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Editor's Note

Dear All,

How are you doing?

I have read the little book by Margaret Clapp on Modern University in the nineteenth century with interest and would like to share it with you. The book was published by Cornell University Press in 1950. The contents are about the Nineteenth-Century Ideas of the University, Continental Europe by Paul Farmer; the English Ideas of the University in the Nineteenth Century by Charles C. Gillispie, and American Universities in the Nineteenth Century: The Formative Period by G.W. Pierson. The three papers read in Boston at the annual meetings in December 1949 of the American Historical Association.

In the 19th century, universities underwent significant transformations influenced by political, economic, cultural, and scientific changes. Universities were centers of elite education. The traditional roles of universities primarily served as institutions for educating the elite, often rooted in religious or classical education. The curriculum focused on classical studies, namely Greek, Latin, philosophy, and theology, with limited attention to the practical or scientific discipline.

In 1810, the University of Berlin was founded by Wilhelm von Humboldt, introducing a new model emphasizing the integration of teaching and research. This model spread across Europe and influenced American universities. European universities were closely tied to state agendas, particularly in Germany and France, which saw universities as instruments for national development. There was a growing focus on research-based specialization as an indicator of modern universities. Universities became key centers for scientific research, contributing to the Industrial Revolution and technological advancements.

In newly unified or established nation-states, universities became instrumental in fostering national identity and cultural heritage. Scholars at universities developed disciplines like history and philology, often tied to national narratives. For professional training role, professional faculties, such as medicine, law, and engineering gain prominence, addressing the needs of modernizing societies. Universities began training professionals necessary for administrative, legal, and technical roles in emerging nation states.

How universities in England, particularly Oxford and Cambridge, defined their roles in society during the nineteenth century. They established Collegiate Model - the traditional residential colleges were central to the English university system, with an emphasis on character formation and moral education over research, shaping gentlemen for leadership in public life. Curriculum still focused on classical studies, Latin, Greek, and philosophy. English universities were largely for the upper classes, and reform came slowly.

Movements in the late 19th century began advocating for expanded access to higher education for women, minorities, and the working class. The Morrill Act of 1862 led to the creation of land-grant universities in the United States, focusing on agriculture, engineering, and practical sciences. The idea of liberal education, emphasizing individual development and critical thinking, gained interest. Many universities transitioned from religious institutions to secular ones, reflecting broader societal shifts. By the end of the century, American universities, blending European traditions with innovative practices, began gaining global prominence.

The 19th century marked a pivotal era in redefining the university's role from exclusive institutions of classical learning to dynamic institutions fostering research, professional training, and societal progress. Each paper underscores how different cultural, philosophical, and political priorities shaped the university systems in those regions. Continental Europe emphasized research and state collaboration; England retained its classical and elitist traditions, while America forged a path that blended European influences with democratic and practical values. These distinctions laid the foundation for the diverse global landscape of higher education today.

Universities in the 21st century face numerous challenges as they adapt to a rapidly changing world. Those challenges stem from shifts in societal, technological, economic, and political landscapes, as well as evolving expectations from students, employers, and governments.

I hope you still find the teaching profession in higher education institutions rewarding and challenging. Addressing those challenges require innovative leadership, partnerships between academia and other sectors, and a commitment to adaptability and resilience in a dynamic world. APHEIT journal is a platform for Share and Learn. We value your contributions. Wish you all the best.

Merry Christmas and Happy New Year 2025

Manit Boonprasert, Ed.D

The Association of Private Higher Education Institutions of Thailand

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An Academic Management Model for Enhancing Students' Creativity in Calligraphy Learning at Universities in Guangdong Province

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Abstract

This study aimed to propose an academic management model for enhancing students' creativity in calligraphy learning at universities in Guangdong Province, the People's Republic of China. Employing a mixed-method approach, the research integrated both quantitative and qualitative methodologies. Key informants included 15 administrators and teachers involved in calligraphy education from 14 universities in Guangdong Province, selected through purposive sampling. Additionally, a focus group of 9 expert calligraphy educators and professors provided insights. Data collection involved semi-structured in-depth interviews and focus group discussions, with content analysis used for data interpretation. Findings indicated that the proposed academic management model consists of four interconnected components: (1) enhancing management efficiency based on student development theory, (2) curriculum system management, (3) teaching management, and (4) student activity management. These elements collectively engage stakeholders in improving university education practices.

KEYWORDS: Calligraphy learning; Enhancing students' creativity; Academic management; Universities; Guangdong Province.

Introduction

Calligraphy, as a traditional art and cultural heritage in China, has a long history. The enduring legacy of calligraphy art is closely tied to generations of calligraphy education. Calligraphy education not only enhances students' aesthetic abilities but also cultivates and improves their moral, intellectual, physical, and aesthetic qualities, contributing to the development of students' comprehensive skills (Zhang et al., 2021; Li & Wang, 2022).

With the deepening of economic globalization and educational reform, Chinese calligraphy education has entered a period of

significant development opportunities. In recent years, the increasing emphasis on calligraphy education by the government has led to the frequent issuance of relevant policy documents highlighting its importance in enhancing students' quality education. In 2021, the Office of the Academic Degrees Committee of the State Council issued a letter seeking opinions on the "Catalogue of Doctoral and Master's Degrees and Talent Training Disciplines" and its management measures, officially listing calligraphy and art as first-class disciplines. This milestone reflects years of efforts by professionals in the calligraphy field and marks a crucial step

forward for the discipline's development (Chen, 2021; Zhang et al., 2021).

However, these advancements pose new challenges for university administrators in adapting academic management practices to meet the upgraded status of calligraphy as a discipline. Following this elevation, universities must optimize existing academic management models for calligraphy majors, exploring new approaches to enhance students' creativity and cultivate outstanding talents to meet societal and national demands (Li et al., 2022). These initiatives align with the adjustments to subject catalogs and the broader promotion of the calligraphy discipline.

Currently, traditional academic management practices in universities are insufficient for cultivating innovative talents required in the modern era. The conventional approach emphasizes regulation and control of student behavior, often overlooking individual development needs. Furthermore, the past management models were simplistic and one-dimensional, failing to teach students according to their aptitudes and neglecting scientific and practical considerations in teaching. The lack of rational and need-based educational management structures affects academic efficiency and inhibits the development of students' creative awareness and innovation abilities, ultimately failing to realize the potential of university academic management (Wang et al., 2021; Zhang et al., 2021).

With the ongoing development and reform of higher education in China, improving academic management and enhancing student quality have become core themes of reform. Actively exploring academic management models that foster creativity in university students studying calligraphy is a vital trend in the discipline's development. To achieve sustainable academic management models, efforts must

focus on three key aspects: curriculum system management, teaching management, and student activity management. Academic management can serve as a link to integrate all stakeholders involved in educational processes, guided by the principles of student development theory (Li et al., 2022; Chen, 2021).

This study is motivated by the increasing importance of calligraphy as a cultural and educational discipline in China, particularly after its recognition as a first-class discipline by the Office of the Academic Degrees Committee of the State Council. With this elevation, universities in Guangdong Province that offer calligraphy majors are faced with new challenges and opportunities in academic management. Traditional academic management models, which emphasize regulation over creativity, are insufficient to meet the demands of cultivating innovative talents in the modern era. This study aims to address this gap by exploring academic management practices that enhance students' creativity in calligraphy learning. By focusing on four key aspects—management concepts, curriculum system management, teaching management, and student activity management—the study will propose a comprehensive academic management model tailored to the unique requirements of calligraphy education.

Benefit of Research

1. **Guidance for Academic Management:** The research provides a clear framework and practical recommendations for improving academic management practices in calligraphy education at universities in Guangdong Province.

2. **Enhancing Student Creativity:** By focusing on innovative approaches to curriculum, teaching, and activities management, the proposed model will empower students to develop creativity and

innovation in calligraphy, meeting the demands of modern educational and societal needs.

3. Policy and Practice Alignment: The findings will serve as a valuable reference for policymakers and university administrators to align academic management practices with national and regional priorities for cultural and educational development.

4. Sustainable Development: The proposed model emphasizes sustainable academic management, ensuring long-term growth and improvement in the quality of calligraphy education in Guangdong Province's universities.

Research Process

Step 1: Conduct a literature review and analyze related research to study the policies and current situation of academic management in universities, particularly focusing on calligraphy education in Guangdong Province.

Step 2: Develop semi-structured interview questions by analyzing the components of academic management, such as management concepts, curriculum system management, teaching management, and student activity management.

Step 3: Conduct in-depth interviews with 15 key informants, selected through purposive sampling. These informants include administrators and teachers engaged in calligraphy teaching from 14 universities in Guangdong Province.

Population and Sample

The research population consists of 96 administrators and teachers of calligraphy majors from 14 universities in Guangdong Province that recruited calligraphy students in 2022. This data was collected from the official websites of the universities and information provided by relevant personnel.

The sample for in-depth interviews includes 15 administrators and teachers actively engaged in calligraphy teaching across the 14 universities. These key informants were purposefully selected to provide in-depth insights for the study.

Instruments

1. Interviews in semi-structure
2. Focus group

Data analysis

1. Frequency Analysis: Perform a frequency analysis of the content from the in-depth interviews to identify key themes and patterns. Based on this analysis, develop a preliminary academic management model.

2. Focus Group Evaluation: Conduct focus group discussions facilitated by the researcher. These discussions involve the evaluation and scoring of the preliminary academic management model derived from the interview results.

3. Model Refinement: Collaboratively refine the draft academic management model through discussions between the researcher and a panel of experts. The final academic management model is proposed to enhance creativity in calligraphy learning for students at universities in Guangdong Province.

Conclusion and discussion

Based on the results of the in-depth interviews, the researcher summarized the frequency of responses for each academic management factor in the frequency based on guide of 15 key informants as follows:

1. Management Concept

1.1 Innovative management concepts and a student-oriented approach focused on serving students (13)

1.2 Management methods centered on serving students (12)

1.3 Innovative learning environments for students (12)

1.4 Work performance and management abilities of educational administrators (10)

1.5 Optimizing the organizational structure of management (10)

2. Curriculum System Management

2.1 Awareness of the curriculum system (10)

2.2 Scientific and rational design and organization of the curriculum system (12)

2.3 Scientific and reasonable course categories, sequencing, and time allocation (11)

2.4 Balancing the inheritance of tradition with innovative development (11)

2.5 Integration of interdisciplinary courses (11)

3. Teaching Management

3.1 Teaching plans emphasizing students' professional skills and comprehensive abilities (8)

3.2 New ideas and innovative teaching methods (10)

3.3 Improving the overall quality of teachers (12)

3.4 Enhancing communication and interaction between teachers and students (8)

3.5 Establishing a corresponding teaching evaluation mechanism (10)

4. Student Activity Management

4.1 Awareness of creating opportunities for student activities (10)

4.2 Guiding students toward comprehensive development (11)

4.3 Regular organization of calligraphy competitions, exhibitions, celebrity lectures, and similar activities for students (11)

4.4 Providing financial support for students' self-initiated academic activities or offering logistical convenience for activity venues (8)

4.5 Providing professional guidance for student activities (8)

Based on the in-depth interview results from 15 key informants, four main factors of the academic management model were identified. These factors form the academic management model for calligraphy learning aimed at enhancing student creativity at universities in Guangdong Province. The specific factors and indices are presented in Table 1 below.

Table 1: Academic management model factors for enhancing students' calligraphy creativity in universities in Guangdong Province

No.	Factors	Item	Factors for enhancing students' calligraphy creativity
1	Management concept	F1	Innovative management concept and working concept of student-oriented and serving students
		F2	Management way of serving students
		F3	Innovative learning environment for students
		F4	Work level and management ability of education management workers
		F5	Optimizing the management organization structure
2	Curriculum system management	F6	The awareness of curriculum system
		F7	Scientific and reasonable design and setting of the curriculum system
		F8	Scientific and reasonable categories, sequence and time proportion of courses
		F9	The relationship between inheriting tradition and developing innovation
		F10	The interdisciplinary courses
3	Teaching management	F11	Teaching plan to focus on professional skills and comprehensive ability of students
		F12	New ideas and methods of teaching
		F13	To improve the overall quality of teachers
		F14	To enhancing the communication and interaction between teachers and students
		F15	To establish corresponding teaching evaluation mechanism
4	Student activity management	F16	The awareness of creating opportunities for students activities
		F17	To guide the comprehensive development of students
		F18	To regularly organize calligraphy competitions, calligraphy works exhibitions, celebrity lectures and other activities for students
		F19	To provide financial support for students' spontaneous academic activities, or provide convenience for students on the activity site
		F20	To provide professional guidance for student activities

Based on the dimensional division and data analysis from a survey of 300 calligraphy administrators and teachers in Guangdong Province, an academic management model was constructed to

enhance students' calligraphy creativity at universities in Guangdong Province. Using confirmatory factor analysis (CFA), a draft academic management model was developed, as illustrated in Figure 1.

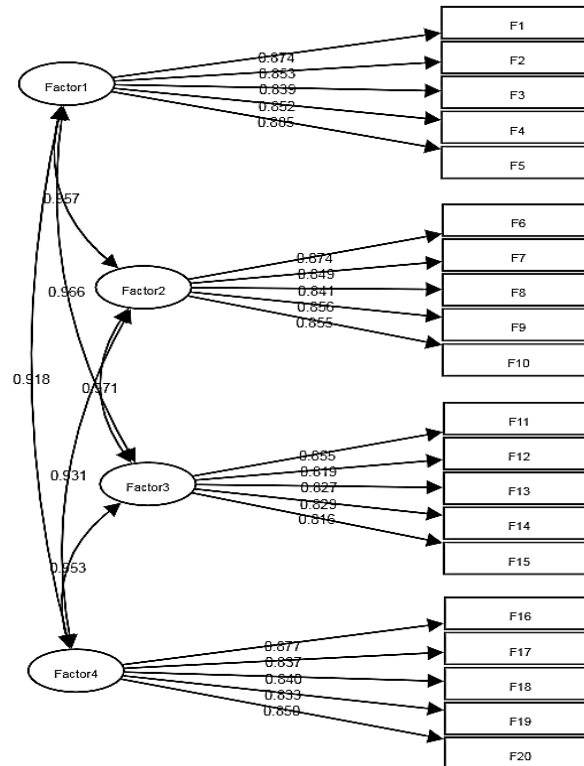


Figure 1: CFA model under standardized estimation

Table 2: Model evaluation index

Criteria	Threshold	Measure	Evaluate
RMSEA	<0.10	0.087	Passed
RMR	<0.05	0.012	Passed
CFI	>0.9	0.943	Passed
NFI	>0.9	0.919	Passed
NNFI	>0.9	0.933	Passed

1. Model fitting

As shown in Figure 1 and Table 2, all model evaluation criteria meet the minimum requirements. The model fits well with the empirical data and is accurate.

2. Quality of Index

In research, factor loadings are commonly used to represent the correlation between a factor and its measured items. As shown in Table 3, the absolute values of the standardized loading factors (Std. Estimate) are greater than 0.6 and exhibit significance, indicating a strong measurement relationship.

Table 3: Regression weights

Factor	Item	Coefficient of off-standard load (Coef.)	Std. Error	z (CR value)	Coefficient of standardized load (Std. Estimate)
Factor1	F1	1	-	-	0.874
	F2	0.997	0.049	20.363	0.853
	F3	1.016	0.052	19.735	0.839
	F4	0.961	0.047	20.324	0.852
	F5	1.058	0.048	21.976	0.885

Table 3: (cont.)

Factor	Item	Coefficient of off-standard load (Coef.)	Std. Error	z (CR value)	Coefficient of standardized load (Std. Estimate)
Factor2	F6	1	-	-	0.874
	F7	0.925	0.046	20.26	0.849
	F8	0.937	0.047	19.895	0.841
	F9	0.976	0.047	20.592	0.856
	F10	1.01	0.049	20.533	0.855
Factor3	F11	1	-	-	0.855
	F12	0.999	0.055	18.299	0.819
	F13	0.966	0.052	18.597	0.827
	F14	0.988	0.053	18.699	0.829
	F15	1.097	0.06	18.187	0.816
Factor4	F16	1	-	-	0.877
	F17	1.007	0.051	19.64	0.837
	F18	0.939	0.048	19.761	0.84
	F19	1.055	0.054	19.443	0.833
	F20	1.068	0.053	20.203	0.85

As shown in Table 3, the absolute values of the coefficients of standardized loadings (Std. Estimate) are greater than 0.8, exceeding the standard value of 0.6. Therefore, they exhibit significance, indicating a strong measurement relationship.

3. Quality of Factors

Average Variance Extracted (AVE) and Composite Reliability (CR) are commonly used for aggregate (convergent) validity analysis.

Table 4: Factor loading

Model AVE and CR value results		
Factor	Average Variance Extraction (AVE)	Combined Reliability (CR)
Factor1	0.741	0.934
Factor2	0.731	0.932
Factor3	0.688	0.917
Factor4	0.718	0.927

A confirmatory factor analysis (CFA) was conducted to evaluate the four factors and 20 measured items of the academic management model proposed in this study. As shown in Table 4, the AVE values for all four factors exceeded 0.5, and the CR values were above 0.7, indicating strong convergent validity for the data. These results confirm that the CR and AVE values for all factors

meet the minimum criteria, demonstrating the reliability of the measurement model.

Additionally, a panel of nine experts from the focus group provided valuable guidance and constructive suggestions for refining the academic management model in calligraphy education aimed at enhancing students' creativity in universities across Guangdong Province. The experts assessed both the individual factors of the academic

management model and the overall model, contributing to its comprehensive evaluation

and validation. See Table 5 and Table 6 below for details:

Table 5: Model factor evaluation results

Table 37. Model Factor Evaluation Results																					
Items	Management concept					Curriculum System Management					Teaching Management					Student Activities Management					Total 4-20
Degree	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	
NO.																					
1					✓					✓					✓					✓	19
2				✓						✓			✓						✓		15
3				✓						✓				✓					✓		17
4					✓					✓					✓					✓	19
5				✓						✓				✓					✓		16
6					✓					✓				✓					✓		18
7				✓						✓				✓				✓			15
8			✓							✓					✓				✓		17
9				✓						✓					✓					✓	18
Total	38					39					39					38					154
Mean	4.22					4.33					4.33					4.22					17.11
St. Points	80.56					83.33					83.33					80.56					
Note	The possible score range is 9-45; every factor median score is 27. The average total factor mean is 4.28.																				

As shown in Table 5, the experts rated the factors as follows: the total score for the evaluation of the management concept is 38 points, with an average score of 4.22; the curriculum system management received a total score of 39 points, with an average score of 4.33; the teaching management also received a total score of 39 points, with an average score of 4.33; and the student activity management received a total score of 38 points, with an average score of 4.22. The overall average score across all factor items is 4.28

Based on the established hundred-point scoring criteria—where scores are classified as unqualified ($X < 60$), basically qualified ($60 \leq X < 70$), qualified ($70 \leq X < 80$), good ($80 \leq X < 90$), and excellent ($90 \leq X \leq 100$)—the scores for the four factors of the academic management model (management concept, curriculum system management, teaching management, and student activity management) all exceed 80 points. This indicates that the experts rated the model factors as "good," affirming the model's validity and applicability.

Table 6: Model evaluation results

Degree NO.	1	2	3	4	5
1				✓	
2				✓	
3				✓	
4				✓	
5					✓
6				✓	
7					✓
8				✓	
9				✓	
Total:	38				
Standard points	80.56				
Mean:	4.22				
Note	The possible score range is 9-45 points; the median score is 27 points.				

The average expert evaluation score for the model is 4.22, with an overall expert score of 38 points. According to the established hundred-point scoring criteria, this corresponds to a score of 80.56 points, which exceeds 80, indicating that the overall evaluation of the model is "good."

Finally, through the evaluation conducted by the expert focus group, the academic management model was unanimously endorsed by all nine experts. The overall assessment of the model was deemed both "good" and "feasible," as illustrated in Figure 2.

Academic Management Model for Enhancing Creativity of Student

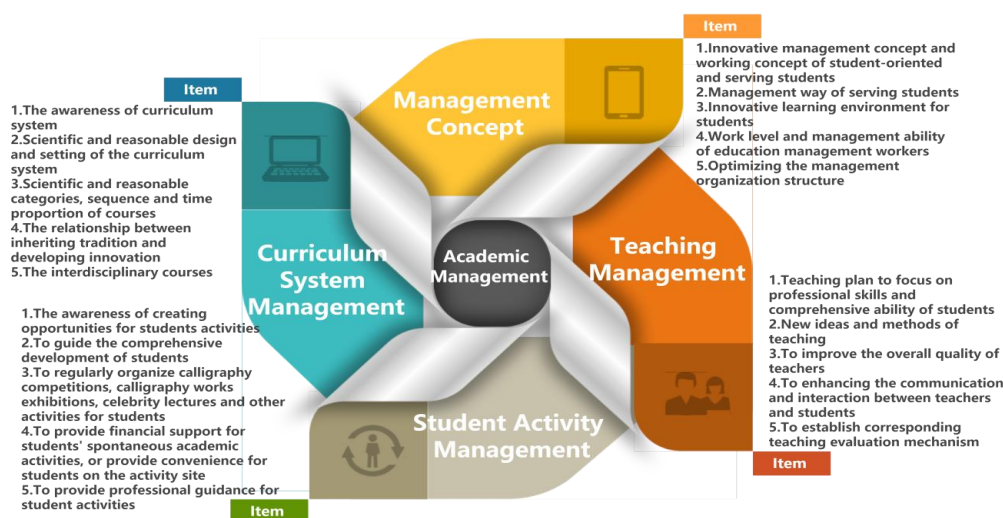


Figure 2: Tan Fengting's academic management model for calligraphy learning aims to enhance the creativity of students at universities in Guangdong Province.

Based on the proposed model, this study identified four factors and 20 analysis items from a comprehensive literature review and in-depth interview data. Using confirmatory factor analysis (CFA) and structural equation modeling (SEM), an academic management model for calligraphy learning was developed to enhance the creativity of students at universities in Guangdong Province.

This research aims to provide guidelines and references for academic management practices to enhance students' calligraphy creativity in Guangdong Province universities. By synthesizing insights from literature reviews and in-depth interviews with university administrators and teachers, the study aspires to facilitate the construction and sustainable development of an academic management model. Grounded in the principles of academic management, the proposed management concept is guided by the theory of student development and focuses on curriculum system management, teaching management, and student activity management. Academic management serves as a crucial link to integrate various stakeholders in university education.

The summary points are as follows:

1. Management Concept

Chinese university administrators should adopt and incorporate scientific management concepts, such as student development theory, to establish a student-centered and service-oriented approach. This transformation requires shifting work methods from merely managing students to serving them. Universities should recruit professional talents in educational management, innovate within existing frameworks, and create an enabling campus environment that fosters creativity and innovation. This aligns with optimizing organizational structures and cultivating high-quality, innovative talents (Zhang et al., 2021;

Chen, 2020). Advanced management concepts should guide and enhance practical academic management work.

2. Curriculum System Management

University administrators should evaluate the current learning models of calligraphy students, considering their learning content and personal development plans. Administrators need to arrange courses scientifically, prioritize interdisciplinary learning, and emphasize cultivating students' innovative abilities and comprehensive qualities (Liu et al., 2019; Johnson et al., 2020). This includes designing a curriculum system that promotes creativity and high-quality talent cultivation in calligraphy education.

