses the household sector indicates the purchasing ability of the household sector by a high PCE number. It indicates the growing economic situation of the United States and Japan.

Benefits of research

1. Thai frozen shrimp exporters can use the research results to plan marketing for future exports.

2. The government can use the results of this research as a guideline in formulating policies to promote Thai frozen shrimp exporters in the future.
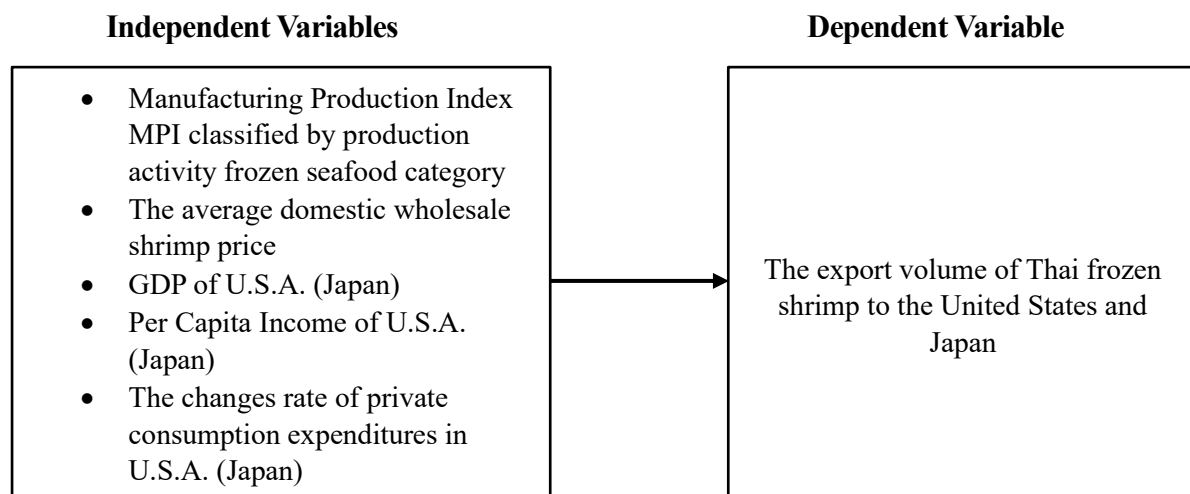
Conceptual Framework

Independent Variables   **Dependent Variable**

Independent Variables	Dependent Variable
• Manufacturing Production Index MPI classified by production activity frozen seafood category • The average domestic wholesale shrimp price • GDP of U.S.A. (Japan) • Per Capita Income of U.S.A. (Japan) • The changes rate of private consumption expenditures in U.S.A. (Japan)	The export volume of Thai frozen shrimp to the United States and Japan

Figure 1: Conceptual Framework

Hypotheses

The Manufacturing Production Index classified by production activity; frozen seafood category (MPI), the average domestic wholesale shrimp price (PRI), GDP of U.S.A. (Japan) (GDP), Per Capita Income of U.S.A. (Japan) (PCI), and the changes rate of private consumption expenditures in U.S.A. (Japan) (PCE) had relationship to the export volume of Thai Frozen shrimp to the United States and Japan (QEP)

Research Methodology

This study used the secondary data, which was quantitative data. The population used for the study was the volume of Thai frozen shrimp exports to the United States. The important factors were Manufacturing Production Index: MPI classified by food production activities. Frozen seafood, wholesale shrimp prices in the country, Gross National Product of U.S.A. (Japan) , Per capita income of the United States (Japan), the change rate of consumption expenditures

➢ **Dependent Variable**

Private sector of the United States (Japan). The sample was monthly data from January 2018 to December 2022, a total of 60 data sets.

Data and statistical analysis

The models used in this research was the Multiple Linear Regressions) by the Ordinary Least Squares method: OLS

Variables

➢ **Independent Variables**

• Manufacturing Production Index classified by production activity; frozen seafood Category **(MPI)**
• The average domestic wholesale shrimp price **(PRI)**
• GDP of U.S.A. (Japan) **(GDP)**
• Per Capita Income of U.S.A. (Japan) **(PCI)**
• The changes rate of private consumption expenditures in U.S.A. (Japan) **(PCE)**

the export volume of Thai Frozen shrimp to the United States and Japan **(QEP)**

Research results

The results from the multiple regression analysis are as follow; -

$$QEP_{U.S.A.} = -120420.283 + 76.97337MPI - 68.43218PRI + 732.51613GDP_{U.S.A.}$$
$$(4.507537)** \quad (-1.372483) \quad (1.085454)$$

$$+ 0.754933PCI_{U.S.A.} - 188.45763 PCE_{U.S.A.}$$
$$(1.010311) \quad (-0.206931)$$

Whereas, F-statistic = 46.55775 (Sig = 0.0000)**
R-Squared = 0.851413 Adjust R-Squared = 0.832466
* = Significance level at 0.05
** = Significance level at 0.01

From checking the reliability of the equation, the results the calculation would result in a value of F = 46.55775 and a statistical significance value = 0.0000, which was a statistical significance value. The calculated statistic was less than 0.01. Therefore, it results in rejecting the main hypothesis H_0: There was no independent variable. that affected the volume of Thai frozen shrimp exports to the United States, but accepted the alternative hypothesis H_1: There was at least one independent variable that had an effect. significantly affecting the volume of Thai frozen shrimp exports to the United States at 99 percent of the confidence level. After that, t-Stat would be used to test the relationship of the dependent variable with the independent variables, one pair at a time, with the dependent variable being the volume of Thai frozen shrimp exports to the United States and the independent variables were various factors from various data that could be calculated and summarized. Variables in the equation can describe factors that affect the amount of Thai frozen shrimp can be exported to the United States: 85.1413 percent, while the other 14.8587 percent. came from other factors, with one significant variable Including the Manufacturing Production Index classified by production activity; frozen seafood category (MPI). As for the 4 variables that were not any significant effect on the volume of Thai frozen shrimp exports to the United States. included:

The average domestic wholesale shrimp price (PRI), GDP of U.S.A. (GDP), Per Capita Income of U.S.A.(PCI), and the changes rate of private consumption expenditures in U.S.A. (PCE).

The coefficients value of the Manufacturing Production Index classified by production activity; frozen seafood category (MPI). was 76.9733. It could be explained If the Manufacturing Production Index classified by production activity; frozen seafood category (MPI) increases of 1 point, the volume of Thai frozen shrimp exports to the United States.will increase to 76.9733 tons which are related in the same direction.

The dependent variable was the volume of Thai frozen shrimp exports to Japan (QEP_{JAPAN}).

The independent variables were the Manufacturing Production Index classified by production activity; frozen seafood category (MPI), the average domestic wholesale shrimp price (PRI), GDP of Japan (GDP), Per Capita Income of Japan) (PCI), and the changes rate of private consumption expenditures in Japan (PCE)

$$QEP_{JAPAN} = 2132.189 + 25.32162MPI - 19.08377PRI - 179.7738GDP_{JAPAN}$$
$$(4.285223)** \quad (-3.625450)** \quad (-1.768166)$$

$$- 0.000342PCI_{JAPAN} - 5.953302PCE_{JAPAN}$$
$$(-1.464142) \qquad (-0.094485)$$

Whereas, $\quad$ F-statistic = 28.66498 $\qquad$ (Sig = 0.0000)**

R-Squared = 0.770232 $\qquad$ Adjust R-Squared = 0.752061

* = Significance level at 0.05

** = Significance level at 0.01

From checking the reliability of the equation, the results the calculation would result in a value of F = 28.66498 and a statistical significance value = 0.0000, which was a statistical significance value. The calculated statistic was less than 0.01. Therefore, it results in rejecting the main hypothesis H_0: There was no independent variable. that affected the volume of Thai frozen shrimp exports to the United States, but accepted the alternative hypothesis H_1: There was at least one independent variable that had an effect. significantly affecting the volume of Thai frozen shrimp exports to Japan at 99 percent of the confidence level. After that, t-Stat would be used to test the relationship of the dependent variable with the independent variables, one pair at a time, with the dependent variable being the volume of Thai frozen shrimp exports to Japan and the independent variables were various factors from various data that could be calculated and summarized. Variables in the equation can describe factors that affect the amount of Thai frozen shrimp can be exported to Japan: 77.0232 percent, while the other 22.9768 percent. came from other factors. Two significant variables were the Manufacturing Production Index classified by production activity; frozen seafood category (MPI).and the average domestic wholesale shrimp price (PRI). As for the 3 variables

that were not any significant effect on the volume of Thai frozen shrimp exports to Japan included: GDP of Japan. (GDP), Per Capita Income of Japan (PCI), and the changes rate of private consumption expenditures in Japan. (PCE).

The coefficients value of the Manufacturing Production Index classified by production activity; frozen seafood category (MPI). was 25.32162. It could be explained If the Manufacturing Production Index classified by production activity; frozen seafood category (MPI) increases of 1 point, the volume of Thai frozen shrimp exports to Japan will increase to 25.32162 tons which are related in the same direction.

The coefficients value of the average domestic wholesale shrimp price (PRI) was -19.08377 could explain that if the average domestic wholesale shrimp price (PRI) increases 1 Baht, the volume of Thai frozen shrimp exports to Japan will decrease 19.08377 tons by opposite direction relationship.

Conclusion

From the study of the important factors affecting the volume of Thai frozen shrimp exports to the United Staes and Japan found that

1. Manufacturing Production Index classified by production activity seafood category frozen, it had a relationship in the

same direction with the volume of Thai frozen shrimp exports to the United States and Japan statistically significant. According to the theory of analyzing basic factors that indicated consumption behavior, which these conditions were reflected in the Manufacturing Production Index classified by production activity seafood category frozen. If Manufacturing Production Index classified by production activity seafood category frozen has increased proportion, this will inevitably affect the volume of Thai frozen shrimp exports to the United States and Japan (Shuquan, H. and Bu-iad, M., 2020.) which was consistent with supply theory (Chintrakulchai, S., 2019) by making the export volume of Thai frozen shrimp going to the United States and Japan has increased also.

2. The average domestic wholesale shrimp price. There was a relationship in the opposite direction with the volume of Thai frozen shrimp exports to Japan statistically significant which related the research of Saweda O, L. and others (2021) that studied Demand for Imported versus Domestic Fish in Nigeria. Their research results found that the fish plays an important role in food and nutrition security in Nigeria. This could be further supported with investment and interventions to increase supplies of fish and reduce the cost of fish to the consumer. This was of particular concern in the North where food security was low and still only about 50% of households consume fish. The higher cost of imported products since 2015 and the 2019 devaluation of the naira had created a greater opportunity for domestic fish production to compete with imported fish. For the average domestic wholesale shrimp price had not relationship with the volume of Thai frozen shrimp exports to the United States statistical significance. This could be said that Thailand was involved in the

dominates the market in the United States. Moreover, the nature of trade between export merchants in Thailand and the U.S. import merchants would have a relatively stable contract in order to maintain the quantity of shrimp was sufficient to meet demand even if the price changed.

3. GDP of U.S.A. and Japan could not explain the relationship with Thai volume of frozen shrimp exports to the United States and Japan Statistically significant. Because of shrimp was one kind of food product that was the fourth most important factor for humans. Even though the economy was in decline, it was still necessary.to consume for human.

4. Per Capita Income of U.S.A. and Japan. It could not explain the consumers in the United States and Japan. Due to the fact that the consumers in the United States and Japan often preferred convenient to consume and reduced the consumption of frozen shrimp from Thailand as income increased which was consistent with the research of Issifu, I. and others (2022) that studied the Drivers of Seafood Consumption at Different Geographical Scales and had the same result as Bogachev, A.I. and Dorofeeva, L N. (2021) that studied about Fisheries as a factor of strengthening food security in Russia.

5. The changes rate of private consumption expenditures in U.S.A. and Japan. It was unable to explain relationship with Thai volume of frozen shrimp exports to the United States and Japan which could be explained similar to the case of GDP and Per Capita Income. Even though the changes rate of private consumption expenditures in U.S.A. and Japan will increase but it does not mean that Thai frozen shrimp will be consumed more. In contrast, the population of the United States and Japan may consume high-priced seafood products Or, on the other hand, if the consumption expenditures of the population the United States and Japan

decreased It may be due to the bad economy and low income. It may cause them to turn to consuming more frozen shrimp from Thailand because they are more convenient to inexpensive consumption.

Recommendation

Base on this research result, the author would suggest as following

1. To stimulate the Manufacturing Production Index classified by production activity; frozen seafood category (MPI) will be able to increase the volume of Thai frozen shrimp exports to the United States and Japan.

2. To decrease the average domestic wholesale shrimp price (PRI) will be able to increase the volume of Thai frozen shrimp exports to Japan.

3. The average domestic wholesale shrimp price (PRI) will not be used as criteria in determining the marketing promotion strategies for exporting Thai frozen shrimp to the United States.

Recommendation for future research

The author would suggest as following

1. To study Thai frozen shrimp export market beside of the United States and Japan.

2. More independent variables in related studies should be added to the model used in Multiple Regression Analysis studies, such as exchange rates, the average shrimp selling price of major competitors, etc.

