A COMPARATIVE STUDY OF THAI ADULT LEARNERS' ATTITUDES TOWARD LEARNING CHINESE CULTURE IN CHINESE AS A FOREIGN LANGUAGE CLASS AMONG THREE LEVELS: BEGINNER, INTERMEDIATE AND ADVANCED AT A CHINESE LEARNING CENTER IN BANGKOK, THAILAND

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Abstract: The aim of this study was to determine Thai adult learners' attitude toward learning Chinese culture among beginner, intermediate and advanced level, in order to identify whether there was a significant difference among the levels. This study was conducted at a Chinese learning center in Bangkok, Thailand. The study focused on 210 Thai adult learners in a Chinese learning center. They were 100 learners at beginner level, 60 at intermediate level and 50 at advanced level. The researcher used the descriptive statistics and one-way ANOVA to analyze the data. Thai adult learners had positive attitudes toward learning Chinese culture in Chinese as a foreign language class. The result of a one-way analysis of variance showed that there was no significant difference among the three levels: beginner, intermediate and advanced, as the significance was higher than .05 ($p > .05$). Based on these findings, the researcher gives some suggestions to learners, teachers, school administrators, curriculum developers, and future researchers.

Keywords Attitude, Adult Learner, Attitude Toward Learning Chinese Culture, Foreign Language, Chinese Learning Center

Introduction
Learning Chinese is much more than learning a language. The learners need to have the understanding Chinese culture and society. Most Thai students know a wide range of words and grammar knowledge well, but they are lack of the ability to use the language properly. Although some books give authentic examples from real life situation but without cultural background knowledge those real situations are hardly understand by the learners. When these students try to communicate with foreign people using the knowledge they have, they may make a lot of mistakes.

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It is importance for adult learners to be able to communicate and understand culture. Due to the culture difference, learner may have made mistakes as they translate their native language and foreign language to each other. The cultural factors are so important that in Chinese-English translation, Translation refers to the interaction between two languages, and also the communication between two cultures (Yu, 2013).

If they are overlooked, the readers will fail to interpret the original meanings of the Chinese. Many Chinese words can act multiple meanings and might change the meaning of when used in sentence. Translators have to consider carefully the culture knowledge of both the languages and then it is possible to make a better version in translation. All in all, it is important for students to know the cultural background behind the language, in order to master the language.

According to Kanoksilpatham (2011), the teaching materials currently used in Thailand were designed for foreigners who are studying Chinese in China, not for Thai learners in Thailand. Therefore, cultural gaps exist in foreign language class, teacher should not teach only the basic knowledge of the language, the grammar, but also the culture knowledge. Ding (2012) pointed out that only learning the vocabulary, grammar, and pronunciation is extremely insufficient for learning a foreign language well.

Research Objective
There are four objectives
1) To determine the level of Thai adult learners' attitudes toward learning Chinese culture in Chinese as a foreign language class in beginner level at a Chinese learning center in Bangkok, Thailand.
2) To determine the level of Thai adult learners' attitudes toward learning Chinese culture in Chinese as a foreign language class in intermediate level at a Chinese learning center in Bangkok, Thailand.
3) To determine the level of Thai adult learners' attitudes toward learning Chinese culture in Chinese as a foreign language class in advanced level at a Chinese learning center in Bangkok, Thailand.
4) To determine whether there is a significant difference in Thai adult learners' attitudes toward learning Chinese culture Chinese as a foreign language class at a Chinese learning center in Bangkok, Thailand among three levels: beginner, intermediate and advanced.

Research Hypothesis
There is a significant difference in Thai adult learners' attitudes toward learning Chinese culture in Chinese as a foreign language class among three

levels: beginner, intermediate and advanced at a Chinese learning center in Bangkok, Thailand at the significant .05 level.

Conceptual framework

This research compared three groups of learner's in a Chinese learning center. Learners are divided into beginner, intermediate and advanced levels according to their Chinese language skills. The difference between the results in the given questionnaire used to determine whether there was a significant difference between the Learners' attitudes toward learning Chinese cultural in Chinese as a foreign language class among three levels.
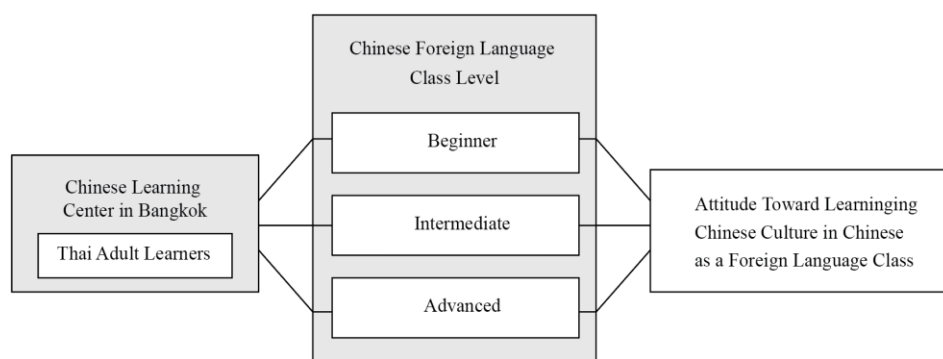

Figure 1. Conceptual Framework

Scope of the Study

The range of theory in this study was limited to Gardner's socio-educational theory. The population was limited to The Thai adult learner in three levels from a Chinese learning center in Bangkok, Thailand, who take Chinese as a foreign language class during the year 2019, June 10 - August 11 were respondents in this investigation. The study aimed to find out the attitudes toward Chinese culture, which has the subscale as follow: attitudes toward Chinese culture, learners' attempts to learn culture and institution support.

Adults have the maturity that affect how adults are have different attitude toward learning compare to children. Adult learners are more willing to learn as they aiming to improve their proficiency of Chinese for their career prospects, not forced to learn as children. The studies of learning attitude were mostly conducted with children. Moreover, adults have a better understanding culture more than children. For adult learning language and culture are the main consideration. Therefore, the therefore, wanted to study on adult learners.

This study adopted a quantitative research design with the usage of questionnaires in order to investigate and collect data from Thai adult learners' attitudes toward learning Chinese culture Chinese as a foreign language class at a Chinese learning center in Thailand among three levels: beginner, intermediate and advanced. There were 20 items that measured attitudes toward Chinese culture, learners' attempts to learn culture and institution support.

The study was the number of adult learners in the Chinese learning center, 100 in beginner, 60 in intermediate, and 50 in advanced level.

Significance of the Study
The main purpose of the research is to find out the attitude of the Adult learners toward learning cultural awareness into the Chinese class. Before this investigation, the researcher has not encountered any study on the use of the attitude of the Adult learners toward learning cultural awareness into the Chinese class in this Chinese learning center. The result of the study, indicating a significant improvement Chinese class content which can give valuable insights to learners, teachers, school administrators and curriculum developers and future researchers.

The school of learning center's curriculum developers can consider from this research to add or support teaching cultural awareness into curriculum. For the teachers, will benefit on planning appropriate teaching strategies and manage class activities according to the students' needs. The study can also serve as a source for further investigation on the teaching of Chinese culture to Thai adult learners for future researchers. Moreover, can also serve as information for Adult learners as to their awareness and understanding toward learning culture in foreign language classroom.

Literature Review
Socio-educational model of second language acquisition
The socio-educational model of second language acquisition is about learning of a language involves taking on feature of another cultural community. The process of learning another learning another language involve adjustments.

The major aims of most language learners are able to think in the other language, adapt verbal pattern that are characteristic of another linguistic and cultural community. The model proposes that learning another language in school is not just learning how to read, write, speak, and listen but it also involves making features of another cultural community part of learner's own repertoire. (Gardner, 2010)

Integrativeness refers to the learner's willingness to interact with the native speakers of the second language; it is measured by integrative orientation, interest in foreign languages, and attitudes toward native speakers of the second language. Cultural contact is therefore necessary for positive attitudes to take place. Moreover, student's reaction to classroom environment and attempts to learn have influences on the attitude toward learning language. If this also entails effort, desire to learn the language and positive attitudes towards the target language, the community and the learning context, that's what Gardner called integrative motive. (Gardner, 2010)

Gardner developed socio-educational model show the attitude and motivation in second language learning since 1960 and continued revising up to 2001. The theory stated individual's cultural beliefs could play an important role as it influences on both affective and cognitive individual differences among language learners. In Gardner (2006), explained that socio-educational of second language model could be use in second language learning context.

Culture and Language
Culture, in a broad idea of ways people live, including the patterns of people's beliefs, customs, techniques and languages that characterize the life of the people. Language is a very important medium to express cultural notes (Yu, 2013). People read and write and communicate with each other in languages on the basis of cultural understanding. Culture and language intrinsically depend on each other in communications. Very importantly, culture conditions the forms of languages. No language can be separated from its culture. Dai and He (2002) referred culture as knowledge, experience, beliefs, values, attitudes, religions and concepts of life passed down through generations. It is a body of knowledge that can be seen in many ways such as knowledge of art, beauty, ways of living. Culture has many different meanings and dependent on each individual. It varies in country, society and family. Moreover, cultural differences are significant to be aware of. Culture is not, however, simply a body of knowledge but rather a framework in which people live their lives and communicate shared meanings with each other.

Kramsch (2001) people in the same culture are ones that share common attitudes, beliefs and values which reflected in the way members of the group use language-for example, what they choose to say or not to say and how they say it. Culture refers to the habits and traditions formed in the daily life and communication of a speech community, such as greeting. Asian culture usually greets one another by where are you going? are you full? or have you eaten yet? They put the psychological needs of Maslow's Hierarchy as priority concern. These greetings are intended to show their concern and care. In the

other hand, some westerners have a keen sense of privacy, which the same greeting might be rude for them.

Language learning would not have made sense if learners do not know about the culture of the people who speak the target language. Language learning is not just acquisition of new set of skills such as vocabulary, grammar of pronunciation but also needed to be able to acquire their behavior patterns (Gardner, 2010). According to Bada (2000), most language learners are not exposed to cultural elements of the society in classrooms, they seem to have a hard time communicating with native speakers. One cannot really learn the language and teach language well unless one knows the patterns and norms of culture and cultural background (Song, 1998, p.85). Therefore, with lack of cultural awareness of the target language, we would find it difficult to understand the meaning of certain words. Ding (2012) pointed out that, in English, there is a phrase "a lucky dog", which refers to somebody who is very lucky. Whereas in China, "you are a lucky dog" is rude. In western culture, "dog" is a very viewed adorable animal which many people keep as a family member, while in Chinese culture view, dog as an expression when people used to refer generally to lower class ones.

Kitao (2000) has listed some benefits of culture learning in language classroom from several authors. Studying culture can motivate the learners to study the target language willingly and make the learning more meaningful to them (Stainer, 1971). Erfani (2014) has argued that the students can use target language and express more skillfully and authentically when deeply understanding culture. Providing access into cultural aspect of language, learning culture would help learners relate the abstract sounds and forms of a language to real people and places (Chastain, 1971).

Increase cultural awareness and cultural background knowledge of the target language help learners greatly to be able visualize themselves in the target language community before actually entering into real situations. According to Nurullah, Yavar & Akramalsadat, (2014) Cultural awareness can enlighten learner to open up new windows to see the world with a different perspective. Culture enables learners to understand and communicate in both languages effectively and efficiently. Cultural awareness includes awareness of knowing own culture and other cultures, which can be gained from experiencing the culture, equality of the cultures, understanding of own and others cultures, and a positive interest in how cultures are connect and differ (Tomlinson, 2001).

This helps a person's ability to broaden the mind and sense of understanding, which lead to the ability to have international communications (Tomlinson &

Masuhara, 2004). For example, while doing translation, it is not as simple as transmitting the meaning of a passage from one language into another like what many translating websites did, it requires very good understanding of both cultures; from the source language to the target language. Nida (2001) states the meanings of words and idioms are so specific and can hardly replace by any text to be understood without consideration of cultural background. Therefore, understanding the culture is important since language is a big part of culture and it is necessary to be acknowledging of the two cultures.

Language is a social facilitator that allow interaction between individuals. It is able to identify individual cultural background (Gardner, 2010). Language works as a mean of communication between people. Language is a system of arbitrary vocal symbols, a system of signs, created by human beings and used for human communication (Saussure, 2002). According to Chastain (1988), language and culture are inseparably connected. It is language in cultural context that creates meaning. Language is a powerful tool for communication, which is useful for expressing self and understanding the others. However, language involves culture. Moreover, language is a carrier that is used to send or pass through the message of culture. Learning another language requires individuals to refer to various attitudes linking between owns culture and other cultural community (Gardner, 2010).

Several research pointed out that Language and culture are closely related to each other. H.D Brown (2000) describes the relationship as language is a part of culture and culture is a part of a language; the two are inseparable. Culture depends on language and language pushes forward cultural transmission. The relationship between culture and language is a mutual restraint and interdependent. Damen (1987) stated that language must be culturally bounded, and culture related. Byram (1988) supported the belief that a language cannot be taught separately from its culture. Moreover, Kramch identified that people use language to express facts, and ideas.

Language symbolizes culture; people use language as one of the identities that represents culture. Foreign language learning would not be completed without including the cultural background and context. Understanding the nature of the relationship between language and culture is core to the process of learning another language. Attitudes, which are gradually developed depends on their background and society.

All in all, Language is a way of communication that people use in their daily lives and something they use to express, create and interpret meanings and to establish and maintain social and interpersonal relationships. Learning one

language can open up a new world. Learning new language broadens a person's perspective. Thus, it is not enough for language learners just to know grammar and vocabulary; it would just be a process of code replacement between two languages. Learners need to know how language is used to create and represent meanings and how to communicate with others and to engage with the communication of others, culture (Svalberg, 2007). Cultural are reflected and carried through language. Language is the carrier of culture. If there is no language, culture would not be known and passed down. On the one hand, if there is no culture, language will be like water without a source or a tree without roots (Li, 2013).

Previous Research
There are several researchers that did similar research topic about attitude towards foreign language culture in foreign language learning.

First, Luo and Limpapath had study on the Attitudes towards Chinese Language Learning: A Case of Thai Senior High School Students (Grade 10-12) at a Private School in Bangkok. They examined the effect of gender and learning programs on those attitudes. The objective of the study is to explore the attitudes towards Chinese language learning of Thai senior high school students at private school in Bangkok based on their gender and learning programs. In which it is similar to the researcher's topic of the study but the research is looking at the adult learners who make their own decision of learning Chinese.

The sample total is 493 students, with age range of 15-18, who were studying in two different learning programs, Chinese Language major and English and Mathematics major with a minor in Chinese by using purposive and convenient sampling method. The questionnaires were adapted from the attitude questionnaires which developed by Abidin, Pour-Mohammadi, & Alzwari (2012), and Yu (2010). The questionnaire consists of two parts. Part one is a demographic information of the students, part two consists of 19 question items about attitudes towards Chinese language Learning. 212 subjects were obtained questionnaires, with a reliability value of .83. The statistical data analysis was conducted by using descriptive and inferential statistics, including One-Way ANOVA.

In conclusion, according to statistic data, there are significant differences found on the attitude towards Chinese language learning between genders and learning programs. The female students hold more positive attitudes towards Chinese language learning than their male counterparts, by 143 female and 69 male students. The students in Chinese Language Program hold more positive

attitudes towards Chinese language learning than those in English and Mathematics with a minor in Chinese. Which mean that the students who chose to learn Chinese as a major hold more positive attitude than ones that minor in Chinese language.

Second, Farzad Rostami study about learners' attitude towards the role of culture in English language. This study was attempted to discover the Iranian English and learners' attitude toward culture. The participants of the study included 30 language learners from Iranian institutes. Learners' attitude toward learning target culture in language classes was collected through attitude questionnaires and interviews. Which the researcher of this study adapted the questionnaires from Farzad. His questionnaire was given to a panel of expert with PhD level. Several changes and adjustment was made accordingly to the advices by the panel. The content validity of the questionnaire that seek learners' attitude toward learning culture was supported by expert's appeal. The questionnaire was piloted on a sample of 20 language learners and reliability index of the questionnaire was determined (0.77) through utilizing Cronbach's Alpha procedure. Data analysis revealed that learners held positive attitudes toward learning culture.

Lastly, Nurullah, Yavar and Akramalsadat, (2014) had studied about the manifestations of culture in the classroom. The purpose of their study was to investigate the significant role of foreign language culture in classrooms in Iranian context. The participants of this study were chosen among the English language students of Dehdasht Payam-Noor University in Iran. The objective is to find out about attitudes of the participants on effects of culture in language learning. The collection of data showed that there is a significant similarity between participants' attitudes and the cultural frameworks of language they were learning. Considering the advantages of cultural issues, familiarizing the students with the culture of the language, their learning is very helpful if considered appropriately and without any bias. This study confirmed the views of many experts who believe that culture teaching is an integral part of any language teaching and learning. This study recommends that teachers and language instructors to consider cultural aspects of any language they are teaching to increase the learners' motivation and achievements in the course of language internalization processes

The Background of the Learning Center
This learning center was established in the year 1992 by Thai-Chinese foundation, for education and cultural exchange purpose. It is located in center of Pranakorn district near Hua Lumpong MRT station.

They provide Chinese language courses in three levels beginner, intermediate and advanced. Students will be distributed to each level through placement test from the learning center. Beginner level is for the one that has none or a few Chinese backgrounds, mainly focusing on learning pinyin, Chinese writing system and vocabulary that can be used in daily life. Intimidate level is for people that passed the beginner level or equivalent, mainly focusing on listening, speaking, reading and writing. Grammar and more vocabulary are also in the curriculum. Advanced level is for people that passed that intimidate level and preparing them for future work that need to Chinese to communicate or to work in China.

They also provide Hanyu Shuiping Kaoshi (HSK) Chinese test, which is a Chinese proficiency test for non-native speakers, which can be used for applying job or further study. The students from this learning center are a range of many age groups, teenagers to adults. The classes schedule for weekend and weekdays according to the level and convenience of the students. There are evening and weekend classes provided for students according to their convenience. Each whole course will take 40 hours, and approximately two months to complete.

The core curriculum of the learning center is based on curriculum of Han Yu Jiao Cheng>, written by Beijing Cultural University, and was adjusted accordingly to suit Thai learners. The contents divided into three levels, from beginner, intermediate to advanced and were made into 25 textbooks: five for beginner level, ten for intermediate level and ten for advanced level. Each book will take approximately 40 hours to accomplish within two months.

Methodology
This research was designed as a quantitative and comparative research that researcher used the questionnaire adapted from Attitude Questionnaire toward Culture, by Rostami (2016) to attain the research objectives.

The purpose of the study was to find the attitude towards learning Chinese culture in Chinese as a foreign language class among three levels at a Chinese learning center in Bangkok, Thailand of adult learners by using Attitude toward Chinese Culture Questionnaire (ACCQ). Then use one-way analysis variance (ANOVA) to determine if there is a significant difference in Thai adult learners' attitudes toward learning Chinese culture Chinese as a foreign language class at a Chinese learning center in Bangkok, Thailand among beginner, intermediate and advanced levels.

Participants

The population of this study was the Thai adult learners at a Chinese learning center in Bangkok, Thailand. The study aimed to compare Thai learners in their attitudes toward learning Chinese culture in Chinese as a foreign language class among three levels; beginner, intermediate and advanced, who studied during the courses of June 10 – August 11, 2019.

There are around 1500 adult learners in the Chinese learning center: 700 in beginner level, 400 in intermediate level, and 350 in advanced level. The center divided the students into three groups: regular group (beginner, intermediate and advanced levels), preparing for HSK (Hanyu Shuiping Kaoshi) group, and intense learning group. The research focused on the regular group, which included all three levels.

The sample comprised of total 210 learners; 100 learners from beginner level, 60 from intermediate level and 50 from advanced level selected at a Chinese learning center in Bangkok, Thailand. The number of samples were the results of the population divided by seven, in order to get the total number of samples around 200. The age, occupation, level and gender of the learners varied in this learning center. The classes on weekend were selected for the purpose of this study, there are more adult learner taken the course during the weekend.

Instrumentation

For this research, there is one questionnaire used for collecting data. The questionnaire used was adapted from Attitude Questionnaire toward Culture, by Rostami (2016), which was conducted in four languages institutes in Iran to 30 English language learners. His questionnaire aimed to find out the attitude towards cultural learning of Iran students in English language class. The students were studying at intermediate level based on the institutes' progress test and all were female with age range of 16 to 22.

According to Rostami (2016), his questionnaire was given to a panel of expert with PhD level. Several changes and adjustment were made according to the advices given by the panel. The content validity of the questionnaire that seek learners' attitude toward learning culture was supported by expert's appeal. His questionnaire was piloted on a sample of 20 respondents and reliability index of the questionnaire was determined (0.77) through utilizing Cronbach's Alpha procedure. Table 2 shows the Cronbach's Alpha statistics of the Attitude Questionnaire toward Culture by the Rostami and the Cronbach's Alpha statistics of the researcher based on 20 items of Rostami.

Table 1 *Reliability of Rostami (2016)'s Attitude Questionnaire toward Learning Culture and Researcher's Attitude toward Chinese Culture Questionnaire.*

Cronbach's Alpha of Rostami (2016)	.77
Cronbach's Alpha of this study	.84
Attitude toward learning culture	.65
Learner's attempts to learn Chinese culture	.63
Institution support	.70

Collection of Data

The researcher got the permission from the director of the Chinese learning center in Bangkok, Thailand to conduct this study on Thai adult learners' attitude toward learning Chinese culture. A total of 20 items used to measure learner's attitude toward learning Chinese culture. The classes on weekend were selected for the purpose of this study because more adult learners were taking the course during the weekend. The classes on the weekend are from 9:30 pm – 12:00 pm and 13:00 pm up to 18:00 pm.

The researcher administered the questionnaires and handed 230 hard copy of the questionnaires to the director, then she handed to teachers. The teachers distributed the questionnaire on 7 July, 2019 to all the Thai Adult learners in three levels beginner, intermediate and advanced who attended on that day.

The research got 230 answered questionnaires in return; the percentage of return rate is 100 percent from the 230 distributed questionnaires. The researcher discarded seven, six and seven incomplete questionnaires from beginner, intermediate and advanced levels respectively, totally 20 questionnaires. As the result the samples are 100, 60 and 50 adult learners in Chinese learning center in beginner, intermediate and advanced levels, respectively. The table below shown the collection of data by the researcher.

Findings

Table 2 *Summary of the Research Findings of This Study Regarding the Interpretation of Beginner, Intermediate and Advanced Level Toward Each Subscale*

Group categories	Attitudes toward Chinese culture	Learners' attempt to learn culture	Institution support	Total
Beginner	Positive	Positive	Positive	Positive
Intermediate	Positive	Positive	Positive	Positive
Advanced	Positive	Positive	Positive	Positive

From Table 2, shows the level of interpretation of beginner, intermediate and advanced level Thai adult learners' attitudes toward learning Chinese culture in a Chinese as a foreign language class in Bangkok, Thailand were positive.

Table 18 *One-way ANOVA analysis of Beginner, Intermediate and Advanced Level Adult Learners Towards Attitudes Toward Chinese Culture*

Level	n	M	SD	F	p
Beginner	100	3.93	.35		
Intermediate	60	3.96	.33	2.80	.06
Advanced	50	3.81	.32		

From Table 18, A one-way analysis of variance shows that there was no significant difference between three levels: beginner, intermediate and advanced Chinese adult learners' attitudes toward learning Chinese culture Chinese as a foreign language class at a Chinese learning center in Bangkok, Thailand, because the significance is higher than .05 ($p > .05$). Therefore, there is no need to conduct the data to determine the level differed from one another by Scheffe post-hoc analysis.

Therefore, the research rejected the hypothesis of this study: There is a significant difference in Thai adult learners' attitudes toward learning Chinese culture in Chinese as a foreign language class among three levels: beginner, intermediate and advanced at a Chinese learning center in Bangkok, Thailand at the significant .05 level.

Discussion
As shown in Table 2, all the adult learners from beginner, intermediate and advanced level had positive attitudes toward learning in a Chinese as foreign language class through all the subscale of attitudes toward Chinese culture, learners' attempt to learn culture and institution support. They were open to the other culture and were aware that culture plays an important role of language learning. Moreover, the adult learners' reaction to classroom environment and attempts to learn have influenced on the attitudes toward learning the language are high, which means that the adult learners are desired to learn the language and had positive attitudes toward the target language, the community and the learning context. They are willing to accept other culture in terms of ethnic, culture and language.

In terms of attitude toward Chinese culture, it indicated that most adult learners are aware of the importance of the culture. It reflects the interest of learning for communicating with the other language communities. They understand that language is an important and indispensable aspect of culture,

a main expression of culture, and plays a very important role in culture. Without language, the existence, inheritance, and transmission of culture would not be possible (Ding, 2012). Moreover, from classmate perspective, they think that their classmates find it fun to learn and are aware that learning Chinese culture is part of Chinese learning. They were open and willing to accept other culture in terms of ethnic, culture and language. According to Nurullah, Yavar & Akramalsadat, (2014) Cultural awareness can broaden learner's eyes and new windows to see the world with a different perspective. In terms of learner's attempt to learn culture, it indicated that most adult learners find cultural learning challenging to learn contents that have some aspects of culture. Studying culture can motivate the learners to study the target language willingly and make the learning more meaningful to them. Erfani (2014) has argued that the students can use target language and express more skillfully and authentically when deeply understanding of culture. However, they are slightly lack of interest in cultural art, the researcher thinks that the reason for this is the age range of beginner level learners are around 20-30 years old, which tend to be interested in other fields such as social media or current news rather than traditional art. As, Yau and Lai (2013) mentioned, learners with positive integrativeness attitude of the language learning situation also have positive levels of instrumentality which refers to learning a language for practical usage.

In terms of institution support, it indicated that most adult learners are getting support from the Chinese learning center in class. Providing access into cultural aspect of language, learning culture would help learners relate the abstract sounds and forms of a language to real people and places. They were in agreement that they received great support from the teachers and classmates. However, they did not feel like asking or sharing their issues to the teachers and institution. Some Thais will have some considerations to share problems to office or they would not share unless it is over their limit. Attitudes towards the language acquisition includes attitudes towards many aspects including the learner reaction, attempts to learn and learning environment. An interesting and skilled teacher with a good command of the language, an exciting curriculum, carefully constructed lesson plans, and meaningful evaluation procedures will promote higher levels of motivation. Gardner (2010), mentioned that, attitudes towards the language acquisition include attitudes towards many aspects including the learner reaction, attempts to learn and learning environment. An interesting and skilled teacher with a good command of the language, and meaningful evaluation procedures will promote higher levels of motivation. Kitao (2000) mentioned that culture learning in language classrooms can motivate the learners to study the target language willingly and make the learning more meaningful to them. Erfani

(2014) has argued that the students can use target language and express more skillfully and authentically when deeply understanding culture.

Therefore, the relationship between culture and language should be considered into account of language learning process. Culture education should be emphasized, and the cultivation of students' cultural awareness is extremely crucial in language teaching and learning process.

Recommendations
Based on the results of this study, the following recommendations are presented for learners, teachers, school administrators and curriculum developers and future researchers.

For Learners
Based on the results of this study, the learners from beginner, intermediate and advanced level all hold a high attitude towards learning Chinese culture in Chinese as a foreign language class. The learners are recommended to develop self-awareness for learning culture along with language course, ask teachers to provide more culture context or tell real life experience in their hometown.

For Teachers
Based on the results of this study, the teacher can see that learners from beginner, intermediate and advanced level all hold a high attitude towards learning Chinese culture in Chinese as a foreign language class. The teachers are recommended to develop to add more cultural context or life experiences into teaching.

For School Administrators and Curriculum Developers
Based on the results of this study, the school administrators and curriculum developers can see that learners from beginner, intermediate and advanced level all hold a high attitude towards learning Chinese culture in Chinese as a foreign language class. The school administrators are recommended to open up to listen to both learner's and teacher's opinions and adjust the school to meet everyone's needs as much as possible. The curriculum developers are recommended to discuss with teacher and student and keep adjusting cultural context into the curriculum.

For Future Researchers
Based on the results of this study, the future researchers can see that learners from beginner, intermediate and advanced level all hold a high attitude towards learning Chinese culture in Chinese as a foreign language class. The

study can serve as a source for further investigation on the teaching of Chinese culture to Thai adult learners for future researchers.

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A COMPARATIVE STUDY OF STUDENTS' PERCEPTION TOWARDS QUALITY ASSURANCE MANAGEMENT ACCORDING TO THEIR DEMOGRAPHICS AT A UNIVERSITY IN BANGKOK, THAILAND

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Abstract: The main purpose of this study was to compare the students' perception towards quality assurance management at a selected university in Bangkok, Thailand. By applying the AUN-QA assessment framework and the theory of total quality management, this study identified students' perception towards 6 categories: 1) top management commitment, 2) academic staff quality, 3) support staff quality, 4) student advice and support, 5) facility and infrastructure and 6) student focus, compared their perceptions according to 3 pieces of demographics. The results of this study indicated that, the students in the target university held a relatively positive attitude towards quality assurance management. Furthermore, students' most satisfying quality assurance management was student advice and support. The independent sample t-test showed that there was no significant difference of students' perceptions towards quality assurance management according to students' gender and nationality, and one-way ANOVA showed that there was no significant difference of students' perception according to their age. The researcher discussed on the research findings and provided corresponding suggestions to related stakeholders including students, academic staff, support staff, and the top leadership at the selected university in Bangkok, Thailand.

Keywords: Students' Perception; Internal Quality Assurance; Total Quality Management; Quality Assurance Management; University in Bangkok.

Introduction

Since the nature of higher education shifted from elite university to mass higher education between the 1950s to the 1960s, it is estimated that the global demand for higher education reach 263 million in 2025 from less than 100 million in 2000 (Karaim, 2011). Correspondingly, there is a rapidly-growing demand for quality. To maintain and ensure the quality is primarily a critical responsibility for higher education institutions (AUN,2006). Confronted with

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the intensifying globalization and competition in the market, higher education institutions are striving for internationally-recognized standards to ensure their students are receiving quality education, to meet the needs from labor market and the society while the international cooperation and exchange requires the evidence of quality. To ensure and improve the quality of higher education, quality assurance system is in need for every institution.

According to the Regional Report of Asia and the Pacific (UNESCO, 2003) quality assurance is defined as "*systematic management and assessment procedures to monitor performance of higher education institutions*". Many countries conducted successful pilot projects to establish quality assurance system at the national level. China built education evaluation systems while accreditation or quality assurance systems are developed in many countries including Malaysia and India, consequently, many national QA agencies or institutions are established, such as India' s National Assessment and Accreditation Council (NAAC), Thailand' s Office for National Education Standards and Quality Assessment (ONESQA) and Australia' s Quality Assurance Agency (QAA).

It is well known that it is the university (and especially its staff, faculty and students) that is responsible assuring quality (AUN,2007a). As the consumer and product of higher education, students invest money and time for quality education. Engagement in the quality assurance process helps to improve leadership skills, communication skills, critical thinking and reasoning skills. Through the perspective of student, multifaceted opinions are gathered. Stukalina (2014) found that students' evaluation of the program is an important assessment instrument to enhance education quality for HEIs. QA activities include:1) taking advantage of statistical process control, 2) emphasizing on prevention,3) external accreditation; 4) delegated involvement, 5) audit of quality schemes, and 6) cause-and- effect analysis (Dale & Plunkett,1990). Based on the importance of QA, it is a key concern for higher education institutions (HEIs) to pay attention to management of QA (QAM). According to Dale and Plunkett (1990), QA is one of the quality management approaches as well as the total quality management (TQM).

Despite the fact that Total Quality Management (TQM) has many definitions, it can be viewed essentially as determining and solving problems to improve quality by all groups of employees within an organization, to achieve the goal of customer satisfaction. According to Dale & Plunkett (199), TQM activities are composed of involving suppliers and customers, aims for continuous improvement, concerns products and processes, responsibility with all workers and delivered with team work.

Research Objectives
This research was conducted for the following objectives:
1) To identify the students' demographics including age, gender, nationality in the university in Bangkok, Thailand.
2) To determine the students' perceptions towards quality assurance management
3) (QAM) in the university in Bangkok, Thailand.
4) To determine the differences between the students' perceptions towards quality
5) Assurance management (QAM) according to their demographics including age,
6) Gender, nationality in the university in Bangkok, Thailand.

Literature Review
Quality Assurance in Higher Education
There are many working definitions of quality assurance in higher education. From the perspective of Chinese higher education, Quality assurance may be seen as regulation of higher education (Li ,2010). Likewise, Harvey (2006a) addressed that quality assurance is working as the checking on quality of a process or outcomes and its purposes include compliance, control, accountability and improvement. Many more researchers argued that quality assurance is a systematic management and assessment procedures to ensure and improve education quality in HEIs, while with which the key stakeholders can gain confidence for the management and outcomes (Harman, 1998). And the most-mentioned definition from QA Handbook Hong Kong and the upgraded version in Hong Kong Baptist University (2016). Quality Assurance can be defined as "a collective and continuous process" to enable HEIs to ensure education being provided is of good quality and high standards.

To sum up, quality assurance (QA) refers to a process to examine the education quality and performance to comply with the prescribed expectations.

Concept of Internal Quality Assurance
According to the book Guide to AUN-QA Assessment at Program Level (2015), Internal QA (IQA) ensures that a HEI, system or program has policies and mechanisms to guarantee that it is meeting its own objectives and standards. An Internal Quality Assurance system (IQA system) is a system that institution's administrators and staff are satisfied with the control mechanisms to maintain and enhance the quality.

According to the AUN-QA Factbook 2018, within the AUN-QA Framework, internal QA includes the models for assessment at program level and the institutional level. The AUN-QA models are applicable to the ASEAN universities and they are also aligned to regional and international quality assurance frameworks. As a membership country of AUN and ASEAN Thailand, by the end of 2018, there are 5 AUN-QA assessments including IQA assessments such as Doctor of Philosophy Program in Clinical Epidemiology in Mahidol University (2017) were conducted.

Concept of Total Quality Management
TQM was seen as a concept of quality management and other techniques of quality management were quality control and quality assurance. According to Mukhopadhyay (2006) TQM is regarded as the extension of quality assurance approach. Many other researchers also define TQM as approaches but with different descriptions. Short & Rahim defined TQM as a proactive approach, to continuously assure and improve quality through product, service and design of the process. Oakland (1993) stated that TQM is an approach for improving the whole organization's competitiveness, effectiveness and flexibility. Dale (1999) agreed with Oakland that TQM was a management approach for continuous improvement, and explicitly emphasized that TQM was based on the involvement of all organizational members and targeting at long-term success in ways of customer satisfaction, and every member's benefits. Other researchers such as Deming who believes that TQM was about evaluating a process reality against a plan to judge for improvement. Shiba et al. (1993) argued that TQM was an evolving system using practices, tools, and management training methods to produce customer satisfaction.

Based on the above definitions, TQM can be summarized as a management tool or approach for continuous development of organization through quality product, service and process, represented by customer satisfaction and overall organization development, it can be seen both a soft philosophy and awareness, and a hard tool for daily application. Classical theories of total quality management showed that quality improvement involves every individual within the organization. To pursue quality, the whole process starts with the awareness of clear goal, motivate all people to determine the obstacles to the goal, keep track of the effective conducts, and communicate the results to all department and repeat the right doings. University is one of the organizations, and all stakeholders should take part in the process of total quality management.

Theories of Total Quality Management

Many researchers such as Mukhopadhyay (2005) had approved TQM's adaptation in contemporary education. He pointed out that applying TQM in education was continuous pursuit of quality for stakeholders, groups, institutions and the whole society. He also interpreted Deming's principles. Kaufman (1992) raised some important issues at different levels in relation with TQM: 1) in the societal/ mega level is about the learner's success through the educational system, 2) at the organizational/ macro level, is to care about learner's quality and competence, 3) at small group/ individual/ micro level, to care about the efficiency pf the programs, activities and methods.