3. Teaching Management

Administrators should study educational policies deeply, align their strategies with their university's resource characteristics, and focus on talent cultivation goals. Enhancing the quality of teaching staff, adopting innovative teaching methodologies, and respecting the individual development of students are critical. Interaction and communication between teachers and students should be strengthened, and effective teaching evaluation mechanisms should be established (Wang & Li, 2022; Smith et al., 2021).

4. Student Activity Management

Administrators should proactively create opportunities for students to engage in activities, such as organizing calligraphy competitions, exhibitions, and master lectures. Financial and logistical support should be provided for student-led activities, with a focus on comprehensive development, sound personality cultivation, and creative practical abilities (Zhao et al., 2023; Thompson & Jones, 2021).

This model emphasizes the integration of innovative academic management strategies, grounded in

theoretical and practical frameworks, to enhance the creativity of students in calligraphy learning at universities in Guangdong Province.

Recommendations

1. Recommendations for Policy Formulation

1.1 Supportive Policies for Calligraphy Education: Education departments at all levels should actively introduce relevant policies and implement systematic and comprehensive support measures for calligraphy education. These policies should focus on funding, infrastructure, and curriculum development.

1.2 Quality Assessment and Supervision: Teaching and research departments should prioritize the assessment and supervision of calligraphy education quality in universities to ensure alignment with national educational standards.

1.3 Strengthening Teaching Staff Development: education administrative departments should enhance efforts to build high-quality teaching teams in universities, providing professional training and development programs for calligraphy educators.

1.4 Encouragement of Societal Involvement: education administrative departments should encourage community organizations and individuals to organize calligraphy competitions, exhibitions, and cultural activities to promote engagement and appreciation for the art form.

2. Recommendations for Academic Management Practices in Universities

2.1 Management Concepts: University administrators should actively adopt and integrate scientific management concepts, such as student development theory, to create student-centered and service-oriented approaches in academic management.

2.2 Curriculum System Management: Administrators should design and implement a well-structured curriculum that organizes the sequence and time allocation of calligraphy courses scientifically and effectively, incorporating interdisciplinary elements to enhance innovation.

2.3 Teaching Management: Focus should be placed on adopting innovative teaching concepts and methodologies, ensuring respect for students' foundational skills and individual development needs. Effective teacher-student interaction and robust teaching evaluation systems should also be prioritized.

2.4 Student Activity Management: Administrators should proactively create opportunities for student participation in activities by organizing regular calligraphy competitions, exhibitions, and lectures by calligraphy masters. Resources such as funding and venues should be made readily available for student-led initiatives.

3. Recommendations for Further Research

3.1 Calligraphy Education Talent Pipeline: Future research should explore effective strategies for fostering collaboration between universities and primary and secondary schools to create practical channels for the development of calligraphy education talents.

3.2 Leadership Traits in Academic Management: Investigate the role and impact of leadership traits in academic management, particularly in shaping policies and practices that enhance calligraphy education.

3.3 University-Industry Collaboration: Examine the potential for stronger partnerships among universities, industry associations, and enterprise institutions to enhance the creativity and practical skills of university calligraphy students.

3.4 Employment Preparedness for Calligraphy Graduates: Explore strategies to improve the employability of calligraphy

graduates by aligning academic programs with labor market demands and offering career readiness training.

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The difference in achievement motivation based on planning, participation, diligence, responsibility, and endurance among Asia Pacific University students

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Abstract

This study aimed to examine achievement motivation levels based on planning, participation, diligence, responsibility, and endurance among students at Asia-Pacific International University and to compare differences across personal factors. The sample included 284 students, and data were collected using questionnaires. Statistical analyses, including descriptive statistics, T-tests, and one-way ANOVA with Scheffe's post hoc test, were applied. Results indicated that most respondents were aged 19–21, had GPAs between 2.51 and 3.00, and were first-year students in the Faculty of Arts and Humanities. Achievement motivation levels across all aspects were rated high (mean = 3.42–4.03). Significant differences were observed in responsibility based on gender, age, and GPA. Year of study influenced planning, diligence, responsibility, and endurance, while nationality affected planning and participation. Faculty differences were statistically significant across all aspects ($p < 0.05$). Notably, the Mission Faculty of Nursing demonstrated the highest motivation levels, underscoring the need for targeted interventions and faculty development programs to support lower-performing groups.

KEYWORDS: Achievement motivation, Planning, Participation, Responsibility, Personal factor

Introduction

Teaching and learning at the higher education level focuses on students' continuous self-development. Stimulating students' enthusiasm for continuous and constant learning is an important responsibility of the instructors so that they can take responsibility for self-learning, and self-reliance and become potential citizens of the country. Students must adjust their

learning behaviors to suit the teaching and learning system as well as have the ability to manage their time in higher education institutions. Reports have found that students often struggle with problems during their studies, such as time management, school life, academic difficulties, participation in activities, peer relationships, and so on. These problems will have an impact on students' academic performance, which may result in

lower grades than targeted (Alyami et al., 2021; Jiang et al., 2022). A key motivation for students to be able to adapt themselves and their behaviors to achieve academic success that has been recognized in literature is achievement motivation. It is the desire to accomplish something well by striving to meet a set standard of excellence, or by striving to compete with oneself and overcome obstacles. Motivating academic achievement is one way to encourage students to achieve higher academic achievement. Characteristics of students who are motivated to achievement are usually caused by intrinsic motives which are their needs, attitudes, ambitions, interests, and achievement motives, etc., and are also caused by extrinsic motives which are expectations and hopes of their parents or family, the learning atmosphere and the reputation of the institution studied (Oclaret, 2021; Davidovitch & Dorot, 2023). Achievement-motivated individuals are characterized by having a high sense of self-responsibility and effort to accomplish tasks, taking challenges and risks, choosing to do difficult things appropriate to their own strength, being energetic and diligent in doing new things, preferring to work in the midst of problems rather than running away from them, running to opportunities, having long-term plans as well as having the skills to organize work and follow up on their own performance, trying to make their own work better when knowing their level of work without looking for returns or rewards (Sudhimolibodhi, 2020).

The 6 most important areas of motivation for academic achievement are ambition, enthusiasm, risk-taking, self-responsibility, planning, and uniqueness (Zhou et al., 2022; Shengyao et al., 2024) in which these achievement motivations arise from the drive within a person, intrinsic motives, to accomplish something according to a set goal or standard. Achievement

Motivation is an important student motivation that is related to student effort. It is the extrinsically and intrinsically driven motivation of students to make a determined effort to achieve academic success. The students must achieve something by using determination, knowledge, experience, and expertise in order to overcome difficulties and achieve academic success leading to success in work and personal life. Achievement-motivated students have self-improvement goals, hard-working spirits, team-working spirits, and strong minds not to give up on problems and difficulties resulting in students expressing themselves, their thoughts, and feelings of desire for high academic performance and the desire to achieve success. In addition, achievement motivation is a force that encourages students to be ambitious, to try, and to persevere. Highly motivated students tend to persevere, work hard, plan, set high learning expectations, and try to overcome obstacles to achieve their academic goals (Shengyao et al., 2024). According to past research studies, achievement motivation affects student performance. The expectations of the students, the instructors, and parents affect student achievement motivation (Brillante et al., 2024; Siems-Muntomi et al., 2024). Therefore, motivation for academic achievement affects student achievement and parents' expectations towards students. The research gaps highlight a lack of focus on the specific sub-components of achievement motivation—planning, participation, diligence, responsibility, and endurance—within a multicultural university setting, particularly in higher educational institutions (Guo et al., 2024). Previous studies generalize the role of intrinsic and extrinsic motivators, without addressing how unique institutional factors like teaching methods, peer dynamics, and extracurricular activities influence motivation (Peng & Fu, 2021). Additionally,

there is limited exploration of how challenges such as time management and social integration interact with motivation to affect academic performance (Karimi & Sotoodeh, 2020). Finally, the practical application of achievement motivation insights in curriculum design and support services for diverse student populations remains under-researched (Lo, 2024).

Based on literature reviews and related research, as well as the current phenomenon that occurs, the researcher is interested in studying the level of achievement motivation in planning, participation, diligence, responsibility, and endurance of Asia-Pacific International University students and comparing the achievement motivation in planning, participation, diligence, responsibility, and endurance classified by personal factors to see whether there is a difference as the students of Asia-Pacific International University consist of students from different backgrounds and come from 36 different countries from all over the world. The results of this research will be used as basic information for instructors, administrators, and related personnel to use for teaching and learning management and to promote achievement motivation for students to become people who are eager to learn, constantly develop themselves, and are enthusiastic and determined to achieve their goals.

Objectives of the Research

1. To study the level of opinions on achievement motivation based on planning, participation, diligence, responsibility, and endurance among Asia-Pacific International University students.
2. To compare the differences in achievement motivation based on planning, participation, diligence, responsibility and endurance of

Asia-Pacific International University students classified by personal factors.

Literature Review

1. Planning

Planning refers to the ability of students to set clear academic and personal goals, organize their activities effectively, and allocate time and resources to achieve their objectives (Valente et al., 2024). It includes: (1) Setting Objectives: Identifying long-term and short-term goals that align with academic success. (2) Prioritization: Deciding which tasks to focus on and in what order. (3) Time Management: Creating schedules and adhering to deadlines for assignments and exams, and (4) Strategic Thinking: Developing methods to tackle academic challenges, such as preparing for exams or managing multiple projects (Alvarez Sainz et al., 2019; Alyami et al., 2021; Valente et al., 2024). Therefore, planning ensures students approach their education with structure, which reduces stress and increases their likelihood of academic success.

2. Participation

Participation involves actively engaging in academic and extracurricular activities. It signifies a student's willingness to contribute, collaborate, and learn in diverse settings (Kakungulu, 2024). Key aspects include: (1) Class Engagement: Regularly attending classes, asking questions, and contributing to discussions. (2) Teamwork: Collaborating with peers on group projects, study groups, or extracurricular initiatives. (3) Involvement in Activities: Taking part in clubs, sports, or events that promote holistic development, and (4) Proactiveness: Voluntarily seeking learning opportunities beyond what is required, such as internships or workshops (Peng, 2023; Javed & Srivastava, 2024). Then, participation fosters a sense of

belonging and helps students develop interpersonal and leadership skills.

3. Diligence

Diligence is the persistence and dedication students exhibit in completing their tasks despite obstacles. This dimension highlights their work ethic and resilience (DiNapoli, 2023). Key attributes include: (1) Perseverance: Continuously working towards goals, even in the face of setbacks or challenges. (2) Attention to Detail: Completing tasks with precision and thoroughness. (3) Consistency: Maintaining a steady effort over time rather than engaging in last-minute rushes, and (4) Intrinsic Drive: Deriving satisfaction from the process of learning and achieving (Alsultan et al., 2024). Therefore, diligence ensures that students put in the necessary effort to excel academically and personally.

4. Responsibility

Responsibility reflects the accountability students take for their actions, learning, and growth. This dimension emphasizes their sense of ownership over their education (Ordofa & Asgedom, 2022; Zheng, 2022). Components include: (1) Self-Management: Taking charge of their learning without relying excessively on instructors or peers. (2) Accountability: Owning up to mistakes and learning from them rather than deflecting blame. (3) Reliability: Fulfilling commitments, such as submitting assignments on time and participating in group tasks, and (4) Ethical Behavior: Acting with integrity in academic work, such as avoiding plagiarism or dishonesty (Stan, 2021; Stewart et al., 2023). Thereby, responsibility builds trust and cultivates discipline, enabling students to navigate their academic journeys effectively.

5. Endurance

Endurance pertains to a student's ability to sustain effort and enthusiasm over long periods, especially when faced with

difficulties (Han, 2021; Eryilmaz & Basal, 2024). It reflects their mental strength and perseverance. Characteristics include: (1) Emotional Resilience: Managing stress, anxiety, and pressure in a healthy manner. (2) Adaptability: Adjusting strategies or plans when faced with unexpected challenges. (3) Focus on Long-Term Goals: Staying motivated by keeping the bigger picture in mind, even during tedious or repetitive tasks, and (4) Consistency Under Pressure: Performing well in high-stakes situations, such as exams or competitions (Han et al., 2023; Hussain et al., 2023; Kovács & Szakál, 2024). Accordingly, endurance ensures that students remain committed to their goals and continue striving for success despite adversity.

These five dimensions collectively form a comprehensive framework for understanding achievement motivation. They encompass both cognitive and behavioral aspects that drive students to excel in academic and personal endeavors. By focusing on these areas, institutions can foster a well-rounded, motivated, and successful student body.

Research Methodology

1. Population

The population used in this study were students from Asia-Pacific International University, Muak Lek District, Saraburi Province who are studying in the academic year 2022, totaling 982 students (Office of Admissions and Records, 2023).

2. Sample group

From a total population of 982 students, the researcher used the Yamane sample size determination method at a confidence level of 0.95 and an endurance level of 0.05. The sample size to be used for this study is 284 students. The researcher uses a simple random sampling method which consists of the students from Faculty of Arts

and Humanities, Mission Faculty of Nursing, Faculty of Business Administration, Faculty of Theology, Faculty of Education, Faculty of Science, and Faculty of Information Technology of Asia-Pacific International University. The response rate of this research was 100%, as the researcher successfully collected all the data specified in the sample size.

3. Research variables

This research was to study the differences between achievement motivation in planning, participation, diligence, responsibility, and endurance by personal factors among Asia-Pacific International University students. Therefore, the variables used in the research are:

1. Independent variables were personal factors of Asia-Pacific International University students which are gender, age, cumulative grade point average, year of study, nationality, and faculty of study.

2. The dependent variable is achievement motivation consisting of 5 aspects: planning, participation, diligence, responsibility, and endurance.

4. Tools used in research

The tool used in this research was a questionnaire created by the researcher from relevant documents and research results. The closed-ended questionnaire was divided into two sections as follows:

Part 1: Personal factors are comprised of 6 items which are gender, age, cumulative grade point average, year of study, nationality, and faculty studying. The nature of the question is a multiple-choice answer (Checklist).

Part 2 Achievement Motivation consisted of 5 aspects with 25 items distributed as the following: 5 items of planning, 5 items of participation, 5 items of diligence, 5 items of responsibility, and 5 items of endurance. Adapted from the research

of Chaisiri et al. (2020), part 2 of the questionnaire has a rating scale with 5 levels of answers to choose, from Likert Scale, in which 5 equals to the highest level, 4 equals to a high level, 3 equals to a medium level, 2 equals to a low level, and 1 equals to the least level. Interpretation of achievement motivations in planning, participation, diligence, responsibility, and endurance of Asia-Pacific International University students was used equally in all grades (Vanichbuncha, 2002) in which the mean value of 4.21 - 5.00 means the highest level, the mean value of 3.41 - 4.20 means the high level, the mean value of 2.61 - 3.40 means the medium level, the mean value of 1.81 - 2.60 means the low level and the mean value of 1.00 - 1.80 means the least level.

5. Determination of the accuracy and reliability of the tools

The tool used to collect data in this study was validated by examining the Index of item objective congruence (IOC) from three experts. The IOC for each item ranged from 0.67-1.00. After that, the questionnaire was used to find the reliability of the tool by experimentally collecting data from a sample group that was similar to the sample to be studied. It was found that there was a reliability value by calculating the value of Cronbach's Alpha (α) that equals to 0.90. Cho and Kim (2015) said that if the tool used to collect data has a Cronbach's Alpha (α) value greater than 0.70, then such a tool has high confidence, and it can be used to collect data from real samples. Therefore, the researcher has brought a tool designed to collect data from a defined sample of 284 people and calculate the reliability value by calculating the value of Cronbach's Alpha (α) and it was found to be equal to 0.93, which showed that the tool had a confidence value in accordance with the statistical conditions.

6. Data analysis and statistics used

Data analysis Software packages were used for data processing and data analysis. Statistics used for data analysis consisted of: 1. Frequency and percentage were used for measuring the personal data of Asia-Pacific international students 2. The analysis of the arithmetic mean (Mean), and standard deviation (S.D.) were used for measuring the achievement motivation for planning, participation, diligence, responsibility and endurance of Asia-Pacific International University students 3. The statistics used for the achievement motivation test in planning, participation, diligence, responsibility, and endurance by personal factors among Asia-Pacific International University students were the t-test and one-way ANOVA. If statistically

significant differences were found, then the pairwise differences were tested using Scheffe's method.

Research Results

The results showed that most of the students who responded to the questionnaire were female, 185 students, representing 65.1%; aged between 19 years - 21 years, 150 students, representing 52.8%; with a cumulative GPA between 2.51 - 3.00, 89 students, representing 31.3 %; majority of them studying in their first year numbering 122 students, representing 43.0 %; having Thai nationality, 179 students, representing 63.0%, and are studying in the Faculty of Arts and Humanities, 110 students, representing 38.8 %, as shown in Table 1.

Table 1: Personal Factor Information

Personal Factors		Sample Size (284)	Percentage (%)
Gender	Male	99	34.9
	Female	185	65.1
Age	Below 18	14	4.9
	19 - 21 years old	150	52.8
	22 - 24 years old	86	30.3
	25 years and above	34	12.0
GPA	Below or equals 2.50	60	21.1
	2.51 – 3.00	89	31.3
	3.01 – 3.50	77	27.1
	3.51 – 4.00	58	20.5
Year of Study	Year 1	122	43.0
	Year 2	48	16.9
	Year 3	92	32.4
	Year 4	22	7.7
Nationality	Thai	179	63.0
	Foreigners	105	37.0
Faculty studying at	Faculty of Arts and Humanities	110	38.8
	Mission Faculty of Nursing	62	21.8
	Faculty of Business Administration	48	16.9
	Faculty of Theology	6	2.1
	Faculty of Education	37	13.0
	Faculty of Science	12	4.2
	Faculty of Information Technology	9	3.2

1. Results from a study of the achievement motivation of Asia-Pacific International University students

From the study of achievement motivation in planning, participation, diligence, responsibility, and endurance by personal factors among Asia-Pacific International University students, it was found that the mean value was at a high

level ($\bar{x} = 3.80$), with the achievement motivation for planning having the highest mean value ($\bar{x} = 3.95$) was at a high level. It was found that the achievement motivation for diligence having the lowest mean ($\bar{x} = 3.42$) was at a high level as shown in Table 2.

Table 2: Achievement motivation levels in planning participation, diligence, responsibility, and endurance of Asia-Pacific International University students

Achievement Motivation	Mean	Standard Deviation	Level
Planning	3.95	0.67	High
Participation	3.75	0.72	High
Diligence	3.42	0.68	High
Responsibility	4.03	0.71	High
Endurance	3.84	0.71	High
Total	3.80	0.57	High

2. Comparison results of achievement motivation of Asia-Pacific International University students classified by individual factors

2.1 Gender Results of the study of achievement motivation in planning, participation, diligence, responsibility, and endurance of Asia-Pacific International University students by gender using an independent t-test analysis showed that different genders of Asia-Pacific International University students had significantly different achievement

motivations for responsibility at the 0.05 level ($p < 0.05$). Statistics show that females have a higher level of achievement motivation in responsibility ($\bar{x} = 4.14$) than males. Males had achievement motivation in responsibility at a high level ($\bar{x} = 3.82$). In addition, it was found that the different genders of Asia-Pacific International University students did not have different achievement motivations in planning, participation, diligence, and endurance as shown in Table 3.

Table 3 : Comparison of achievement motivations in planning, participation, diligence, responsibility, and endurance by gender

Achievement Motivation	Male (n=99)		Female (n=185)		t	p
	\bar{X}	S.D.	\bar{X}	S.D.		
Planning	3.90	0.67	3.98	0.67	-1.02	0.31
Participation	3.69	0.71	3.79	0.73	-1.07	0.29
Diligence	3.43	0.68	3.42	0.69	0.08	0.94
Responsibility	3.82	0.69	4.14	0.70	-3.70	0.00*
Endurance	3.78	0.68	3.86	0.72	-0.91	0.36

2.2 Age Results of the study of achievement motivation in planning, participation, diligence, responsibility, and endurance of Asia-Pacific International University students by age using a one-way ANOVA test showed that different ages had different achievement motivations for responsibility at a statistical significance of 0.05 ($p > 0.05$). Therefore, the pairwise differences were tested by Scheffe's method and found that there was no difference.

Therefore, it can be concluded that Asia-Pacific International University students of different ages had no difference in achievement motivation for responsibility. The data analysis also found that Asia-Pacific International University students of different ages did not have different achievement motivations in planning, participation, diligence, and endurance as shown in Table 4.

Table 4 : Comparison of achievement motivations in planning, participation, diligence, responsibility, and endurance by age

Source of Variance	F	P
Planning	1.90	0.13
Participation	1.10	0.35
Diligence	0.12	0.95
Responsibility	3.56	0.02*
Endurance	0.91	0.44

2.3 Grade Point Averages Results of the study of achievement motivation in planning, participation, diligence, responsibility, and endurance of Asia-Pacific International University students classified by GPA using a one-way ANOVA test showed that different GPAs had a statistically significant difference in achievement motivation for responsibility at 0.05 ($p > 0.05$). Scheffe's method was used to test pairwise differences. It was found that students with a GPA of 2.51 – 3.00 and students with a GPA of 3.51 – 4.00 had different levels of responsibilities. The students with a GPA of 2.51 - 3.00 had

responsibility at the high level ($\bar{x} = 3.93$) which was lower than students with a GPA of 3.51 - 4.00 which had their responsibility at the highest level ($\bar{x} = 3.93$). Therefore, it can be concluded that Asia-Pacific International University students with different GPAs had different level of achievement motivations for responsibility. The results of data analysis also found that Asia-Pacific International University students with different grade point averages did not have different achievement motivations in planning, participation, diligence, and endurance as shown in Table 5.

Table 5: Comparison of achievement motivation for planning, participation, diligence, responsibility, and endurance classified by GPAs

Source of Variance	F	P
Planning	0.07	0.98
Participation	1.37	0.25
Diligence	1.69	0.17
Responsibility	3.17	0.03*
Endurance	1.71	0.17

2.4 Year of Study Results of the study of achievement motivations in planning, participation, diligence,

responsibility, and endurance of Asia-Pacific International University students by year of study using a one-way ANOVA test

showed that students with different years of study had different achievement motivations for planning, diligence, responsibility, and endurance at a significant value of 0.05 ($p > 0.05$). Then, it was tested for pairwise differences by Scheffe's method. It was found that students studying in the first year and the third year had different levels of planning. It was found that first-year students had achievement motivation in planning at a high level ($\bar{x} = 4.01$), which was higher than third-year students who had planning at a high level ($\bar{x} = 3.77$). The students studying in the first year and the third year had different achievement motivations in diligence. It was found that the first-year students' diligence was at a high level ($\bar{x} = 3.59$), which was higher than students who were studying in the third year who had

diligence at a high level ($\bar{x} = 3.21$). Students studying in Year 1, Year 3, and Year 4 had different achievement motivations in responsibilities. It was found that first-year students had achievement motivations in responsibility at a high level ($\bar{x} = 3.59$), which was higher than third-year students who had responsibility at a high level ($\bar{x} = 3.21$), and fourth-year students who had responsibility at a high level ($\bar{x} = 3.30$). The pairwise test of students studying in different years found that there was no difference in the achievement motivation for endurance. It showed that students studying in different years had no difference in achievement motivation for endurance. In addition, it was found that students studying in different years had no difference in achievement motivation for participation as shown in Table 6.