3. Might divide the study period into 2 periods: studying before and after the COVID crisis, which will help the study results to reach more reliable conclusions.

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A Study of Motivation Factors of Thai Gen Z towards Mutelu

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ABSTRACT

The new words mutelu and mu entered the Thai lexicon, meaning supernatural, luck-bringing power, in recent years. This research aimed to study the interest and motivation factors of Thai Gen Z people towards Mutelu. There were five independent variables consisting of learning, relationship, leadership, individualism, and dependency. The dependent variable was mutelu. The questionnaires were created with Google forms and distributed to 950 Thai GenZ who were born between 1997 - 2012 or 11-26 years old by using convenience sampling. Then, the data were analyzed by statistics package program, using descriptive analysis, and multiple linear regression analysis. The results showed that three motivation factors comprising learning, relationship, and dependency were less than 0.05, indicating that those three variables had statistically significant influence on Thai Gen Z towards Mutelu, which explained at 36.20 percent (Adjust R^2 = 0.362).

KEYWORDS: Mutelu, Learning, Relationship, Leadership, Individualism, Dependency

Introduction

Hofstede's (2010) research on cultural dimensions explains that societies with a high 'Uncertainty Avoidance Index' (UAI), will have thoughts, beliefs, or efforts to seek psychological recourse to avoid uncertainty and social risks. Thailand is ranked in the group with the highest UAI rating at 64 points and if you look at the current situation. Whether it is political, economic and epidemic, it is not surprising that many Thai people feel hopeless and turn to rely more on their beliefs.

Report on Capitalism Magic Thailand: Modernity with Enchantment of Peter A. Jackson (2022), has studied the 'Cults of Wealth' or events that people turned to popular beliefs during the 1990s when the Thai economy was swinging strongly. At that time, people turned to pay respect to the previous kings, rented monks, and talked to more famous mediums or monks. From local superstition, it became a mainstream trend. We previously knew that belief gave way to the science and rationality of the modern world. However, Jackson saw capitalism and the geopolitics of the modern world as it has become complicated, unpredictable, and too difficult to understand. Many people turn to help to cope with insecurity in their daily lives, such as renting a monk or fortune-telling. In the past, people used to worship gods or hang Buddha images for 'Safety', but what Thai people turn to in later times will be

more about 'wealth' and if observed in the current belief market. We can see that consumers are more popular in asking for blessings on things that fit their lifestyles, such as asking for love, asking for money, asking for a job, or asking for a moment of couple chips, etc.

Many people may have thought that beliefs will gradually disappear, but we may have to think again. because it is possible that the belief in fate and superstition may be with Thai people indefinitely as long as it can adapt to the lifestyle of the new generation (Gen Z) (Preecha Methavasaraphak, 2022, 2023). It is an interesting event when the new generation turns to believe to be more dependent on each other, either because 'Uncertainty' or 'Modernity' of new sacred objects. What is the motivation factors for the new generation to turn their attention to Mutelu?

Objectives
1. To study the interest of Thai Gen Z towards Mutelu.
2. To study the motivation factor of Thai Gen Z towards Mutelu.

Theoretical Framework

Interest is a feeling or emotion that causes attention to focus on an object, event, or process. In contemporary psychology of interest Silvia, Paul (2006), the term is used as a general concept that may encompass other more specific psychological terms, such as curiosity and to a much lesser degree surprise. The emotion of interest does have its own facial expression, of which the most prominent component is having dilated pupils.

Motivation is what governs human behavior. Caused by Needs, Drives, or Desires to strive to achieve objectives. This may be natural or learned. Motivation arises from both internal and external stimuli of the person himself or missing something, therefore is a persuasive power or encourage human activities to replace what is lacking or wanting. The external parts include anything that urges, directs, channels, and strengthens the desire for activity in human beings. This motivation may be caused by internal or external stimuli. The need is an internal stimulus that is important to the behavior. There are also other stimuli such as social acceptance, friendly atmosphere coercion rewarding or encouraging or gratifying. All of them are motivating factors that can be motivated. Each individual has a different motivational style. Which psychologists have divided There are several important forms of human motivation as follows:

1. Achievement Motivation: Achievement Motive is the motivation that drives an individual to strive to perform behaviors that will achieve the standards of excellence that he or she sets. Achievement-motivated people do not work for rewards but do so in order to achieve their objectives. Achievement-motivated people have the following important characteristics: 1) Hope of Success and Fear of Failure, 2) Have high ambition, 3) Set high goals, 4) Responsible for good work, 5) Have patience at work, 6) Know your true abilities, 7) Be a planner, and 8) A person who sets high expectations.
In this study, Achievements Motivation refers to the fact that Gen Z is motivated to pursue academic achievement, which is applied as the variable "**Learning**".

2. Affiliative Motivation: Affiliative Motive tends to be generous, loved by friends, empathetic. When studying from the family situation, those who are motivated to relate tend to be warm families. The atmosphere in the house is free of competition, parents are not intimidating, and siblings have good love and unity. Relationship motivators have the following key characteristics: 1. When doing anything, the goal is to be accepted by the group, 2) No ambition, high presumptuousness, assertiveness, 3) Set low goals and 4) Avoid arguments; tend to be amenable to others.

In this study, Affiliative Motivation refers to the fact that Gen Z is motivated to seek relationships with other individuals, which is used as a variable **"Relationship"**.

3. Power Motivation: For people with power motives. It has been found that most motivated people develop a feeling that they are "lacking" something they want. It may be one of those things that can cause a feeling of being an "inferiority complex" when there is a knot, so try to create a "dominant knot" to compensate for what you lack. Empowerment-motivated people have the following important characteristics: 1) Prefers to have power over others, which may sometimes manifest itself in an aggressive manner, 2) Often Anti-Social, 3) Seek Fame, 4) Like to take risks in terms of physical work and various obstacles, and 5) Like to be a leader.

In this study Power motivation refers to the fact that Gen Z is motivated to seek leadership, which is used as the **"leadership"** variable.

4. Aggression Motivation: People with this type of motive tend to be raised in an overly strict upbringing. Therefore, children find a way to drain with others or may be due to imitation of people or from various media. It has the following important characteristics: 1) To hold one's own opinions or priorities, and 2) Likes to hurt others either physically or verbally.

In this study, Aggression Motivation refers to the fact that Gen Z is motivated to be their own person, therefore this variable is referred to as **"individualism"**.

5. Dependency Motivation: The reason for this kind of motivation is that parenting that is overly nurturing does not allow children to help themselves. Those with dependency motivation have the following important characteristics: 1) Lack of self-confidence, 2) Do not dare to make decisions on your own, often hesitating, 3) Don't dare to take risks, and 4) Need help and encouragement from others.

In this study, Dependency Motivation refers to the fact that Gen Z is motivated to depend on others, hence the term **"dependency"**.

Conceptual Framework

The conceptual model was come from the previous and relevant study about motivation factors of Thai Gen Z towards mutelu. There were five independent variables of motivation concept that was chose to study in this research which was learning, relationship, leadership, individualism and dependency. For dependent variable, it was mutelu of Thai Gen Z.

Figure 1: Conceptual framework
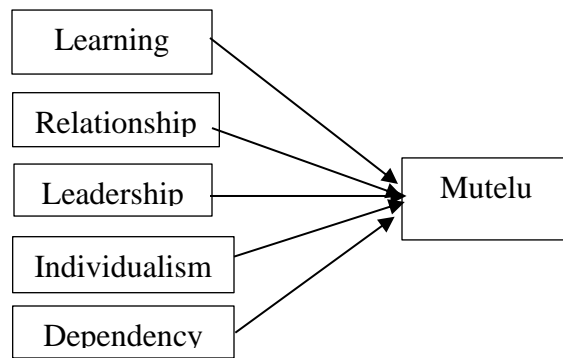
Research Hypothesis

According to conceptual model, five hypotheses were formulated

H1o: Learning has not significant influence toward Mutelu.

H2o: Relationship has not significant influence toward Mutelu.

H3o: Leadership has not significant influence toward Mutelu

H4o: Individualism has not significant influence toward Mutelu.

H5o: Dependency has not significant influence toward Mutelu.

Research Methodology

The research is conducted using a quantitative approach via online survey to collect the data from people who were born between 1997-2012 or 11-26 years old in Thailand. Prior to distributing 950 questionnaires, the researcher conducted a pretest sample of 35 respondents to test the reliability of the questions. The respondents were selected using convenience sampling by screening questions. The reliability test was later conducted through the statistics program, which provided the Cronbach's Alpha, followed by the descriptive, and regression analyses. The researcher collected the data by distributing the questionnaire in small scale, first 35 respondents as pre-test and Cronbach's Coefficient Alpha analysis for reliability check. The results of reliability were shown as the following:

Table 1: The Cronbach's Coefficient Alpha (n = 35)

Variables	Number of Items	Cronbach's Alpha	Reliability
Learning	5	0.856	Good
Relationship	5	0.726	Acceptable
Leadership	5	0.824	Good
Individualism	5	0.833	Good
Dependency	5	0.846	Good
Mutelu	5	0.934	Excellence

Results of the Study

A result showed that 950 respondents of Thai Gen Z were 11-26 years old. For gender, the percentage of female was 72.40% and male 27.60 % out of 100. All of them are the students which studying in various education institutions in Thailand.

Mutelu behavior

Table 2: Frequency of studying information about mutelu

Frequency	n	%
every day	23	2.40
5 - 6 days per week	16	1.70
3 - 4 days per week	77	8.10
1 - 2 days per week	166	17.50
less than one day per week	450	47.40
Never studied	218	22.90
Total	**950**	**100.00**

Thai Gen Z is interested in learning about Mutelu: 47.40% say it is less than one day a week and 17.50% find information about Mutelu 1-2 days a week.

Table 3: Sources of information about mutelu (answer more than 1 question)

Sources	n	%
Various online media	819	86.20
Friends	465	48.90
Family	271	28.50
Acquaintance	212	22.30
Various offline media	186	19.60

Most of them find information from various online media, up to 96.20 percent. Followed by friends at 48.90%, Family 28.50%, Acquaintances 22.30%, and offline media 19.60% respectively.

Table 4: Mutelu behavior

Mutelu behavior	n	Mean	S.D.	Interpretation
Interested in Mutelu	950	3.87	0.542	High
Beliefs about Mutelu	950	3.71	0.384	High
Research and find information about Mutelu	950	3.63	0.546	High
Rely on something called mutelu	950	3.69	0.487	High
Think Mutelu is related to life	950	3.73	0.463	High
Total	**950**	**3.76**	**0.496**	**High**

According to Kim (2019), the mean score of all Mutelu behavior results were interpreted as very high because the mean score of all behavior were in the range 3.63 – 3.87 and the total was 3.76. Their mean value was 3.87, 3.71, 3.63, 3.69, and 3.73 respectively. For the standard deviation, the value of all variables was 0.542, 0.384, 0.546, 0.487, and 0.463 respectively.

Table 5: Summary of mean and standard deviation of all variables

Variables	n	Mean	S.D.	Interpretation
Learning	950	3.84	0.697	High
Relationship	950	3.62	0.738	High
Leadership	950	2.87	0.844	Low
Individualism	950	3.13	0.874	Low
Dependency	950	3.58	0.851	High
Mutelu	950	3.76	0.796	High

The mean score shown that there was high leaning at 3.84 and s.d. 0.697, high relationship at 3.62 and s.d. 0.738, high dependency at 3.58 and s.d. 0.85, and high mutelu at 3.76 and s.d. 0.796. For the leadership and individualism were low at 2.87 and 3.13 with s.d. 0.844 and 0.873 respectively.

Hypothesis Testing

Table 6: Model Summary from Multiple Regression Analysis

Model	R	R Square	Adjusted R Square	Std .Error of the Estimate
1	.591[a]	.377	.369	.75307

a .Dependent Variable :Mutelu
b. Predictors : (Constant) Dependency, Learning, Individualism, Relationship, Leadership[b]

According to table 6, Adjusted R square equals to 0.369 or 36.9%. This 36.9% indicated that the Thai Gen Z mutelu can be described by the five independents variables in this study which were learning, relationship, leadership, individualism, dependency.

Table 7: ANOVA from Multiple Regression Analysis

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	105.078	5	21.016	27.672	.000[b]
	Residual	716.933	944	.795		
	Total	822.010	949			

a .Dependent Variable :Mutelu
b. Predictors : (Constant) Dependency, Learning, Individualism, Relationship, Leadership[b]

From the ANOVA table shown that there is significant value of Motivation Factors of Thai Gen Z towards Mutelu is often P Value.