There were many TQM models for higher education. Bayraktar et al. (2008) developed the model for Turkish higher education, measured by: 1) leadership, 2) vision, 3) measurement and evaluation, 4) process control and evaluation, 5) program design and resources, and 6) other stakeholders focus. This model was used and conformed by Asif (2013) through the study on Pakistan's higher education. Jaideep and Ashok (1997) stated that there were 5 phases in the TQM model. Starting from the deciding phase which meant that the top management commitment of TQM, second phase was preparing through internal quality assurance, then the administrators should initiate the TQM such as training staff, acknowledging purposes, the fourth phase was expanding/ integrating and finally ends with the evaluation for continuous development.

This study used Ahire et al (1996) framework for TQM as the major theory. Based on the study of 371 manufacturing firms, they set up a model for companies to improve product quality from 12 aspects, including top management commitment, customer focus, design quality management, product quality, internal quality information usage, employee involvement, employee empowerment, supplier management, supplier performance, benchmarking and statistical process control usage. In this study, to determine students' perception towards quality assurance management, two of the components: top management commitment and customer focus were used, the other components were not selected since the students may not have adequate information about employee and the whole organization.

Components of Quality Assurance Management (QAM)

1) Top Management Commitment: According to S.L Ahire (2006) top management should prioritize quality over cost or schedule, integrate customer's feedback into the organization's development and make sure the organization's activities are yielding quality performance.

2) Academic Staff Quality: Academic staff quality became more and more as a key element for higher education accreditation frameworks (Cláudia & André, 2015). Teaching staff are the single most important learning resource available to most students. It is important that teaching personnel have adequate professional and structured knowledge and understanding of the subject, have the necessary skills, expertise and experience to transmit their knowledge and understanding effectively to learners in teaching contexts, and can get feedback on their teaching performance.

A HEI's quality not only depends on the program but also the quality of the academic staff. The academic staff quality is the combination of qualification, subject and filed matter expertise, experience, teaching capabilities and professional ethics. There are full-time and part-time professors, lecturers, and visiting teaching staff forming the academic staff team. So, HEIs have to look at the size of the staff and their qualifications since staff-to-student ratio and workload are measured and monitored to improve the quality of education, research and service.

3) Support Staff Quality: The student-staff interaction is a key element influencing the program quality. The effort of support staff is helping academic staff to produce educational outcomes. According to Guide to AUN-QA Assessment at Program level (2011&2015) support staff might be staff who support the library, laboratories, computer facilities and student services. Kunyada (2015) pointed out the services that were offered by the support staff including: admission, academic administration (such as proceeding for transcript requests), support in study and learning places and IT/ICT support.

To ensure the quality of support staff, appointment and deployment of support staff should be based on merit and relate to the following criteria but not limited to: (1) professional or occupational qualifications; (2) working experiences in relevant industry or position; (3) competency including knowledge, skills and attitude to perform the support services role; (4) continuous upgrading of competencies to meet the changing educational and research needs.

4) Student Advice and Support: Learning to grow and serve the world in HEIs, students are monitored and supported by all working staff. According to Guide to AUN-QA Assessment at Program level (2011&2015), HEIs are responsible to provide a good physical, social and psychological environment for quality education. systematically record and monitor student progress, giving feedback to students and taking intervention actions are helping students to achieve desired learning outcomes.

To enhance student progress, advice and support should cover the students' needs, serve the program's objectives and be maintained and upgraded as needed (Kunyada, 2015). According to Kunyada, advice and support for student may include the following issues: (1) medical care and wellness; (2) academics; (3) financial and scholarship; (4) recreation and sports; (5) career and employment; (6) internationalization affairs; (6) housing; (7) monitoring and counselling.

5) Facilities and Infrastructures: Facilities and Infrastructure should support, enable and enhance the work of all stakeholders including faculty, staff and students. According to AUN-QA criteria for Facilities and Infrastructure at program level, quality facilities and infrastructure should carry on the following characteristics: (1) to deliver the curriculum, physical resources including equipment, materials and information technology should be sufficient for use; (2) the equipment is timely updated, readily available and effectively situated; (3) the learning resources are selected, filtered, and synchronized to meet the study program's objectives and purpose; (4) the library should be digitalized to match the information and communication technology development; (5) the information technology system is established to satisfy the needs of staff and students; (6) the quality and quantity of computers and network service enables all stakeholders to are fully apply for learning and teaching, research, service and administration; (7) the infrastructure and facilities are accessible and friendly for people with special-needs.

6) Student Focus: Focusing on customers is given important attention by most authors of TQM literature. As customer-focused, improvement oriented and quality driven are the key characteristics of total quality (Kohoe, 1996), HEI as an organization is customer-focused. Since students are the customer who receiver educational services, students focus becomes an important component of quality assurance management in higher education.

According to Godfrey (1999), customer focus is obviously a fundamental concept of quality management. University as education provider, should understand students' needs to achieve higher satisfaction. To ensure the quality assurance of education, universities should set up a program/system to increase students service quality, set up student feedback system to determine and measure student satisfaction towards provided education, and provide easy access and channel for students to express their opinions to the university for quality improvement.

Conceptual Framework

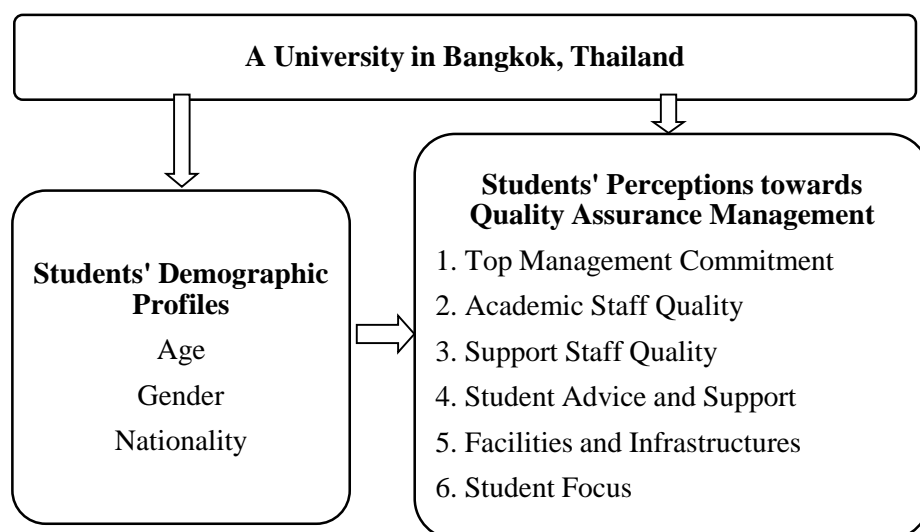Based on the theoretical framework, the framework of this study was designed as:

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┌─────────────────────────────────────────────────┐
│         A University in Bangkok, Thailand        │
└─────────────────────────────────────────────────┘
         │                              │
         ▼                              ▼
┌──────────────────┐    ┌──────────────────────────────┐
│                  │    │  Students' Perceptions towards│
│                  │    │  Quality Assurance Management │
│    Students'     │    │                               │
│   Demographic    │    │ 1. Top Management Commitment  │
│    Profiles      │──▶ │ 2. Academic Staff Quality     │
│      Age         │    │ 3. Support Staff Quality      │
│     Gender       │    │ 4. Student Advice and Support │
│   Nationality    │    │ 5. Facilities and Infrastructures│
│                  │    │ 6. Student Focus              │
└──────────────────┘    └──────────────────────────────┘
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Figure 1. *Conceptual framework of this study*

Research Instrument

During the process of conducting this research, the researcher developed questionnaire based on the AUN-QA model (2011) and the TQM model from Ahire, S. L., Golhar, D. Y., & Waller, M. A. (1996). The questionnaire was composed of two part: part I was used to survey the students' demographics, including their age, gender and at the selected university in Bangkok; part II was aimed at determining the students' perceptions on Quality Assurance Management, which had 23 questions, concerning the 6 important major indicators.

Population

This study was conducted at a university in Bangkok, in the academic year of 2018. The entire population was 57 students studying degree earning programs.

Validity and Reliability of the Instrument

The questionnaire used as the research instrument was composed of two parts. The first part was to identify the students' demographic profile from 4 aspects: age (Under 18, 18-23, 24-30, above 30), gender (male, female), nationality (Thai or Non-Thai), program (Management, Financing and Banking, Public Administration, Engineering Management, Entrepreneurship). The researcher

explained to all the respondents that their demographic profiles were not used for other purposes except this study. The second part of the questionnaire was composed of: 1) "ASEAN University Network Quality Assurance: Guide to AUN Actual Quality Assessment at program level", the adopted items were: Academic Staff Quality, Support Staff Quality, Student Advice and Support, and Facilities and Infrastructure. Combining with two TQM components: top management commitment, and student focus. The Cronbach alpha value of the two questionnaires reported respectively were .84 and .72 from Ahire et al study in 1996.

Since the research instrument was adapted from AUN's assessment of internal quality assurance assessment and total quality management, its reliability and validity were confirmed by the pilot test. The researcher had conducted pilot test with 30 MBA students from Assumption University to test the reliability of the instrument before the main study was conducted, the alpha values for both the pilot study and main study were .94 and .93, the alpha value for each component of the two studies were shown as follows:

Table 1: The alpha values of the pilot test and the main study

Components	alpha value of polit test	alpha value of main study
1. Top Management Commitment	.95	.93
2. Academic Staff Quality	.69	.72
3. Support Staff Quality	.84	.67
4. Student Advice and Support	.79	.85
5. Facilities and Infrastructure	.88	.81
6. Student Focus	.89	.82
Total	.94	.93

Source: from the researcher' pilot test and main study

Findings
Research Objective One
Research objective one was to identify the students' demographics including their age, gender and nationality at the university in Bangkok.

The research findings about students' age, gender and nationality at the university in Bangkok were shown from Table 2 to Table 4.

Table 2: *The Number of Students at the university in Bangkok Categorized by age*

Age	Number	Percentage
18-23	*3*	*5.3*
24-30	*37*	*64.9*
Above 30	*17*	*29.8*
Total	57	100.0

Table 2 above showed that the majority students were 24-30 years old (64.9%), the second largest number of students were above 30 years old (29.8%) and the lowest percentage of students were 18-23 years old (5.3%).

Table 3: *The Numbers of Students at the university in Bangkok Categorized by Gender*

Gender	Number	Percentage
Boy	33	57.9
Girl	24	42.1
Total	57	100.0

Table 3 above presented that there were more male students than the female students, their percentage respectively are 57.9% and 42.1 %.

Table 4: *The Numbers of Students at the university in Bangkok Categorized by Nationality*

Nationality	Number	Percentage
Thai	21	36.8
Non-Thai	36	63.2
Total	86	100.0

Table 4 presented that the students at the university in Bangkok were mostly non-Thai students with the percentage at 63.2%, while Thai students took up 36.8%.

Research Objective Two
Research objective Two was to identify the students' perception towards Quality Assurance Management at the university in Bangkok.

Table 4 showed that students' overall perception towards Quality Assurance Management is high, evidenced by the total mean of 4.26, while each of the 6 main components also has a high mean score as shown with their means. Among all components, the highest mean score of students' perceptions was

for student advice and support, which could be indicated as students showed their highest satisfaction towards the university's service of advice and support. While facilities and infrastructure received the lowest mean score as 4.04, could in interpreted as students might thought the university facilities and infrastructure might not be satisfying sometimes.

Table 5: *Summary of Overall Students' Perceptions Towards Quality Assurance Management at the University (n=57)*

Students' perception	Mean	SD	Interpretation
1. Top Management Commitment	4.31	0.39	High
2. Academic Quality	4.25	0.42	High
3. Support Staff Services	4.29	0.44	High
4. Student Advice and Support	4.34	0.43	High
5. Facilities and Infrastructure	4.04	0.41	High
6. Student Focus	4.32	0.48	High
Total	4.26	0.32	High

Research Objective Three
Research objective three was to compare the students' perception towards quality assurance management according to their age, gender, nationality at the university in Bangkok, Thailand.

The independent samples t-test was utilized to compare students' perceptions towards quality assurance management according to their gender and nationality, One-way ANOVA is used to compare students' perceptions towards quality assurance management according to their age. The findings of students' perception towards quality assurance management and students' demographics (including age, gender, and nationality) was used for research objective 3. The scale interpretation's criteria for descriptive statistics be used the same way for research objective 3. Research findings were presented in following Table 6 to Table 8.

Table 6: *Independent Samples t-test of Students' perception towards Quality Assurance Management according to Students' Gender*

Gender	N	Mean	SD	t	Sig. (2- tailed)
Male	33	4.22	.32	1.012	.316
Female	24	4.31	.33		

As shown in Table 6, the analytical result of independent sample t-test reveals that male students' perception towards quality assurance management

(m=4.22, s=.32) does not significantly differ from female students' perceptions (m=4.31, s= .33) since t (55) = -1.012, p≥ .05. Therefore, students' perceptions towards quality assurance management according to gender shows no significant statistical difference.

Table 7. *Independent Samples t-test of Students' perception towards Quality Assurance Management according to Students' Nationality*

Nationality	N	Mean	SD	t	Sig. (2- tailed)
Thai	21	3.50	.41	.687	.495
Non-Thai	.34	4.23	.32		

As can be seen from Table 7, the independent sample t-test reveals that Thai students' perception towards quality assurance management (m=4.22, s=.34) does not significantly differ from Non-Thai students' perceptions (m=4.28, s= .32) since t (55) = -.687, p≥ .05. Therefore, students' perceptions towards quality assurance management according to their nationality shows no significant statistical difference.

Table 8: *One-way ANOVA of Students' perception towards Quality Assurance Management according to Students' Age*

Source of Variance	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	.270	2	.135	1.300	.281
Within Groups	5.618	54	.104		
Total	5.888	56			

According to the One-way ANOVA analytical result presented as Table 20, the sig = .281≥ .05, which means that Students' perception towards quality assurance management according to students' age was not significantly difference.

According to the results of independent sample t-test shown in Table 6 and Table 7, and the one-way ANOVA in Table 20, null hypothesis should be accepted, which meant that there was no significant statistical difference of students' perceptions towards quality assurance management according to students' age, gender and nationality at the university in Bangkok, Thailand.

Discussion
This research studied students' perceptions towards quality assurance management at the university in Bangkok, Thailand, which was about to

which extend the current education performance of the university has met students' expectation.

The results of the research showed that students were holding positive attitude towards top management commitment of the selected university. Its important role of providing leadership was the core determinant for organization's successful quality management, which was confirmed by Ahire, el, act (1996). Through top management commitment, the vision and goals were set up, by strategically prioritizing quality over cost, or the production schedule. When the vision is clearly addressed through all ways such as bulletin, official website, and pamphlet to reach all stakeholders, then the message from the top leadership is delivered (Guzman& Josefina,2004). The target university articulated its vision as "*strive to become a leading and a unique regional multicultural institution of higher learning*" which was conveyed to all the visitors, especially the students, faculty and staff. The top management should not only prioritize quality, but also support quality management activities such as benchmarking, providing human and financial resources to gather students' requirements and performance.

In higher education institutions, the top management commitment of prioritizing quality is implemented by faculty members, instructor, research assistant, etc. who are the academic staffs. The quality of academic staff can be seen in terms of qualification, professional expertise, teaching and instructing experience, and professional ethics. Through the study of Cardoso, et al (2014), offering appraisal and motivation to academic staff could be improved teaching quality, and the accountability is important for appraisal. The results of this study showed that, students had most positive attitude towards the academic staff's teaching while the number of academic staffs was not enough at some time, thus the university should determine the right quantity of academic staff for better quality of teaching and education.

Among all the factors, the teachers' teaching and instruction quality had the highest mean, the reason can be: the university keep the tradition from its foundation to recruit teachers and staff globally, in order to take in the suitable talents from more than 24 countries. For the number of curriculum instructors, the respondents are satisfied because the university normally admits maximum 15 students per curriculum, in correspondence with the top management commitment for quality education. Since academic staff take responsibility for research projects, the accountability for staff members received high recognition by the respondents.

In the other hand, without the quality of the support staff, academic staff cannot perform well to yield good quality education (AUN, 2011). From the research finding, it was assumed that students at the selected university was most satisfied with the quality of service provided by the support staff working in the university library, while least satisfied with computer staff service. At this era of information, computer can be seen as the window into the world, the university should be aware of the importance of computer service. Combining with the results of the research survey that the computer facility was out-of- day and inadequate in number, the university should provide more financial support to update the computer technology facility and increase the computer service quality.

According to the results of the research, there is no significant difference in students' perceptions towards quality assurance management according to their demographics including age, nationality, and gender at the university in Bangkok, Thailand. There are many reasons for the results. As shown by the results of research objective one, it could be referred that they may finished their bachelor degree and chose this university as the destination for master education, within the studying years, they may be instructed by the academic staff, received service provided by the same support staff, while the leadership team is leading in the same direction from in the aspect of top design, and the students study the same course and get evaluated by the same management mechanism. All the mentioned reasons may lead to the same understanding of the university's quality assurance management, which it presented as no significance in the students' perceptions. Even though there were more non-Thai respondents than Thai respondents, their perception towards quality assurance management shows no significant difference. The researcher found out that the international students coming from countries out of Thailand while the domestic Thai students are receiving same teaching and instruction, such as using English as the medium language for teaching and learning at campus, finishing the same program plan which means they may be instructed by the same teachers. The factor Gender did not influence the students' perception towards quality assurance management, which can be interpreted as students of both genders perceive the university's quality assurance management the same way. The reasons behind can be the male and female respondents have been educated in this university for 1-2 years, which is not long enough for the freshmen to give their perceptions towards the quality assurance management undergoing in the university. Besides, since the nationality of most of the respondents were non-Thai, these international students' decision making to study in this university already evidenced that they recognized the performance of the university before forming the perceptions towards quality

assurance management, which can be another reason for the insignificant difference in their perceptions towards quality assurance management.

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THE INFLUENCE OF ATTACHMENT STYLES ON CYBERBULLYING EXPERIENCES AMONG UNIVERSITY STUDENTS IN THAILAND, MEDIATED BY SENSE OF BELONGING: A PATH MODEL

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Abstract: The widespread proliferation of technology-driven electronic interactions among humans in recent years has led to a new sense of connectedness. There is also an increasing number of reports of harmful online behavior against other people and negative consequences on users who are involved in such behaviors. *Cyberbullying* has become a frequently used term in current research of online aggression and victimization. This study attempted to investigate the prevalence of cyberbullying experiences among university students in Thailand. Based on a theoretical framework of attachment theory and the belongingness hypothesis, this study also explored whether or not cyberbullying experiences could be predicted by experiences from attachment and belongingness. 249 students at an international university in Bangkok, Thailand participated in the study by completing a survey questionnaire using the Cyberbullying and Online Aggression Instrument (COAI), the Sense of Belonging Instrument-Psychological (SOBI-P), and the Relationship Scales Questionnaire (RSQ).

Results revealed rates of cyberbullying victimization and cyberbullying perpetration that exceeded rates found in similar studies from the United States. Tests of hypothesized relationships through a proposed path model showed a significant direct predictive relationship between secure attachment orientation and cyberbullying victimization and indirect predictive relationships between insecure attachment orientation and cyberbullying victimization and cyberbullying perpetration mediated by sense of belonging. The study's results, limitations, implications, and future recommendations were discussed.

Keywords: Cyberbullying, Aggression, Victimization, Attachment, Sense of Belonging, Thailand

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Introduction

The human need to interact and form attachments with others and establish a sense of belonging has been identified as a fundamental interpersonal motive and is associated with a wide range of effects on health, adjustment, and well-being (Baumeister & Leary, 1995). While this opportunity to get connected with others is massively appealing to humans, there is also an increasing number of reports and studies on harmful online behavior against other people and negative consequences on users who are involved in such behavior.

Recent literature also explains how technology use is associated with behavioral addiction. Many forms of electronic interactions provide feedback that is linked to activation of the neural reward system and dopamine release in the brain, which is associated with pleasure, as a result of human evolution (Alter, 2017). The combination of access to people via technology virtually anywhere or anytime and tapping into the neural reward system of users seem to represent a way of interaction that is new in the history of humanity. In recent years, the increased number of studies across scientific fields on electronic communication and its consequences reflect a need to understand more about how human behavior is being conducted via communication technology along with its impact. One aim of the present study is to contribute to the body of research by exploring how harmful electronic interaction can be linked to certain personal and relational variables through psychological measurements.

Although an increasing number of studies show that harmful electronic interaction exists, there is ongoing debate about the definition and measurement of the phenomenon. Cyberbullying seems to be the most frequently used term in current research and will also be used in the current study. Other terms such as cyber-harassment, Internet harassment, electronic bullying, and electronic harassment (Kowalski, Schroeder, Giumetti, & Lattanner, 2014) can be found in literature studying expressions of roughly the same phenomenon. Problems regarding the lack of scientific consensus on the conceptualization of peer-to-peer abuse in the online context have been discussed by several authors.

Definitions of traditional bullying typically include intent to harm, repetition, and imbalance of power, but these criteria may be difficult to identify in the online context. Corcoran, Mc Guckin, and Prentice (2015) affirmed the need to look at aggression more broadly, rather than build on the core elements of traditional bullying in cyberbullying research. Furthermore, the traditional definition of bullying has come under criticism based on recent empirical and theoretical research. Recent studies demonstrated that the phenomenon of

bullying functions similarly to general aggression in an evolutionary context, and that this perspective has largely been absent in traditional bullying research.

Cyberbullying research which began around 2010 indicates that this form of aggression and victimization is occurring among today's youth and adults at rates varying from below 10% to 75% as in the case of school children. Cyberbullying has been linked to several negative outcomes such as anxiety, depression, substance abuse, school problems, and even murder and suicide (Kowalski et al., 2014). A qualitative study on the impacts of cyberbullying on students, faculty, and administrators from four universities in Canada found a multitude of serious, negative outcomes. More specifically, students reported that cyberbullying negatively affected their grades and relationships inside and outside the university as well as their self-concept and sense of self-worth. Since relatively little attention has been paid to cyberbullying among adults, the researchers emphasized the importance of paying greater attention to developing effective research-based cyberbullying policies (Cassidy, Faucher & Jackson, 2017).

In order to identify factors that contribute to the risk of getting involved in cyberbullying behavior, attachment theory offers a developmental psychological framework as to how early attachment experiences with caregivers can be related to feelings of safety, resilience, and vulnerability internalized in social interactions later in life. Disrupted lines of communication between children and caregivers have been found to produce feelings of anxiety, anger, and sadness in older children and adults who experience situations similar to those in early childhood (Kobak & Madsen, 2008).

Objectives
The current study aims to examine the following:
1. The prevalence of cyberbullying experiences (perpetration and victimization) among international university students in Thailand.
2. The direct influence of attachment styles (secure and insecure) on cyberbullying experiences.
3. The indirect influence of attachment styles on cyberbullying experiences, being mediated by sense of belonging.

Literature Review
Attachment theory offers a framework in which aggression can be understood as hyperactivated power-oriented behavior associated with non-optimal outcomes. According to Mikulincer and Shaver (2011), the feeling of anger

can be viewed as a functional reaction in the case of separation from an attachment figure in children, since it may lead to more attention from the attachment figure, and anger may be functional among adults who experience unfair treatment and other frustrating situations, when the intention is to solve problems and restore a positive state of mind. Expression of anger that is viewed as functional, adaptive behavior is, hence, associated with the internal working model of securely attached individuals. Insecure attachment, however, can be associated with more non-constructive aggressive behavior, based on the lack of success from expression of functional anger during times of distress. Hence, attachment insecurity may lead to more rumination and destructive expression of anger and aggression. Dutton (2011) argued that secure attachment reduces fear and anger, while insecure attachment increases both, and even extreme violence can have roots in attachment. Insecure attachment in children can affect neural development and emotion regulation based on experiences that the insecurely attached individuals cannot recall and process with words later in life. Therefore, regulating painful and destructive emotions may appear in adult life, which lead to more anger and aggression.

Several studies indicate associations between insecure attachment orientation and forms of anger and aggression. In a study of adolescents' emotion regulation during a difficult problem-solving situation, Zimmermann, Maier, Winter, and Grossmann (2001) found that less cooperation, more negative emotions, and aggressive behavior during a frustrating task were associated with participants identified by insecure attachment representations. This longitudinal study of adolescents supports the idea that emotion regulation is linked to lasting effects of early attachment experiences.

Mikulincer (1998) conducted a study of the relationship between adult attachment styles and experience of anger among undergraduate students. Attachment styles and various aspects of anger were measured. It was found that secure individuals would react to anger-triggering situations with functional anger, including more positive, controlled, and non-hostile affect aimed at problem-solving behavior, compared to insecurely attached individuals. Insecurely attached individuals showed results compatible with the hypothesis that they would react with more dysfunctional anger than secure individuals. Anxious-ambivalent attachment style was associated with more feelings of intense anger and lack of control over anger expressions. Avoidant individuals did not self-report more intense anger than secure individuals, but they showed more hostility and physiological signs of anger that can be labeled as disassociated anger. The study suggested that avoidant individuals have the tendency to suppress negative emotions and attempt to create barriers against threats while presenting themselves in a positive

manner but may eventually become overwhelmed by anger in ways similar to anxious individuals.

Attachment styles were found to be linked to involvement in bullying and victimization among elementary school children in a study by Kokkinos (2007). Children classified as securely attached reported less bullying and victimization than children classified as avoidant and ambivalent. Positive links between insecure attachment styles and involvement in bullying and victimization among young students were also reported in a study by Walden and Beran (2010). In a study on giving and receiving emotional abuse and attachment styles among college students in romantic relationships, O'Hearn and Davis (1997) found that female individuals with high scores in preoccupied (anxious) attachment style were more likely to inflict as well as receive emotional abuse. Higher attachment security, however, was associated with less risk of inflicting and receiving emotional abuse.

Varghese and Pistole (2017) conducted a study on cyberbullying and possible relationships with self-esteem, depression, loneliness, and attachment style among college students in the United States. Results revealed that maternal attachment anxiety explained 8% of unique variance in cyberbullying victimization and 10% of unique variance in cyberbullying offending, suggesting that anxiously attached individuals may be relatively more vulnerable to involvement in cyberbullying than others in social interactions online. Although the mechanisms involved in mediating the relationship between attachment anxiety and cyberbullying experiences are not clear, the researchers put forward for consideration that anxiously attached students may have less effective social skills and social support and difficulties forming new relationships in college which can lead to vulnerability for victimization and attachment-related anger and aggression.

Sense of belonging can be defined as the experience of personal involvement in a system or environment so that persons feel themselves to be an integral part of that system or environment (Hagerty, Lynch-Sauer, Patusky, Bouwsema, & Collier, 1992). Belonging ranks third in Maslow's hierarchy of needs above physiological and safety needs and represents the fundamental human interpersonal need to belong to and be accepted by social groups. Maslow (1954) saw the sense of belonging as an important health factor to consider especially as societies change from traditional forms into more technologically advanced and materialistic oriented forms. According to the belongingness hypothesis developed and evaluated by Baumeister and Leary (1995), human beings have a pervasive drive to form and maintain at least a minimum of lasting, positive, and significant interpersonal relationships. The human need to form interpersonal bonds is central to several theorists

including Bowlby (1969). While Bowlby's attachment theory primarily concerns relationships based on the child's need for security from an attachment figure (typically the mother), the belongingness concept is based on the evolutionary drive for humans to establish and sustain belongingness in groups for purposes of survival and reproduction. The belongingness hypothesis takes into account the premise that adults who form long-term attachment relationships will be protected from harm and receive help for survival through group cooperation, and be more likely to reproduce than those who fail to form such relationships. Studies on evolution supports the argument that living in groups is a basic and universal survival strategy by humans, and the need to belong is, hence, part of the human biological inheritance (Baumeister & Leary, 1995).

The processes by which people develop a sense of belonging remain unclear, but attachment theory and object relations theory are psychosocial frameworks that have been used to suggest that childhood experiences and child-parent interactions are associated with the development of the adult's sense of belonging (Hagerty, Williams, & Hiroaki, 2002).

From an evolutionary perspective, attachment theory and the need to belong theory are linked since they both assume that the fundamental importance of interdependence for human survival has evolved into internal mechanisms that motivate formation and maintenance of social bonds and social groups. A satisfactory sense of belonging may be the result of secure attachment experiences. Lack or loss of interpersonal relationships and social exclusion will consequently lead to negative outcomes, according to both theories (Carvallo & Gabriel, 2006).

Rankin, Saunders, and Williams (2000) conducted a study on the relationship between certain interpersonal relatedness variables and partner abuse in which sense of belonging seemed to act as a mediator between attachment styles and partner abuse. The model suggested that insecure attachment leads to low sense of belonging which, ultimately, leads to partner abuse. The analysis showed that insecure attachment style had an indirect effect on violence while sense of belonging was the strongest direct predictor of violence. One possible explanation might be that insecurely attached individuals are less likely to form interpersonal bonds and less likely to develop a strong sense of belonging to a social group that might have a regulatory function against aggressive behavior through social sanctions against the perpetrator.

No study linking cyberbullying, in particular, with belongingness has been identified. On the other hand, there have been a few studies that support a link between bullying behaviors and the sense of belonging. For example, one study attempted to examine the link between bullying behavior and perception

of belonging among secondary school students. The study found that students involved in bullying reported lower sense of belonging, compared to those who were not involved (Goldweber, Waasdorp, & Bradshaw, 2013). Another study on bullying and the need to belong among early adolescents found that bullying involvement in boys was related to the desire to be accepted by other antisocial boys and being rejected, in general. For girls, bullying behavior was related to the desire to be accepted by boys, in general (Olthof & Goosens, 2007).

Research on cyberbullying among university students is relatively scarce. In the meta-analysis by Kowalski et al. (2014), only about 10 of 131 studies on cyberbullying examined participants of university student age, whereas the vast majority of studies contained data from middle and high school students. However, Kowalski, Giumetti, Schroeder, and Reese (as cited in Kowalski et al., 2014) conducted a study among undergraduate students and found that almost one-third of the participants had been cyberbullied in the past six months, and over 30% had their first experience with cyberbullying in college. Moreover, 43% of the cybervictims who had been cyberbullied in middle and high school reported majority of the cyberbullying they experienced had occurred during college, thereby establishing cyberbullying among university students as a matter of concern.

Previous studies of cyberbullying in college in North America has found prevalence rates of victimization ranging from 10% to 27.8% and in Turkey at 22%, according to a review by Zalaquett and Chatters (2014). The authors also found that approximately 19% of college students reported being victims of cyberbullying, while 5% of the college students self-identified as cyberbullies. Research on cyberbullying conducted among young adults aged 17-25 years in Australia revealed that 62% of participants identified as being both perpetrators and victims of cyberbullying, 11% as cyberbullies, 10% as cybervictims, and 17% uninvolved (Brack & Caltabiano, 2014). The Australian study found no difference in involvement in cyberbullying between participants at the lower and higher end of the age range. In the same vein, no gender difference was demonstrated.

In a study conducted by Xiao and Wong (2013) among university students in Hong Kong, it was found that 71.9% of the respondents had experienced cyberbullying, 60.2% had engaged in cyberbullying, and 51.7% had experience in both roles. Among the variables analyzed in this study, *motivation* was identified as the strongest predictor of cyberbullying perpetration. This variable was associated with the desire of power, attention, increased self-worth, and/or peer approval leading to acts of aggression via the Internet. Internet *self-efficacy* was found to be a significant predictor of

cyberbullying perpetration, indicating that students with more Internet experience were more likely to engage in cyberbullying. Previous *cybervictimization experience* was also found to be a significant predictor of perpetration, as well as *social norm*, suggesting that a peer environment in which there are positive normative beliefs about cyberbullying significantly increases the likelihood of someone becoming a perpetrator.

Although studies on cyberbullying in Thailand have been few and far between, the prevalence of cyberbullying has been documented. Sittichai and Smith (2013) reviewed research on bullying and cyberbullying in Thailand and found only three reports that explicitly discussed cyberbullying. Notwithstanding the fact that these early studies were somehow difficult to interpret and compare with their international counterparts, it had been established that between 43% and 59% of Thai students of various ages had experienced some form of cyberbullying more than once per month. Songsiri and Musikaphan (as cited in Ojanen et al., 2014) found that 52.4% of 1,200 high school students in Bangkok had experienced online harassment during the past year. Based on comparative studies of traditional bullying versus cyberbullying, Ojanen et al. (2014) suggested that a larger proportion of Thai youths seem to have experienced cyberbullying than those who have experienced traditional bullying. According to Sittichai and Smith (2013), several words in the Thai language are similar to the term *bullying* in English, although no term is quite the equivalent. Such linguistic differences represent a challenge in cross-cultural studies that researchers should be aware of.

In the current study, *cyberbullyin*g will be operationalized as willful and repeated harm inflicted through computers, cell phones, and other electronic devices (Patchin & Hinduja, 2015). Cyberbullying can be understood as an extension of traditional bullying with three extra elements: First, perpetrators are provided with the opportunity to hide their true identity and the inability to see the responses of their targets. Second: there is a lack of supervision that can regulate behaviors via electronic communication. Third, the increased accessibility makes it more difficult for targets to escape from bullying behavior (Forssell, 2016).

In this study, cyberbullying comes in two forms: *cyberbullying perpetration* and *cyberbullying victimization.* Operationally, cyberbullying experiences will be measured by means of the *Cyberbullying and Online Aggression Instrument* (COAI) developed by Patchin and Hinduja (2015)

Conceptual Framework

Based on theoretical links and empirical evidence of related studies, a conceptual framework was developed (Figure 1).
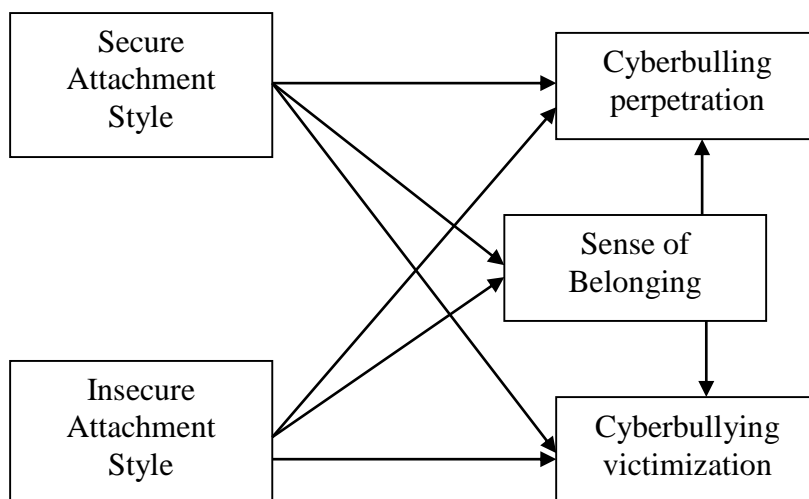

Figure 1: *Conceptual Framework of the Investigation the Influence of Attachment Styles on Cyberbullying Experiences Mediated by Sense of Belonging*

The following hypotheses were generated for testing:

H1. Rates of cyberbullying perpetration and victimization among international university students in Thailand fall within the range of results found in published studies.

H2. Attachment styles influence cyberbullying experiences directly, such that higher measures of insecure attachment orientation lead to higher measures of cyberbullying perpetration and victimization, while higher measures of secure attachment orientation lead to lower measures of cyberbullying perpetration and victimization.

H3. Attachment styles influence cyberbullying experiences indirectly, such that higher measures of insecure attachment orientation lead to lower measures of sense of belonging which, subsequently, lead to higher measures of cyberbullying perpetration and victimization, while higher measures of secure attachment orientation lead to higher measures of sense of belonging which, subsequently, lead to lower measures of cyberbullying perpetration and victimization.