Table 6: Comparison of achievement motivation for planning, participation, diligence, responsibility, and endurance classified by GPAs and year of study

Source of Variance	F	P
Planning	5.49	0.00*
Participation	2.24	0.08
Diligence	6.18	0.00*
Responsibility	12.88	0.00*
Endurance	2.99	0.03*

2.5 Nationality Results of the study of achievement motivation in planning, participation, diligence, responsibility, and endurance of Asia-Pacific International University students by nationality using an independent t-test analysis showed that Asia-Pacific International University students with different nationalities had significantly different achievement motivations in planning and participation at the 0.05 level ($p < 0.05$). From the statistical analysis, it was found that students of Thai nationality had a high level of achievement motivation in planning ($\bar{x} = 4.04$) which is higher than foreign students.

The foreign students had achievement motivation in responsibility at a high level ($\bar{x} = 3.79$). Thai students had achievement motivation in participation at a high level ($\bar{x} = 3.95$) which is higher than foreign students. Students with foreign nationalities had achievement motivation for responsibility at a high level ($\bar{x} = 3.42$). It was also found that students from different nationalities of Asia-Pacific International University did not have different achievement motivations for diligence, responsibility, and endurance as shown in Table 7.

Table 7: Comparison of achievement motivations for planning, participation, diligence, responsibility, and endurance classified by GPAs and nationality

Achievement Motivation	Thai (n=179)		Foreigners (n=105)		t	p
	\bar{X}	S.D.	\bar{X}	S.D.		
Planning	4.04	0.56	3.79	0.79	2.85	0.00*
Participation	3.95	0.58	3.42	0.82	5.77	0.00*
Diligence	3.47	0.61	3.35	0.79	1.46	0.15
Responsibility	4.07	0.69	3.98	0.75	1.02	0.31
Endurance	3.88	0.67	3.77	0.76	1.25	0.21

2.6 Faculties Results of the study of achievement motivations in planning, participation, diligence, responsibility, and endurance of Asia-Pacific International University students classified by faculties studying by using a one-way ANOVA test showed that different faculties had different achievement motivations in planning, participation, diligence, responsibility, and endurance at a significant value of 0.05 ($p > 0.05$). Therefore, the pairwise differences were tested by Scheffe's method. It was found that:

(1) Planning: Students studying in the Faculty of Arts and Humanities had different achievement motivations in planning from the nursing students of Mission Faculty of Nursing. The nursing students of the Mission Faculty of Nursing were different from the Faculty of Business Administration. Students who were studying in the Faculty of Nursing were different from the Faculty of Information Technology. The students studying in the Mission Faculty of Nursing had the highest achievement motivation in planning ($\bar{x} = 4.38$), which was higher than the students in the Faculty of Arts and Humanities, Faculty of Business Administration, and Faculty of Information Technology ($\bar{x} = 3.83$, $\bar{x} = 3.69$ and $\bar{x} = 3.58$, respectively).

(2) Participation: Students studying in the Faculty of Arts and Humanities had different achievement motivations in participation from the nursing students at the Mission Faculty of Nursing. The students of the Mission Faculty of Nursing are different from the Faculty of Business Administration. The students of the Mission Faculty of Nursing are different from the students of Faculty of Education. The students of the

Mission Faculty of Nursing were different from the students of the Faculty of Science and nursing students from the Mission Faculty of Nursing were different from the students of the Faculty of Information Technology. The students studying in the Mission Faculty of Nursing had the highest achievement motivation in participation ($\bar{x} = 4.21$) which is higher than students in the Faculty of Arts and Humanities, Faculty of Business Administration, Faculty of Education, Faculty of Science, and the Faculty of Information Technology ($\bar{x} = 3.78$, $\bar{x} = 3.37$, $\bar{x} = 3.63$, $\bar{x} = 3.45$ and $\bar{x} = 3.22$, respectively).

(3) Diligence: Students studying in the Faculty of Arts and Humanities had different achievement motivations in diligence from the students of the Mission Faculty of Nursing and students who are studying in the Mission Faculty of Nursing were different from the students of the Faculty of Business Administration. The students who were studying in the Mission Faculty of Nursing had the achievement motivation in diligence at a high level ($\bar{x} = 3.87$) which was higher than the students in the Faculty of Arts and Humanities, and the Faculty of Business Administration ($\bar{x} = 3.24$ and $\bar{x} = 3.38$, respectively).

(4) Responsibility: Students studying in the Faculty of Arts and Humanities had different achievement motivations in responsibility from the students of the Mission Faculty of Nursing. The students of the Mission Faculty of Nursing were different from the students of the Faculty of Business Administration. The students who are studying in the Mission Faculty of Nursing are different from the students studying in the Faculty of Information Technology. The

students studying in the Mission Faculty of Nursing had the highest achievement motivations in planning ($\bar{x} = 4.55$), which was higher than the students in the Faculty of Arts and Humanities, Faculty of Business Administration, and the Faculty of Information Technology ($\bar{x} = 3.82$, $\bar{x} = 3.83$ and $\bar{x} = 3.67$, respectively).

(5) Endurance: Students studying in the Faculty of Arts and Humanities had different achievement motivation in endurance from the students of Mission Faculty of Nursing. The students of the Mission Faculty of Nursing were different

from the Faculty of Business Administration. The students who were studying in the Mission Faculty of Nursing were different from the students of the Faculty of Information Technology. The students studying in the Mission Faculty of Nursing had the highest achievement motivation in endurance ($\bar{x} = 4.26$), which was higher than the students in the Faculty of Arts and Humanities, Faculty of Business Administration, and the Faculty of Information Technology ($\bar{x} = 3.69$, $\bar{x} = 3.71$ and $\bar{x} = 3.31$, respectively), as shown in Table 8.

Table 8: Comparison of achievement motivations in planning, participation, diligence, responsibility, and endurance classified by GPAs and by faculties under study

Source of Variance	F	P
Planning	7.68	0.00*
Participation	9.25	0.00*
Diligence	6.77	0.00*
Responsibility	10.01	0.00*
Endurance	6.28	0.00*

Discussion

The study of achievement motivation among students at Asia-Pacific International University revealed a high mean value, with the highest achievement motivation in planning and the lowest in diligence. This aligns with Barcena's (2022) study on the relationship between achievement motivation and academic achievement in basic education, which found a significant link between high levels of motivation—both intrinsic and extrinsic—and better academic performance. The study highlighted that students with stronger motivation were more likely to set higher goals, show persistence, and effectively manage challenges, leading to improved academic outcomes. This finding also aligns with Alzukari's (2024) research, which revealed that higher levels of both academic self-efficacy and achievement motivation were positively associated with better academic performance and greater academic success. The research emphasized the importance of fostering these psychological traits to

enhance academic outcomes for international students.

The comparison results of achievement motivation among Asia-Pacific International University students, classified by individual factors, found that students from the Mission Faculty of Nursing demonstrated the highest achievement motivation in the participation factor compared to other faculties, including Arts and Humanities, Business Administration, Education, Science, and Information Technology. Additionally, significant differences in participation motivation were observed between the Mission Faculty of Nursing and all other faculties analyzed. This finding is consistent with the study by Mohamadi et al. (2015), which explored factors affecting achievement motivation in nursing students. Their research revealed that various factors influence motivation levels, including intrinsic motivation driven by personal characteristics such as self-efficacy, goal setting, and resilience. External factors, such as support from

faculty, peers, and family, also played a crucial role in fostering achievement motivation among nursing students. The study highlighted the importance of creating a supportive learning environment to enhance motivation and academic success among nursing students. The results are also consistent with Wiyono and Wu's (2022) study on the structural effect of achievement motivation and achievement on the leadership and entrepreneurial spirit of students in higher education. Their research found that achievement motivation significantly impacted both leadership and entrepreneurial spirit, with students exhibiting stronger leadership qualities and greater entrepreneurial initiative. This research emphasized the importance of fostering achievement motivation to enhance students' leadership and entrepreneurial capabilities in higher education.

In the context of diligence, it was found that achievement motivation in diligence was highest among students from the Mission Faculty of Nursing, surpassing students from Arts and Humanities and Business Administration. Additionally, significant differences in diligence motivation were observed between the Mission Faculty of Nursing and these two faculties. This aligns with the study by Tus (2020) on academic stress, academic motivation, and its relationship with the academic performance of senior high school students. In the context of diligence, the study found that students who exhibited high levels of motivation—particularly achievement motivation—tended to demonstrate greater diligence in their academic efforts. These motivated students were more likely to persist in their studies despite challenges, maintain consistent effort over time, and effectively manage their academic workload. The research highlighted that diligence was crucial for overcoming academic stress and achieving better academic outcomes, especially among students who were highly

motivated. This suggests that fostering motivation, particularly achievement motivation, is key to enhancing students' diligence and overall academic performance. This finding is consistent with the study by Al-Osaimi and Fawaz (2022), which examined nursing students' perceptions of motivation strategies to enhance academic achievement through blended learning. In the context of diligence, the research highlighted how students valued structured and supportive learning environments that encouraged persistent effort and focus on tasks. The participants noted that blended learning strategies, such as regular assessments, interactive online sessions, and consistent feedback, helped them maintain diligence in their studies. These strategies allowed students to stay engaged, manage their time effectively, and develop consistent study habits. The findings suggested that fostering a diligent approach through personalized and consistent learning support is crucial for academic success in nursing education.

In the responsibility variable, it was found that students from the Mission Faculty of Nursing had the highest achievement motivation in responsibility, outperforming students from Arts and Humanities, Business Administration, and Information Technology. However, the results showed significant differences in responsibility motivation between the Mission Faculty of Nursing and these three faculties. This aligns with the research of Putri et al. (2023), which explored the motivation among nursing students, focusing on the role of responsibility. The study found that students with high achievement motivation in responsibility demonstrated a strong sense of accountability in their academic and clinical practice. These students were more likely to take initiative, manage their time effectively, and prioritize their learning tasks. The research highlighted that a sense of responsibility was crucial for nursing students as it influenced their engagement

in their studies, the quality of their work, and their ability to meet educational and professional standards. It emphasized the importance of fostering responsibility among nursing students to enhance their academic success and professional development. This finding underscores the need for supportive environments that encourage responsibility in nursing education. This is consistent with the findings of Mahmoud et al. (2023), which explored the relationship between nursing students' academic motivation, career adaptability, and adversity quotient, focusing on the role of responsibility. It was found that students with high responsibility in their academic motivation exhibited greater career adaptability and resilience in the face of adversity. These students took ownership of their learning processes, were proactive in managing challenges, and demonstrated a strong commitment to their professional development. The study highlighted that a high sense of responsibility was crucial for nursing students to effectively navigate academic demands and prepare for their future careers. It emphasized that nurturing responsibility in students can enhance their ability to adapt to challenges and maintain motivation in their studies, ultimately leading to better academic and career outcomes.

In the endurance factor, it was shown that students from the Mission Faculty of Nursing exhibited the highest motivation in endurance, surpassing the scores of students from Arts and Humanities, Business Administration, and Information Technology. The significant differences in endurance motivation were identified between the Mission Faculty of Nursing and these three faculties. They studied the impact of academic motivation on students' academic achievement and learning outcomes in mathematics among secondary school students in the Paddiruppu Educational Zone in the Batticaloa District, Sri Lanka. Their findings showed that students with higher

levels of academic motivation, including endurance, were more likely to demonstrate improved academic achievement and better learning outcomes in mathematics. Endurance, as a motivational factor, was associated with students' ability to persist in the face of challenges, maintain focus, and sustain effort over time. These motivated students exhibited a stronger commitment to their studies, showing the persistence needed to overcome difficulties and achieve success in mathematics. The study highlighted that fostering endurance among students is crucial for enhancing their academic performance, particularly in subjects like mathematics that require sustained effort and consistent practice. This underscores the importance of developing strategies that promote resilience and determination among students to help them achieve their academic goals.

In summarize, the study of achievement motivation among students at Asia-Pacific International University found high motivation levels, particularly in planning. Students from the Mission Faculty of Nursing demonstrated the highest motivation in factors like participation, diligence, responsibility, and endurance, surpassing students from other faculties. This highlights the importance of fostering psychological traits such as motivation and responsibility to enhance academic success and resilience among nursing students.

Suggestions

To ensure consistency between the introduction and the research conclusions, explicitly link the findings to the key issues and gaps identified in the introduction. Highlight how the significant differences in achievement motivation—planning, participation, diligence, responsibility, and endurance—address the research gaps, particularly the impact of personal and institutional factors in a multicultural environment. Emphasize the practical implications, such as tailoring teaching

strategies to diverse student demographics and fostering specific motivational dimensions among underperforming groups. Additionally, consider discussing how unique institutional practices, such as extracurricular activities or academic policies, influence these motivational aspects. The results should also address the challenges mentioned in the introduction, like time management, academic difficulties, and social integration. For example, use the findings to propose interventions that could mitigate these challenges by enhancing specific motivational components, such as endurance or planning.

Conclusions

The study demonstrated that students at Asia-Pacific International University exhibit high overall achievement motivation, with notable variations across dimensions and personal factors. The Mission Faculty of Nursing consistently showed the highest levels of motivation, particularly in planning, participation, and endurance. These findings underscore the importance of cultivating motivational traits through supportive environments and tailored interventions. The significant differences in motivation across gender, GPA, year of study, and nationality reflect the diverse needs of the student population. This supports the introduction's emphasis on addressing the unique challenges of a multicultural academic environment. The conclusions reaffirm the need for faculty-specific strategies to enhance motivation and propose the integration of motivational insights into curriculum design and student support programs, ensuring alignment with the study's objectives.

Limitations and Future Research

1. This research collected the data from a sample of Asia-Pacific International

University students at Muak Lek District, Saraburi Province only. The study results therefore have a limited scope. Therefore, in future research, the researcher should study a larger and more inclusive population and sample size, such as public or private university students in Thailand, or study at a provincial, regional, or national level.

2. This study focuses on the variables of achievement motivation in planning, participation, diligence, responsibility, and endurance of Asia-Pacific International University students only. Therefore, future research should study other variables related to student academic achievement because there are other concepts and theories related to student achievement motivation, such as behavior, success factors, and other incentives that may affect the success of students.

3. This study was a data collection using a questionnaire created from past research in which the tool was not built in the context of the study sample. Therefore, future research should create measurement tools that are suitable for the sample group, such as mixed method, using qualitative research together with quantitative research with in-depth interviews or focus group discussions to create measurement tools or questionnaires for the sample. This will make the research more reliable.

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Educational resource management influencing knowledge management in schools under the Ratchaburi Secondary Educational Service Area Office.

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Abstract

This study aimed to: 1) evaluate educational resource management in schools, 2) assess knowledge management practices, and 3) analyze the influence of educational resource management on knowledge management in schools under the Ratchaburi Secondary Educational Service Area Office. The sample included 286 administrators and teachers surveyed through a validated and reliable questionnaire (IOC = 0.67–1.00; Cronbach's alpha = 0.895). Data were analyzed using descriptive statistics, correlation analysis, and path analysis. Results indicated that educational resource management was rated highest overall, with Management, Materials, and Man scoring at the highest level, and Money at a high level. Similarly, knowledge management was rated highest overall, with supervision and evaluation, recognition and reward, planning, knowledge creation, and process preparation receiving the highest ratings, while cultural change, knowledge systems, communication, and knowledge sharing were rated high. A strong positive relationship ($p < 0.01$) was found between educational resource and knowledge management. Path analysis revealed that Management, Money, and Man had direct influences on knowledge management, whereas Materials had an indirect influence. Model fit indices (NFI = 0.94, CFI = 0.95, GFI = 0.91, RMR = 0.086) validated the model's fit with empirical data. The study highlights the importance of effective educational resource management to promote teacher innovation and improve student outcomes. Policymakers can leverage these findings to enhance resource allocation and knowledge management strategies in schools.

KEYWORDS: Educational resource management, Knowledge management, Secondary school

Introduction

The world today is a knowledge-based economic society. Every sector must have the ability to use knowledge to create innovations that drive the development of a knowledge and innovation society, benefiting society as a whole. This is an important aspect of the national development process. The main factors

that will enhance the well-being of people in society include living well, eating well, being happy, and being able to compete or cooperate with other societies and other countries by relying on knowledge and applying it to benefit oneself, ones' family, ones' community for the betterment of society and the world. The Office of the Basic Education Commission (2022)

stated that schools operate according to their mission in 4 areas including academic administration, personnel management, financial management, budgeting, and general administration. These areas help schools achieve their objectives and goals in accordance with government policy. Porter (1998) proposed a new theory of the Dynamic Diamond Model regarding the administrative resources of an organization. This model consists of 1) Man, 2) Money and budget, 3) Materials, and 4) Management. For an organization to create a paradigm for becoming a learning organization, schools must adopt a development paradigm as the key to success is knowledge management.

Thailand's Digital Government Development Agency (Public organization, DGA, 2024) Section 11 stipulates that government agencies are responsible for developing their own knowledge to become a learning organization (DGA, 2024). The government officers must implement this law to perform their work correctly, quickly, and appropriately in the current situation. This promotes and develops their knowledge ability to create personal growth, to change the attitude of civil servants in their routine work. It also foster effective personnel relevant to knowledge and ability to create their vision for changing the attitude of civil servants through knowledge sharing. The Office of the Basic Education Commission (2022) organizes education in accordance with the National Education Act No4, (2023), aiming to develop Thai people into complete human beings, good, intelligent, happy, and Thainess. They should have the potential to continue education and pursue honest careers. Administrators must develop their own knowledge, as well as

that of teachers, students, and committees, to become skilled in performing their own work. These individuals should be able to use explicit knowledge from documents, textbooks, research and hidden (tacit) knowledge that has not yet been discovered. Research is a way to find new knowledge or increasing existing knowledge, enhancing the intellectual capital of schools. This can be used as a tool to help manage in schools, solve problems, and develop them efficiently.

The quality of school is a clear indication of the management achievement of the administrators. Panich (2024) said that knowledge is something that can be used to create innovations according to the need for developing knowledge, giving rise to new insight, and transforming knowledge into innovation. This knowledge serves as a tool for developing schools into learning organizations that contribute to transforming society into a knowledge-based economy. A knowledge-based economy is an area that every sector of society must prioritize, particularly in Thai society, which needs to develop the ability to create innovations from knowledge to drive significant change. This change requires a paradigm shift for the entire society to survive the pressures of globalization. Utilizing knowledge to create innovation in the context of resources in schools involves implementing a variety of practices to ensure school success and efficiency. Research by Chancharoen (2023) on factors influencing knowledge management in schools found that: 1) Factors influencing knowledge management in schools overall were at a high level; 2) Factors related to knowledge management in vocational schools were statistically significant at the .05 level.

These factors included rewards and recognition, knowledge, skills, abilities, measurement and evaluation, work experience, school size, industrial area of school, Together, these factors were able to predict knowledge management in schools with an accuracy of 81.00% . The researcher was interested in conducting research on the topic “ Educational Resource Management that Influences Knowledge Management in Schools under the Ratchaburi Secondary Educational Service Area Office.” at this time.

Purposes

1. To explore the educational resource management in schools under the Ratchaburi Secondary Educational Service Area Office.
2. To discover knowledge management in schools under the Ratchaburi Secondary Educational Service Area Office.
3. To investigate educational resource management that influences knowledge management in school under the Ratchaburi Secondary Educational Service Area Office.

Hypothesis

Educational resource management has both direct and indirect influences towards knowledge management in schools under the Ratchaburi Secondary Educational Service Area.

Benefit of Research

1. The school administrators can be taking this research result for managing their schools.
2. The Ministry of Education can be taking this research for creating the policy of the Ministry of Education.

Research Process

1.1 Independent variable is educational resource management in schools under the Ratchaburi Secondary Educational Service Area Office. It consists of 4 factors based on the concept of Porter (2024) , including 1) Man 2) Money and budget 3) Materials, and 4) Management

1.2 Dependent variable is knowledge management in school under the Ratchaburi Secondary Educational Service Area Office. It consists of 9 factors derived from Boonmepit (2008) , including 9 areas: 1 preparation knowledge management process, 2) supervision and evaluation, 3) knowledge sharing, 4) knowledge system, 5 behavior change, 6) planning 7) communication, 8) knowledge creation, and 9) recognition and reward.

Population and Sample

1. Population: The population were administrators and teachers in schools under the Ratchaburi Secondary Educational Service Area Office, totaling 1,618 individuals from 25 schools (data as of 16 June 2024).

2. Sample: The sample size was determined as follows:

2. 2. 1 A sample size was calculated using the Taro Yamane formula (1973) based on a population of 1,500 with a confidence level of $\pm 5\%$

2. 2. 2 Proportions of the samples by Stratified Sampling were compared according to the actual number of administrators and teachers in the schools, resulting in a sample group of 333 individuals

2.2.3 The proportions were further analyzed based on the actual number of administrators and teachers in each school to determine the number of respondents from each institution.

2. 2. 4 A simple random sampling method was employed, using a drawing lots system to select respondents.

Instrument

Research instrument is a questionnaire divided into 3 parts, detailed as follows:

Part 1: This section collected general information of the respondents regarding gender, age, education, job position. It consisted of a check list survey with 4 questions.

Part 2: This part focused on educational resource management in school under the Ratchaburi Secondary Educational Service Area Office and including a total of 40 questions.

Part 3: This section addressed knowledge management in school under the Ratchaburi Secondary Educational Service Area Office, comprising a total of 65 questions.

Developing and validating the quality of research instrument

1. Develop a questionnaire based on the conceptual framework and definition of specific terms according to the variables used in the research instrument.

2. Present the questionnaire to 3 experts to validate the content and structure of the tool by calculating the Index of Item-objective Congruence (IOC) This questionnaire achieved an IOC value between 0.67–1.00, which was consistent with the established criteria.

3. Conduct a pilot test of the questionnaire with 30 administrators and teachers who are not part of the sample but closely resemble the target sample group. This step aimed to assess reliability using Cronbach's alpha method (Cronbach, 1970). The questionnaire had a reliability coefficient of 0.895

4. Use the validated questionnaire to collect data from the sample group over a period of 3 months. The researcher had completed 268 questionnaires, accounting for 80.48% response rate for data analysis.

Data Analysis

1. Analyze the status and general information of the respondents using frequency and percentage.

2. Analyze the educational resource management and knowledge management of schools using the mean and standard deviation.

3. Analyze the relationship between educational resource management and knowledge management of schools using Pearson's product-moment correlation coefficient, following Hinkle's guidelines (Hinkle, 1998).

4. Analyze how educational resource management influence knowledge management in schools under the Ratchaburi Secondary Educational Service Area Office using path Analysis.

1. Analyze the status and general information of the respondents using frequency and percentage, as shown in table 1:

Table 1 Results of Analysis of respondents' status

Status		Frequency	Percentage
1. Gender	1.1 Male	121	45.15
	1.2 Female	147	54.85
	Total	268	100
2. Age	2.1 20-35 year	77	28.73
	2.2 36-50 year	92	34.33
	2.4 Over 51 year	99	36.94
	Total	268	100
3. Education	3.1 Bachelor's degree	145	54.10
	3.2 Master's degree	111	41.42
	3.3 Doctoral's degree	12	4.48
	Total	268	100
4. Management position			
	4.1 School director	12	4.48
	4.2 Deputy director of school	47	17.54
	4.3 Head of the learning subject group	84	31.34
	4.4 Head of the building	44	16.42
	4.5 Project leader teacher	81	30.22
	Total	268	100

From Table 1, it was found that there were 121 males, accounting for 45.15%, and 147 females, accounting for 54.85%. The age group of 20-35 years included 77 individuals, accounting for 28.73%. The age group of 36-50 years included 92 individuals, accounting for 34.33%. The age group over 51 years included 99 individuals, accounting for 36.94%. In terms of education, there were 145 individuals with a bachelor's degree, accounting for 54.10%. Those with a master's degree numbered 111, accounting for 41.42%, while those with doctoral degree totaled 12, accounting for 4.48. Regarding

positions held, there were 12 school directors, accounting for 4.48%, and 47 deputy school directors, accounting for 17.54%. The number of heads of the learning group was 84, accounting for 31.34%. There were also 44 building heads, accounting for 16.42%, and project leader teachers numbered 81, accounting for 30.22%.