Table 8: Model Summary from Multiple Regression Analysis

Model	Unstandardized Coefficients		Standardized Coefficients			Collinearity Statistics	
	B	Std .Error	Beta	t	Sig.	Tolerance	VIF
(Constant)	.948	.201		4.723	.000		
Learning	.263	.043	.196	6.154	.000	.910	1.098
Relationship	.168	.049	.132	3.407	.001	.613	1.633
Leadership	.062	.047	.057	1.312	.190	.481	2.078
Individualism	.012	.048	.011	0.248	.408	.494	2.025
Dependency	.162	.042	.148	3.893	.000	.910	1.098

a .Dependent Variable : Mutelu

According to Table 8, the significant value of Motivation Factors of Thai Gen Z towards Mutelu is often P value. The significant value of the three variables which are Learning, Relationship, and Dependency were less than 0.05, indicating that three variables had statistically significant influence on Thai Gen Z towards Mutelu. Besides, the beta of standardized coefficient or (β) of three independent variables. First, 1 addition unit is learning shows the influence Thai Gen Z towards Mutelu will increase by 19.6% at β= 0.196. Second, 1 addition unit is dependency shows the influence Thai Gen Z towards Mutelu will increase by 14.8% at β=0.148. Third, 1 addition unit is relationship

shows the influence Thai Gen Z towards Mutelu will increase by 13.2% at β=0.132.

However, the significant value of two independent variables which are leadership and individualism were more than 0.05, indicating that these two variables had statistically not significant influence on Thai Gen Z towards Mutelu.

Variance Inflation Factors or "VIF" was the statistical method that was applied to detect the multicollinearity. According to Kim (2019), the problem of multicollinearity occurred if the VIF value was greater than 5. Based on the table 5.4.3, it indicated the variance inflation factors of all independent variables which were tourism publicity, tourism interest, tourism feelings, tourism demand, tourism quality and food consumption. The VIF of all variables were 1.098, 1.633, 2.078, 2.025, and 1.098 respectively, which all less than 5. It means that all independent variables are not correlated to each other in a sense, and there is no multicollinearity problem.

Table 9: The summary results from hypothesis testing

Hypothesis	Significant	Standardized Coefficient Beta	Results
H1o: Learning has not significant influent toward Mutelu	.000	.196	Rejected
H2o: Relationship has not significant influent toward Mutelu	.001	.132	Rejected
H3o: Leadership has not significant influent toward Mutelu	.190	.057	Failed to rejected
H4o: Individualism has not significant influent toward Mutelu	.408	.011	Failed to rejected
H5o: Dependency has not significant influent toward Mutelu	.000	.148	Rejected

In conclusion, the results show that these three variables, which consist of learning, relationship, and dependency significantly influence toward Mutelu. Thus, these three variables are allowed to reject the null hypothesis.

On the other hand, the result of the significant values over 0.05 indicates two independent variables, including leadership and individualism. This finding illustrates that these variables have a negative influence on Mutelu. It indicates that these two variables were exhibited to reject the null hypothesis. Therefore, the researcher desired a second-round analysis of independent variables, which abandoned two. Hence, the second-round analysis of the three independent variables consists of administrator leadership, communication, and compensation. The result demonstrates a slight change in several values that influence banking employee engagement in Thailand, as follows:

Table 10: Model Summary from Multiple Regression Analysis for comfirmation

Model	R	R Square	Adjusted R Square	Std .Error of the Estimate
1	.591[a]	.373	.362	.75307

a .Dependent Variable :Mutelu
b. Predictors : (Constant) Dependency, Learning, Relationship[b]

According to table 10, Adjusted R square equals to 0.362 or 36.2%. This 36.2% indicated that the Thai Gen Z mutelu can be described by the 3 independents variables in

this study which were dependency, learning,
and relationship.

Table 11: Model Summary from Multiple Regression Analysis

| Model	Unstandardized Coefficients		Standardized Coefficients			Collinearity Statistics	
	B	Std .Error	Beta	t	Sig.	Tolerance	VIF
(Constant)	.981	.199		4.915	.000		
Learning	.283	.041	.211	6.920	.000	.994	1.006
Relationship	.166	.048	.151	4.018	.000	.653	1.530
Dependency	.192	.041	.168	4.055	.000	.657	1.522
a .Dependent Variable : Mutelu							

According to Table 11, the significant value of Motivation Factors of Thai Gen Z towards Mutelu is often P value. The significant value of the three variables which are Learning, Relationship, and Dependency were less than 0.05, indicating that three variables had statistically significant influence on Thai Gen Z towards Mutelu. Besides, the beta of standardized coefficient or (β) of three independent variables. First, 1 addition unit is learning shows the influence Thai Gen Z towards Mutelu will increase by 21.1% at β= 0.211. Second, 1 addition unit is dependency shows the influence Thai Gen Z towards Mutelu will increase by 16.8% at β=0.168. Third, 1 addition unit is relationship shows the influence Thai Gen Z towards Mutelu will increase by 15.1% at β=0.151.

Figure 2: The Motivation Factors of Thai Gen Z towards Mutelu Model
Refer to the results of this study, is modified the conceptual framework, as below:
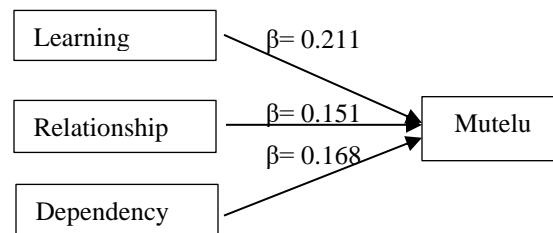
Regression equation: Motivation Factors of Thai Gen Z towards Mutelu = (.981) + .283(Leaning) + .166(Relationship) + .192 (Dependency)

Recommendation

From the results of the research it was found that the Thai Gen Z group has a high Mutelu (3.76) with high interest and belief in Mutelu (3.87 and 3.71). The motivation factors that mutelu are learning, relationships, and dependency. The researcher therefore would like to recommend as the following:

1. Learning: Educational institutions should inform teachers to understand students' expectations about learning that they are good at and teach students to understand the content as much as possible. On the part of students, they must be attentive in understanding the content of the subject.

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Expectations regarding learning that are consistent with one's own aptitudes and abilities.

2. Relationships: Parents or social institutions must understand that among Gen Z, building relationships is a matter of feelings and interactions between individuals. Reducing the use of social media in favor of creating more interpersonal interactions.

3. Dependency: Gen Z is highly dependent on technology and self-reliance. When their hopes are not met, they will turn to Mutelu. Therefore, parents or social institutions must understand and support giving help or advice in certain matters to enable them to understand themselves

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Effectiveness of Human Resource Management for Art Universities in Liaoning Province

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ABSTRACT

The objectives of this research were to propose human resource management guidelines to enhance effectiveness for art universities in Liaoning Province, the People's Republic of China. The study was a qualitative research. The key informants for interviews were eight administrators from four universities in Liaoning Province in the academic year 2022, obtained by purposive sampling method. Experts for connoisseurship to confirm the guidelines were eight experts. The researcher employed a semi-structured interview questions and content analysis form. The collected data were analyzed by content analysis. The results revealed that human resource management guidelines to enhance effectiveness for the art universities in Liaoning Province under EHRM model included: 1) influencing factors, meaning external and internal environment of the context; 2) facilitation of HR practice by KM, meaning institutional development, faculty management, professional characteristic, salary; 3) Art university employment, meaning high-level talents and improve employment system; 4) effective HRM of the art universities, meaning Art university context, innovation development, talent introduction, incentive mechanism, performance management system; 5) goal, meaning management, effectiveness of human resource management of Liaoning University of Arts, focusing on maximizing the outcome, attracting high-level talents, improving the university ranking and the quality of teaching.

KEYWORDS: Effective Human Resource Management, Art universities, Liaoning Province

Introduction

As an important province in Northeast China, Liaoning Province's education and economic development play an important role in promoting the whole northeast region. Liu Yu (2021) pointed out that since August 2019, Liaoning Province has fully implemented a series of reforms of deepening institutional innovation, promoting open school running, strengthening inter school cooperation and realizing high-quality development of higher education. Over the past two years, Liaoning Province has made active exploration in institutional innovation, joint training of students, mutual employment of teachers, collaborative innovation and international exchanges, and achieved remarkable results, forming a new situation for the development of open running of colleges and universities with Liaoning characteristics.

Yiming Zhu (2019) to summary in the China's Education Modernization 2035 as

the national plan to development country for sustainable, this policy plan was developed within this context and to address these broader aims. In addition to proposing solutions to the current problems facing educational development, the plan provides a blueprint for the modernization of education in China. In doing so, it emphasizes the goal of achieving high-quality education in China, as detailed in the following section. The State Council referred the overall modernization of education will be realized, and China will enter the ranks of educational powers and promote the country to become a great country in learning, human resources and talents, Therefore, universities need to change the paradigm in driving policy and enhance management to improving human resource management to be more efficient and more importantly, Administrators of university must implementation of the government's policies to be more concrete. China's Education Modernization 2035 plan to set the direction for the development of the education from capacity to high performance and quality, and that the modernization of education should support the modernization of China includes eight goals were: 1) Establishing a modern education system. 2) Achieving universal attendance in quality pre-school education. 3) Providing high quality and balanced compulsory education for children. 4) Achieving maximum attendance in senior high school. 5) Significantly improving vocational education. 6) Building a more competitive higher education system 7) Providing adequate education for disabled children/youth, and 8) Establishing a new education management system with participation from the whole society.

The development of universities in Liaoning Province is also facing great problems. There are many arts universities and universities in Liaoning Province,

including professional art university and art college of comprehensive University, to enhancement in the basic aim of Human Resources Management is to optimize the return on investment derived from the human capital of an organization while simultaneously minimizing financial risk. Human Resource Management (HRM) also strives to optimize individual performance by establishing a work environment that fosters employee development and contentment. Human Resources Management is widely recognized as an essential factor in enhancing the level of dedication exhibited by employees, which subsequently leads to the advancement of the organization. Empirical research has demonstrated that various organizational variables, such as the level of commitment exhibited by leaders towards the implementation process, the engagement of external consultants, the institutional reputation, and the bureaucratic and political decision-making processes, exert significant influences on the successful implementation of quality management practices within educational institutions. (Jagdish K. M., and Girish K. P., 2023). In the past decade, judging from the results of national teaching evaluation, the number of scientific research and the establishment of doctoral programs, the education level of art colleges and universities in Liaoning Province is generally lower than that of similar colleges and universities in the south. Wan (2020) to comparing the current situation of higher education between Jiangsu Province and Liaoning Province, the indicators of the development level of higher education in Jiangsu Province have exceeded Liaoning Province, and some indicators have a large gap. There are 11 nationals of universities in Jiangsu Province and only 4 in Liaoning Province. There are 329 doctoral disciplines in Jiangsu Province and only 154 in Liaoning

Province. There are 44 National Double first-class disciplines in Jiangsu Province and only 5 in Liaoning Province. The overall data gap is obvious. Therefore, the development strategy and human resource management of higher education in Jiangsu Province can be used for reference to the development of higher education in Liaoning Province. At the same time, the brain drain of art colleges and universities in Liaoning Province is serious.

Human resource management of university in Liaoning province, The Administrator to low attention and low investment for continuing professional development (Q.Y. Liu, 2020).

The development of China's modern higher education has experienced the stages of reference, independence, and integration. During the period of the Republic of China, the practice and research of human resource management of university teachers began. As far as the current international research is concerned, foreign research is more from the perspective of teacher human resource management (Qi Z. Y., 2009). This paper comprehensively discusses the problems of human resource planning, recruitment, selection, training, development, performance appraisal and salary payment of college teachers, investigates and analyzes the problems existing in the classified management and management of university teachers, and further puts forward the direction of improving the management of university teachers, The related research has strong guidance and reference significance for the research of classified management of university teachers in China, and the related research in China is also based on the reference of foreign research models. Lious, N. A. T., et.al. (2021) to pointed in a good working environment and work Performance across higher institutions to support the high performance of teachers in a job and responsibilities.

At present, the research on human resource management of teachers in China has made some achievements. However, there is little research on the human resource management of Art university Teachers in Liaoning Province. Because the teaching management of art majors is very different from other disciplines, we should also treat teachers' human resource management differently. Therefore, the research in this field has important academic significance. Liaoning Province is in the north of China. The ne generation of teachers need to be reform and opening is the rapid development of southern and coastal cities in China. The ranking of art University in Liaoning Province to drive the situation to be transformation the university management in effectiveness for enhancing the competencies of teacher under the new way of human resource management with new platform and system.

In this context, the effective human resource management of Art university in Liaoning Province has become an important way to further optimize the teacher management mechanism, promote the professional development of teachers and improve the overall quality of teachers (James, N. O., 2015). How to further optimize the human resource management system of Art University in Liaoning Province and improve the scientific, rationality and effectiveness of teacher management has become a key issue that we must understand and explore.

Purposes

To propose human resource management guidelines for enhancement the effectiveness of art universities in Liaoning Province, the People's Republic of China.

Benefit of Research

To enhancing the effective human resource management of Art University, to

enhance teachers' enthusiasm for teaching and scientific research, establish high performance for teacher, improving the teaching quality of art University, and increasing the competitiveness of art University for university reputation.

Research Process

Step1: Study the variables of human resource management for teachers in art college in Liaoning Province.

Step2: identifies the components of human resources management of teachers in art college in Liaoning Province.

Step3: Propose strategies for Developing Effective Human Resource Management for art teachers in Liaoning Province.

Key informants

This research was qualitative research. Key informants were eight administrators for in depth interviews from four universities, obtained by purposive sampling method, and key informants were eight experts for connoisseurship to confirm guideline. Experts who the group was different from the group of interviews.