Method
The study utilized a correlational design as it aimed to investigate the influence of attachment styles on cyberbullying experiences, mediated by sense of belonging. The study employed a quantitative approach, utilizing descriptive and inferential statistical tools to analyze research data collected through a set of questionnaires specific to the core variables of the study. The data was collected by convenience sampling from 249 university students (141 females and 108 males) from a selected international university in Bangkok, Thailand. The majority (n=221) were in the age range of 18-22, and 71% (n=177) were Thai nationals. The test battery consisted of (1) a demographic questionnaire to collect personal information, (2) the Relationship Scales Questionnaire (RSQ) to measure adult attachment (secure and insecure prototypes), (3) the Sense of Belonging Instrument-Psychological (SOBI-P) to measure sense of belonging, and (4) the measure that in some studies has been referred to as the Cyberbullying and Online Aggression Instrument (COAI - 2015 revision) consisting of two subscales to measure cyberbullying victimization and perpetration. The self-report questionnaires were presented in English, which is the official language of instruction at the university.

Results
The analyses conducted and the results obtained are presented in the following sequence:

1. Demographic profile of respondents
The sample consisted of 249 respondents; 43.4% (*n*=108) were males and 56.6% (*n*=141) were females. There were 88.86% (*n*=221) belonging to the age range of 18-21, 9.6% (*n*=24,) belonged to the age group of 22-25, 0.8 % (*n*=2) were in the age range of 26-29, and 0.2% (*n*=18) were in the age range of 30 years above. Of the respondents, the majority were Thai which comprises of 71% (*n*=177), and the rest were mixed nationalities.

2. Exploratory Factor Analysis for RSQ
Exploratory Factor analysis was done for the RSQ to investigate and clarify the factor structure underlying the aforementioned RSQ questionnaire. The scale comprises of 30 items. Factor analysis, via principal component analysis with Varimax (orthogonal) rotation yielded two factors explaining a total 30.59% of the scale's variance. 18 items loaded into Factor 1, while 9 items loaded into Factor 2. Item number 2 ,19 and 6 did not load into any of the factors. Item number 9 loaded in both factors. All factor loadings were positive and relatively good (.335 to .684).

3. Reliability Analysis of Scales Employed

Prior to computing the scales of attachment styles (secure attachment style and insecure style), sense of belonging, cyberbullying victimization and cyberbullying perpetration, reliability analysis was conducted on the items that represent the five scales. The purpose of the reliability analysis was to maximize the internal consistency of the five measures by identifying those items that are internally consistent (i.e., reliable), and to discard items that are not. The criteria employed for retaining the items are: (1) any item with 'Corrected Item-Total Correlation' (I-T) $\geq$ .33 will be retained (.33^2 represents approximately 10% of the variance of the total scale accounted for), and (2) deletion of an item will not lower the scale's Cronbach's alpha.

The computed Cronbach's alpha coefficients for secure attachment scale was 0.71. The Cronbach's alpha for insecure attachment style was .86. The Cronbach alphas for cyberbullying victimization and cyberbullying perpetration were good and was reported as 0.91 and 0.92 respectively. Each of the factors of attachment styles (secure attachment style and insecure style), sense of belonging, cyberbullying victimization and cyberbullying perpetration was then computed by summing across the items that make up that factor, and their means and standard deviations calculated.

4. Means and Standard Deviations for the Five Computed Factors

Table 1 presents the means and standard deviations for the five computed factors.

Table 1: *Means and standard deviations for the Computed Factors of Secure Attachment Style, Insecure Attachment Styles, Sense of Belonging, Cyberbullying Victimization, and Cyberbullying Perpetration*

	Mean	SD	Midpoint
Secure attachment style	2.99	0.60	3.00
Insecure attachment styles	3.02	0.52	3.00
Sense of belonging	2.14	0.55	2.50
Cyberbullying victimization	0.52	0.69	3.00
Cyberbullying perpetration	1.28	0.55	3.00

As can be seen from Table 1, the participants of the research reported the mean scores closer to mean for secure attachment style and insecure attachment styles. At the same time, the participants reported slightly lower on sense of belonging and very low on cyberbullying victimization and perpetration.

5. Rates of cyberbullying victimization and perpetration among international university students in comparison to the range of results in the published studies

The study used the frame of reference of the published research by Varghese and Pistole (2017), and the reference rates were 9% to 30% for victimization and 5- 20% for cyberbullying perpetration. Their results indicated that 15% reported being victims and 8% reported being perpetrators. The results showed that the range of victimization was above the range in the published studies, with 41.4 % of students being victimized in the present research, of which 18.9% were victimized at least once, 18.9% were victimized a few times, 3.6% were victimized several times and 0.4% were victimized many times. The percentage of perpetration was also above the range in the published studies. 23.3 % of students reported experiences of cyberbullying perpetration in the present research. Among the 23.3% offenders 12.4% bullied others at least once, 8% bullied others a few times, 2.4% bullied others several times, and 0.4% bullied others multiple times.

6. Path Analysis to Test the Hypothesized Path Model (Hypothesis 2 and 3)
In order to test the hypothesized direct and indirect relationships represented by the path model (Figure 1), path analysis via regression analysis was conducted. The analysis involved: (1) regressing the dependent variable of cyberbullying victimization on the predictor variables secure attachment style, insecure attachment style and sense of belonging. (2) regressing the dependent variable of cyberbullying perpetration on the predictor variables secure attachment style, insecure attachment style and sense of belonging. (3) regressing the mediator variable of sense of belonging on the predictor variables secure attachment style, insecure attachment style and sense of belonging. The results of path analyses are presented in Figure 2. In order to aid the interpretation of results, only path coefficients that are statistically significant ($p<.05$) were included in the cited figures.
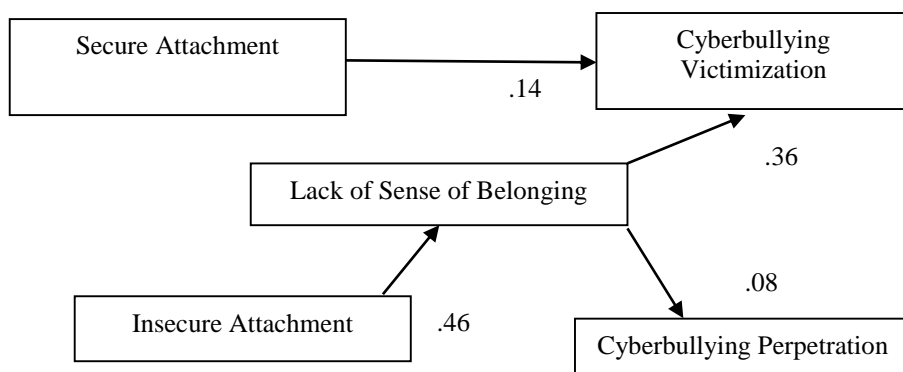

Figure 2: *Path Model of Cyberbullying Victimization and Perpetration as a Function of the Direct and Indirect Influences of Attachment Styles (Secure and Insecure), Being Mediated by Lack of Sense of Belonging*

For H2, the results showed that secure attachment style had a direct influence on cyberbullying victimization. (Beta=.14; p<0.05). The more secure attachment orientation the respondents had, the higher were their measures of cyberbullying victimization. Secure attachment styles did not directly influence the cyberbullying perpetration. Insecure attachment style did not have a direct influence on cyberbullying victimization or perpetration. Results for H3 showed that there is an indirect influence of insecure attachment styles on cyberbullying victimization and perpetration. The more insecure the respondents were, the sense of belonging was lower (Beta=0.46, p<0.01) and their cyberbullying victimization were higher (Beta=0.36, p<0.01). The higher scores on the sense of belonging scale represent low sense of belonging. The more insecure the respondents were, the lower was their sense of belonging (Beta=0.46, p<0.01) and the higher were their cyberbullying perpetration (Beta=0.08, p<0.05). The secure attachment style did not have an indirect influence on cyberbullying victimization or perpetuation mediated by sense of belonging.

Discussion
Hypothesis 1 stated that the rates of cyberbullying perpetration and victimization among international university students would fall within the range of results found in published studies. The reference rates were 5% to 20% for cyberbullying perpetration and 9% to 30% for cyberbullying victimization in accordance with a recent study on university student cyberbullying in the United States by Varghese and Pistole (2017). Both the measured rate of cyberbullying perpetration (23.3%) and cyberbullying victimization (41.4%) were above the reference rates. Thus, hypothesis 1 was not supported by the current study. The unexpected results showing that the rates of cyberbullying experiences exceeded those in similar studies in other countries are important findings from the current study.

In attempting to find an explanation for the relatively higher prevalence of cyberbullying experience among university students in a predominantly Thai sample, it might be worthwhile to explore cultural and linguistic differences compared to the Western environments from which the reference rates originate from. Tthe identification of bullying as a social problem of overall importance in societies, creating bullying studies as a field of academic research, and establishing policies to prevent bullying have mostly been a phenomenon taking place in Western countries. According to several reviews of bullying research, bullying is an understudied phenomenon in Southeast Asia and Thailand (Ojanen et al., 2014, Sittichai & Smith, 2013). It seems reasonable to hypothesize that less focus on bullying as a problem would be linked to overall less awareness of the problem and therefore higher prevalence rates might be expected. It can also be noted that the concept of

bullying has a clearly negative perception in the English language, describing harmful behaviors that are prohibited by law in some countries and intervened by government backed policies and campaigns. In Thailand, however, no word directly equivalent to the concept of bullying has been identified in its language. Moreover, the focus on bullying research beginning in Western countries in the 1970's did not spread into Asia to the same extent as it did in Europe and North-America. Eastern practice follows its own trajectories.

The general aggression model (GAM) integrates several theories of aggression that includes biological processes, personality development, social processes, cognitive processes and decision processes into a framework that from which observed aggression can be interpreted (DeWall & Anderson., 2011). The GAM can therefore be a helpful framework for the analysis of cyberbullying in the current study by providing a wide range of perspectives. In order to find an explanation for the prevalence rates of aggression in a sample from Thailand in the current study, it might be useful to take into account some culture-specific factors. The study of bullying behaviors against lesbian, gay, bisexual, or transgender secondary school students in a Thai context, conducted by Mahidol University, Plan International Thailand, and UNESCO Bangkok Office (2014) sheds some light upon conceptualization and terminology issues that seem relevant for attitudes toward bullying specific to a Thai context. While the term *kan rangkae* (การรังแก) is the commonly used term to describe bullying in academic Thai language, this term was used infrequently by both students and teachers in the study, and they understood the term differently than the bullying research team. Students tended to use the terms *kan yok lo* (การหยอกล้อ) and *kan klaeng* (การแกล้ง) to describe behaviors of teasing and relationship seeking not intended to cause harm, but these behaviors might still be classified as bullying behaviors from the perspective of the research team.

The Thai terms used by students had positive dimensions and this is a striking difference compared to the negative dimension of the term *bullying* in English. Hence, since there is no directly equivalent conceptual-linguistic notion of bullying in the Thai language, it may be possible that this shapes the cognitions and behaviors through top-down information processing to produce different outcomes in studies that compare bullying behaviors in Thailand compared to other cultures. The study by Mahidol University, Plan International Thailand, and UNESCO Bangkok Office (2014) suggests that the three conceptually ambiguous Thai terms used to describe teasing and bullying behaviors lead to a lack of recognition of problem behaviors and the perception of harmful behaviors as less harmful than they indeed are. The study found that many teachers thought that bullying only referred to physical fights, while ignoring

other forms of aggression, such as cyberbullying. The lack of awareness of harm caused by behaviors perceived as mere playfulness, seems to be a cultural problem in the Thai schools. The results from the current study could be linked to the above findings that suggests that forms of aggression other than physical, need to be taken more seriously in Thailand.

In a wider perspective, perhaps the higher prevalence of cyberbullying experiences found in the current study can be understood as an expression of differences in safety culture. Public safety and security is a wide concept in which basic ideas from common dictionary descriptions include public protection from threats and creating safe conditions. Worldwide studies of traffic safety may not seem to be directly relevant to a study of cyberbullying, but may still contribute to the understanding of differences found by comparing research in various countries. Traffic both via roads and the Internet are modern phenomena in which humans are subject to technological challenges requiring learning new skills. Sucha, Viktorova, and Risser (2016) found that the number of deaths in traffic accidents is about 30 times higher in developing countries than in high-income countries, and road user behavior is the most important contributing factor for traffic accidents. Interestingly, their study of attitudes toward traffic safety across different countries worldwide found no correlation between the level of economic development of the country and the importance which the people in the country assign to traffic safety. However, traffic safety culture (norms, attitudes, and opinions) vary between countries, and country-specific issues of risk perception seems to be crucial for traffic safety. Examples of elements of traffic safety culture that are linked to higher traffic risk are acceptability of unsafe traffic behaviors and insufficient enforcement of traffic rules. In road safety, Thailand has the second highest traffic fatality rate in the world, and road traffic injuries were found to be the leading cause of death among Thais in the age group 15-24 years. Few of the laws addressing road safety to protect people, especially children, in traffic in Thailand meet international recommended standards, according to the World Health Organization (2016). WHO (2016) found that Thailand has a weak road safety management system and that road safety laws are ineffective and poorly enforced. There is also a need for more public awareness and understanding of road safety laws.

One may speculate if there are similarities between Thailand's challenges in traffic safety and the domain of school bullying, as public perceptions of health and safety tend toward relatively less awareness of potentially harmful behaviors. Thus, such differences might contribute to explaining the higher prevalence of cyberbullying experiences found in the current study. An important first step towards a safer environment in both cases is to fully recognize that the problem exists.

Results from regression analyses showed that the hypothesized direct relationships between insecure attachment style and cyberbullying victimization and perpetration were not supported by the data. However, there was support for the hypothesized indirect relationship between insecure attachment style and cyberbullying victimization and perpetration mediated by sense of belonging. In other words, insecure attachment style was found not to predict cyberbullying experiences significantly by itself, but there is an indirect influence of insecure attachment style mediated by sense of belonging such that higher measures of insecure attachment lead to lower sense of belonging which then lead to higher measures of cyberbullying victimization and perpetration. These results can be interpreted such that the indirect effect of insecure attachment style mediated by sense of belonging more accurately predicts the significance of insecure attachment style in cyberbullying experiences. These results are somewhat in accordance with previous research on the links between low sense of belonging leading to social exclusion, negative self-perception and risk of involvement in bullying (see for example Goldweber et al., 2013; Twenge, Baumeister, Tice & Stucke, 2001; Rankin et al., 2000). Insecurely attached individuals may be less likely to form interpersonal bonds and less likely to develop a strong sense of belonging to a social group that might have a regulatory function against aggressive behavior through social sanctions against the perpetrator, according to Rankin et al. (2000).

Next, the results from the regression analyses found that secure attachment orientation predicted cyberbullying victimization directly, contrary to the hypothesized relationship, such that higher measures of secure attachment orientation lead to higher measures of cyberbullying victimization. The results showed no direct influence of secure attachment orientation on cyberbullying perpetration. Secure attachment style had no significant influence on cyberbullying victimization or perpetration mediated by sense of belonging. Hence, the only significant relationship between secure attachment style and cyberbullying experience identified in the current study was the direct relationship to cyberbullying victimization, regressing the dependent variable of cyberbullying victimization.

Research has often shown that people reporting more secure attachment style typically do not stand out as being targets of bullying behavior (Köiv, 2012). However, other studies have not supported the notion that attachment security make people less likely to be victimized (Monks, Smith, & Swettenham, 2005). Hence, research on this relationship is inconclusive. In the case of cyberbullying securely attached people may still be vulnerable to victimization due to the characteristics that are specific to aggression in an online context. Secure attachment is typically associated with personal

qualities such as confidence and the ability to explore the environment. Securely attached individuals tend to expect harmonious and satisfying interpersonal interactions (Berlin et al., 2008). In electronic interactions, given risk factors such as high availability of technology, limited supervision of behavior, the ability of aggressors to act anonymously, and high prevalence of aggressive behaviors, securely attached individuals who are likely to explore the online environment with confidence, may therefore well be at risk of becoming targets of aggression. The online environment represents risks that can be avoided in the physical world. It is worth noting that attachment theory propose that securely attached individuals are more likely to achieve relief in the case of threatening situations (Mikulincer & Shaver, 2007). Thus, the experience of the victimization of securely attached individuals may be less severe than the experience in insecurely attached individuals.

It is important to keep in mind that research in many areas covered in this study is in an early stage, and research is inconclusive about the associations between attachment orientation, sense of belonging and cyberbullying experiences. According to a meta-analysis of studies exploring the relationship between attachment orientation and peer victimization among children and youth in Canada, the authors acknowledged the existence of a relationship between these variables, but found indications that the relationship as likely to be indirect. Other variables are thought to mediate the relationship between attachment orientation and bullying (Ward, Clayton, Barnes & Theule, 2018).

Overall, the results of the current study show prevalence rates of cyberbullying perpetration and victimization among university students in Thailand that are higher than expected when compared to results from similar studies in the United States. Further, the results show that attachment theory and the belongingness hypothesis can be helpful in understanding cyberbullying experiences.

There are several limitations regarding conceptualization, methodology and generalizability in the current study. The lack of consensus on operational definitions in bullying research is a well-known phenomenon and makes it difficult to approach and evaluate studies of bullying comparatively. As an attempt to address this issue, the current study was partly modeled in agreement with design elements from previous studies of cyberbullying conducted in the United States. Furthermore, any previous studies employing the theoretical framework including the specific variables and instrumentation proposed for the current study has not been identified. This means that any possible critical and helpful insights from previous similar studies are lacking. Although the English language may be assumed to be the universal language of science, another limitation pertains to the possibility that there may be

studies published in other languages than English, such as Thai, and any such studies would not have been included in the literature review of the present study. Consequently, there are potentially missed opportunities in that valuable information from previous studies might have been left out from the present study.

In order to ensure cross-cultural reliability and validity, the English language versions of the instruments employed to collect data could be translated and pre-tested in a context of Thai university students. Whether or not all assumptions underlying the instruments developed in a Western context are applicable in a Thai context, can be debated. If constructs that are central to the current study differ across cultures, then the current study might produce unexpected results. Some studies argue that attachment theory should be treated with caution regarding individualist versus collectivist cultures. While people in collectivist cultures tend to prioritize collective goals over personal goals and see their identity in close context with the in-group, people in individualist cultures tend to place their own identity and goals above the collective in-group (Triandis, 2000). Different types of collectivist cultures have also been identified. Variations in the distribution of adult attachment orientation across ethnicities, countries, and religions have been found in studies, and optimal attachment orientation may also vary. Although attachment theory has its roots in biology, differences in social learning across cultures such as in the view of the self and the other might impact adult attachment orientation, but the implications of such differences for research purposes are not well understood (Agishtein & Brumbaugh, 2013).

Further questions may be asked regarding the applicability of attachment theory in different contexts. In Buddhism, for example, being attached to other people can indicate a mistaken view of reality as fixed or permanent (Sahdra, Ciarrochi & Parker, 2016). Sahdra and Shaver (2013) conducted a study of similarities and differences between attachment theory and Buddhist psychology and found that the two systems differ in their conception of adult security. While Buddhist psychology involves challenging mental representations of adult attachment, there is no indication in attachment theory that optimal security depends on such challenges. Given that the release of idealized attachment representations is central to the Buddhist view of the self and optimal functioning, it is possible that differences in the view of the nature of reality can then influence how individuals in different cultures will respond to questions about attachment experiences developed in a Western context. Research that might further clarify this issue has not been identified.

Generalizability of the results from the current study is questionable. Due to limited resources, the sampling strategy involved selecting students by

convenience at an international private university in Bangkok, Thailand using English language versions of measurement instruments. The degree to which instrument items in English language have been well understood by participants whose first language is not English, is unknown. Issues can be raised as to whether or not this sample represents university students in Thailand in general. Socio-economic backgrounds may differ from those of students at other Thai universities, and the current study may not capture any regional variations across the country. Employing a sampling procedure to include participants from other universities in other parts of Thailand would have provided a more representative sample to the study.

Self-reported data through questionnaires have inherent limitations. The data may be influenced by biases, such as selective memories and socially desired responses, and cannot be verified by any others than the participants themselves. Despite the limitations, the present study may provide valuable information for those who are interested in the research questions.

In order to investigate cyberbullying experiences and links to other variables in Thailand, researchers would benefit from translating the instruments into Thai language and perform tests to establish more evidence of reliability and validity. Qualitative and longitudinal studies would also deepen and widen the knowledge about the phenomena in question.

While the path model employed in the current study assumes certain unidirectional relationships, those relationships might well be bidirectional. The experience of being a victim of bullying might for example lead to loss in the sense of belonging. Thus, future researchers could investigate the possible bidirectional relationships in order to establish more certainty about the interaction between the variables.

The present study aimed to investigate the relationships between cyberbullying and a number of variables in a limited framework. For a more comprehensive understanding of factors that are associated with cyberbullying experiences, a larger number of variables, both psychological and demographic should be included in order to gain a better overview of the phenomenon.

Since the present study was limited to a sample from one international university in Bangkok, future research would benefit from a wider sampling procedure that would include other geographical areas in Thailand. This would contribute to a more accurate description of the situation in the whole country.

The results from the present study show that cyberbullying experiences among university students in Thailand exist at rates that are higher than the rates found

in similar studies conducted in the United States, although this single study does not provide enough data to draw conclusions on the population of university students in Thailand in general.

Further, this study demonstrates that human needs explained from an evolutionary perspective can be linked to outcomes from modern, technology-driven processes, with implications for mental health. Cyberbullying perpetration and victimization can be associated with experiences of interpersonal relations based on the framework of attachment theory and the belongingness hypothesis. The interplay between insecure attachment orientation and lower sense of belonging is associated with higher risk of becoming a victim or perpetrator of cyberbullying. The results also suggest that more securely attached individuals are at risk of becoming victims of cyberbullying.

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THE DEVELOPMENT OF A PROFESSIONAL LEARNING COMMUNITY MODEL FOR ENHANCING THE INSTRUCTIONAL LEADERSHIP CAPABILITIES OF MIDDLE SCHOOL TEACHERS IN MAOMING, GUANGDONG PROVINCE OF CHINA

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Poonpilas Asavisanu[2]

Abstract: The objective of this study was to develop a professional learning community model to enhance the instructional leadership capabilities of middle school teachers. This study focused on middle schools in Maoming, Guangdong province of China. The study utilized a mixed-methods approach which involved both content analysis, interviews and questionnaires. A random sample of 613 middle school teachers participated in the research which examined principals' capabilities and professional learning communities for enhancing the instructional leadership capabilities of teachers. Multiple regression analysis was used to determine the significant principals' capabilities and attributes of professional learning communities for enhancing teachers' instructional leadership capabilities. The final model was developed from the analysis of the data and validated by external experts. The results indicated that there is a gap between the desirable and current instructional leadership capabilities of teachers, principals' support was insufficient, and the professional learning communities were not working as well as expected. Recommendations include having principals develop their specific capabilities in order to develop teachers' instructional leadership. Additionally, principals and teachers should work together to overcome obstacles and focus joint effort in creating effective professional learning communities in their schools. Professional learning communities are essential to learning and when professional learning communities are well operated, they have the potential to help teachers learn from each other and conduct collaborative work with focus on student learning.

Keywords: Professional learning communities, instructional leadership, principals' capabilities

Introduction

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Education is reforming and changing in the 21st century. Schools need to develop from traditional communities to become learning communities to enhance teacher capabilities. Such change demands joint effort and requires communication and collaboration between the participants' sin reaching common understanding and practices (Handal, 1999).

The professional learning community (PLC) is defined as a group of professional educators who join together in a community to learn and share with collaborative efforts. It involves collective inquiry and action research to achieve student outcomes. It is characterized by a "shared mission, vision, values, and goals; collaborative teams focusing on learning; a collective inquiry into best practices and current reality; action orientation and experimentation; commitment to continuous improvement; and a focus on the result" (DuFour & DuFour, 2006). A professional learning community is a method that focuses on learning for all parties in the school, including students and adults. It helps to build a collaborative culture and maintain an environment that is results-oriented.

Schools are considered PLC's. Professional learning communities emphasize collaboration among all the parties in the school. Research shows that, when teachers are engaged in PLC's and collaborate with each other, their teaching performances improve (Carpenter, 2012). Similarly, teacher instruction is impacted by the practices of PLC's, "professional learning communities draw attention to the potential that a range of people based inside and outside a school can mutually enhance each other's and pupils' learning as well as school development" (Stoll, et al. 2006).

The work of professional learning communities requires strong support from school principals, and they are especially important in the process of creating professional learning communities. When principals play their roles effectively, the collaborative learning culture will happen in schools, teachers will be able to improve their teaching practices if they work in a quality culture (Jones & Green, 2015). From the perspective of Eaker, DuFour, and Burnette (2002), professional learning communities have several attributes, which serve as a guide for school educators to create and facilitate the implementation of professional learning communities. They highlighted six attributes of a professional learning community that are most commonly identified by contemporary theorists are: shared mission, vision, values, and goals; collaborative teams; collective inquiry; action orientation and experimentation; continuous improvement; and results orientation.

Research Objectives
The following research objectives formed the basis of this study:
To explore the desirable capabilities of principals for developing the instructional leadership of school teachers.
1. To explore the attributes of effective Professional Learning Communities that can enhance instructional leadership capabilities of school teachers.
2. To determine the current capabilities of principals for developing instructional leadership of middle school teachers in Maoming, Guangdong Province of China.
3. To determine the current attributes of the Professional Learning Community that could enhance the instructional leadership capabilities of middle school teachers in Maoming, Guangdong Province of China.
4. To develop a Professional Learning Community model for enhancing the instructional leadership capabilities of middle school teachers in Maoming, Guangdong Province of China.

Literature Review
Professional Learning Communities in the Chinese Context
In 1950s, the Ministry of Education of the People's Republic of China established TRGs (Teaching and Research Groups) in all secondary schools in all subjects for the purpose of improving the quality of studying and improving instructional methods in Chinese schools (Wang, et al., 2017; Ministry of Education, 1957). TRGs are China's version of professional learning communities. TRGs activities involve a wide array of programs, such as activities include joint lesson planning, lesson study, assessment design, lesson competitions, peer lesson observation and critique, mentorship or peer coaching, and short-term training by outside experts; all members of the TRG must participate in these activities (Wang, et al., 2017; Paine, 1990; Paine and Fang, 2006; Paine and Ma, 1993; Wang, 2015; Yang, 2009). Those activates allow teachers to work together to share their practices and to co-construct their teaching and learning knowledge (Zhang, Yuan & Yu, 2016).

Although the TRGs in China share similar features with PLCs, there are still some inherent problems (Wang, et al. 2017). Researchers examined the barriers from both the school leaders' and teachers' perspectives and found that "the teachers perceived that insufficient collaborative time, ineffective school leadership, unfavorable accountability policy, and disadvantageous professional culture impeded the development of PLCs" (p. 225) (Zhang, Yuan & Yu, 2016). For the school leaders, they identified the barriers as the absence of financial power, passive teachers, unfavorable accountability system, and shortage of external resources. Both school leaders and teachers regarding insufficient collaborative time, extreme pressure caused by the high-

stakes accountability system, and the lack of a collaborative professional culture as the barriers to PLC development. Those barriers contributed to the lack of motivation and superficial teacher collaboration.

Instructional Leadership Capabilities

Instructional leadership capabilities benefit educators as it provides an essential condition for an effective teacher to promote quality learning and contribute to school improvement (Adams, 2013; Bain et al., 1997). Recent research suggests supports localized knowledge creation and learning among school professionals. When teachers' instructional behaviors facilitate learning among school professionals, teacher instructional capabilities are built and improved (Adams, 2013). Robinson (2010) proposed three interrelated leadership capabilities that are necessary for effective instructional leadership: integration of deep leadership content knowledge (LCK) to solve complex problems in the school; building of relational trust among educators, parents, and students; enhancement of leadership capabilities that are interrelated with one another. As a result, instructional leadership will be enhanced by integrating these capabilities.

Principal Capabilities

Principals who are attempting to develop as instructional leaders should work to integrate reflection and growth, so as to build a school culture of individual and shared critical examination for instructional improvement (Blasé & Blasé, 2000). Hallinger (2011) developed the Principal Instructional Management Rating Scale (PIMRS) as a research instrument to evaluate principals' instructional leadership practices at different school levels. This framework was comprised of three dimensions of principal's role in instructional practices. The first dimension is defining the school mission; it contains two parts of instructional leadership functions: framing school goals and communicating the school goals. These functions "concern the principal's role in working with staff to ensure that the school has a clear mission and that the mission is focused on the academic progress of its students" (Hallinger, Wang & Chen, 2013). The second dimension is managing the instructional program; this dimension emphasizes principals' capability in school management. It requires principals to "coordinate the curriculum, supervise and evaluate instruction and to monitor students' learning process". The last dimension focuses on developing the school learning climate. This dimension suggests that school principals should make effort to promote teacher professional development, maintain high visibility, and provide incentives for teachers and their learning.

Conceptual Framework

This study is based on the theories of professional learning communities, instructional leadership, and principal capabilities and it explored the desirable capabilities of principals and determined the attributes of effective professional learning communities to develop a PLC model for enhancing instructional leadership capabilities of middle school teachers in Maoming, China.
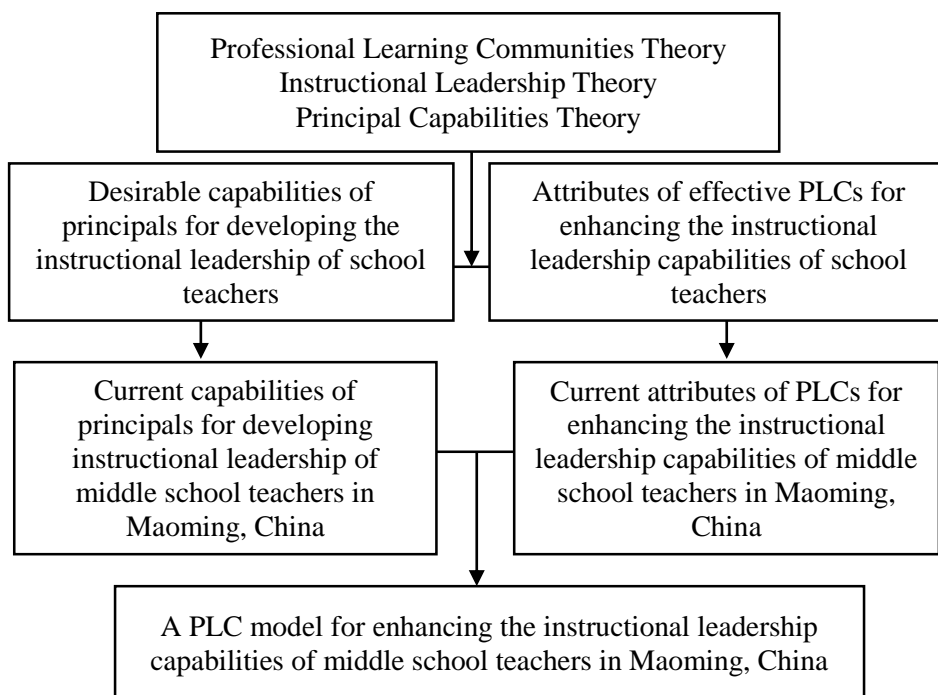

Figure 1. *Conceptual framework of the study.*

Research Design

This study utilized a mixed-methods approach. Coding sheets and questionnaires were used. For data analysis, the researcher used content analysis and statistical analysis.

For Objectives One and Two, research related to instructional leadership capabilities, capabilities of principals and professional learning communities were reviewed. A systematic coding method and categorizing process were used to analyze the contents. Subsequently, the findings were validated by 15 international experts. Objectives Three and Four were obtained through data collection and analysis from the population of 16,000 middle school teachers in Maoming city, Guangdong Province of China and the total sample size was 613 teachers.

The researcher used a 5-Point Likert-type scaled questionnaire to collect data including demographic data of the respondents. The questionnaire included items regarding current instructional leadership capabilities of middle school teachers, the teachers' perceptions of current principal's capabilities that can develop teacher instructional leadership, and current attributes of PLC's that can enhance the instructional leadership capabilities of middle school teachers in Maoming. The questionnaire was pilot-tested to ensure validity. Statistical analysis yielded demographic data and multiple regression analysis was used to determine the significance of the variables.

For the final phase, a Professional Learning Community Model was developed. The researcher generalized the results of the desirable and current capabilities of principals and attributes of professional learning communities, utilized the statistical method to analyze the data, and subsequently developed a model of PLC for enhancing instructional leadership of middle school teachers in Maoming, Guangdong Province of China. The model was then validated by international experts.

Findings
The findings of the study are presented according to the research objectives.
Table 1 and Table 2 shows the findings of objective 1. Table 1 shows the desirable instructional leadership capabilities that teachers need to obtain to improve their instruction in schools, while Table 2 presents the desirable capabilities of principals that are necessary for developing the instructional leadership capabilities of school teachers (Objective 1).

Table 1: *Desirable Instructional Leadership Capabilities of School Teachers*

Desirable Instructional Leadership Capabilities of School Teachers	
1. Capabilities for Improving Effective Instruction	Instructional Practices Improvement
	Pedagogical Content Knowledge Advancement
	Continuous Assessment of Instructional Practices
	Ongoing Assessment of Student Learning
2. Capabilities for Enhancing Positive Learning Climate	Collaboration
	Trust Building
	Relationships Building
	Problem Solving

Table 2: *Desirable Capabilities of Principals*

Desirable Capabilities of Principals for Developing the Instructional Leadership Capabilities of School Teachers	
1. Capabilities for Defining the School Mission	Frame the School's Goals
	Communicate the School's Goals
2. Capabilities for Managing the Instructional Programs	Co-create the Curriculum
	Supervise and Evaluate Instruction
	Monitor Student Progress
3. Capabilities for Developing the School Learning Climate	Provide Incentives for Teachers
	Promote Professional Development
	Maintain High Visibility and Engagement
	Enhance Collaboration, Trust and Relationships
	Develop Teacher Leadership

Table 3 shows the desirable attributes of effective professional learning communities that can enhance the instructional leadership capabilities of school teachers (Objective 2).

Table 3: *Desirable Attributes of Effective PLCs*

Desirable Attributes of Effective PLCs that can the Instructional Leadership Capabilities of School Teachers	
1. Shared Mission, Vision and Goals	
2. Collaborative Teams	Collaborative Learning
	Collective Responsibility
	Collective Inquiry
3. Continuous Learning and Development	Acquire New Knowledge and Skills
	Foster Instructional Change
4. Solid Trust and Relationships	
5. Ongoing Support from Principals	Support for Learning Conditions
	Share Leadership and Decision Making

Table 4 displays the data analysis results of principals' capabilities for developing the instructional leadership capabilities of middle school teachers in Maoming, Guangdong Province of China (Objective 3).