2. Analysis of educational resource management of schools under the Ratchaburi Secondary Educational Service Area Office, as shown in table 2:

Table 2 Mean, Standard deviation, Level, and Order of Educational Resource Management (X_{tot})

n=268

Educational Resource Management	\bar{X}	S.D.	Level	Order
1. Man	4.54	.51	Highest	3
2. Money	4.48	.52	high	4
3. Material	4.61	.47	Highest	2
4. Management	4.68	.44	Highest	1
Mean	4.58	.39	Highest	

From Table 2 it was found that the educational resource management of schools under the Ratchaburi secondary educational service area office was at the highest level overall ($\bar{X}=4.58$, S.D.=.39). When classified by aspect, it was at the highest level in 3 areas, arranged from high to low average as follows: Management ($\bar{X}= 4.68$, S. D. = .44),

Material ($\bar{X}=4.61$, S.D.=.47), Man ($\bar{X}=4.54$, S.D.=.51). Additionally, there was a high level in 1 area which was Money ($\bar{X}=4.48$, S.D.=.52), respectively.

3. Analysis of knowledge management of schools under the Secondary Educational Service Area Office Ratchaburi, as shown in table 3

Table 3 Mean, Standard deviation, Level, and Order of Knowledge Management (Y_{tot})

n=268

Knowledge Management	\bar{X}	S.D.	Level	Order
1. Knowledge management process preparation	4.53	.11	Highest	5
2. Supervision and Evaluation	4.59	.50	Highest	1
3. Knowledge sharing	4.45	.49	High	9
4. Knowledge system	4.47	.55	High	7
5. Culture change	4.48	.50	High	6
6. Planning	4.57	.50	Highest	3
7. Communication	4.46	.52	High	8
8. Knowledge creation	4.56	.52	Highest	4
9. Recognition and Reward	4.58	.51	Highest	2
Total	4.53	.45	Highest	

From Table 3 it was found that the knowledge management of schools under the Ratchaburi Secondary Educational Service Area Office was at the highest level overall ($\bar{X}=4.53$, S.D.=.11). When classified by aspect, it was at the highest level in 5 areas, arranged from high to low average as follows: Supervision and Evaluation ($\bar{X}= 4.59$, S. D. = .50), Recognition and Reward ($\bar{X}= 4.58$, S.D.=.51), Planning ($\bar{X}=4.57$, S.D.=.50), Knowledge creation ($\bar{X}=4.56$, S.D.=.52), Knowledge management process

preparation ($\bar{X}= 4.53$, S. D. = .11). Additionally, there was a high level in 4 areas, arranged from high to low average as follows: Culture Change ($\bar{X}= 4.48$, S.D.=.50), Knowledge System ($\bar{X}=4.47$, S.D.=.55), Communication ($\bar{X}= 4.46$, S. D. = .52) and Knowledge Sharing ($\bar{X}=4.45$, S.D.=.49), respectively.

4. Analysis of the relationship between educational resource management (X) and knowledge management in schools (Y) as shown in Table 4

Table 4 The relationship between educational resource management (X) and knowledge management in schools (Y)

		X₁	X₂	X₃	X₄	X_{tot}
Y ₁	Pearson Correlation	.814**	.740**	.754**	.789**	.866**
	Sig. (2-tailed)	.000	.000	.000	.000	.000
	n	268	268	268	268	268
Y ₂	Pearson Correlation	.761**	.744**	.635**	.693**	.794**
	Sig. (2-tailed)	.000	.000	.000	.000	.000
	n	268	268	268	268	268
Y ₃	Pearson Correlation	.586**	.542**	.627**	.510**	.634**
	Sig. (2-tailed)	.000	.000	.000	.000	.000
	n	268	268	268	268	268
Y ₄	Pearson Correlation	.773**	.600**	.748**	.651**	.775**
	Sig. (2-tailed)	.000	.000	.000	.000	.000
	n	268	268	268	268	268
Y ₅	Pearson Correlation	.741**	.665**	.807**	.756**	.828**
	Sig. (2-tailed)	.000	.000	.000	.000	.000
	n	268	268	268	268	268
Y ₆	Pearson Correlation	.849**	.744**	.772**	.789**	.881**
	Sig. (2-tailed)	.000	.000	.000	.000	.000
	n	268	268	268	268	268
Y ₇	Pearson Correlation	.771**	.686**	.777**	.756**	.835**
	Sig. (2-tailed)	.000	.000	.000	.000	.000
	n	268	268	268	268	268
Y ₈	Pearson Correlation	.860**	.686**	.796**	.785**	.873**
	Sig. (2-tailed)	.000	.000	.000	.000	.000
	n	268	268	268	268	268
Y ₉	Pearson Correlation	.878**	.739**	.795**	.794**	.897**
	Sig. (2-tailed)	.000	.000	.000	.000	.000
	n	268	268	268	268	268
Y _{tot}	Pearson Correlation	.908**	.792**	.866**	.840**	.952**
	Sig. (2-tailed)	.000	.000	.000	.000	.000
	n	268	268	268	268	268

** Correlation is significant at the .01 level (2-tailed).

From Table 4 it was found that educational resource management and knowledge management in schools had a high positive because the coefficient was between 0.542-0.952 relationship that was statistically significant at the .01 level.

5. Analysis of the relationship and Goodness of Fit of educational resource management and knowledge management in schools as a whole (Y_{tot}) shows the Chi-Square goodness of fit of the model as shown in table 5

Table 5 Goodness of Fit Index of the overall educational resource management Model

Goodness index	Criteria for consideration	Statistics in the model obtained
χ^2	Statistically not significant	$\chi^2 = 7764.48$, $df=1124$, $p = 0.00$
NFI	More than .90	0.94
CFI	More than .90	0.95
GFI	More than .90	0.91
RMSEA	Between 0.10 ; 0.15	0.12
RMR	Near .05 Highest	0.086

From Table 5 considering the relationship between the independent variable (educational resource management) and the dependent variable (knowledge management in schools) overall (Y_{tot}), it was found that the statistical Chi-square test (χ^2) had a value of 7764.48, with 1124 degrees of freedom. The p-value is equal to 0.00. The NFI (Normed Fit Index) value is 0.94. and the CFI (Comparative Fit Index) value is equal to 0.95. Both of these values are greater than 0.90, indicating that the model is good and consistent with the data (good fitting model).

The t-test values for all factors had values greater than 1.96. and it was significant at the .05 level. The GFI (Goodness of Fit Index) value was equal to 0.91 and the AGFI (Adjusted Goodness of Fit Index) value was equal to 0.28. Additionally, the PGFI (Parsimony Goodness of Fit Index) value was equal to 0.31. All of the three values were within the acceptable range. The RMR value was equal to 0.086, which was close to 0.05. Therefore, it can be concluded that the model is consistent with the empirical data from figure 1

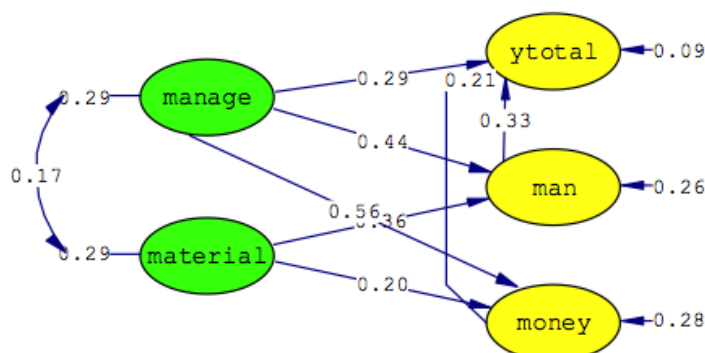


Figure 1 Total knowledge management (Y_{total})

From figure 1 show the influence with a diagram. It was analyzed to separate the relationship between variables into direct influences and indirect influences,

there were not cause-and-effect relationships of educational resource management and knowledge management of school as a whole and shown in Table 6

Table 6 Shows the standard influence coefficients of educational resource management variables and knowledge management in school in total (Y_{total})

Variables	Man			Money			Material			Management		
	Direct influence	Indirect influence	Total influence	Direct influence	Indirect influence	Total influence	Direct influence	Indirect influence	Total influence	Direct influence	Indirect influence	Total influence
Knowledge management in school model (Y_{total})	0.33	0.00	0.33	0.21	0.00	0.21	0.00	0.12	0.12	0.29	0.15 0.12	0.56

From Table 6 found that:

(A) The influence between educational resource management in terms of “ man” and “ knowledge management” in schools as a whole (Y_{total}) was as follows: Direct influence = 0.33, Indirect influence = 0.00, and Total influence = 0.33

(B) The influence of educational resource management in terms of “ money” and “knowledge management” in school as a whole (Y_{total}) was as follows: Direct influence = 0.21, Indirect influence = 0.00, and Total influence = 0.21

(C) The influence between educational resource management in terms of material and “ knowledge management” in school as a whole (Y_{total}) was as follows: Direct influence = 0.00, Indirect influence through the man = $(0.36)(0.33) = 0.12$, and Total influence = 0.12

(D) The influence between educational resource management in terms of “management” and knowledge management in schools as a whole (Y_{total}) was as follows:

Direct influence = 0.29 , Indirect influence through the “man” = $(0.44) (0.33) = 0.15$, Indirect influence through the “ money” = $(0.56) (0.21) = 0.12$, and total influence = 0.56

Conclusion

1. The educational resource management in school was at the highest level overall. When classified by aspect, it was at the highest level in 3 aspects, ranked from high to low as follows: Management, Man, and Materials additionally, it was at a high level in one aspect: Money.

2. The educational resource management that influences knowledge management under Ratchaburi Secondary Educational Service Area Office, it was found that: The Man, Money and Management, they had a direct influence The Management had direct and indirect influence and the indirect through the Man and Money.

Discussion

1. The educational resource management in school was at the highest level overall. When classified by aspect, it was at the highest level in 3 aspects, ranked from high to low as follows: Management, Man, and Materials, it was at a high level in one aspect: Money. It may be because the schools had mission to developed the students into complete human beings by the teaching and learning process, It was the academic administration activity of the school to focus on developing the students to had quality characteristics as specified by the curriculum and what society needs, The teaching was an academic activity, that executives must used good quality management processes to promoted teachers and personnel in school to provide good and efficiency teaching and learning and the student was many quality. So the administrators must be supporting the educational resources that were adequate and used worthwhile included, Man was the teacher, Money was the budget and Material was the teaching media and Management was good manage from administrators. It can be seen that they were at the highest and high levels, respectively, which was consistent with the study of Huan Pinthuphan (2017) studied to educational resource management consists of Man, Money, Materials and Management too.

2. Educational resource management that influences knowledge management in school under the Ratchaburi Secondary Educational Service Area Office overall, direct influence was Man, Indirect influence was Money, Material, and influence both directly and indirectly was Management. It may be because The Management, Man to create knowledge. The create innovation and organize teaching and learning student development to had the desired characteristics as specified by the curriculum. Management

has direct and indirect influence on money and equipment. It was a factor supporting management and the work of teachers causes materials to had an indirect influence towards knowledge management of educational institutions and consistent with the research of Metawee Chaisilp (2018) doing research on study of factors influencing motivation to create new knowledg in the organization's knowledge management system. The research results found that factors influencing motivation include organizational factors with personal factors by influencing knowledge management and the factor of willingness to share knowledge has an influence on creating motivation to create new knowledge in the organization's knowledge management process significantly.

Recommendation

1. General recommendation

1.1 The school administrators can be using Man, Money, Material, through Management for support the teachers to create innovations for teaching to develop knowledge, skill and morality of students.

1.2 The Ministry of Education can be taking the results of this research to set policy and projects for develop school administrator and knowledge management in school to the highest quality in educational resources management.

1.3 The school administrators should be knowledge, abilities, and skills for using resources management in a cost-effective and creating maximum benefits that affect to the students.

2. Recommendation for research

2.1 The knowledge management model for school administration on VUCA world.

2.2 The model of AI for school administration

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Factors affecting effectiveness of community management strategies - case study of Jiangxi Institute of Fashion Technology, China

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Abstract

School community management faces several challenges, including a lack of professional teachers, insufficient funds, and ineffective management systems. This study investigated these issues using Jiangxi Institute of Fashion Technology as a case study, focusing on teacher guidance, fund security, management systems, and strategy optimization to enhance community management effectiveness. A total of 420 students were surveyed through random sampling. Data analysis utilized descriptive statistics and linear regression. The results demonstrated a significant relationship among teacher guidance, fund security, management systems, and strategy optimization, with a total influence of 0.818 ($R^2 = 0.818$, $F = 262.656$, $p < 0.05$). The optimization of the management system emerged as a central component for improving community management, while fund security was identified as a critical factor and teacher guidance as a supportive element. By strengthening these aspects, the quality and effectiveness of education can be enhanced, offering better support for students' holistic development.

Keywords: Teacher guidance, Fund guarantee, Management system, Community management effectiveness

Introduction

The community of college students in the new era not only has the material space significance to meet the basic needs of college students, but also has the social life significance of college students' thoughts, behaviors, culture and values. The focus of student community management should be to tap the potential of community education through various forms on the basis of meeting the basic needs of students, transfer student education unobtrusively to daily life, and create a comprehensive education environment to enable students to succeed in the community stage. It can be seen that strengthening the

management of student associations and giving full play to their educational functions are the inevitable requirements of college personnel training in the new era.

In recent years, in the practice of education reform, domestic colleges and universities have constantly carried out concept innovation, management content and mode innovation, organization and system innovation, tried to improve the student community management system, and carried out a series of student management mode reforms such as new colleges and community colleges. However, the management of college students' living area as a community is

still in the stage of reference exploration, summary and improvement. The theoretical research of student community management is relatively backward, the research results are relatively few, the concept of community management is not clear, the community positioning and the community function are insufficient, which become the urgent problems to be solved in the study of student community management.

Objectives of the study:

1. To study teacher guidance, fund guarantee, management system.
2. To study the influence of teacher guidance, fund guarantee, management system on optimize community management strategies.

Literature review

Teacher Guidance :

Teacher guidance plays a crucial role in various educational settings, especially during challenging times such as the COVID-19 epidemic. Guo et al. (2020) discussed the teacher guidance strategies for online teaching during the COVID-19 outbreak, emphasizing the importance of continuing learning through online platforms. Similarly, Astuti (2021) highlighted the role of guidance and counseling services, particularly in individual counseling, during the pandemic, showcasing the significance of teacher guidance in supporting students during difficult times. In the context of professional development, Sumar et al. (2020) focused on the implementation of a program to enhance teachers' competencies through zone-based learning. This program aimed to improve the quality of teacher guidance and instruction, ultimately benefiting student learning outcomes.

Fund guarantee :

Fund guarantee mechanisms play a crucial role in various sectors, ensuring

financial security and stability. Zhang et al. (2020) highlighted the establishment of a fund guarantee mechanism in the Nanshan National Park System Pilot Area, emphasizing its importance in enhancing ecological protection and restoration. In the insurance sector, Kaja et al. (2020) examined the new tasks imposed on the Insurance Guarantee Fund, emphasizing the need for a special pension benefit for victims after the exhaustion of the guarantee sum. This demonstrates the evolving nature of fund guarantee mechanisms to meet changing needs and challenges. Shevchuk et al. (2021) further delved into the introduction of a life assurance guarantee scheme in Ukraine, focusing on the funding mechanism and risk-based adjustment to provide last resort protection to customers.

Management system :

The literature on Management system spans various sectors and industries, highlighting the importance of effective governance and oversight. Gensler et al. (2020) discuss the potential risks associated with the broad adoption of deep learning in the financial sector, emphasizing the need for regulatory frameworks to address interconnectedness and regulatory gaps. Similarly, Almeida et al. (2020) compare regulatory approaches to major accident prevention in offshore platforms, emphasizing the role of regulatory requirements and enforcement activities in influencing risk owners' behavior within functional Management system. Erdélyi et al. (2020) propose the establishment of an international AI governance framework to regulate artificial intelligence technologies, highlighting the challenges posed by AI's global reach and the need for international coordination.

Community management Effectiveness :

Community management strategies play a crucial role in various settings,

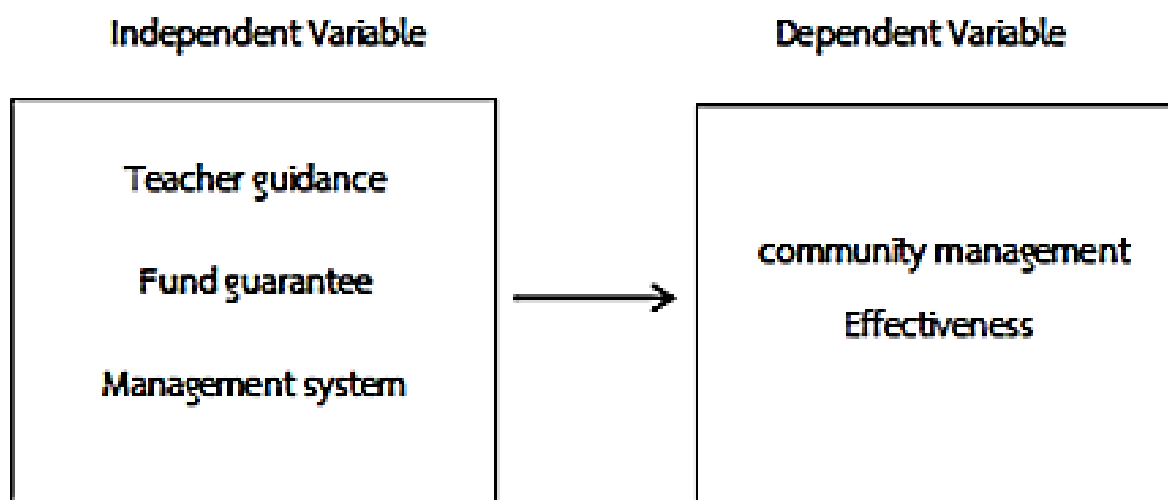
including healthcare, environmental conservation, and energy distribution. Warner et al. (2019) conducted a systematic review to assess the effectiveness of community-based self-management programs for older adults with chronic conditions. The study aimed to determine whether these programs actively engaged participants and taught patient-oriented self-management strategies, leading to significant differences in outcomes. In the context of the COVID-19 pandemic, John et al. (2020) emphasized the importance of developing an intensive community management strategy to provide patient-centered care across a continuum of COVID-19 disease needs. This approach highlights the significance of community involvement in managing public health crises effectively. Akbar et al. (2021) explored the roles of community health nurses in COVID-19 management in Indonesia, underscoring the essential role of primary healthcare services, including community-based interventions, in addressing the pandemic at the local level.

On the environmental front, Piton et al. (2020) discussed the use of microbial community traits to explain the cascading effects of management intensity, soil, and

plant traits on ecosystem resilience in mountain grasslands. Understanding the functional biodiversity within microbial communities can provide insights into ecosystem functioning under changing environmental conditions. Additionally, Baddianaah et al. (2021) examined the prospects of community-based natural resource management in Ghana, highlighting the strategies employed by local communities to manage resources effectively.

In the energy sector, Liu et al. (2021) focused on optimizing peer-to-peer energy trading in net-zero energy communities with energy storage solutions. Their study proposed an improved trading management strategy considering peer trading priority and the complementary operations of hybrid vehicle storage. Putratama et al. (2023) also addressed energy community management, presenting a three-stage strategy with settlement for energy communities under grid constraints. Their findings demonstrated a significant reduction in individual costs among users compared to base scenarios.

From the literature review above, the author was able to synthesize it into a research concept as shown in the figure.



Methodology

1. Target group

The target population for this investigation comprised students of Jiangxi Institute of Fashion Technology, totaling 15000 individuals according to the office's statistics. Utilizing the Taro-Yamane statistical method, the sample size was determined to be 420 participants to which questionnaires were distributed.

2. Research tools

To gather pertinent information from participants, a survey methodology was employed with a structured questionnaire. The questionnaire, comprising three sections, covered Demographic Information in part one. This part included questions related to gender, age, identity, grade, and number of clubs joined. Each offering two to five alternative options. The subsequent sections elicited responses on teacher guidance (9 questions), fund guarantee (9 questions), Management system (9 questions). Part three was Community management strategy optimization (9 questions). Part two and part three used a five-level Likert scale to measure the responses of each factor in the study. The five-point scale from 1 to 5, from low to high, indicates: 1 = strongly disagree, 2 = disagree, 3 = Neutral, 4 = agree, and 5 = strongly agree

3. Research step

The author conducted a comprehensive examination of the research instruments through the following steps:

Initial Draft:

The author sent the draft questionnaires to the advisor to assess their suitability. These questionnaires covered dimensions such as Teacher guidance, fund guarantee, management system and management strategy optimization,

necessitating a thorough evaluation of their quality.

Revision: Upon receiving feedback from the advisor, the author revised the draft questionnaires accordingly.

Expert Evaluation:

The revised draft questionnaires were then sent to three experts for assessment of content validity. The experts analyzed the Index of Congruence (IOC) between the content and questionnaires used in the study. Questions with an index of consistency falling within the range of 0.67 to 1.00 were selected (Leekitchwatana, 2022).

Expert Feedback: Following the evaluation by the three experts, the author revised the draft questionnaires based on their recommendations.

Pilot Testing:

The revised questionnaires were piloted with a non-study sampling group comprising teachers. These questionnaires were then analyzed for reliability using Cronbach's coefficient alpha.

Reliability Testing

Cronbach's coefficient alpha was employed to assess the reliability of the research instruments. Acceptable values for the sample group are typically set at 0.7-0.9, indicative of a sufficiently reliable scale. As depicted in Table 1, all estimates of Cronbach's alpha for independent variables exceeded 0.7. Specifically, the Cronbach's alpha coefficients for Teacher guidance, fund guarantee, management system and management strategy optimization were 0.793, 0.828, 0.897, and 0.981, respectively. These results demonstrate that the responses for each variable successfully passed the reliability test, affirming the overall internal consistency and reliability of the questionnaire data as shown in Table 1.

Variable	Reliability	Item
Teacher guidance	.768	9
Fund guarantee	.863	9
Management system	.895	9
Community management Effectiveness	.897	9

4. Data collection

A total of 425 questionnaires were distributed and 420 questionnaires were recovered, of which 420 were valid questionnaires, with an overall effective recovery rate of 99%.

5. Data Analysis

The author utilized a computer package to analyze the data as outlined below:

Part 1: Personal information factors of the respondents, including gender, age, identity, grade, and number of clubs joined, were analyzed using frequency and percentage values.

Parts 2 and 3 : These sections encompassed Teacher guidance, fund guarantee, management system and management strategy optimization. Mean and standard deviation values were employed as criteria for analysis (Leekitchwatana, 2022).

6. Statistics used in data analysis

Following data collection, this study utilized statistical software to conduct comprehensive data analysis. The specific statistical analysis methods included:

Descriptive Statistics: Descriptive statistics was performed on the data acquired

from the questionnaire survey. This included calculating measures such as the mean, standard deviation, frequency, etc., to gain insights into the personal information of the sample and the distribution of variables.