Instruments

The researcher employed a semi-structured interview and content analysis form.

Data analysis

1) Data collections were in depth interviews and to analyze by content analysis and descriptive statistics by frequency.

3) The data from connoisseurship were analyzed by content analysis under verify form and guidelines with the frequency and diagram report.

Conclusion and discussion

The researcher summarized what was obtained from the interviews in order highest of 3 frequencies as follows.
1. What is the Faculty's Human Resource Management Policy?

1.1 Strict performance appraisal system (4)

1.2 Humanized management system (3)

1.3 Rely on characteristic specialty (2)
2. What characteristics of leadership that do you think an effective human resource management?

2.1 Rely on characteristic specialty (3)

2.2 Interpersonal, teamwork, and communication skills (3)

2.3 Decision-making power (3)
3. What characteristics do you think the high performance of teachers in art universities should have?

3.1 Professional skills and Theoretical knowledge. (5)

3.2 Teaching and scientific research ability. (4)

3.3 professional ethics (3)
4. How do you think in the teacher human resource management methods can be improved?

4.1 Training and development of human resources (4)

4.2 Effective assessment system (3)

4.3 Humanized management system (3)
5. What strategies do you think can help improve the effectiveness of human resource management of teachers in Liaoning Art University?

5.1. Competitive remuneration (3)

5.2. Human resource allocation (2)

5.3. Good teaching and scientific research conditions (2)

6. What are the effective factors of human resource management in Liaoning Art University?

6.1. Good development platform (3)

6.2. Competitive remuneration (3)

6.3. Meet the characteristics of art specialty (3)

7. What other suggestions do you have for effective human resource management of teachers in Liaoning Art University?

7.1. Human resource allocation (3)

7.2. Competitive remuneration (2)

7.3. Humanized management system (2)

Comparison the content from literature review, related research, and in-depth interview to draft the effectiveness of human resource management model for Liaoning Art Universities as Table 1 below.

Table 1: Component to create model for effective human resource management for art universities in Liaoning province.

Content Analysis	Draft the component to create model		
	Input	Process	Outcome
1. Literature review and related research	1.Strengthen the concept of HRM 2. People-oriented management policy 3. Sustainable development management goals 4. Characteristics and advantages of the University of the Arts	1.Human resource allocation 2.Training and Development 3.Performance and high academic level 4. Research Development and academic service	1.Improve the quality of teachers 2.Improve the quality of teaching 3.Improve university ranking
2.In-depth interviews (Administrators)	1. Training and development of HR human resources to be improved 2. Assessment system needs to be improved 3. Humanization of management system needs to be improved 4. Salary and wages need to be improved 5. Human resources allocation needs to be improved	1. Continuous training and development 2.Improve the humanization of management system 3.Improve salary 4.Improve human resource allocation	1. Human resources continue to develop 2. Performance appraisal system is reasonable 3.Effectiveness management system 4.Salary has been increased

Content Analysis	Draft the component to create model		
	Input	Process	Outcome
3.Connoisseurship (8 experts)	1.Performance appraisal management 2.Professional characteristics 3.System development 4.Salary and wages	1.Faculty development 2.Innovation Development 3.Talent Introduction 4.Incentive mechanism	1.HRM new platform 2.Teamwork efficiency 3.University network 4. University collaboration with all stakeholders for enhancing teacher abilitry

Table 1 the factors to art university management in effectiveness as below.

1. Factors the professionalism and characteristics of fine arts universities: academic research, history and heritage, hardware condition, influence, teacher resources, academic research, and geographical advantage.

1). Academic research: Academic refers to systematic and specialized knowledge. The depth of a university's academic research in a certain aspect determines its authority and influence in the professional field.

2). History and Heritage: History and Heritage is a true record of the development track of a university and refers to the documents that record the process of establishment, development and change of the school. The history of colleges and universities is an important part of local history and education history, and an important content of campus culture construction in colleges and universities. A scientific, authentic, and systematic school history records the history of the school's establishment, development, and growth. It is an important manifestation of the university's school-running characteristics and spirit and is of great significance to the creation of a high-level university.

3). Hardware Condition: including the teaching environment, learning environment, leisure and entertainment environment, etc.,

specifically, the construction of classes, libraries, self-study rooms, gymnasiums, canteens, and the natural environment in the school. The conditions of the campus facilities can stimulate students' enthusiasm for learning, improve students' learning efficiency, create a good academic atmosphere for students, and enable students to achieve comprehensive development of idiosyncratic, physical, aesthetic and labor in school learning. Make teaching methods develop in a diversified and high-tech direction. It can improve the overall image of art universities, improve the credibility of the school, and attract outstanding students and teachers.

4). Influence: It is an organic combination of school concept culture, material culture, behavioral culture and institutional culture. Campus culture is the cultural and historical accumulation of a school, with rich connotations, extensive extensions, and various forms. It is the soul of the school's development and an important manifestation of uniting people's hearts, showing the school's image, and improving the school's civilization. Campus culture has a subtle and profound impact on the outlook on life and values of students and teachers.

5). Teacher resources: Teachers are the guarantee of education quality and the key to talent cultivation. The school should regard the teaching staff as the first resource of the school, pay attention to the development of

the potential ability of the teaching staff, so as to promote the improvement of the quality of the school, and use innovation and scientific research as the driving force to scientifically and rationally develop and use the teaching and research ability of teachers. Continuously enhance the ability of teachers and improve the overall quality and level of teachers.

6). Geography Advantage: The distribution of higher education resources in my country is relatively concentrated. Beijing, Tianjin, Shanghai, Liaoning, Shandong, Jiangsu, Shaanxi, Hubei and other provinces have a relatively high number of colleges and universities, and the level of running schools is relatively high, and most of the high-quality resources are concentrated in their provincial capitals. These cities where high-quality colleges and universities gather often develop very rapidly in terms of economy, culture and other aspects. The development of such cities is closely related to the development of colleges and universities. The development of colleges and universities provides necessary human and intellectual support for urban development, and urban development also provides economic foundation and environmental protection for the development of colleges and universities.

2. Education policy system: sustainable development education policy, quality education policy, people-oriented education policy.

1) Education for Sustainable Development Policy: Basic education needs to focus on sharing knowledge, skills, values and perspectives in a lifelong learning process and should be sustainable and support citizens to live in a sustainable way. This fundamental approach to education also supports public participation and societal decision-making, while helping society achieve its sustainability goals. Reposition existing education programs to foster public awareness and perceptions of sustainability.

2) Quality education policy: the basic purpose is to comprehensively improve people's basic quality, respect people's subjectivity and initiative, take people's character as the basis, focus on developing people's wisdom potential, and focus on the formation of people's sound personality as the basic characteristics of education. Quality education is the actual need of social development, to achieve the purpose of making people correctly face and deal with all things and phenomena in their social environment.

3) People-oriented education policy: The life and soul of education is the essential requirement and value appeal of education. The educational thought of educating people requires education not only to pay attention to the current development of people, but also to pay attention to the long-term development of people, and to pay attention to the all-round development of people; The objects served, the country and the people, serve the country and the people, and constantly meet the needs of the country and the people.

Adhere to people-oriented, comprehensively implement quality education, adhere to the principle of comprehensive progress and development of people, adhere to the principle of meeting the needs of the people, pay attention to the fairness of everyone's educational opportunities, and meet the individual needs and expectations of everyone in receiving education. Adhere to the school's education-oriented and student-centered approach. Adhere to the talent-oriented and teacher-led approach to running schools. Persist in respecting individuality and recognizing differences and persist in leading school education reform with the concept of lifelong learning.

3. The constituent elements of the administrative management of China Art University: personnel management,

organizational management, change management, performance management.

1) Personnel management: For the teacher system and student management of art universities, improve the recruitment mechanism to ensure that the faculty can be better updated. Formulate performance assessment standards, clearly formulate assessments, effectively manage the management of teachers, and ensure fairness. At the same time, it is also necessary to do a universities, improve the management organization, rationally allocate teaching assistants, and formulate various rules and systems that are conducive to the development of the school. The purpose is to ensure the rationality and efficiency of the operation of the university. Clarify what jobs are in the organization, how to arrange personnel, what responsibilities the workers have, what power they have, and how to deal with the relationship with the organization. Only when the organizational relationship is clarified can obstacles in implementation be avoided and the realization of organizational goals ensured.

3) Transformational management: When there are problems within the school and adjustments or improvements must be made, it needs to be implemented through change management. Let art universities adapt to the development of the times, establish long-term plans and reform measures, and form strategies to achieve the goals of long-term planning. Remove barriers to reform and encourage risk-taking. Administrators or teachers who achieve improvements should be rewarded and praised. At the same time, it is necessary to consolidate the improvement results and propose a new reform system. For a

good job in student enrollment, improve the social recognition of art universities, and increase publicity. Enrollment is the key to the quality of running a school, and the number of enrolled students is also an important aspect to measure the scale of running a university. Let the school students reach a certain scale and form a sustainable good atmosphere for development

2) Organizational commitment: according to the management of fine arts university, change management means innovation and development, updating management concepts, improving management effects, abandoning old management awareness and methods, and replacing them with people-oriented modern management ideas. In this way, the initiative and enthusiasm of managers or teachers can be mobilized, and the quality and professionalism of the overall team can be improved.

4) Performance management: it is conducive to the full use of management resources of art universities and provides a basis for leaders and managers to reform and improve management. Manage the input and output of resources to know whether the resources are being used reasonably. It is conducive to improving the quality of teaching and providing strong protection for students and parents. University management is a key factor in improving the teaching system, improving the quality of courses, improving the pertinence of teaching, and optimizing the structure of courses.

Human resource management guideline to effectiveness enhancing for art universities in Liaoning Province from figure 1 as below.
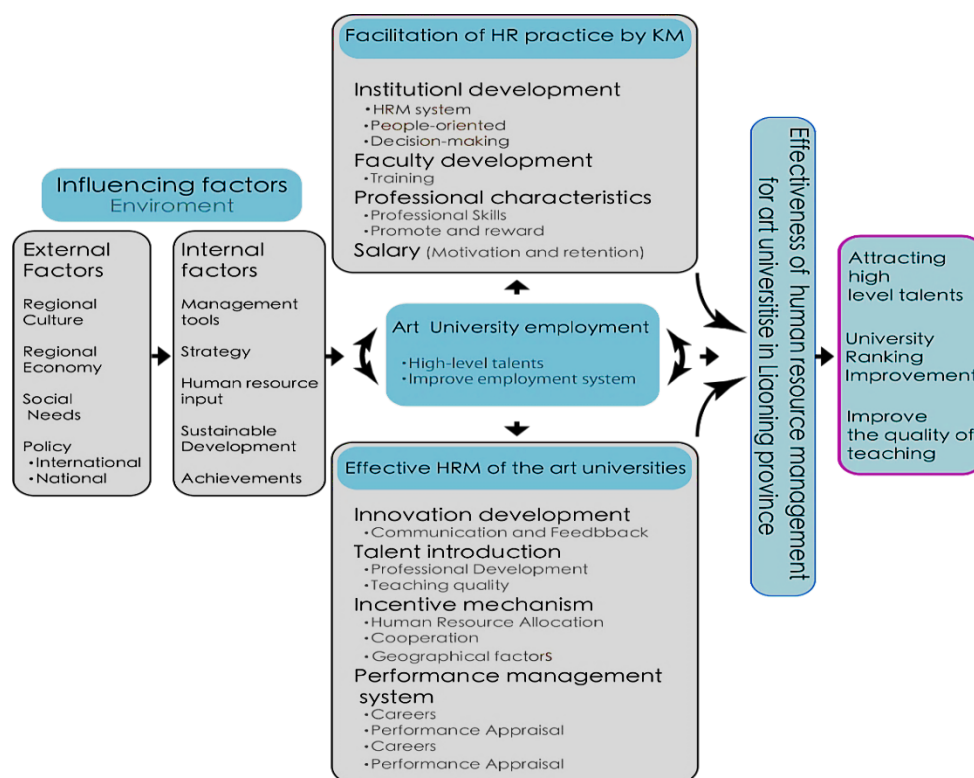
Figure 1: Effective Human Resource Management guideline (XiongWei' s EHRM Model)

"Guideline for Effective Human Resource Management (EHRM Model) Key success"

1. Influencing factors

    1) External factors to influencing for effective human resource art universities management such as regional culture, regional economy, social need and policy.

    2) Internal factors such as to influencing for effective human resource art universities management such as management philosophy, strategy, human resource input, sustainable development, and achievement.

2. Facilitation of HR practice by knowledge management included careers, professional skills, faculty development, performance appraisal, professional development, training, and human resource allocation

3. Art university context to influencing for effective human resource art universities management such as university reputation, management system, function of organization, The major and curriculum in art, instructor's characteristic and ability, inspiration in job, human resource management in art university.