Table 4: *Multiple Regression Results of the Survey Data Related to Principal's capabilities (n=502)*

Model	R	R Square	Adjusted R Square
1	.662	.438	.416

a. Predictors: (Constant), Principals' Capabilities

ANOVA

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	47.650	19	2.508	19.768	.000
	Residual	61.149	482	.127		
	Total	108.799	501			

a. Dependent Variable: Instructional Leadership Capabilities of Teachers
b. Predictors: (Constant), Principals' Capabilities

Coefficients (a)

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1 (Constant)	1.754	.116		15.137	.000
My principal always has friendly conversation with me	.108	.023	.195	4.739	.000
My principal makes the course goals clear to teachers.	.064	.024	.123	2.637	.009
My principal sets the academic goals clearly.	.060	.025	.111	2.370	.018
My principal always engages me in making decisions about instructional development	.059	.021	.130	2.751	.006

Model	Unstandardized Coefficients		Standardized Coefficients		
	B	Std. Error	Beta	t	Sig.
My principal provides sufficient learning opportunities for teachers' in school.	.051	.022	.100	2.299	.022
My principal encourages me to use students' learning data to improve my teaching	.050	.023	.101	2.151	.032
My principal often uses regular walkthroughs to observe my teaching	.048	.024	.094	2.016	.044
My principal encourages me to continuously improve my teaching practices.	-.058	.024	-.115	-2.454	.014

a. Dependent Variable: Instructional Leadership Capabilities of Teachers

Table 4 shows the results of the data analysis from Multiple Regression. The R value was .662, which indicated the correlation between principals' capabilities and instructional leadership capabilities of teachers were 0.699. The R Square was .438, there were able to predict 43.8% of variance of this model, which meant the percentage that instructional leadership capabilities of teachers were predicted by principals' capabilities was 43.8%. According to the data analysis result, principals' capabilities were significant impacted the instructional leadership capabilities of school teachers. As the P value were less than .05, the degree that principals' capabilities significant to the instructional leadership capabilities of teachers from high to low were shown in the Coefficients(a) table. The significant principals' capabilities were item: Having friendly conversation (ß=.195, P=.000); Making the course goals clear (ß=.123, P=.009); Setting the academic goals (ß=.111, P=.018); Engaging teachers in decision making (ß=.130, P=.006); Provide learning opportunities (ß=.100, P=.022); Using students' learning data (ß=.101, P=.032); Using regular walkthroughs (ß=.094, P=.044); Providing incentives for teachers (ß=-.115, P=.014).

Table 5: *Multiple Regression Results of the Survey Data Related to Professional Learning Communities (n=502)*

Model	R	R Square	Adjusted R Square
1	.833	.694	.682

a. Predictors: (Constant), Attributes of Effective Professional Learning Communities

ANOVA

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	75.490	19	3.973	57.493	.000
	Residual	33.309	482	.069		
	Total	108.799	501			

a. Dependent Variable: Instructional Leadership Capabilities of Teachers
b. Predictors: (Constant), Attributes of Professional Learning Communities

Coefficients (a)

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1 (Constant)	.895	.101		8.886	.000
My principal always engages me in making decisions about instructional development	.075	.014	.166	5.225	.000
I maintain good relationships with my colleagues	.055	.018	.097	3.085	.002
I gain new knowledge from learning opportunities outside my school	.052	.018	.094	2.934	.004
I enjoy sharing learning materials with my colleagues	.044	.020	.075	2.200	.028
I use new knowledge to improve student learning outcomes	.177	.016	.346	11.167	.000
I apply new teaching techniques into my lessons.	.137	.017	.242	7.972	.000

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		

a. Dependent Variable: Instructional Leadership Capabilities of Teachers

Table 5 indicates the results of the data analysis. The R value was .833, which indicated the correlation between principals' capabilities and instructional leadership capabilities of teachers were 0.833. The R Square was .694, there were able to predict 69.4% of variance of this model, the data indicated that the professional learning communities were able to predicted instructional leadership capabilities of teachers with a percentage of 69.4. According to the data analysis result, the attributes of professional learning communities were significant impacted the instructional leadership capabilities of school teachers. As the P value were less than .05, the degree that principals' capabilities significant to the instructional leadership capabilities of teachers from high to low were shown in the Coefficients (a) table below. The significant attributes of professional learning communities were: Engaging in instructional decision making (ß=.166, P=.000); Maintaining good relationships (ß=.097, P=.002); Acquiring new knowledge and skills (ß=.094, P=.004); Sharing learning resources (ß=.075, P=.028); Applying new knowledge in teaching (ß=.346, P=.000); Applying new teaching techniques (ß=.242, P=.000).

Development of the Model
The purpose of this study was to develop a professional learning community model for enhancing the instructional leadership capabilities of middle school teachers in Maoming. Based on the findings from research objective one to four, the model was developed. As presented in figure, the model included three parts. The central circle represents the instructional leadership capabilities of middle school teachers, and the elements around the central circle represent the significant principals' capabilities and attributes of professional learning communities that contribute to the development and enhancement of instructional leadership capabilities of middle school.
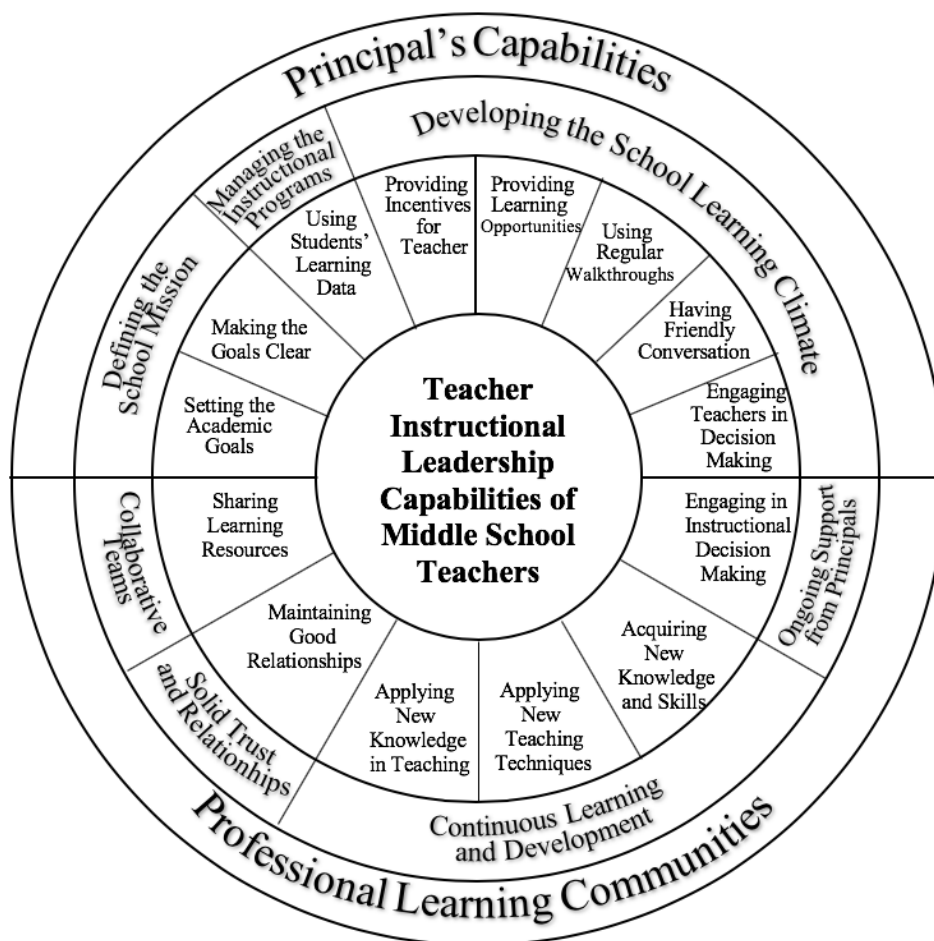
Figure 2. *The PLC Model for Enhancing Instructional Leadership Capabilities for Teachers in Middle Schools in Maoming City, Guangdong Province of China*

In the model, principals' capabilities for improving the instructional leadership capabilities of middle school teachers include three major categories:

- **Principals' capabilities for defining the school mission**. Principals set the academic goals in the school, and make those goals clear to each teacher, therefore, teachers are able to conduct their work more effectively and appropriately.

- **Principals' capabilities for managing the instructional leadership capabilities**. Principals encourage teachers to use students' learning data and analyze students' learning data to improve their instructional capabilities.

- **Principals' capabilities for developing the school learning communities.** It refers to principals' capabilities in creating a positive school climate in which teaching, and learning can take place, teachers and students are supported. These capabilities include providing incentives for teachers, providing opportunities, using regular walkthroughs, having friendly conversations, and engaging teachers in decision making.

The second component of the model is professional learning communities. It is also supported by principals' capabilities. In the model, the attributes of professional learning communities for enhancing the instructional leadership capabilities of school teachers include four categories as below:

- **Collaborative teams**. In the school, principal, administrators, and teachers work together as a team in order to achieve teaching and learning goals. Teachers are encouraged to share learning resources to improve their instruction.
- **Solid trust and relationships.** School teachers should build trust with each other and maintain good relationships with other teachers for enhancing the collaboration among teachers to enable teachers to share learning experiences and good practices.
- **Continuous learning and development**. School teachers need to participate in different kinds of learning opportunities actively, acquire new knowledge and skills, new teaching techniques continuously, and apply those knowledge and techniques in teaching for improving their instructional practices.
- **Ongoing support from principals.** School principals provide necessary needs and supports for teachers to improve teaching, they share leadership with teachers, engage teachers in instructional decision making to enhance teachers' leadership capabilities, and enhance the positive school culture.

Discussion and Recommendations

The study sought to contribute to an empirical understanding of Professional Learning Communities for instructional improvement of middle school teachers. The main purpose of this study was to develop a model of Professional Learning Community for enhancing instructional capabilities of school teachers. It is hoped that the results of this study can enhance teacher instruction of middle schools in Maoming city, Guangdong Province of China and increase teachers' understanding of the importance of collaboration in education, help teachers to have increased awareness that the most important thing in the school is teaching and learning, and motivate their efforts in improving instruction for increased student achievement. Additionally, a Professional Learning Community can provide principals and administrators with opportunities to inquire into teachers' work in the middle schools. The

findings of this study have stressed the importance of principals' capabilities and professional learning communities in developing and enhancing the instructional leadership capabilities of school teachers. Therefore, principals are strongly recommended to improve their capabilities of sharing leadership and responsibilities with teachers to improve teacher leadership, providing enough learning opportunities and resources for teachers to improve their instructions. Besides, principals should collaborate with teachers in creating effective professional learning communities to enhance teachers' teaching and learning.

Ideally the results of this study can contribute ultimately to school improvement. It is recommended that further studies include data from not only teachers but include principals and interviews as additional methods of data collection. Future studies may also include extension to different populations, grades and schools in China.

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THE RELATIONSHIP OF PARENTS' AND TEACHERS' PERCEPTIONS OF STUDENTS' SOCIAL-EMOTIONAL DEVELOPMENT WITH THEIR CHINESE LANGUAGE LEARNING ACHIEVEMENT IN NURSERY 2 AT A TRILINGUAL INTERNATIONAL SCHOOL IN BANGKOK

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Abstract: The purpose of this research were to examine the level of parents' and teachers' perceptions of students' social-emotional development, and the relationship of the students' social-emotional development with their Chinese language learning achievement of Nursery 2 (N2) at a trilingual international school in Bangkok. In this research, 81 parents and 28 teachers of 81 N2 students enrolled in the 2017-2018 school year in this school participated. This research followed a quantitative research methodology employing the questionnaires of parents' and teachers' perceptions of students' social-emotional development, and the N2 Term 3 Chinese language summative assessment of the 2017-2018 school year to determine the level of students' Chinese language learning achievement. There were four main elements included in this research: the level of parents' and teachers' perceptions of students' social-emotional development, the level of Chinese language learning achievement, and the relationship between students' social-emotional development and their Chinese language learning achievement. In this research, the students' social-emotional development focused on three areas: paying attention-following direction, self-regulation, communication and interaction. Chinese language learning achievement focused on listening, speaking, communicating, also reading and tracing Chinese characters. There were four main findings: 1) the parents' perception of students' social-emotional development was on schedule; 2) the teachers' perception of students' social-emotional development was on schedule; 3) the students' Chinese language learning achievement was exceeding the expectation; 4) there was a significant relationship of the parents' and teachers' perceptions of the students' social-emotional development with their Chinese language learning achievement in N2 level at a trilingual international school in Bangkok.

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Introduction

In recent years, along with the development of the Chinese economy, the number of Chinese tourists and investors who traveled to Thailand was increased, resulting in Chinese language education becoming more popular again. In 1998, Chinese was officially added as a foreign language subject test in the Thai college entrance examination (PAT-4). In 2001, the Chinese language acquired the status of a foreign language curriculum by the Ministry of Education (MOE) of Thailand. So far, Chinese has become one of the 19 foreign languages taught in Thailand, but only English and Chinese were taught from kindergarten to adults at all levels of school. Since the goal is for children to become 21st century skilled talents, the education system is required to provide the holistic development of children. This includes cognitive development of subject knowledge, physical development of body growth and motor skills, and the development of internal psychological factors. To develop as a "whole person", social-emotional development is a necessary condition. Social-emotional abilities also have its own unique meaning for students' academic achievements. It will benefit to organize the behavior and learning, and as essential components of school readiness, and academic success (Denham, 1998). The modern education promotes student-centered methods. The social-emotional abilities as above directly influence the students' learning achievements in all subject areas. Paying attention, collaboration, initiative participating in the classroom activities, positive learning attitudes, and a good relationship with peers and teachers will be directly reflected in the assessment results of all the subjects. In addition, children's strong social-emotional ability embodied in their early education stage will continue to influence the future learning outcomes and set up for their future academic success (Denham & Holt, 1993).

Literature Review

Personal, Social and Emotional Development
The contents of personal, social and emotional development (PSED) are the scope of the theory which includes three aspects as: 1) Personal development (Being me). 2) Social development (Being social). 3) Emotional development (Having feelings).

Developmental Theories in Early Childhood Education
Children's personal growth starts from infancy to toddlers to preschoolers, then to teenagers, adults, elders and eventually death. Along the early

childhood stage, there is a huge change, which not only grows physically, in motor skills, and in languages, but also in their social-emotional ability development. The part that makes early childhood education more special than education for teenagers or adults in the process of development that takes place. To know and understand the children's development is a necessary requirement and condition for this research, especially the social-emotional development.

Psychosocial Development Theory (Erikson, 1963)
Erikson (1963) proposed eight stages of psychological development that must be experienced in life as human beings age birth to death. These stages are infancy (under 2 years), toddler (2 to 4 years), preschool (4 to 5 years), school age (5 to 12 years), adolescent (12 to 19 years), young adult (19 to 35 years), middle age (35 to 65 years) and old adult (65 to death). It includes the understanding and development of personal emotions, as well as the stage of emotional development in human life and social relations. His theory spanned both childhood and adulthood, however, only the first three stages are more important for this research because it is the stage of infants to young children.

Developmental Organizational Theory (Cicchetti, 1995)
Cicchetti and Cohen (1995) proposed the developmental organization theories. The healthy social-emotional development of young children is influenced by their family environment and the care of parents and caregivers. It is also the result of early intervention in nursery and kindergarten. Early intervention with planned steps will promote the development of young children's social-emotions towards the positive. In contrast, the developmental organizational theory of Cicchetti and the marginal deviation model suggest that if normal children's social-emotional development do not develop normally along the established orbit, there will be deviations in the development of social-emotions. This will affect the children's learning achievements of other subjects and the communication of their future social life.

Social Learning Theory (Bandura, 1977)
One of the most well-known social learning theories is Bandura's social learning theory. His theory points out that children learn information based on their environment, through the observation of their peers' and adults' behavior. Observation, imitation, and modeling are the most common method of learning. Children's learning starts from paying attention, then go through to the processes of retention, motor reproduction, and motivation. Children always focus on the things and behaviors of interest, constantly observing, increasing experience, and thinking about causes and outcomes. Then through

their own participation and practice, they verify the results of your observations and reflections, then correct their behavior in the future practice. Finally, their cognitive ability will be improved by means of visual, listening, and doing.

Zone of Proximal Development (ZPD) (Vygotsky, 1978)
Vygotsky's theory states that children's development and progress are the result of learning. The occurrence of learning is the process of interaction between the surrounding environments. He believed that knowledge is socially constructed, as a product of dialogue and interaction between thought and language (Speech). Children use the language as a tool to explain and communicate during the learning process. At the same time, it is also one of the contents of children's observation and learning. The other important contribution of Vygotsky is the zone of proximal development (ZPD). It refers to when the learner wants to get more knowledge or other skills but cannot do without another skillful and knowledgeable person's help. That is the reason why the good relationship between children and peers and teachers is effectively important of their Chinese language learning.

Chinese Language Teaching Strategies
The school uses holistically designed classroom activities supported by social learning theory (Bandura, 1977), and combined with early childhood second language learning methods to teach the Chinese language in kindergarten. The school believes that all children can learn, but they learn in different ways. The school offers differentiation teaching strategies to plan classroom activities and encourage students' Chinese language learning. These were the main methods used in N2 level's Chinese language classroom activities, such as rhythmic songs, making handcrafts, gaming activities and storytelling.

Method
Population and Sample
The population of this research was 137 Nursery 2 (N2) students who enrolled in the 2017-2018 school year, as well as 137 parents of N2 students, and 28 teacher who taught these N2 students. Eighty-one parents' versions had been finished by parents. All of 137 teachers' versions had been completed by teachers. The researcher chose the 81 students who had completed questionnaires both from parents and teachers to be the sample for this research. The sample included 81 N2 students, the 81 parents who completed the questionnaire of parents' version and 28 teachers who completed the questionnaire of teachers' version.

Instrument

Two Questionnaires and One Summative Assessment

The research instruments of this study included one parent-completed questionnaire and one teacher-completed questionnaire were adapted from Ages & Stages Questionnaires: Social-Emotional, Second Edition (ASQ: SE-2) which was published by Dr. Jane Kaplan Squires in 2002. The researcher adapted 18 items from the original 38 items. The questionnaires focused on three social-emotional development areas: paying attention-following the direction, self-regulation, and communication and interaction. The questionnaires of parents' and teachers' versions were used both in English and Thai languages. Lastly, N2 students' 2017-2018 school year Term 3 Chinese language summative assessment was used to measure the level of students' Chinese language learning achievement. The assessment emphasized listening, speaking and communication, and tracing and recognizing Chinese characters.

Validity and Reliability of ASQ: SE-2

Table 1 showed the reliabilities of Ages & Stages Questionnaires (ASQ) which were used by some previous researchers. Squires' result in 2009 showed the Cronbach's alpha of ASQ: SE was .87, and in Lopes and collages research result in 2014, the Cronbach's alpha was .90. Also, for this research, the parents' version of the questionnaire Cronbach's alpha was .71, and the teachers' version of the questionnaire Cronbach's alpha was .75. According to the internal consistency reliability, a Cronbach's alpha (α) coefficient both parents' and teachers' versions α=.71$\geq$.70 and α=.75$\geq$.70 were considered as acceptable.

Table 1 *Reliability Data of ASQ and ASQ: SE*

		Cronbach's alpha value			
Scale	Numbers of items	ASQ: SE (Squires, 2009)	ASQ-3 (Lopes et al., 2014)	Current study parents' version	Current study teachers' version
ASQ: SE	18	.87	.90	.71	.75

Note. Adapted from a Systematic Review of ASQ (Velikonja et al., 2017)

Interpretation of the Scores and Scales

There were three scales to explain the mean scores of the parents' and the teachers' perceptions of students' social-emotional development showed in Table 2 below. Four options (often or always, sometimes, rarely or never, not sure), three scores (0, 5, 10) were used for quantification to measure the students' social-emotional development. Based on the cutoff was 6.50, the

mean scores from 0 to 4.49 was below the cutoff, it means students' social-emotional development is on the schedule. The mean scores from 4.50 to 6.49 was close the cutoff, it means the students' social-emotional development is in the monitoring zone. If the mean scores higher than 6.50, it means the students' social-emotional development need professional assessment in the future. The questionnaire presented item questions based on monitor the students' behavioral problems. The higher scores students received showed the worse behaviors.

Table 2 *Interpretations of Students' Social-Emotional Development Scores and Scales*

Score	Scale
0 to 4.49	On schedule (Below the cutoff)
4.50 to 6.49	Monitoring zone (Close the cutoff)
6.50 to 10	Need professional assessment (Above the cutoff)

Chinese Language Summative Assessment (2017-2018 Term 3)
The Chinese language summative assessment was scored according to the NCSSFL-ACTFL Global Can-Do Statement. This statement focuses on early age non-native language learner's basic language skills, such as listening, speaking, communicating, as well as tracing and recognizing Chinese characters. The result of the assessment was calculated as a percentage and scaled into three scores: score 80 to 100, exceeding (EX) which means that the students' language skill exceeds expectations; scores 60 to 79, expected (EP) which means that they meet expectations, and lastly scores 0 to 59, emerging (EM) which means that they need improvement.

Procedure
The questionnaires of parents' perception and the teachers' perception of the students' social-emotional development collected the data to determine students' social-emotional development level. The scores directly formed the level of the students' social-emotional development through parents' or teachers' daily observations and understanding of students' behaviors. The third questionnaire was the students' 2017 to 2018 school year language N2 Term 3 Chinese summative assessment. The scores of the assessment showed the students' Chinese language learning achievement in the term. The researcher chose 81 students who had both completed questionnaires of parents' and teachers' versions as the sample of this research. This research was carried out in October of 2018.

Findings

Finding 1

Table 3 showed the level of parents' perception of students' social-emotional development in N2 level at a trilingual international school in Bangkok.

Table 3

Means and Standard Deviations for Each Subscale/Item of the Parents' Perception of Students' Social-Emotional Development (n=81)

	Questions of ASQ: SE-2	*M*	*SD*	Interpretation
	Paying attention-following direction			
1	Is your child interested in things around him/her, such as people, toys, and foods?	1.11	2.092	On schedule
2	Does your child pretend objects are something else? For example, does he/she pretend a banana is a phone?	2.47	2.971	On schedule
3	Does your child follow routine directions? For example, does he/she come to the table or help clean up his toys when asked?	3.09	2.689	On schedule
4	Does your child do what you ask him/her to do?	3.09	2.689	On schedule
5	Does your child stay with activities he/she enjoys for at least 5 minutes (other than watching shows or videos or playing with electronics)?	1.73	2.868	On schedule
6	Does your child move from one activity to the next with little difficulty (for example, from playtime to mealtime)?	5.12	2.497	Monitoring zone
	Paying attention-following direction total	2.77	2.634	On schedule
	Self-regulation			
7	When upset, can your child calm down within 15 minutes?	1.85	2.899	On schedule
8	Does your child cry, scream, or have tantrums for long periods of time?	1.73	2.757	On schedule
9	Does your child seem more active than other children his age?	4.57	3.278	Monitoring zone
	Self-regulation total	2.72	2.978	On schedule
	Communication and interaction			
10	Does your child look at you when you talk to him/her?	.49	1.696	On schedule
11	Does your child use words to tell you what he/she wants or needs?	.37	1.537	On schedule

12	Does your child use words to describe his/her feelings and the feelings of others? For example, does he/she say, "I'm happy," "I don't like that," or "Someone is sad"?	1.23	2.441	On schedule
13	Do you and your child enjoy playtime together?	.49	1.696	On schedule
14	Does your child talk or play with adults he/she knows well?	1.54	2.579	On schedule
15	Can your child name a friend?	.86	1.902	On schedule
16	Do other children like to play with your child?	1.48	2.555	On schedule
17	Does your child like to play with other children?	1.79	2.659	On schedule
18	Does your child try to show you things by pointing at them and looking back at you?	2.28	3.359	On schedule
	Communication and interaction total	1.17	2.269	On schedule
	Parents' perception total	2.22	2.627	On schedule

Table 3 showed that the questionnaire of parents' perception of the students' social-emotional development was divided into three social-emotional development areas. The highest social-emotional development area total mean score was the first social-emotional development area paying attention-following direction (*M*=2.77). The lowest social-emotional development area total mean score was the third social-emotional development area of communication and interaction (*M*=1.17). The second social-emotional development area self-regulation (*M*=2.72) was a little lower than the highest social-emotional development area. The total mean score of parents' perceptions was 2.22, based on the interpretation of the scales and was on schedule.

Finding 2
Table 4 showed the level of teachers' perception of students' social-emotional development in N2 level at a trilingual international school in Bangkok.

Table 4 the questionnaire of teachers' perception of the students' social-emotional developments was divided into three social-emotional development areas. The highest social-emotional development area total mean score was the second social-emotional development area self-regulation (*M*=2.43). The lowest social-emotional development area total mean score was the third social-emotional development area of communication and interaction (*M*=2.10). The first social-emotional development area paying attention-following direction (*M*=2.41) was a little lower than the highest social-

emotional development area. The total mean score of parents' perceptions was 2.31, based on the interpretation of the scales and scores was on schedule.

Table 4 *Means and Standard Deviations for Each Subscale/Item of the Teachers' Perception of Students' Social-Emotional Development (n=81)*

	Questions of ASQ: SE-2	*M*	*SD*	Interpretation
	Paying attention-following direction			
1	Is the student interested in things around him/her, such as people, toys, and foods?	1.60	2.601	On schedule
2	Does the student pretend objects are something else? For example, does he/she pretend a banana is a phone?	2.47	3.174	On schedule
3	Does the student follow routine directions? For example, does he/she come to the table or help clean up his toys when asked?	2.41	2.970	On schedule
4	Does the student do what you ask him/her to do?	2.35	3.171	On schedule
5	Does the student stay with activities he/she enjoys for at least 5 minutes (other than watching shows or videos or playing with electronics)?	2.04	3.140	On schedule
6	Does the student move from one activity to the next with little difficulty (for example, from playtime to mealtime)?	3.64	3.792	On schedule
	Paying attention-following direction total	2.41	3.141	On schedule
	Self-regulation			
7	When upset, can the student calm down within 15 minutes?	2.22	2.850	On schedule
8	Does the student cry, scream, or have tantrums for long periods of time?	1.91	2.912	On schedule
9	Does the student seem more active than other students his/her age?	3.15	3.909	On schedule
	Self-regulation total	2.43	3.224	On schedule
	Communication and interaction			
10	Does the student look at you when you talk to him/her?	2.04	2.826	On schedule
11	Does the student use words to tell you what he/she wants or needs?	2.28	3.167	On schedule
12	Does the student use words to describe his/her feelings and the feelings of others? For example, does he/she say, "I'm happy," "I don't like that," or "Someone is sad"?	2.53	3.174	On schedule
13	Do you and the student enjoy playtime together?	2.35	2.860	On schedule
14	Does the student talk or play with adults he/her knows well?	3.02	3.507	On schedule

15	Can the student name a friend?	.99	2.003	On schedule
16	Do other students like to play with the student?	1.05	2.334	On schedule
17	Does the student like to play with other students?	.99	2.003	On schedule
18	Does the student try to show you things by pointing at them and looking back at you?	3.64	3.447	On schedule
	Communication and interaction total	2.10	2.813	On schedule
	Teachers' perception total	2.31	3.059	On schedule

Finding 3
To determine the level of students' Chinese language learning achievement in N2 level at a trilingual international school in Bangkok.

The mean score in N2 level 81 students' Chinese language learning achievement was 85.80. According to Chinese language summative assessment scores and scales interpretations, the mean was at the exceeding level. It showed the level of students' Chinese language learning achievement in N2 level at the trilingual international school in Bangkok was exceeding the expectation.

Finding 4
Table 5 showed the correlations between Independent Variable 1 (IV1): parents' perception of students' social-emotional development, Independent Variable 2 (IV2): teachers' perception of students' social-emotional development, and the dependent variable (DV): their Chinese language learning achievement (Term 3 Summative Assessment).

Table 5 *Pearson Correlations Between the Parents' Perception of Students' Social-Emotional Development, Teachers' Perception of students' Social-Emotional Development, and Their Chinese Language Learning Achievement (n=81)*

Variables	IV1	IV2	DV
IV1. Parents' perception of students' social-emotional development	-	.53[**]	-.56[**]
IV2. Teachers' perception of students' social-emotional development		-	-.55[**]
DV. Chinese language learning achievement (Term 3 Summative Assessment)			-

Note. [**] All the Pearson correlations coefficients were significant (2-tailed), $p<.001$.

The correlation between IV1 and DV, $r =-.56$, $p<.001$. It indicated that there was a significant moderately strong negative relationship between the parents'

perception of students' social-emotional development and their Chinese language learning achievement. The correlation between IV2 and DV, $r = -.55$, $p < .001$. It indicated that there was a significant moderately strong negative relationship between the teachers' perception of students' social-emotional development and their Chinese language learning achievement. The scores and scales interpretation of the questionnaire, the higher score explained the worse behavior presentation of students, also the lower level of the students' social-emotional development.

In addition, the resulting data showed that $r = .53$, $p < .001$ (Table 5). The correlation between IV1 and IV2 was not more than .95. It means the correlation between IV1 and IV2 was moderately strong, not very strong. Multicollinearity does not appear to be a problem since the correlation between two independent variables were relatively moderate, thus, allowing a multiple correlation coefficient analysis of parents' and teachers' perceptions of students' social-emotional development and their Chinese language learning achievement.

Table 6 *Multiple Correlation Coefficient Results Regarding the Variables Addressed in This Research*

Variable	R	R^2	dfs Model	dfs Error	F	p
The parents' perception of students' social-emotional development	.63	.40	2	11	26.17	<.001
The teachers' perceptions of students' social-emotional development						
Chinese language learning achievement						

Note. **The correlation coefficients were all significant (2-tailed), $p < .001$.

In Table 6, the result presented that a significant multiple correlation between two independent variables (IVs) and the dependent variables (DV) was obtained, $R = .63$, $F (2, 78) = 26.2$, $p < .001$. The multiple correlation coefficient obtained indicates that the two IVs account for 40.2% of the variance of the DV, $R^2 = .40$.

Discussion
The Parents' Perception of Students' Social-Emotional Development
The results of the parents' version of the students' social-emotional development showed that the N2 students' social-emotional development at

the three areas: paying attention-following direction, self-regulation, communication and interaction were all on schedule. N2 parents suggested that children like to communicate with parents, use languages to inform parents about their needs, play with parents often at home. They were always interested in the surroundings and looked more active than others. These specific details showed that N2 parents value children's social-emotional development. The children's basic psychological and physical needs were met. The children were very satisfied at home. Their social-emotional abilities developed well. Maslow noted that the early age children's positive social-emotional development based on their psychological and physical needs are basically satisfied. A person's attempt at fulfilling five basic needs are physiological, safety, social, esteem, and self-actualization (Maslow, 1970).

The Teachers' Perception of Students' Social-Emotional Development

The results of teachers' version of the students' social-emotional development showed that under the teacher's observation, the N2 children's social-emotional development in the three areas were all on schedule. Students liked to communicate with peers and adult teachers in languages, have certain self-regulation abilities, such as emotional control: stop crying for a short time; and attention control: can follow the classroom routine, do the teachers asked them to do. Kindergarten is the beginning stage for children to enter society. Students need to gradually understand how to enter society. They need to learn to develop positive learning habits and learning attitudes and learn to build good social relationships with peers and adult teachers at school. As Ladd and the colleagues motioned that the main areas in which students' social-emotional development is considered to include the teacher's observation of children's classroom learning behavior and cooperation with other students and adults or independent participation in the classroom, comfort with the teacher (Ladd, Birch, & Buhs, 1999). In addition, the children's approaches to learning goals, learning competencies, attention, and learning attitude (Fantuzzo, Perry & McDermott, 2004) are also considered by students' social-emotional development. The ability of children's personal, social and emotional development (PSED) is an important role in the kindergarten stage of early childhood education. When referring to normative development within the early year foundation stage (EYFS), PSED is comprised of three aspects, self-confidence and self-awareness, managing feelings and behavior, and making relationships (Thornton & Brunton, 2015).

Chinese Language Learning Achievement

The result showed the students' Chinese learning achievement exceeded expectation. Based on the social learning theory (Bandura, 1977), the immersion language program is an approach to teach the Chinese language to

children by surrounding or immersing them in Chinese. Chinese teachers use rhythm songs, handcrafts making, game activities, story-telling classroom activities, and choose the topics related to student real life as the teaching objectives. Students can learn the Chinese language in a natural learning environment during the activities with their peers. Language should be presented in a natural, meaningful way, in the context of the child's experiences and interests (Saville-Troike, 1982; Sholtys, 1989).

The Relationship of Parents' and Teachers' Perceptions of Students' Social-Emotional Development with their Chinese Language Learning Achievement
This research was conducted in a study of children aged 3 to 4 years in the N2 level at the trilingual international school. The results proved that there was a significant relationship between N2 students' social-emotional development with their Chinese language learning achievement. This study focused on the three areas of social-emotional development of N2 students, which included paying attention-following direction, self-regulation, communication and instruction. Students have strong self-regulation and paying attention, and following the teachers' classroom instruction abilities, who can actively participate in classroom activities. These social-emotional abilities directly led to the positive achievement of students in Chinese learning outcomes at school. Same as the previous research results showed that children's social-emotional development, such as understanding of peers and adults, paying attention, emotional regulation, active cooperation, participation in classroom activities, and positive classroom behaviors jointly optimize students' academic achievement. As well as, less difficulty and risky behavior provided a successful school experience (Ladd, Birch, & Buhs, 1999). Studies by many scholars have shown that students' attention and classroom behavior are related to their academic achievement. In fact, kindergarten teachers reported a close relationship between student classroom behavior and social-emotional development and academic achievement (Bodrova & Leong, 2006).

The researcher also discovered that social communication abilities were related to students' academic achievement, such as communication and collaboration abilities, making friends, and building a good relationship with adults. Students had high level communication skills, who could establish a good relationship with peers and teachers, could get more language application opportunities, and learn more languages in their school life. An active classroom environment, a satisfying learning experience, and a communicative classroom atmosphere with peers and teachers will benefit students' academic achievement. The specific performance was not only that students pay more attention to learning tasks, maximize effective teaching time, receive more teaching resources, have the opportunity to accept more

teachers' instructions, and also get more academic knowledge from their peers, demonstrate the learning skills of peers (Pianta, La Paro, et al., 2008). As Vygotsky (1978) mentioned, children's social-emotional development is learned from peers or adults through unconscious and conscious observation. This learning process is practiced in everyday life. The child's social-emotional development is the result of his or her interactions with the surrounding environment. Zins, Bloodworth, Weissberg, and Walberg (2007) have noted that schools are social places, and learning is a social process. Caprara, Barbaranelli, Pastorelli, Bandura, and Zimbardo (2000) found that the prosocial behavior between themselves, peers, and teachers was related to the student's academic achievement. When students are able to understand self and others, accept social information, and regulate behavior, classroom learning goals are easier to achieve. In this learning environment, students are more focused on learning and make their learning more valuable (Wentzel, 1999).

Recommendations

Teachers as a member of early childhood educators, teachers should recognize that social-emotional development is a part of early childhood education that needs attention. It is necessary to consider that Chinese language learning achievement is only one hand, the other hand is the development of children's social-emotional abilities, such as how to cultivate good study learning behaviors, self-awareness, and self-regulation abilities. The correction of student's routines and behavioral habits is accomplished through the teaching of individual subjects.

Parents need to be aware that in the process of seeking students' Chinese language learning achievement, they should also pay attention to the positive development of students' social-emotional abilities. In addition, the parents' version questionnaire provided effective data for parents to self-assess and monitor their children's social-emotional development in the ages of 3 to 4. Parents could discover children's social-emotional development issues by observing their daily life behaviors listed in the questionnaire.

School administrators should pay attention to the students' learning achievements and positive social-emotional development equally. School administers could improve the school's learning environment both indoor and outdoor of the classroom, provide effective support for teachers to engage in interesting classroom activities. Also, establish a safe, caring environment for the students to collaborate and communicate with peers and adults naturally. School administers might build a parent communication mechanism. Parents

and school work together to provide more opportunities for students to increase their social-emotional abilities and learning achievements.

This research focused on finding the relationship of early age children's social-emotional development with their Chinese language learning achievement. The parents' and teachers' perceptions questionnaires will be useful for the future researchers who are interested in the similar areas. Also, the future researchers might make the range of the populations widely, such as select students from different grade levels and ages or observe same group students' development in consecutive years. So, from this way, the future researchers may find more evidence to evaluate the development process of the students' social-emotional abilities in the preschool stage. Furthermore, this research only emphasized the relationship between students' social-emotional development with one subject learning achievement, which is the Chinese language learning achievement. For future researchers may try to study the relationship between students' social-emotional development with other subjects.