Correlation Analysis: By computing the correlation coefficient between the independent and dependent variables, this analysis explored the relationship between them.

Multiple Linear Regression: Multiple linear regression was employed to establish a relationship between the dependent variable and the independent variables. Tolerance and Variance Inflation Factors (VIF) was utilized to detect multicollinearity within the multiple regression model

Results

In this section, we present the characterization of respondent groups based on the analysis of a valid sample comprising 420 students and staff. Table 2 provides a detailed breakdown of individual characteristics, presenting the data in terms of both actual numbers and percentages for clarity and comprehensibility. Table 2 : Individual Characteristics of the Valid Sample Derived from the Questionnaire

Table 2: Individual Characteristics of the Valid Sample Derived from the Questionnaire

Personal Factor	Number	Percentage
Gender		
Male	110	26.2
Female	310	72.8
Total	420	100.00
Grade		
Freshman	53	12.6
Sophomore	63	15.0
Junior	117	27.9
Senior	187	44.5
Total	420	100.00
Whether to participate in the student community		
Yes	365	86.9
NO	55	13.1
Total	420	100.00
You participate in several community organizations		
0	55	13.1
1	233	55.5
2	98	23.1
3 or more	35	8.3
Total	420	100.00

Table 2 As can be seen from Table 4.2, the personal factors of 420 students who answered the questionnaire according to variables are as follows:

1. In terms of gender, 420 people filled out the single question, of which 26.2% were male and 72.8% were female. As you can see, the percentage is slightly higher for female.

2. In terms of student grades, the number of seniors is the largest, accounting for 45.5%; Juniors followed, accounting for 27.9 percent. There are fewer sophomores, accounting for 15%, and the fewest freshmen, accounting for only 12.6%. It can be seen that the respondents of this survey are mainly junior and senior students;

3. In terms of whether to participate in student community, 365 students

participated in student community management, accounting for 86.9%; Only 55 people did not participate in student community management, accounting for 13.1%; It shows that most students are willing to participate in student community management.

4. Joined several student communities: only 55 people did not participate in any student community management, accounting for 13.1%; 233 students, accounting for 55.5%, joined 1 student community; 98 students, accounting for 23.1%, joined the two communities. 35 students (8.3%) joined three or more student communities; To sum up, most students have joined at least one student community.

Descriptive analysis :

Table 3 shows the mean and Standard Deviation of four variables: Teacher guidance, fund guarantee, management system and management strategy optimization.

Variable	Mean	SD	Verbal
Teacher guidance	4.24	0.67	more agree
fund guarantee	4.15	0.78	more agree
management system	4.37	0.66	more agree
Community management Effectiveness	4.35	0.71	more agree

The table 3 indicates that, on average, participants moderately agree with statements related to teacher guidance, fund guarantee, management system and management strategy optimization, as reflected by mean scores of 4.24, 4.15, 4.37 and 4.35 respectively. Standard deviations provide measures of variability around these mean values.

Table 4 Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.905.	.818.	.815.	16917.

Predictors: Teachers' guidance, fund guarantee and management system
Variable: Community management Effectiveness

Table 4 shows the R-square value is 0.818, indicating that 81.8% of the variation in the dependent variable can be fully explained by the three independent variables. Teachers' guidance, fund guarantee and management system were taken as independent variables, and strategy optimization was taken as dependent variables.

As can be seen from the above table, the R-square value of the model is 0.818, that is, the teacher guidance, fund security and management system can be interpreted as 81.8% of the strategy optimization, that is, the teacher guidance, fund security and management system are responsible for the strategy optimization of community management, and the impact on the strategy optimization is 81.8%.

TABLE 5 ANOVA^a

TABLE 3 ANOVA						
Model	Sum of Squares	df	Mean Square	F	.Sig	
1	Regression	22.551	3	7.517	262.656	.000b
	Residual	5.008	175	.029		
	Total	27.559	178			

a. Dependent Variable: SOG

b. Predictors: (Constant), MGG, FGG, TGG

As can be seen in Table 5, when the F-test was performed on the model is, it was found that the model passed the F-test

(F=262,656, p=0.000<0.05), indicating that the model construct is meaningful

Table 6 Correlation Analysis

		Teacher Guidance	Fund guarantee	Management system	Strategy optimization
Teacher Guidance	Pearson Correlation	1	.666**	.809**	.722**
	Sig. (2-tailed)		.001	.000	.000
	N	420	420	420	420
Fund guarantee	Pearson Correlation	.666**	1	.090	.817**
	Sig. (2-tailed)	.001		.006	.000
	N	420	420	420	420
Management system	Pearson Correlation	.809**	.090	1	.860**
	Sig. (2-tailed)	.000	.006		.000
	N	420	420	420	420
Community management Effectiveness	Pearson Correlation	.722**	.817**	.860**	1
	Sig. (2-tailed)	.000	.000	.000	
	N	420	420	420	420

Table 6 presents the correlation analysis among Teacher guidance, fund guarantee, management system and management strategy optimization. The Pearson correlation coefficients indicate a positive and statistically significant relationship between Teacher guidance and fund guarantee ($r = 0.666$), Teacher guidance and Management system ($r = 0.809$), Teacher guidance and Strategy

optimization ($r = 0.722$), fund guarantee and Management system ($r = 0.090$), fund guarantee and Strategy optimization ($r = 0.817$), and Management system and Strategy optimization ($r = 0.860$). All correlations have a p-value less than 0.001, suggesting a strong and significant association. The sample size for each correlation is 420.

Regression analysis

Table 7 Coefficients

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	.245	.163		1.509	.003
	Teacher Guidance	.064	.053	.064	1.211	.000
	Fund guarantee	.187	.022	.273	8.413	.000
	Management system	.704	.046	.797	15.209	.000

Based on the results of the above coefficients, this study explores the relationship between the dependent variable "strategy optimization" and the independent variable "management system", "fund security" and "management system".

The regression equation can be written as:

$$Y = a + b_1 \cdot X_1 + b_2 \cdot X_2 + b_3 \cdot X_3$$

Location:
 y = Community management Effectiveness
 a = constant
 b = coefficient
 x_1 = Teacher Guidance
 x_2 = Fund guarantee
 X_3 = Management system

$$Y = 0.245 + 0.064 * X_1 + 0.187 * X_2 + 0.704 * X_3$$

Regression analysis shows that teacher guidance, fund security and management system have positive effects on students' behavioral intention of community management. The beta represents the degree of influence of each independent variable. The beta value of Management system (0.797) is higher than that of Fund guarantee (0.273) and Teacher Guidance (0.064), indicating that management system has the greatest impact on community management, followed by fund guarantee. Teacher guidance has the least influence on community management. This is consistent with correlational analysis, indicating that Management system has the strongest correlation with behavioral intent. To sum up, improving the management system has the greatest impact on improving the level of community management, followed by improving the fund guarantee, and finally guiding teachers.

Discussion :

The discussion will be clarified to match the goals of this study.

The first objective: To clarify the level of teacher guidance, fund guarantee, management system and management strategy optimization.

The results showed that, on average, participants had moderate agreement with statements related to faculty guidance, funding security, management systems and management strategies, with average scores of 4.24, 4.15, 4.37 and 4.35, respectively. The standard deviation highlights the variability around these averages, indicating the impact of community management strategy optimization that most survey areas agree on. The Central Committee of the Communist Youth League of China (2016), the Ministry of Education, and the All-China Students' Federation issued the "Interim Measures for the Management of College student Associations", which further standardized the relevant requirements for the management of college student associations, further clarified the educational function of college student associations, and was of great

significance in promoting the positive development of college student associations. The scientific, standardized and systematic management of college students' associations is an essential means to build a civilized, harmonious and lively campus cultural life, and it is also the only way to promote law management, scientific management and personnel training.

The study's second objective: To explore the influence of teacher guidance, fund guarantee and management system on the optimization of community management strategy.

The results show that the factors affecting the community management strategy of Jiangxi Institute of Fashion Technology are at a medium and high level in general and in all aspects. The most influential factor is the management system, followed by the fund guarantee, and finally the teacher guidance.

The details are as follows:

Management system: The research results show that the factors affecting the optimization of community management strategy in Jiangxi Institute of Fashion Technology are at the highest level in general and in all aspects. The most influential items in the questionnaire are: compliance management system helps to enhance the credibility and image of the community organization. Motivate the members of the organization to perform their duties consciously, enhance team cooperation and responsibility, and improve work efficiency and performance. Maintain the fairness and fairness of the operation of social organizations. Through detailed division of labor, clear job responsibilities and processes, reduce the risk of organization operations and management costs.

Fund security: The research results show that the factors of community management strategy optimization in Jiangxi Institute of Fashion Technology are at a medium level in general and in all aspects. The most influential item in the questionnaire is the lack of self-financing ability of the community fund; Secondly, there are no professional financial management personnel in the community; The fund sponsorship of the

association is less; The lack of funds will lead to the failure of community activities.

Teacher guidance: The research results show that the factors of community management strategy optimization in Jiangxi Institute of Fashion Technology are at a low level in general and in all aspects. The most influential item in the questionnaire is that teachers' participation and support can improve the quality and effect of student activities. Secondly, teachers play the role of supervisor in the construction of student associations. Teachers can help students establish correct values, outlook on life and world outlook;

Conclusions and Recommendations : Based on the theory of student development, this study analyzes the factors that affect the optimization of student community management strategies. The data collected from 420 college students show that management system plays the most important role in improving student community management, indicating that management system regulates community management and plays a guiding role. This is consistent with Wang Yifan's (2015) "Reflections on the Construction of post-90s college students' associations", which proposed that college students' community management should improve the internal system and the constraint mechanism.

Fund security also has a significant impact on community management, highlighting the importance of fund security to community management. The findings, in conjunction with Ismail (2022), point out that community funding plays a role in the SDGS when implementing development and community empowerment.

Teacher guidance also has a certain positive impact on community management, indicating that teacher guidance has a clear role in guiding, helping and supervising community management. The research results are consistent with Yao Lei's (2016) proposal that strengthening the construction of student association instructor team in higher vocational colleges and cultivating a team of high-quality and combat effective association

instructor team play a very important role in flourishing campus culture, enhancing school brand characteristics and improving students' comprehensive quality.

Suggestions for improving student community management:

1. The school should strengthen the correct guidance to the community Schools should gradually raise the awareness of the important position of student associations and strengthen the guiding role of student associations. It is mainly manifested in the following three aspects:

Politically: To ensure that the activities of the association conform to the relevant policies and guidelines of the Party and the State. Club activities go deep into students and have the closest connection with students. Ideological: to maintain the advanced nature of membership activities. Community members are the main body of the community, which requires the school administration to establish strict procedures and review carefully when approving the establishment of the association.

2. Increase school funding for university societies

Funding is necessary to ensure the continued healthy operation of the student society. To some extent, the adequacy of a club's funding is the key to its prosperity. First of all, the school should give strong support to the community in terms of funds, venues, hiring tutors and so on, so as to provide a good external environment for the development of the community. Secondly, establish the student association fund review and professional training system. Finally, we need to improve policy and regulatory systems. Reform the current student association funding system, set up a special fund for student associations, each year or at the beginning of the semester in the form of subsidies to the management of the association or directly to each association; Alternatively, a portion of the funds could be distributed uniformly to the club management organization.

3. Strengthen the institutionalization of community management

To manage the community effectively, it is necessary to strengthen the institutionalization of community management. The system is the guarantee for the smooth progress of all activities. Only by bringing community management into the normative and institutionalized track can community activities be organized and carried out in an orderly way, which is conducive to enriching students' campus life. To this end, we can strengthen the institution construction of college associations from the following aspects:

First of all, any university should have its own guiding principles and management system for the management of student associations. Only under similar regulations can the work of university student associations be carried out in an orderly manner. Secondly, the corresponding examination and approval system must be established for the establishment of college associations. Where an association needs to be established, it must be approved by the corresponding

administrative department. In order to make it easier for colleges and universities to manage societies, anyone who wants to set up a society must apply to the university. Third, in the process of carrying out the work of the student association, if it needs to organize major activities, it should declare to the relevant departments of the school, that is, establish the corresponding major activities declaration system. Major activities to be carried out by the club must be declared to the school. Only with the application of the school can the club organize and carry out this important activity. This system is helpful for the school to effectively supervise the work of the student association, better understand the progress of the student association work, and make the activities of the student association under the control of the school. It is also conducive to the relevant departments of the school to provide corresponding guidance and guidance to the community activities, so that the community activities can be carried out in a healthy and orderly manner.

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Factor Affecting Effectiveness of College Student Management :

A case study of Jiangxi Institute of Fashion Technology, China

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Abstract

This study examines the factors influencing the effectiveness of student management at Jiangxi Institute of Fashion Technology, China. It evaluates the impact of management philosophy, systems, and methods on management outcomes and provides insights for improving practices. A survey of 382 students was conducted using random sampling. Data were collected through a 5-point Likert scale questionnaire measuring demographics and perceptions of management practices. Analytical methods included descriptive statistics, correlation analysis, and multiple regression techniques. Results revealed significant correlations between management philosophy, systems, methods, and effectiveness ($R^2 = 0.123$, $F = 17.731$, $p < 0.05$). Specifically, management philosophy ($\beta = 0.162$, $p = 0.001$), systems ($\beta = 0.289$, $p < 0.001$), and methods ($\beta = 0.237$, $p < 0.001$) demonstrated notable influences on improving management outcomes. The findings highlight the need for flexible, student-centered approaches and efficient systems to enhance management practices. Institutions should adopt student-oriented philosophies, leverage modern technologies, and implement preemptive strategies to support student development. Establishing information systems and improving monitoring tools can further streamline processes and boost management effectiveness. This study provides practical strategies for optimizing student management and underscores the importance of integrating technological advancements into educational systems.

Keywords: Management philosophy, Management system, Management method and Management effectiveness

Introduction

Maheshwari et al. (2019) focused on evaluating the effectiveness of the flipped classroom model over traditional lecture-based teaching specifically for a management subject. Maloni et al. (2021) surveyed undergraduate students at U.S. business schools to assess factors influencing student

intentions to practice responsible management in their careers. The study highlighted the need to strengthen faculty subjective norm and student perceived behavior control to better influence student responsible management intentions. Wahyuni et al. (2021) analyzed the use of Google Classroom during the Covid-19 pandemic on the effectiveness of

student learning, finding that perceptions of convenience, user interest, and service quality influenced student learning effectiveness.

Jiangxi Institute of Fashion Technology (JIFT), a full-time private undergraduate college specializing in clothing education approved by the Ministry of Education, serves as a case study. Interviews with JIFT's student work managers show that the job of student management is increasingly difficult due to the increase in student numbers and personalized development. Four main factors are identified: backward management concept, rigid management system and single management method. These problems lead to the direct cause of student management effectiveness is not high.

Therefore, this study aims to explore how factors such as student management concepts, management systems, and management methods affect the effectiveness of student management in JIFT. Through the analysis, this study aims to provide suggestions for improving the effectiveness of student management and promoting the work of university student management.

Objectives of the study:

1. To study the factors that affect the effectiveness of student management: management philosophy, management system and management method.

2. To study the relationship between student management theory, system, method and effectiveness;

Literature review

Management philosophy :

The literature on student management philosophy encompasses various perspectives and approaches. Gersel et al. (2020) discussed the challenge of practical deliberation in management education, suggesting that students must aim for rational necessitation when making decisions drawing on multiple

theories. Furthermore, Ghosh et al. (2020) and Joshi et al. (2021) highlighted the relevance of spirituality and indigenous wisdom in management education, emphasizing the role of classical Indian wisdom and Bhartiya Gurukul philosophy in promoting sustainability and facilitating factors in management education.

Overall, the literature review on student management philosophy covers a wide range of topics, from online learning to spirituality and indigenous wisdom, highlighting the importance of instructors' philosophy, practical deliberation, and the integration of technology in promoting student learning and development.

Management system :

The management of students in educational institutions is crucial for creating a conducive learning environment. Zhang et al. (2022) highlighted the application of data mining in university information management systems to assess student performance and recognize accomplishments. By utilizing data mining techniques, educational institutions can effectively manage student information and improve student outcomes, emphasizing the importance of utilizing technology to enhance student management practices.

Kesheng, L et al. (2020), in order to enable teachers to timely and accurately understand the behavior patterns of students, especially to timely discover the student groups that need to be focused on, will help promote the transformation of student affairs management from empirical qualitative understanding to scientific quantitative analysis. Overall, the literature suggests that student management rules and regulations play a crucial role in creating a conducive learning environment and ensuring the well-being of students. It is essential for educational institutions to address the needs

and concerns of students while adhering to established rules and regulations to promote effective student management practices.

Management method :

The literature on student management methods covers a wide range of topics and approaches. Hikmawati et al. (2020) explored the use of the Question and Answer (Q&A) method based on a Learning Management System (LMS) to enhance student communication skills in the History of Physics lecture. Gao et al. (2021) proposed a student attendance management method based on Crowdsensing to improve efficiency and prevent cheating during attendance checks. Niu et al. (2022) investigated the use of the Kids'Skills (KS) method to help students learn social-emotional and self-management skills for sustainable growth. Cao (2022) introduced a method for evaluating students' educational management quality based on intuitionistic fuzzy information to enhance the scientific judgment of teaching management processes. Teng (2022) proposed a method for exploring and analyzing the educational management of university students within environmental constraints to ensure stable operation and avoid mistakes in educational management work.

Overall, these studies demonstrate various approaches to student management methods, ranging from improving teamwork and communication skills to evaluating educational management quality.

Management effectiveness :

Management effectiveness mainly refers to the final result of achieving management objectives through certain management measures and mechanisms, which is an important embodiment of the social effects of the two capabilities of behavioral event management innovation and scientific distribution. Yansyah (2022)

conducted a qualitative study to determine the effectiveness of teacher performance management in the process of implementing student learning at a specific school in Bandar Lampung. Anand et al. (2022) conducted a systematic review analyzing the impact of interventions targeting school leaders' management practices on student learning, identifying factors that mitigate program effectiveness.

Management philosophy and management effectiveness :

The literature on student management philosophy and management effectiveness encompasses various aspects of educational models and tools aimed at improving student satisfaction and learning outcomes. Ngereja et al. (2020) evaluated the impact of project-based learning on student learning performance in project management courses. Panigrahi et al. (2020) investigated the effectiveness of e-learning in higher education, emphasizing the mediating role of student engagement on perceived learning effectiveness. Souza et al. (2020) discussed learning management strategies for planning the teaching-learning process, emphasizing experiential learning and cognitive skills development. Cain (2020) assessed the effectiveness of well-being challenges in a pharmacy management course to promote positive well-being behaviors among students. Maloni et al. (2021) explored responsible management education in business schools, focusing on factors influencing student intentions to practice responsible management. Gu et al. (2021) applied the PDCA cycle management model to improve the management of postgraduate medical students during the CoviD-19 pandemic. Budiya (2021) discussed effective classroom management in terms of room and student management to enhance learning activities.

Li (2021) proposed the application of intelligent sensor algorithms in student management to improve effectiveness. Al-Ali, S. (2022) in the study of the success of technical and vocational education depends on several factors, including: The study addresses the weaknesses of the current management philosophy, practice and organizational structure and proposes an effective and efficient management philosophy, practice and organizational structure to improve the quality of technical and vocational graduates. This result will go a long way towards making people generally realize that students' management ideas have a significant effect on student management effectiveness.

Management system and management effectiveness :

The effectiveness of student management systems in enhancing teaching and learning practices has been a topic of interest in recent literature. Liao et al. (2020) discussed the optimization of college physical education teaching, highlighting the importance of efficient management systems in educational settings. Panigrahi et al. (2020) explored the role of student engagement in e-learning on perceived learning effectiveness, emphasizing the impact of management systems on student outcomes. Alturise et al. (2020) compared the use of Blackboard and Moodle learning management systems, revealing their positive effects on teaching and learning effectiveness. Additionally, Yadav (2021) examined international student engagement and motivational challenges in Chinese universities, shedding light on the management effectiveness of teaching and learning practices. Moreover, Gu et al. (2021) investigated the management effectiveness of a medical student management system during the covid-19 pandemic, emphasizing the importance of

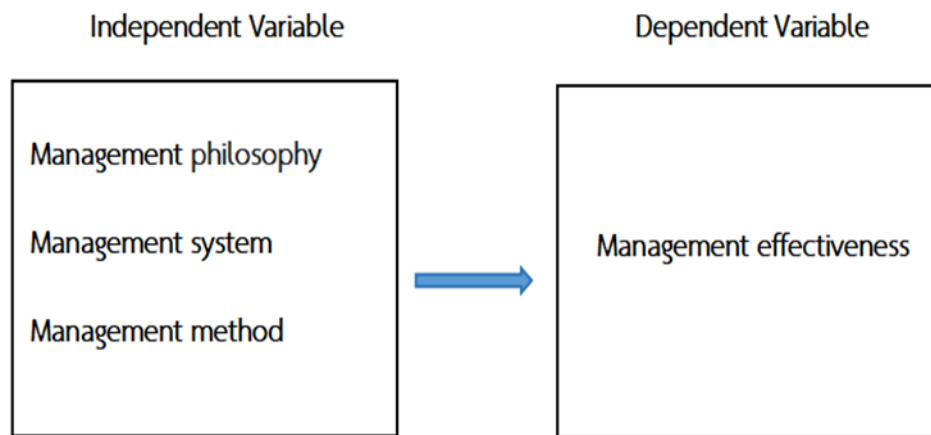
effective management strategies in challenging circumstances. Overall, the literature suggests that student management systems play a crucial role in improving teaching and learning effectiveness, student engagement, and overall educational outcomes. Effective management practices, such as those highlighted in the studies discussed, are essential for optimizing educational processes and ensuring positive student outcomes.

Management method and management effectiveness :

The literature on student management methods and management effectiveness encompasses various approaches and tools to enhance the learning experience and overall outcomes for students. This method aims to determine student perceptions of the value and contribution of experiential learning in higher education. The use of Learning Management Systems (LMS) such as Blackboard and Moodle has been shown to enhance teaching and learning effectiveness, as well as increase student-staff interaction (Alturise et al., 2020). Analyzing student behavioral patterns through unsupervised ensemble clustering approaches can provide insights for targeted rules and better student services and management (Li et al., 2021). Self-management techniques in group counseling have also been explored as a means to increase student interest in online learning during the Covid-19 pandemic (Lisa et al., 2021). Moreover, the implementation of e-learning during the pandemic has been studied for its effectiveness in learning management education innovation (Connie et al., 2021). Additionally, the application of intelligent sensor algorithms in student management has shown promise in improving the effectiveness of college student management and promoting information integration (Li, 2021). Overall, these studies

highlight the importance of utilizing various methods and tools to enhance student management and improve overall effectiveness in educational settings.

From the literature review above, the author was able to synthesize it into a research concept as shown in the figure.



Methodology

1. Target group

The target population for this investigation comprised students of Jiangxi Institute of Fashion Technology, totaling 15000 individuals according to the office's statistics. Utilizing the Taro-Yamane statistical method, the sample size was determined to be 382 participants to which questionnaires were distributed.