4. Effective HRM of art universities included the management element as include decision-making, communication and feedback, performance management system, salary, promote and reward, environment, people – oriented, cooperation and geographical factors

Human resource management guideline to effectiveness enhancing for the art universities in Liaoning Province is driven by "The guideline effective HRM of the art universities under EHRM model " Influencing factors " stands for both external factors and internal factors of context; "Facilitation of HR practice by KM" stands for Input Human resource management, includes careers, professional skills, training, professional development etc; "Effective HRM of the art universities" stands for processing in management tools, the strategies to be followed such as decision-making, communication and feedback, performance management system, promote and reward, etc.: "Art university context" stands for Art university context, with other factors of effective human resource management is the core of this study. "Goal" stands for management, effective human resource management can maximize the outcome, attract high-level talents, improve the university ranking, and improve the quality of teaching, that the effective human resource management in Liaoning University of Arts.

Recommendation

Recommendation for Policies Formulation

1. Motivation in the Salary: In an external environment of a market economy, universities need to offer competitive salary packages if they are to acquire external high-level talent and retain existing internal talent. This includes salary, benefits and social security. The salary package, together with the incentive mechanism and performance appraisal management, guarantees the university's needs for the introduction, development, and retention of talents in three latitudes.

2. Develop the system in the employment: Employment is the main way to import talents into the university. The current employment system of Liaoning University of Arts for teachers and management positions cannot attract high-level talents and needs to be further improved. The employment system needs to be competitive, open, and fair.

Recommendation for Practical Application

1. Incentive mechanism; to enhance the motivation and efficiency of employees and to promote institutional development, faculty development, and innovation development.

2. Performance appraisal management: reasonable quantitative appraisal standards are set for teaching, research, management, and other work.

3. Instructors can obtain actionable performance standards in their work. Reasonable and perfect performance appraisal management can promote employees' self-restraint and self-promotion and reduce the input and difficulty of human resource management. It lays the foundation for further

developing a transparent and reasonable promotion system.

4. Professional characteristics: relying on the professional characteristics of the arts is an important factor that is concentrated in all aspects of this study. The degree of matching for professional characteristics in the existing human resource management system of art universities in Liaoning Province still needs to be improved.

Recommendation for Further Research

1. Focus with the president of university with the point of policy reform for human resource management

2. A practical discipline, art majors have distinctive uniqueness in their teaching and research. The other components of effective human resource management in universities derived from this study need to be matched with professional characteristics in order to be part of effective human resource management in art universities. Professional characteristics, as one of the components of effective HRM in art universities, interact with other components.

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Administrative Competency Development for Deans of Jiaying University at Meizhou City, under Guangdong Province

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ABSTRACT

The objectives of this study were to develop a competency model for the dean of Jiaying University and to propose guidelines for improving the administrative competency for the dean. The study was a mixed methods study.The instruments used for data collection were semi-structured interviews, questionnaires, and focus group discussions. The data were analyzed and validated using Exploratory Factor Analysis (EFA) with mean and standard deviation and Confirmatory Factor Analysis (CFA). The results of the study showed that 1) the executive competency model for the dean of Jiaying University consisted of 4 main variables, 12 sub-variables, and 66 items. There were 4 main variables including leadership awareness, functional competency, communication competency, and behavior. 2) The focus group discussions yielded 29 guidelines for improving the administrative competency of the dean of Jiaying University, including 4 guidelines for leadership awareness development, 6 guidelines for functional competency development, 16 guidelines for communication competency development, and 3 guidelines for behavioral development.

KEYWORDS: Administrative competency development, Dean, Jiaying university, Guangdong Province

Introduction

With the rapid development of China's economy, China's higher education was becoming more and more popular and popular, and the disciplines of universities were becoming more and more extensive and detailed, and many super universities had emerged. In 2010, China promulgated the National Medium and Long-term Education Reform and Development Outline (2010-2020), which proposed to improve the quality of higher education and talent cultivation; to improve the level of scientific research and enhance the social service capability of universities; and to avoid the homogeneity of universities. They should be able to avoid homogeneous school running and optimize the operation mechanism of schools.

The 21st century is the era of information development. As the scale of higher education in China continues to expand, so does the scale of development of universities. It is based on the current development of Chinese universities that the importance of university management is highlighted. Due to the diversified

development of Chinese universities and the differentiated development of university management at present, it is necessary to further improve the administrative management of universities because it is more difficult for university administrators to communicate with teachers and students and the management of universities is more complicated.

The contemporary university governance system in China was established based on the Western university model, which generally adopts the college system of governance. The college system can effectively assume the management functions of departments and majors in the three-tier management system of school-department-professional that was in place before the 1990s in China. It plays the leading role of academics in the management platform, and promotes the crossover, penetration and integration between disciplines and majors, realizes the optimal combination of disciplines, promotes the construction and development of key disciplines and majors, and completes the construction and coordinated development of disciplinary clusters.

The power system of Chinese colleges and universities mainly includes four types of power: 1) political power under the leadership of the Party Committee (Party General Branch), 2) administrative power under the responsibility of the dean, 3) academic power represented by professors, and 4) democratic supervision power with the participation of staff and student representatives. In the vertical structure, each power body is responsible to the relevant power organization at the higher level, and horizontally, each power body within the college should check and coordinate with each other to maintain the healthy operation of the college. In terms of the exercise of administrative power, the dean is the main administrative head of the college. The dean must properly and actively deal with various relationships inside and outside the college, safeguard the collective interests of faculty and students, and ensure the healthy development of the college's business. The dean of the college is one of the key factors in achieving the goals of educational management, and the decision making, quality, and efficiency of the dean have a significant impact on the development of the school and the college.

Currently, the literature on creating a dean competency model or developing executive competencies for deans is sparse or unsystematic and inadequate. It is worthwhile to examine which key competencies are appropriate for deans, which key dean competencies are currently lack, and how these key competencies should be developed. As a faculty member at Jiaying University, Researcher interested in this research for a good instrument for the administrators of Jiaying University, especially for the deans of the school. It can identify which competencies they already have and which ones they need to improve and develop, and it can also be a great benefit to the university college administration.

Purposes

The objectives of this study were to develop a competency model for the deans of Jiaying University and to propose guidelines for improving the administrative competency for the dean. There are 3 research purposes: (1) To explore the competencies for deans at Jiaying university; (2) To develop the competencies model for deans at Jiaying university, and (3) To propose guidelines for improving the administrative competencies of deans at Jiaying university in Meizhou city

under Guangdong Province, the People's Republic of China.

Benefit of Research

This research has the following benefits: (1) Help university deans determine where they stand in terms of competency and what they need to improve to enhance their competency; (2) Assist universities in achieving scientific management; (3) It provides the basis for management training in universities.

Research Process

This research used mixed research methods and included the following steps:

Step 1: A literature review and semi-structured interviews with 5 key informants were conducted to determine the expected competency factors of the dean.

Step 2: Distribute questionnaires, a minimum sample size of 368，conduct data analysis and validation, and develop a dean's administrative competency model.

Step 3: Establish focus group discussions by purposive sampling of 9 experts in educational administration to propose a dean's competency development guidelines.

Population and Sample

The population and samples for each phase are as follows:

Phase 1: This phase consists of two parts. (1) documents related to administrative competencies (from textbooks, relevant research, and research articles); and (2) five key informants from the educational administration who have at least 20 years of administrative experience.

Phase 2: The target population for this phase of the questionnaire survey was a total of 1,436 faculty members and administrators at Jiaying University. The minimum sample

size was determined to be 368 using proportional stratified sampling technique.

Phase 3: The sample for this phase was educational administrative specialists. A purposive sample of nine educational administrative specialists with at least 15 years of work experience was conducted.

Instruments

The research used the following Instruments:

(1) Interviews in semi-structure
(2) Questionnaire
(3) Focus group

Data analysis

This research adopts qualitative research methods and quantitative research methods, and the steps of data analysis are as follows:

Phase 1: Content analysis of data collected from the literature and receipts collected from semi-structured interviews with 5 key informants.

Phase 2: Use the results form the first phase of the study. The data were analyzed and validated using Exploratory Factor Analysis (EFA) with mean and standard deviation and Confirmatory Factor Analysis (CFA).

Phase 3: The educational administrative experts set up focus group discussions to discuss the results of the second phase of the study. Data collected by researchers and discussed by overall experts.

Data Analysis Results
Stage 1

The researcher was informed by the following literature. Viphoouparakhot, V. (2024). Walaiporn (2021), Rao Yuting, Vorachai Viphoouparakhot, Nitwadee Jirarotephinyo (2023)Nebraska (2021), Yin(2020), Ju & Ling(2020), Phichamol (2019), Xu& Tian(2018), David &

Robbin(2018), Simon(2015), Somsak (2015), Adéle (2013), Ingrid (2011), Smith& Wolverton (2010), Wei& Hong(2010), Boyatzis(2008), Jones (2008), Gu (2007), Wallin (2006), Naquin & Holton (2006), Townsend (1997) .A summary of the literature identified 4 main variables and 12 sub-variables, including.

1. Awareness of leadership, including the following indicators:

    (1) Development Awareness

    (2) Thinking Awareness

    (3) Action Awareness

2. Functional Competency, including the following indicators:

    (1) Organizational Planning Competency

    (2) Functional Management

    (3) Style

3. Communication Competency, including the following indicators.

    (1) Knowledge Reserve

    (2) Communication Technology

    (3) Interpersonal Communication Competency

4. Behavior, including the following indicators:

    (1) Moral and Quality

    (2) Personality Charisma

    (3) Treating Subordinates

Using the variables collected in the literature, the researcher developed a conceptual framework and conducted semi-structured interviews with 5 key informants, who have more than 20 years of administrative experience at Jiaying University. The results of the interviews were found to be consistent with the results obtained from the researcher's literature review.

Stage 2

1. The researcher used the results of the first phase of the study to design a questionnaire with a total of 110 questions.

The validity of the questionnaire was checked by five experts, and 66 items scored above 0.60. So, these 66 questions are valid for the next step of the study.

2. Reliability testing was performed before the questionnaire was officially distributed. The internal consistency of the questionnaire was examined by testing the reliability of each part of the scale. Cronbach's alphas were 0.955, 0.942, 0.961, and 0.931, all above 0.7. This directly confirms that the internal consistency of the questionnaire is relatively high and therefore can be used as an appropriate research instrument for this study.

3. By analyzing the date using descriptive statistical analysis, the arithmetic means of the 12 sub-variables were 3.450, 3.227, 3.255, 3.708, 3.547, 3.561, 3.444, 3.454, 3.757, 3.554, 3.724, and 3.617. This indicates that these 12 sub-variables have a moderate or high level on dean's administrative competency.

The values of standard deviation ranged from 0.912 to 1.391, indicating that the data distribution was relatively concentrated and suitable for factor analysis.

It is usually considered that when the absolute value of skewness is less than 3 and the absolute value of kurtosis is less than 7, it indicates that the sample basically conforms to the normal distribution.

The skewness values of this study ranged from -0.832 to 0.047, and the kurtosis values ranged from 0.021 to 1.027, so it can be considered that the large sample survey data of each measurement question in this study basically met the critical value requirement.

4. Exploratory Factor Analysis. When using factor analysis for validity analysis, the first step is to determine whether the conditions for factor analysis are met. Generally, two conditions need to be met: one is that the KMO value needs to be greater than 0.7; the other is that the significance of Bartlett's sphericity test is less than 0.05. If these two conditions are met, it means that there is a strong correlation between the observed variables, which is suitable for factor analysis.The KMO values for the four

main variables in this study are 0.923, 0.923, 0.941, and 0.915, significantly greater than the standard 0.70, and all significance sig values are 0.000, thus demonstrating the correlation between the variables. Table 1-4 shows the validity analysis results by SPSS.

Table1 Results of the validity analysis of leadership awareness

Variables	Title item	Ingredients		
		1	2	3
Development Awareness	DA1	0.793	0.242	0.232
	DA2	0.749	0.241	0.156
	DA3	0.705	0.200	0.238
	DA4	0.777	0.286	0.161
	DA5	0.782	0.244	0.153
	DA6	0.710	0.212	0.299
	DA7	0.834	0.181	0.145
Thinking Awareness	TA1	0.304	0.777	0.162
	TA2	0.239	0.791	0.101
	TA3	0.221	0.759	0.144
	TA4	0.227	0.714	0.245
Action Awareness	AA1	0.271	0.224	0.804
	AA2	0.213	0.158	0.846
	AA3	0.217	0.158	0.804
KMO		0.923		
Bartlett's test		3014.646(sig=0.000)		
characteristic value		6.970	1.417	1.340
variance contribution rate		32.254	19.931	17.294
accumulative contribution rate		32.254	52.186	69.480

Table2 Results of functional competency validity analysis

Variables	Title item	Ingredients		
		1	2	3
Organizational Planning Competency	OPC1	0.790	0.140	0.106
	OPC2	0.775	0.172	0.065
	OPC3	0.781	0.103	0.132
	OPC4	0.758	0.241	0.169
	OPC5	0.707	0.302	0.160
	OPC6	0.745	0.210	0.172
	OPC7	0.761	0.185	0.148
Functional Management	FM1	0.088	0.719	0.127
	FM2	0.160	0.679	0.178
	FM3	0.212	0.714	0.170
	FM4	0.140	0.784	0.106
	FM5	0.243	0.709	0.138
	FM6	0.184	0.723	0.161
	FM7	0.260	0.709	0.129

		1	2	3
	Style1	0.182	0.177	0.815
Style	Style2	0.165	0.223	0.773
	Style3	0.205	0.234	0.760
KMO		0.923		
Bartlett's test		3055.771(sig=0.000)		
characteristic value		7.058	2.182	1.346
variance contribution rate		25.909	23.843	12.518
accumulative contribution rate		25.909	49.752	62.269

Table3 Results of validity analysis of communication competency

Variables	Title item	Ingredients		
		1	2	3
	KR1	0.255	0.137	0.736
	KR2	0.163	0.263	0.677
	KR3	0.032	0.229	0.724
Knowledge reserve	KR4	0.206	0.194	0.727
	KR5	0.216	0.233	0.679
	KR6	0.144	0.180	0.816
	KR7	0.123	0.270	0.764
	CT1	0.298	0.735	0.249
	CT2	0.177	0.671	0.223
	CT3	0.234	0.685	0.222
Communication Technology	CT4	0.210	0.738	0.253
	CT5	0.214	0.734	0.187
	CT6	0.218	0.716	0.248
	CT7	0.226	0.781	0.224
	ICC1	0.793	0.250	0.167
	ICC2	0.697	0.252	0.129
Interpersonal Communication Competency	ICC3	0.692	0.270	0.082
	ICC4	0.778	0.194	0.206
	ICC5	0.761	0.150	0.212
	ICC6	0.728	0.303	0.156
	ICC7	0.736	0.102	0.161
KMO		0.941		
Bartlett's test		4387.999(sig=0.000)		
characteristic value		9.055	2.353	1.711
variance contribution rate		21.100	20.781	20.589
accumulative contribution rate		21.100	41.881	62.470

Table4 Results of the analysis of the validity of the behavior.