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LESBIAN PARENTING EXPERIENCE: AN EXAMINATION OF CULTURAL SOCIALIZATION PRACTICES AND CHILD REARING STRATEGIES AMONGST LESBIAN MOTHERS IN THAILAND

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Abstract: An increasing number of lesbians in Thailand have entered parenthood, some through the context of formal heterosexual marriage, others through adoption and artificial insemination. As same-sex marriage is illegal in Thailand, accurate statistics have been difficult to acquire on the number of lesbian households. This qualitative study explores the experience of Thai lesbian parents who are within the empty spaces of Thai society, with little or no social and legal support. Seven lesbian parents from six provinces across Thailand were recruited and semi-structured interviews were conducted in this study. Thematic analysis was used to identify emerging themes and critical ethnography was used to expose challenges that resulted from social-political processes of unfairness and injustice. The results indicated that the participants adapt by finding ways to navigate and negotiate these social-political processes. They survive by reinventing, redefining their lives and challenging boundaries and choices that arise from being LGBT. The issues that they struggle with are both specific and non-specific to being LGBT. Through this, Thai lesbian parents continue to celebrate their diverse families which are normal yet different.

Keywords: Thai lesbian families, cultural socialization, same-sex families, children of LGBT families, lesbian parenting experience

Introduction

An increasing number of lesbians in Thailand are entering parenthood through various contexts, some through the context of formal heterosexual marriage, others through adoption and artificial insemination. The researcher's rational is that it is highly likely that same-sex families exist as a subculture within our society, who live, work, and serve in all communities, even if hidden. These alternative families are likely to face systematic barriers such as rights to health benefits, laws and policies. The goal of this study is to investigate the psychological experiences and socialization practices of lesbian women who

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become parents in Thai society and to gain a better understanding of their existing sub-culture; how the population live and raise children with no social and legal support.

What does it mean to be a Lesbian in Thailand?

In 2002, Thailand announced that homosexuality would no longer regarded as a mental illness or disorder (USAID, 2014) many years after the American Psychological Association adopted a motion in 1975 to erase homosexuality from its list of mental disorders (American Psychiatric Association, 1974). Thailand has a rather open attitude towards sexual orientation and has no laws prohibiting homosexuality. However, Thai society is less accepting in regard to the subject of same-sex laws for family rights and equality thus creating a superficial gay friendly image (Thanthong - Knight, 2015). In the research conducted by Khon Thai Foundation amongst Thai citizens aged 15 to 24 years old, 56% of the participants thought that homosexuality including lesbian, gay, transgender and bisexuals is abnormal (Thanthong - Knight, 2015). In a country where nearly 95% of the people are Buddhists, many believe that gay or transgender people suffer from bad karma for committing adultery in their past lives. Unlike western countries where a lesbian is defined by her sexual orientation, her attraction, and preferences for relationship with other women. In Thailand non-heterosexuals are distinguished by the fact that they are gender non-normative (Hays, 2008). "*Phit-Phet*" in Thai translates to mis-gendered or mis-sexed. However, in English the tone is often interpreted as unnatural or a freak of nature (Supapung, 2013). Despite Thailand's cultural tolerance, women identifying themselves as toms and lesbians are often viewed negatively by Thai society.

Objectives

According to Parke and Buriel (1994) socialization is defined as "the process whereby an individual's standards, skills, motives, attitudes, and behaviors change to conform to those regarded as desirable and appropriate for his or her present and future role in any particular society." Socialization can be influenced by parents, peers, media, teachers, and other agents. The research objective of the study is to explore the experiences and perceptions of lesbian parents in the Thai society in order to gain a better understanding on the existing sub-culture; how the population live and socialize children with no or little social and legal support. This study aims to fill the gaps in literature for this particular marginalized population, i.e. knowing specific experiences, obstacles and perceived discrimination faced by this population.

Literature Review
Definition of Family
In the book American Kinship (1968): A Cultural Account, Schneider revolutionized the 1980's research in the anthropology field to examine the cultural origin of kinship. He theorized that bloodlines were not as significant as social and cultural aspects to understanding kinship. In another study Kurotani (2005) stated that young adults form their support network not on blood ties but rather based on mutual affection, these include close friends of both the same and opposite sexes. Therefore, allowing some flexibility to the rules of kinship and marriage, where individuals do not experience family as biological relations but as a signified cultural representation of "love and "support" through meaningful choices (Kurotani, 2005).

Much research has focused on child outcomes rather than family structure; therefore, few studies have focused on ways which parents socialize their children. In most parts of the world, same-sex partners still do not have access to the legal institution of marriage, so most children growing up in same-sex parented households live with unmarried, and many with never-married parents (Patterson, Riskind, & Tornello, 2014).

A Tripartite Model of Parental Socialization
The Tripartite model suggests that children are directly and indirectly influenced by their parents through instruction, education, or consultation. Parents have the ability to educate their children regarding appropriate social norms, rules, culture and more. Parke et al. (1994) state that parents are managers in lives of children, they not only provide access to opportunities of socialization beyond home environment but "parents may serve as coaches, teachers, and supervisors as they provide advice, support, and directions to help or negotiating social challenges or dilemmas" (Parke et al., 1994). Lesbian mothers are shown to have higher concerns about how their children will be treated outside the home and are likely to participate in support groups (Speziale & Gopalakrishna, 2004).

Negative Views on Lesbian Parenting
In 2002, a Christian Institute in UK published an article on same-sex parenting arguing that "same-sex parenting is bad for kids". Morgan, Christian Institute and others take the stance that these differences suggest that lesbian families are inferior, can damage children and are morally wrong (Cameron, 1999, Christian Institute, 2002c; Holloway, 2002; Morgan, 2002) compared to sexuality in the ethnic model (Epstein, 1987). Morgan claims that homosexuality is unnatural, non-generative, and that a child can only exist through "normal reproduction processes". Morgan further states that lesbian

parents have an agenda at the expense of the children, waiting to benefit from the lifestyle copying heterosexuals.

Hicks (2003) amongst many researchers responded to Morgan's (2002) book as "Christian homophobic course" made up of three major strands: the notion of a powerful 'gay research mafia' against which most are afraid to speak; the suggestion that homosexuality is against nature; and the view that lesbians and gay men are both pathological and sexually violent. Hicks (2003) argued that in case of Morgan & Christian Institutes, the debates are based on the limitations mentioned in the studies that claim limited representative sampling. Stacey & Biblarz (2001) study also suggest the differences exhibited by lesbians are stated as not significant just different therefore the course of discrimination cannot be justified.

Positive Impacts of LGBT Parenting
In a study on the children of lesbian mothers, Saffron (1998) questioned the assumption that there are no differences between lesbian and heterosexual parenting in relation to social and moral development. Children of LGBT parents are reported to be more accepting of difference, diversity and are more tolerant (Goldberg, 2007; Saffron, 1998). Children have reported acceptance both of homosexuality and of other forms of difference, as well as feelings of loyalty and pride to the LGBT community, valuing equality in relationships, and a willingness to take responsibility for challenging prejudice (Goldberg, 2007a; Saffron, 1998). Children's acceptance also positively leads to exploring their sexual attractions and discovering their identity (Davies, 2008; Kuvalanka & Goldberg, 2008; Saffron, 1998).

Method
The researcher's rationale is that alternative families are minorities who exist within our society as a subculture and that all members of this subculture experience some level of or similar types of inequalities and discrimination under the existing social system that must be addressed critically. Therefore, to uncover the hidden processes a theoretical framework using critical ethnography was employed as theoretical approach to address processes of unfairness or injustice based on moral principles of human freedom and wellbeing (Madison, 2005). Thematic analysis helped to identify themes and to examine particular social, cultural, or organizational settings (Braun & Clarke, 2006). According to Madison (2005) to start a critical ethnography, the researcher must look at the experiences in one's life, both past and present, and who we are as a unique individual that will lead to certain questions about the world and certain problems about why things are the way they are. It is important to honor one's own personal history and the knowledge that has

been accumulated up to this point, as well as the intuition or instincts that draw one toward a particular direction, question, problem, or topic. Ask questions that only one can answer: "What truly interests me?" "What do I really want to know more about?" "What is most disturbing to me about society?" (Madison, 2005, p. 238).

The researcher is a self-identified lesbian and is well informed and to a certain degree involved with the LGBT subculture in Thai Society. Outside of the LGBT culture the researcher often introduces her partner as a friend in fear of creating a hostile atmosphere or receiving negative opinions and also to avoid uncomfortable feelings for others. In many social or professional situations, often facing the awkwardness of having to respond to the question of, "What does your husband do?" or, being cautious about disclosing sexual orientation in the work environment. Not to mention other more important matters such as owning property, while equally contributing to the finances of the property, legally the ownership title does not belong to both. Which draws the question of what would happen should situations arise, such as decision making in case of hospitalization or death of one partner as same-sex marriage is not legal and therefore rights and benefits are not recognized. The researcher believes that other LGBT families face similar challenges to a certain degree, including battling issues of child custody. This serves as a justification for a need to explore the experiences of the existing lesbian parents in our society to further contribute to a transformative change.

Procedure
According to Braun and Clarke (2013) in a small number of interviews, usually around six to ten participants are required before additional data fails to generate new information and reach saturation. The recruitment process took seven months to locate, screen and shortlist the participants who met the criteria as follows: lesbians who are parents either through the context of previous heterosexual marriage and have been in a long-term relationship of a minimum time of one year and raised children with a same-sex partner, lesbians who have adopted and raised children with another same-sex partner, lesbians who have conceived children through assisted reproductive technology and have raised the children in a same-sex relationship, and/or lesbian parents who are raising children of at least two years old. The recruitment channels were advertising through organizations, direct contact, network referrals and snowballing. Seven participants aged between 24 – 40 years old met the criteria and were interviewed. The selected participants living locations are Bangkok, Mahasarakham, Surat Thani (Koh Samui), Nakhon Phanom, Pattani and Ratchaburi. The interviews last between 60 to 150 hours, with occasional follow ups via phone and messaging.

Triangulation of data helps strengthen analytical claims to get a richer story (Braun and Clarke, 2013). Social phenomena are singular; thus, they cannot be reproduced, and it is almost impossible to duplicate similar studies using the same conditions and variables. Therefore, to establish triangulation data credibility the interview transcript was reviewed by the participants to check for any discrepancies. Secondly, to ensure quality in validation of findings, the researcher presented the findings to her advisor for review and comments for the analyses and themes that have emerged.

Findings

Defining the Word Family

Social conservatives will describe a family and its members in terms of structure and roles, for example, a mother, a father and a child. Sociologists, on the other hand, tend to define family more in terms of the manner in which members relate to one another rather than on a strict configuration of roles (Little, & McGivern, 2012). Interestingly, the perspective of both the social conservatives and of the sociologist were reflected in the findings. Family, as described by the participants consisted of fulfilling their role in the family, placing high values on the aspects of couple relationships. Characteristics and personality traits that reflect their values and beliefs are the foundation in establishing a healthy family. These findings are consistent with the research conducted by Parker and Commonford (2014), which address a range of aspects of lasting couple relationships, including commitment, personality traits, transition to parenthood, health, and satisfaction and stability. However, many same-sex parents expressed pressure to be perfect. *"We need better immunity than normal families because we are female families. A female acting as a dad...there is nothing wrong, but we have to be stronger"* Payton (2015) suggests that the pressure to be perfect may result from public skepticism about same-sex parenting such as the misconception that they may have an ulterior motive to recruit children into their alternative lifestyle. This makes the parents in the LGBT community more aware of heightened scrutiny. This is because, if they fail, they will not only fail the LGBT community, but also prove that the false beliefs of their social critics are true. The main traits participants choose to define their families also had a significant connection to their life experiences. In one example, a participant who had earlier provided a detailed account of her failed attempt at married life as a result of her husband's infidelity and betrayal defined the most important aspect of a family as faithfulness and trust. "*The main thing in staying together is faithfulness and trust, other than that it's just depends*". Because of her experience of her husband cheating, she now values faithfulness and trust as a key family trait. Another participant who lives in

the southern province of Thailand, known to be a dangerous area due to an ongoing political and religious conflict, described safety as being her most important trait for family, "*Someone who is with you and you feel safe ... it depends on people, what your safety means how you live in what form, some people can design their own style that fits with themselves*". These findings provide a fitting definition of their family, similar to Schneider's theory of kinship, which states that bloodlines are not a significant aspect in forming a family, but rather the cultural representation of love, affection and support through meaningful choices (Kurotani, 2005).

Navigating around the Social Ideas of "Father"
The dynamics of relationships between the lesbian mothers and the biological fathers or sperm donors in this study varied by different degrees. Some mothers maintained a good relationship with biological fathers and sperm donors of their children, and they allowed involvement of fathers in school family events and other situations that require both parents' active involvement. On the other hand, some mothers prefer to maintain distance and navigate around family events without the presence of the biological father or sperm donor. According to Lewin (1994), lesbian women often allow the biological father into their children's lives, but the responses in how to define father and to include, or exclude, that person vary widely. A participant shared her arrangement with her female partner regarding navigation around Father's Day event at school:

We have discussed about when our son goes to school. For example, on Mother's Day celebration, [partners name] will go to attend the event at school and what if on Father's Day I go to the school event. If he feels shy about me then we will have to consider again whether I should attend the school event or not. We talked about this. I said that if it makes him embarrassed then why would I go but if he does not feel embarrassed, we can take turns to go to different events.

Response to Reaction from Public
Same-sex families reported having to be more aware of reactions from people in public places such as prejudice, including heterosexism and homophobia. Subtle forms of discrimination are called microaggressions (Farr, Crain, Oakley, Cashen, & Garber, 2016). Displays of microaggressions may not be malicious or constitute overt bullying or harassment but can come in many forms, from seemingly benign jokes, to verbal insults, to unequal treatment. A participant reported a negative comment made by her tom partner's friend at their first encounter with the intention of a benign joke:

My tom girlfriend ran into her friend. She said jokingly, "Hey! Your wife is pregnant, did the sperm come out of your fingers? Your fingers can make sperm?" she was kidding but I thought it was rude. I didn't know her that well.

Participants indicated these colorblind ideologies that have come across as ignorant and distasteful created a wide range of feelings which made them feel uncomfortable. However, these reactions did not bother them personally as they have grown accustomed to it. Another participant shared an experience of public reaction during her pregnancy:

I have moved passed this (staring and questioning) a long time ago. It does not bother me anymore. We can tell that they are curious and that becomes amusing for us ... we want to tell them that my partner is a tom, and I am pregnant.

Strategies to Deal with Possible Teasing and Victimization
Children's socialization behaviors are greatly influenced by parental attitudes (Lee, Grotevant, Hellerstedt, & Gunnar, 2006). Participants reported experiencing some form of stigma and discrimination. All participants expressed concerns that their children may experience possible teasing and victimization when they are older, especially in schools. Oakley, Farr & Scherer, (2016) suggest that parents with older children are more likely to report using preparation for bias. Preparation for bias is the process where children are prepared for experiences of discrimination (Hughes et al., 2006).

[Child's name] communication skills are not very good yet. I want to wait a little longer so he can communicate what he wants, so we can talk after returning from school. And you hear about so many stories about kids in nursery, they get sick a lot, or fighting, teasing and hurting each other. I want my kids to be able to come home at the end of day and tell me what happened.

Participants are preparing for bias at pre-school age. She felt that it was important for her son to be in an environment that was able to best promote his development. She needed the assurance that her son will be able to communicate to her about his day at school.

Communicating Family Structure
I think she understands. We talk to her every day since she started to understand. Since around two years old I think, she understands that pa (dad) is a tom. We don't hide or anything, we shower together so she sees us. I did not want to "*pook fang*" (instill value) that dad has to be like this but like, we

are natural, this is life. …she doesn't feel like it's any different and accepts and know who they are.

The age that children find out about their family structure is highly significant. Paul (1987) suggests that children who learn about their mother's sexual identity in their early years are better able to cope and have higher self-esteem than those who are not informed of it until they were adolescents (Higgins, 1989). On the contrary, from a clinical perspective in the study by Bos & Gartrell, (2010) more and more same-sex parents are reporting that they engage with their children in what appears to be age-appropriate and egalitarian messages about having two moms or two dads. The results of this study suggest pro-active parenting that involved both strategies when they are older, the same-sex rights might be a normal thing, we might have more rights than today. I will also not put a five-year-old on the table and say this and that, but I have to look at their development. How much they can handle, I will take their education level into consideration. They will know according to age that there are two moms. They will understand that one is birth mother, the other mom takes care of them. Mom or caregiver can be grandma or my partner anyone that they are close to.

Participants expressed confidence that the positive changes in Thai society will result in a better environment in raising their children. Another example that reflected the pro-active parenting strategies is when participants expressed being supportive of their children's gender expression. Being honest in communication to help them feel fully supported by their family, regardless of the responses from their external environment. By creating a trusting environment their children will be able to express themselves and openly talk about their feelings. Similar to findings of Saffron (1998) and Goldberg (2007), which suggest that children of LGBT parents report higher acceptance of various differences in our society. They value equality in relationships and are willing to challenge prejudice. They will feel confident to explore their sexual attractions and discover their new identity (Davies, 2008; Kuvalanka & Goldberg, 2008; Saffron, 1998).

Discussion
This study's purpose is to explore the lived daily experiences of lesbians as parents in Thai society, how different and/or similar are their problems compared to traditional families, how do lesbian parents use their experiences to socialize their children, what strategies do lesbian parents utilize to prepare their children for potential challenges. The critical ethnography approach is notably suitable to gain insights into the social and cultural position of participant's as a suppressed group. The analysis not only presented the

challenging participants' experiences in their daily lives that consisted of social, political and cultural context but also brings to light the underlying psychological patterns.

When reviewing the data critically, the patterns examined in this article reveals three underlying psychological patterns: the need for justification, anticipation for the future and doing things over and around the system. These patterns repeatedly emerged when participants shared their experiences in maintaining their day to day challenges guided by social, political and cultural factors. From how they define the word family, navigating around the social ideas of a father, and engaging in strategies to teach their children in order to prepare them to deal with teasing and victimization. These main themes represent the constant struggle that is central in the lives of lesbian mothers and are issues that heterosexual families do not experience and thus take for granted.

Justification can mean a range of different aspects. Merriam-Webster Dictionary (1999) states that justification means a reason, fact, circumstance, or explanation that justifies or defends. During the interview, when referring to their identity or same-sex family structure, more than one of the participants referred to the term, "*pen young ngee*" meaning "like this", to represent their identity, and "*pen dhammachart, pen prokkati*" meaning: natural and normal, to represent the family structure. To confirm this recurring pattern during the interview, the participants were prompted with further questions about their identity. It is noteworthy that some of the participants took a long pause in order to phrase their words appropriately. There is no better way for the participants to justify being themselves, but to use the term "like this". These responses may reflect a form of internalized homophobia as hearing and seeing negative depictions of their lifestyles can lead members of the minority to internalize, or take in, some of the negative messages. Much research suggests that internalized homophobia is a normal response for LGBT individuals because as children in the heterosexist society they were exposed to these negative attitudes. Therefore, it is not surprising that in their own homosexual identity developmental phase, LGBT individuals embrace the negative attitudes towards homosexuality because heterosexuality is the norm and "correct way to be" (Davies, 1996).

The participants constantly expressed anticipation for a better future. Some of the pressing issues are the legal support for same-sex families both in the form of public awareness and marriage equality. They are within their rights to feel that heterosexual couples take many benefits and normal daily activities for granted. In lesbian headed families the rules are unclear, as one participant

expressed her wishes for the same privileges: If something serious happens, if any legal issues need to be done. I know someone is there to help, like medical matter if someone is there for example representing me for suing, I want her to have right on behalf of me. Insurance, social welfare asset management she (my partner) can deal with these easier.

The lack of relationship recognition by the law also leads to same-sex couples having unequal status compared to heterosexual couples in areas such as, the ability to access social services, spousal insurance and benefits, and joint bank loans.

An international human rights law in relation to sexual orientation and gender identity, the Yogyakarta Principles 24 titled "The Right to Found a Family", states that: "Everyone has the right to found a family, regardless of sexual orientation or gender identity. Families exist in diverse forms. No family may be subjected to discrimination on the basis of the sexual orientation or gender identity of any of its members" (The Yogyakarta Principles, 2007). Not having access to same-sex marriage laws, the participants in this study have expressed having to do things over and around the system. Therefore, same-sex parents must face an "empty space" when it comes to the social script and therefore they must define (Hicks, 2006) and construct an alternative method to "doing family" to negotiate what it means to be a family outside the confines of heteronormative value system (Sasnett, 2014).

Lived experiences can provide practical implications from knowledge rather than use "incomplete and fragmented" information to make decisions in policy making and education. Raising awareness to the general public and training school teachers can help in removing gender stereotypes, therefore allowing space for LGBT individuals to imagine the possibilities of becoming mothers, fathers, parents, or guardians.

The findings in this study can make significant contributions to the early studies on alternative families in Thailand addressing issues currently faced by the marginalized population and potential challenges faced by their children in 'coming out' about their family structure within their environment. This study is limited by representation of educated middle class and upper middle-class families. In order to verify these results, it is important to continue gathering data using a larger and more diverse sample. The perspective LGBT membership and socializing strategies was described by the mothers, and not by the children themselves. The children's relationships may provide a different view to the mother's view of their children's affiliation. Another key factor that was not explored is the division

of labor in the lesbian headed households. How do the lesbian couples divide the household chores equally, or do they follow the heterosexual examples where in one partner has higher earnings and the other shares greater household chores and childcare. These studies can help validate that roles are not just about gender and that much of society are also affected by single earning families.

In spite of these limitations, the critical ethnographic approach examined in this study uncovered valuable insights to how lesbian mothers live and use their experiences to socialize their children. The findings in this study clearly suggest that lesbian families take pride in their family structure. They use both protective and proactive parenting approaches rather that teaching their children to mistrust outsiders in their environment. The participants hope that by promoting their children's awareness of their diverse family structures, they can prepare their children for potential discrimination, such as teasing and victimization. The findings in this research contribute to earlier findings that new data on alternative families emerges with messages about reinventing and redefining one's own subjectivity, and challenging boundaries and choice (Hicks 2006).

Saffron (1998) firmly argued that lesbian parents model pride in stigmatized identity "which is a more powerful teacher than explanation alone" and thus creates an advantage of learning by example. The result shows children of LGBT parents are open to taking more responsibilities in challenging prejudice, have higher values of equality in a relationship and openness in acceptance of all forms of differences, especially homosexuality. This information can be used to encourage tolerance and acceptance of diversity in family structures and to promote safer environments that the same sex headed families should have.

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CROSS-GENDER STUDENTS:
VICTIMS OF "RAPE PRANK"

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Abstract: The purpose of this qualitative research is to study the types of bullying in cross-gender students, and a challenge that cross-gender students have to encounter. This research uses Feagin's (1963) and the concept power relations of Michel Foucault empirical influencing of Power on Stigma Theory was used as a framework. Data collection and analysis were performed by using a structured interview protocol. There were five interviewees who identified themselves as cross-gender (Ka-thoeys in Thai). In addition, they were students at a public school in Chiang Mai, Thailand. Non-participant observations were also used to collect the data by observing their social behavior in the school. The results showed that these cross-gender students were bullied in a form of "rape prank" or sexual forcing which embarrassed them in public by their friends and senior students every day. They felt the school was unsafe. Classrooms and restrooms tended to be the location where the cross-gender students were bullied the most. This bullying led to their depression disorder and suicide. This research helps to inform basic information about school regulations. Every schools should announce bully-free regulations and enforce them. Moreover, these regulations should support all genders. Bullies should be sentenced to punishment. In order to eliminate bully and abuse from schools, regulators should enforce the regulations and create a safe environment for students focusing those who identify themselves as cross-gender students.

Keywords: Cross-gender students, Sexual Stigma, Rape Prank

Introduction
"Sexuality" is defined as ways that people express themselves in individual level and social level which also includes thinking system, sexual beliefs, and sexual orientations. In current Thai society, genders are categorized in to 3 genders, including male, female, and a third gender. The third gender is called "ka-thoey" in Thai. (According to the Royal Institute Dictionary, BE 2554 (2011), Ka-thoey is defined as an individual who has male and female sex organ, and an individual who express him/herself opposite to their own gender. In medical term, it is defined as an individual who is born with both sex organs. However, medical term calls a person who expresses himself in

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the opposite gender as "homosexual"). Ka-thoey is a man who expresses himself in woman's ways. Scientific term defines ka-thoey as a person who has 2 genders or is born with intersex which means sexual anatomy is unclear. It happens naturally and can be categorized in 2 types, including true hermaphrodite and pseudo hermaphrodite. The true hermaphrodite is an individual who is born with ovarian and testicular tissue. The pseudo hermaphrodite, on the other hands, is an individual who is born with one sex characteristic, either ovarian or testicular tissue but develops the secondary sex characteristics. However, in behavioral science and sociology, ka-thoey is defined as an individual who has physical body and chromosomes in one gender but express him/herself in opposite sex (Sopakoon, A., 2016)

Nowadays, the medical technology can operate to make some organs and male physical structures look female. This technology helps some ka-thoey to express themselves in women's ways such as dress like women and perform social roles and responsibilities. However, this type of ka-thoeys is normally seen in a city society only. In other provinces, in particular the northeastern region of Thailand, ka-thoeys still remain their physical male characteristics but express themselves in women's ways. It is because living conditions including the economy and society in the northeastern region of Thailand are still developing. Thus, lifestyle of country ka-thoeys mostly focuses on working rather than having women-like identity. It is different from city ka-thoeys who are more focused on obtaining a female-like identity (Samosorn, K., 2013).

Although Thai society still holds traditional culture in genders which refers to a relationship between males and females, the society accepts the third gender more as the time changes. The acceptance includes positive attitudes toward ka-thoeys. They are accepted to work in any jobs. They are allowed to have social rights and their private lifestyles. They are also accepted in country societies that used to deny ka-thoeys in the societies. For example, ka-thoeys can openly express themselves that they like same sex and can openly live with his significant other. However, it is still a shame to be ka-thoey in a country society; they are accepted if they have good roles and responsibilities toward their society. (Kongsakon, K.,2002)

According to Narut Supawattanakun, (2018) stated that "everyone in the world is clearly assigned their own gender. Basically, everyone realizes their own gender through their physical characteristic. However, in cross-gender people, sexual behavior does not express through assigned sex organ. It is a feeling of an individual who is a man but has a feeling of femininity." This remark shows that a physical characteristic does not classify an identity of an individual.

However, it depends on their perferrence on what gender they want to be. In the past, the society recognized ka-thoeys as an expression of fun and joy, nonsense, obsession in men, and sexual activities. These thoughts create bias toward ka-thoeys and lead to a limitation of welfare and benefits that ka-thoeys should fairly receive (Sopakoon, A., 2016: 2)

For example, it is believed that universities provide learning sources and are a place that students can express themselves freely. The third gender students can dress like girl students and involve in any activities. However, they are forced to dress according to their gender in their graduation ceremony. As the result, they think that they are not truly accepted by the society. In fact, ka-thoeys are human and members of the society but Thai people and culture hold on to appropriateness. The appropriateness has created burdens to ka-thoeys and made them suffer which leads to an aggressive behavior. In fact, ka-thoeys are nice and soft because they have female-like behavior. However, having ka-thoey friends may help people to have a better attitude towards ka-thoeys because friends usually open themselves to other friends without any conditions. Whenever the society gives an opportunity to ka-thoeys, they will fully show their abilities to public. These abilities will help them get accepted in the society such as being makeup artists, hairdressers, cheerleaders, etc. (KrangPibul. K, 2014).

There are some interesting issues about ka-thoeys in Thai society. It was found that Thai ka-thoeys still encounter biases from other people. Even though Thai people are open minded to ka-thoeys, they still don't accept or support ka-thoeys in careers, other rights, and equality. For example, in a family, who has a son, will not like or hate ka-thoeys and is unable to accept if any family members are the third gender. A boy, who knows that he tends to be homosexual but doesn't clearly express himself, normally stays away from his family to work and have their own preferred lifestyle in areas that accepts ka-thoeys (Praekaao, P. 2013) such as in bars and restaurants. This behavior is their normal preferred lifestyle. However, most of ka-thoeys still want to prove themselves and create value. They try to change their body to be women by sex reassignment surgery. It can be said that this surgery is their dream and success in their life. The society still thinks that the third gender people have lifestyle problems. Straightforward communication is needed to help solve the problems. It is because the third gender, either gay or lesbian, is not brave to disclose their sexual orientation to society. For example, "Girls love women", the parties that are dandy even though wearing skirts full of female gestures. They don't want to fully express themselves because they are afraid that their sexual orientation may have an effect on their work and be shamed by society. This can indicate that the society still has a negative attitude towards the third

gender. They also face sarcasm from others which creates mental health problems. This verbal abuse also includes sexual verbal. Therefore, the society should stop discriminating on the third gender. It is suggested to give opportunities and empathy to them.

There are many times that the conversations between the third gender and their friends are about fun and joyful but sometimes it may include verbal abuse and sarcasm. These verbal conversations create mental disorders which may lead to hurting themselves. Many people have never realized that this verbal abuse hurts the third gender. The third gender people keep these teasing conversations in their cerebral cortex which has a key role in keeping long-term memories. (Cerebral cortex" is the biggest part in the brain. It consists of frontal, parietal, temporal, and occipital lobe. The cerebral cortex is responsible for receiving and analysis information both from inside and outside the body. Then, the information will be translated in a form of response. In addition, the cerebral cortex is responsible for speaking, learning, remembering, consciousness, sleeping, awakening, feeling, and behavioral (Baanjomyoot, 2011)). These memories have an effect on their daily life. If the third gender people repeatedly receive negative attitudes from others, such as society shaming these people as sexually abnormal or limit their access to resources, then these people will feel lonely and worthless. They will not want to live. In contrast, if the society accepts them, it will help them to have courage, and to be proud of themselves. In other words, cooperation is needed from others in order for the third gender people to live happily within society. The society should accept their identity and behavior. They can dress how they want, and work according to their skills. Most importantly, society should not criticize their love relationship between the same gender. Knowledge and understanding cannot happen naturally, but they come from social ideology and theories.

When thinking about the third gender, the majority will think about ka-thoeys because their behavior is obvious. Additionally, there are also a lot of ladyboy pageant contests that range from small to international levels. The perception about ladyboys that people receive through media is more negative than positive. The media sometimes shows some behaviors of some groups of ladyboys and conclude that these behaviors are the identity of all ka-thoeys. An issue that is often seen in society is ka-thoeys have to be beautiful, and they will have a good job and better life. This perception causes ka-thoeys, who do not have an opportunity to have plastic surgery, becoming a loser. The question is the value of ka-thoeys is measured by their beauty only?

Literature Review

Cross-gender situation in school

Assistant Professor Dr. Thomas Guadamuz (2013), a senior researcher states that a place that should be safe like schools, classrooms, and restrooms becomes a hell for some cross-gender students. It is a reason that some cross-gender students have to hold their urinary bladder for more than 4 years. It may not be a serious issue for others, but it is a serious issue for cross-gender students who are bullied every day as it causes stress. A research team conducted a qualitative research and found that cross-gender students who were bullied everyday would have mental health issues such as depression disorder, suicide, unprotected sex, and drugs. These problems can lead to other forms of social problems which people have never talked about in Thailand. (Mahidol University, 2013) Thai people often talk about fighting between students, teasing, and using weapons, however, they have never talked about bullying or abuse. People who are abused or bullied everyday can accumulate stress and lead to other problems (Bangkok Business, 2013: 13). These causes make the cross-gender students feel unsafe in their school. It is similar to a research by Plan International Thailand, UNESCO, Bangkok Metropolitan Administration, and Mahidol University (2013: 83). These studies have proved that there are an increasing number of people who are intensively abused in all regions in the world due to their sexuality or their gender identity. It can happen to young generation in many forms such as physical, verbal, social, and sexual abuses.

Besides the mentioned bullying, it is found that gay students or ka-thoeys encounter another bullying in a form of "rape prank" or sexual forcing that make them embarrassed. While lesbian students, or tomboys, are a group that other students liked the least. Some schools have organized a hate-tomboys group. These students are often bullied by male students in front of the school restrooms. This bullying makes those students do not want to use the restrooms all day. It is also found that the students who study in their middle school are abused by verbal more than in high school. However, in other aspects, there are not many differences.

Sexual norms

When mentioning "Sexual norms" in schools, which we cannot deny that the school is the primary institution of the student to learn about the social norms, values and interpersonal relationships including sex status, especially in schools where children learn how to socialize. Currently, the school teaches only health education focusing on biological sex. That is, teaching sex in schools, still teaching in the subject. "Masculinity and Femininity" in terms of masculinity and femininity as a result of gender stereotyping. For example,

the characteristics of masculinity are speaking in a loud voice like a leader, wanting to challenge, taking risks with resolute strength with aggression, using violence to solve problems and remove themselves as Center. Besides, the characteristics of femininity are delicate, peaceful , a good listener with a gentle, attentive care for others (gender studies community : 2014) and in the study number 538 books Tansawaswong,P. (2015) has tons of prosper randomly selected for the analysis of information on the subject of "gender status in Thailand schools: we grew up in the way that we have been taught in schools?" found to be present in the male, the female number greater than all these females will be offered at a lower level male. Such as the roles, responsibilities, and activities. The men will have the image of leadership and the role of various profession. While women are limited by the duties of a wife and the role that seems worse than in society. All of this is the question of whether a school has the best environment to cultivate sexual equality or not. However, because sexual prejudices in various angles has formed over the course of instruction in schools and the social values that matter "is a man" and "woman" are transmitted and can be seen from the textbook and teachers too.

The concept of stigma
The concept of stigma or Stigmatization can translate into Thai language can be described in many words include stigma (Pariwutti, A., 2010). Stigma is the feeling that means feeling that is stamped or sin that is embedded in your mind forever. Stigma is what society is created means that the person is seen as a social disorder are very different looks from other people in the society or seen someone with a badge that people completely. This unusual characteristic will be stamped with the party was the social stigma, resulting in a society looking as if that person is a slave or a criminal offence, a study of Feagin's (1963) classification of stigma can win the 3 following categories.

1. The consignor or the stigma caused by physical appearance, physical characteristics, which means different from the usual norms. Physical characteristics, such as incomplete the gender of a chronic disease, etc. Stigma in this manner it can be changed according to the perception of a person or patient or any other person.

2. The stigma or the stigma arising from personality, spotted refers to the appearance of abnormal personality deviations from the standard of a society, such as the HIV drug. Those are habits that do not match the sex self. Chronic alcohol user's Mental disease patients. Patients with sexually transmitted diseases, etc.

3. The stigma or the stigma arising from ethnic or prejudices this stigma occurs when groups of people then discovered that another group, the comparison is faulty in the norms of their own created group. Occurs when a group of people aware of race or ethnic of the self, etc.

The stigma has been developed by researchers associated with the characteristics of a person that is different from others. In a society so this means, including external features and internal features, resulting in the person being valuable in situations (Crocker, Major, & Steele, 1998) and, in other words, Mote is the relationship between negative quality or feature that someone, or something, or the image many people have of a particular type of person or group often is true in reality.

Power relations
Power relations are one of the most fundamental relationship of the organism. For all non-human life, power is often expressed in concrete, such as if the animal has the most strength. The animal then often has power and become the leader of the group, but for human society, then the power is often expressed in a variety of formats. The more social, human development, and the more complicated? Format of power becomes even more complicated. The concept of "power" in Foucault (1995) offer became the model of power with specific characteristics and torn away from me. Long presentation of concepts about power in early modern. And it is the powerful mechanism of complicated power in traditional view. Still stuck to the issue of Coercion, threats, violence. Or even a negotiation, motivation, influence or money in a bargaining chip. But the power to work in the format of a control mechanism for use by creating what the control will look like that. Have to control themselves under the power management. The Foucault called power in this manner. "Biopower" which are the power to control over life of populations, which is the crow. Changeover of power control technique of casting cause death in old style. Come to power in the form of the management body and directed life (Administration of Bodies and Management of Life) of the population since the gae. As the migration in learning to the well-being and health (Foucault, M., 1978: p.112).