2. Research tools

To gather pertinent information from participants, a survey methodology was employed with a structured questionnaire. The questionnaire, comprising three sections, covered Demographic Information in part one. This part included questions related to gender, age, identity, grade, and number of clubs joined. each offering two to five alternative options. The subsequent sections elicited responses on Management philosophy (9 questions), Management system (8 questions), Management method (7

questions). Part three was Management effectiveness (6 questions). Part two and part three used a five-level Likert scale to measure the responses of each factor in the study. The five-point scale from 1 to 5, from low to high, indicates: 1 = strongly disagree, 2= disagree, 3 = Neutral, 4 = agree, and 5 = strongly agree

3. Research step

The author conducted a comprehensive examination of the research instruments through the following steps:

Initial Draft: The author sent the draft questionnaires to the advisor to assess their suitability. These questionnaires covered dimensions such as Management philosophy, Management system, Management method and Management effectiveness, necessitating a thorough evaluation of their quality.

Revision: Upon receiving feedback from the advisor, the author revised the draft questionnaires accordingly.

Expert Evaluation:

The revised draft questionnaires were then sent to three experts for assessment of content validity. The experts analyzed the Index of Congruence (IOC) between the content and questionnaires used in the study. Questions with an index of consistency falling within the range of 0.67 to 1.00 were selected (Leekitchwatana, 2022).

Expert Feedback: Following the evaluation by the three experts, the author revised the draft questionnaires based on their recommendations.

The author conducted a comprehensive examination of the research instruments through the following steps:

Pilot Testing:

The revised questionnaires were piloted with a non-study sampling group comprising teachers. These questionnaires

were then analyzed for reliability using Cronbach's coefficient alpha.

Reliability Testing

Cronbach's coefficient alpha was employed to assess the reliability of the research instruments. Acceptable values for the sample group are typically set at 0.7-0.9, indicative of a sufficiently reliable scale. As depicted in Table 1, all estimates of Cronbach's alpha for independent variables exceeded 0.7. Specifically, the Cronbach's alpha coefficients for Management philosophy, Management system, Management method and Management effectiveness were 0.899, 0.756, 0.872, and 0.864, respectively. These results demonstrate that the responses for each variable successfully passed the reliability test, affirming the overall internal consistency and reliability of the questionnaire data as shown in Table 1.

Table 1 Results of Cronbach's Alpha

Variable	Reliability	Item
Management philosophy	.899	9
Management system	.756	8
Management method	.872	7
Management effectiveness	.864	6

4. Data collection

A total of 382 questionnaires were distributed and 382 questionnaires were recovered, of which 382 were valid questionnaires, with an overall effective recovery rate of 99%.

5. Data Analysis

The author utilized a computer package to analyze the data as outlined below:

Part 1: Personal information factors of the respondents, including gender, grade, Student leader, student origin and family status, were analyzed using frequency and percentage values.

Parts 2 and 3 : These sections encompassed Management philosophy, Management system, Management method

and Management effectiveness. Mean and standard deviation values were employed as criteria for analysis (Leekitchwatana, 2022).

6. Statistics used in data analysis

Following data collection, this study utilized statistical software to conduct comprehensive data analysis. The specific statistical analysis methods included:

Descriptive Statistics: Descriptive statistics was performed on the data acquired from the questionnaire survey. This included calculating measures such as the mean, standard deviation, frequency, etc., to gain insights into the personal information of the sample and the distribution of variables.

Correlation Analysis: By computing the correlation coefficient between the independent and dependent variables, this analysis explored the relationship between them.

Multiple Linear Regression: Multiple linear regression was employed to establish a relationship between the dependent variable and the independent variables. Tolerance and Variance Inflation Factors (VIF) was utilized to detect

multicollinearity within the multiple regression model

Results

In this section, we present the characterization of respondent groups based on the analysis of a valid sample comprising 382 students. Table 2 provides a detailed breakdown of individual characteristics, presenting the data in terms of both actual numbers and percentages for clarity and comprehensibility.

Table 2: Individual Characteristics of the Valid Sample Derived from the Questionnaire

Background	Detail	frequency	percentage
Gender	Male	176	46.1
	Female	206	53.9
Grade	Freshman	191	50.0
	Sophomore	127	33.2
	Junior	44	11.5
	Senior year	20	5.2
student leader	Yes	136	35.6
	No	246	64.4
Where students come from	Rural area	178	46.6
	Town	204	53.4
Family status	Healthy	340	89.0
	Divorced	17	4.5
	Single parent	25	6.6

Table 2 As can be seen from Table 4.2, the personal factors of 382 students who answered the questionnaire according to variables are as follows:

1. In terms of gender, 382 people responded to the single question, of whom 46.1 per cent were male and 53.9 per cent were female. As you can see, the percentage is slightly higher for women.

2. In terms of student grades, the number of freshmen is the largest, accounting for 50.0%; Sophomores followed at 33.2 percent. There were fewer juniors, 11.5%, and the fewest seniors,

5.2%. It can be seen that the respondents of this survey are mainly freshmen and sophomores;

3. Whether they are student cadres or not, 136 people are student cadres, accounting for 35.69%; 246, or 64.4%, were not student leaders; That means most of the students are not student leaders.

4. Source of students: 178 from rural areas, accounting for 46.6%, 204 from urban areas, accounting for 53.4%; That means students from towns are slightly taller.

5. Family situation: 340 people (89 per cent) have healthy families; There were 17 divorced families (4.5%) and 25 single

parent families (6.6%). It can be seen that most of the students' families are healthy.

Descriptive analysis

Table 3 shows the mean and Standard Deviation of four variables : Management philosophy, Management system, Management method and Management effectiveness.

Variable	Mean	SD	Verbal
Management philosophy	3.70	1.04	Agree
Management system	3.57	1.06	Agree
Management method	3.77	1.03	Agree
Management effectiveness	3.36	0.99	neutral

Table 3 presents the mean and standard deviation (SD) of five key variables related to procurement processes: Management philosophy, Management system, Management method and Management effectiveness. The mean values range from 3.36 to 3.77, indicating varying levels of agreement or neutrality across these variables. Specifically, Management philosophy, Management system, Management method show agreement, with mean values of 3.70,

3.57, and 3.77, respectively, while Management effectiveness are rated as neutral with mean values of 3.36, respectively. The standard deviations (SD) range from 0.99 to 1.04, suggesting differing degrees of variability in responses across these variables. Overall, this table provides insight into the perceived effectiveness and consensus regarding various aspects of Management effectiveness within the surveyed population

Table 4 The correlation analysis among Management philosophymanagement system management method and management effectiveness

		Management philosophy	management system	management method	management effectiveness
Management philosophy	Pearson Correlation	1	.111*	.390**	.267**
	Sig. (2-tailed)		.030	.000	.000
	N	382	382	382	382
management system	Pearson Correlation	.111*	1	.189	.211*
	Sig. (2-tailed)	.000		.001	.001
	N	382	382	382	382
management method	Pearson Correlation	.390**	.089	1	.304**
	Sig. (2-tailed)	.000	.001		.000
	N	382	382	382	382
management effectiveness	Pearson Correlation	.267**	.211**	.304**	1
	Sig. (2-tailed)	.000	.001	.000	
	N	382	382	382	382

Table 4 presents the correlation analysis among Management philosophy, Management system, Management method and Management effectiveness. The Pearson correlation coefficients indicate a positive and statistically significant relationship between Management philosophy and Management system ($r =$

0.111), Management philosophy and Management method ($r = 0.390$), Management philosophy and Management effectiveness ($r = 0.267$), Management system and Management method ($r = 0.189$), Management system and Management effectiveness ($r = 0.211$), Management method and Management

effectiveness ($r = 0.304$). All correlations have a p-value less than 0.05, suggesting a strong and significant association. The sample size for each correlation is 293. Overall, significant positive correlations exist between all pairs of variables. Notably, management effectiveness shows the strongest correlations with other variables, particularly with Management

method and Management philosophy, suggesting their interrelatedness. These findings imply that improvements in one aspect of student management effectiveness to coincide with enhancements in other related areas, highlighting the interconnected nature of Management method and Management philosophy.

Table 5 The relationship between Management philosophy, management system, management method and management effectiveness

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Collinearity Statistics	
		B	Std. Error	Beta			Tolerance	VIF
1	(Constant)	1.546	.289		5.347	.000		
	Management philosophy	.162	.050	.169	3.221	.001	.842	1.188
	Management system	.089	.061	.071	1.467	.000	.985	1.015
	Management method	.237	.054	.232	4.421	.000	.846	1.182

a. Dependent Variable: management effectiveness

$R^2 = .123$ Adjust $R^2 = .116$ $F = 17.731$ Sig. = .000

This regression table 5 provides information about a statistical model, likely used to analyze the relationship between one dependent variable and three independent variables (Management philosophy, Management system, Management method and Management effectiveness). Breakdown of the key information:

Constant: The intercept of the regression equation. In this case, the constant has an unstandardized coefficient of 1.546 and a standardized coefficient of 0.289.

Management philosophy, Management system and Management method : These are the predictor variables. Each variable has unstandardized coefficients (B) of 0.162, 0.089 and 0.237, respectively. Standardized coefficients (Beta) are 0.169, 0.071 and 0.232, indicating the standardized impact of each variable on the dependent variable.

T-values: These values (3.221, 1.467 and 4.421) indicate the number of

standard errors the coefficients are away from zero. Higher absolute t-values suggest more significant relationships.

Sig. (Significance): The p-values associated with each predictor variable. In this case, all four variables (Purchasing Plan, Resource Allocation, Employee Competence and Procurement Procedures) have p-values less than 0.05 (0.001, 0.003, 0.000), suggesting that they are statistically significant predictors.

Collinearity Statistics: Tolerance and VIF (Variance Inflation Factor) are measures of multicollinearity, the extent to which independent variables are correlated. Generally, a tolerance below 0.2 or a VIF above 5 may indicate a collinearity problem. In this case, the tolerance values are 0.842, 0.985 and 0.846, and the VIF values are 1.118, 1.105 and 1.182 for Management philosophy, Management system and Management method , respectively. These values seem within acceptable ranges.

Model Fit: The R^2 value of 0.200 indicates the proportion of variance in the dependent

variable explained by the model. Adjusted R² considers the number of predictors and sample size, yielding a value of 0.123. The F-value (17.731) and its associated p-value (<0.000) suggest that the overall model is statistically significant.

Based on the results of the above coefficients, this study explores the relationship between the dependent variable " Management philosophy, Management system and Management method" and the independent variable "Management effectiveness "

In summary, the regression model suggests that Management philosophy, Management system and Management method are statistically significant predictors of the dependent variable. The model as a whole is also statistically significant in explaining the variance in the dependent variable. The collinearity statistics indicate no severe multicollinearity issues.

From Table 6. It can be seen that Management philosophy, Management system and Management method were used as independent variables and Management effectiveness were used as dependent variable in linear regression analysis. From the table below, it can be seen that the model formula is:

The regression formula based on the provided table would be:

$$Y = a + b_1X_1 + b_2X_2 + b_3X_3$$

y =Management effectiveness

a = constant

b = coefficient

X₁ =Management philosophy

X₂ =Management system

X₃=Management method

$$Y = 1.546 + 0.162X_1 + 0.089X_2 + 0.237X_3$$

Discussion

The discussion will be clarified to match the goals of this study.

The objective: To study the factors that affect the effectiveness of student management: management philosophy,

management system and management method.

The results show that the average impact of students management philosophy, management systems and management methods on management effectiveness is more consistent, with an average score of 4.37. The standard deviation highlights the variability around these averages, indicating that most respondents agree that management concepts, management systems, and management methods have a significant impact on management effectiveness.

Factors affecting the effectiveness of wechat community management, emphasizing community goals, trust, belonging, reciprocity and rules (Yongxiang et al,2020). The collaborative model of professional development reveals effective strategies for strengthening student management through management concepts and institutions (Firestone et al., 2020). Using a framework to understand the impact of human factors on the effectiveness of learning management systems (LMS), it is pointed out that management methods have significant effects on the effectiveness of learning. The framework integrates quantitative and qualitative approaches to explore the various factors that contribute to the effective management of students in a digital learning environment (Alomari et al., 2020). The focus on the mentoring process in the organization's employee training system emphasizes the importance of pairing students with mentors based on abilities, skills and qualities. Effective mentoring plays an important role in student management and development (Perevalova et al., 2021).

Recommendations

1. Change management concepts and innovate management methods

Change the management idea, "people-oriented", "student-oriented" as the core idea of student management. Starting from

the essence of education, the essence of student management should be to serve students as the starting point, to cultivate talents as the fundamental goal, all to the development of students, so that the student management work can be implemented and achieve results.

Colleges and universities should change the traditional passive situation of student management, prioritize management, transform post-management into pre-management and in-process management, focus on education and guidance, adopt humanized management measures, actively improve the basic environment of student management through ideological and political education, outlook on life, values, and world outlook cultivation, and change the inherent concepts of managers and the managed. Enter the inner world of students, so as to open a new situation of student management.

2. Strengthen research on students' learning and living conditions, and consolidate the foundation of student management

In order to improve the effectiveness of college student management, it is crucial to consolidate the foundation of student management, that is, to do a good job of research and analysis of learning and living emotions, so as to have a target in management work and get twice the result with half the effort. College students come from a variety of sources, and the diversity of students determines the complexity of college students' learning and living feelings. If the basic situation of students is not fully grasped, student management is bound to be difficult to be

targeted, and its effectiveness will be greatly reduced. The management of students in colleges and universities should take the investigation and analysis of learning and living conditions as the starting point.

3. Promote the efficient operation of student management with the application of information technology

Through strengthening the application of information technology to promote the efficient operation of university student management, it is an important way to enhance the effectiveness of student management.

(1) Colleges and universities should establish student management information system to improve the efficiency of student management. On the one hand, the establishment of student management information system can alleviate the problem of insufficient human resources in university student management, on the other hand, it can make student management more standardized and orderly, and help to improve the effectiveness of management.

(2) College student management departments should actively monitor the life behaviors of higher vocational students through the application of information technology, such as increasing the investment in monitoring facilities in safety management, and strengthening the automatic monitoring of electricity, water and fire in dormitory management.

(3) University student management departments should grasp the dynamic changes of students' thoughts and management needs through the application of information technology.

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Guidelines for leadership development for art teachers in Guangzhou Middle Schools under Guangdong Province

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Abstract

This study aimed to develop guidelines for leadership development of art teachers in Guangzhou middle schools, Guangdong Province, China. A mixed-method approach, integrating both quantitative and qualitative methods, was employed. Key informants included 20 administrators selected through purposive sampling, while a focus group of 5 experts provided additional insights. Data collection involved in-depth interviews, and the findings were analyzed using content analysis and frequency analysis. Results indicated that while art teachers in Guangzhou middle schools demonstrated strong capabilities and positive outcomes, several challenges remained. These included fragmented teaching objectives, such as prioritizing ideas over design, a disconnect between theory and practice, and insufficient integration of educational goals. Additionally, the shift from skill-based to accomplishment-based teaching posed further obstacles. Based on these findings, this study proposed targeted recommendations to address core issues and enhance the leadership development of art teachers.

KEYWORDS: Leadership development, Art teachers, Guangzhou Middle School, Guangdong Province.

Introduction

The Xinhua News Agency Beijing (2017) report of the 19th National Congress of the Communist Party of China emphasized that building a strong education system is a foundational project for the great rejuvenation of the Chinese nation. Education and scientific research are identified as crucial tools for advancing national development and addressing imbalances in education quality and access. Fundamental questions such as "Who are you training?", "How to train people?", and "Who are you training

people for?" are central concerns for middle school principals and leadership personnel, particularly in the evolving educational landscape.

Leadership development in schools is critical to ensuring quality education, as it shapes the direction of school policies, teaching strategies, and resource allocation. According to Hamilton and Bean (2013), leadership is highly contextualized, involving complex interactions among leaders, followers, and situations. Situational leadership theory (Hersey & Blanchard, 1977) and

contingency theory (Fiedler, 1967) argue that leadership styles must adapt to specific situations and followers' needs. However, these theories often fall short in explaining how leaders can actively change unfavorable contexts (Northouse, 2004). Moreover, Hersey (2022) noted that in the transition from the industrial to the information age, leadership has evolved from command-and-control models to facilitative approaches that empower skilled employees in complex work environments.

In China, significant strides have been made in educational reforms, including the "Basic Education Curriculum Reform Outline" (Ministry of Education, 2001) and subsequent curriculum overhauls. These initiatives aim to cultivate students' core qualities, including practical abilities, scientific literacy, and aesthetic sensibilities. However, challenges persist, particularly in the realm of aesthetic education, which remains a weak link in the educational system. The State Council (2020) emphasized the need for comprehensive reforms to strengthen aesthetic education by integrating resources and addressing deficiencies in implementation and resource allocation. As a first-tier city, Guangzhou is at the forefront of this reform, integrating aesthetic education resources and exploring innovative leadership models to enhance the quality of fine arts education in middle schools.

Internationally, researchers such as Peter F. Drucker (2018) highlight that leadership development has become a focal point for organizations aiming to achieve competitive advantage. The Center for Creative Leadership's studies (McCauley et al., 2018) and works by authors like Conger and Benjamin (2019) have

contributed significantly to understanding the complexities of leadership development. These studies underscore that leadership is not merely about directing others but about fostering environments that encourage growth, collaboration, and innovation.

Despite these efforts, gaps remain in understanding how leadership development specifically impacts art teachers, particularly in middle schools where aesthetic education plays a critical role in fostering students' creativity and cultural awareness. Liu and Zhang (2020) found that a positive work environment enhances teacher morale and creativity, which is vital for leadership development. However, challenges such as the separation of theory from practice, uneven resource allocation, and the undervaluing of aesthetic education continue to hinder progress in this area (State Council, 2020).

Building on these findings, this study aims to address the need for targeted leadership development among art teachers in Guangzhou middle schools. Effective leadership development can empower art teachers to integrate innovative teaching methods, foster a collaborative learning environment, and enhance the overall quality of aesthetic education. By bridging gaps between policy, practice, and leadership theory, this research contributes to the broader goal of cultivating high-quality educators capable of meeting the demands of modern education.

Purposes

The purpose of this research is to develop guidelines for leadership development for art teachers in Guangzhou middle schools under Guangdong Province.

Benefit of Research

This research aims to explore and propose guidelines for leadership development for art teachers in Guangzhou middle schools under Guangdong Province. These guidelines will contribute to the academic management efforts of enhancing students' educational experiences in universities across Guangdong Province.

Research Process

Step 1: Literature Review and Analysis of Policies and Current Situation

1. Conduct a comprehensive review of existing literature, including theories, models, and case studies on leadership development.

2. Study relevant policies and analyze the current state of leadership practices among art teachers in Guangzhou middle schools.

3. Identify gaps and challenges in leadership development to inform subsequent research steps.

Step 2: Development of Semi-Structured Interview Questions

1. Analyze the content of key leadership components identified in Step 1.

2. Design interview questions to explore the perspectives of administrators and experts on leadership development.

3. Pre-test the questions with a small group of educators to ensure clarity and relevance, making necessary adjustments.

Step 3: Conduct In-Depth Interviews

1. Use purposive sampling to select 20 administrators from Guangzhou middle schools as key informants.

2. Conduct semi-structured interviews to gather qualitative data on their experiences, challenges, and recommendations for leadership development.

3. Record, transcribe, and analyze the interview data for emerging themes.

Step 4: Expert of 5 to Focus Group Discussion

1. Facilitate a focus group with five experts in Guangdong Province to review and validate the findings from the in-depth interviews.

2. Refine the proposed guidelines based on expert feedback and insights.

Key Informants and Experts

1. Key informant, 20 administrators from Guangzhou middle schools selected through purposive sampling for in-depth interviews.

2. Expert to Focus Group: 5 experts in educational leadership and academic management from Guangdong Province.

Instruments

1. Semi-Structured Interviews: Designed to elicit detailed insights from administrators on leadership development practices and challenges.

2. Focus Group Discussion: Facilitated discussions with experts to validate and refine the proposed guidelines.

Data analysis

The data analysis in this study employs qualitative methods and content analysis to systematically examine the data collected from in-depth interviews and focus group discussions. The process is outlined as follows:

1. Content Analysis of In-Depth Interviews:

- 1.1 Perform frequency analysis on the responses from the 20 key informants to identify recurring themes, patterns, and key components of leadership development.

- 1.2 Organize the identified themes into categories relevant to academic management and leadership development.

1.3 Propose a basic academic management model based on the analyzed data.

2. Focus Group Discussion Analysis:

2.1 Facilitate a focus group discussion with five experts to evaluate and score the proposed academic management model.

2.2 Use qualitative techniques, such as thematic analysis, to interpret expert feedback on the model's relevance, feasibility, and comprehensiveness.

2.3 Incorporate insights and suggestions from the experts to refine the model.

3. Joint Evaluation and Verification:

3.1 Conduct a collaborative discussion between the researcher and the expert group to critically evaluate the refined academic management model.

3.2 Verify the model's validity and reliability by ensuring it addresses the identified challenges and aligns with the leadership development goals.

3.3 Make final modifications based on the consensus reached during the evaluation.

Conclusion and discussion

Content analysis and to analyse for Leadership Development Components for Middle School Art Teachers in Guangzhou

Based on the analysis of qualitative interviews and focus group discussions, five core components of leadership development for middle school art teachers in Guangzhou have been identified. These components align with the cultivation of teachers' core qualities and address the challenges of integrating leadership principles into art education.

1. Internal Progress and External Guidance. Detail:

1.1 Emphasizes the importance of self-driven growth (internal progress) complemented by external support from school leadership, policies, and professional networks.

1.2 Art teachers must cultivate individual motivation, creativity, and critical thinking while receiving structured guidance through mentoring and administrative support.

1.3 This dual approach ensures balanced development in both personal and professional capacities.

2. Multiple and Integral Objectives Detail:

2.1 Leadership development should integrate diverse goals, including fostering students' aesthetic appreciation, enhancing teachers' pedagogical skills, and achieving school-wide academic excellence.

2.2 Teachers need to align their artistic vision with educational objectives, ensuring that leadership roles are adaptable to varying demands, from classroom management to curriculum innovation.

3. Periodic and Continuous Growth. Detail:

3.1 Leadership training must be periodic, with structured phases for skills development, and continuous to adapt to changing educational landscapes.

3.2 Art teachers require access to workshops, seminars, and reflective practices that promote lifelong learning.

3.3 This principle encourages iterative improvement rather than static skill acquisition.

4. Adaptability and Extensibility. Detail:

4.1 Leadership skills for art teachers should be adaptable to different teaching contexts and extendable to broader educational frameworks.

4.2 Teachers must be equipped to respond to unique challenges, such as integrating technology into art classes, managing diverse student needs, and contributing to interdisciplinary projects.

4.3 This component ensures flexibility in leadership roles, fostering innovation and resilience.

5. Systematic and Practical Assessment. Detail:

5.1 Leadership development must include robust assessment mechanisms to

evaluate teachers' progress and the practical application of their skills.

5.2 Double-chain assessment rules emphasize both formative and summative evaluations to ensure comprehensive feedback.

5.3 The assessment system should focus on tangible outcomes, such as improvements in classroom engagement, curriculum design, and collaboration with colleagues.