Variables	Title item	Ingredients		
		1	2	3
Moral quality	MQ1	0.168	0.243	0.813
	MQ2	0.230	0.225	0.772
	MQ3	0.179	0.175	0.794
	MQ4	0.187	0.239	0.864
Personality Charisma	PC1	0.832	0.190	0.164
	PC2	0.724	0.334	0.214
	PC3	0.751	0.241	0.120
	PC4	0.752	0.248	0.246
	PC5	0.812	0.183	0.181
Treating subordinates	TS1	0.277	0.712	0.279
	TS2	0.267	0.734	0.110
	TS3	0.179	0.744	0.197
	TS4	0.241	0.700	0.218
	TS5	0.187	0.746	0.235
KMO		0.915		
Bartlett's test		2905.781(sig=0.000)		
characteristic value		6.672	1.656	1.287
variance contribution rate		24.468	22.448	21.759
accumulative contribution rate		24.468	46.916	68.675

5. Confirmatory Factor Analysis. The standardized factor loadings of the question items under each variable in this study are above 0.5, indicating that each observed variable can explain its latent variable to a large extent. The combined reliability CR is greater than 0.8, which is significantly higher than the standard 0.7, so the observed variables under each dimension can explain the dimension well. are AVE values being above the standard value of 0.5, suggesting that the results of the study have good convergent and discriminant validity. Table 5-8 shows the analysis results of convergent validity of 4 variables. CR and AVE meet the standards.

Table5 Results of convergent validity analysis of leadership awareness

Variables	Title item	Factor loading	S.E.	T-value	P	CR	AVE
Leadership Awareness	DA	0.857				0.824	0.611
	TA	0.784	0.083	9.344	***		
	AA	0.695	0.059	9.166	***		
Development Awareness	DA1	0.843				0.921	0.625
	DA2	0.759	0.043	17.031	***		
	DA3	0.726	0.043	15.969	***		
	DA4	0.817	0.044	19.057	***		
	DA5	0.800	0.043	18.443	***		
	DA6	0.763	0.045	17.156	***		
	DA7	0.818	0.040	19.092	***		
Thinking	TA1	0.818				0.834	0.558

Variables	Title item	Factor loading	S.E.	T-value	P	CR	AVE
Awareness	TA2	0.742	0.064	14.467	***		
	TA3	0.708	0.057	13.711	***		
	TA4	0.714	0.059	13.854	***		
Action Awareness	AA1	0.851				0.844	0.644
	AA2	0.815	0.060	16.277	***		
	AA3	0.738	0.058	14.795	***		

Table6 Results of functional competency convergent validity analysis

Variables	Title item	Factor loading	S.E.	T-value	P	CR	AVE
Functional Competency	OPC	0.712				0.786	0.550
	FM	0.785	0.129	7.193	***		
	Style	0.726	0.135	7.615	***		
Organizational Planning Competency	OPC1	0.755				0.904	0.573
	OPC2	0.740	0.066	14.291	***		
	OPC3	0.736	0.072	14.213	***		
	OPC4	0.789	0.069	15.352	***		
	OPC5	0.754	0.066	14.596	***		
	OPC6	0.764	0.069	14.822	***		
	OPC7	0.759	0.065	14.704	***		
Functional Management	FM1	0.650				0.876	0.503
	FM2	0.656	0.092	10.846	***		
	FM3	0.733	0.112	11.875	***		
	FM4	0.748	0.113	12.063	***		
	FM5	0.726	0.099	11.783	***		
	FM6	0.717	0.105	11.673	***		
	FM7	0.730	0.102	11.833	***		
Style	Style1	0.755				0.778	0.540
	Style2	0.713	0.079	11.637	***		
	Style3	0.735	0.082	11.849	***		

Table7 Results of convergent validity analysis of communication competency

Variables	Title item	Factor loading	S.E.	T-value	P	CR	AVE
Communication Competency	KR	0.714				0.820	0.606
	CT	0.893	0.165	8.851	***		
	ICC	0.714	0.128	9.054	***		
Knowledge reserve	KR1	0.737				0.894	0.548
	KR2	0.713	0.067	13.344	***		
	KR3	0.689	0.068	12.874	***		
	KR4	0.732	0.066	13.723	***		
	KR5	0.709	0.066	13.280	***		
	KR6	0.810	0.068	15.258			

Variables	Title item	Factor loading	S.E.	T-value	P	CR	AVE
	KR7	0.782	0.071	14.710	***		
Communication Technology	CT1	0.815					
	CT2	0.672	0.049	13.797	***		
	CT3	0.710	0.054	14.796	***		
	CT4	0.776	0.051	16.639	***	0.902	0.569
	CT5	0.731	0.049	15.362	***		
	CT6	0.745	0.055	15.762	***		
	CT7	0.818	0.051	17.878	***		
	ICC1	0.832					
	ICC2	0.706	0.051	14.913	***		
	ICC3	0.689	0.050	14.428	***		
Interpersonal Communication Competency	ICC4	0.796	0.052	17.590	***	0.900	0.563
	ICC5	0.754	0.053	16.306	***		
	ICC6	0.777	0.050	17.005	***		
	ICC7	0.685	0.050	14.328	***		

Table8 Results of behavioral convergent validity analysis

Variables	Title item	Factor loading	S.E.	T-value	P	CR	AVE
Behavior	MQ	0.764	0.102	9.446	***		
	PC	0.889	0.146	9.208	***	0.828	0.619
	TS	0.695					
Moral quality	MQ1	0.838					
	MQ2	0.754	0.058	16.522	***	0.888	0.666
	MQ3	0.742	0.057	16.139	***		
	MQ4	0.917	0.052	21.421	***		
Personality Charisma	PC1	0.815					
	PC2	0.797	0.065	16.898	***		
	PC3	0.724	0.060	14.926	***	0.889	0.616
	PC4	0.791	0.064	16.743	***		
	PC5	0.794	0.062	16.832	***		
Treating subordinates	TS1	0.788					
	TS2	0.708	0.062	13.621	***		
	TS3	0.704	0.057	13.533	***	0.851	0.533
	TS4	0.712	0.061	13.705	***		
	TS5	0.735	0.063	14.216	***		

6. Structural equation model fit test. The results of the main path of the model are shown in Figure1, based on the structural equation model fitness test indicators: the ratio of cardinal degrees of freedom NC should be between 1-3; asymptotic residual mean square and square root RMSEA (Residual mean square error of approximation) value should be between 0.05-0.08, if lower than 0.05 means that the fitness is very good. The value of GFI is generally considered to be greater than 0.9, and it is acceptable if it is above 0.8; the value of CFI is greater than 0.9; the value of TLI is above 0.9; the sample size is generally considered to be greater than 200. The cardinality to degrees of freedom ratio

x²/df=2.740 in this study is less than 3. FI=0.946, AGFI=0.913, greater than 0.8. IFI=0.953, TLI=0.935, CFI=0.953, greater than 0.9, RMSEA=0.069. All values in this study meet the statistically required criteria, indicating that indicating that the operational fitness of the model in this study is good.
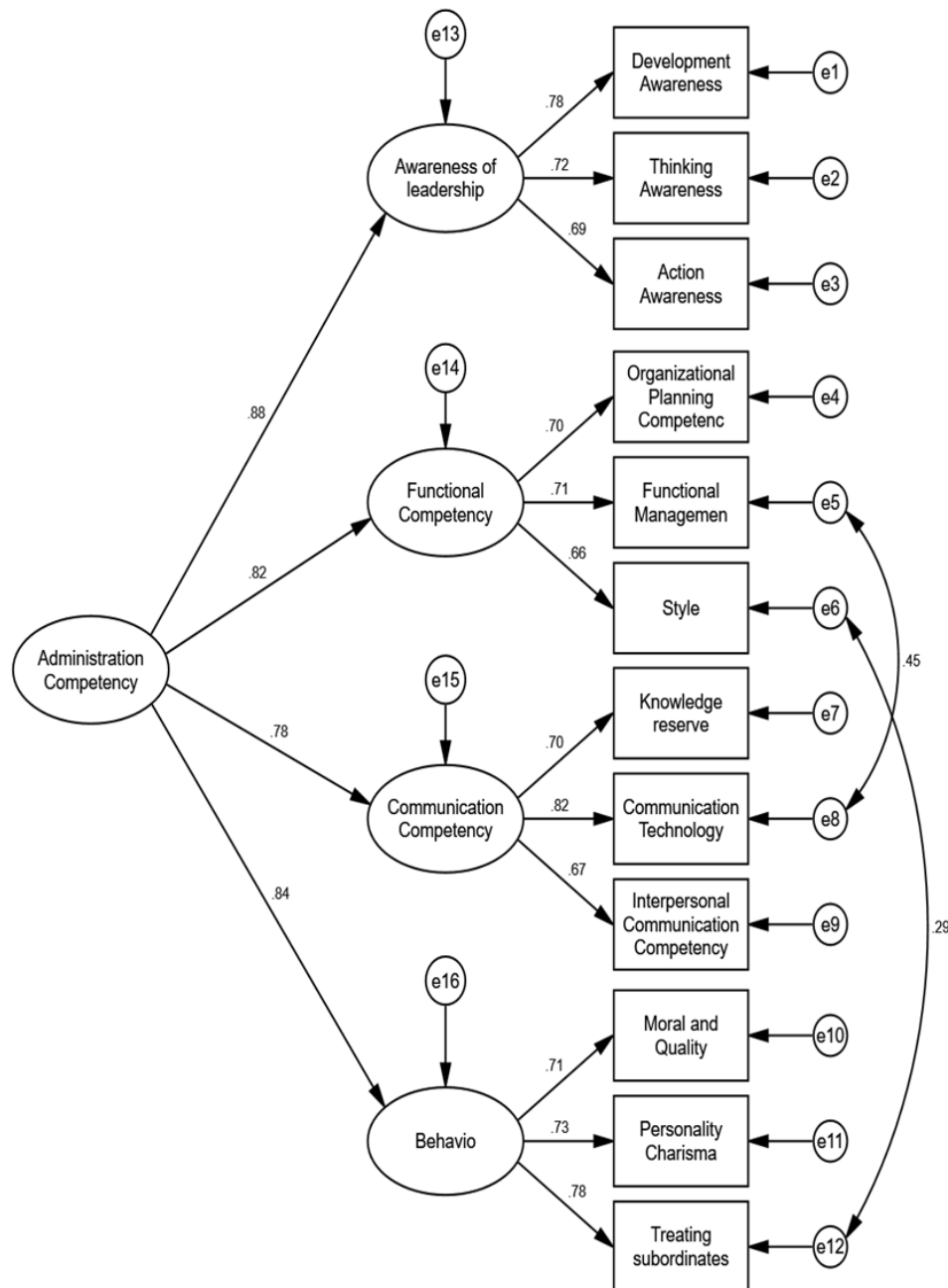

Figure 1 Results of the structural equation model diagram of the dean's administrative competency (Researcher)

Data analysis and validation were used to obtain indicators of the dean's administrative competency, including the following components.
1) Awareness of leadership