According to the concept of power Michel Foucault is based on the hypothesis is 5 issues (Foucault, M, 2004: p.93 -96) as follows.
1) Power doesn't look like things. Which one or a group will be able to seek to achieve. Or to share with other people. The power is not what who possess or lost. But the power operating from various points in the society, countless. And moving constantly changing.

2) Power relationship is not absolutely relationship which separate from other social relationships in the series, such as ties. Relation in the production relationship in knowledge, or sexual intercourse, but the power to appear in every relationship. Social and appears immediately. If the social relations, these were not equal. But at the same time, the power relations are the cause of the inequality in the social relations. Other objects, so the power relations, therefore, is not the superstructure of society that impede or promote factor j to do or not do one hit but there is also a role in the creation of something else up. The structure of power, so no place fixed.

3) The power of the foundation of the relationship. Non-style top-down authority. But the relations of power and insight into the identity of the society. Thus, the existence everywhere and power relations are complex, multi-level relationships in various combinations. In a network the power relations are a fundamental cause of moving power from point-to-point. The seizure of power as a result of operating the network.

4) Power relations are both occur intentionally and not subjective (intentional and nonsubjective) that is the relationship. Locus must have a target (target) and aim but does not mean that. The power relations will be the choice and decision of the individual always.

5) Where there is power, there has to be a struggle (Where there is power there is, resistance) and defiance never beyond Aqua According to the authority, said that under power. And cannot escape from power. The existence of power based on creating the opposition. This resistance may play a role hostile is the goal, or even as the control relationship. Design of power, resistance is available everywhere in the network of power. Therefore, the existence of power depending on the struggle as well. The defiance will look different variety and have their own unique characteristics.

The concept of Michel Foucault has reveals the historic structures from trying to distort the facts through the things before Intangible up called "Discourse", which is the power into the power if the process established by creating a set of knowledge of Please come. These are the truth in a social context, such as the transgender, built the definition of group According to the classification to distinguish between those with sexual orientation with the taste of the same sex. Depending on the diagnosis of medical experts.

The researcher is interested in situations/ problems that cross-gender students have to encounter at their school because teenagers are in the critical point of life. It aims to study types of bullying and a challenge that cross-gender students have to face. The location that was used in this research was their school because it was a place that these cross-gender students spend their time the most. The school environment, teachers, staff members, and other students

have an effect on bullying. Therefore, the information provided by the school to help understand the types of bullying and the challenges faced by transgender students and a recommendation to the school's policy on bullying prevention for transgender students.

Method and Procedure

A qualitative research was used to collect data. The collected data related to any situations of cross-gender students in their school. The purpose was to understand types of bullying in cross-gender students and a challenge that cross-gender students had to encounter. A target group that was used in this study was 5 cross-gender students who identified themselves as "ka-thoeys". They were studying in their second term of grade 7 – 9 (Mathayom 1-3-in Thailand) in the Semester 2, academic year 2017 at a big public school in Chiang Mai. The data was mainly collected by using a structured interview. Before beginning the interview, the interviewees were given handouts of basic information about the research project. The interviewees were also given time to study the information and made the decision whether they wanted to participate in the interview. The handouts included risks of the research and protections. An example of risk, other people may know the interviewees' information. The interview took place in a private area at the counseling and guidance center in the school. The interviewees were able to deny some questions if they made them uncomfortable to answer. The interviewees were also able to stop the interview at any time. The interviewees were taken care of, and the interview had no effect on their study or any other rights that they may have in the future. If the interviewees had questions, they could then ask the interviewer anytime. All private information of the interviewees was kept secretly. The interview information reported or published as a whole, not individually. The research did not mention the names of the interviewees, instead newly created codenames were used in order to keep the interviewees' identities in secret. And use the observation, the researcher observed it carefully, the recording, try to observe obtain a lot of information education. Theories that help in the study of the relationship between the event and such information They must set in time course and the rest as the observation to middle.

Area Descriptions

The reason for choosing this research area. Population and samples for research. The researcher sees the school as such. Students mostly mountains, Thailand, 60 percent have lived in the house slept through the halls of the school. Thailand and the ground, with only 40 percent of students are able to go back without staying at the house of a dormitory of the school. The situation of transgender students in schools, it was found that the number of transgender

students who have enough experience with other schools. But the situation of transgendered students is complex and very controversial. Although the school will accept students across gender and ethnicity of students. But hatred and prejudice towards transgender students are still visible. There is also discrimination against this group of students with potential.

Process research
This study is a focus on education. Use the principle of qualitative research to collect the data related to the situation and challenges. Advisory groups of students across gender, faced with stigma. The research steps as follows.

The first step of understanding the meaning of the word "stigma" because of the work of the stigma. As a transgender student to be excluded from society in separate schools. Or being alienated from the society in school. Become marginalized by understanding the implications of various issues related to education.

The second stage. The theory explains that the stigma of sexual happens to transgender, survey / check / consider dimensions. Some other related aspects in education.

The third stage. Leading theories that explain the concepts defined gender and stigma. Linked to the concept of multiculturalism. Namely in the context of school Still see the reflection of the gender bias toward transgender people. This is seen clearly. Lessons in teaching certain subjects continue to offer content that is discrimination and gender harassment of students who are LGBT, too.

Four stages. The permit approved by a research ethics committee in the people. Faculty of Social Sciences Chiang Mai University.

Step five. The criterion for selecting groups willing to interview by way of the Snowball technique with a briefing document subjects and books show the willingness to join the research mode Day received the notice. The researcher explained to the participants were to understand that this research may risk however, and event. Of the research will do in the privacy that is guidance room, and some questions in an in-depth interview may do. To feel uncomfortable or comfortable to answer. Research participants are free to refuse to answer. Or end the interview at any time, and criteria for elimination. The findings of this study will be a group student across gender defined themselves as bisexual and criteria. The elimination of the researcher. Sexuality of the participants were not directly based on sexuality was set as

the target and participants' research. Cannot join the research activities to complete every step of the research process.

Data collection

After coordinating with the essentials. So, let's go into space the assistant teacher guidance. And will continue to request information from the sample. The research instruments the document provides the basis of a research project. The risk that can arise when research participants. And ways to prevent the risk of the project. If you read the papers and have any questions about the project. Participants were also asked to project leader or representative. Or participants can bring this document to be read and discussed with those who need advice. The participants have the freedom to decide whether to cooperate or not. If you do not participate in this research. It will not have any effect on the decision to participate in the research. If side effects are undesirable from research or have any questions, comments or questions about this research. Participants were also able to contact the researcher. Department of Basic Education Development. Faculty of Education Chiang Mai University The personal information of participants will be maintained. Not publicly disclosed individually. It will report its findings as a whole. Most of the participants individually. Researchers will use the code to create a new one. No anonymous participant research. To prevent personal quest later.

Data analysis

In order to manage all the data discussed above. That is, from the interview. Observation. Researchers chose to use ready-made programs Excel because this program has features to help you manage and integrate the kinds of information that are different as well. After the researchers drew information from the document. Transcription of interview and remix data from observations. All data will be published are in the program, so that the data is organized into positive thoughts and aggregate types were identified with clear came out to stand out.

The data collection and data analysis. The researcher did not do one round from the start until the end of the first contact you must comply with the objective that the researcher put it as a topic. Which is based on the realization of the topic as it happens in the resources, we could find. As well as the process processing with emphasis to what was discussed. The researcher will try to keep the true meaning. Without trying to change the words reflect the information from the concept. The presented in quotation marks. While presenting the findings in words in quotation marks. May lessen the ease of

reading the text. However, it is the only chance to readers to look himself to what information to present.

Results

The results showed that the type of bullying that they encountered the most was sexual abuse, in particular "rape prank" or sexual forcing that made them embarrassed in public (mostly from their friends and senior students). The challenge that 5 cross-gender students had to encounter was they had to experience the rape prank from male senior students who are in the same or different ethnicity. They were bullied every day and mostly in their bedroom and restrooms at their dormitory. These cross-gender students had to stay with other male students as assigned by the school. They were seized and locked their hands and legs by those senior students who pretended to rape them from the back. Some of the cross-gender students had their outfit off on the way to shared bathrooms in the dormitory. During that time, other people in the dorm would cheer and laugh which made these students embarrassed and cried. They did not want to stay in the dorm that did not have their cross-gender friends. Sometimes, they would have to wait for everyone to finish using the bathrooms. They told their teacher about these abuses but the teacher said it was just a tease between seniors and juniors. There was no punishment. There were some cross-gender students who could not stand for these abuses and resigned from the school. However, transgender students, some still argue that it is. "I have to put up with being bullied for such a long time ago. Because of this, I can not tell parents to listen to them. My parents, who could not accept that I was the opposite gender. It is my ethnic group and I tend to always cultivate the duty of a man to have a family, a descendant heirs."

Figure 1: Areas where students cross gender were bullied in their bedroom and restrooms at their dormitory.

They felt that the school was not a safe place because of these abuses that the cross-gender students had to encounter every day in the classrooms, restrooms, and bedrooms in the dormitory. These abuses led to depression disorder and

suicide. It was unfortunate that a place that was supposed to be a safe place like a school could become a hell for those cross-gender students or ka-thoeys. This problem has become a new social problem that Thai society has never mentioned before.

Discussion

A framework that was used in this research was the Influencing of Power on Stigma Theory by Feagin. The theory stated that stigma will happen based on social power and administration by using the power to label things. Sometimes, roles of power can be seen clearly, but sometimes, it can be disregarded. There are many cases that indicate that having power can result in no problems. The study showed that the school was unfair to those cross-gender students. There was some violence that occurred in the school due to the genders. The cross-gender students had to encounter the sexual abuse, rape prank, by the male senior students. These senior students are in the same and different ethnicities from the cross-gender students. These senior students are older and had more power than the cross-gender students. They were bullied every day at the bedroom, and bathrooms in their dormitory. It can be concluded that this power has an influence on sexual stigma, and this stigma is based on social power and administration (Feagin's: 1996).

Schools are main institutions for students' learning. Students should be able to study or learn about norms, socialization, values, interrelationships, and genders. Sexual norms should also be taught at the schools. However, in the school that the interview took place only taught about "masculinity and femininity" through gender teaching systems in many subjects, including boy scouts, health education and physical education, etc.

When the abuse happened in the school, the cross-genders students chose to keep them in secret because their teachers ignored them. The school had no regulations regarding the abuses or bullying. There was an example that was brought up during the interview. The cross-gender students stated that the rape prank was performed during the boy scout camping. There was a senior student who walked in to their tent and tried to abuse them. There was no help from other students who stayed in the same tent. Instead, they were laughing and cheering at the scene. This problem is an example of social labelling. Society gives an opportunity and right for those people to abuse cross-gender people because they think that cross-gender people are obsessed in sex or are a sex object. The bullies would often claim that they did it because the cross-gender students like to be abused. These cross-gender students are tribe people. It was fine for them during the school time because they did not have to pretend to be a man. However, it was hard for them during the school break

because they had to go back to their hometown. It was uncomfortable to pretend to be a man.

The findings also found that most of school did not have policies or protections regarding abuses. The school principal and teachers did not understand about abuses, bullying, and harassment. They thought that bullying normally referred to physical violence such as fights. They had also never thought that their students would be victims of these problems or it may happen to only a few students. When the students informed their teachers about bullying, there was no report from the teachers to the principal. Even though there were help and advice for those victims, such as guidance teachers, students who were bullied had never used those services. The reason was that after informing, those teachers said it was only a tease between senior and junior students. There was no punishment for those bullies. This research uses a theory regarding the powers that influence the stigma of Feagin's (1963) came as the conceptual framework of the research proposed to the concept that the stigma is dependent on social power. Economic and political power in the stigma, and in some instances, the role of the authority is something which is clearly seen. Sometimes the role of the authority in the stigma is often overlooked because in many cases the difference of power can be made to look like a problem. Which corresponds to the purpose of such research requires understanding the forms bullying students across gender and transgender students' challenges faced.

Conclusion

There should be solutions to solve the problems in the school. As mentioned in the findings, cross-gender students or ka-thoeys had to encounter with the "rape prank" or sexual forcing which made them embarrassed. These students felt that the school was unsafe. The places where the abuse occurred the most were the classrooms and restrooms. The abuse led to depression disorders and suicide. It is suggested that the school should clearly regulate rules and regulations to stop bullying, abuse, and harassment. These rules and regulations should cover all genders and be enforced. There should be punishments to those bullies in all genders. The regulators should enact flexible regulations due to student dress codes or hair. These new regulations should be enforced and followed up. The school should provide a safe environment in the school such as providing special restrooms for those cross-gender students in order to avoid any violence or abuses.

Acknowledgements

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THE EFFECT OF PARENTING DIMENSIONS ON COLLEGE ADJUSTMENT AND ACADEMIC PERFORMANCE: THE MEDIATING ROLE OF BASIC PSYCHOLOGICAL NEEDS SATISFACTION, SELF-ESTEEM AND ACADEMIC ENGAGEMENT AMONG UNIVERSITY STUDENTS FROM INTERNATIONAL PROGRAMS IN BANGKOK, THAILAND

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Abstract: The primary objective of this study was to investigate the effect of parenting dimensions (warmth, rejection, structure, chaos, autonomy support, & coercion) on university students' college adjustment and academic performance, being mediated by basic psychological need satisfaction, self-esteem and academic engagement. The participants of the study were 1224 university students (700 females and 524 males), aged between 18 and 25 years, who had attended international degree programs in Bangkok, Thailand. Data for the research were collected using a questionnaire survey that consisted of the following standardized scales, namely Parent as Social Context Questionnaire-Revised (PASCQ-R), Basic Psychological Needs Scale (BPNS), Rosenberg Self-Esteem Scale (RSES), the University Student Engagement (USEI), and College Adjustment Test (CAT). The proposed structural relations model was tested applying Structural Equation Modeling. The reliability and validity of the measures were established by Cronbach's Alpha and Confirmatory Factor Analysis respectively. The results supported the proposed model's fit in the data. Specifically, the positive parenting dimensions were found to be positively related to college adjustment and academic performance, being mediated by basic psychological needs satisfaction, self-esteem, and academic engagement. In addition, negative parenting dimensions were found to be negatively related to college adjustment and academic performance being mediated by basic psychological needs satisfaction, self-esteem, and academic engagement. The study's limitations, implications, and avenues for further research are also discussed.

Keywords: Parenting Dimensions, Basic Psychological Needs Satisfaction, Self-Esteem, Academic Engagement, College Adjustment, and Academic Performance.

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Introduction
Achievement of higher education is an important milestone in a person's life as it is recognized as one of the most significant events in the life university students. Due to lack of adjustment especially in the first year, one-third of college students drop out without a degree, which bears more attention (Bradburn & Carroll, 2002). Nowadays, college adjustment has become increasingly significant factor in achieving higher education and being successful in career and life. It is about how well a student is adapting to the demands of the college experience (Duncan, 2015). It is multifaceted that involves various demands and a variety of coping skills or reactions by the student, such as social and personal-emotional adaptation that a student experiences after transition to college. College adjustment is also a complicated process as it involves in both physical and emotional dimensions (Atakere, 2014). It consists of all attempts that a student makes to cope with the standards, needs, values, course work, and lifestyles over the university life (Enochs & Roland, 2006; Atakere, 2014). Success in college adjustment can be seen from their involvement in academic activities, psychological wellbeing (Julia & Veni, 2012), and it will affect academic performance as well (Abdullah & Elias, 2009; Julia & Veni, 2012). Academic performance refers to how successful the student has been in their academic courses. It can also be called academic success or academic achievement, which is mostly measured by their Grade Point Average (GPA) (Schwanz, Palm, Hill-Chapman & Broughton, 2014). Academic performance is also known as the critical part of college achievement and fulfillment (Robbins, Oh, Le, & Button, 2009; Trapmann, Hell, Hirn, & Schuler, 2007). Therefore, successful adjustment has been linked with positive academic outcomes and improved college retention and success (Tinto, 2006).

Parenting dimensions as predictors of college adjustment and academic performance
There are many factors that predict college adjustment (CA) & academic performance (AP). Parenting and related concepts such as parenting dimensions are important predictors of college adjustment and academic performance. Skinner, Johnson & Snyder (2005) identified six-core parenting dimensions, which are important in facilitating or preventing child outcomes (through historical review on parenting). The aforementioned dimensions include positive (warmth, structure, & autonomy support) and negative (rejection, chaos, & coercion) dimensions of parenting. Warmth refers to the

expression of affection, love, appreciation, kindness, and regard; it includes emotional availability, support, and genuine caring. While rejection shows the active dislike, aversion, and hostility. Structure is the extent to which parents provide clear and consistent guidelines, expectations, and rules for child behavior. In contrast, chaos is characterized by the lack of supervision, unclear or inconsistent expectations. Autonomy support allows freedom of expression and action. It also encourages the child to attend to, accept, and value genuine preferences and opinions. Opposite to which, there is coercion that is externally dictating outcomes, and motivating through disciplinary techniques, pressure, or controlling rewards (Skinner et al., 2005; Farkas, & Grolnick, 2010).

Parents as a primary socialization unit are considered to be one of the crucial factors throughout adolescence and adulthood (Ozcinar, 2006). There are several studies that have shown the significant effects of parenting styles on the college adjustment (Mason, 2005; Pettus, 2006), as well as parental contributions (Ingala, Softas-Nall, & Peters, 2013; Katigbak, 2013). So, the students with higher levels of perceived parental support expressed a better adjustment and are happier with their college experience (Jackson, 2008). Indeed, in terms of college adjustment the authoritative parenting resulted in a better academic adjustment than the authoritarian parenting (Mason, 2005; Kuczynski, 2003). So, students from authoritative parents consistently earned higher grades and expressed higher overall ability at facing challenges than those with perceived authoritarian parents (Katigbak, 2013; Shaw & Fairhurst, 2008). There are limited studies related to parenting dimensions and college adjustment. Therefore, the present study aims to investigate this relationship as well.

Moreover, several studies have supported the critical role of parenting on children's academic performance (Castro, Expósito-Casas, López-Martín, Lizasoain, Navarro-Asencio, & Gaviria, 2015; Phillipson & McFarland, 2016). For example, the authoritative parents, who are characterized by warmth, supportiveness, responsibleness, positively affected the children's academic outcomes (Nyarko, 2011; Brown & Holloway, 2008; Cox, 2006; Linwood 2006). Research has also confirmed a relation between parenting and adolescent's sense of school belonging (Law et al. 2012) and academic outcomes (Gonzalez et al. 2002). Vasquez, Patall, Fong, Corrigan, and Pine (2016) also found the effect of parents' autonomy support on higher level of academic achievement, while family conflicts had negative impacts on academic performance (Crede, Wirthwein, McElvany, & Steinmayr, 2015).

Basic psychological need satisfaction (BPNS) as first level mediator
The Self System Model of Motivational Development (SSMMD; Skinner, Skinner, Johnson & Snyder, 2005) explains the crucial role of parenting as a social context on their children's outcomes. This theory was developed by Skinner et al. (2005) from the work of Connell and Wellborn (1991) and the Self-Determination Theory (SDT; Deci & Ryan, 1985) and is actually one of the most prominent models of parenting. According to SDT, humans have three basic psychological needs—competence, autonomy and relatedness. Relatedness refers to feelings of belongingness; competence refers to the belief in one's ability to successfully complete a task; and autonomy refers to the level of personal volition relative to a given activity (Moller, Deci, & Ryan, 2006). Moreover, specific dimensions of the parenting (as a social context) promote the fulfillment of corresponding basic psychological needs (Skinner et al. 2008). In particular, parental warmth is critical to children's experiences of belonging/ relatedness, in which parental provision of structure is the basis for competence, and parental autonomy support that is necessary for children to express their autonomy. In contrast, the model stipulates that parental rejection undermines a child's sense of relatedness, that chaotic parenting interferes with a child's sense of efficacy, and that parental coercion prevents children from developing psychological autonomy. So, parents as a social context play an influential role that either enhances or prevents the satisfaction of these innate psychological needs. When they interact with their children in ways that allow them to experience themselves as related, competent, and autonomous, children engage more constructively with parents and are more willing to be seriously socialized. Research has shown that adolescents' relationships with parents remain important social and emotional resources in various aspects of their lives (Laursen & Collins, 2009; Smetana, Campione-Barr, & Metzger, 2006). The key notion is that interacting with parents who support their children's fundamental psychological needs acts as energy provider and socialization facilitator. In contrast, children that interact with their parents who are hostile, chaotic, and coercive become disaffected from parent – child interactions, and can be sullen, submissive, oppositional, and less sociable (Chew & Wang, 2013).

BPNS provides theoretical foundations to explain students' success and academic adjustment (Raiziene, Gabrialaviciute, & Garckija, 2017). According to SSMMD, social environments (such as parents) that allow fulfillment of the basic needs are predicted to support the healthy interaction and will encourage optimum development and positive psychological outcomes (Smith, 2015), whereas factors associated with dissatisfied needs are predicted to be opposed, and may lead to maladaptive coping strategies and adjustment outcomes (Segrin, Woszidlo, Givertz, & Montgomery, 2013).

Studies have also supported that the fulfillment of these needs during academic setting was consistently connected with a positive learning practice and high level of involvement and motivation (Raiziene et al., 2017; Levesque, Zuehlke, Stanek, & Ryan, 2004). Moreover, students who supported autonomously reported higher competence, positive emotion, and higher level of adjustment and retention (Segrin et al., 2013). In contrast, students who reported a lower level of social support had a higher level of stress (Misra, Crist, & Burant, 2003) and higher level of intense loneliness (through social separation), unsuccessful in college transition and adjustment that lead to dropout (Sawir, Marginson, Deumert, Nyland, & Ramia, 2008).

In addition, satisfaction of BPNS promote psychological well-being and empower students to achieve higher academic performance; otherwise, students fail to succeed (Yurtseven, Alci, Karatas,2014; Jurisevic & Pizorn, 2013; Hoa, 2013; Betoret & Artiga, 2011; Anthoney, 2011; Niemiec & Ryan, 2009; Engin, 2009). In addition, autonomy and competence can be used as predictors of academic performance (Yurtseven et al., 2014).

Previous research supported that parents as a social context promote children's development by supporting fundamental human needs for relatedness, competence, and autonomy (Connell & Wellborn, 1991; Deci & Ryan, 2000). Indeed, specific dimensions of the parenting effect the fulfillment of corresponding basic psychological needs (Skinner et al. 2008).

Based on the aforementioned, basic psychological needs as a mediator provide theoretical foundations to explain students' success and academic adjustment (Raiziene et al., 2017). Furthermore, parents as a primary socialization unit plays a crucial role that either enhances or prevents the satisfaction of these innate psychological needs (Ozcinar, 2006; Chew & Wang, 2013). Satisfaction of the basic needs are predicted to support optimum development and positive psychological outcomes (Smith, 2015), whereas factors associated with dissatisfied needs are predicted to be opposed, and may lead to maladaptive coping strategies and adjustment outcomes (Segrin et al., 2013). Moreover, satisfaction of BPNS promotes psychological well-being and empowers students to achieve higher academic performance; otherwise, students fail to be successful in their achievements (Yurtseven et al., 2014; Jurisevic & Pizorn, 2013; Hoa, 2013; Betoret & Artiga, 2011; Anthoney, 2011; Niemiec & Ryan, 2009; Engin, 2009; Asan, Nair, & Iyyapan, 2008; Kato, Asumoto, & Aacken, 2007). So, in first level mediation of this study, it is hypothesized that the positive parenting dimensions will be positively related to basic psychological need satisfaction (warmth to relatedness, structure to competence, & autonomy support to autonomy) while the negative parenting dimensions will be negatively related to basic psychological needs

(rejection to relatedness, chaos to competence, & coercion to autonomy). The higher the basic psychological needs are satisfied; the higher will be the college adjustment and academic performance. University students who enjoy warmth, structure and autonomy support reports high level of relatedness, competence, and autonomy, respectively and then have a high level of college adjustment and academic performance.

Self-esteem and academic engagement as second level mediators
One of the important variables in forming and improving of self- esteem is the satisfaction of basic psychological needs (BPNS), as it has been a need since the birth of the individual (Ummet, 2015). According to BPNS' findings, autonomy is to explore strong-minded behaviors and show self-approval (Ntoumanis, 2009). Competence is the ability of making vital regulations for fulfilling the perception of self-approval for accomplishing goals (Ummet, 2015). Relatedness is also identified as a form of confidence to others' support and guidance (Ntoumanis, 2009). Furthermore, past research supported that students who had higher level of needs fulfillment reported higher level of self-esteem (Orsini, Binnie, and Tricio, 2018; Ummet, 2015). Specifically, higher level of autonomy is linked to more positive, while lower levels of autonomy are connected to more negative feelings of oneself (Rusnak,2018).

Understanding the role of basic psychological need satisfaction is a critical procedure for understanding engagement. Park et al. (2012) also suggested that students actively engage in the learning environments when their BPNS are successfully met. Specifically, highly competent and autonomous students reported high level of cognitive engagement experienced during learning process. It is emphasized that autonomy is an impression of cognitive engagement (Ruzek, Hafen, Allen, Gregory, Mikami, & Pianta, 2016). Moreover, related fulfillment and students' engagements were positively connected to academic performance (Mih et al., 2015; Ruzek et al., 2016).

The self-esteem and psychological adjustment are positively related (Brown and Holloway, 2008). As in a study of undergraduate students showed self-esteem has a higher effect on social and psychological adjustment (Bektas et al., 2009). That is, not only does having a higher self-esteem connect to higher adjustment, but also a lower self-esteem has been related with negative adjustment practices (Rundles, 2012). Furthermore, positive self-esteem is the critical predictor to a better social and psychological adjustment in college (Duncan, 2015). Boulter (2002) and Hickman et al. (2001) also showed the positive relationship between self-esteem and college adjustment as well as self-esteem and parental support. Al-Qaisy (2010) also stated that the experience of adjustment leads to promote self-esteem.

The high self-esteem is a significant factor related to social and academic achievement (Laryea, Saani, & Dawson-brew, 2014; Mock, 2014)*.* It seems that high level of self-esteem motivates students to have a better feeling of them. So, a general assumption is that high self-esteem is connected to high academic performance, while low self-esteem is related positively to low academic performance (Arshad, 2015; Laryea et al., 2014; Bell, 2009). Self-esteem is also considered as one of the factor that can predict academic performance and can lead students to have a positive attitude, self- approval and high potential to cope with difficult situations (Mock, 2014).

In addition to the aforementioned findings, one of the important variables in forming and improving of self-esteem is the satisfaction BPNs since childhood (Ummet, 2015). The research also showed that emerging adults who had higher level of needs fulfillment reported higher self-esteem (Orsini et al., 2018; Ummet, 2015; Mabekoje& Okubanjo, 2009), and subsequently self-esteem has the higher effect on social and psychological adjustment in college students (Duncan, 2015; Bektas et al., 2009), as well as the higher academic performance (Sevinç & Gizir, 2014; Laryea et al., 2014; Mock, 2014), and in contrast, low self-esteem resulted in low academic performance (Arshad, 2015; Laryea et al., 2014; Bell, 2009). Self-esteem is also considered as one of the predictors of both academic adjustment and performance (Duncan, 2015; Mock, 2014). Moreover, the research supported BPNS effect on students' engagement (Park et al., 2012; Ruzek, Hafen, Allen, Gregory, Mikami, & Pianta, 2016; Jowett, Hill, Hall, & Curran, 2016; Shuck, Zigarmi, & Owen, 2015; Haivas, Hofmans, & Papermans, 2013), and subsequently academic engagement is a critical indicator of university students' college adjustment (Sinval et al., 2018; Wang & Holcombe, 2010), as well as their academic performance (Burkholder, 2014; Stebleton, Soria, Huesman, & Torres, 2014; Sagayadevan& Jeyaraj,2012; Kuh, Kinzie, Schuh, Whitt, & Associates, 2010; Wang & Holcombe, 2010). So, in second level mediation of this study, it is hypothesized that the positive parenting dimensions will be positively related to BPNS while the negative parenting dimensions will be negatively related to BPNS (as mentioned earlier). The higher the BPNS (as first level mediations) are satisfied, the higher will be the level of self-esteem and academic engagement (as a second level mediations) resulted in the higher level of college adjustment and academic performance. University students who enjoy warmth, structure and autonomy support reports high levels of relatedness, competence, and autonomy, respectively and subsequently high levels of self-esteem, academic engagement, college adjustment and academic performance.

Rationale of the study

Achievement of higher education is an important milestone in a person's life as it is recognized as one of the most significant events in the lives of university students. The changes that are brought about by pursuing university education are aligned with independence, freedom, and responsibilities (Datu, 2012). Nowadays, employment primarily demands higher education, and as a result, the number of university students is steeply increasing every year. Since college education is often associated with greater career opportunities and higher income, college adjustment as the first step of adulthood transition, becomes highly influential yet stressful (Tinto, 2006; Kong, Zhao & You, 2013). College adjustment is essentially a dynamic process (Datu, 2012) and an influential factor in one's success rate in academia and ability to confront problems of academic, social and emotional nature (Al Khatib & Awamleh, 2012). So, successful adjustment has been linked with positive academic outcomes and improved college retention (Tinto, 2006). But failure to foster such adjustment directly puts the student in mental and physical distress (Tao et al., 2000). In general, a smooth and successful adjustment causes greater satisfaction and retention in college and evident self-acceptance (NSSE, 2012).

It has been widely accepted that close relationships with parents remain important during lifespan (Johnson, 2004) and the parent-adolescent relationship is one of the crucial factors in transition to college (Pryor et al.,2012). It is identified that parenting of certain styles as a key variable in determining student's potential for a successful adjustment (Agliata & Renk 2008; Dennis et al., 2005; Kim & Sherraden, 2011; Mattanah et al., 2004; Shaw & Fairhurst, 2008; Yazedjian et al., 2009; Sciarra & Ambrosino, 2011; Katigbak, 2014; Ingala, Softas-Nall**,** & Peters, 2013). For instance, Jackson's study (2008) showed that students who received more attention and care from their parents were better at coping with challenges and reported greater happiness with university experience. Along with college adjustment, those who went through a warm and trusting childhood reported higher self-esteem, and they were more curious, self-reliant and resistant as college students (Cox, 2006; Linwood 2006). Students with parents using authoritative type renders greater college adjustment to the newfound environment as well as higher overall well-being in comparison to those who were raised under permissive or authoritarian styles (Hichman, Bartholoma, & McKenery, 2000; Slicker & Thornberry, 2002).

The current research is also different because of its examination of all six parenting dimensions, which have been developed out from parenting styles, in relation to factors that may result into university students' success. The

comparison of these populations in terms of parenting dimensions and the criterion variables also adds value to the importance of the study to bring light to issues related to students' adjustment and performance in academic life.

The purpose of the present study is to test the proposed mediation model that involves parenting dimensions as predictors, college adjustment and academic performance as criterion variables and basic psychological need satisfaction, self-esteem and academic engagement as mediators among university students from international programs in Bangkok, Thailand.

Method
Participants
The university students from international programs in Bangkok, Thailand were the participants of the current study. A sample of 1,224 students (male: n=524, 42.8%; female: n=700, 57.2 %) participated. Their ages ranged from 18 to 25 years, with a mean age of 20.7 years. In terms of the educational level of the participants, 194 (15.8 %) were in the first year, 272 (22.2%) were in the second year, 285 (23.3%) were in the third year, and 473 (38%) were in the fourth year of their university life.

Materials
A six-part self-administered survey questionnaire was employed as the research instrument, which contained relevant standardized tests that measured variables included in this study. Part I of the questionnaire was a brief personal profile of the respondents, in which identifies the students' demographic information, such as sex, age, educational level, GPA, their major, their nationality, parents' marital status and their state/province of residency. Other parts consisted of the following standardized scales namely Parent as Social Context Questionnaire-Revised (PSCQ; Skinner et al., 2005) to test the parenting dimensions (Part II), Basic Psychological Needs Scale (BPNS; Deci and Ryan, 2000) for testing their needs met (Part III), Rosenberg Self-Esteem Scale (RSES; Rosenberg, 1965) to determine the respondents level of self-esteem (Part IV), the University Student Engagement (USEI; Maroco, Maroco, Campos, & Fredricks, 2016) to test the level of the student's engagement in university (Part V), and College Adjustment Test (CAT; Pennebaker, Colder & Sharp, 1990) to evaluate students' adjustment in their university life(Part VI). Since the international programs were applying English language as the primary medium of instruction in all of the classes, it was assumed that students in these colleges/universities had a good command in written and oral English. Thus, no translations were made on the items in the questionnaire.

Results

Examination of the Cronbach's alphas for evaluating the reliability of PASCQ, BPNS, RSES, USEI, and CAT and their items' I-T correlations showed to be reliable for the factors: they are internally consistent with acceptable criteria ($\geq$.33). The calculated Cronbach's alpha coefficients for the scales and subscales (twelve variables) were sufficient varied from .618 to .893. The total Cronbach's Alpha for warmth, rejection, structure, chaos, autonomy support and coercion (subscales of parenting dimensions) were .876, .846, .843,.843, .874, .893, and .682, respectively. For relatedness, competence, and autonomy (subscales for BPNS) were .618, .653, and .874, respectively. The total Cronbach's Alpha for RSES, USEI, and CAT were .730, .839, and .746, respectively. Moreover, item parceling has been done based on the output of individual confirmatory factor analysis (CFA) for each variable. It has been utilized the standardized regression weights coefficients to evaluate the parcels (Factorial Algorithm) that ended up with PASCQ by 24 parcels (four parcels for each dimension, BPNS by 10 parcels, RSES by 5 parcels, USEI by 3 parcels, CAT by 3 parcels.

In terms of CFA for evaluating the construct validity, the χ2 goodness-of-fit test (via Structural equation modeling -SEM)) was employed to test the null hypothesis that the sample covariance matrix for the proposed structure model. The results showed that the 12-factor model is statistically significant, χ^2(*df* =879) = 2679.897, *p* <.001, the incremental fit indices (NFI, *RFI,* IFI, TLI, CFI) are all above 0.90. These fit indices indicate that the model provided a very good fit relative to its null or independence model (i.e., the posited model represented between 93.1% and 95.8% improvement in fit over its null or independence model), and support the hypothesized structure of the posited model. The RMSEA value of 0.041 is good, because it is less than the range 0.05 to 0.08 as suggested by Browne and Cudeck (1993), which shows that the model fits the population covariance matrix well. The standardized regression coefficients (factor loadings) for the measurement indicators are all positive and significant by the critical ratio test (p<.001). Standardized loadings ranged from 0.561 to 0.964 *(M = 0.781)* where these values indicated that the indicator variables hypothesized to represent their respective latent constructs - PASCQ, BPNS, RSES, USEI, and CAT- in a reliable manner. The percentage of residual (unexplained) variances for the indicator variables ranged from 7% (i.e. 93% of the variance explained) to 68.6% (i.e. 31.4% of the variance explained).

The SEM was employed to test the model fit to the data. The indirect mediation path model hypothesized that the perceived parenting dimensions are indirectly associated with the criterion variable by mediating of BPNS,

self-esteem, and academic engagement. It was hypothesized that the more the participants perceived positive parenting dimensions (warmth, structure, & autonomy support), the higher will be their reported level of BPNS, self-esteem and academic engagement, subsequently, resulting in their higher reported levels of college adjustment and academic performance. In contrast, the higher their perceived negative parenting dimensions, the lower will be their reported level of BPNS, self- esteem and academic engagement, subsequently resulting in their lower reported levels of college adjustment and academic performance.