Interview Data from 15 key informants as table 1

Table 1 Key Insights from Interview Data

Component	Insights from Interviews	Frequency n = 15
Internal Progress and External Guidance	Teachers highlighted the need for autonomy in developing artistic methods while receiving mentoring from experienced leaders and administrators.	15
Multiple and Integral Objectives	Administrators emphasized aligning personal teaching goals with broader institutional objectives to foster holistic leadership in art education.	14
Periodic and Continuous Growth	Interviewees noted the importance of periodic workshops and continuous self-improvement to stay updated with trends and challenges in art education.	13
Adaptability and Extensibility	Respondents stressed that leadership training should prepare teachers for diverse classroom contexts and collaborative projects beyond their immediate roles.	12
Systematic and Practical Assessment	Experts suggested implementing structured evaluations to measure leadership development outcomes, including peer reviews, student feedback, and administrative observations.	11

These five components form a robust framework for cultivating leadership qualities in middle school art teachers in Guangzhou. The guidelines emphasize balance between individual efforts and systemic support, adaptability to changing educational demands, and continuous evaluation to ensure meaningful progress. These principles aim to bridge theoretical concepts and practical applications, ultimately enhancing the role of art teachers as leaders in their schools.

Results from Focus Group Discussion of 5 Experts Based on 5 Components

The focus group discussion with five experts provided detailed insights into the development of leadership for art teachers. Each of the five components was analyzed, leading to the identification of actionable sub-items to be developed into recommendations. As below;

1. Internal Progress and External Guidance;

Sub-items Identified:

1.1 Balancing Autonomy and Guidance: Experts emphasized the importance of empowering art teachers to develop their teaching methods while providing structured mentorship.

1.2 Mentorship Framework: The need for a formal mentorship program with clearly defined roles for mentors and mentees.

1.3 Continuous Feedback: Regular feedback mechanisms between administrators and art teachers to assess progress and address challenges.

1.4 Resource Accessibility: Ensuring access to resources that facilitate both independent and guided growth.

1.5 Emphasizing Collaboration: Encouraging collaboration between teachers and administrators to foster a culture of shared leadership.

2. Multiple and Integral Objectives

Sub-items Identified:

2.1 Alignment of Goals: Ensuring that personal teaching goals of art teachers align with institutional objectives for a holistic leadership model.

2.2 Integrated Curriculum Design: Developing a curriculum that incorporates leadership components while maintaining artistic integrity.

2.3 Student-Centered Leadership: Focusing leadership activities on enhancing student engagement and creativity.

2.4 Leadership Workshops: Organizing workshops to train teachers in balancing multiple objectives effectively.

2.5 Interdisciplinary Approaches: Promoting collaboration across different subjects to broaden leadership perspectives.

3. Periodic and Continuous Growth

Sub-items Identified:

3.1 Structured Training Cycles: Implementing periodic training sessions to refresh and update leadership skills.

3.2 Self-Reflection Opportunities: Encouraging teachers to engage in reflective practices to evaluate their leadership development.

3.3 Access to Advanced Studies: Providing funding or opportunities for advanced degrees or certifications in leadership and art education.

3.4 Peer Learning Groups: Establishing peer networks for ongoing support and shared learning experiences.

3.5 Integration of Modern Trends: Incorporating emerging trends and technologies in art education to keep leadership practices relevant.

4. Adaptability and Extensibility

Sub-items Identified:

4.1 Flexible Leadership Models: Developing adaptable leadership models tailored to various school and classroom contexts.

4.2 Scenario-Based Training: Providing scenario-based leadership training to prepare teachers for diverse challenges.

4.3 Support for Innovative Practices: Encouraging art teachers to experiment with new teaching and leadership methods.

4.4 Cross-School Collaboration: Facilitating partnerships with other schools to share resources and ideas.

4.5 Teacher-Led Initiatives: Empowering teachers to lead initiatives that extend beyond the classroom, such as art exhibitions or community projects.

5. Systematic and Practical Assessment

Sub-items Identified:

5.1 Double-Chain Evaluation: Establishing a dual-focus assessment

system that evaluates both leadership development and classroom impact.

5.2 Student Feedback: Incorporating student feedback as a key component in assessing leadership effectiveness.

5.3 Leadership Portfolios: Encouraging teachers to maintain portfolios documenting their leadership activities and achievements.

5.4 360-Degree Reviews: Implementing 360-degree evaluation systems involving administrators, peers, and students.

5.5 Benchmarking Performance: Comparing teacher performance with established benchmarks to identify areas for improvement.

Guide from 5 experts for Development Based on Focus Group Results

1) Establish a formal mentorship program with clear guidelines and measurable outcomes.

2) Develop leadership workshops and interdisciplinary training sessions to broaden teachers' perspectives.

3) Implement flexible, scenario-based training to prepare teachers for diverse challenges and contexts.

4) Introduce comprehensive assessment systems, including double-chain evaluations and 360-degree feedback.

5) Promote collaboration and networking opportunities among art teachers to share best practices and foster innovation.

These detailed insights provide a foundation for actionable strategies to enhance the leadership development of art teachers in Guangzhou middle schools, to proposed figure 1 for leadership development in schools.as Figure 1;

Leadership Development for Art Teachers in Guangzhou Middle Schools Under Guangdong Province

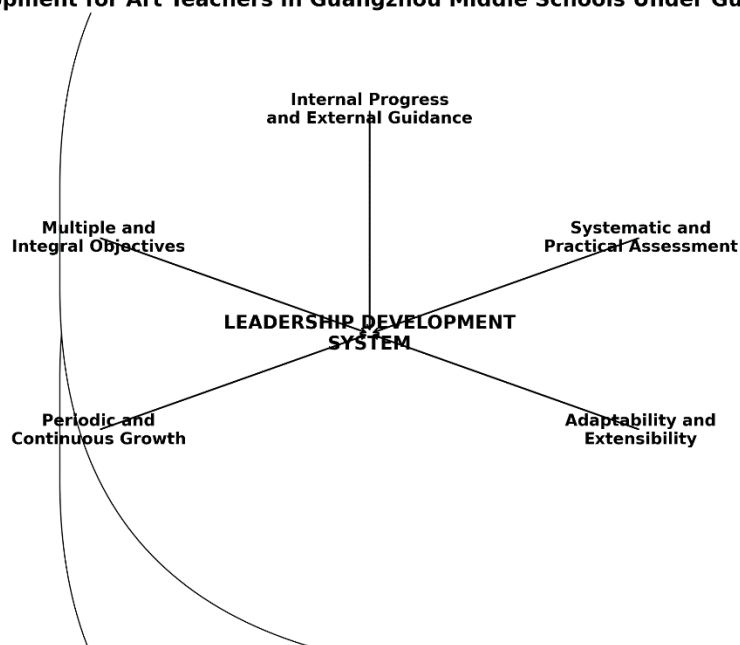


Figure 1 : a system of five interconnected components for leadership development tailored for art teachers in Guangzhou middle schools

The figure presents a system of five interconnected components for leadership development tailored for art teachers in

Guangzhou middle schools under Guangdong Province. Each component addresses a specific area essential for

fostering leadership skills and improving overall educational outcomes.

Components and Their Management by School Leaders

1. Internal Progress and External Guidance; This component emphasizes the balance between individual self-development (internal progress) and structured support from mentors and administrators (external guidance).

Management by School Leaders: Establish mentorship programs pairing experienced teachers with new or developing art teachers.

1.1 Create policies that allow autonomy in teaching methods while providing structured guidance.

1.2 Organize regular one-on-one sessions with teachers to discuss progress, set goals, and provide feedback.

2. Multiple and Integral Objectives; Leadership development must align the individual goals of art teachers with the broader objectives of the school, such as enhancing student engagement, improving teaching quality, and achieving institutional excellence.

Management by School Leaders:

2.1 Integrate leadership development into the school's strategic plan, ensuring alignment with the school's academic and cultural goals.

2.2 Encourage interdisciplinary projects that combine art education with other subjects, fostering collaborative leadership.

2.3 Facilitate regular meetings to align teachers' personal teaching objectives with school-wide targets.

3. Periodic and Continuous Growth; Leadership development should follow a periodic and continuous cycle of training, evaluation, and improvement.

Management by School Leaders:

3.1 Schedule regular workshops, training sessions, and seminars for professional development.

3.2 Provide access to external training opportunities, such as conferences, certifications, and advanced studies.

3.3 Implement reflective practices, encouraging teachers to review and refine their leadership approaches.

4. Adaptability and Extensibility; Leadership skills should be adaptable to various classroom contexts and extendable to broader educational frameworks, such as interdisciplinary or community projects.

Management by School Leaders:

4.1 Foster an environment where teachers can experiment with innovative teaching and leadership methods.

4.2 Encourage teachers to take on leadership roles beyond the classroom, such as organizing art exhibitions or leading community outreach programs.

4.3 Provide resources and support for teachers to adapt to emerging educational trends and challenges.

5. Systematic and Practical Assessment; A robust assessment system evaluates the progress and practical application of leadership skills among art teachers.

Management by School Leaders:

5.1 Implement double-chain evaluation systems focusing on both leadership development and teaching outcomes.

5.2 Incorporate 360-degree feedback mechanisms involving peers, students, and administrators.

5.3 Use data-driven insights to refine leadership development programs and address specific areas of improvement.

How School Leaders Manage the System as a Whole

1. Integration: School leaders must ensure that these five components are interconnected and function cohesively as part of the school's overall strategic framework. Each component should complement the others, creating a holistic approach to leadership development.

2. Resource Allocation: Allocate necessary resources, such as time, funding, and tools, to support the successful implementation of each component.

3. Monitoring and Evaluation: Regularly assess the effectiveness of the system through feedback, performance metrics, and stakeholder input, making iterative improvements where necessary.

4. Encouragement of Collaboration: Facilitate collaboration between art teachers, other departments, and external experts to enrich the leadership development experience.

5. Focus on Sustainability: Develop a long-term plan to ensure that leadership development initiatives are sustainable and adaptable to future challenges.

The findings of this research align with both Chinese and international studies on leadership development in education. Liu and Chen (2021) highlighted the importance of resource accessibility in supporting teacher growth, which aligns with the component of Systematic and Practical Assessment identified in this study. Similarly, Zhao and Li (2021) emphasized the role of government policies in fostering leadership in aesthetic education, reinforcing the need for External Guidance through structured mentoring and administrative support. From an international perspective, Ryan and Deci's (2017) Self-Determination Theory underscores the significance of autonomy and competence, which is reflected in the component of Internal Progress in this study. Furthermore,

Noddings (2015) advocates for the importance of creating supportive environments that enable teacher leadership, consistent with the emphasis on Adaptability and Extensibility. Drucker (2018) and Hersey (2022) have similarly identified that modern leadership requires balancing directive approaches with supportive and collaborative strategies, resonating with the identified components of Multiple and Integral Objectives and Periodic and Continuous Growth. These connections demonstrate the global relevance of the leadership development system proposed in this study.

According to McCauley et al. (2018), effective leadership development requires a comprehensive framework that combines individual growth, organizational support, and situational adaptability. This aligns with the findings of this study, particularly the emphasis on Internal Progress and External Guidance as a critical component for fostering leadership among art teachers in Guangzhou middle schools. The integration of structured mentoring programs and resource accessibility highlighted in this research resonates with the leadership development strategies proposed by McCauley et al. (2018), which advocate for creating tailored development pathways within educational settings.

Recommendations

Recommendations from Research

1. Establish Structured Mentorship Programs: Develop formal mentorship initiatives to guide art teachers in leadership skills, with clear objectives and measurable outcomes.

2. Promote Continuous Professional Development: Organize regular workshops, training sessions, and access to advanced studies to enhance teachers' leadership competencies.

3. Implement Collaborative Leadership Models: Encourage team-based projects and interdisciplinary collaborations to foster shared leadership responsibilities among teachers.

4. Enhance Resource Allocation: Ensure equitable distribution of teaching materials, tools, and support systems to facilitate leadership development.

5. Integrate Leadership Assessment Mechanisms:

Introduce practical and systematic evaluation frameworks, including peer reviews and 360-degree feedback, to

measure leadership growth and effectiveness.

Recommendations for Future Studies

1. To Exploration of Digital Tools in Leadership Development: Investigate the impact of technology and digital platforms on the leadership development of art teachers in middle schools.

2. To Comparative Analysis of Urban and Rural Leadership Challenges: Conduct a comparative study of leadership development challenges and opportunities in urban and rural middle schools.

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Proposed guidelines for motivation enhancement of art teachers at senior middle schools in Qingyuan City under Guangdong Province

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Abstract

This research aimed to propose guidelines for enhancing the motivation of art teachers at senior middle schools in Qingyuan City under Guangdong Province, People's Republic of China. The objectives of the study were (1) to identify the components of art teachers' motivation at senior middle schools and (2) to develop and propose guidelines for enhancing art teachers' motivation effectively. A mixed-method approach was employed, integrating both quantitative and qualitative research methods. The key informants included 15 administrators selected through purposive sampling, while the expert focus group comprised 9 experts in Guangdong Province. Data collection instruments included in-depth interviews and a structured questionnaire. Content analysis was used to analyze the data. The findings revealed two main components of art teachers' motivation: (1) Curricular Enrichment and Professional Development, emphasizing the diversification and inclusion of aesthetic education subjects such as music, art, calligraphy, dance, drama, film, and television in both academic curricula and extracurricular activities; and (2) Recognition and Support Systems, focusing on the inclusion of art subjects in academic assessments and institutionalized recognition for teacher contributions to aesthetic education. Based on these findings, the study proposed three guidelines for motivation enhancement: Integration of Aesthetic Education in Curricula: Enrich the content of art courses and expand offerings to include advanced and diverse forms of art education. Professional Development Opportunities: Provide ongoing training and development programs to equip teachers with the skills necessary for effective aesthetic education. Institutional Support and Recognition: Incorporate art subjects into academic assessments and establish recognition mechanisms to acknowledge and reward teachers' contributions to aesthetic education.

KEYWORDS: Art teachers' motivation, Motivation enhancement, Senior middle schools, Qingyuan City, Guangdong Province.

Introduction

Aesthetic education has gained significant attention in the People's Republic of China as a pivotal aspect of holistic student development, especially in senior middle schools. This is evident in

the National Guidelines for Aesthetic Education, which emphasize the integration of music, art, calligraphy, dance, drama, film, and television into the academic curricula. Despite these efforts, art teachers in senior middle schools in

Qingyuan City, Guangdong Province, face challenges that hinder their motivation and performance. This study aims to address this issue by proposing guidelines for enhancing art teachers' motivation, thereby aligning with the national directive to strengthen aesthetic education comprehensively. Current Situation and Problem Statement, in recent years, the Chinese government has placed significant emphasis on aesthetic education, recognizing its role in nurturing creativity, cultural appreciation, and emotional well-being among students (Zhao & Li, 2021). However, the implementation of these policies at the school level often falls short due to a lack of sufficient resources, teacher training, and institutional support. Art teachers frequently report feelings of professional stagnation, lack of recognition, and inadequate career development opportunities, which adversely affect their motivation and teaching efficacy (Wang et al., 2020).

In Qingyuan City, the situation is further complicated by socio-economic disparities, which impact resource allocation for aesthetic education. A survey conducted by Liu and Chen (2021) found that over 60% of schools in Guangdong Province face challenges in recruiting and retaining qualified art teachers due to limited professional development opportunities and insufficient integration of art subjects into mainstream academic assessments. These factors contribute to a lack of motivation among art teachers, undermining the goals of aesthetic education. How to Address the Problem, effective management of art teachers' motivation requires a multifaceted approach. First, it is essential to enrich the curriculum by incorporating diverse forms of art education and ensuring their relevance to students' academic and

personal growth. Second, professional development programs must be established to equip art teachers with the necessary skills and knowledge to deliver high-quality instruction. Third, institutional support mechanisms, including recognition and rewards, must be implemented to acknowledge the contributions of art teachers to aesthetic education.

Research in both Chinese and international contexts supports these strategies. For instance, Zhang et al. (2022) emphasized the importance of continuous professional development in enhancing teacher motivation and performance in aesthetic education. Similarly, Ryan and Deci (2017), in their Self-Determination Theory, highlighted that autonomy, competence, and relatedness are critical factors influencing teacher motivation and engagement. Furthermore, an international study by Noddings (2015) demonstrated that recognition and appreciation significantly boost teachers' intrinsic motivation, particularly in creative disciplines.

Research Gap, while existing studies underscore the importance of aesthetic education and teacher motivation, limited research has been conducted on the specific challenges faced by art teachers in Qingyuan City's senior middle schools. Most studies focus on urban areas with better resource allocation, overlooking the unique socio-economic and cultural context of cities like Qingyuan. Moreover, there is a lack of comprehensive guidelines that integrate curriculum enrichment, professional development, and institutional support to enhance art teachers' motivation.

This research aims to fill the aforementioned gap by proposing evidence-based guidelines tailored to the needs of art teachers in Qingyuan City. By addressing the specific challenges they

face, this study will contribute to the effective implementation of aesthetic education policies, ultimately benefiting students, teachers, and the broader educational community. Additionally, the findings can serve as a model for other regions facing similar challenges, thereby advancing the national agenda for comprehensive aesthetic education.

Purposes

(1) to identify the components of art teachers' motivation in senior middle schools and

(2) to develop guidelines for enhancing art teachers' motivation effectively.

Benefit of Research

1. Improved teacher performance and effectiveness, understanding and enhancing motivation leads to higher teacher engagement, creativity, and instructional quality, directly benefiting students.

2. Better student outcomes in aesthetic education, motivated art teachers create inspiring learning environments, improving student participation, creativity, and appreciation for the arts.

3. Informed policy and administrative support. The findings provide actionable insights for school administrators and policymakers to develop supportive policies and practices that enhance teacher motivation and satisfaction.

4. Reduction in teacher turnover, addressing motivational challenges helps reduce burnout and attrition, ensuring stability and continuity in art education programs.

5. Advancement of Art education and cultural enrichment, strengthening art teachers' motivation contributes to the

promotion of aesthetic education, fostering a culturally rich and creative society.

Research Process

Step 1: Literature Review and Situational Analysis

1. Conduct a comprehensive literature review to study relevant theories, policies, and research findings related to art teacher motivation and academic management in senior middle schools.

2. Analyze government policies, institutional frameworks, and current practices in Guangdong Province to understand the broader context.

3. Identify key components and factors influencing art teachers' motivation and the challenges faced in academic management.

4. Synthesize findings to create a theoretical foundation for the research and inform subsequent steps.

Step 2: Development of Semi-Structured Interview Questions

1. Based on the literature review and situational analysis, identify key components of teacher motivation and academic management that require further exploration.

2. Develop a set of semi-structured interview questions designed to: Explore administrators' experiences, challenges, and strategies in managing art teachers. Understand their perspectives on motivational factors, including intrinsic and extrinsic elements. Gather insights on institutional policies and support systems for art teachers.

3. Pre-test the interview questions with a small group of educators or administrators to ensure clarity and relevance, making revisions as needed.

Step 3: Conduct In-Depth Interviews

1. Use purposive sampling to select 15 administrators from senior middle

schools in Guangdong Province as key informants. Selection criteria may include: Experience in managing art education programs. Roles in shaping or implementing policies affecting art teachers. Representation of diverse school contexts (e.g., urban, rural, resource-rich, resource-limited).

2. Conduct in-depth interviews using the semi-structured format to: Gain a deeper understanding of the administrators' perspectives and experiences. Identify recurring themes and patterns in their responses. Explore recommendations for enhancing teacher motivation and academic management practices.

3. Record and transcribe the interviews for thorough analysis.

Step 4 Focus group discussion with 9 experts to guide and verify the guidelines.

Key informant

The study involves two primary groups:

1. Key Informants for In-Depth Interviews: A purposive sample of 15 administrators from senior middle schools in Guangdong Province, selected based on their roles and experience in managing art education.

2. Expert Focus Group: A panel of nine experts in academic management, teacher motivation, and art education, also from Guangdong Province, chosen for their expertise and contributions to the field.

Instruments

1. Semi-Structured Interviews: Designed to explore administrators' perspectives on the components influencing art teachers' motivation and effective management practices in art education.

Focus Group Discussions: with 9 experts. Facilitated to critically review,

refine, and validate the proposed academic management model derived from the interview findings.

Data analysis

1. Content Analysis of In-Depth Interviews: Conduct frequency analysis to identify recurring themes and components influencing art teachers' motivation. Synthesize findings into a preliminary academic management model that addresses teacher motivation.

2. Focus Group Discussions: Facilitate discussions among the expert panel to review the draft academic management model, integrating their feedback to enhance its relevance and feasibility.

3. Model Validation and Refinement: The researcher and experts jointly discuss and evaluate the academic model to ensure alignment with theoretical frameworks and practical applicability. Refine the model based on insights from the focus group and verify its robustness in addressing art teacher motivation.

Conclusion and discussion

Top 5 Components and Explanation from content analysis from 15 key informants the detail as below;

1. Resource Availability (15); Ensuring access to teaching materials, technology, and other resources is essential for effective teaching and learning. Equitable distribution helps reduce disparities, promotes innovation, and improves teacher satisfaction.

2. Administrative Support (14); Strong and responsive leadership fosters accountability, confidence, and alignment with teachers' needs. Clear policies and teacher involvement in decision-making encourage a supportive and efficient administrative system.

3. Work Environment (13); A collaborative, inclusive, and stress-free environment enhances creativity, teamwork, and teacher morale. Better facilities and effective communication directly impact productivity and innovation.

4. Professional Development (12); Providing regular opportunities for workshops, training, and advanced studies ensures teachers remain updated and confident. This is crucial for adapting to new trends and improving teaching quality.

5. Recognition and Rewards (11); Transparent systems for acknowledging and rewarding teachers' efforts motivate them, boost morale, and reduce turnover. Both monetary and non-monetary rewards are essential for sustaining engagement and excellence.

These components form the foundation for a robust academic management model that addresses art teachers' motivation and effectiveness in senior middle schools. Content Analysis of five components from 15 Experts Insights at Table 1

Table 1. Content Analysis of five components from 15 Experts Insights

Key Informant	Professional Development	Recognition and Rewards	Work Environment	Administrative Support	Resource Availability
Informant 1	Essential for career growth	Key to motivation	Critical for productivity	Leadership is crucial	Essential for effective teaching
Informant 2	Need for regular workshops	Inconsistent implementation	Stressful at times	Responsive administration helps	Often inadequate
Informant 3	Limited opportunities	Boosts morale	Collaboration is key	Policy clarity needed	Impacts creativity
Informant 4	Lack of skill enhancement programs	Acknowledgment of efforts lacking	Requires better facilities	Encourages accountability	Limits teaching methodologies
Informant 5	Request for advanced training	Direct link to performance	Improved communication needed	Strong decision-making required	Priority for improvement
Informant 6	Critical for teacher confidence	Improves job satisfaction	Directly affects morale	Reduces challenges	Reduces teacher stress
Informant 7	Helps adapt to new trends	Reduces turnover	Must be inclusive	Directly impacts performance	Affects student engagement
Informant 8	Promotes innovation	Needs customization	Impacts creativity	Lack of leadership training	Leads to better outcomes
Informant 9	Preferred by younger teachers	Enhances commitment	Often neglected	Critical for teacher confidence	Critical for innovation

Table 1. (cont.)