(1) Development Awareness
DA1 Learning awareness
DA2 Service awareness
DA3 Cultural Identity awareness
DA4 Policy Understanding
DA5 Globalization awareness
DA6 Developing awareness of others
DA7 Self-awareness
(2) Thinking Awareness
TA1 Strategic thinking awareness
TA2 Creative thinking awareness
TA3 Critical thinking awareness
TA4 Conceptual thinking
(3) Action Awareness
AA1 Proactive awareness
AA2 Motivation awareness
AA3 Commitment
2) Functional Competency
(1) Organizational Planning Competency
OPC1 Organizational competency
OPC2 Planning competency
OPC3 Coordination competency
OPC4 Time management
OPC5 Contingency management
OPC6 Team management
OPC7 Risk identification and management
(2) Functional Management
FM1 Financial Competence
FM2 HRM
FM3 Instructional management
FM4 Employee management
FM5 Academic management
FM6 Performance management
FM7 Project management
(3) Style
Style1 Transformative leadership
Style2 Situational leadership
Style3 Goal-oriented leadership
3) Communication Competency
(1) Knowledge reserve
KR1 Knowledge of stabilization systems
KR2 Personal academic ability
KR3 Political quality
KR4 Legal knowledge
KR5 Professional practice competencies

KR6 Competence in acquiring information
KR7 Computer knowledge and skills
(2) Communication Technology
CT1 Competence in written expression
CT2 Language skills
CT3 Listening
CT4 Reading comprehension
CT5 Negotiation qualities
CT6 The art of presentation
CT7 Facilitating meetings
(3) Interpersonal Communication Competency
ICC1 Interpersonal skills, adaptability, handling skills
TCC2 Conflict management
ICC3 Balancing administration power and academic power
ICC4 Focus on external stakeholders
ICC5 Communicating competency
ICC6 Building an interpersonal
ICC7 Building an electronic Information engagement platform
4) Behavior
(1) Moral and Quality
MQ1 Professional ethics and values
MQ2 Humility
MQ3 Integrity
MQ4 Sense of responsibility
(2) Personality Charisma
PC1 Emotional intelligence
PC2 Openness to experience
PC3 Self-confidence
PC4 Vision
PC5 Good physical and mental qualities
(3) Treating subordinates
TS1 Compassion and Care
TS2 Empathy
TS3 Planning a vision for subordinates
TS4 Inclusion
TS5 Guidance
The Dean's Administrative Competency Model is shown in Figure 2.
Stage 3
This phase was a qualitative study. Using the results form the second phase of

the study, the researcher invited nine experts to create focus groups and conduct discussions. These nine experts were from Jiaying University and were experts in educational administration, all with more than 15 years of administrative experience, and all of these experts had achieved some success in the field they were managing.
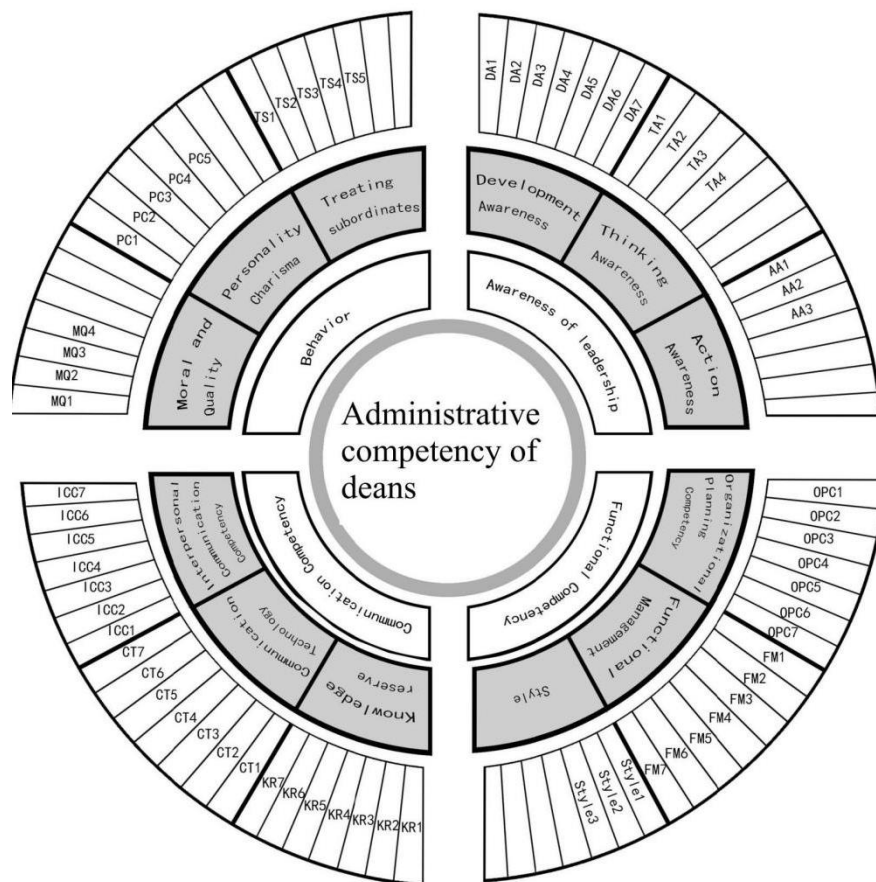

Figure 2 Administrative Competency Model for Deans

Based on the structure of the discussions, the researcher collected them and classified them using documentary analysis to identify guidelines for the development of deans' administrative competencies. There are four recommendations for the development of the dean's leadership awareness: (1) keeping up with the times and improving leadership literacy; (2) using the art of leadership; (3) using power correctly and learning to innovate; and (4) strengthening leadership awareness. There are six recommendations for the development of the functional competency of the dean: (1) research on the educational environment and active participation; (2) management with scientific management theories; (3) improving professional competence and leadership; (4) having legal knowledge; (5) being able to select talents for sustainable development; and (6) improving the art of leadership. There are 16 recommendations for the development of the dean's communication competency: (1) building a knowledge base; (2) learning to listen; (3) smiling; (4) looking at the other person squarely; (5) asking for help; (6) don't lose heart; (7) the desire to perform; (8) finding topics; (9) avoiding heated arguments; (10) respecting the opinions of others; (11) expressing yourself; (12) networking; (13) improve reading ability; (14) improve presentation skills; (15) Relationship with superiors; and (16) use of social resources. There are three suggestions for the

development or improvement of the dean's behavior: (1) improve moral quality, study and self-discipline; (2) improve personality; (3) respect subordinates, support them, and infect followers with personality.

This thesis mainly adopts mixed research methods of quantitative research and qualitative research. The results of the study showed that (1) the executive competency model for the dean of Jiaying University consisted of 4 main variables, 12 sub-variables, and 66 items. There 4 main variables included leadership awareness, functional competency, communication competency, and behavior. (2) The focus group discussions yielded 29 guidelines for improving the administrative competency of the dean of Jiaying University, including 4 guidelines for leadership awareness development, 6 guidelines for functional competency development, 16 guidelines for communication competency development, and 3 guidelines for behavioral development.

Recommendation

1. Recommendations for policy development

1) Schools should encourage local governments to participate in the implementation of training programs for school administrators. Local governments can invest funds and technical support to hire famous education management experts and scholars to train deans and middle-level leaders/managers, hold lectures, and conduct regular training and assessment.

2) Schools should pay attention to the development of deans' administrative competency and give them more power to give them a sense of involvement and accomplishment. Regularly evaluate the performance results of the college, recognize and support the deans' contributions to the college, and implement a reward system.

3) Senior school leaders should identify gaps and make purposeful improvements based on their own school's situation.

4) Schools should establish learning organizations.

2. Recommendation for practical application

1) Jiaying University and similar universities can use the dean competency indicators derived from this study to develop leadership/management competencies of school administrators, as a basis for training administrators, as a basis for developing management courses, and as a basis for judging the degree of competency development.

2) Deans of universities should develop their awareness and thinking, develop the habit of thinking, and be bold and innovative.

3) University deans should establish good moral requirements and behavioral norms, be responsible, responsible and obligated, and learn to care for and understand their subordinates. Only by doing so will there be more followers and it will be conducive to improving functional management competency.

4) The dean should have good communication skills. Communication skills and knowledge base, behavioral norms, thinking consciousness is complementary, with a variety of comprehensive qualities, communication skills will naturally improve. The improvement of communication skills will naturally make the management smoother and more effective.

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Guidelines Development Model of Enhancing Graduate Attributes for Employability through Leadership Characteristics of Higher Vocational Education in Jiangmen

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ABSTRACT

The objectives of this research were 1) to study the current situation of graduate attributes affecting employability based on leadership characteristics of higher vocational education, 2) to develop the components for enhancing graduate attributes for employability based on leadership characteristics of higher vocational education in Jiangmen, and 3) to propose guidelines for enhancing graduate attributes for employability through leadership characteristics of higher vocational education in Jiangmen, the Republic's of China. This study employed a mixed method of research The scope of the research was drawn from three higher education colleges in Jiangmen, Guangdong Province. The sample size was determined by Krejcie and Morgan's table, obtained by simple random sampling method, with a total of 295 teachers conducting the questionnaire. A purposive sampling method was used to obtain three groups of 21 key informants for interviews. Purposive sampling was used to obtain nine experts for group discussions. The results of the research found that: 1) The influence of leadership characteristics of higher vocational education on graduates' employability at the present stage includes: technical skills, personality traits, attitudes and personal qualities. 2) The influence of leadership characteristics of higher vocational education in Jiangmen on improving graduates' employability includes technical skills, personality traits, attitudes and personal qualities. 3) The effective guidance of leadership characteristics of higher vocational education in Jiangmen to improve graduates' employability is mainly for the government, enterprises, higher education institutions and students.

KEYWORDS: Students' employability, employability improvement, higher vocational education, Jiangmen, Guangdong Province

Introduction

Vocational education in China, since the reform and opening in the 1980s, vocational education has provided strong talent and intellectual support for China's economic and social development. The framework of modern vocational education system has been comprehensively improved, and the ability to serve economic and social development and social attraction has been enhanced and basically realized. Zhang, Lihua & Liu,

Nan. (2020) provided favorable conditions for modernization and laid a good working foundation. As China enters a new stage of development, industrial upgrading and economic restructuring continue to accelerate, the demand for skilled personnel in various industries is becoming more and more urgent, and vocational education plays an increasingly important role for effectiveness management (Wang Yingjing, et.al.,2023).

The current development of vocational education can be summarized by achievements and problems. On the one hand, after the development since the reform and opening, vocational education has made great achievements. However, at the same time, colleagues in vocational education generally feel confused about the current development situation. Among the three major types of education: basic education, higher education and vocational education, the vocational education sector probably has the most profound understanding of the problems (Qiao, Jia., 2019).

The employability of college students refers to the "ability" of college graduates to realize their employment ideal, meet the needs of society and realize their own value in social life through the learning of knowledge and the cultivation of comprehensive quality during their school years, and this ability is a comprehensive inclusion of various abilities of students (Fu, Jianbo & Wang, Dong, 2020)

Based on the unbalanced development of vocational colleges nationwide, Jiangmen City in Guangdong Province, as a pioneer region in China's economic development, has certain foundation for high-quality development of higher vocational education.

Purposes

1. to study the current situation of graduate attributes affect to employability through leadership characteristics of higher vocational education.

2. to develop the component of enhancing graduate attribution for employability through leadership characteristics of higher vocational education in Jiangmen.

3. to propose guidelines for enhancing graduate attribution for employability through leadership characteristics of higher vocational education in Jiangmen, the Republic's of China.

Benefit of Research

The relevant research data and conclusions obtained from this study will help the governmental special department to reform and improve the educational leadership characteristics of the college; help enterprises, the largest terminal port to receive students, to further benefit; help the college to carry out professional construction under the guidance of the government, industry and enterprises, improve the teaching quality of the school in all aspects, and enhance the employability of students; help improve the workplace competitiveness of students and match the enterprises' employment It helps improve students' competitiveness in the workplace, match with the needs of enterprises, and provide a strong guarantee for students' overall development in the future, so that students can realize the value of their own lives while providing impetus for the development and progress of society and achieving a win-win situation for both society and individuals.

Research Process

Step1: Through content analysis of literature review and related studies and questionnaires to study current situation of graduate attributes affect to employability through leadership characteristics of higher vocational education.

Step2: Through interviews with the target population to develop the component of enhancing graduate attribution for employability through leadership characteristics of higher vocational education in Jiangmen.

Step3: Through focus group discussion to propose guidelines for enhancing graduate attribution for employability through leadership characteristics of higher vocational education in Jiangmen, the Republic's of China.

Population and Sample

According to research objective one, through content analysis of literature review and related studies and questionnaires to study current situation of graduate attributes affect to employability through leadership characteristics of higher vocational education.

According to research objective two, in-depth interviews were conducted with 21 key informants to develop the component of enhancing graduate attribution for employability through leadership characteristics of higher vocational education in Jiangmen.

According to research objective three, after focus group discussion and analysis of the results to propose guidelines for enhancing graduate attribution for employability through leadership characteristics of higher

vocational education in Jiangmen, the Republic's of China.

Instruments

1. Questionnaire
2. Interviews in semi-structure
3. Focus group (Purposive sampling was used to obtain nine experts)

Data analysis

(1) The data from the questionnaire were analyzed for content, in terms of frequency.

(2) Content analysis of the data from in-depth interviews with frequency.

(3) The panel discussion was moderated by the researcher on Guidelines

Development Model of enhancing Graduate Attribution for Employability through Leadership Characteristics of Higher Vocational Education in Jiangmen".

(4) The experts spoke freely and voluntarily in the discussion.