The findings showed that the overall chi-square goodness-of-fit index was significant, χ^2 ($df = 959$) $= 4597.72$, $p < .001$. Furthermore, the incremental fit indices (NFI, IFI, TLI, CFI) are all above .9 (range: 0.902– 0.921). These fit indices indicated that the model provided a better fit relative to a null or independence model (i.e. the posited model represented between 90% to 92% improvement in fit over the null or independence model), and support the hypothesized structure of the posited indirect path model. The RMSEA values of 0.056 are also within the range (0.05 to 0.08) that suggested by Browne and Cudeck (1993) and indicates that the model fits the population covariance matrix well. Figure 1 presents the indirect model together with the significant standardized regression coefficients ($p < .05$).

Structural equation modeling (SEM) was employed to test the indirect model of the present study. The indirect mediation path model hypothesized that the perceived parenting dimensions are indirectly associated with the criterion variable of college adjustment and academic performance by mediating of BPNS, self-esteem, and academic engagement. It is hypothesized that the participants' reported parenting dimensions will have relationship with their level of BPNS, self-esteem, academic engagement, college adjustment and academic performance, such that the more their perceived positive parenting dimensions(warmth, structure, & autonomy support), the higher will be their reported level of basic psychological needs satisfaction , self- esteem and academic engagement, subsequently, resulting in their higher reported levels of college adjustment and academic performance. In contrast, the higher their perceived negative parenting dimensions, the lower will be their reported level of basic psychological needs, self- esteem and academic engagement, subsequently resulting in their lower reported levels of college adjustment and academic performance.

The findings showed that the overall chi-square goodness-of-fit index was significant, χ^2 ($df = 959$) $= 4597.72$, p $< .001$. Furthermore, the incremental fit indices (NFI, IFI, TLI, CFI) are all above .9 (range: 0.902– 0.921). These fit

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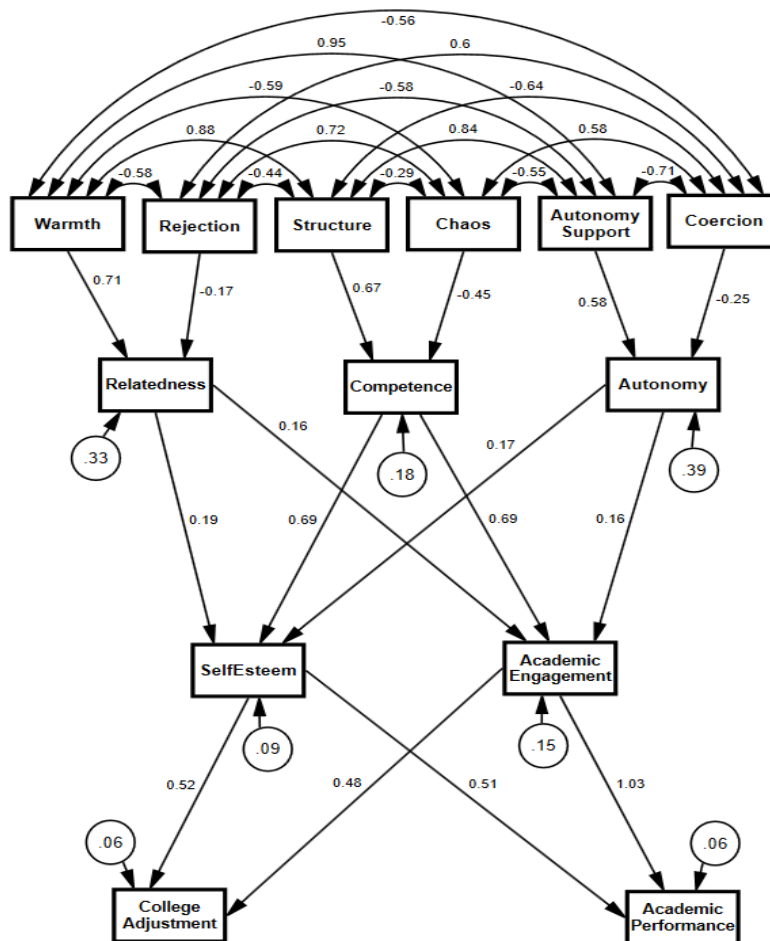

Figure 1. Indirect model (full mediation) with significant coefficients

Figure 1 shows the indirect effect of parenting dimensions on college adjustment and academic performance by mediating of basic psychological satisfactions, self -esteem, and academic engagement (full mediation), with

significant coefficients. As it can be seen, all the paths are significant. In terms of BPNS as the first level of mediation; warmth and rejection relate to relatedness (β=0.74 & - 0.17, respectively), structure and chaos relate to competence (β=0.67 & -0.45, respectively), and autonomy support and coercion relate to autonomy (β=0.58 & -0.25, respectively). Self- esteem and academic engagement as the second level of mediation are affected from relatedness (β=0.19 & 0.16, respectively), competence (β=0.69 & 0.69, respectively), and autonomy (β=0.17 & 0.16, respectively), and subsequently these mediations (self- esteem &academic engagement) affect college adjustment (β=0.52& 0.48, respectively of self – esteem & academic engagement) and academic performance (β=0.51& 1.03, respectively of self – esteem & academic engagement). So, it is evident, the criterion variables (college adjustment & academic performance) are affected from parenting dimensions indirectly by mediation of basic psychological needs satisfaction (relatedness, competence, autonomy), self -esteem and academic engagement. In other words, positive parenting dimensions are positively, and negative parenting dimensions are negatively related to college adjustment and academic performance by mediation of basic psychological needs satisfaction, self –esteem and academic engagement. In detail, the higher the students rated level of perceived positive parenting dimensions (warmth, structure, & autonomy support) of their parents, the higher their reported level of basic psychological need satisfaction (relatedness, competence, & autonomy), self – esteem and academic engagement, and subsequently, the higher level of college adjustment and academic performance has been reported. In contrast, the higher the students rated level of perceived negative parenting dimensions (rejection, chaos, & coercion) of their parents, the lower their reported level of basic psychological need satisfaction (relatedness, competence, & autonomy), self – esteem and academic engagement, and subsequently, the lower level of college adjustment and academic performance has been reported. In sum, parenting dimensions' effect on college adjustment and academic performance through basic psychological needs satisfaction (level one), self-esteem and academic engagement (level two) mediations.

Discussion
Based on results of the study, all the paths were significant. So, it is evident, the criterion variables (college adjustment & academic performance) are affected by parenting dimensions indirectly by mediation of basic psychological needs satisfaction (relatedness, competence, autonomy), self - esteem and academic engagement. In other words, positive parenting dimensions are positively, and negative parenting dimensions are negatively related to college adjustment and academic performance by mediation of basic psychological needs satisfaction, self –esteem and academic engagement. In

detail, the higher the students rated level of perceived positive parenting dimensions (warmth, structure, & autonomy support) of their parents, the higher their reported level of basic psychological need satisfaction (relatedness, competence, & autonomy), self – esteem and academic engagement, and subsequently, the higher level of college adjustment and academic performance has been reported. In contrast, the higher the students rated level of perceived negative parenting dimensions (rejection, chaos, & coercion) of their parents, the lower their reported level of basic psychological need satisfaction (relatedness, competence, & autonomy), self – esteem and academic engagement, and subsequently, the lower level of college adjustment and academic performance has been reported. In sum, parenting dimensions' effect on college adjustment and academic performance through basic psychological needs satisfaction (level one), self-esteem and academic engagement (level two) mediations.

In terms of mediation role of basic psychological satisfaction, self-esteem and academic engagement, warm and loving parents motivate their children to be fulfilled with relatedness and experience significant and belonged to the others, resulting in increasing their self-esteem through self- worth and the belief that it enables the achieving of goals (Raboteg-Saric & Sakie, 2014; Schunck & Handal, 2011), as well as devoting high energy to engage in determined activities in the college environment. All of these are demonstrated as higher outcome such as adjusting to college and gaining greater academic achievements (Yurtseven et al., 2014; Jurisevic & Pizorn, 2013). In contrast, rejection dimension makes emerging adults experience and feel detachment and ignorance that negatively impacts the satisfaction of relatedness and feeling significant to others. This undermines self-esteem and self-appraisal and complicates their power to overcome challenges in an academic environment. At the same time, it decreases their passion to engage in academic activities that leads to problem in adjusting in college and poor performance in achieving success. Structure, as explained earlier, encompasses boundaries, expectations, and values such that it increases the levels of competence satisfaction, improves self-esteem in the form of self-worth and self-appraisal, as well as enthusiastic engagement in purposeful and rewarding activities in college enabling them to believe in themselves to adjust in college and have high active performance in learning settings. In contrast, chaotic parents who have unclear boundaries, expectations, and core values impact negatively on their children's competence fulfillment (Skinner et al., 2008). The feeling of inadequacy and incompetence decreases the level of worthiness and self – esteem align with lower of engagement in college tasks that ultimately lead the students as emerging adults to demonstrate poor adjustment as well as failing in academic performance in college. The parental

autonomy support allows students as emerging adults enjoy expressing themselves and sharing their opinions and views freely. Specifically, this dimension of parenting raises the autonomy satisfaction that motivates the emerging adults to choose what they want from their life and make independent decisions and have commitment on the choices. In short, high level of autonomy boosts the self- esteem and worthiness (Orsini et al., 2018; Ummet, 2015), at the same time improving the passion to engage actively in academic setting. High level of self-esteem and academic engagement encourage students to act independently and responsibly and achieving higher results in academic performance. On the other hand, coercive parents behave restrictively and rigidly to their children decreasing their feeling of autonomy and ability to make decisions themselves, which results to lower self-esteem and self- worth and weak engagement in academic matters. These leads the students as emerging adults to demonstrate poor adjustment as well as failing in academic performance in college.

Taken together the current study's findings are aligned with the past study and supported the hypothesis that parenting dimensions have an indirect effect on college adjustment and academic performance, as the results showed that self-esteem and academic engagement mediated the relationship between parenting dimensions, college adjustment and academic performance.

Implications
According to the aforementioned findings, parenting as a social context has indirect effects on university students' college adjustment and academic performance. The indirect effects of parenting dimensions are observable through mediators such as basic psychological needs satisfaction (relatedness, competence, & autonomy), self-esteem, and academic engagement. Conclusively, these important and practical findings could be studied and applied in relevant contexts as follows:

Implications for parents.
Parents should understand the necessity of their attention towards their children as emerging adults, because it is a very sensitive period of development such that the children require the utmost support from their parents to make crucial decisions and plan for their future. Thus, the parents are advised to make adjustments and improvements to their supportive behaviors and parent-child relationships, which not only help them to overcome potential challenges such as college adjustment and academic performance, but also grants them wellbeing and balance essential to achieve success in higher education, future career, and most importantly life. In

addition, the parents are advised to seek professional help by means of workshops and counseling.

Implications for counselors.
The findings of the effects of variables such as parenting dimensions, BPNS, self-esteem, academic engagement on college adjustment and academic performance, are utilized in counseling with students who had challenge with adjustment and performance in college. From one perspective, the counselors benefit from the assessment and evaluation tools of this study that enable them to determine the status and quality of parenting dimensions and the corresponding mediators and identify the root causes of the issue. This later allows them to create an appropriate treatment plan specific to the case at hand: in such treatment plans the counselor should allocate needed sessions to inform the parents of their importance and use proper techniques for help them act as effective parents to deal with the issues. On the other hand, by implementing proper techniques the counselor should achieve better and faster results.

Implications for researchers.
The proposed nested model is a key to understanding the students' outcomes with respect to parenting, and so, this could inspire other researchers to further explore this matter in order to develop a broader and deeper understanding of this topic. Furthermore, the standard tools and instruments for evaluation and assessment of university students, provided effective means of research in this area; thus, such methodology may be reapplied as a basis by the other researchers in this field of study. In short, the nested model fundamentally introduced and explored the relationship between the predefined variables and the role of parenting in order to provide new opportunities for further future research. The current study was actually one of the first to address and investigate the life of university students enrolled in international programs, parenting, and mediators: basic psychological needs, self-esteem, and academic engagement that serve as complimentary elements to the study's model. As a result, a better understanding of the theory behind this along with possible connections to externally relevant psychological aspects, which are to some extents unknown, would construct a solid foundation for more investigations into achieving life satisfaction, wellbeing, and happiness.

Implications for education administrators and authorities.
One of the major concerns that education administrators and authorities usually face is the increase in the number of graduates which, in turn, promotes the university's reputation and increases the number of applicants. Furthermore, the findings of this research could be utilized to improve

adjustment and performance in academic environments, and so, a set of policies and strategies should be designed and executed for such purposes. For instance, two recommended approaches could be used: trainings to boost passion, engagement, and self-esteem, or workshops to strengthen the relationships between the university students, and their parents. These methods could result in higher self-fulfillment and academic engagement, and success.

Limitations of the Study
There are a number of limitations in the current study as with all research. The first and the most important limitations of the current study was about the nature of the study as a cross sectional study, which should be considered with caution. There are no definitive conclusions can be drawn about the causal sequential effects between the predictors, mediators, and the criterion variables. The second limitation is about questionnaires that were all self-reported types. The third one, is related to the external validity due to employing selected sample and convenience method. Therefore, the findings of the current study should be interpreted with some caution because of these limitations.

Conclusions
The present study investigated the relationship between parenting dimensions, college adjustment and academic performance as well as the factors that may affect this relationship (basic psychological needs, self-esteem, & academic engagement) among university students from international programs in Bangkok. This study is known as a first step in applying all six parenting dimensions and exploring the effects of these dimensions on university students' college adjustment and academic performance. The findings supported reliability and validity of all the scales employed in the study. The findings also showed that parenting dimensions affect students' outcomes even in the higher education.

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THE DEVELOPMENT OF AN INSTRUCTIONAL LEADERSHIP MODEL FOR OUTCOME-BASED EDUCATION AT PRIVATE HIGHER EDUCATION INSTITUTIONS IN CAMBODIA

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Abstract: The main purpose of this study is to develop an instructional leadership model for outcome-based education which has to be implemented in private higher education institutions in Cambodia. An exploratory sequential mixed-method (quantitative and qualitative) was employed for the study. Five private universities in Cambodia with 211 lecturers and 10 academic administrators participated in the study. Survey was used to collect the quantitative data with lecturers and interview was held to collect qualitative data with the academic administrators. For quantitative data, means, standard deviation and multiple regression were used to analyze the data and for qualitative data, content analysis was employed to analyze the data. The findings of instructional leadership and outcome-based education were consistent to the overall framework of the theories. Instructional leadership was found moderately practiced by the academic administrators of the five Cambodian private universities. The current practices of instructional leadership significantly correlated with the current outcome-based education practices. Four dimensions include Professional Development, Supervision of Curriculum Development and Instruction, and A Supportive and Collaborative Environment strongly and significantly correlated with all stages of outcome-based education. Three factors including Funding and Facilities, Cooperation, Culture, and Values, and Qualification, Skills, and Experience were found significantly affected instructional leadership practices. Outcome-based education was not found typically practiced by the selected universities though the quantitative data from survey gave greater mean score while the interviews offered in depth of the current practices. A model of instructional leadership for outcome-based education was developed with two parts: instructional leadership and outcome-based education. The new instructional leadership model is to be implemented by the students, lecturers, academic administrators, and higher education institutions in Cambodia.

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Keywords: Instructional Leadership, Outcome-based Education, Factors Affecting Instructional Leadership, Private Higher Education Institutions.

Introduction

The rapid changes of the 21ˢᵗ century bring challenges to societies and people including education (Schleicher, 2012). These changes include the increasing competition among universities, mobility of learners, modes of learning, lifelong learning, and work-based education. Students have flexibility for education choice and try to move away from traditional ways of learning. Technology too contributes to changes which learners can work from home as they can access to the internet. Distance learning connects learners where they can stay at home and dotheir program. These changes pressure higher education institutions to satisfy students' needs and interests (Ashworth, Brennan, Egan, Hamilton, & Saenz, 2004).

In effort to address the issues pressured by the rapid changes, higher education institutions need to promote minimum standards. They work to improve the education system including leadership strategies. In India, higher education system has been changed, particularly the way of working and the process of teaching and learning evaluation to improve practices (Gandhi, 2015). In Australia, universities recognize the importance of quality, but there are quality issues with international students and financial risks relating to overseas campus developments (Harmon, 2015). Higher education in China has been dramatically expanding but has paid less attention on the importance of quality. Many problems emerge including the decline of educational expense per student, deteriorating teaching conditions and low employment rate for college graduates (Jiang, 2015). Higher education institutions should utilize creative and innovative ways to promote learning. According to UNESCO World Conference report in 2009, the European Union has the goal to maximize the flexibility and security in employment. However, there is a lack of practical knowledge for students after graduation. Higher education institutions should encourage students to actively engage in the learning process. They need more exposures to practical perspective and application-oriented learning. To engage students actively in the learning process, Sunder (2014) has suggested quality excellence models. He said that offering the application-oriented practical knowledge to students is more useful than offering the book-theory knowledge. As students are nowadays considered as the customers of higher education institutions, they are expected to be served appropriately (Sherry, Bhat, Beaver, & Ling, 2004; Mark, 2012; Elbeck & Schee, 2015).

Higher education in Cambodia is facing the pressures of meeting the needs of society and students. Though higher education is rapidly expanding, its quality is still a challenge. If the situation does not improve, students would seek educational opportunities in the surrounding countries (VSO, 2008; Vann, 2012). Quality of education in this country may be explained by traditional instructions. This poor instructional quality is widespread in higher education institutions in Cambodia (VSO, 2008; UNESCO, 2011; Hughes, 2011; Eang, 2014; Williams, Kitamura & Keng, 2015). Lecturers are mere knowledge-transmitters (teacher-centered). Students are passive, not self-directed learners as espoused by outcome-based education and they do not have much interaction with instructors (Davis, 2003). Another alternative which fails to bridge the quality gap is the curriculum development. The curriculum may not meet the needs of the society (job market) and students'. It is not quite well-linked that causes higher education paralyze in equipping students with knowledge, skills and attitudes necessarily needed (Chet, Ngin, Chhinh, Dy, and Dvaid, 2014; Un, 2014). Moreover, the universities in Cambodia have become more like business agencies. They do not seem to provide in-depth knowledge and skills to prepare students for their careers, but make substantial benefits (Vann, 2012).

To address the issues of quality education in Cambodia in order to meet stakeholders' needs, higher education institutions should pay attention to the curriculum development and instructions. Lecturers need a systematic structure in planning their courses and instructions. These include the appropriate teaching approaches for adult learners and leadership that influences the conceptions, values and beliefs of lecturers towards their practices, hence, student learning. Outcome-based education (OBE) should explain well to the current situations of Cambodian higher education sector. OBE is believed to raising up student learning. There is sufficient evidence indicating that outcome-based education significantly improves student performance (D'Andrea, 1999; Prosser, Rickinson, Bence, Hanbury, & Kulej, 2006; Chow & Wong, 2012) and motivates students to learn (Spady, 1994). The intervention of OBE helps students to be more positive in feedback, participate more actively in classroom activities, and are more satisfied with the comments and suggestions from their lecturers in regard of the assignments (Chan & Chan, 2009). To promote the adaptation of OBE, instructional leadership is helpful. This kind of leadership is important to bring collective efforts for the ultimate goals (Kottmann, 2016). According to Blasé and Blasé (2000), instructional leadership provides four benefits to both the lecturers and students. These benefits include the direct assistance to instructors particularly in the development of curriculum, professional skills, group development, and action research; indirect effects on the lecturers'

behaviors including the process of monitoring student progress; the direct effects on classroom instruction (helping lecturers to be more committed and innovative); and the direct and indirect effects on student achievement. The current literature discloses that instructional leadership has both indirect and direct effects on student success. This is because instructional leaders work with lecturers who influence directly on student learning (Lee, Walker, & Chui, 2012). This paper introduces outcome-based education as the catalyst to address the aforesaid issues aiming at promoting student learning achievement. The challenges in adapting OBE particularly in higher education was explored. Instructional leadership was believed to promote the adaptation of OBE for improved instructional practices, hence, student achievement.

Research Objectives:
There were five objectives:
1. To explore the expected instructional leadership practices and outcome-based education practices at higher education institutions;
2. To examine the current instructional leadership practices and outcome-based education practices at private higher education institutions in Cambodia;
3. To determine the relationship between instructional leadership and outcome-based education at private higher education institutions in Cambodia;
4. To identify the factors affecting instructional leadership at private higher education institutions in Cambodia;
5. To propose an effective instructional leadership for outcome-based education at private higher education institutions in Cambodia.

Literature Review
Instructional leadership
Instructional leadership is described as the influence of the behaviors of the leaders to promote teaching and learning (Murphy & Hallinger, 1985). It is originated in the work of DeBevoise (1984). DeBevoise said that instructional leaders are to communicate the school mission and standard to lecturers and learners, monitor teaching and learning, recognize and reward good works, and provide professional development to lecturers. Using these concepts, Murphy and Hallinger in 1985 developed an instructional leadership model. The model composed of three dimensions: setting and communicating school vision, managing instructional programs, and creating positive school climate. In a more recent trend of education, instructional leadership emphasizes on the role of the academic administrators to support learning activities and promote lecturers' professional skills (Leithwood, Louis, Anderson, & Wahlstrom, 2004). It is similar to what Hallinger (2011) has mentioned that instructional

leadership places emphasis on the role of the academic administrators to promote learning. It is a leadership for learning, a broader sense in leadership practices which describe the approaches the academic administrators use to achieve the academic goals. Brown and Chai (2012) mentioned similar leadership practices. The leadership practices included the setting up of academic goals and communicate them to lecturers, staff and students, the allocation of resources, the observation and evaluation of teaching, the promotion of learning environment among lecturers, and the establishment of supportive environment for lecturers and students.

Schools in the 21st century are responsible for preparing students for the cultural, demographic, informational, economic and technological changes. These changes require students to have various skills including career skills, learning, innovation, information and technology to help them integrate well into this interconnected world (Hoy & Hoy, 2013). In this regard, instructional leadership is the key to student success. The academic administrators engage in the tasks of evaluating teaching and learning, having conversation with lecturers for effective instructional strategies, and promoting lecturers' professional skills (Pan, Nyeu, & Chen, 2015). They influence instructions as they directly work with the lecturers; hence, improved student learning. In today's higher education institutions, students are so diverse in their learning style manifested as their social, economic and cultural backgrounds. This brings challenges to lecturers and academic administrators. Instructional leaders are required to place themselves appropriately to address the issues. Doing so helps lecturers facilitate learning through curriculum development, instruction and assessment (Raouf, 2016). Further, Hallinger (2005) thought that instructional leaders are *directive leaders* who can turn their school around. They are *culture builders* since they work to establish the environment that promote high expectations and standards for both lecturers and students. They are *goal oriented* as they need to define the direction for school and encourage people to join hands to achieve the goals together. As pointed out, recently instructional leadership grabs the attention of educators, researchers and educational leaders in promoting instructional quality and student learning (Brazer & Bauer, 2013; Neumerski, 2012; Rigby, 2014). One major focus of education in the 21st century is to increase student learning. Schools must ensure that students can master the objectives of the curriculum as expected. Hence, instructional leaders should strive efforts to improve student performance as expected in the curriculum objectives (Stronge, Richard & Catano, 2008).

Outcome-based education (OBE)
OBE is to offer lecturers with the guides in planning for their courses and instructions. The design of instructions based on OBE's philosophy is composed of three stages: identifying the intended learning outcomes, planning for learning experiences and assessing student learning (Spady, 1994). Poor learning achievement is the challenge for lecturers and administers and the emphasis on curriculum and instructional design must be critically considered (Bulgren, Deshler, & Lenz, 2007). Tilestone (2004) believes that well-planned instruction increases student learning achievement. Thus, the employment of OBE in designing courses and instructions offer lecturers with clearer direction.

Spady claimed that OBE promotes students' motivation to learn (Spady, 1994). A number of previous studies on OBE agree that it really contributes to improved student performance (Prosser, Rickinson, Bence, Hanbury, & Kulej, 2006; Chow & Wong, 2012). The outcome-based instructions have influenced the ways students learn. Students become more positive and active in classroom activities (Chan & Chan, 2009; Akir, Eng, & Malie, 2012; An, 2014). Students' more engagement in the learning activities reveal that lecturers have designed well the activities with a clear direction. What students need to know and do is emphasized by OBE. Doing so, student learning achievement would be enhanced (Akir, Eng, & Malie, 2012; An, 2014). OBE has disseminated quickly in developed countries like UK and the United States in the 1980s and 1990s. For Asia particularly in Hong Kong in 2006, the University Grants Committee of Hong Kong decided to promote OBE formally in all higher education institutions in order to enhance the quality of instruction and learning (Chan & Chan, 2009). However, since OBE is new for higher education institutions, it is compulsory to have the knowledge in designing and implementing this approach within the Hong Kong context.

Challenges of instructional leadership in higher education
The academic administrators must have clear vision and mission, promote shared responsibilities among the teams, promote professional development, manage curriculum development and instruction (Stronge, Richard & Catano, 2008; Pan, Nyeu, & Chen, 2015). However, not all lecturers fully supported the work of academic administrators. The administrators sometimes experience resistance from the faculty members as they are trying to promote quality learning. According to Clark & Gottfredson (2008), lecturers were not happy when their leaders suggested to move beyond learning 1.0 and 2.0. They seemed to make little change in ideas especially in receiving further professional training to equip themselves with more innovative instructional designs. They tended to maintain at the current status rather than being more

innovative. Faculty members tended to reject technology though very helpful for instructions. The administrators need to be aware of this resistance. Of course, technology cannot be used to solve all problems especially with those who are outdated mindset in learning. The more the administrators force the faculty members to use technology, the more resistance they would receive (McBride, 2010). Resistance may be derived from the ideas of being afraid of changes because the perception of change creates instability and threatens the organizational structure. The faculty members may fear of losing meaning and tradition if change happens. Changes are the results of technology, diverse learning styles, competition among the universities, financial burdens, and globalization. Higher education institutions have been criticized of being very slow responding to such changes (Caruth, 2013). Faculty's resistance to change is not new in today higher education institutions. The study by Clarke, Ellett, Bateman, & Rugutt (1996) found that male lecturers and full professors, especially older ones, were more likely to resist the policy that required all lecturers take the same amount of students. They even resisted a policy that required them to join the grant writing and publication workshops. So the administrators must be sensitive to these changes both professionally and personally. Moreover, they have to balance between changes and tradition.

Adapting OBE in higher education confronts challenges though many benefits offered. Instructional leadership helps because it critically influences instructional practices and student learning (Murphy & Hallinger, 1985). In that attempt, a strong commitment of the academic administrators is crucially needed. To make this happen, the administrators need to gain the lecturers' support by explicitly explaining the rationales in adapting OBE and even sharing some good instructional practices and examples from the department and investing more on professional development training (Chan & Chan, 2009). Student quality learning and achievement need high quality instruction and high-quality instruction needs constant instructional leadership. Instructional leadership has been popular and supported by many researchers in a sense that it is necessary in promoting high quality instruction (Brazer & Bauer, 2013; Neumerski, 2012; Rigby, 2014).
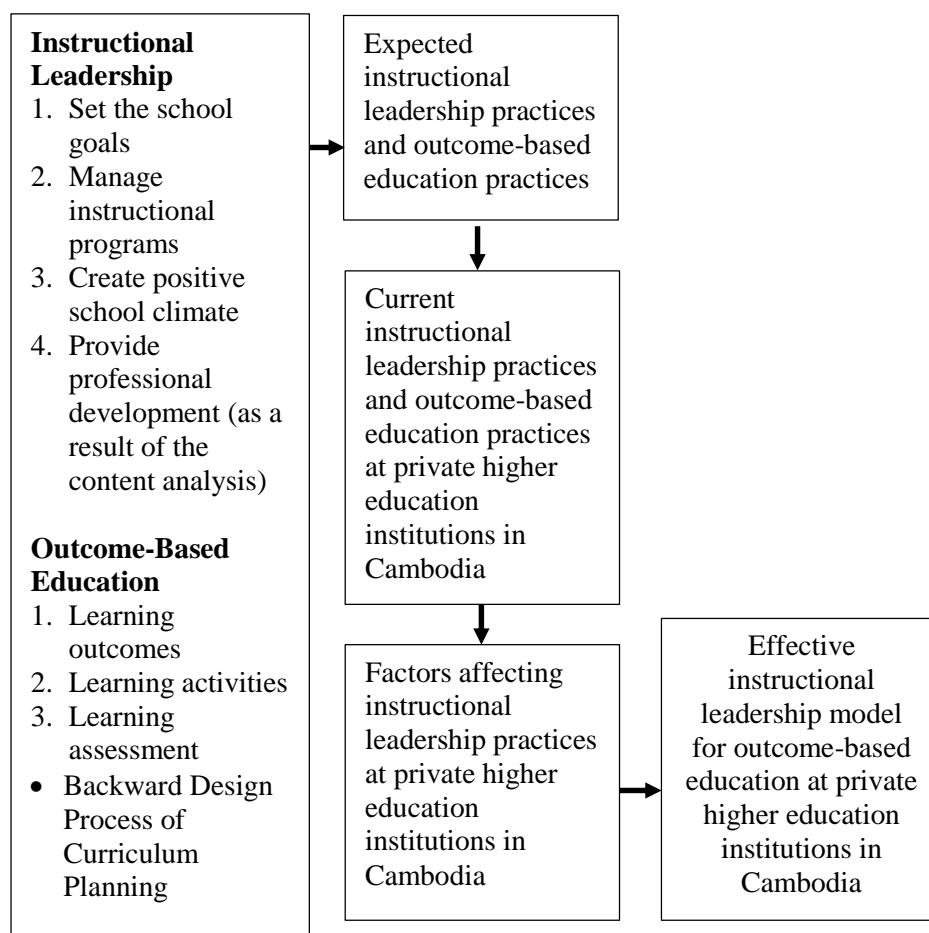
Conceptual Framework

Instructional Leadership 1. Set the school goals 2. Manage instructional programs 3. Create positive school climate 4. Provide professional development (as a result of the content analysis) **Outcome-Based Education** 1. Learning outcomes 2. Learning activities 3. Learning assessment • Backward Design Process of Curriculum Planning	Expected instructional leadership practices and outcome-based education practices

Expected instructional leadership practices and outcome-based education practices

→

Current instructional leadership practices and outcome-based education practices at private higher education institutions in Cambodia

→

Factors affecting instructional leadership practices at private higher education institutions in Cambodia

→

Effective instructional leadership model for outcome-based education at private higher education institutions in Cambodia

Figure 1: *Conceptual Framework of this Study*

Method

Research Instrument

Survey was developed using the results of content analysis. It was used to collect the quantitative data on the current instructional leadership practices, OBE practices, and factors affecting instructional leadership in private higher education institutions in Cambodia. This survey was divided into four parts. Part One entailed 4 items (gender, teaching experience, highest educational attainment, and fields of study) which were used to identify lecturers' and administrators' demographic information. Part Two was for Instructional Leadership, consisted of 16 items, Part Three was for OBE composing of 15

items, and Part Four was for Factors Affecting Instructional Leadership which composed of 25 items.

Interview protocol basically from the all the survey items was used to collect qualitative data from the academic administrators of the five private higher education institutions in Cambodia.

Population and Sample
The population for this study were lecturers and academic administrators of the five private higher education institutions in Cambodia. The researcher selected all lecturers and academic administrators of the faculty of education to participate in the data collection. The sample of 211 lecturers and 10 administrators participated in this research.

Findings
Content analysis was conducted using 203 sources (15 books and 188 articles). The results of content analysis presented four dimensions of instructional leadership (Building a Supportive and Collaborative Environment, Supervising Curriculum Development and Instruction, Providing Professional Development, and Framing and Communicating Goals), three stages of OBE (Learning Outcomes, Learning Activities, and Learning Assessment), and six factors affecting instructional leadership (Time Constraints and Workload, Cooperation, Culture, and Values, Qualification, Skills, and Experiences, Organizational Structure, Funding and Facilities, and Tasks and Roles related to Instructional Leadership).

Instructional Leadership
Table 1: *Mean Scores of the Current Practices of Instructional Leadership*

No.	Descriptions	*M*	Interpretation
1	Framing and Communicating Goals	3.60	Very good
2	Providing Professional Development	3.52	Very good
3	Supervising Curriculum Development and Instruction	3.60	Very good
4	Building a Supportive and Collaborative Environment	3.75	Very good
	Overall Mean	3.61	Very good

Table 1 presented the four instructional leadership dimensions identified. The results conveyed the highest Mean was the dimension of Building a Supportive and Collaborative Environment (M=3.75). The lowest Mean

showed in the dimension of Providing Professional Development (M=3.52). Overall, the results showed in a "Very good" category.

However, the interviews further explained this survey's findings. It was found the academic goals were developed by a committee chaired by the dean of the academics. Approximately 10 percent of senior lecturers were invited to join the committee. The goals were communicated through meetings, workshops, and academic orientation. The interviews also provided that professional development opportunities for lecturers were very few. However, lecturers did not have time to attend training as most of them worked part time. The deans checked the syllabus, but course description and course outcomes were set by the committee. The academic administrators did not have sufficient time to monitor teaching and learning.

Outcome-Based Education

Table 2: *Mean Score of the Current Practices of Outcome-Based Education*

No.	Descriptions	M	Interpretation
1	Learning Outcomes	3.98	Very good
2	Learning Activities	4.09	Very good
3	Learning Assessment	3.88	Very good
	Overall Mean	3.98	Very good

Table 2 presented the results of the current practices of OBE at five private universities in Cambodia. The highest Mean was in Learning Activities (*M*=4.09) while the lowest Mean showed in Learning Assessment (*M*=3.88). In overall, the results showed in a "Very good" category. However, the interviews with the academic administrators further explained the practices of OBE in these universities. Course outcomes were set by the committee. Lecturers used the materials given to prepare course outlines. In regards the activities, lecturers employed student-centered approach. However, lecturers did not provide remedial lessons as they worked part-time and were busy going from one university to another. Not only lecturers were found having insufficient time for consulting students' academic matters, but also the academic administrators. They did not have time to monitor teaching and learning.

Factors Affecting Instructional Leadership
Six factors were identified from the content analysis. Three factors were found significant affecting the instructional leadership. They included Qualification, Skills, and Experiences, Cooperation, Culture, and Values, and Funding and Facilities. Table 3 presented the results of the three significant factors affecting instructional leadership. The results showed the highest Mean in the factor of "Cooperation, Culture, and Values" (*M*=3.87). The lowest Mean indicated in

the Factors of "Funding and Facilities" (*M*=3.48). The overall Mean showed in a "Very good" category.

Table 3: *Mean Score of the Factors Affecting Instructional Leadership*

No.	Descriptions	*M*	Interpretation
1	Qualification, Skills, and Experiences	3.52	Very good
2	Cooperation, Culture, and Values	3.87	Very good
3	Funding and Facilities	3.48	Good
	Overall Mean	3.62	Very good

The results of the interviews with the academic administrators provided that professional development opportunities were not really sufficient. The academic administrators were not expertise in designing the curriculum for all subjects. Thought they built a good relationship with lecturers; they did not have sufficient time to supervise curriculum development and instructions. Three administrators said that the universities sufficiently financed teaching and learning. The rest expressed a lack of fund for journal articles, database, and other necessarily materials and equipment.

Relationship between Instructional Leadership and Outcome-Based Education

Table 4 indicated that the Pearson correlation coefficient value was .606. According to Evans (1996), the absolute value of *r* can be explained as follows: .00-.19 "very weak", .20-.39 "weak", .40-.59 "moderate", .60-.79 "strong", and .80-1.0 "very strong". Thus, the correlation coefficient value of .606 confirmed that there was a strong positive correlation between instructional leadership and OBE. Moreover, the table reported the *p*-value for this test as being .000 and thus it showed that there was a significant relationship between instructional leadership and OBE at .01 level of significance.