Key Informant	Professional Development	Recognition and Rewards	Work Environment	Administrative Support	Resource Availability
Informant 10	Mandatory for promotions	Appreciated by all	Physical conditions matter	Must involve teachers in decisions	Most requested factor
Informant 11	Inadequate focus in policies	Frequently overlooked	Peer relationships important	Communication gaps exist	Gaps in access exist
Informant 12	Requires funding	Should be transparent	Requires holistic policies	Needs consistent effort	Should be equitably distributed
Informant 13	Improves teaching standards	Drives engagement	Supports innovation	Must align with teacher needs	Improves teacher satisfaction
Informant 14	Encourages retention	Encourages excellence	Should be stress-free	Should encourage autonomy	Fund allocation needed
Informant 15	Needs strategic planning	Must include monetary rewards	Enhances teamwork	Promotes alignment	Crucial for all schools

The following guidelines are developed from the top five components identified in the content analysis of 15 key informants. These guidelines were refined and confirmed through focus group discussions with 9 experts. The guidelines from 5 components as below;

1. Resource Availability

Guidelines:

1) Ensure Equitable Distribution: Allocate teaching materials, technology, and infrastructure equitably across schools to address disparities and promote fairness.

2) Update Resources Regularly: Introduce a system for periodic assessment and updating of resources to meet evolving educational needs and trends.

3) Enhance Accessibility: Establish digital repositories for teaching materials, accessible to all teachers for flexibility and convenience.

4) Strengthen Funding Mechanisms: Advocate for increased budget allocation to ensure consistent

availability of necessary tools and resources.

2. Administrative Support

Guidelines:

1) Foster Transparent Leadership: Develop clear policies and communication channels to ensure administrators are approachable and accountable.

2) Involve Teachers in Decision-Making: Include teachers in discussions about school policies and curriculum planning to foster a sense of ownership.

3) Provide Leadership Training: Offer training programs for administrators to enhance their leadership skills and responsiveness to teachers' needs.

4) Establish Support Mechanisms: Create platforms (e.g., regular meetings or online forums) for teachers to voice their concerns and seek guidance.

3. Work Environment

Guidelines:

1) Promote Inclusivity and Collaboration: Encourage collaborative

teaching approaches and foster a culture of inclusivity to improve peer relationships.

2) Enhance Physical Infrastructure: Invest in ergonomic and aesthetically pleasing workspaces that reduce stress and boost morale.

3) Implement Stress Reduction Initiatives: Offer wellness programs, mental health support, and regular breaks to maintain a healthy work-life balance.

4) Encourage Open Communication: Establish clear communication pathways to ensure teachers feel heard and valued.

4. Professional Development Guidelines:

1) Organize Regular Training: Schedule workshops, seminars, and training sessions tailored to both foundational and advanced teaching skills.

2) Support Career Growth: Provide funding or scholarships for higher studies, certifications, or specialized courses.

3) Incorporate Emerging Trends: Integrate topics like technology in education, innovative teaching practices, and interdisciplinary approaches into training.

4) Create Mentorship Programs: Pair experienced teachers with newer ones to facilitate knowledge sharing and career development.

5. Recognition and Rewards Guidelines:

1) Establish Transparent Reward Systems: Develop clear criteria for recognizing teacher achievements to ensure fairness and transparency.

2) Offer both Monetary and Non-Monetary Rewards: Combine financial incentives (e.g., bonuses) with non-financial recognition (e.g., certificates, public acknowledgment).

3) Celebrate Success Regularly: Host annual or bi-annual events to

celebrate and highlight teacher contributions.

4) Provide Constructive Feedback: Regularly recognize efforts through personalized feedback that highlights strengths and areas for improvement.

The Implementation Plan to guide by 9 experts as below;

Phase 1 – Awareness and Communication: Present the guidelines to stakeholders, including administrators, teachers, and policymakers, through meetings and workshops.

Phase 2 – Pilot Program: Implement a pilot initiative to test the guidelines in a select group of schools and gather feedback from participants.

Phase 3 – Refinement: Use feedback from the pilot phase and focus groups to refine the guidelines further.

Phase 4 – Full Implementation: Roll out the guidelines across schools, ensuring adequate training and resources for smooth execution.

Phase 5 – Monitoring and Evaluation: Conduct regular assessments to monitor the effectiveness of the guidelines and make necessary adjustments.

The research identified five critical components for enhancing teacher motivation and effectiveness: Resource Availability, Administrative Support, Work Environment, Professional Development, and Recognition and Rewards. These findings are aligned with and supported by both Chinese and international research.

1. Resource Availability. Chinese studies, such as Liu and Chen (2021), highlight that disparities in resource allocation significantly impact teacher retention and motivation in Guangdong schools. Internationally, Ryan and Deci's (2017) Self-Determination Theory

emphasizes the importance of resources in fostering competence and autonomy, crucial for teacher motivation. Zhang et al. (2022) further emphasize that providing sufficient materials and tools is fundamental to innovative teaching practices.

2. Administrative Support. Zhao and Li (2021) underscore the role of supportive leadership in implementing educational policies in China, particularly in aesthetic education. Similarly, Noddings (2015) highlights the significance of administrators fostering trust and accountability to improve teacher motivation. Internationally, studies like Wang et al. (2020) point out that responsive leadership directly influences teacher satisfaction and engagement, which are critical for academic success.

3. Work Environment to share idea from Liu and Zhang (2020) explore the impact of a positive work environment on teacher morale in urban Chinese schools, concluding that collaboration and inclusivity enhance creativity. Similarly, Ryan and Deci (2017), in their Self-Determination Theory, emphasize the role of a supportive environment in satisfying the psychological needs of autonomy, competence, and relatedness, which are crucial for intrinsic motivation. Noddings (2015) concurs, suggesting that a stress-free and supportive environment is essential for teacher well-being and effectiveness. Together, these studies highlight the importance of fostering a positive work environment to improve teacher performance and satisfaction.

4. Professional Development. Zhang et al. (2022) provide evidence from China that professional development opportunities directly improve teacher motivation and performance in aesthetic education. Internationally, Ryan and Deci

(2017) advocate for skill enhancement programs as a means of fostering intrinsic motivation, while Wang et al. (2020) highlight the role of advanced training in preventing professional stagnation.

5. Recognition and Rewards. Chinese research by Liu and Chen (2021) discusses the psychological impact of recognition on teacher retention, emphasizing its importance in under-resourced schools. Globally, Noddings (2015) and Ryan and Deci (2017) highlight the need for transparent and fair recognition systems to boost teacher morale and engagement.

This research integrates insights from Chinese and international studies to develop a comprehensive understanding of teacher motivation. The identified components align with established theories and empirical findings, bridging the gap between policy and practice in educational management.

Recommendation

Recommendations from this research for Enhancing Art Teachers' Motivation in Senior Middle Schools of Qingyuan City, Guangdong Province Based on the research findings, the following recommendations are proposed to enhance art teachers' motivation:

1. Improve Resource Availability

1.1 Ensure Adequate Teaching Materials: Provide comprehensive access to art supplies, digital tools, and updated teaching resources.

1.2 Promote Equitable Distribution: Allocate resources fairly across urban and rural schools to address disparities.

1.3 Establish Resource Hubs: Develop centralized platforms or repositories for shared resources, including lesson plans, teaching aids, and digital tools.

2. Strengthen Administrative Support

2.1 Encourage Leadership Training: Offer specialized programs for school administrators to develop skills in fostering teacher motivation and addressing their concerns.

2.2 Promote Teacher Involvement: Engage art teachers in decision-making processes related to curriculum design, resource allocation, and school policies.

2.3 Enhance Communication Channels: Establish clear, consistent, and open lines of communication between administrators and teachers to ensure responsiveness and trust.

3. Foster a Positive Work Environment

3.1 Promote Collaboration: Create opportunities for art teachers to collaborate on projects, share experiences, and develop innovative teaching strategies.

3.2 Improve Physical Spaces: Upgrade classrooms, provide ergonomic workspaces, and ensure adequate lighting and ventilation.

3.3 Support Well-Being Initiatives: Offer mental health support, stress management programs, and encourage a healthy work-life balance.

4. Expand Professional Development Opportunities

4.1 Organize Tailored Training Programs: Develop workshops and training sessions specifically for art education,

focusing on new teaching methods, technology integration, and creative skills.

4.2 Encourage Participation in Conferences: Provide funding or incentives for teachers to attend art education conferences and exhibitions.

4.3 Facilitate Peer Learning: Establish mentorship programs where experienced art teachers guide and support newer colleagues.

5. Implement Effective Recognition and Reward Systems

5.1 Develop Transparent Reward Mechanisms: Establish clear and fair criteria for recognizing and rewarding teachers' achievements.

5.2 Introduce Incentive Programs: Offer both monetary (bonuses, salary increments) and non-monetary rewards (certificates, public recognition).

5.3 Celebrate Successes: Organize events to celebrate teachers' contributions, such as award ceremonies or recognition during staff meetings.

Recommendations for Next Research Study

1. Next research study to explore how motivated art teachers influence students' academic performance and creativity in art classes.

2. To comparative Study of Urban and Rural Art Education: Challenges and Opportunities for Teacher Motivation in Guangdong Province

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COVID-19 and language representation: reading non-fictional narratives of Thailand's COVID-19 infected

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Abstract

This study examines how COVID-19 was signified and represented during the first wave of the pandemic in Thailand through narratives of selected COVID-19-infected individuals, published between March and April 2021. These cases served as stark reminders to the Thai public about the dangers of COVID-19 and its ease of transmission. Simultaneously, they reflected how COVID-19 influenced social beliefs in Thailand. Using a new materialist reading approach, this paper analyzes the narratives of the first-wave COVID-19 cases, exploring how the meanings and functions of the virus were constructed and transformed. The findings suggest that COVID-19 is represented not merely as a physical disease but also as a signifier of fear and danger in Thai media. This representation served to amplify public concern and promote stronger societal collaboration in combating the pandemic.

Keywords: First wave COVID-19, Thai news, New Materialisms, Posthumanism, Close-reading.

Introduction

Since the emergence of the COVID-19 in the late 2019, the coronavirus has been taking an important role in determining social directions and lives of many around the globe. Many countries have implemented several measures and policies to fight against its pandemic. Sealing countries by closing borders and enforcing and restricting laws regarding social interactions have been among common practices. While ensuring the safety of people in the era of COVID-19 pandemic, the corresponding effects are surfacing. China and the UK, for example, implemented compulsory lockdowns on April 8, 2020, and on March 23, 2020,

respectively to counter the first wave of the COVID-19 (Leung et al., 2020). After that, there were significant differences both in terms of the effectiveness of the outbreak prevention and the social views and practices. According to Yu et. al (2021), China had quickly contained the COVID-19 spread within a few months while the number of confirmed COVID-19 cases in the UK had continued to increase. Such differences were claimed to be related to the policies and administrative orders, social-economic disparity and vulnerability, mobility and social distancing, the availability of healthcare facilities, climate and economic issues, the open data and privacy protection

policies, the difference of the levels of social distancing measures. At the same time, they also believed that there were impacts that had influenced social interactions and beyond and such impacts had been sustained by circulations of news as “an important way for citizens to obtain information and policies about the epidemic” (Yu et al., 2021, p. 36).

Inspired by this belief that calls for multifaceted analysis, this study attempts to explore how COVID-19 in its first wave has been signified and affected social beliefs in the Thai context through the non-fictional narratives of the selected COVID-19 infected, portrayed in Thai news in March and April 2021. Similar to China and the UK, the effects of the first wave COVID-19 pandemic in Thailand have been extended beyond healthcare systems and administrative policies. It has influenced social behaviors and mindsets of Thai people especially towards those associated with the coronavirus. The stories of those being free from COVID-19 share with us variety of representations of COVID-19 in minds of Thai people, both fear and relief combined. With this in mind, the study employs a new-materialist reading approach to grasp the nature of the impacts of the first wave COVID-19 pandemic in Thai news, highlighting how the COVID-19 in its first wave shapes the social interactions in Thailand as an active actor, and at the same time, is shaped by them.

The Nature of the COVID-19

Coronaviruses have been categorized in the Family Coronaviridae. It is 120-160 nanometers in size with positive Nucleic acids. According to Ben Hu et al. (2021), SARS-CoV-2 or COVID-19 is “a highly transmissible and pathogenic coronavirus that emerged in late 2019 and has caused a pandemic of acute respiratory disease” (p.

141). This is to say, the COVID-19 can infect many different animals and they can cause mild to severe respiratory infections in human.

Towards the end of 2019, the COVID-19 emerged in the city of Wuhan, China, and caused an outbreak of unusual viral pneumonia. Being highly transmissible, this virus has spread fast all over the world and has overwhelmingly surpassed SARS and MERS in terms of both the number of infected people and the spatial range of epidemic areas. The ongoing outbreak of COVID-19 has posed an extraordinary threat to global public health (Deng et al. 2020, Hui et al. 2020). Similar to patients with SARS and MERS, these patients showed symptoms of viral pneumonia, including fever, cough and chest discomfort, and in severe cases dyspnea and bilateral lung infiltration (Zhu et al. 2020). The outbreak of COVID-19 in China reached an epidemic peak in February. According to Fisher and Heymann (2020), the total number of cases in China continued to rise sharply in early February 2020 at an average rate of more than 3,000 newly confirmed cases per day. To control COVID-19, China implemented unprecedentedly strict public health measures. The city of Wuhan was shut down on 23 January 2020, and all travel and transportation connecting the city was blocked. In the following couple of weeks, all outdoor activities and gatherings were restricted as well as public facilities were closed in most cities and in countryside.

Despite the declining trend in China, the international spread of COVID-19 accelerated from late February 2020. Large clusters of infection have been reported from an increasing number of countries, including Thailand. The high transmission efficiency of COVID-19 and the abundance of international travel enabled rapid worldwide spread of COVID-19. On 11 March 2020, the

WHO officially characterized the global COVID-19 outbreak as a pandemic. Since March 2020, while COVID-19 in China has become effectively controlled, the case numbers in Thailand have jumped sharply from 34 cases to 245 cases. Comparing to other countries in the United States and in Europe, the number of infected in Thailand seems to be low, yet the effects of it towards the social mindset among Thai people are not different.

The nurse scientist Ampaporn Yuanji (2020) proclaims that COVID-19 and its pandemic, regardless of the number of infected, influenced the lifestyles in Thailand due to faster communication platforms, development of mobility and other social activities. This is because the COVID-19 does not have any 100% accurate cures and vaccines and thus it causes confusion among Thai society. Because of this, even the infected has been confirmed as COVID-19 free, many still differentiate them as disgusting. This offers the point of departure of this paper to explore how COVID-19 and language are intertwined and formulated, resulting in the representations of COVID-19 in the selected Thai non-fictional stories.

New Materialist Reading and a Turn to Matter

To examine the representations of COVID-19, it is necessary to introduce changes in traditional reading approaches that centralize analysis of human-only characterizations and themes. To do so, the study proposes a turn to non-human as an actor or what Bergthaller et al. (2014) calls a material turn in which human actors and non-human actors are equally considered in literary analysis. As they affirm, it is essential to admit that no singular figure can stand out

of the dense web of material relations where all beings are enmeshed (2014, p.37). This activates a turn to matter, or a material turn, which acknowledges the dynamics of matter in terms of multiplicity of meanings and possibilities and recognizes that time and space are nonlinear. Past, present, and future are emmeshed in one and so does space in which local and global, human and non-human cannot be segregated.

The material turn, therefore, rethinks humans as being far less sovereign than the humanist traditions have expressed. Rather, it insists that non-human matter has qualities that can participate in complex self-organization, reflexivity, consciousness and thus possesses capacity to act spontaneously. This is to say, non-human matter cannot be reduced as purely dependent on external determination. This insight can be summarized as matter possesses inter-acting agency, which is emergent and distributing rather than being the property of concrete, isolable entities. It matches what Diana Coole and Samantha Frost (2010) call the new materialisms. The new materialisms see matter as entity, that manifests itself in distributed networks in which it is embedded. In doing so, the new materialists attempt to articulate consequences for the humanistic disciplines of selected major transformation that scientific knowledge of the world has undergone over the past decades. This includes complexity studies, systems biology, and cognitive sciences to name a few. As Coole and Frost (2010) explain, the new materialists are trying to bring the humanities out of their ignorance towards this development. This ignorance has been licensed by the linguistic idealism of absolute power of language which dominates anthropocentric readings.

To read the representations of the COVID-19, the study pursues this direction in which the COVID-19 is recognized as non-human actor who participates in making meaning and influencing social values and beliefs along with human characters. As Jane Bennett (2010) proclaims, it is wrong to deny vitality to nonhuman bodies, forces and forms, as these are encounters that are capable of chasing the fantasy of human mastery and highlighting the materiality of all in order to “expose a wider distribution of agency and reshape the self and its interests” (p. 122). This notion has also been supported by the concept of Agential Realism, coined by Karen Barad (2003). At the heart of agential realism is the ongoing activity that influences the dynamic nature of things. Barad names this activity as agential intra-action. Agential intra-action is a specific casual material enactment that may or may not involve humans and it is through such practice that the differential boundaries between humans and nonhumans, nature and culture, are established. As Barad asserts, “[r]eality is not composed of things-in-themselves or things-behind- phenomena, but things-in-phenomena” (Barad, 2003, p. 817). Intra-action is a material-discursive entanglement that determines agency of entities and their ongoing flow of reconfiguring of locally determinate causal structures with determinate boundaries, properties, meanings, and patterns of marks on bodies. Due to this, intra-action does not take place in space and time, but in making “spacetime” (Barad, 2003) itself. This process of making space, time and mattering happen at the same time, and thus, intra-action sustains “spacetimemattering” that represents the universe as being created by agentive activities in its becoming, reflecting on the reconfiguration of historical relations of exteriority, connectivity, and exclusion.

Consequently, it is unlikely possible to define entities according to given linguistic words, merely focusing on human characters. Rather, it is essential to examine their material-discursive practices and the ways in which they are constituted, since the dynamism in the practices is an agency that can determine human understanding. As a result, agential realism and its intra-action opens an opportunity for this new reading approach to challenge the power of humans as self-proclaimed masters of the earth and thus the dominance of traditional literary analysis.

As the selected non-fictional narratives undeniably reflect on social impacts of the first wave COVID-19 in Thailand, the study implements the new materialist reading that puts particularly focuses on the relationships between language and social power (Bouvier and Machin, 2018). With this theoretical lens, language is regarded as a tool to sustain, legitimize, and naturalize social power both in terms of legal and military systems and circulation of ideas and social values. Especially in today’s world where online communication becomes one of the main platforms of communication, the use of language has been empowered to determine what to be “elite” texts and what to be believed. However, as Bouvier and Machin (2018) states, language in forms of texts may not be able to be a starting point of analysis. Instead, it is essential to investigate purposes and platforms of the texts and analyze how they are used for. The study is centralized with such insights and implement it to read the non-fictional stories of those infected with the first wave COVID-19 pandemic.

COVID-19 and the Signifier of Fear and the Sense of Danger

On March 11, 2021, *PPTV HD 36* of Thailand broadcasted via YouTube a short

documentary news of Mr. Thongsuk Thongrath, the first case of Thailand's COVID-19 infected taxi driver. This 9-minute news was entitled in Thai “แท็กซี่ ติดโควิด รายแรกของไทย” or “the first COVID-19 infected taxi of Thailand” in English. The news began with the Thai government's announcement about Thai people being allowed to celebrate Songkarn festival in April 2021 amid the decreasing number of COVID-19 infected in Thailand. There, the story of Mr. Thongrath was used to portray public fear among Thai people at the time as an irony to the government's announcement of Thai space being safe enough for small gathering. In the news, Mr. Thongrath recalled the situation when he was admitted to the hospital. He expressed how the medical staff treated him as if he was going to die within 3 days.

“When I was transferred from waiting room to the hospital, [the medical staff] cleaned and disinfected all surfaces very seriously. After I saw it, I felt like Thailand was going to doomsday, like I was going to die in 3 days” (3:36-3:54).

Here, even if the existence of COVID-19 was not mentioned in his speech, it reflected on COVID-19 as an absolute danger. Considering together with the speech of the news anchor at the beginning of the news about how Thai space being safe, these images offered an irony of situation, rising a question whether it is safe to do so. Drawing from this, the COVID-19 depicted through Mr. Thongrath's experience is a tool to express a sense of caution, empowering the news agent's stance as an opposite of the expression conveyed by the Thai government.

Ampawan Yuanjai in her article “Covid-19 with Social Stigma” (2020) also supports this insight. According to Yuanjai,

“[a]fter infected by someone, that one is disgusted by all the people around oneself. The stigma of the cause of infection in society in his own mind has made the anxiety and nervousness to live in society” (p.91). This is to say, COVID-19 creates a stigma that differentiates those infected from the Thai society. The society does not consider the individualism in the infected, rather they focus on whether such person has been associated with COVID-19 or not.

Such expression, moreover, has been portrayed via the feature story of Narit Saktheera, published on March 31, 2021 in Matichon Online. In his exposition, he narrates that the number of COVID-19 infected has led to the increase of death, including those of medical teams. The COVID-19 pandemic has forced the Thai government to implement the state emergency in order to control the infections and sustain the belief in the Thai government and it's prime minister. Otherwise, it will cause unpredictable situations as in the state prison in Buriram where inmates broke out of the prison because of the COVID-19 outbreak in the prison that activates the sense of survival (Saktheera, 2021)

In his non-fictional story, Saktheera depicts the COVID-19 as the antagonist whom the Thai government must eliminate. All the policies are directed to the eradication of the existence of COVID-19 as the main factor of all uncontrollable situations. He surfaces the situations in the Burirum prison and blames it as an outcome of the COVID-19 pandemic.

Here, the COVID-19 becomes an active actor in influencing the belief of Saktheera and directly sustains the sense of fear and danger of it. This also insists on how COVID-19 is not a passive actor. Rather its

unpredictable nature with no guarantee treatment makes Saktheera believe that the ability to control COVID-19 can make the situations better.

The COVID-19 as an active actor in activating fear and the sense of danger is also represented by BBC Thai under the topic “COVID-19: Experience of the COVID-19 infected in the Field Hospital”, published in April 2021. This story focuses on the experience of Chaipipat in encountering COVID-19 treatment at Conventional Center in Chiang Mai in April 2021. Through his experience, it demonstrates how the COVID-19 patients have been put together in one place and do not have any choices of choosing the places to stay (“โควิด-19: เปิดบันทึกประสบการณ์ผู้ป่วยในโรงพยาบาลสนาม”, 2021).

It was good during the first days because there were a few COVID-19 infected patients. There were donations and clean toilets. However, more and more infected were put here. Medical staff were too few. There were 400 infected in one hall. The space was far from enough (“โควิด-19: เปิดบันทึกประสบการณ์ผู้ป่วยในโรงพยาบาลสนาม”, 2021).

Even if the provided place is better than he expected, it shows the differentiation that activates by the COVID-19. In this story, the treatment is to keep physical distancing between infected people, but it becomes an irony of situation when 400 COVID-19

infected were put together in one closed space. Here, it can be considered that they were kept in order to protect the rest of the communities from the danger in forms of the COVID-19.

This also corresponds to what Jarayingmonkol et al. (2021) insist that COVID-19 is a crucial factor in creating the sense of liminal, taking away the freedom one should have. In their research, they interviewed the COVID-19 infected students and what they found out is the increasing negativity among those infected. The infected were isolated, depressed, and lonely to the point that they did not know what was happening to them. All these effects are not the direct outcomes of the COVID-19 as the virus. Rather they have been originated from the social beliefs and the influences of COVID-19 as an active actor.

Conclusion

It is undoubted that COVID-19 as the severe virus contains several meanings that affect directly to how Thai people comprehend the situations, shaping their beliefs. As seen in this paper, the COVID-19 also involves in the politicization and polarization that create the sense of fear and danger among Thai community. Therefore, it is undeniable that COVID-19 is more than a deadly virus. When it relates to language and how humans attempt to understand it, it has power to shape human beliefs as much as how humans try to categorize it.

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