Conclusion and discussion

1. The results of data analysis of the questionnaire for improving the employability of graduates from higher vocational institutions in Jiangmen, Guangdong Province. To improve the students' vocational literacy, the quality evaluation of students' employability development was conducted by using a 5-level evaluation scale with the following quality evaluation criteria.

1) The results of data analysis of the questionnaire to study current situation of graduate attributes affect employability through leadership characteristics of higher vocational. The quality evaluation by using a 5-level evaluation scale with the following quality evaluation criteria. the highest mean score is Q (55) technical

skills ($\overline{x}$ = 4.67), followed by Q (6) personality traits ($\overline{x}$ = 4.55), Q (40) attitudes ($\overline{x}$ =4.53) and Q (12) personal qualities ($\overline{x}$ =4.52).

2) For the results of the interviews, the researcher summarized the contents of the interviews obtained in the order of the five frequencies of the 21 executives as follows:

2.1 technical skills (19)
2.2 Personality Traits (19)
2.3 attitudes (18)
2.4 personal qualities (17)

3) From the results of the nine expert focus groups, the researcher summarized the results obtained from the interviews in the order of highest frequency as follows.

3.1 Improving teaching quality and career guidance. (6)

3.2 Improving entrepreneurship and employability. (6)

3.3 Integration of training mechanisms through joint training. (5)

3.4 Good employment concept. (5)

3.5 Joint training of colleges and companies. (4)

3.6 Integrated training in cooperation between students, colleges, companies and government. (4)

3.7 Course content reform. (4)

This study takes improving the employability of higher vocational education students in Jiangmen City as the starting point, and further explores the interrelationship among four aspects: individuals, vocational colleges, enterprises and government based on the triple helix. Government departments mainly provide building support, enterprises further expand the scope of cooperation, vocational colleges enrich the pathways, and students strengthen self-management, these four parts should be fully combining external, internal engagement, joint research and inquiry, in order to be more conducive to the improvement of student employability.
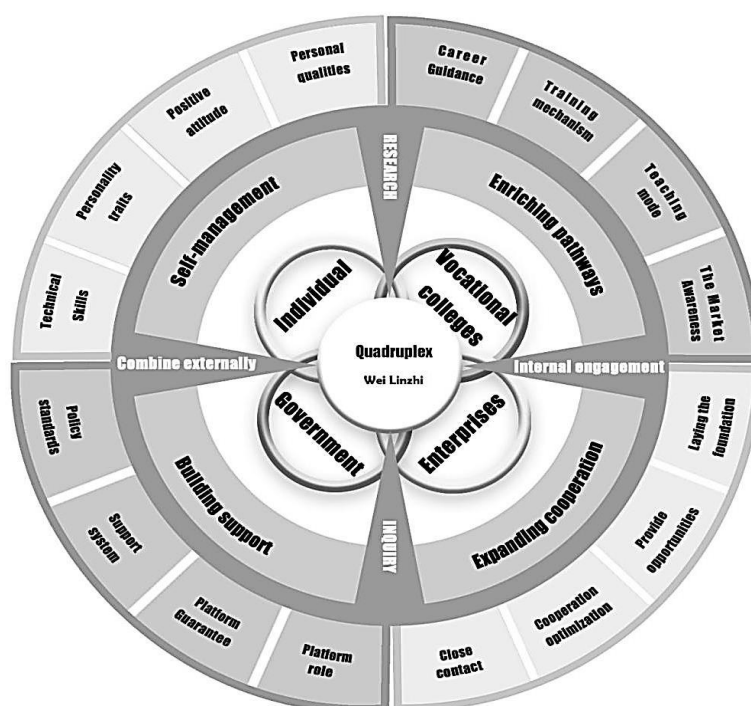

Figure 1: Wei Linzhi' mentoring model for improving graduates' employability through leadership traits in higher vocational education in Jiangmen

The main characteristics of the employment situation of higher vocational graduates are the employment is oriented to the first line of production, management and service, the employment is narrow, the employment relies on school-enterprise cooperation and order-based training mode, and the employment competitiveness of higher vocational graduates is low. song Huang, Yao. (2019) also analyzed the requirements of improving the employability of higher vocational college graduates according to the severe employment environment and the current situation of employability The necessity of improving the employability of graduates from higher education institutions is also analyzed according to the requirements of the severe employment environment and the current situation of employability: deviation of career orientation and lack of career planning; lack of solid theoretical foundation and professional skills; lack of team spirit and interpersonal skills; weak self-management ability and the ability to resist temptation and frustration need to be strengthened; their own quality is not compatible with the requirements of the employment market and the adaptability of the workplace needs to be improved. However, after considering the actual situation, we find that the role of higher education institutions in the process of cultivating talents' employability is limited, and schools are unilaterally incapable of doing a good job in this difficult educational task. In fact, the concept of employability is very broad, and improving the employability of higher education students requires the joint efforts of all parties in society (Huang, Bi Zhu, 2017).

In recent years, while the number of students graduating from higher vocational colleges and universities is increasing, the employment rate is also steadily improving. However, at the same time, there are a series of problems such as low job relevance, low salary, poor employment stability and low employment satisfaction, which restrict the realization of students' self-worth, hinder the progress of China from a big country of vocational education to a strong country, and seriously affect the effective operation of enterprises, labor market and even the whole national economy. Facing the current realistic problems, China is bound to shift from the basic satisfaction of employment scale to the higher pursuit of employment quality, to realize the high-quality employment of students in higher vocational colleges and universities, so that they can better serve the economic construction and provide strong support to build a moderately prosperous society in all aspects, so the key to the problem lies in how to improve the employability of higher vocational students (Ouyang, He., 2018).

To improve the employability of college students, it is necessary to combine different elements and structural levels of college students' employability and put forward suggestions to adapt to each element of employability. Zhu Peng (2015) proposed that the key issue is how to improve college students' employability. Then, based on the analysis of the current situation of the employability of college students in China, the reasons for the lack of employability of college students are further explored and combined with the educational model of combining professional education with quality education, entrepreneurial education with practical opportunities, and counseling and guidance throughout, this concept to

support the main point as the same Li, Dan. (2021) on teaching management, which is adopted by European and American institutions to train college graduates to become quasi-professionals.

The relationship between higher education institutions and the regional economy is currently on the rise, and the government's guidance during this period is very important. To achieve good interaction between colleges and universities and regional economy, the government should establish the scientific concept of harmonious development of regional economy and colleges and promote the interaction between various colleges and universities and regional economy. Cao Cao, Yongqing, & Zhang, Qian (2021). Showed in practice, the key to improving the employability of students in colleges and universities is to build a multi-subject cooperation among government, schools, society and college graduates, etc. employability education model. Relevant government departments should strengthen policy guidance and implement laws and regulations related to improving college students' employability; colleges and universities should explore specific ways to improve college students' employability in terms of both education and counseling; enterprises should actively participate in the process of college students' talent cultivation and establish a college students' employability cultivation mechanism with school-enterprise cooperation; college students should enhance their awareness of active employment, this main point to related support from Song, Guoxue (2018) and Li, Zhengjun (2019) to enhancement in the employability skills of students improve their core skills and strengthen their employability, this point to support evidence from Yan, Pan (2017).

This study takes as its starting point the factors that enhance students' employability and produces findings that are consistent with the above.

Recommendation
Recommendation in practice：

The level of self-cultivation of senior graduate students: enhancing the active consciousness and correcting the mentality of career selection. Students are the beneficiary subject of gaining employability improvement, and their own learning consciousness, action style and participation enthusiasm have a direct impact on the formation and improvement of employability. College students should make comprehensive self-cognition, career cognition and career orientation, and evaluate and adjust them according to the actual situation, strengthen their self-occupational planning ability, based on the development of career interest, career ability and their own personality characteristics, and establish correct career values. At the same time, college students should have a full understanding of the socio-occupational environment and be well prepared, and their career planning should be in line with the overall development law and not against reality.

Cultivation level of higher vocational colleges: enriching cultivation contents and paths. The cultivation and improvement of students' employability in higher vocational colleges is not equal to employment guidance, which is not carried out when college students are about to graduate and look for jobs, nor is it just a matter for the employment guidance department of higher vocational colleges but should be carried out throughout the whole process of higher education and involve the whole system of college students' talents cultivation. To cultivate

useful college students for the society and make them have the ability and quality to meet the needs of various industries, we must design the talent cultivation mechanism of higher vocational colleges and universities with social needs as the starting point, cultivate students' ability in multiple directions, and improve the cultivation content and training methods.

Policy recommendation：

Expand the field of school-enterprise cooperation. According to the law of market economy development and the inevitable trend of social development, enterprises are the biggest terminal port to receive students and the biggest beneficiary to cultivate students' employability. From this perspective, enterprises have the responsibility and obligation to cultivate students' employability. The joint participation of schools and enterprises in the process of cultivating talents for higher education is an important way to improve students' employability and keep them matching with the needs of society. Through school-enterprise cooperative education, the adaptation period of graduates entering enterprises is shortened, which provides a strong guarantee for students' future development. In addition, it also lays a solid foundation for students' career development.

Establish policy standards and support system. Improving students' employability, improving workers' employment quality, creating more employment opportunities for workers, improving the employment environment and adjusting the employment structure are the basic positioning of the government's work. By formulating relevant policies and thus providing necessary employment assistance to university graduates, it helps students who are interested in starting their own business to utilize social resources so that they can take advantage of relevant employment promotion policies, provide more employment opportunities and realize their dreams of starting their own business. Governmental actions play a programmatic role in the process of student employability development; by playing its functional advantages, the government matches cooperative schools with local enterprises, helps introduce funds, builds research platforms, increases higher education research topics, improves the research level of university teachers and enhances the R&D capability of enterprises.

This study takes the employability of students in higher education institutions as the main line and initiates a theoretical research and discussion on the problems and countermeasures to improve the employability of students in higher education institutions in Jiangmen from the perspective of management. Due to the limitations of the researcher, time and method, there are still shortcomings and regrets, but it also provides a direction for future research to go deeper and expand. There are the following suggestions for further research.

First, additional research could be conducted to assess the effectiveness of the guidelines developed through this model. This could involve evaluating the impact of specific interventions designed to improve graduate employability, such as leadership training programs, internships, or mentorship programs.

Second, further research could explore the role of technology in improving the employability of Jiangmen graduates. With the rapid evolution of technology, it is important to understand

how higher vocational education institutions are incorporating technological skills and competencies into their curricula to ensure that graduates are adequately prepared for employment.

Thirdly, future research could explore the role of industry partnerships in enhancing graduate employability. This could involve an investigation of the types of partnerships that vocational education providers in Jiangmen have established with industry, and how these partnerships contribute to the development of employability skills.

Finally, the study can also explore the potential impact of cultural factors on the employability of Jiangmen graduates. As a culturally diverse region, it is important to understand how cultural factors affect the development of leadership characteristics and the employability of graduates. Overall, further research in these areas can help strengthen the Guided Development Model for improving Graduate Employability through Leadership Traits in Higher Vocational Education in Jiangmen and inform the development of effective strategies for improving graduate employability in the region.

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1. Article Title in English
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    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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3. **Thimes 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.
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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.
7. Article's Sections should be divided as follows:

Research Article	Academic Article

- article's title in Thai and in English
- author's CV
  (name-surname/affiliation/E-mail
  address)
- abstract
- keywords
- introduction
- objectives
- hypotheses (if any)
- research benefits
- research methodology
  (samples/research instruments/analysis)
- research results and discussions
- recommendations
- acknowledgement (if any)
- references
	- article's title in Thai and in English
	- author's CV
	  (name-surname/affiliation/E-mail
	  address)
	- abstract
	- keywords
	- introduction
	- conclusion
	- recommendations
	- references

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     The abstract is a single paragraph, typically 200 to 300 words in length and should not include any citations. It outlines the aim(s), scope, method(s), results and conclusion of the paper.

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     Articles should have 15 A4 pages (including Thai and English abstracts and references). Top, left, bottom and right margins: 1 inch

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Table1 Font size and style

Section	Font Size (point)	Font Style
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address/E-mail	15	normal, flush left
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Source: …(of tables referred in the article)....

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(Smith & Wexwood, 2010)

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(Martin-Consuegra, Molina, & Esteban, 2007)

In subsequent citations, only use the first author's last name followed by "et al." in the signal phrase or in parentheses.

Martin-Consuegra et al. (2007)
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4.3 Six or More Authors

Use the first author's name followed by "et al." in the signal phrase or in parentheses.
Harris et al. (2001) or (Harris et al., 2001)

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When your parenthetical citation includes two or more works, order them the same way they appear in the reference list, separated by a semi-colon.

(Albright, Wayne, & Fortinbras, 2004; Gibson, 2011; Smith & Wexwood, 2010). or (Harris et al., 2001; Martin-Consuegra, Molina, & Esteban, 2007)

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Example: Lilienfeld, S. O., & Lynn, S. J. 2003. Dissociative identity disorder: Multiple personalities, multiple controversies. In S. O. Lilienfeld, S. J. Lynn, & J. M. Lohr (Eds.), **Science and pseudoscience in clinical psychology** (pp. 109–142). New York, NY: Guilford Press.

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