Table 4: *Correlation Coefficient of Instructional Leadership and Outcome-Based Education*

		IL	OBE
Instructional Leadership (IL)	Pearson Correlation	1	.606**
	Sig. (2-tailed)		.000
	N	211	211
Outcome-Based Education (OBE)	Pearson Correlation	.606**	1
	Sig. (2-tailed)	.000	
	N	211	211

**. Correlation is significant at the 0.01 level (2-tailed)

Instructional Leadership Model for Outcome-Based Education in private higher education institutions in Cambodia
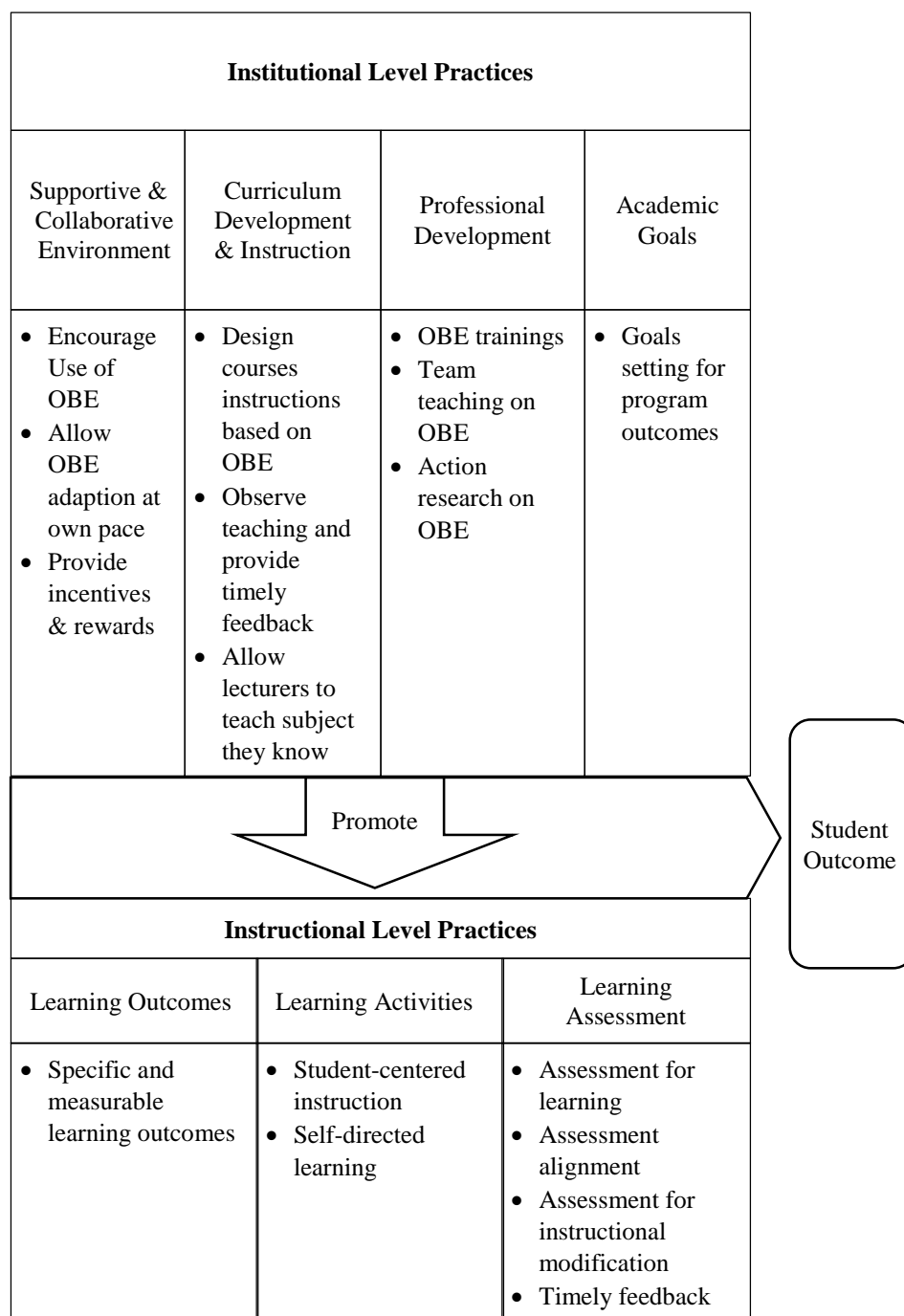
Institutional Level Practices			
Supportive & Collaborative Environment	Curriculum Development & Instruction	Professional Development	Academic Goals
• Encourage Use of OBE • Allow OBE adaption at own pace • Provide incentives & rewards	• Design courses instructions based on OBE • Observe teaching and provide timely feedback • Allow lecturers to teach subject they know	• OBE trainings • Team teaching on OBE • Action research on OBE	• Goals setting for program outcomes

Promote → Student Outcome

Instructional Level Practices		
Learning Outcomes	Learning Activities	Learning Assessment
• Specific and measurable learning outcomes	• Student-centered instruction • Self-directed learning	• Assessment for learning • Assessment alignment • Assessment for instructional modification • Timely feedback

Figure 2: *Instructional Leadership Model for Outcome-Based Education*

Figure 2 presents the effective instructional leadership model for OBE at private higher education institutions in Cambodia. This model composed of two parts: instructional leadership with 10 practices and OBE with 7 practices. The 10 practices of instructional leadership were to be implemented by the academic administrators and the 7 practices of OBE were to be implemented by lecturers at private higher education institutions in Cambodia.

Discussion
Instructional Leadership
The expected instructional leadership practices in higher education institutions were examined. The results of the content analysis on this section presents four dimensions: 1) framing and communicating goals, 2) providing professional development, 3) supervising curriculum development and instruction, and 4) establishing a supportive and collaborative environment. These findings did not present new knowledge and they were consistent to the overall framework of the theory. This is conformed to instructional leadership by Murphy and Hallinger (1985). They claimed that instructional leaders must set the school goals, manage instructional programs and promote school climate.

The results of this study conveyed that the academic administrators considered working environment very important to gaining support from lecturers. They built a strong relationship with lecturers that would promote shared responsibilities among lecturers for better learning achievement. This finding conformed to what found by Koen and Bitzer (2010). Asides, they listened to the concern of lecturers both academically and personally. They tried to convey that they cared about lecturers and created the environment that were conducive to satisfaction; hence, shared responsibilities and better student learning achievement. The findings from Pan, Nyeu, and Chen (2015) revealed similarly to this result. The academic administrators paid attention to lecturers at the academic and personal levels. The attention given to lecturers determined students' success in school.

The findings conveyed that the administrators had insufficient time to monitor student learning progress. This is contradictory to Mead (2011) saying that instructional leaders regularly analyzed the data with lecturers and helped them to adjust instructions to respond to the assessment results. The results from the survey even provided that the academic administrators had insufficient time to observe teaching and to provide constructive classroom feedback to lecturers. This finding is similar to the result found by Tanner and McLeod (2006) that the academic leaders did not have much time to supervise instructions because of their workloads on managerial and administrative

tasks. This may result in low quality teaching and learning in the target universities which conformed to the findings of Eang (2014) and Williams, Kitamura, & Keng (2015). The central role of instructional leadership was to ensure quality teaching and learning (Mead, 2011; Hallinger & Walker, 2017; Alam & Ahmad, 2017). The presence in classroom and provision of constructive feedback could well-explain this.

Professional opportunities were insufficiently provided to lecturers. The interactions among lecturers and the academic administrators were also found little. Lecturers did not have time to observe one another to improve their instructional practices. The findings are contradictory to the result found by Devos and Bouckenoogh (2009) that lecturers should be given the opportunities to interact and share professional expertise and attend professional development programs to promote their profession. The academic administrators should create a community of practices and professional learning community. This would create the chance for lecturers to reflect their current teaching practices, debate issues in meetings and exchange new ideas across the faculty (Gurr-Mark, 2010). The professional learning would promote quality teaching and learning (Gupton, 2010). The findings also indicated that lecturers did not involve much in research. The finding does not conform the findings of Backor & Gordon (2015) that instructional leaders should lead schoolwide action research and encourage lecturers to fully engage in it both in team and classroom action research. The action research was used to help lecturers to be thoughtful professionals, and to reflect and refine their instructional practices.

The findings indicated that only a small portion of senior lecturers were invited to engage in the formulation of the academic goals. This finding contradicted to what Pan, Nyeu, and Chen (2015) mentioned that the academic administrator had the role to establish the academic goals in collaboration with lecturers. Lecturers should have their part in goals setting and should be encouraged to perform teaching based on the goals set. A study by Cotton (2003) found that the academic administrator tried to reach out the stakeholders to gain supports and share responsibilities for student learning. Thus, lecturers should be very important stakeholders who can share responsibilities in establishing goals and communicating them to all parties involved.

The findings explained that the academic administrators did not receive sufficient professional development opportunities to support their instructional leadership practices. This finding partly conformed to the findings by Hallinger and Walker (2017) that instructional leaders in Vietnam

and China received very few training while those who were from Singapore, Taiwan, and Malaysia received extensive trainings. They may not have expertise in developing curriculum in all the subject areas and management skills. They needed to promote their knowledge and skills. This is conformed to the findings of the study by Hallinger (2003) that the academic administrators had limited ability to hire, remove, and manage personnel.

Outcome-Based Education
The findings presented that lecturers adapted partly OBE for curriculum development and instruction. They might face challenges of employing this approach. This is consistent to the findings by Lixun (2011) that lecturers confronted the challenges of designing courses and instructions. They were familiar with content-based approach. Further, they might not have the knowledge of stating the learning outcomes, instructional strategies that facilitated learning, and the knowledge of designing curriculum based on significant learning, aligning learning activities and assessment methods to learning outcomes. The findings indicated that lecturers partly adapted OBE. Probably, OBE has shortly been introduced to Cambodia. It may take sometimes for lecturers to familiarize themselves with the new approach. This conformed to what Chan and Chan (2009) found on a new outcome-based curriculum in Hong Kong Polytechnic University. They found that there was insufficient evidence showing that OBE promoted student performance. The researchers provided reasons that OBE was just shortly introduced to the university and some teachers might find difficult to implement this OBE philosophy.

Lecturers had insufficient time to adapting OBE. The adaptation of OBE needed greater efforts and time of lecturers in designing curriculum to attain highest learning achievement. These challenges came not only to lecturers but also to learners. Formative assessment increased students' workloads since they needed to complete various learning tasks (Lixun, 2011). These findings echoed the findings by Vann (2012) and UNESCO (2011) that lecturers in Cambodian universities were mostly part-time. The lacked time to design curriculum and instruction and interact with students. They did not have time to discuss the academic matters. This was contradictory to OBE that teachers built a strong relationship with students (Sawyer & Dinham, 2004) and encouraged students to engage in the challenging tasks to achieve the best of their potential (Killen, 2007).

Recommendations

In order to have instructional leadership model for OBE well-implemented, students, lecturers, academic administrators, and private higher education institutions in Cambodia are recommended.

Students may be familiar with teacher-centered approach teaching. If lecturers willingly adapt the outcome-based education approach to designing their course curriculum and instructions, student-centered approach will be more applicable. Students need to have sufficient time to take OBE learning. They need to participate actively in the activities designed. Moreover, they should not pay attention to the expected outcomes and learning experiences designed only but also the learning assessment. They need the assessment to check their progress and receive constructive feedbacks for further efforts.

Lecturers need to promote own professional knowledge and skills in OBE. They need to attend workshops, seminars, and participate in professional learning community and conduct research in OBE to improve instructions. Furthermore, they need to interact professionally with one another for improved OBE instructions. Additionally, they need to seek for teaching strategies, and assessment methods to obtain the learning outcomes.

The academic administrators need sufficient training in OBE. If they are familiar with OBE, they can encourage lecturers to develop and try out the OBE courses. They need to explore and identify various methods of teaching and assessment for supporting lecturers in implementing OBE. They need to provide OBE trainings to lecturers and allow them to adapt OBE instruction in their own pace and encourage lecturers to do research in OBE to improve their instructions. If lecturers who have tried out OBE instructions, they should be given incentives and rewards to share their experiences with other lecturers in the universities. Furthermore, the academic administrators need to consider having more full-time lecturers for they have sufficient time to prepare for instructions. To help lecturers adapt well OBE, they should teach the subject they know best. This would help them feel convenient in planning for OBE instructions.

The model can be useful not only for the universities being studied, but also for other private universities in Cambodia. The academic administrators, lecturers, and students may face similar challenges and go through similar practices in leadership, curriculum design and instructions, and learning experiences. Outcome-based education has also been effectively implemented in other faculties (nursing, engineering, language, accountancy, etc.), the instructional leadership model is to promote OBE instructions.

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THE RELATIONSHIP BETWEEN PERSONALITY AND TEACHING EFFECTIVENESS OF ENGLISH TEACHERS FROM THE PERCEPTIONS OF STUDENTS AT DIANCHI COLLEGE OF YUNNAN UNIVERSITY IN KUNMING, YUNNAN PROVINCE, CHINA

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Supit Karnjanapun[2]

Abstract: This study was conducted to identify whether there was a significant relationship between personality and teaching effectiveness of English teachers from the perceptions of students at Dianchi College of Yunnan University in Kunming, Yunnan Province, China. The Big Five Inventory, which was originally designed by John and Srivastava (1999), was used for measuring the level of personality of English teachers at Dianchi College of Yunnan University in Kunming, Yunnan Province, China. Student Instructional Report II, which was originally designed by Centra (1972), was used for measuring the level of teaching effectiveness of English teachers at Dianchi College of Yunnan University in Kunming, Yunnan Province, China. Ninety students participated in this study, which were conducted during the academic year 2018-2019. The data were collected and analyzed by a statistical software program. According to the purpose and hypotheses of the study, different statistical methods were used to analyze the data (e.g., means, standard deviations, and correlational analysis using multiple correlation coefficient). The study showed that the personality of English junior teachers at Dianchi College of Yunnan University contain agreeableness, conscientiousness, extraversion, neuroticism and openness. The study also showed that the level of teaching effectiveness of English teachers at Dianchi College of Yunnan University was effective. The results showed that there was a significant relationship between personality and teaching effectiveness of English teachers from the perceptions of students at Dianchi College of Yunnan University in Kunming, Yunnan Province, China.

Keywords: Personality, Teaching Effectiveness, The Perception of Students, China, College

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Introduction

Education is getting more and more important in today's society. For many reasons, teachers are an extremely vital aspect of any society, and the role they play in society is both necessary and valuable. Since thousands of years ago, China has particularly valued education. Therefore, education as well as teachers play a very important role in China (Liu, 2016). In the field of education around the world, the effective the teacher is a very common issue. People have different views on this issue. Deluca (2016) pointed that an effective teacher should have the capacity to get along with their students and understands the pace and capacity of the students. Effective teachers have developed procedures for dealing with daily tasks, otherwise they will become difficult to be cope with and consume teaching time. An effective teacher can identify what needs to be done and find a way to keep order. They understand that the biggest discipline problems derive from a lack of procedures. Effective teachers know exactly what their students need to learn in the class. Effective teachers are familiar with the contents of national standards, can check data, understand the strengths and weaknesses of students. Teaching effectiveness is very important, because effective teaching helps students learn. With the improvement of quality in higher education, it has become more important.

Effective teaching is not accidental. Effective teachers do well in what they do because they assess their practice. And in addition, the teacher should also be patient with their students and have a good personality as well. James (2010) put forward that educational evaluation is a professional responsibility of teachers, which derives from teachers' understanding of the impact of teaching on students and their commitment to promoting students' learning. Wells (1989) mentioned that "a good teacher" is often regarded as one of the most essential factors for students to stay at school. The Chinese think that a good teacher is like a hard-working gardener, who cultivates young students into a tree of knowledge, and like a candle, burning himself and lighting the students. In the UK, an effective teacher is considered to have a good personality and he must have good teaching skills. In the United States, American deem that a good teacher is an excellent manager that is able to manage the classroom well and have good teaching skills and abilities (Lin, 1995). A recent study found that in China, effective teachers have six common attributes: teacher knowledge, professional attitude, classroom performance, rapport establishment, student motivation and personality (Gao & Liu, 2012). C. A. Decker and J. R. Decker (2001) noted "because teaching is so complex and multifaceted, more research needs to be conducted on personal characteristics and effectiveness" (p. 187).

Research Objectives

1. To determine the level of personality (in terms of agreeableness, conscientiousness, extraversion, neuroticism, and openness) of English teachers from the perceptions of students at Dianchi College of Yunnan University in Kunming, Yunnan Province, China.

   1.1 To determine the level of agreeableness of English teachers from the perceptions of students at Dianchi College of Yunnan University in Kunming, Yunnan Province, China.

   1.2 To determine the level of conscientiousness of English teachers from the perceptions of students at Dianchi College of Yunnan University in Kunming, Yunnan Province, China.

   1.3 To determine the level of extraversion of English teachers from the perceptions of students at Dianchi College of Yunnan University in Kunming, Yunnan Province, China.

   1.4 To determine the level of neuroticism of English teachers from the perceptions of students at Dianchi College of Yunnan University in Kunming, Yunnan Province, China.

   1.5 To determine the level of openness of English teachers from the perceptions of students at Dianchi College of Yunnan University in Kunming, Yunnan Province, China.

2. To determine the level of teaching effectiveness of English teachers from the perceptions of students at Dianchi College of Yunnan University in Kunming, Yunnan Province, China.

3. To determine if there is a significant relationship between personality (in terms of agreeableness, conscientiousness, extraversion, neuroticism, and openness) and teaching effectiveness of English teachers from the perceptions of students at Dianchi College of Yunnan University in Kunming, Yunnan Province, China.

Literature Review

Big-Five Model (Digman, 1990)

The five-factor model of personality (FFM) is composed of five characteristic dimensions or domains (Digman, 1990), often called the "Big Five": Extraversion, Agreeableness, Conscientiousness, Neuroticism (sometimes also called after extreme opposition and emotional stability), and Openness to Experience (sometimes also named intelligence).

The Myers-Briggs Type Indicator (MBTI) (Jung & Baynes, 1921)

Myers-Briggs Type Indicator (MBTI) is a method of checking personality. MBTI stands for Myers-Briggs type indicator. This is a tool often used to help individuals understand their communication preferences and how they interact with others. Understanding what MBTI can help people adapt to different

situations and the way people interact with each other. Personality is based on who we are and what we really like to do and can help us make career decisions. Jung and Baynes (1921) developed a method to help us understand and categorize our innate tendencies. Katherine Briggs and Isabel Briggs Myers (1962) later extended Jung's theory and led to MBTI. Information from MBTI can help people make practical decisions, acquire self-knowledge and make better choices.

Personality Type Theory (Friedman et al., 1987)
There are two type theories of personality as following: Type A and Type B personality describes two contrasting personality types (Friedman et al., 1987). In this concept, the more competitive, highly organized, ambitious, impatient, highly aware of time management and/or aggressive personality is marked as Type A, while the more relaxed, less "neurotic", "crazy" and "interpretable" personality is marked as Type B.

Definition of Teaching Effectiveness
As a teacher, teaching effectiveness can produce higher-than-expected benefits in students' standardized test scores. This focuses on attributing the results of standardized examinations to teachers and measuring the teaching effectiveness through the average test results. There are many advantages. Darling Hammond (2010) defines effective teachers as teachers who are intellectually challenging, motivate students, set high standards and encourage self-learning.

Characteristics of Teaching Effectiveness
The teaching effectiveness has seven characteristics:
1. Effective teaching involves acquiring relevant knowledge and using this knowledge to guide teachers' own curriculum design and classroom teaching.
2. Effective teaching includes adjusting three main components of teaching: learning objectives, assessment and teaching activities.
3. Effective teaching involves articulating expectations about learning outcomes and policies.
4. Effective teaching involves giving priority to the knowledge and skills the teacher chooses to focus on.
5. Effective teaching involves identifying and overcoming teachers' blind spots.
6. Effective teaching involves playing appropriate teaching roles to support students' learning objectives.

7. Effective teaching involves progressive improvement of the teacher's curriculum based on reflection and feedback.

Student Instructional Report II
The Student Instructional Report II included five scales, on which instruction would be evaluated, from the Student Instrument Report with three more new items added. They are course organization and planning, communication, faculty-student interaction, assignment, exam and grading, supplementary instructional methods, course outcomes, student effort and involvement, course difficulty and workload.

The Big Five Inventory
The Big Five Inventory (BFI) is a self-report inventory designed to measure the Big Five dimensions. The Big Five Inventory (BFI) is a 44-item self-report questionnaire compiled by John (1991). The questionnaire is based on the Five-Factor Personality Factor or Five-Factor Model (FFM). Each item is scored on a 5-point Likert scale. The following factors also constitute the sub-scale of BFI: extroversion, agreeableness, conscientiousness, neuroticism and openness. BFI is one of the most commonly used tools for assessing individual personality traits and can be used in a variety of environments, whether for personal use or for clinical or research purposes.

Conceptual Framework

This study found out the relationship between personality and teaching effectiveness of English teachers from the perceptions of students at Dianchi College of Yunnan University in Kunming, Yunnan Province, China. The following conceptual framework shows the research target, personality and teaching effectiveness of teachers.
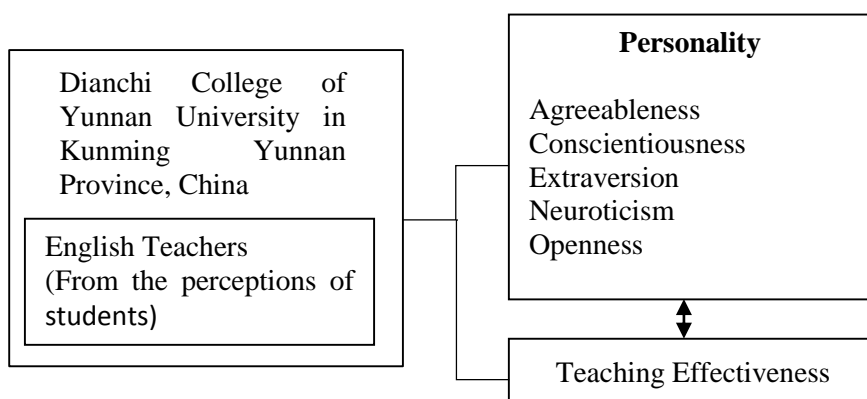

Figure 1. *Conceptual framework.*

Research Method

Population and Sample

The population in this study were 90 English junior students at Dianchi College of Yunnan University in Kunming, Yunnan Province, China. All of 90 English junior students had completed questionnaires.

Instrument

The Big Five Inventory (BFI)

Measures of the personality traits in this study were based on the Big Five Inventory (BFI) developed by John and Srivastava in 1999. There was a total of 44 items of measurement. It measures teachers' personality. This scale consists of 44 items of five dimensions: Extraversion (eight items), Agreeableness (nine items), Conscientiousness (nine items), Neuroticism (eight items), and Openness (10 items). The researcher adopted this measure because it is a short instrument and easy to understand by respondents.

Validity and Reliability of BFI

Table 1 showed the reliabilities of the Big Five Inventory (BFI). Ong Choon Hee (2014) at University Utara Malaysia examined the validity and reliability of the Big Five personality traits scale in Malaysia. The sample of the study was comprised of 343 nurses in the health tourism hospitals. Administered on-site method was used for data collection.

Table 1 *Reliability of the Instrument (BFI)*

Subscale	No. of items for each component	Cronbach's alpha value	
		Hee's (2014)	Current study
Openness	10	.86	.70
Conscientiousness	9	.89	.74
Extraversion	8	.77	.83
Agreeableness	9	.90	.68
Neuroticism	8	.74	.69

This scale was on a 5-point Likert scale ranging from 1 (*strongly disagree)* to 5 (*strongly agree*), Table 2 showed the interpretation from 1 (*strongly disagree*) to 5 (*strongly agree*).

Table 2 *Interpretation of the 5-Point Likert Scale for the BFI*

Capacity level	Scores	Scale	Interpretation level
I strongly agree	5	4.50-5.00	Very high
I agree	4	3.50-4.49	High
I neither agree nor disagree	3	3.00-3.49	On average
I disagree	2	1.50-2.99	Low
I strongly disagree	1	1.00-1.49	Very low

Student Instructional Report II (SIR II)

Student Instructional Report II is a paper-pencil survey tool for soliciting student evaluation of teaching effectiveness within a given course and is a modification of the original Student Instructional Report developed in 1972 (Centra, 1972). The Student Instructional Report II incorporates knowledge gained from research on the SIR as well as research on college teaching and learning. SIR II contains 40 standard items in total. In addition to an overall evaluation item, SIR II consists of the following dimensions: course organization and planning (five items); communication (five items); faculty/student interaction (five items); assignments, exams, and grading (six items); supplementary instructional methods (seven items); course outcomes (five items); student effort and involvement. (three items); course difficulty, work load, and pace (three items); overall evaluation (one item).

Validity and Reliability of BFI

The original SIR report was analyzed by students and faculty at a single university. ETS (2006) conducted the initial testing of the SIR II report at 10 two-year and four-year colleges.

Table 3 illustrates the Cronbach's alpha value for the subscales used in this research as well as previous studies.

Table 3 *Reliability of the Instrument (SIR II)*

Subscale	No. of items for each subscale	Cronbach's alpha value Centra (2005)	Current study
A. Course Organization and Planning	5	.96	.63
B. Communication	5	.94	.54
C. Faculty/Student Interaction	5	.98	.69
D. Assignments, Exams and Grading	6	.93	.76
E. Supplementary Instructional Methods	7	.92	.81
F. Course Outcomes	5	.97	.79

Subscale	No. of items for each subscale	Cronbach's alpha value	
		Centra (2005)	Current study
G. Student Effort and Involvement	3	.89	.67
H. Course Difficulty, Workload, and Pace	3	.88	.63
I. Overall	40	.93	.69

The items of the dimensions are on a 5-point Likert scale ranging from 1 (*ineffective*) to 5 (*very effective*). Table 4 showed the interpretation from 1 (*ineffective*) to 5 (*very effective*).

Table 4 *Interpretation of the 5-Point Likert Scale for the SIR II*

Capacity level	Scores	Scale	Interpretation level
It is very effective	5	4.50-5.00	Very effective
It is effective	4	3.50-4.49	Effective
It is moderately effective	3	3.00-3.49	Moderately effective
It is somewhat ineffective	2	1.50-2.99	Somewhat ineffective
It is ineffective	1	1.00-1.49	Ineffective

Procedure

The researcher asked permission from the school principal of Dianchi College of Yunnan University in January 2019 through email. The researcher collected data from students in April 2019 at Dianchi College of Yunnan University by using the Big Five Inventory (BFI) and Student Instructional Report II (SIR II). The researcher chose 90 English junior students who had both completed questionnaires as the sample of this research. This research was carried out in November of 2019.

Findings

Finding 1

Table 5 shows the means (M) and standard deviations (SD) of English teachers' personality.

Table 5 *Means (M) and Standard Deviations (SD) of English Teachers' Personality (n=90)*

Personality factor	*M*	*SD*	Interpretation
Agreeableness	3.55	.75	High
Conscientiousness	3.42	.76	On average
Extraversion	3.12	.75	On average

Personality factor	*M*	*SD*	Interpretation
Neuroticism	2.65	.75	Low
Openness	2.86	.76	Low

Results in Table 5 shows that: The level of agreeableness of English teachers at Dianchi College of Yunnan University is high. The level of conscientiousness of English teachers at Dianchi College of Yunnan University is high. The level of extraversion of English teachers at Dianchi College of Yunnan University is on average. The level of neuroticism of English. The level of openness of English teachers at Dianchi College of Yunnan University is low.

Finding 2
Table 6 displays English teachers' teaching effectiveness.

Table 6 *Means (M) and Standard Deviations (SD) of English Teachers' Teaching Effectiveness (n=90)*

Teaching effectiveness	*M*	*SD*	Interpretation
A. Course Organization and Planning	3.41	.71	Moderately effective
B. Communication	3.35	.71	Moderately effective
C. Faculty/Student Interaction	3.46	.76	Moderately effective
D. Assignments, Exams, and Grading	3.46	.83	Moderately effective
E. Supplementary, Instructional Methods	2.91	.70	Somewhat ineffective
F. Course Outcomes	3.10	.82	About the same
G. Student Effort and Involvement	2.72	.84	Less than most
H. Course Difficulty, Workload, and Pace	2.72	.68	Somewhat elementary
I. Overall	3.14	.76	Moderately effective

Results in Table 6 show that overall, the English junior teachers at Dianchi College of Yunnan University were effective in course organization and planning, communication, faculty/student interaction, and assignments, exams, and grading. They were moderately effective in supplementary, and instructional methods. Besides, English junior students considered the course outcomes were more than most, student effort and involvement were about the same, and course difficulty, workload, and pace were about right.

Overall, the teaching effectiveness of English teachers at Dianchi College of Yunnan University was M=3.14, which is interpreted as effective. In other words, English junior teachers at Dianchi College of Yunnan University on average, perceived that their teaching effectiveness were moderately effective.

Finding 3
To determine if there is a significant relationship between personality and teaching effectiveness of English teachers from the perceptions of students at Dianchi College of Yunnan University in Kunming, Yunnan Province, China.

Table 7 presents the bivariate correlations of personality and teaching effectiveness.

Table 7 *Bivariate Correlation Between Personality and Teaching Effectiveness of English Teachers at Dianchi College of Yunnan University (n=90)*

Variables	1	2	3	4	5	6
1. Agreeableness	-					
2. Conscientiousness	-.11 (.01)	-				
3. Extraversion	.21 (<.001)	.72 (<.001)	-			
4. Neuroticism	-.31 (<.001)	-.57 (<.001)	-.60 (<.001)	-		
5. Openness	.64 (<.001)	.14 (<.001)	.49 (<.001)	-.50 (<.001)	-	
6. Teaching effectiveness	.19 (<.001)	.66 (<.001)	.81 (<.001)	-.58 (<.001)	.50 (<.001)	-

Note. *denotes a statistically significant relationship (statistical significance level set at *p*= .05, two-tailed). *p*-values appear within parentheses below the correlation coefficients.

An examination of the bivariate correlations among the six variables in this study (i.e., agreeableness, conscientiousness, extraversion, neuroticism, openness and teaching effectiveness), shows that agreeableness correlated significantly, positively and very weak with teaching effectiveness of English teachers ($r = .19$, $p < .001$) at a significant level of .05. Conscientiousness correlated significantly, positively, and strongly with teaching effectiveness of English teachers ($r = .66$, $p < .001$) at a significant level of .05. Extraversion correlated significantly, positively, and very strong with teaching effectiveness of English teachers ($r = .81$, $p < .001$) at a significant level of .05. Neuroticism correlated significantly, negatively, and moderately strong with

teaching effectiveness of English teachers ($r = -.58$, $p < .001$) at a significant level of .05. Openness correlated significantly, positively, and moderately strong with teaching effectiveness of English teachers ($r = .50$, $p < .001$) at a significant level of .05. Therefore, further calculation of the multiple correlation coefficient was conducted as below.

A significant, strong multiple correlation between personality and teaching effectiveness was obtained, $R = .73$, $F (54, 485) = 17.97$, $p < .001$. The multiple coefficient determination (R^2) for these variables is .69, which indicates that 69% of the variance between these variables can be explained by this relationship.

Discussion
Perception of Personality
Personality is a person's stable attitude to reality. Personality is more stable once it is formed, but it is not invariable, but plastic. Different from temperament, personality reflects more social attributes of personality. The core of personality differences between individuals is personality differences. Different personalities of teachers may lead to different attitudes towards work, students, and colleagues, which may lead to different teaching effectiveness. The teachers help and take good care of students. They work hard and as well as are considered by students as reliable people, and also friendly. Thus, students gave teachers high marks for agreeableness, conscientiousness and extraversion. Besides, the teachers keep calm in stressful situations. Students also rated them as optimistic people. As a result, their scores on neuroticism are lower. Furthermore, it may be that teachers are always following the same routine or using traditional teaching methods, which results in students giving them lower scores on openness.

Perception of Teaching Effectiveness
Teacher effectiveness means that as a teacher, one must not only master the teaching process that leads to student achievement, but also become a person who promotes positive changes in people's lives (Buela & Joseph, 2015). Students agree that teachers are effective in course preparation, communication and interaction with students, assignments, and exams. Moreover, students have made some progress in outcome. However, students seem to think that teachers do not arrange too many classroom activities and extracurricular activities in class, which on the one hand leads to the low participation of students in class, and on the other hand leads to the lower difficulty of these courses and the lighter workload. On the whole, the teachers' teaching effectiveness was effective.

Perception of Personality and Teaching Effectiveness of English Junior Teachers

The findings of the current study showed that there was a significant, positive, strong correlation between personality and teaching effectiveness ($r = .73$, $p < .001$, $R = .83$). This result is different to the study carried out by Buela and Joseph (2015), which showed that there was a significant relationship between conscientiousness personality and teaching effectiveness. Buela and Joseph (2015) believed that there was no significant relationship between conscientiousness personality and teaching effectiveness, which may be caused by teachers' lack of ambition and failure to stick to the rules. Thus, teaching effectiveness may include the quality of conscience, and in some cases, if not necessary, it may not. Therefore, conscientiousness personality may develop according to circumstances. There is a significant relationship between extraversion personality and teaching effectiveness ($r = .81$, $p < .001$). This finding is supported by the few previous studies by Othman (2009), Ahmad (2013), Walls (2002), Walsh (2007), Kulsum (2006) and Yilmaz (2011). These studies have found that there is a close and significant relationship between teaching effectiveness and teachers' enthusiasm, vitality, friendliness, sociability and other qualities, which supports the hypothesis proposed in this study that there is a positive relationship between teaching effectiveness and extraversion personality. There is a negative significant relationship between neuroticism personality and teaching effectiveness ($r = -.58$, $p < .001$). This finding was supported by Othman's (2009) research results. In Othman's study (2009), he mentioned that teachers with neuroticism personality often have such emotions as anxiety, anger or depression. Therefore, these qualities may affect the development of self, more likely to affect the development of students and the school. There is a significant, strong multiple correlation between personality and teaching effectiveness ($R = .73$, $F (54, 485) = 17.97$, $p < .001$). The multiple coefficient determination (R^2) for these variables is .69. This finding is supported by Rockoff et, al. (2008) and Goel (2013). Their studies showed that teachers' effectiveness includes openness to experience, curiosity to knowledge, appreciation of art and sensitivity to beauty, and teachers are often more aware of their own feelings. Therefore, effective teachers are friendly, helpful, open to questions and discussions, well prepared and make difficult subjects easy to learn.

Personality is considered to be a common factor affecting work efficiency and interest (Buela & Joseph, 2015). After all, as teachers, it is important to realize that personal factors may affect their teaching process and results, as well as their own views and opinions on teaching.

Therefore, one the one hand, if teachers understand their personality types, they can predict what activities and tasks students will like, what teaching methods they need, and what their learning style is (Mall-Amiri & Nakhaie,2013). On the other hand, it is very important for teachers to accumulate enough background knowledge about teachers' different personality characteristics, because teachers will also bring personal personality into classroom, which may affect students' performance and final results (Madrid, 1995).

Recommendations

Since the result of teaching effectiveness of English teachers was effective, English teacher at Dianchi College of Yunnan University should improve the relationship with students and establish a good relationship between teachers and students. They should be more positive and enthusiastic in class. They also could try not to bring their personal feelings to work and add more interesting classroom activities and assign various kinds of homework.

Since the results indicate that teachers' personality plays a significant role in teaching effectiveness, school administrators at Dianchi College of Yunnan University could learn about teachers' personality first before hiring them. They could provide more lectures or seminars so that English junior teachers can learn more about teaching techniques and methods. Besides, school administrators could organize teachers to share their teaching experience and learn from each other.

This research conducted the study only with English junior students, since the limited students in the school, the findings cannot be generalized to other students. This research was done at Dianchi College of Yunnan University; therefore, the findings cannot be generalized with other schools. Since there was a significant relationship found between personality and teaching effectiveness, further researchers could combine students' academic achievements with their research. They could expand the research sample and separate the sample by groups. They also could combine with other different related to personality and teaching effectiveness questionnaires for research.

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